

A STUDY OF FACTORS  
AFFECTING ENROLLMENT IN  
FRENCH IN THE SENIOR  
HIGH SCHOOL: A COMPARISON  
OF VARIABLES OF SEX,  
ACHIEVEMENT, ATTITUDE AND  
MOTIVATION OF TWO GROUPS  
OF GRADE TEN STUDENTS

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY  
MAY BE XEROXED**

**(Without Author's Permission)**

HERBERT PHILIP PACK



000250





National Library of Canada

Cataloguing Branch  
Canadian Theses Division

Ottawa, Canada  
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage  
Division des thèses canadiennes

## NOTICE

## AVIS

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

**THIS DISSERTATION  
HAS BEEN MICROFILMED  
EXACTLY AS RECEIVED**

**LA THÈSE A ÉTÉ  
MICROFILMÉE TELLE QUE  
NOUS L'AVONS REÇUE**

A STUDY OF FACTORS AFFECTING ENROLLMENT IN FRENCH IN  
THE SENIOR HIGH SCHOOL: A COMPARISON OF VARIABLES  
OF SEX, ACHIEVEMENT, ATTITUDE AND MOTIVATION  
OF TWO GROUPS OF GRADE TEN STUDENTS

by  
Herbert Philip Pack



A THESIS  
SUBMITTED TO  
MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF  
MASTER OF EDUCATION.  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
ST. JOHN'S NEWFOUNDLAND  
AUGUST 1979

### ABSTRACT

In light of the current decline in French enrollment in Newfoundland high schools, the purpose of the study was to investigate the relationship between a student's attitudes and his decision to take French or to drop it when given a choice. The variables of sex, achievement and parental encouragement were also examined in relationship to a student's decision.

The study took the form of a survey conducted through a written questionnaire. From the Grade 10 population of 636 students in the Avalon North Integrated School District a random sample of 200 students was selected. One hundred of the students were currently enrolled in a French course and the remaining 100 students had chosen not to take French in Grade 10.

The responses of the two groups of students on the questionnaire were analyzed and compared to determine whether a significant relationship existed between a student's decision to take French and the variables of sex, achievement, parental encouragement, motivational orientation, attitude towards French people, attitude toward the French course, and attitude toward learning French as a second language.

The data collected from the questionnaire were analyzed by means of both descriptive and inferential statistics. The t-test for differences between means and the chi-square

test of independence were used to compare the responses of the two groups.

The major findings of the study revealed that there was not a significant relationship between the variables of attitudes toward the French people or motivational orientation and a student's decision to take French. However, significant relationships were found to exist between the variables of sex, achievement, parental encouragement and attitudes toward learning French. A descriptive analysis also suggested that a student's attitude toward the French course and French class may affect his decision as to whether or not he takes French.

The findings suggested that the problem of declining enrollments in French courses is related more to academic problems rather than to social or political factors. Thus, attempts to curb the decline should be focused on the improvement of student attitudes in the area of the French course, the class, the teacher and toward learning French in general.

DEDICATION

This Study is Dedicated to  
The Author's Late Father  
CHESLEY J. PACK  
"A Self-Educated Man"



### ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to Mrs. Joan Netten for her valuable guidance and encouragement and to Dr. Dale Drost and Dr. Bryan Hartmann for their kind support and cooperation in the development and completion of this study.

Appreciation is also expressed to the following people:

(i) Mr. Cecil Smith, Superintendent, and all the teachers and students of the Avalon North Integrated School District who were involved in the study.

(ii) Personnel at the Memorial University Computer Center for their kind assistance with the statistical data.

(iii) Mrs. June Foote who undertook the typing of this thesis.

Finally the writer wishes to thank his wife, Sandra, for her constant support and encouragement during the conducting of the study and completing of this thesis.

## TABLE OF CONTENTS

	Page
LIST OF TABLES .....	viii
 Chapter	
1. THE PROBLEM .....	1
Purpose of the Study .....	4
Questions and Hypotheses .....	5
Significance of the Study .....	7
Operational Definitions .....	8
Limitations of the Study .....	9
2. REVIEW OF THE LITERATURE .....	11
Summary .....	15
3. DESIGN OF THE STUDY .....	16
Area selected for the Study .....	16
Reasons for choosing Grade 10 .....	17
Collection of Data .....	17
Sampling .....	18
Instruments .....	18
Reliability and Validity of the Questionnaire .....	19
Administration of the Questionnaire .....	20
Analysis of the Data .....	20
4. ANALYSIS OF THE DATA .....	23
Motivational Orientation .....	23
Sex .....	27
Achievement .....	28
French Attitude .....	30
Parental Encouragement to Learn French .....	32
Attitude Toward Learning French .....	35
Attitude Toward the Course .....	37
Summary .....	39
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	42
Summary .....	42
The Problem .....	42
Design of the Study .....	43
Conclusions .....	44
General Observations .....	48
Implications .....	49
Recommendations .....	51

BIBLIOGRAPHY ..... 52

APPENDICES

- A. QUESTIONNAIRE AND DISTRIBUTION OF FRENCH  
STUDENT RESPONSES ..... 56
- B. QUESTIONNAIRE AND DISTRIBUTION OF NON-  
FRENCH STUDENT RESPONSES ..... 66
- C. LETTER OF PERMISSION TO CONDUCT THE  
STUDY ..... 76
- D. LIST OF SCHOOLS INVOLVED IN THE STUDY ..... 78

