

Research in Core French: An Annotated Bibliography (1987)

This annotated bibliography focuses on research that has been carried out on core French Programs in Canada. The present bibliography represents the documentation phases of the work of the research and evaluation task force of the National Core French Study. Although resources may be dated, we hope they prove to be useful.

Allen, J. P. B., Carron, S. Burtis, J. & Gaudino, V. (1987). The Core French Observation Study. Chapter Four. In B. Harley, J. P. B. Allen, J. Cummins & M. Swain (Eds.) *The Development of Bilingual Proficiency: Final Report*. Toronto: The Ontario Institute for Studies in Education.

Purpose: To investigate the relationship between instructional practices and French proficiency outcomes in core French classes.

Program: Grade 11 core French programs in Metropolitan Toronto. The students received 40 or 70 minutes of French instruction, five and three times a week respectively, for a total of approximately 200 minutes per week.

Subjects: Approximately 200 grade 11 core French students. in eight intact classes ranging in size from 10 to 35 students. The subjects were studying French as an optional subject and had received French instruction for approximately eight years.

Instruments: A multiple choice grammar test; a written exercise intended to elicit an listening comprehension test (adapted from the Test de comprehension auditive. and the I.E.A. Listening Comprehension Test.); a questionnaire assessing students' contact with French outside the classroom; an oral interview which was scored for grammatical, discourse and sociolinguistic competence; and the Communicative Orientation of Language Teaching (COLT)- classroom observation scheme.

Procedure: The tests were administered as pre- and post-tests at the beginning and at the end of the school year. The oral interviews were administered to a random sub sample of students. Based on the COLT observation scheme, the classes were rank ordered on a bipolar scale from "most experiential" (Type E) to "most analytical" (Type A). Type E classes, for example, involved significantly more topic control by students, more reaction to message rather than code, and more use of student-made materials. In contrast, Type A classes included a higher proportion of topic control by teachers, student utterances of minimal length, and restricted choice of linguistic items by students. It was predicted that

the Type A classes would score higher on both written and oral grammatical accuracy measures than Type E classes, but that Type E classes would score higher on all other proficiency measures, including discourse and sociolinguistic measures in the oral interview, and global listening comprehension.

Results: Analyses of covariance, using pre-test scores as the covariate, indicated that there were no significant differences between the Type E and Type A classes on any of the proficiency measures. However, there was a near significant difference in favour of the Type A classes on the multiple choice grammar test. Both experiential and analytic features observed in the classes were positively correlated with proficiency measures. The profile of a successful core French classroom, with respect to student proficiency, was identified as one in which a generally experiential approach was used with relatively more time devoted to communicative features involving an information gap, reaction to message, and topic incorporation. Nevertheless, a number of form-focused, teacher-directed activities were also positively related to proficiency.

Conclusion: There were no differences between the experiential and analytic classes in terms of students' French proficiency. A number of features of both the analytic and experiential classes were related to French proficiency.

Buteau, M. F., Rebuffot, J., in collaboration with Gougeon, H. (1985). *Evaluation of the French as a Second Language Programs of the Eastern Townships School Board.* Montreal: Faculty of Education. McGill University.

Purpose: To evaluate the elementary and secondary core French programs in the Eastern Townships School Board in light of the new program objectives of the Québec Ministry of Education.

Program: A kindergarten to grade 11 core French program in the Eastern Townships School Board, Québec.

Subjects: 12 elementary and 13 high school core French teachers school board French consultants and core French students.

Instruments: Informal classroom observation of kindergarten to grade 3 classrooms; and a teacher questionnaire.

Procedure: The study also involved consultation with French consultants and the program director, and informal conversations with students.

Results: The analysis of the questionnaires involved descriptive statistics. The consultants and program director felt that there was a lack of communication and coordination between the elementary and high school programs. The teachers felt that the program content and the materials used, as well as the new program objectives, were appropriate for their students' interests and level of functioning. Nevertheless, teachers felt that more professional development was needed, especially in the area of communicative language testing. Based on informal conversations with the students, they seemed to have favourable attitudes toward the core French program.

Conclusion: There was a consensus among those surveyed that while the Core French program was fairly successful, more effort was needed to better coordinate the elementary and high school programs and to develop teaching and testing skills in areas emphasized by the new Ministry objectives.

Comeau, M., Arsenault, R.-H. & Emard, R. (1980). Rapport sur les résultats d'une analyse de la perception des besoins relatifs à l'apprentissage du français langue seconde chez les élèves non francophones des écoles secondaires du Québec. Québec: Ministère de l'Éducation.

Objectif: Analyser la perception des besoins en français langue seconde (FLS) au niveau secondaire.

Programme: Un programme de FLS au niveau secondaire au Québec.

Sujets: Parents, enseignants, principaux et administrateurs: 361 sujets en tout. Les élèves eux-mêmes n'ont pas été inclus dans l'étude.

Instruments: Deux questionnaires de cent questions développés pour cette étude, chacun adressant les capacités actuelles des élèves et l'importance des habiletés à acquérir en français.

Résultats: Les corrélations entre les réponses des divers groupes ont produit une concordance de $r = .85$. Des analyses statistiques descriptives ont démontré que dans chaque cas les capacités actuelles des élèves étaient plus basses que les habiletés désirées. Les réponses aux questionnaires ont indiqué que les parents exigent plus que les enseignants. Savoir parler était l'habileté jugée la plus importante tandis que savoir lire était l'habileté jugée la moins importante. Les élèves n'ont pas été jugés aptes à vivre et à travailler en français et ne participaient pas à la culture québécoise. Les aspects de

langage jugés les plus importants pour les élèves étaient au plan utilitaire et communicatif.

Conclusion: Les réponses aux questionnaires suggéraient un manque de concordance entre les capacités actuelles et les habilités désirées des élèves en français. Les répondants considéraient savoir parler comme l'habileté la plus importante.

Comeau. M. Arsenault, R.H. " Emard. R. (1981). Rapport d'un sondage auprès d'élèves non francophones du secondaire sur leurs intérêts relatifs à l'apprentissage du français. Québec: Ministère de l'Éducation.

Objectif: Faire un inventaire des intérêts des élèves non francophones de niveau secondaire au Québec.

Programme: Le programme de français langue seconde (FLS) de secondaire I à IV (7e à 10. année)

Sujets: 233 élèves du programme de FLS aux niveaux secondaire I, III et IV, soit 1% de la population totale d'élèves à ces niveaux.

Instruments: Un questionnaire développé à l'intention des élèves à propos de leurs intérêts.

Résultats: L'analyse a consisté en un classement des réponses par ordre de préférence. Ce qui était plus important pour les élèves avait trait à la vie scolaire et professionnelle. Ce qui les intéressait moins avait trait à la vie intellectuelle. Les élèves s'intéressaient plus aux niveaux utilitaire, culturel, et ludique de la langue et à l'expression orale.

Conclusion: Les élèves s'intéressaient surtout aux aspects pragmatiques de la langue et à l'expression orale. Cependant, puisque l'écart type entre les réponses des élèves était si élevé, les résultats obtenus ne peuvent indiquer avec précision les préférences des élèves.

Deshaies. D. & Hamers. J. F. (1981). Contacts inter-ethniques: Leurs effets sur l'attitude et la motivation en langue seconde. *The Canadian Modern Language Review*, 37(2),243-.257

Objectif: Cerner l'effet potentiel des échanges ou des excursions interlinguistiques sur les motivations par rapport à l'apprentissage de la langue seconde et les attitudes envers le groupe culture qui parle cette langue.

Programme: Élèves francophones et anglophones de Montréal de niveau primaire (1e, 3e et 6e années) et secondaire (secondaire II et V -- 8e et 11 e années). Les élèves ont participé à un programme d'échanges tels qu'une visite d'une demi-journée à l'aquarium, une journée de ski ou une excursion d'une journée à la ville de Québec.

Étude I: Effet de la Participation :

Sujets : 641 élèves de 6e année et de secondaire II, dont la moitié a participé aux excursions. La moitié des élèves provenait d'écoles anglaises et le reste d'écoles françaises.

Instruments: Une batterie de tests d'attitudes adaptée du Attitudes and Motivation Test Battery. (Gardner et al., 1974a).

Procédure: Les tests ont été administrés en classe après les excursions.

Résultats: Des analyses de variance (contrôlant les variables: age, langue. participation et sexe) ont indiqué que la participation était reliée positivement à la motivation intégrative et à la motivation instrumentale, aux attitudes envers l'autre groupe culturel, aux attitudes envers l'apprentissage de la langue seconde et au degré de satisfaction ou au désir de participer aux excursions elles-mêmes. Par contre, la participation était reliée négativement aux attitudes envers les excursions interculturelles. Les filles étaient significativement plus motivées que les garçons, et les élèves plus jeunes étaient significativement plus motivés les plus âgés. Les filles et les plus âgés étaient significativement plus satisfaits de la participation aux excursions. .

Conclusion: Les résultats ont indiqué que la participation aux excursions était reliée positivement aux attitudes et à la motivation des élèves.

Étude II: Effet des contacts informels,

Sujets : 30 élèves de 6^e année et 60 élèves de 1^e et de 3^e année du primaire provenant d'écoles jumelées (écoles dont la situation géographique favorise les contacts fréquents et informels avec des membres de l'autre groupe culturel). 102 élèves de 6e année et 220 élèves de 1e et de 3e année du primaire provenant d'écoles isolées (écoles relativement isolées des contacts interculturels).

Instruments: Voir Étude I.

Procédure: Les élèves de 18 et de 38 année n'ont pas participé à des activités d'échanges organisées, tandis que tous les élèves de 6e année (des écoles jumelées et isolées) y ont participé.

Résultats: Des analyses de variance ont indiqué que les élèves des écoles jumelées possédaient une motivation intégrative et instrumentale significativement plus favorable et des attitudes significativement plus positives envers les membres de l'autre groupe, leur propre groupe et envers l'apprentissage de la langue seconde que ceux des écoles isolées. En plus, les élèves de 6e année des écoles jumelées percevaient les échanges significativement plus favorablement que ceux des écoles isolées. En général, les élèves plus âgés et les filles avaient des attitudes significativement plus favorables. Les professeurs avaient remarqué de façon claire que les élèves des écoles jumelées avaient acquis en dehors des tours plus de connaissances en langue seconde que ceux des écoles isolées.

Conclusion: Les résultats ont indiqué que les contacts informels avec les membres de l'autre groupe linguistique (élèves des écoles jumelées) étaient reliés positivement aux attitudes et à la motivation des élèves.

Étude III: Effet de la composition ethnique du groupe

46 élèves anglophones de 6e année et 55 élèves francophones de 6e année (trois classes chaque). Deux classes des deux groupes linguistiques ont participé à une activité avec des groupes de la même langue (groupes non-mixtes) et une classe de chaque groupe a participé à une activité avec un groupe de l'autre langue (groupes mixtes). Ils ont tous participé à la même activité, une excursion de deux jours à la ville de Québec.

Instruments: Voir Étude I.

Procédure: Un pré-test et un post-test ont été administrés avec un intervalle de trois mois entre les deux administrations du test.