LIST OF TABLES

Table	Page
I. COMPARISON OF FRENCH AND NON-FRENCH GROUPS ON ORIENTATION INDEX, BY MEAN SCORES AND STANDARD DEVIATIONS .....	25
II. COMPARISON OF FRENCH AND NON-FRENCH GROUP SCORES ON INTEGRATIVE AND INSTRUMENTAL STATEMENTS .....	25
III. RELATIONSHIP BETWEEN MOTIVATIONAL ORIENTATION AND STUDENTS' DECISION TO STUDY FRENCH .....	26
IV. RELATIONSHIP BETWEEN SEX AND STUDENTS' DECISION TO STUDY FRENCH .....	28
V. RELATIONSHIP BETWEEN OVERALL ACHIEVEMENT AND STUDENTS' DECISION TO STUDY FRENCH ....	29
VI. COMPARISON OF FRENCH AND NON-FRENCH GROUPS ON FRENCH ATTITUDE SCALE BY MEAN SCORES AND STANDARD DEVIATIONS .....	30
VII. COMPARISON OF FRENCH AND NON-FRENCH GROUP MEAN SCORES ON FRENCH ATTITUDE SCALE .....	31
VIII. COMPARISON OF FRENCH AND NON-FRENCH GROUPS ON PARENTAL ENCOURAGEMENT SCALE BY MEAN SCORES AND STANDARD DEVIATIONS .....	33
IX. COMPARISON OF FRENCH AND NON-FRENCH GROUP MEAN SCORES ON PARENTAL ENCOURAGEMENT SCALE .....	34
X. COMPARISON OF FRENCH AND NON-FRENCH GROUPS ON ATTITUDE TOWARD LEARNING FRENCH SCALE BY MEAN SCORES AND STANDARD DEVIATIONS .....	35
XI. COMPARISON OF FRENCH AND NON-FRENCH GROUP MEAN SCORES ON ATTITUDE TOWARD LEARNING FRENCH SCALE .....	36
XII. COMPARISON OF FRENCH AND NON-FRENCH GROUPS ON ATTITUDE TOWARD THE COURSE SCALE BY MEAN SCORES AND STANDARD DEVIATIONS .....	38

## Chapter 1

### THE PROBLEM

The problem of declining enrollments in the study of French as a second language in high schools across Canada has been puzzling educators and school boards since the late sixties. Statistics show that French enrollments have seriously declined from school year 1970-71 to the present school year of 1978-79 in all provinces except Quebec.<sup>1</sup> These figures show that when given the option of taking French or another subject, an increasing number of secondary school students are opting out of the study of French as a second language. This phenomenon continues despite much discussion in recent years about the importance of promoting in Canada a program of biculturalism and bilingualism.

Carroll suggests that second-language achievement is a function of three learner characteristics: aptitude, general intelligence and motivation.<sup>2</sup> Since aptitude and general intelligence have not decreased to cause students

---

<sup>1</sup>Commissioner of Official Languages, Annual Report 1978 (Ottawa: Minister of Supply and Services, 1979) pp. 145-46.

<sup>2</sup>J.B. Carroll, "The Prediction of Success in Intensive Foreign Language Training," Training Research and Education, ed. R. Glaser (Pittsburgh: University of Pittsburgh Press, 1962) cited by R.C. Gardner and W.E. Lambert, Attitudes and Motivation in Second-Language Training, (Rowley, Mass: Newbury House Pub., 1972) p. 9.

to fail in French and hence drop out of the course, it is assumed that the problem of declining enrollments may be associated with the motivation of students.

This study focused on the Newfoundland situation. The typical Newfoundland students, and students in other areas of Canada, are in a situation that may not always provide them with the motivation to succeed in studying French. French classes are usually large and the students are expected to learn the rudiments of a language which they have very little, if any, opportunity to use in their immediate environment. Brown says, "Perhaps a major problem is a lack of a French environment in the province; this makes it extremely difficult to teach or maintain any competence in the French language."<sup>3</sup>

The students' parents may not, in many cases, appreciate the aims and objectives of the French course their children are studying. Oral French is a relatively new subject in the curriculum of Newfoundland schools. The first audio-lingual course emphasizing equally the four skills of listening, speaking, reading and writing was introduced only in 1969-70.<sup>4</sup> Thus, most parents who had

---

<sup>3</sup>C. Brown "Problems of Introducing French in Newfoundland;" Report of the First Provincial Workshop for Teachers of French, (St. John's: Memorial University, 1970) p. 34.

<sup>4</sup>Maurice Champdoizeau, "An Historical Study of the Development of the Teaching of French in the Schools of Nfld to 1974" (unpublished M.Ed. Thesis, Memorial University, 1975) p. 205.

studied French in school were probably instructed by a grammar-translation approach which emphasizes the reading and writing skills.