Résultats: Des analyses de covariance, utilisant les résultats au pré-test comme covariant, ont indiqué que la motivation intégrative était significativement plus élevée pour les groupes mixtes que pour les groupes non-mixtes. Cependant, il y avait une interaction entre le groupe linguistique et le mixage: les attitudes des groupes francophones non-mixtes étaient moins positives, tandis que celles des groupes anglophones non-mixtes et mixtes étaient plus positives. Des analyses de variance ont indiqué que, lors du post-test, les filles ont manifesté une motivation instrumentale significativement plus élevée que les

garçons. Il n'y avait aucune différence parmi les groupes quant aux attitudes envers les membres de l'autre groupe et envers la langue seconde. Les groupes non-mixtes ont perçu l'activité significativement plus favorablement (se sont fait plus d'amis, l'ont trouvée plus utile, et avaient un plus grand désir de la refaire) que les groupes mixtes.

Conclusion: Les résultats ont indiqués qu'une composition ethnique mixte des groupes était reliée positivement à la motivation des élèves.

Durward, M. 1. (1983). *Articulation, Attitude and Achievement: A Study of the Elementary and Secondary French Second Language Programs.* Unpublished doctoral dissertation. Simon Fraser University.

Purpose: To examine the effect of the elementary core French program on students' attitudes, achievement and enrolment in the secondary core French program.

Program: An elementary core French program which begins in either grade 6 or 7 and in which French is usually taught by the regular classroom teacher. A secondary FSL program which is compulsory in grade 8, but optional from grade 9 on. Both programs are in North Vancouver, B.C..

Subjects: For the pilot year study: 152 grade 9 FSL students and 41 grade 9 students who had dropped French. For the main study: 252 grade 9 FSL students from eight randomly selected classes from four high schools. For the grade 6 follow-up study: 54 grade 9 students who had begun studying French in grade 6 or 7, some of whom were enrolled in French and some of whom were not.

Instruments: The B.C. French Comprehension Test. (for grades 6 and 7); the Test de classement, français langue seconde- (for grade 9); the B.C. French Study Intermediate Students Attitude Scale. (for grades 6 to 9); a student questionnaire assessing students' opinions of the French program, their reasons for continuing or dropping French and their plans to continue studying French.

Procedure: The study involved three parts: a one-year pilot study of grade 9 FSL students and students who had dropped French in grade 9; a main study of grade 9 FSL students;

and a follow-up study of students who had begun studying French in grade 6 or 7 and were now in grade 9 (54 of the original 107 students were located).

Results: *Grade 9 pilot study results:* T -tests indicated that students who had continued to study French in grade 9 had significantly more positive attitudes toward the French language and culture than those who had dropped French in grade 9. *Grade 9 main study results:* There was a significant correlation between students' attitudes toward French and their achievement in grade 9. Grade 9 students who had continued to study French had more positive attitudes toward French than those who had dropped French. The following responses to the student questionnaire involved descriptive statistics. Students' main reason for dropping French was that it was too difficult. Students' main reason for continuing to study French was because of a university entrance language requirement. Nevertheless, one third of the students who did not plan to continue on to university were enrolled in French in grade 9. Other reasons for continuing in French were a desire to learn another language and an enjoyment of French. Half the grade 9 students planned to continue studying French until grade 12. *Grade 6 follow-up study results:* Students' attitudes toward French in grade 6 were significantly correlated with their attitudes toward French in grade 9. Students' achievement in grade 6 was significantly correlated with their attitudes toward French and their decision to stay in , the French program in grade 9. Chi-square tests indicated that students had had more positive attitudes toward the French program in grade 6 than they had in grade 9. Students who had begun French in grade 6 found the high school FSL program less difficult than those who had begun French in grade 7.

Conclusion: Students who had more positive attitudes toward French in both grades 6 and 9 were more likely to continue studying French in grade 9. Students' achievement in both grades 6 and 9 was positively related to their attitudes toward French. Students' main reason for continuing to study French in grade 9 was in order to fulfill a university entrance requirement. while their main reason for dropping French was that it was too difficult.

Gardner, R. C. Lalonde, R. N., Moorcroft, R. & Evers, F. T. (1985). Second Language Attrition: *The Role of Motivation and Use*. Research *Bulletin* No. 638. London, Ontario: f Department of Psychology, The University of Western Ontario.

Purpose: To investigate second language attrition and the role that attitudes and motivation play in language attrition.

Program: A grade 12 core French program in London. Ontario.

Subjects: 119 grade 12 students from five different schools. They had received an average of seven years of French instruction. Only 98 of these subjects completed the post-test, 66 of whom were enrolled in French in grade 13 and 32 of whom were not.

Instruments: For the pre-test only: the Attitudes and Motivation Test Battery. (Gardner et al., 1979). For both the pre-test and post-test: a French word production test in which students named as many things as possible belonging to a particular category; a written French composition on the theme "summer"; a tape-recorded listening comprehension test; and a student self-assessment of French ability. For the post-test only: a report of French use during the summer.

Procedure: The students completed the pre-test during the last week of the grade 12 school year in June and the post-test at the beginning of grade 13, in the first week of September. The scoring took place after both test sessions were completed and the scorers did not know from which session the tests originated.

Results: T-tests indicated that there was little attrition in performance on the word production and composition tasks. but some attrition on the listening comprehension test. The student self-reports indicated much greater attrition than the tests, particularly in understanding and reading. Speaking skills remained relatively stable according to the self-reports. Correlations were calculated between measures of attitude, motivation and French language use, and change measures, representing the difference between the pre- and post-tests of French ability and both administrations of the self-assessments of French ability. The only significant correlations were between French language use and listening comprehension and between French language use and the student self-assessments. Nevertheless, all the correlations remained stable from the pre- to the post-test.

Conclusion: While the students reported attrition in their French ability over the summer, the French tests did not show any significant losses. Change measures of language attrition were not significantly related to either attitudes, motivation or language use. Language use, on the other hand, was related to French listening comprehension and self assessment measures.

Gilksman, L Gardner, R. C. & Smythe, P. C. (1982). The role of the integrative motive on students' participation in the French classroom. *The Canadian Modern Language Review*. 38(4),625-647.

Purpose: To investigate whether students who are more integratively motivated toward French are also "more outgoing, cooperative, actively participate in class" and view their FSL class time more positively.

Program: Grade 9,10 and 11 core French programs in London, Ontario.

Subjects: 52 grade 9 students, 39 grade 10 students, and 58 grade 11 students. The students came from each of two intact classes at each grade level.

Instruments: The Attitudes and Motivation Test Battery. (Gardner et al., 1979); and a classroom observation component which measured students' response to questions in class: whether these responses were volunteered, elicited, correct or incorrect. and students' degree of interest in the class.

Procedures: The attitudes and motivation battery was administered during the first week of class. Each class was observed approximately once every two weeks (approximately ; six times in total) over a four-month period. Two blind observers (they did not know the students' test results) sat in on each class, each observing half the students. A number of students were rated for their responses and interest by both observers for reliability purposes.

Results: A median split divided the students into those who were more integratively motivated and those who were less integratively motivated, based on their attitude and motivation test scores. Analyses of variance indicated that the more integratively motivated students volunteered significantly more answers in the core French class, were significantly more correct in their responses and appeared to be significantly more satisfied and rewarded by the teacher for their participation in class. There were no significant differences between the more or less integratively motivated students in the number of elicited answers. These patterns were evident throughout the course, suggesting a long-term relationship between integrative motivation and heightened participation in the core French class, as well as more positive attitudes toward, and interest in, the class.

Conclusion: Students who were more integratively motivated toward learning French participated more actively in the core French class and appeared to derive more satisfaction from their participation than less integratively motivated students.

Hamers. J. F. (1984). L'évolution des attitudes envers la langue seconde et l'identité culturelle chez les jeunes Québécois francophones et anglophones. *The Canadian Modern Language Review*, 41 (2), 283-307.

Objectif: Identifier les aspects des échanges interculturels qui influencent les attitudes envers la langue seconde, le groupe cible qui parle cette langue et la motivation à apprendre cette langue.

Programme: Des programmes d'échange interculturel entre des élèves francophones et anglophones de diverses régions du Québec. Ils comprenaient des élèves de 5e année et de secondaire III. Il y avait trois types d'échanges: les échanges intra-régions entre des élèves anglophones et francophones de Montréal, les échanges inter-régions entre des élèves anglophones de Montréal et des élèves francophones de Rimouski, et les échanges indirects dans lesquels des élèves anglophones de Montréal et des élèves francophones de Rimouski exécutaient des activités communes sans qu'ils se rencontrent. Les échanges se sont effectués au cours d'un trimestre. Un groupe parmi chaque paire de groupes a choisi l'activité, à laquelle ils ont participé.

Sujets : 439 élèves (24 classes), La moitié de l'échantillon comprenait des élèves de 5e année et l'autre moitié comprenait des élèves de secondaire III. La moitié des classes provenait des écoles francophones et l'autre moitié provenait des écoles anglophones.

Instruments: Une série de mesures d'attitudes et de motivations qui permettait de mesurer: la motivation intégrative, la motivation instrumentale, l'attitude envers l'autre groupe culturel, l'attitude à l'égard de l'apprentissage de la langue seconde et identité culturelle; et une évaluation de la personnalité des coparticipants et de l'échange lui-même,

Procédure: Les mesures d'attitudes et de motivations ont été administrées avant et après l'échange. L'évaluation de la personnalité des coparticipants et de l'échange s'est effectuée au post-test seulement.

Résultats: En général, les élèves ont exprimé une attitude positive envers la participation à l'échange avant qu'il commence. Des analyses de variance ont démontré que parmi les élèves qui avaient une attitude positive avant l'échange, les échanges inter-régions ont produit des résultats significativement plus favorables que les autres types d'échanges. Les trois types d'échanges ont bénéficié significativement moins les élèves provenant d'une région métropolitaine que les élèves provenant d'une région rurale. Cependant, puisque Montréal était la seule région métropolitaine incluse, ceci pourrait être une particularité de cette ville. Des analyses d'échelonnage multidimensionnel ont démontré qu'il y avait une stabilité de identité culturelle des élèves et une amélioration significative

d'attitudes envers l'autre groupe culturel. Les échanges indirects ont influencé plus favorablement les attitudes des élèves du primaire que celles des élèves du secondaire.

Conclusion: En général, l'effet des échanges était positif. Cependant, certaines caractéristiques ont produit de meilleurs résultats en termes d'amélioration d'attitudes, telles que la coparticipation avec des membres de l'autre groupe et l'éloignement de sa propre région (échanges inter-région). Les échanges ont paru renforcer l'identité culturelle des élèves tout en rendant plus favorables les attitudes envers l'autre groupe culturel.

Hanna, G. Smith, A. H., McLean, L. D., Stern, H. H. (1980). *Contact and Communication: An Evaluation of Bilingual Student Exchange Programs*. Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the bilingual exchange programs, operating under the Bilingual Exchange Secretariat, between FSL and ESL students from Ontario and Québec. Only the results concerning FSL students are discussed here.

Program: Grade 7 to 12 high school students in FSL, French immersion or ESL programs in Ontario and Québec participating in a two-week summer exchange program in the other province.

Subjects: Approximately 168 or 84% of the participating English-speaking students were from core French programs. Data were not obtained for all students on all instruments. The subjects' average age was 14 and most were between 13 and 15 years old. More girls than boys participated in the exchange program.

Instruments: The Attitudes and Motivation Test Battery. (Gardner et al., 1979); similarity judgements in which the students were asked to rate the extent to which English Canadians, French Canadians, their French teacher and themselves were similar to, or different from, Americans, the French (France) and the British; an open-ended interview concerning the students' attitudes toward the exchange and toward French Canadians; a general student questionnaire; follow-up interviews; the Foreign Service Institute Oral Interview (see the description for the New Brunswick Language Interview Program.); the Test de compréhension auditive. (niveau A); the OISE Intermediate Evaluation French Comprehension Test.; and a self-report of language gains. (The French-speaking students' English language ability was assessed with the Foreign Service Institute Oral Interview and the Test de compréhension auditive -- Commission scolaire de Tilly.)