The qualifications of the French teachers in many Newfoundland schools may also be questioned.<sup>4</sup> As recent as 1970, 86.2 per cent of French teachers attending a provincial workshop had not taken courses in French methods.<sup>5</sup> Another study in 1974 showed that only 40 per cent of French teachers in Newfoundland had a major in French at University and only 20 per cent had a minor in the subject.<sup>6</sup> This obvious lack of qualified teachers may have a detrimental effect on the students' attitudes toward French as a course of study.

A serious discrepancy exists between the aims of courses being taught in Newfoundland schools and the results which the student actually achieves. The courses presently being taught reflect the "audio-lingual" method of teaching second languages. Rivers states:

"The objectives of the audio-lingual method are clearly stated to be the development of mastery, at various levels of competence in all four language skills - beginning with listening and speaking, and using these as a basis for the teaching of reading and writing."<sup>7</sup>

---

<sup>5</sup>Memorial University, Report of the First Provincial Workshop for Teachers of French, St. John's, 1970. p. 81.

<sup>6</sup>Champoizeau, op cit., p. 135.

<sup>7</sup>Wilga M. Rivers, Teaching Foreign Language Skills (Chicago: University of Chicago Press, 1968) p. 44.

Since the only place that students have the opportunity to hear and speak French is in the classroom, this makes the attainment of listening and speaking goals highly improbable. Students may become frustrated when they find that they cannot reach these goals. Thus, their attitudes toward French may become negative and they may opt out of French in favor of a more satisfying learning experience in another subject.

There is a real need to determine the attitudes of students in Newfoundland toward French and to compare the attitudes of those students who choose to continue French, when given a choice, with those of students who choose to drop the course. This may provide some insight into why the French enrollment has declined so much in the past nine years.

#### Purpose of the Study

The purpose of the study was to investigate the relationship between student attitudes and their decision to continue the study of French or to opt out when offered a choice. This was done through a survey of the attitudes of a sample of students in the Avalon North Integrated School Board toward the study of French as a second language, toward the course they are presently studying or that they studied last year and toward French-Canadian people and their culture. In addition, a survey of the degree of parental encouragement as perceived by the students was



done. A comparison was made between the attitudes of those students who chose to continue the study of French as a second language when offered a choice and the attitudes of those who chose to drop the course.

### Questions and Hypotheses

The questions that were investigated and the hypotheses that were tested to answer these questions are:

Question I: Is there a relationship between motivational orientation and a student's decision to continue the study of French or to drop it?

Hypothesis I: There is no significant difference between the motivational orientation of the French students and the motivational orientation of the Non-French students.

Question II: Is there a relationship between a student's sex and his decision to continue the study of French or to drop it?

Hypothesis II: There is no significant relationship between sex and the student's decision to continue the study of French or to drop it.

Question III: Is there a relationship between a student's overall achievement and his decision to continue the study of French or to drop it?

Hypothesis III: There is no significant relationship

between the overall academic average of a student and his decision to continue the study of French or to drop it.

Question IV: Is there a relationship between a student's attitude toward the French-Canadian culture and his decision to continue the study of French or to drop it?

Hypothesis IV: There is no significant difference between the mean scores of French students on the "French Attitude" scale and the mean scores of non-French students on the same scale.

Question V: Is there a relationship between the encouragement given to a student by his parents to do French and his decision to continue the study of French or to drop it?

Hypothesis V: There is no significant difference between the mean scores of French students on the "Parental Encouragement" scale and the mean scores of non-French students on the same scale.

Question VI: Is there a relationship between a student's attitude toward learning French as a second language and his decision to continue the study of French or to drop it?

Hypothesis VI: There is no significant difference between the mean scores of French students on the "Attitude Toward Learning French" scale and the mean scores of non-French students on the same scale.

Question VII: What are the attitudes of students toward the French course they are presently studying or the course they studied last year?

#### Significance of the Study

Studies of this type have been done across Canada but they have limited generalizability in Newfoundland because of the unique situation in the province. Newfoundland students have no direct contact with a French milieu and thus their attitudes might be very different from those of students in Ontario or Quebec where influences from the French-Canadian culture are more readily felt. In addition, in Newfoundland there are not as many material forces influencing their decision to learn French such as jobs requiring a knowledge of French. The lower socio-economic basis in Newfoundland may also affect the values of students and their attitudes toward learning a second language.

There has been no previously published research done on the attitudes of students in Newfoundland toward the study of French and the French-Canadian culture. Such information is vital in understanding the reasons why students choose to study French and in the future development of any plans to improve the quality of French instruction in Newfoundland schools. This need in itself may be sufficient to warrant the study.

### Operational Definitions

For the purpose of this study, some of the terms used are defined in this section.

Motivational Orientation This refers to the reasons behind a student's desires to learn a second language. These motives may be classified as integrative or instrumental.

Integrative Orientation This is a type of student attitude toward learning French which reflects a desire to become, to a certain extent, a part of the French culture.

Instrumental Orientation This is a type of student attitude toward learning French which reflects more utilitarian reasons for learning French such as "to get a job."

French Student This is a student who is enrolled in a French course in Grade 10 for the year 1978-79.

Non-French This is a student who did not take French in Grade 10 in the year 1978-79 but who did take French from 1974 to 1978.