Procedures: Each student was paired with a student from the other province on the basis of age, sex and similar interests and they stayed in each other's home for one week.

Results: The French tests and self reports indicated that two-thirds of the English-speaking students were better able to speak and understand French after the exchange. Nevertheless, those students who had a high level of proficiency prior to the trip did not significantly improve. Paired students who were more evenly matched in language ability showed more language gains. There was little significant change in attitudes (Attitudes and Motivation Test Battery and similarity judgements), although any change was positive. Thirty-one percent of the twinings were rated as unsuccessful according to the English-speaking students. Unsuccessful twinning generally resulted in little language gain for either partner. Social and group activities involved the most inter-group communication. Results of the open-ended attitude interviews revealed that the students did not view the exchange in a wider political context (as assessed in the Attitudes and Motivation Test Battery), but were concerned with particular aspects of their experience: activities of the program, personal relations, their ability to cope with the language and differences in domestic habits.

Conclusion: The exchange program generally improved the students' French ability. Successful twinning with a student from the other province proved to be a key influence on the students' enjoyment of the exchange and on their language gains. When permitted to freely express their views of the exchange, the students talked of particular events and persons and did not generalize about Francophones or French culture.

Heffernan, P. J. (1981). *A Study of the Reasons for Students' Continuing or Dropping FSL in the High Schools of the Port Au Port Roman Catholic School Board - Newfoundland*. Un-published master's thesis, Simon Fraser University.

Purpose: To investigate the factors affecting the attrition rate in high *school* FSL classes in the Port au Port Roman Catholic *School* Board.

Program: An optional high *school* FSL program in Port au Port, Newfoundland. Students began studying French between kindergarten and grade 4. The French program is optional after grade 8.

Subjects: 385 grade 9, 10, and 11 students currently taking an FSL Course and 90 students who had dropped French in the current year. Students came from four different schools in the district.

Instruments: A multiple choice questionnaire, designed for this study, which assessed students' reasons for dropping or continuing French studies. There were two versions of the questionnaire: one for those continuing to study French and one for those who had dropped French.

Procedure: The questionnaires *were* administered *in* late fall.

Results: Attitudinal-motivational factors most significantly influenced students' decisions to continue studying French. Although the majority of students were of French ancestry and *lived in bilingual communities*, many students did not consider French to be *relevant* in their lives. Students *felt* that not enough emphasis was placed on oral-aural skills and that the cultural aspects of the program were neglected in favour of the grammatical component.

Conclusion: It appeared that measures needed to be taken to enhance student motivation to study French, which was generally quite low. Students desired greater cultural and

oral-aural emphases in the core French program.

Krohn, L. (1982). *Elementary French-as-a-Second-Language Programs in the Northwest Territories: A Survey*. Unpublished master's thesis, Simon Fraser University.

Purpose: To evaluate the elementary core French programs in the Northwest Territories in terms of student attitudes and French achievement.

Program: Grade 6 core French programs in the Northwest Territories. The programs involved 60 to 125 minutes of French instruction per week. The programs were optional in some schools and compulsory in others.

Subjects: 283 grade 6 students from eleven different schools. The subjects had received an average of four to seven years of French instruction.

Instruments: The Northwest Territories Student Questionnaire and Attitude Scale adapted from the B.C. French Study Intermediate Student Attitude Scale.; and the B.C. French Comprehension Test..

Procedure: The student questionnaire and the French Comprehension Test were group-administered by the classroom teacher.

Results: The mean of the students' attitude scores was in the positive half of the scale and significantly more positive than that found in the B.C. French Study (see Shapson et al.,

1978). Students' scores on the B.C. French Comprehension Test tended to be below average relative to the results of the B.C. French Study. Students' French scores tended to be higher in optional French programs than in compulsory ones, although this difference did not reach statistical significance.

Conclusion: While the students in the Northwest Territories had more positive attitudes toward the study of French than students in British Columbia, they scored lower than the British Columbia students on the French Comprehension Test. There was a tendency for students' in an optional core French program to score higher on the French Comprehension Test than those for whom the core French program was compulsory.

Lalonde, R. N., Lee, P. A. & Gardner, R. C. (1985). *The Common View of the Good Language Learner: An Investigation of Teachers' Beliefs. Research Bulletin No. 625.* London, Ontario: Department of Psychology, The University of Western Ontario.

Purpose: To investigate teachers' perceptions of the successful second language learner.

Program: Core French programs in Ontario.

Subjects: 185 teachers who responded to a questionnaire mailed out to 300 teachers. The 300 teachers were randomly selected from a mailing list of 1,700 members of the Ontario Modern Language Teachers' Association.

Instruments: A teacher questionnaire comprising thirty bi-polar questions with seven options each. The questionnaire assessed demographic information about the teachers (i.e. their sex, years of teaching experience and grades taught), teachers' preferred teaching methods, student personality characteristics and classroom behaviour teachers believed to be important *for* second language learning.

Results: T-tests indicated that there was no relationship between the personality characteristics teachers deemed important for second language learning and either the teacher demographic variables or teachers' preferred teaching methods. There was general agreement that the following characteristics describe the good second language learner: inquisitive, persevering, involved, meticulous, organized, active, flexible, sociable, assertive, imaginative and independent. University students in an introductory psychology class were administered the teacher questionnaire for comparison purposes. They listed all the descriptors cited by the teachers as characteristics of the generally

"good learner". The teachers believed the following classroom behaviours described the good second language learner: actively vocalizing corrections, speaking out regardless of making mistakes. and focussing on getting an idea across in the second language.

Conclusion: There was a consensus among teachers about what personality characteristics and classroom behaviour are associated with good second language learners. The good second language learner was generally seen as a self-confident individual whose prime concern is communicating in the second language.

Lapkin. S. (1981). *Report to the Victoria County Board of Education on the 1980-81 Pilot Program in French as a Second Language*. Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the effect on French listening comprehension of increasing French instructional time from 20 to 40 minutes per day in Victoria County.

Program: A grade 4 core French program in the Victoria County Board of Education. Ontario. The regular program devoted 20 minutes per day to French instruction while the experimental program increased the daily time allotment to 40 minutes per day. The teachers' participation in the experimental program was voluntary.

Subjects: 52 grade 4 experimental program students (two classes) and 59 grade 4 . regular program students (two classes).

Instruments: The Canadian Cognitive Abilities Test (used to establish the comparability of the two groups in terms of IQ); the I. E.A. French Listening Comprehension Test. (Population I); and all subtests of the Canadian Tests of Basic Skills (CTBS) The listening comprehension test and the CTBS were administered as pre-tests in October and as post-tests in May.

Results: Analyses of variance indicated that there were no significant differences between the two groups *in* IQ or English skills, as assessed by the CTBS pre-test. Pre-test scores in French listening comprehension indicated that the two groups had comparable initial abilities. The experimental group performed significantly better than the regular group on the listening comprehension post-test, although both groups scores improved. The post-test CTBS scores for the experimental group were significantly lower than those of the regular group. This was due to the spelling and capitalization subtests.

Conclusion: The 20-minute per day increase in French instruction significantly improved the students' French listening comprehension. The significantly lower scores of the experimental group on the spelling and capitalization sub tests of the CTBS were interpreted as an initial interference due to the increase in French, which would not have any lasting influence.

Laurin, M., Turgeon, I. & Malenfant-Loiselle, (1979). Vérification des intérêts des enfants anglophones de 6 à 11 ans. Québec: Ministère de l'Éducation.

Objectif : Identifier les intérêts des élèves anglophones de 6 à 11 ans afin de définir clairement les objectifs à poursuivre dans le nouveau programme de français langue seconde du Ministère de l'Éducation du Québec au niveau élémentaire.

Programme : Le programme de français langue seconde au niveau élémentaire pour les enfants anglophones au Québec.

Sujets : Un à trois professeur(s) par commission scolaire dans presque toutes les régions du Québec. 193 professeurs ont été interviewés en tout. Les enfants eux-mêmes n'ont pas été interviewés.

Instruments : Un questionnaire portant sur les intérêts des élèves, particulièrement les activités auxquelles ils participent, leurs sujets et activités préférés, et la fréquence d'emploi de ces activités en classe.

Résultats : L'analyse des résultats a impliqué des analyses statistiques descriptives. Les résultats ci-dessous sont les opinions des professeurs, qui étaient généralement d'accord sur les réponses. À l'école les enfants s'intéressent plus aux jeux à l'extérieur tandis qu'à la maison ils s'intéressent aux jeux à l'intérieur. La télévision a une très grande influence dans leur vie et ils aiment surtout les émissions de science fiction, les aventures et les "quiz shows". Ils s'intéressent aux animaux, aux sports, aux bandes dessinées et aux activités de bricolage. Un grand nombre d'élèves écoutent les nouvelles, la météo et la musique populaire à la radio. Ils ont peu d'intérêt pour les clubs tels que les "Brownies" et ne participent que peu à des cours dits culturels tels que la musique, le ballet et les sports. En classe de français, les élèves de 6 à 7 ans s'intéressent surtout aux chants, ceux de 8, 9 et 10 ans aux activités "classiques" telles que poser et répondre à des questions.

Conclusion: Il y a certaines activités et thèmes qui, selon les professeurs, intéressent les enfants à tout âge, mais d'autres qui correspondent plus particulièrement aux intérêts des élèves d'un certain âge.

Manitoba Department of Education. (1981a). *Core French Pilot Project: Cognitive Skills Assessment*. Winnipeg: Bureau de l'Education Française, The Department of Education.

Purpose: To evaluate the effectiveness of a new core French program and to compare students' achievement in this new program with that of students in an existing "conversational" French program.

Program: Grade 4 core French and conversational French programs in Manitoba. The core French program begins in grade 4 and entails 40 minutes per day of French instruction for a total of 1200 hours by the end of grade 12. The conversational French program begins at various grade levels, depending upon location, and entails approximately 20 minutes per day of French instruction for a total of 600 to 700 hours by the end of grade 12. Additional resources (materials, a French consultant) and financial support were provided for the core French program. Students enrolled in the core French program may not be representative of the total population since school participation in the program was voluntary.

Subjects: 1341 grade 4 core French students and 637 grade 4 conversational French students. The core French group included all students participating in the experimental program. The conversational French group was matched with the core French group on school division, school size and class size. The total sample, regardless of program, was divided by locality (urban and rural subgroups) and accumulated hours of instruction (a no French subgroup which had received 50 hours or less of French instruction and a some French subgroup [111 which had received more than 50 hours of French instruction).

Instruments: A locally constructed battery of tests assessing French speaking, listening comprehension, reading, and writing skills. The speaking test involved three subtests: sound production, oral production, and simple conversation.

Procedure: The listening, reading and writing tests were group-administered by the students' French teachers. A subsample of the subjects received the individual speaking test (235 core French students and 220 conversational French students),

Results: Analyses of variance indicated that the core French students performed significantly better than the conversational French group on all subtests except the sound

production speaking subtest. The *some French* subgroup performed significantly better than the *no French* subgroup on all tests except the *sound production* speaking subtest. The urban subgroup significantly outperformed the rural subgroup on the *oral production* and *simple conversation* speaking subtests and the listening comprehension test. There were no significant differences between the urban and rural students on the *sound production* speaking subtest, and the reading and writing tests. When locality and accumulated hours of instruction were controlled, the core French group continued to significantly outperform the conversational French group on all but the *sound production* speaking subtest.

Conclusion: Students in the pilot 40-minute-per-day core French program generally outperformed students in the 20-minute-per-day conversational French program, regardless of locality or accumulated hours of French.

Manitoba Department of Education. (1981b). *Core French Pilot Project: Affective/Conative Assessment*. Winnipeg: Bureau de l'Éducation Française, The Department of Education.

Purpose: To assess three groups of grade 4 students' attitudes toward various aspects of French culture and language.

Program: A grade 4 pilot core French program and a grade 4 conversational French program in Manitoba. Students in grade 4 who had not received any French instruction were also included in the study. See Manitoba Department of Education (1981a) for a description of the two French programs. :

Subjects: 223 core French students; 368 conversational French students; and 154 students who had not received any French instruction.

Instruments: An attitude questionnaire, prepared for this study, concerning students' interest in French cultural activities in which they have participated or will participate, and their attitudes toward learning and using French.

Procedures: The attitude questionnaire was administered in November.

Results: Analyses of variance indicated that the core French group was significantly more interested in French cultural activities and in learning and using French than the other two groups. All three groups reported actually using French outside the classroom

significantly less often than was indicated by their reported willingness to use it. There were no significant differences between the three groups' desired level of French competence; they generally desired to achieve a level similar to their English competence.

Conclusion: The core French students' attitudes toward French culture and toward learning and using French were more positive than those of the other two groups. However, since no baseline data were available, it is not clear whether these attitudinal differences were due to program factors or whether the core French students' attitudes were more positive initially.

Manitoba Department of Education. (1981c). *Core French Pilot Project: Implementation Assessment*. Winnipeg: Bureau de l'Éducation Française, The Department of Education.

Purpose: To assess the implementation of the Core French Pilot Project.

Program: A grade 4 pilot core French program in Manitoba. See Manitoba Department of Education (1981a) for a description of the program.

Subjects: 11 superintendents, 36 principals, 44 classroom teachers, and 31 core French teachers.

Instruments: A teacher questionnaire and telephone interviews with superintendents and principals concerning the implementation of the pilot core French program.

Results: The analysis involved descriptive statistics. There was general satisfaction with the implementation of the program and expectations were generally met. Most subjects felt that the pilot core French program was better than the existing conversational French program. Certain problems were raised with regard to time tabling, funding, staffing and the difficulties of teachers in rural areas. .

Conclusion: There was overall general satisfaction with the implementation of the core French pilot project, but a few problems were discussed.

Massey, D. A. (1984). *Attitudes, motivation et comportement dans l'apprentissage du français langue seconde*. Kingston: Faculté d'éducation, l'Université Queens.

Objectif: Examiner le rapport entre les attitudes et la motivation, et le comportement des élèves en classe.

Programme: Un Programme de français langue seconde (FLS) en 6e et 7e années en Ontario.

Sujets : 30 élèves de 6e et 7e années dans trois écoles dont l'une était une école urbaine, une autre de banlieue et la dernière rurale.

Instruments: The Attitudes and Motivation Test Battery. (Gardner et al., 1979); un enregistrement par magnétoscope des classes de français; des entrevues avec les élèves; et le Student Behaviour Observation System, une forme modifiée du système d'observation de Perkins (1964).

Procédure: Le test d'attitudes et de motivation a été administré en juin. L'année scolaire suivante, les classes ont été enregistrées en moyenne quatre fois pendant une période de quatre semaines commençant au mois de septembre. Durant les entrevues, on a présenté aux élèves l'enregistrement d'une session de leur tour et on leur a demandé leur opinion et leurs impressions à propos de l'apprentissage du français. Les élèves ont été divisés en groupes selon leur indice globale d'attitudes et de motivation.

Résultats: Une analyse de variance a démontré qu'il n'y avait pas de rapport entre l'indice d'attitudes et de motivation des élèves, leur comportement envers le travail et leurs attitudes envers les activités des leçons de français. Un test a démontré qu'il n'y avait pas non plus de rapport entre l'indice d'attitudes et de motivation des élèves et leurs opinions et impressions à l'égard des activités en classe, de leur propre comportement en classe ou de celui des autres élèves et du professeur.

Conclusion: Il n'y avait pas de rapport entre les attitudes et la motivation des élèves envers le français et leur comportement en classe. L'auteur suggère que lorsque les élèves sont jeunes et qu'ils participent à un cours obligatoire, l'indice d'attitudes et de motivation n'offre pas d'indication solide du comportement des élèves.

Massey, D. A. (1986). Variations in attitudes and motivation of adolescent learners of French as a second language. *The Canadian Modern Language Review*, 42(3), 607-618.

Purpose: To examine the extent and nature of variations in adolescents' attitudes towards and motivation for learning French.

Program: Grade 6, 7 and 8 core French programs in Ontario. Students received French instruction for 40 minutes per day.

Subjects: 169 grade 6/7 and 7/8 students. One to three classes at each grade level were selected from urban, suburban and rural schools. All students had received French instruction 1 for 20 minutes per day for at least three years prior to the study.

Instruments: The Attitudes and Motivation Test Battery. (Gardner et al., 1979).

Procedures: The attitudes and motivation battery was administered at the end of the grade 6 and 7 school years and then four weeks into the next school year, grade 7 or 8 respectively.

Results: The mean of the attitude and motivation scores for the rural group was more positive than that of the suburban group, which was, in turn, more positive than that of the urban group. The attitude scores became slightly more negative between the first and second administrations of the test, but the difference was not significant. There was less variation in the attitudes and motivation of the older students. Urban students' overall scores on the attitudinal battery correlated most positively with their motivation for learning French (interest in learning French and desire to integrate with French-speaking people), whereas rural and suburban students' overall scores correlated most positively with their attitudes towards the learning situation (or what goes on in the classroom). Scores were about mid-range according to the attitudes and motivation battery norms.

Conclusion: While students' attitude and motivation scores decreased over time, the difference was not significant. urban students' overall attitude and motivation scores, which were the most negative of the three groups, were related mainly to their attitudes toward learning French in general and toward French-speaking people. Suburban and rural students' scores, the latter's being more positive, were related mainly to their specific French classes.

McInnis, C. E. & Porebski, O. R. (1985). Attitudinal changes as a result of the French animator program. *The Canadian Modern Language Review*, 42(1), 13-33.

Purpose: To evaluate the effect of a French animator program on student attitudes.

Program: A grade 2 to 6 core French animator program in the Protestant School Board of Greater Hull, Québec. The program involved specially trained French animators who led

students in informal French language activities outside the classroom. These activities included songs, plays, and games.

Subjects: 569 grade 2 and 3 students; 935 grade 4 to 6 students; 10 core French teachers; and 55 English teachers.

Instruments: A general opinion questionnaire adapted by Halpern et al. (1976) from the Attitudes and Motivation Test Battery. (Gardner et al., 1974a); the same Attitudes and Motivation Test Battery in its entirety; and a student questionnaire concerning attitudes toward the animator program.

Procedures: The students' attitudes were assessed once, six months after the commencement of the monitor program.

Results: The grade 2 and 3 students had more positive attitudes than students in grades 4 to 6 toward learning French, toward both English and French Canadians, and toward the animator program. Overall, attitudes toward the French language, French Canadians and the animator program were positive. Analyses of variance comparing the attitudes of students in the Ottawa and Carleton boards, who had not participated in the animator program, with those of students in the Hull board indicated that students in the Hull board had significantly more positive attitudes toward learning French and toward French Canadians than students in the other two boards.

Conclusion: After six months of participation in the French animator program, students' attitudes toward French, French Canadians and the animator program itself were positive. Nevertheless, it is not clear from the available data whether or not the animator program was responsible for the positive attitudes since no pre-test or baseline attitude scores were available.

McLean, L. D., Traub, R. E. & Gaudino, V. A. (1983). *Cultural Ambassadors: Monitors in Core-French Classes.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the effectiveness of the French Language Monitor Program in core French classes.

Program: Core French programs in Saskatchewan, Prince Edward Island, Nova Scotia, Manitoba and Ontario at the grade 5 to 8 level. The monitor program is a national

program in which native French speakers lead small groups of students in informal, cultural and linguistic activities.

Subjects: 324 core French students from 65 classes in the five provinces. Half the sample (the monitor group) was served by monitors, while the other half (the control group) was not. The sample included 29 grade 5 classes, 8 grade 6 classes, 14 grade 7 classes and 14 grade 8 classes. Most students were in their first or second year of French instruction, which was offered for approximately 20 minutes per day.

Instruments: A student background questionnaire; an English interview concerning French class activities and attitudes toward French; an oral interview in French assessing students' oral French proficiency; the J.E.A. French Listening Comprehension Test.; and a classroom observation scheme, developed for this study, which assessed the language and nature of teacher-student interaction.

Procedure: The oral interviews lasted twenty minutes in total and were administered by five trained French teachers, one in each province. These teachers also conducted the class- room observation.

Results: Multivariate analyses of variance indicated that in general there were no significant differences between the monitor group and the control group in French listening, comprehension and oral proficiency. and attitudes toward learning French. The monitor group showed significantly more positive attitudes toward, and significantly more knowledge of French culture, they reported significantly more experiences in French, and they achieved a significantly higher quantity and quality of French language experience in the classroom (e.g. cultural activities) than the control group. However, t-tests revealed no significant differences between the monitor group and the control group based on the classroom observation.

Conclusions: There were no significant differences between the monitor and control groups in French listening comprehension or oral proficiency, or in attitudes toward learning French. Nevertheless, participants in the monitor program had more positive attitudes toward French culture and received an enhanced quality and quantity of French language experience in the core French classroom.

Morrison, F., Walsh, M. Pawley, C. & Bonyun, R. (1980). *Core French Proficiency: A Preliminary Version of Chapters Two and Three of the Seventh Annual Report to the Ministry of Education of the French Project. French Working Paper No. 133.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To examine the French proficiency of core French students in light of the increase in French instruction from 20 to 40 minutes per day in 1972. This paper reviews findings from studies carried out between 1973 and 1980 as part of the annual testing program in the Ottawa and Carleton Boards of Education.

Program: Grades 1 to 8 core French programs in the Ottawa and Carleton Boards of Education. The Ottawa program consisted of 40 minutes per day of French instruction. The Carleton program devoted 15 to 20 minutes per day to French instruction from kindergarten to grade 5 and 40 minutes per day in grades 6 to 8. The programs followed an integrated thematic approach emphasizing communication skills. The Carleton board CEL (Core-Extended-Late) program (included for comparison purposes) involved 40 minutes per day of French instruction in grades 1 to 3 and 60 minutes per day in grades 4 to 6, including an environmental studies course taught in French.

Subjects: Core French students in grades 1 to 8 in the Ottawa and Carleton boards and grade 6 CEL students. The number of students involved varied from study to study. The minimum number of subjects per grade for anyone study was 43, but most studies, apart from those of speaking proficiency, involved between 200 and 500 students per grade level.

Instruments: The I.E.A. Listening Comprehension Test. (Population II); the Ottawa , Board of Education French Comprehension Test (a multiple choice listening comprehension test based on the local curriculum); the French Comprehension Test/Primer*; the French Comprehension Test Level 1.; the I.E.A. French Speaking Test. (Populations I. II. IV and IVS); and the Henmon-Nelson Test of Mental Ability (used to assess scholastic aptitude).

Procedure: This study involved both longitudinal and cross-sectional analyses.