High Achievers For the purpose of this study high achievers are those students in the sample who achieved an overall average in all subjects last year of 65 per cent or more.

Low Achievers For the purposes of this study low-achievers are those students in the sample that achieved an overall

average last year of below 65 per cent.

The Course For the purposes of this study, the course is either of Le Français Partout Books 3 and 4<sup>8</sup> or Cours Élémentaire de Français (Dale & Dale)<sup>9</sup>.

#### Limitations of the Study

The study was designed to compare the attitudes of a group of students currently enrolled in French study to those of a group of students who chose to drop French in Grade 10. Any interpretation of the results of this study must take into consideration the following limitations:

(1) The student samples used in the study are Newfoundland students. Since the province is relatively removed from the influence of a French milieu, the results cannot be generalized to other areas of Canada.

(2) Only the Grade 10 population of the Avalon North Integrated School District was used. The results may not be valid for earlier or later grades.

(3) For all students in the sample, French was an optional course. The results of the study may not be generalized to include students in schools where French is a compulsory course of study.

---

<sup>8</sup>Michael Lafratta and others, Le Français Partout (Books 3 and 4), (Toronto: Holt, Rinehart and Winston of Canada, Ltd., 1972).

<sup>9</sup>John B. Dale and Magdalene L. Dale, Cours Élémentaire de Français, 4th Ed., (Lexington, Mass: D.C. Heath and Company, 1970).

(4) The measures of attitude are limited to those measured by the particular instruments used in this study. It is assumed that the item scores on each measure are additive.

## Chapter 2

### REVIEW OF THE LITERATURE

Much research has been done in recent years and much has been written on the role of attitudes and motivation of students in second language learning.

Lambert and Gardner have done research on the question both in Canada and abroad. They suggest that:

"The learner's motivation for language study.... would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language."<sup>10</sup>

Two contrasting types of student motives were identified. The "integrative" motive reflects a willingness or a desire to be like representative members of the "other" language community. The contrasting form of student motive is an "instrumental" orientation which is characterized by a desire to gain social recognition or economic advantages through knowledge of a foreign language.<sup>11</sup>

In 1959 Lambert and Gardner carried out studies with English-speaking high school students in Montreal who were studying French. They found that students with an "integrative" orientation were more successful in second-language learning than those who were instrumentally

---

<sup>10</sup>R.C. Gardner and Lambert, op. cit., p. 132.

<sup>11</sup>Ibid., p. 14.

oriented.<sup>12</sup>

A follow-up study in 1960 confirmed and extended these findings. In this study information was gathered on the attitudes of parents of students towards the French community. They found that student attitudes were greatly influenced by those of their parents. Students who reflected integrative motives had parents who held similar attitudes.<sup>13</sup>

In 1974 Gardner and Smythe conducted further studies in London, Ontario with students learning French as a second language in grades seven to eleven. From their results, they concluded that the motivation to learn a second language is something more than merely wanting to learn the language. It involves a total attitudinal orientation toward not only the French-speaking community but also the French class. They concluded that the student has to acquire not only a new set of skills but also the behavior patterns of another linguistic and cultural group. They found that:

".... the student's attitude toward that group or towards other groups in general will affect the extent to which he can incorporate the behavior patterns of the other cultural group."<sup>14</sup>

---

<sup>12</sup>Ibid., p. 4.

<sup>13</sup>Ibid., p. 5.

<sup>14</sup>R.C. Gardner and P.C. Smythe, "Motivation and Second Language Acquisition," Canadian Modern Language Review, XXXI (October, 1975) p. 225.



This suggests that an integrative type of orientation is necessary for success in second language learning.

The study further showed that the integratively-oriented student perceived the French class much more positively than the instrumentally-oriented student.

A later study supports these findings. Gardner and Smythe found that:

"It is quite clear that the integratively-motivated students are much more active in French class; they participate more than the non-integratively motivated students. It seems quite likely that the integratively motivated student is much more interested in learning French and seizes every opportunity to work and learn."<sup>15</sup>

In another study with students in grades nine to eleven, tests were administered to students who dropped out of French when given an option, as well as to those who chose to continue. The results showed that the drop-outs had significantly less positive attitudes towards French speakers. They also showed that the drop-outs expressed less favourable attitudes toward French, perceived less encouragement from their parents and exhibited less effort and desire to learn a foreign language.<sup>16</sup>

Claire Burstall, in her studies of French in the primary schools of England and Wales, alluded to the importance of the "integrative" attitudes in the learning

---

<sup>15</sup>R.C. Gardner, P.C. Smythe, R. Clement and L. Glikzman, "Second-Language Learning: A Social Psychological Perspective", Canadian Modern Language Review, XXXII, No. 3 (February, 1976) p. 208.