Results: T-tests indicated that French achievement generally increased from year to year in the core French classes, but not always significantly. There were no significant differences in mental ability (Henmon-Nelson Test) among the students. Where across-board comparisons were made, the Ottawa board core French students generally significantly out-performed the Carleton board core French students who had received less French instruction. The CEL students generally significantly outperformed students in both core French if, programs. In the core French programs, girls generally significantly outperformed boys on all French tests. The Carleton girls generally

equalled the Ottawa girls in French except at the grade 8 level, where the Ottawa girls, who had received more French instruction, were superior.

Conclusion: More time spent in French class generally resulted in higher French achievement scores. Girls had achieved higher levels of French proficiency than boys, often despite less French instruction.

Nagy, P. & Klaiman, R. (1985). *A Comprehensive Study of the Provision of Second Language Education in Wellington County: Final Report*. Toronto: The Ontario Institute for Studies in Education.

Purpose: To survey opinions concerning the core French and immersion programs in Wellington County. The most advantageous time to begin core French instruction was of particular interest.

Program: Core French and early total French immersion programs at the elementary level in Wellington County, Ontario.

Subjects: Parents of core French and French immersion students; core, immersion and regular classroom teachers; principals; trustees; and school board officials. From the 1,318 questionnaires received from parents, 495 randomly selected questionnaires were used in the analysis.

Instruments: Core French parent and immersion parent questionnaires, which were slightly different versions of the same questionnaire. Interviews were conducted with teachers, principals, trustees, and school board officials.

Procedure: Parent questionnaires were distributed to whole classes in randomly selected schools. A representative sample of questionnaires and interviews was analyzed.

Results: The data analysis involved descriptive statistics. All constituents felt that core French should begin in kindergarten or grade 1. Parents had minimal expectations for their children learning French in a core French program; the majority felt that by the end of grade 8, their children would be able to understand, speak and write French either "a little" or "not much". While teachers felt that parental support for immersion was almost total, they felt that only approximately 40% of parents supported the core French program. The principals, however, felt, that three-quarters of parents were supportive or at least accepting of the core French program. The chronic problem of declining

enrolment, which was often attributed to the expansion of the immersion program, was felt to hinder the core French program. Also noted was a lack of appropriate materials for the elementary core French program.

Conclusion: All constituencies surveyed felt that the core French program should begin by grade 1. Nevertheless, there was a general feeling among those surveyed that the core French program did not adequately develop the students' French skills and was threatened by the immersion program in terms of a lack of both students and resources.

Parkin. M. (1984). *Intermediate Core French Administration Study, Grades 7 and 8. Research Report 83-11.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To evaluate the grade 7 and 8 intermediate core French program in the Ottawa Board of Education.

Program: A grade 7 and 8 core French program in the Ottawa Board of Education where early and late French immersion programs are widely offered. The program had involved 40 minutes per day of French instruction from grade 1 on, with 30 minutes per day in kindergarten. According to the core French teachers, the students' abilities varied widely.

Subjects: Students, parents, teachers, principals, administrators and trustees in the Ottawa board. The precise number of subjects was not specified.

Instruments: Interviews with the various subjects; and a parent questionnaire. The interviews and questionnaires included both closed and open-ended questions.

Results: In general, the respondents felt that a negative ambiance surrounded the intermediate core French program. Students indicated that they did not feel that learning French was important and that they felt frustrated by their lack of progress in French. Teachers indicated that they felt there was a lack of services for core French, and that poor attitudes on the part of the students and the community in general hindered the program.

Conclusion: There was a generally negative impression of the intermediate core French program. The author proposed a number of specific reforms which he felt would improve the program: an obligatory two-year immersion program at the grade 3 level followed by a more ambitious core French program; instituting an immersion centre at which students would spend two to three weeks per year; or programming two full days per week of French instruction.

Pawley. C. & Bonyun. R. (1981a). *French Listening Comprehension of Students in Core Programs. Grades 4 to 8. French Working Paper No. 138.* Ottawa: Research Centre. The Ottawa Board of Education.

Purpose: To evaluate the French listening comprehension of grade 4 to 8 core French students in the Ottawa and Carleton Boards of Education.

Program: Grade 4 to 8 core French programs in the Ottawa and Carleton Boards of Education. Ottawa board students had received 40 minutes per day of French instruction since grade 1 (30 minutes per day in kindergarten). The Carleton board students had received 15 minutes per day in kindergarten, 20 minutes per day in grades 1 and 2, 20 to 40 minutes per day in grades 3 to 5, and 40 minutes per day in grades 6 to 8.

Subjects: *In the Carleton board:* 847 grade 4 students from 37 classes in 21 schools; 842 grade 5 students from 32 classes in 17 schools; 838 grade 6 students from 29 classes in 15 schools; 676 grade 7 students from 21 classes in 8 schools; and 581 grade 8 students from 20 classes in 8 schools. *In the Ottawa board:* 623 grade 4 students from 31 classes in 22 schools; 52 grade 5 students from 36 classes in 20 schools; 697 grade 6 students from 33 classes in 23 schools; 588 grade 7 students from 23 classes in 7 schools; and 648 grade 8 students from 24 classes in 7 schools. Students who had entered the program within the year or who had been in a program with extra French were eliminated from the sample.

Instruments: The Gates-MacGinitie Reading Test; the French Comprehension Test/Level. (revised) for grades 4 to 6; and the I.E.A. French Listening Comprehension Test* (Population 11) for grades 6 to 8.

Procedure: The grade 6 students completed both the French Comprehension and I.E.A. tests in order to establish the relationship between the two tests. Comparisons were made among the five grades and with the test results of students from previous years.

Results: Analyses of variance indicated that the grade 4 and 5 Ottawa board students performed significantly better than the corresponding Carleton board students on the French Comprehension Test. At the grade 6 level, after scores were adjusted using the Gates- MacGinitie scores as a covariate, the Ottawa board students scored significantly higher than the Carleton board students on the French Comprehension Test. On the I.E.A. listening, comprehension test, the grade 6 and 7 Ottawa board students scored significantly higher than the grade 6 and 7 Carleton board students. The grade 8 Ottawa board students scored significantly higher than their Carleton board counterparts on the

I.E.A. test when adjustments were made for Gates-MacGinitie scores. Students' French listening comprehension scores increased steadily over the years, with most students in both boards scoring significantly higher than students in the grade level below. In grades 4 and 5, the Ottawa board - students' scores were not significantly different from those of students from the same grades in previous years, but the Carleton board students' scores were significantly higher than those of students from previous years, in which students had received less French instruction (40 versus 20 minutes per day). There were no significant differences in either board at the grade 6 to 8 levels when students' scores were compared with those of students from the preceding four years.

Conclusion: French listening comprehension scores generally increased from year to year. More cumulative hours of French instruction was positively related to students' French listening comprehension scores.

Pawley, C. & Bonyun, R. (1981b). *French Speaking Test Results for Grade 8 Core French Students. French Working Paper No. 139.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To assess the French speaking ability of grade 8 core French students in the Ottawa and Carleton Boards of Education.

Program: Grade 8 core French programs in the Ottawa and Carleton Boards of Education. The Ottawa program involved 30 minutes per day of French instruction in kindergarten and 40 minutes per day through grade 8. The Carleton program involved 20 minutes per day of French instruction in kindergarten to grade 5 and 40 minutes per day in grades 6 to 8.

Subjects: 106 grade 8 students from the Ottawa board and 100 grade 8 students from the Carleton board.

Instruments: The Pimsleur French Speaking Test., Form C; a second oral test in which students responded to questions in French; and a third oral test in which students answered questions about familiar objects in French. The last two tests were developed by the Cultural Centre for Intensive French of the Ottawa board in 1970-71.

Procedure: The tests were administered individually by a trained francophone tester. The tester scored the tests after participating in a practice session.

Results: Analyses of variance indicated that there were no significant differences between the Ottawa and Carleton board students' speaking scores, although the Ottawa board students' scores were more variable than those of the Carleton board students.

Conclusion: The extra time devoted to French instruction by the Ottawa board relative to the Carleton board (1.050 versus 705 cumulative hours) failed to produce significant differences in speaking ability between the two groups.

Pawley, C. & Bonyun, R. (1981c). *Core French Proficiency: Group Differences. French Working Paper No. 140.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To analyze the French speaking and listening proficiency of grade 8 core French students in the Ottawa and Carleton Boards of Education on the basis of their sex and previous French experience.

Program: Grade 8 core French programs in the Ottawa and Carleton boards. See Pawley & Bonyun (1981b) for a description of the programs.

Subjects: 560 grade 8 students from the Ottawa board, and 535 grade 8 students from the Carleton board.

Instruments: The tests listed in Pawley & Bonyun (1981a) and (1981b); and a student questionnaire regarding previous experience in French at school (e.g. immersion or francophone school) and outside of school (e.g. at home or in a summer French immersion program).

Procedure: The scores on the listening comprehension and speaking tests had been previously recorded and these were compared with the responses to the questionnaire.

Results: Analyses of variance indicated that although differences among the students with diverse experiences in French were not all significant, students with greater French exposure both inside and outside the classroom tended to score higher on the French listening comprehension and speaking tests. Those who had entered the core French program later (grades 4 to 8 in the Ottawa board and grades 7 to 8 in the Carleton board) scored significantly lower than those who had been in the program since kindergarten. Those who had transferred from an immersion program scored significantly higher on the listening comprehension and speaking tests than those who had followed the core French

program exclusively. Girls scored significantly higher than boys on the listening comprehension test when adjustments were made for Gates-MacGinitie test scores.

Conclusion: Greater exposure to French (both inside and outside the classroom) was related to greater achievement in French listening comprehension and speaking ability. Core French instruction (immersion versus regular core French versus late entry to core French) was also related to greater achievement in French listening comprehension and speaking ability. Girls performed better in listening comprehension than boys.

Reid, M. & Fouillard, C. (1982). *High School French Enrolment in Newfoundland and Labrador*. St. John's: Canadian Parents for French, Newfoundland/Labrador.

Purpose To examine Newfoundland students' low enrolment in French and students' motives for dropping French in high school.

Program A grade 10, optional, high school FSL program in Newfoundland and Labrador. The French program drop-out rate between grades 7 and 10 had been approximately 75% for the past five years.

Subjects: 2,675 grade 10 students, some of whom were enrolled in French and some of whom had dropped French. FSL teachers and school administrators were also interviewed. The student sample was representative of the Newfoundland and Labrador high school population (i.e. it included urban and rural students, students of various religious denominations, and students from different sizes and types of schools).

Instruments: Questionnaires were prepared for all groups for the purposes of this study. Student questionnaires investigated students' opinions of the program, their attitudes toward French, the length of time they had studied French, and their perceived French achievement. The interviews with teachers and administrators, which were based on general questionnaires, sought their opinions of the French program.

Procedure: The student questionnaires were group-administered.

Results: The data analysis involved descriptive statistics. The results of the student questionnaire indicated that the program appealed most to high achievers whose attitudes toward French were more positive than those of low achievers. Students enrolled in French had more positive attitudes toward French than students who had dropped French. and rural students had more positive attitudes toward French than urban students. Students who began learning French prior to grade 4 tended to stay in the program longer. Students expressed some dissatisfaction over the program's failure to teach them

to "speak" French and to make French interesting. The status of French as a non-core subject diminished the likelihood of its being taken at the grade 10 level. Students felt that culture was not given enough emphasis in the program. The teacher interviews revealed that 57% of teachers felt that French enrolment would decrease in the future. The principal reasons given for this were the reduced status of French within the reorganized school curriculum and the academic, grammar- oriented nature of the French program. Administrators also expressed the view that the loss of core status had harmed the French program.