<sup>16</sup>R.C. Gardner and P.C. Smythe, op. cit., p. 225-27.

of French as a second language. She says:

"Undoubtedly the most powerful incentive to learn French, from the pupils' point of view, is the prospect of being able to establish contact with French-speaking people. The other side of the coin is that if pupils are convinced that they will never go to France, they tend to condemn learning French as a "waste of time."<sup>17</sup>

The development of favourable attitudes is one of the objectives of French immersion courses which have been started in recent years across Canada. It appears that not only have these programs been successful in improving student achievement but they also appear to improve student attitudes. In his evaluation of the immersion program in the Ottawa and Carlton School Boards, Stern found that the attitudes of students enrolled in immersion classes were much more positive than those of students in regular French programs.<sup>18</sup>

Genesee studied some of the effects of immersion programs on students. In the area of interpersonal communication skills in French, he found that there was very little difference between the level of performance of those students rated as being of below-average intelligence and the performance of above-average students. He suggests

---

<sup>17</sup>Clare Burstall and others, Primary French in the Balance, (Windsor, NFER Pub. Co. Ltd., 1974) pp. 244-45.

<sup>18</sup>Stern, H.H. and others "Evaluation and Overview of Studies Related to the Federally-Funded Extensions of the Second-Language Learning (French) Programs in the Carleton and Ottawa School Boards". Toronto: Ministry of Education, Ontario, 1976. p. 93.

that intelligence is not the sole or most important determinant of success in second language learning.<sup>19</sup> Attitudes may play a large part as well.

#### SUMMARY

The relevant literature has shown that attitudes and motivation are an important determining factor in successful second language learning, in addition to the other important factors namely, aptitude and intelligence. The research suggests that student attitudes determine whether or not students choose to study French, as well as their achievement and behaviour in the French class. They also suggest that in order to attain success in second language study, a student needs to be driven by an "Integrative" type of motive which reflects a desire to become, to a certain extent, a part of the target culture.

Finally, it has been shown that parental attitudes have a direct influence on student attitudes and therefore they must be taken into account in any plans to try to improve student attitudes.

---

<sup>19</sup>Fred Genesee, "Acquisition of Reading Skills in Immersion Programs". Foreign Language Annals, XII, No. 1 (1979) p. 77.

## Chapter 3

### DESIGN OF THE STUDY

The study was designed to investigate the factors affecting the enrollment in French in Newfoundland High Schools. A comparison was done between two groups of Grade 10 students using the variables sex, achievement, and attitude. This chapter describes the procedures followed in conducting the study. Specific sections deal with the area of the study, the reasons for choosing Grade 10 students, the collection of data, the samples, validation and administration of the instrument, and the methods of analysis performed on the collected data.

#### Area Selected for the Study

The area selected for this study was the Avalon North Integrated School Board. The main reason for this choice was that the author is employed as a French teacher with this board and lives in the area. This greatly facilitated collecting data. In addition, the school board is one of the largest in the province and as a result it covers a large sample of the population. The author is very familiar with the area and is acquainted personally with all the French teachers involved. This helped to insure a high return of questionnaires and guaranteed, as much as possible, that the author's specifications with regard to administering the questionnaire were met.

The schools were similar with regard to direct influence from a French milieu. None was close to any French-speaking communities so there could be little distortion of scores on the questionnaire in that regard. The majority of schools were central high schools fed by several small communities. There were no native French teachers involved. All students were doing a course reflecting an audio-lingual approach to learning French. The school board was typical of most school districts covering mostly small villages with a few larger towns.

#### Reasons for Choosing Grade 10

The main reason for choosing this grade level was that in all schools French is an optional subject in this grade. In most cases, students have a choice of French or geography.

A further reason for this choice was that at this level all students had completed enough years of French study to be able to give an opinion of the subject. In addition, at that age level, students should have had some contact with the French culture through excursions or various media and thus, should be able to formulate opinions about the French community.

#### Collection of Data

In reply to a request to use the Grade 10 population in this study, the superintendent obliged with both verbal

and written permission and encouragement. The author then contacted by phone each French teacher who was teaching Grade 10 and asked for his assistance in the study. All were quite willing to participate. Each teacher promptly supplied a list of students in Grade 10 in his school indicating whether or not each was doing French.

#### Sampling

The student population was divided into two groups, namely "French" and "Non-French". The total number doing French was 287 as compared to 349 who were not studying French. Each student was then assigned a number and using a table of random numbers, a random sample of 100 students was chosen from each group.

#### Instruments

The information on student attitudes was gathered by means of a questionnaire which was completed by each of the two hundred students in the sample. The questionnaire consisted of five different scales namely (1) Orientation Scale, (2) French Attitude Scale, (3) Attitude Toward the French Course Scale, (4) Attitude Toward Learning French Scale, and (5) Parental Encouragement Scale. In addition the student was asked to state his overall average (in all subjects) for the previous year and his average mark in French for the same year. Students were also asked to state their sex. However they were not required to give their names.

Each scale consisted of a series of positive statements about the subject of the scale. Students were asked to rate their feelings on a scale ranging from 1 to 4 ranging from total disagreement with the statement, to total agreement with the particular statement.

On the Orientation Scale students were given four statements which reflected an "integrative" type of attitudinal orientation to learning French and four other statements reflecting an "instrumental" orientation. From the scores on these statements each student was classified as belonging to one of these groups. The details of this process are given on page 24.

The questionnaire was compiled by the author using examples from Lambert and Jakobovits and with the aid of personnel from the Faculty of Education at Memorial University.

#### Reliability and Validity of the Questionnaire

The questionnaire was tested for reliability by administering it to 25 Grade 11 students in St. George's High School, New Harbour on one occasion and then re-administering the same questionnaire to the same class three weeks later. Results were tabulated each time and compared. No significant differences were found in the student ratings. After a few slight changes in the wording of several questions, the questionnaire was judged by the author's advising committee to be valid for the purpose of this study.

### Administration of the Questionnaire

Questionnaires were sent to the teachers of students who were randomly selected to participate in the study accompanied by a list of those students. Teachers were asked to administer the questionnaire to all of these students within each class at the same time. This would help eliminate any distortion by outside influences. The completed questionnaires were all returned within three weeks. The percentage of return was one hundred per cent.

### Analysis of the Data

The collected data were thoroughly analyzed first through a detailed descriptive analysis, followed by a further analysis using various tests of significance to compare the two groups of students. In the descriptive analysis, which is contained in Chapter 4, the ratings of the two groups on each statement in the questionnaire are examined and their mean scores on each statement are compared.

In the inferential analysis, which is found in the same chapter, each hypothesis is tested using a test of significance and the results of each test are examined and conclusions drawn.

To test Hypothesis I, concerning motivational orientation and a student's decision to take French or to drop it, the students were first classified as reflecting either Integrative Orientation or Instrumental Orientation



according to their ratings on the Orientation Index. A chi-square test of independence was then performed on the data and the results were examined.

To test Hypothesis II concerning the relationship between sex and a student's decision to take French, a chi-square test of independence was performed on the relevant data and the results were examined.

The same type of test was used to test Hypothesis III which concerned the relationship between achievement and a student's decision to study French or to drop it. The students were divided into two groups, namely high achievers and low achievers, according to their overall academic average and the results of the test were examined.

To test the remaining three hypotheses, t-tests of significance were used. The mean scores of the two groups of students (French and Non-French) on the "French Attitude" scale were compared to test Hypothesis IV. This hypothesis was concerned with the relationship between a student's attitude toward the French-Canadian culture and his decision as to whether or not he took French.

Hypothesis V postulated that there was not a significant relationship between the encouragement given a student by his parents and his decision to take French. The mean scores of the two groups on the "Parental Encouragement" scale were compared.

To test Hypothesis VI, concerning the relationship between a student's attitude toward learning French and his

decision to take the course, the mean scores of the two groups on the "Learning French" scale were compared.

There was no hypothesis drawn up to investigate Question VII relating to the relationship between a student's attitude toward the French course and his decision to take French or to drop it. A direct comparison of the mean scores of the two groups on the "Attitude Toward the Course" scale would be invalid because the course was different for each group. The French students were giving their opinions of the course they were studying at the time of their completion of the questionnaire. The non-French students, on the other hand, were evaluating the course they had studied the previous year. However, a detailed descriptive analysis of student ratings on this scale is performed in Chapter 4 and any apparent trends or differences within each group are noted.

## Chapter 4

### ANALYSIS OF THE DATA

This chapter contains the analysis of the data by both descriptive and inferential statistics. In all scales, except the "Attitude Toward the Course" scale, the responses of the two groups of students are directly compared. For each scale a table is presented comparing the responses of the two groups giving mean scores and standard deviations. In addition, the results of the chi-square tests and t-tests performed on the data are examined and the hypotheses are tested to ascertain the relationship between a student's decision to do French and the different variables.

Copies of the questionnaire and distribution of the student responses for the two groups are given in Appendices A and B.

#### Motivational Orientation

This scale consisted of eight statements, each giving a reason for studying French. Of these statements, 4 reflected integrative orientation or motives and the remaining 4 reflected instrumental motives for doing French. Students were classed as being integrative or instrumental in their desire to learn French by comparing their scores on the two groups of statements. Statements 1, 3, 5, and

7 reflected instrumental orientation while statements 2, 4, 6 and 8 indicated integrative motives.

The formula used to distinguish a student as being integrative or instrumental in motivational orientation was an arbitrary one. Students were asked to rate their agreement with each of the statements on a scale of 1 to 4. The total scores for each student on each set of statements were compared. The instrumental score was subtracted from the integrative score. If the difference was +3 or over, that student was classified as being "integrative". If the difference was -3 or less, then that student was considered as "instrumental" in his motives. Those students whose differences in scores were between +3 and -3 were not classified as being clearly instrumental or integrative but were considered as having nearly equal measure of both motives.

Table 1 shows the mean scores and the standard deviations for each of the two groups on the individual statements in the Orientation Index.

An overall comparison of the two groups on this scale is shown in Table II. The sum of the mean scores of French students on the "integrative" questions was 10.5 out of a possible score of 16. The sum of their mean scores on the questions reflecting "instrumental" motives was 7.8.

The sum of the mean scores of non-French students on the "integrative" questions was 9.5 and the mean score

on the "instrumental" questions for this group was 6.8.