Conclusion: Students seemed to drop French because it was too academically oriented, because of scheduling difficulties and a lack of communicative and cultural emphases in the program. An early start to French was related to students staying in the program longer. Teachers and administrators felt that the loss of the French program's core status was in part responsible for the high drop-out rate.

Roy, R. R. (1980). *Arrow Lakes Grades 4 to 7 French as a Second Language Program: An Assessment*. Vancouver: Faculty of Education, The University of British Columbia.

Purpose: To assess opinions concerning the core French program after the downward extension of French instruction to grade 4.

Program: Grades 4 to 7 core French programs in the Arrow Lakes District, British Columbia. Students received French instruction for approximately 20 minutes per day.

Subjects: Parents of students in grades 4 to 7; school board trustees; grade 3 to 8 classroom teachers; elementary school principals; grade 4 to 8 core French teachers; and a sample of grade 4 to 8 students.

Instruments: Questionnaires addressed specifically to students, parents, core French teachers, classroom teachers and principals; and interviews with trustees.

Procedures: The questionnaires were administered in June.

Results: The data analysis involved descriptive statistics. Most groups (principals excepted) felt that the present core French time allotment of 20 minutes per day should be increased and that the program should be extended below grade 4. Most groups felt communication skills should be the primary objective of the program, and that less emphasis should be placed on reading and writing skills. Many of those interviewed considered attitudes to be of little importance to the French program. All constituencies felt that the program was only partly reaching its stated objectives of allowing students to acquire a desire to speak French. to develop an awareness and appreciation of French

Canadian culture. and to acquire basic skills in vocabulary comprehension, reading, writing and speaking, and preparing them for French studies in high school.

Conclusion: The groups surveyed felt that the core French program had not reached all of its objectives. In particular, they felt the program had not improved attitudes toward French Canadians.

Roy, R. R. (1981). *SAANICH Grade 5 French as a Second Language Program: An Assessment*. Vancouver: Faculty of Education, The University of British Columbia.

Purpose: To assess student attitudes and achievement in a grade 5 FSL program in British Columbia which used itinerant French specialist teachers.

Program: A grade 5 FSL program in School District No. 63 in British Columbia.

Subjects: All grade 5 students from seven schools in which French instruction began in grade 5 and involved itinerant French specialists, and all grade 6 students from two schools following the same program, who had begun French in grade 5. Randomly selected sub- samples of 60 grade 5 students from six schools and grade 6 students from three schools took a speaking proficiency test. 383 parents and teachers and principals.

Instruments: A group-administered listening test developed for this study; an individually-administered speaking test developed for this study; and parent, student, teacher and principal questionnaires.

Results: The data analysis involved descriptive statistics. There were few differences in achievement scores between the grade 5 and 6 students. The grade 5 students actually outperformed the grade 6 students on the listening comprehension test. Half the students indicated that they intended to study French to grade 12. The grade 6 students, who had studied French longer, expressed a greater desire to continue studying French than the grade 5 students. The students generally considered French to be less important than mathematics and science courses. Learning to speak French was the students' principal objective. Getting to know French Canadians was considered secondary. The students reported being primarily instrumentally motivated toward learning French. that is for education, employment and travel purposes. The responses from the other constituencies revealed an emphasis on developing French speaking ability, followed by the nurturing of a desire to learn another language. Becoming more aware of French Canadians and more open to contact with them was generally not considered important. There was general agreement that French should be taught in both grades 5 and 6.

Conclusion: The grade 6 students who had received more French instruction did *not* necessarily perform better on the tests of French achievement than the grade 5 students. Attitudes toward French Canadians were *not* considered a priority by any of the constituencies.

Smith, H. A. (1985). Can student attitudes toward the subject (FSL) change during the first month of school? Paper presented at meeting of the Canadian Society for the Study of Education, Montreal.

Purpose: To determine the stability of students' attitudes toward French and to assess the factors which may influence those attitudes.

Program: A grade 6 to 8 core French program in and around an eastern Ontario city.

Subjects: 95 grade 6 and 74 grade 7 students from six classes. The sample included; intact classes, one grade 6 and one grade 7 class in each of three types of public schools: rural, suburban, and urban. Both grade levels within each school were taught by the same teacher.

Instruments: The Attitudes and Motivation Test Battery. (Gardner et al., 1979).

Procedure: The attitudes and motivation battery was administered in June, at the end of the grade 6 or 7 school year, and again to the same students in October, at the beginning of the grade 7 or 8 school year. The students were divided into three groups based on their scores on the attitudes and motivation battery: a *high attitude* group (above the 80th percentile), a *medium attitude* group (between the 40th and 80th percentile), and a *low attitude* group (below the 40th percentile).

Results: The students' attitudes were generally positive. Test-retest correlations indicated that, in general, students' attitudes remained stable from June to October. However, when the three attitude groups were examined individually, the low and medium attitude groups' attitudes were relatively unstable while those of the high attitude group remained highly stable. Students from all three groups rated their core French teacher more highly than their French course. Log-linear procedures indicated that student's attitudes toward the French class were associated more with attitudes toward FSL in general than were attitudes concerning the core French teacher. However, students with more favourable attitudes towards FSL had significantly more positive attitudes toward both their core French teacher and their French course.

Conclusion: Students' attitudes were relatively stable from the end of one school year to the beginning of the next (June to October), although this was true primarily for the students with initially high attitudes (the high attitude group). There was a strong relationship between students' attitudes towards FSL in general and their attitudes towards their French course and their core French teacher.

Stern, H. H., Ullmann, R., Balchunas, M., Hanna, G., Scheiderman, E. & Argue, V. (1980). *Module Making: A Study in the Development and Evaluation of Learning Materials for French as a Second Language.* Toronto: The Ministry of Education, Ontario.

Purpose: To evaluate non-sequential 'French language materials. The evaluation was part of a larger FSL module-making project carried out at the Ontario Institute for Studies in Education in Toronto.

Program: Optional grade 9, 11, 12 and 13 core French programs in Ontario.

Subjects: Grade 11, 12 and 13 core French students from nine schools in diverse areas of Ontario in which the "Devant le Micro" module was used. The specific number of students involved was not indicated. Approximately 280 grade 9 core French students from eleven schools in which the "Bienvenue à Montreal" module was used. In addition, 57 grade 9 core French students from three of the same schools who did not participate in the module testing were included as a control group.

Instruments: Teacher questionnaires concerning the interest and appropriateness of the modules; student questionnaires concerning the interest of the modules and their comprehensibility; comprehension tests based on the content of the modules; a student questionnaire concerning their attitudes toward Montreal; a listening comprehension test developed for this study in which students matched a picture to tape-recorded sentences; and a vocabulary test developed for this study in which students matched a French word with its English equivalent. The last three instruments were used only in the evaluation of the "Bienvenue à Montreal" module.

Procedure: The evaluation of the "Devant le Micro" module followed a formative approach, whereas that of the "Bienvenue à Montreal" module followed a summative approach. The second evaluation involved a pre- and post-test design in which all tests and the attitude questionnaire were administered before and after the students had been

exposed to the module. The tests and questionnaire were also administered to the control group before and after the module teaching period.

Results: Student and teacher questionnaires, as well as the module comprehension test indicated that the "Devant le Micro" module was slightly too difficult for the grade 11 students in both linguistic content and subject matter. Nevertheless, the module was generally well received by both teachers and students at this grade level. The module was deemed appropriate by teachers with varying amounts of teaching experience, in different regions of the province, who used different textbooks. T-tests indicated that the students who had followed the "Bienvenue à Montreal" module exhibited significantly more positive attitudes toward Montreal in the post-test than in the pre-test, while the control group's attitudes did not significantly improve. Both the experimental and control group students' scores on the vocabulary and listening comprehension tests improved significantly between the pre- and post-tests. The teachers generally viewed the "Bienvenue à Montreal" module very favourably.

Conclusion: The modules were well received by both teachers and students, although it was felt that certain adjustments would have to be made to the "Devant le Micro" module when used with grade 11 students since it was judged to be too difficult. Results of the evaluation of the second module, "Bienvenue à Montreal", showed that student attitudes toward Montreal were more positive following the use of the module. However, French listening comprehension and vocabulary test scores did not increase following the use of the "Bienvenue à Montreal" module.

Sudbury Board of Education. (1982). *Evaluation of Core French Program at the Intermediate 8 Level*. Sudbury, Ontario: The Sudbury Board of Education.

Purpose: To evaluate an expanded core French program in the Sudbury Board of Education.

Program: A core French program in the Sudbury Board of Education elementary schools. The program involved 20 minutes per day of French instruction at the primary level, beginning in grade 1, and 40 minutes per day at the intermediate level.

Subjects: 242 grade 8 students in 20 schools and their teachers. The subjects were randomly selected from all eligible grade 8 students and represented 25% of the grade 8 population. Only students who had followed the program since its inception (four years previously) were included. French native speakers and special education students were excluded from the sample.

Instruments: A comprehensive test developed for this study based on the local curriculum which used Parle-moi français for grades 1 to 6 and A vos places! for grades 7 and 8. The test included subtests of French listening comprehension, speaking, reading and writing abilities. Teachers completed a questionnaire concerning the French program objectives and implementation.

Procedures: Testing took place during May. All sub tests, except the speaking subtest, were group-administered and it took 30 to 35 minutes to complete all the tests. External examiners administered and corrected the tests.

Results: The data analysis involved descriptive statistics (mean scores and percentiles). The mean test scores were as follows: 85% in listening comprehension, 59% in speaking, 78% in reading, and 60% in writing. Responses to the teacher questionnaire indicated that teachers felt the test and curriculum requirements of the school board had been adequately met, but that an effort should be made to improve the students' oral expression by providing more opportunities for spontaneous production.

Conclusion: The students appeared to have adequately met the school board curriculum requirements, although they were weak in speaking skills. Teachers felt the objectives of the core French program were being met.

Tatto, M. A. (1983). *A Comparative Analysis of Grammatical Errors in the Written Code Between Grade Eleven Immersion French and Grade Eleven Core French*. Unpublished master's thesis. Simon Fraser University.

Purpose: To compare the type and frequency of written grammatical errors made by , students in grade 11 core French and French immersion programs.

Program: Grade 11 core French and French immersion programs in Coquitlam. British Columbia. The core French students had accumulated approximately 590 hours of instruction in French by the end of the first semester of grade 11 and the immersion students. 5, 400 hours.

Subjects: 22 students from a core French class and 20 students from an immersion class. All students' mother tongue was English and none had studied another language.

Instruments: A dictation based on previously taught grammar points; a guided composition with visual cues based on vocabulary and grammar learned in class; and a

structured test with fill-in-the-blank items, replacement and transformation exercises, pronoun series items, and verb tense sequencing.

Procedure: All tests were accompanied by English instructions.

Results: T-tests indicated that the immersion students committed significantly fewer errors than the core French students in the dictation, while there were no significant differences between the two groups on the composition and structured test. Nevertheless, the French immersion group produced, on average, 27% more words in the compositions than the core French group. Overall, the French immersion students made significantly fewer errors than the core French students. The core French students appeared to focus on individual words in the tasks, whereas the French immersion students appeared to take a more global approach. Both groups' distribution of errors was similar and they tended to make the same type of errors. Verb errors were the most frequently committed.

Conclusion: The French immersion and core French students made the same types of errors in their written French, although the immersion students committed overall fewer errors than the core French students.

Ullmann, R., Geva, E. & Mackay, L. (1985). *A Descriptive Study of Core French Programs: Factors Affecting Declining Enrolment at the Secondary Level.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To examine the reasons for students "opting in" or "opting out" of the optional French program at the secondary level.

Program: Optional, core French programs at the secondary level. Core French in elementary school had begun in grades 1 to 4 and involved 30 to 40 minutes of French instruction per day. These programs were offered in two school boards bordering Metropolitan Toronto.

Subjects: 277 grade 9 core French students were randomly selected from one school board and 235 students from the other. The students came from twenty different classes.

Instruments: A student questionnaire involving a self-rating of French ability, and assessing students' attitudes toward and motivation for studying French and their participation in extra-curricular activities in French; a French listening comprehension test; a French cloze test; and teacher ratings of students' French ability. .

Procedure: The tests and questionnaires were group-administered in the regular classroom.

Results: Chi-square tests indicated that students who felt it was important to learn French in the hopes of finding a better job, who had positive attitudes toward French and the French program, who received parental encouragement to study French and who achieved higher scores on the French tests and student and teacher ratings were more likely to continue studying French than students who did not fit these categories. Students who felt French required too much time and effort were more likely to opt out. Correlational analyses showed that the more hours of instruction students had received, the higher their achievement scores; however, the longer they had studied French, the less positive their attitudes became. Regression analyses showed that the key predictors of opting in or out of French were in descending order: the students' general feelings toward their French studies; the student and teachers' global ratings of achievement; perceived encouragement from parents, teachers, principals and friends; and, to a lesser extent, accumulated hours of French study, and the students' opinions of their French program.

Conclusion: Positive attitudes toward the French program, strong parental encouragement and high teacher and self-ratings of French proficiency were the best predictors of opting to continue in the core French program.

Ullmann, R. Geva, E., Mackay, L. & Stern, H. H. (1983). *The York Region Core French Evaluation Project: Final Report.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the new core French program in York Region in terms of curriculum content, program implementation, student attitudes toward studying French and French achievement.

Program: Core French classes in grades 1 to 8, in the York Region, Ontario. The new program involves 40 minutes per day of French instruction. The stated goal of the program is "to achieve basic bilingual competence" by grade 10.

Subjects: 52 core French classes in 15 schools were distributed as follows: 14 grade 2, 14 grade 4, and 24 grade 8 classes. The classes were randomly selected from the 15 schools which, in turn, were selected to represent varying regions (urban-rural-suburban) and varying class sizes (small-medium-large). One grade 8 (8L) group had had twice as much previous experience with French instruction as the other grade 8 (8S) group (960 hours

versus 480 hours). The grade 8L group began French in grade 1 and the grade 8S began French in grade 4. Parents, core French teachers, classroom teachers and principals also completed questionnaires.

Instruments: *Listening Comprehension:* a test adapted from the French Comprehension Test/Primer for grade 2 students; the I.E.A. Listening Comprehension Test.; and an integrated, multiple choice test which included conversations and descriptions in French, for grade 8S and 8L students, based on the Ontario Assessment Instrument Pool. French as a Second Language., and developed for this study. *Reading:* a cloze test designed for this study, for grade 4 and 8 students; a modified immersion with options provided was used for the grade 4 students. *Speaking:* oral interviews. the retelling of a story, and asking and answering questions. *Questionnaires:* questionnaires for teachers, principals and parents were adapted from those used in the B.C. French Study (see Shapson et al., 1978). B.C. French Study Intermediate Student Attitude Scale. for grade 8 students. *Classroom observation:* the Target Language Observation Scheme (TALOS)*.

Procedures: The French proficiency tests were administered as pre- and post-tests. The classroom observations and the oral interviews were conducted in the middle of the year. Five criteria were used in the evaluation of the curriculum content: whether the program 1) met Ministry guidelines, 2) contained substantive content, 3) was well integrated with the general educational program and in tune with board objectives. 4) had its own characteristic qualities at each level, and 5) was organized sequentially.

Results: Analyses of variance indicated that students in all grades made progress in French proficiency from the beginning to the end of the school year. The grade 8L students (who had begun French in grade 1) performed significantly better than the grade 8S students (who had begun French in grade 4) on the French listening comprehension and speaking tests and could handle more complex reading. The grade 8L group also had more positive attitudes toward studying French than the grade 8S group. The grade 8S students, however, performed significantly better on all measures than the grade 4 students who had begun French in grade 1 (both groups had accumulated 480 hours of French instruction at the time of testing). There was a significant correlation between grade 8 students' attitudes and their listening and reading comprehension scores. The parents, teachers and principals expressed general approval of the core French program and in particular of the 40-minute time allotment for French. The core French teacher, however, expressed a need for an increase in the variety of teaching resources and cultural content in order to enhance the program. The classroom observation indicated that the teachers were obliged to substantially supplement the board program, that instruction was principally teacher-centred and emphasized formal over functional

practice, that teachers used French rather than English in the classroom (except for classroom management), that teachers were friendly and encouraging to students, and that instruction involved little substantive content (e.g., cultural topics, personal interests and materials from other school subjects). With regard to the evaluation of the curriculum content described in the *Procedures* section above, the researchers felt that criteria 1 and 5 had been fully attained, but that in order to meet criteria 2 to 4, more substantive content, more integration with the general educational program and more distinctive characteristics for each grade needed to be developed.

Conclusion: Both age and time allotment for core French were positively related to achievement in French listening comprehension, speaking and reading. Based on the core French teachers' comments and the classroom observation, there appeared to be a need for more teaching materials, particularly of a cultural and functional nature. Improvements in the curriculum content and organization were also suggested.

Ullmann, R. Mackay, L. & Gates, D. B. (1986). *The Toronto Board of Education Grade 4 Core French Pilot Project: An Evaluation Study. Final Report.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the Grade 4 Core French Pilot Project in terms of curriculum documents, program implementation, students' French proficiency and teachers' and students' attitudes toward the program.

Program: A grade 4 core French program in the Toronto Board of Education. The students received 40 minutes per day of French instruction which included the teaching of environmental studies in French.

Subjects: Students in four randomly selected grade 4 pilot project classes, one class from each of the four administrative areas within the Toronto board's jurisdiction.

Instruments: The French Comprehension Test Palmer- (niveaux A et B); the French Comprehension Test/Level 1* an oral interview in French involving a question and answer section, a map (direction-giving) game, and a story retelling task; a core French teachers' questionnaire concerning their background, a description of their class and their opinions of the pilot program; a student questionnaire concerning their opinion of the pilot program; and a classroom observation instrument adapted from the Target Language Observation Scheme (TALOS)*,

Procedure: The French Comprehension Test was administered as pre- and post-tests, separated by an interval of five months. The oral interviews were administered

individually to a random sample of 16 students (4 from each class). The interviews were tape-recorded and later scored on a scale from 0 to 5 for linguistic and strategic French competence,

Results: The analysis of the curriculum documents revealed that the regular core French textbook did not offer a sufficient amount of content or adequately deal with the communicative aspects of language. The board-prepared text designed specifically for the pilot project was judged to be more appropriate. This document presents content (environmental studies) in addition to language and contains unique characteristics which differentiate it from the regular core French text. The classroom observation using the TALOS revealed that the teachers used a broad spectrum of French, that the classes involved much "hands-on" experience and activities, that the teachers used French for most classroom activities and routines, and that they actively encouraged student participation and communication. The analysis of the program implementation revealed that the emphasis in the program gradually shifted away from a structural approach to an emphasis on communication as the project progressed. An analysis of covariance, using pre-test scores as the covariate (since the four classes' scores were significantly different), indicated that all four classes significantly improved on the French Comprehension Test between the pre- and post-tests. An analysis of variance indicated that a subgroup of Portuguese home background students performed significantly better than the other students on the French Comprehension Test. The interview revealed that the students' oral language, while often including English, demonstrated a real attempt to maintain the flow of communication. Various communication strategies were used which were more or less dependent upon English. The teacher interviews indicated that the teachers were generally satisfied with the program and believed that it appealed to their students more than the regular grade 4 core French program. The student questionnaire revealed that the students appeared to enjoy and understand the program. The students in one class which followed a more textbook-oriented approach tended to have less favourable attitudes and reported less French use in class than students in the other three classes.

Conclusion: The grade 4 core French pilot program was well received by both teachers and students. It appeared to offer the students many opportunities for communicative language use and to develop both oral and listening comprehension skills. A more communicative versus textbook-oriented approach was related to more favourable attitudes toward the program and greater use of French in the classroom.

Vanier, J. (1980). Contenu culturel dans l'enseignement du français langue-seconde: Enquête par questionnaire sur les intérêts des étudiants. Unpublished master's thesis. Simon Fraser University.

Objectif: Analyser les attitudes des élèves de secondaire V envers le contenu culturel des programmes de français langue-seconde.

Programme: Un programme de français langue-seconde (FLS) au secondaire V (11^e année) en Colombie Britannique.

Sujets : 31 étudiants (25 filles et 6 garçons) de FLS au secondaire V, provenant d'une Communauté rurale 46 kilomètres à l'est de Vancouver. .

Instruments: Un questionnaire à l'intention des élèves portant sur leurs intérêts vis-à-vis la culture française. Le questionnaire touche à la *culture*: les jeunes francophones, la nourriture, la vie quotidienne, la vie familiale et à la *civilisation*: l'histoire et la géographie, la vie culture lie, et la chanson.

Résultats: Les résultats étaient purement descriptifs. Les étudiants s'intéressèrent le plus à la vie quotidienne des jeunes francophones (les loisirs, les vacances, le sport, la journée d'un étudiant et la mode), bref à ce qui est comparable à leur propre vie. L'histoire, la géographie, la vie culturelle, de même que la vie familiale évoquèrent peu d'intérêt.

Conclusion: Les élèves s'intéressèrent particulièrement à ce qui avait rapport à la vie, quotidienne des jeunes francophones.

Waters. B. C. (1985). *The British Columbia Secondary French Curriculum Guide 1980: Study of its Implementation*. Unpublished master's thesis, The University of British Columbia.

Purpose: To examine the implementation process of the *British Columbia Secondary French Curriculum Guide (1980)* with regard to the extent of implementation and acceptance of the new guide.

Program: Secondary school core French programs in British Columbia. In addition to linguistic content, the new guide addressed culture and attitudes.

Subjects: 60 teachers who were members of the British Columbia Association of Teachers of Modern Languages. 125 questionnaires were sent out and 80 were returned, 60 of which were usable.

Instruments: A teacher questionnaire assessing teachers' acceptance of the new guide as well as the strategies they used in implementing it.

Results: The data analysis involved descriptive statistics. The teachers responded that they did not rely primarily on the new French curriculum guide, but rather followed the particular textbooks used in their course. Approximately 60% of the teachers reported using the guide to supplement their textbooks. Forty-seven percent of the teachers reported that they emphasized reading and writing skills and 37% indicated that they emphasized speaking and listening skills. The provincial exams, however, did not test speaking or listening skills, despite the new curriculum guide's emphasis on these areas of language. Forty-eight percent of the teachers responded that they had not taught all of the cultural topics presented in the guide, and another 20% responded that they were unsure whether they had.

Conclusion: Teachers reported using the new French curriculum guide to a certain extent but not as much as had been originally intended. The author concluded that a major obstacle to the implementation process was the lack of support for the new program emphasis. For example, the provincial exams did not address speaking or listening skills, or the cultural component of the program. In addition, the teachers were provided with very little cultural teaching material.

Wightman. M. (1980). *Testing the French Listening Comprehension of Grade 6 English Program Students. Research Report 80-07.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To develop and evaluate a French listening comprehension test based on the Ottawa Board of Education curriculum and to assess the French listening comprehension of grade 6 core French students.