TABLE I  
COMPARISON OF FRENCH AND NON-FRENCH GROUPS ON  
ORIENTATION INDEX BY MEAN SCORES  
AND STANDARD DEVIATIONS

Statement Number	French Mean	S.D.	Non-French Mean	S.D.
1	1.0	0.0	1.0	0.0
2	2.9	.9	2.5	1.0
3	2.2	1.1	2.0	1.1
4	2.8	.9	2.7	1.1
5	3.1	.9	2.6	1.0
6	2.9	.9	2.6	1.0
7	1.5	.8	1.2	.5
8	1.9	.9	1.7	.9

TABLE II  
COMPARISON OF FRENCH AND NON-FRENCH  
GROUP SCORES ON INTEGRATIVE AND  
INSTRUMENTAL STATEMENTS

Group	Integrative Score	Instrumental Score
French	10.5 <sup>a</sup>	7.8
Non-French	9.5	6.8

<sup>a</sup>Highest possible score is 16.

This suggests that both groups may be classed as reflecting more integrative orientation than instrumental orientation. However the scores of the French students on

both types of questions were slightly higher than those of the non-French group. This suggests that those students who chose to continue the study of French did not do so for purely "integrative" reasons or solely for "instrumental" reasons but rather for a mixture of both.

In Table III the French students and non-French students are compared on the variable of motivational orientation.

TABLE III  
RELATIONSHIP BETWEEN MOTIVATIONAL ORIENTATION  
AND STUDENTS' DECISION  
TO STUDY FRENCH

Group	Motivational Orientation		Total
	Integrative	Instrumental	
French	38	5	43
Non-French	49	2	51
Total	87	7	94

Chi-square = 2.01    df = 1    Not significant at  $p < .05$

The results show that about half of the students were clearly oriented one way or the other. In the French group 38 students were classed as reflecting integrative orientation and only 5 were classed as instrumental. In the group of students not studying French 49 were clearly distinguished as being integratively oriented and only 2 were clearly instrumental. It is interesting to note that

the total number of integrative students was 87 compared to 7 instrumental students. The number of integrative non-French students was greater than the number of French students clearly reflecting the same motive.

Hypothesis I postulated that there would be no significant relationship between motivational orientation and a student's decision to continue the study of French or to drop it. A chi-square test of independence was performed on the data in Table III to test the significance of the relationship between the two groups of students (French and non-French) and the variable of motivational orientation (integrative or instrumental). A chi-square of 2.01 was found which is not significant at the .05 level of significance. Thus the null hypothesis was not rejected. There is no significant relationship between motivational orientation and a student's decision to continue the study of French or to drop it.

#### Sex

Table IV shows that 71 per cent of students who chose to study French in Grade 10 were female. Sixty per cent of the students who dropped French were boys and 40 per cent were girls.

Hypothesis II postulated that there would be no significant relationship between sex and the student's decision to continue the study of French or to drop it. A chi-square test of independence was performed on the data

in Table IV to test the significance of the relationship between the two groups of French and non-French students on the variable of sex. A chi-square of 18.6 was found which is significant at the .01 level of significance. Therefore the null hypothesis was rejected indicating a significant relationship between sex and a student's decision to continue the study of French as a second language or to drop it. The results indicate that a highly significant number of students who chose to continue the study of French were female.

TABLE IV  
RELATIONSHIP BETWEEN SEX AND STUDENTS'  
DECISION TO STUDY FRENCH

Group	Sex		Total
	Male	Female	
French	28	70	98
Non-French	59	39	98
Total	87	109	196

Chi-square = 18.6 df = 1 significant at  $p < .01$ .

#### Achievement

Table V shows that of the students enrolled in French 83 per cent were in the high achievement group. This means that their overall academic average for the previous year was 65 per cent or over. In the non-French



group only 43 per cent were high achievers.

Hypothesis III postulated that there would be no significant relationship between the overall academic average of a student and his decision to continue the study of French or to drop it. A chi-square test of independence was performed on the data in Table V to test the relationship between the two groups of students (French and non-French) and the variable of achievement level. The result was a chi-square of 31.1 which is significant at the .01 level. Therefore the null hypothesis III was rejected. There is a significant relationship between the variable of overall achievement and a student's decision to study French. The number of students in the high achievement level who chose to continue the study of French was significantly greater than the number of low-achievers who chose to study French.

TABLE V  
RELATIONSHIP BETWEEN OVERALL ACHIEVEMENT AND  
STUDENT'S DECISION TO STUDY FRENCH

Group	Achievement Level		Total
	High	Low	
French	82	17	99
Non-French	40	53	93
Total	122	70	192

Chi-square = 31.1    df = 1    significant at  $p < .01$ .

French Attitude

In this scale students were asked to read 10 positive statements about French-Canadians and their culture and to indicate the extent of their agreement with each statement on a scale of 1 to 4. Table VI shows the mean scores and standard deviations for each of the two groups on each statement in the "French Attitude" scale.

TABLE VI  
COMPARISON OF FRENCH AND NON-FRENCH GROUPS  
ON FRENCH ATTITUDE SCALE BY MEAN  
SCORES AND STANDARD DEVIATIONS

Statement Number	French Mean	S.D.	Non-French Mean	S.D.
1	2.8	0.8	2.6	0.9
2	2.9	0.9	3.0	1.0
3	2.6	0.6	2.6	0.7
4	3.0	0.9	2.9	0.9
5	3.1	0.9	3.1	0.9
6	3.2	0.9	3.0	0.9
7	3.3	0.8	3.1	0.9
8	2.8	1.1	2.9	1.1
9	3.7	0.5	3.8	0.4
10	2.9	0.9	2.7	1.0

The two groups in the sample were similar in their attitudes toward the French-Canadian people and culture. The overall mean score for the French students was 2.9. The mean scores per question ranged from 2.6 to 3.7 for the French students and the range for non-French

students was a similar 2.6 to 3.8. Students generally showed a high respect for the French-Canadians and gave high ratings to statements suggesting that French-Canadians have the right to preserve their own language and culture. The similarity in scores suggests that attitudes toward the French-Canadian people may not have been a determining factor in a student's decision to continue the study of French or to drop it.