Program: A grade 6 core French program in the Ottawa Board of Education. Seventy-five percent of the program was devoted to oral language, 20% to reading and 5% to writing. Students received 40 minutes per day of French instruction (30 minutes per day in kindergarten).

Subjects: 1,243 grade 6 core French students from 53 schools.

Instruments: The Ottawa Board of Education French Comprehension Test (subtest B). : This is a multiple choice French listening comprehension test based on the local curriculum. It assesses vocabulary and grammar. A teacher questionnaire concerning students' French language instruction background.

Procedure: The listening comprehension test was group-administered by the classroom teacher. The test had previously been pilot-tested with grade 7 core French students and subsequently revised.

Results: Mean scores and percentages of correct answers indicated that students exhibited a well-developed comprehension of isolated nouns and verbs in short sentences as well as of the type and purpose of the sentences, but they had difficulty recognizing more abstract words, differences between masculine and feminine. singular and plural, and the time of actions. Analyses of variance indicated that students who had been in the program longer performed significantly better on the test than those who had spent less time in the program. Students who had attended French immersion or French school or who spoke French at home scored significantly higher than the other students. Girls performed significantly better than boys on the test. The reliability of the subtests ranged from 0.83 to 0.89, with an overall reliability of 0.95.

Conclusion: The French listening comprehension test revealed that the students experienced difficulty in certain areas of the language, including gender. number and tense. The more French exposure (in and out of class) students had received, the higher their test scores. The test proved to be a reliable measure of the French listening comprehension of the grade 6 core French students.

Wightman, M. (1981). *The French Listening Comprehension Skills of Grade 6 English Program Students: Second Year of Testing. Research Report 81-10.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To improve a French listening comprehension test (described in Wightman, 1980) and to assess the French listening comprehension of grade 6 core French students in the Ottawa Board of Education.

Program: A grade 6 core French program which had involved 40 minutes per day of French instruction since grade 1 and 30 minutes per day in kindergarten.

Subjects: 1,286 grade 6 core French students (virtually the entire grade 6 core French population in the board).

Instruments: A revised version of the Ottawa Board of Education French Comprehension Test, subtest C (see Wightman, 1980); and a language background questionnaire.

Procedure: The test was group-administered by the core French teachers, who also completed a questionnaire concerning the language background of each of their students.

Results: The overall mean test score was 70.3. Students in the present study performed slightly better than students who had participated in the testing of the 1980 version (see Wightman, 1980) on test items which were contained in both versions of the test. Analyses of variance indicated that girls scored significantly higher than boys on the listening comprehension test. Students who had had more experience with French in class, as well as more exposure to French outside of class generally performed significantly better on the tests than students with less exposure to French. Students whose mother tongue was neither English nor French scored significantly higher on the test than the other students. The Kuder-Richardson 20 formula indicated that the test had a reliability of 0.93.

Conclusion: The test appeared to be an appropriate and reliable test of French listening comprehension skills at the grade 6 level. Girls outperformed boys and students who spoke a language other than English or French at home outperformed the other students. Students who had been in the program for the entire seven years performed better than those who had been in the program for less time.

Wightman, M. (1982). *Testing the French Listening Comprehension of Grade 8 English Program Students. Research Report 82-07.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To evaluate the French listening comprehension of grade 8 core French Students and a French listening comprehension test developed by the Ottawa Board of Education Research Centre for this purpose.

Program: A grade 8 core French program in the Ottawa Board of Education. Students received 40 minutes per day of French instruction since grade 1 and 30 minutes per day in kindergarten.

Subjects: 1,209 grade 8 core French students throughout the Ottawa board.

Instruments: The Ottawa Board of Education French Comprehension Test, subtest C (see Wightman, 1980).

Procedure: The test was group-administered by the regular core French teachers in May.

Results: Mean scores and percentages of correct answers indicated that recognizing French sounds and the meaning of sentences were the simplest aspects of the test, while understanding conversations, directions, idioms, social expressions and longer passages, as well as recognizing time as indicated by verb tenses, were more difficult. Test scores generally increased with the number of years spent in the core French program. Students who spoke a language other than English or French at home and who had participated in the core French program for only one or two years received lower listening comprehension scores than their Anglophone peers, but if they had been in the program for three years or more, they surpassed the Anglophones in listening comprehension scores. The reliability figures for the four sections of the test ranged from 0.54 to 0.75, with an overall reliability of 0.87.

Conclusion: While the students understood simple vocabulary and meanings, they had difficulty with more complex grammatical and social aspects of the language such as verb tenses and idioms. The test appeared adequate for an assessment of grade 8 students' learning skills; although teachers felt that certain minor adjustments to the test may be required.

Wightman, M. (1984a). *Listening Skills of Grade 10 Core French Students Tested in Spring, 1983. French Working Paper No. 156.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To assess the listening skills of grade 10 core French students.

Program: Grade 10 core French programs in the Carleton and Ottawa Boards of Education. The programs involved approximately 40 minutes per day of French instruction. The students' total hours of French instruction varied. They had received between 15 and 40 minutes per day at various levels since kindergarten. The Ottawa

students would have received approximately 1,270 cumulative hours of French instruction by the end of grade 10 and the Carleton students, 925 cumulative hours. The grade 10 core French programs were optional. As a result, girls significantly outnumbered boys in the programs.

Subjects: Grade 10 students in general, advanced and enriched level core French classes in fifteen high schools of the Ottawa board and seven high schools of the Carleton board. Approximately 1,171 students from the Ottawa board and 554 students from the Carleton board were involved in the study.

Instruments: The Ottawa Board of Education French Listening Comprehension Test (subtest C) for the general and advanced level students in both boards; the I.E.A. French Listening Comprehension Test. (Population for the general level students in the Ottawa board, and the I.E.A. French Listening Comprehension Test. (Population IV) for the advanced and enriched level students in both boards; and a French language background questionnaire for all students. The Ottawa board listening comprehension test involves matching a picture with a tape-recorded word or sentence, identifying the time of an action (present, past or future), and answering questions about a passage.

Procedure: The Ottawa board schools were randomly selected as were the tests they received, whereas the Carleton board schools and the tests they received were self-selected by each school. The tape-recorded tests were group-administered by trained bilingual testers between mid-May and early June.

Results: T-tests indicated that there were significant differences in the mean listening comprehension scores of the three grade 10 levels (general, advanced and enriched), the enriched scoring the highest and the general the lowest on the various tests. Comparisons were made with other groups that had taken the same tests. The general level grade 10 students' performance equalled that of grade 8 core French students on the Ottawa board test (the grade 8 classes included students of all levels). The advanced students' performance approached that of grade 7 late-entry French immersion students on the I.E.A. listening comprehension (Population IV) test. The enriched students' performance equalled that of grade 12 advanced core French and grade 8 late-entry French immersion students on the I.E.A. listening comprehension (Population IV) test. Students who had received eight years or more of French instruction performed significantly better than those with less French instruction. Exposure to French outside of school and former participation in a French immersion program were positively related to achievement on both listening comprehension tests. The enriched classes included more students with

greater French exposure and former French immersion students than the other levels. The tests were found to be appropriate for use with grade 10 core French students. The correlation between the general level students' scores on the Ottawa board test and the I.E.A. (Population II) test was .83, indicating that the two tests were measuring much the same skills. (These were the only tests for which comparable data for the same students were available).

Conclusion: There were significant differences among the core French students at the various levels (general, advanced and enriched) which was associated with the amount of French exposure the students had received. The tests appeared appropriate *for* use with the grade 10 core French students.

Wightman, M. (1984b). *Reading and Writing Skills of Grade 10 Core French Students Tested in Spring, 1983. French Working Paper f:/o. 157.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To assess the reading and writing skills of grade 10 core French students.

Program: Grade 10 core French programs in the Carleton and Ottawa Boards of Education. See Wightman (1984a) *for* a description of the programs.

Subjects: See Wightman (1984a).

Instruments: The Test de comprehension de l'écrit* (niveau B) for Ottawa general and advanced level and Carleton advanced and enriched level students; the Ottawa Board of Education French Reading and Writing Test for Ottawa general level and all Carleton students; the Test de mots à trouver* (niveau C) for the Ottawa advanced and enriched level students; the Ottawa Board of Education French Writing Test for the Ottawa advanced and enriched level and the Carleton advanced level students. The Ottawa Board of Education French Reading and Writing Test and the Ottawa Board of Education French Writing Test were developed especially for this study and were based on the Ontario Assessment Instrument Pool, French as a Second Language., The reading and writing test involves writing answers to questions, writing a description of pictures, answering multiple choice questions based on a passage and selecting conversationally appropriate phrases for a given social situation. The writing test involves writing a story and a brief note to a friend.

Procedure: See Wightman (1984&).

Results: T-tests indicated that there were significant differences in reading and writing skills between students at the different levels (general, advanced and enriched), the enriched students scoring the highest and the general the lowest. The Test de compréhension de l'écrit appeared to be too difficult for most of the core French students at all three levels. There were generally no significant sex differences at the three levels in the Ottawa board. Information on sex differences was not available for the Carleton board. Students who had French experience beyond the core French program generally performed significantly better than those without it, both within and across the three program levels. The reading and writing skills of the general level students were considered to be generally poor, while those of the advanced students were better and the enriched students "could express themselves reasonably well in writing". The tests used were deemed appropriate for the advanced and enriched level students, although rather difficult for the general level students.

Conclusion: There were significant differences between the three program levels (general, advanced and enriched) in reading and writing skills. Those with more exposure to French outside of school (both within and across program levels) performed better in French reading and writing. The tests were judged to be generally too difficult for the general level students and should therefore be modified for use with them.

Wightman. M. (1984c). *Speaking Skills of Grade 10 Core French Students Tested in Spring, 1983. French Working Paper No. 158.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To assess the speaking skills of grade 10 core French students,

Program: Grade 10 core French programs in the Carleton and Ottawa Boards of Education. See Wightman (1984a) for a description of the programs.

Subjects: A randomly selected subsample of approximately 128 grade 10 students from six schools in the Ottawa board and 93 grade 10 students from six schools in the Carleton board participated in the study. See Wightman (1984a) for details of the full sample.

Instruments: The Ottawa Board of Education French Speaking Test. The test involves naming objects in a picture, reading a written passage aloud, answering questions of a general conversational nature, substituting words in orally presented sentences, describing a picture or a series of pictures and responding to questions concerning a specific situation or ones designed to elicit certain grammatical elements.

Procedure: The test was individually administered to students in each board between mid-May and early June. The tests were administered and scored by two trained bilingual testers. Each tester scored the tests they had administered.

Results: T-tests indicated that there were significant differences in speaking ability between the three levels (general, advanced and enriched), the general level students scoring the lowest and the enriched level students the highest. Students in the Ottawa board generally scored significantly higher than those in the Carleton board, who had fewer accumulated hours of French instruction. The general level students received scores similar to those of unstreamed grade 8 core French students, while the advanced level students significantly outperformed the grade 8 core French students. The enriched level students performed slightly below grade 8 late immersion students. There were generally no sex differences. There was a high correlation between the speaking scores and scores on the listening comprehension, reading and writing tests given to the grade 10 core French students (Wightman, 1984a. and 1984b). The test was deemed appropriate for all three levels of students.

Conclusion: There were significant differences between the three program levels. Students with more accumulated French instructional time (Ottawa board students) generally performed significantly better than those with less accumulated French instructional time (Carleton board students). The test appeared to be appropriate for all grade 10 students, regardless of level. ,