Table VII shows that the mean score for the French students on the "Attitude Toward the French" scale was 30.0 and the mean for the non-French group was 29.2. The standard deviations for the French and the non-French groups were 5.7 and 5.9 respectively indicating that the distribution of scores was very similar for the two groups.

TABLE VII

COMPARISON OF FRENCH AND NON-FRENCH GROUP MEAN SCORES, ON FRENCH ATTITUDE SCALE

Group	Mean Score	S.D.	t-value	df.	2-Tail Prob.
French	30.0	5.7	1.07	198	0.286
Non-French	29.2	5.9			

Hypothesis IV postulated that there was no significant difference between the mean scores of French students on the "Attitude Toward the French" scale and the mean scores of the non-French students on the same scale. A

two-tailed t-test was performed on the mean scores of the two groups and a t-value of 1.07 was found. This was not significant at the .01 level. Therefore the null hypothesis was not rejected. There is no significant difference between the mean scores of the two groups on the "French Attitude" scale. Thus, there is no significant relationship between a student's attitude toward French-Canadians and their culture and his decision to continue the study of French or to drop it.

#### Parental Encouragement to Learn French

On this scale students were asked to rate the amount of parental encouragement to learn French that they felt they received. The scale consisted of 5 statements concerning their parents' feelings toward French, what they said about the subject and how they encouraged them to learn the language. Students were asked to indicate the extent of their agreement with each statement on a scale of 1 to 4.

Table VIII shows the mean scores and standard deviations for each of the French and non-French groups on the individual statements in the "Parental Encouragement" scale.

The French students scored consistently higher mean scores on each statement in the "Parental Encouragement to Learn French" scale with the exception of one statement where the scores were identical. The French scores ranged from 2.3 to 3.5. The non-French scores

ranged from 1.9 to 2.9 which is a lower range. The over-all mean score per question was 2.7 for the French students and 2.3 for the non-French group. The fact that the French students scored consistently higher on the scale as a whole suggests that parental encouragement may be a determining factor in a student's decision to study French or to drop it.

TABLE VIII

COMPARISON OF FRENCH AND NON-FRENCH GROUPS ON PARENTAL ENCOURAGEMENT SCALE BY MEAN SCORES AND STANDARD DEVIATIONS

Statement Number	French Mean	S.D.	Non-French Mean	S.D.
1	2.4	1.1	1.9	0.9
2	2.9	1.0	2.6	1.0
3	2.4	1.1	1.9	0.9
4	3.5	0.8	2.9	1.0
5	2.3	1.0	2.3	0.9

Table IX shows that the mean score for French students on the "Parental Encouragement to Learn French" scale was 13.4 out of a possible score of 20. The mean score of the non-French students on the same scale was 11.8. The standard deviations for the French and non-French groups were 3.8 and 3.4 respectively. This suggests that the distribution of scores was similar in both groups.

TABLE IX  
COMPARISON OF FRENCH AND NON-FRENCH GROUP MEAN  
SCORES ON PARENTAL ENCOURAGEMENT SCALE.

Group	Mean Score	S.D.	t-value	df.	2-Tail Prob.
French	13.4	3.8	2.91	188	0.004
Non-French	11.8	3.4			

Hypothesis V postulated that there would be no significant difference between the mean score of French students on the "Parental Encouragement" scale and the mean score of non-French students on the same scale. In other words, it postulated that there would be no significant relationship between the parental encouragement a student receives and his decision to study French or to drop it. A t-test of significance was performed on the mean scores of the two groups on the "Parental Encouragement" scale. A t-value of 2.91 was found which was significant at the .01 level. Thus, the hypothesis was rejected indicating a significant difference between the mean scores of the two groups of students on this particular scale. There is a significant relationship between the encouragement to do French given to a student by his parents and his decision to continue the study of French or to drop it.

The degree of parental encouragement given a French student was significantly higher than the degree of parental encouragement given a non-French student.

Attitude Toward Learning French

On this scale students were asked to read 7 positive statements about wanting to learn French as a second language and to indicate their agreement with each on a scale of 1 to 4.

Table X shows the mean scores and standard deviations for the French and the non-French groups on each statement in the "Attitude Toward Learning French" scale.

TABLE X  
COMPARISON OF FRENCH AND NON-FRENCH GROUPS ON  
ATTITUDE TOWARD LEARNING FRENCH SCALE BY  
MEAN SCORES AND STANDARD DEVIATIONS

Statement Number	French Mean	S.D.	Non-French Mean	S.D.
1	3.0	1.0	1.5	0.7
2	2.6	1.0	1.8	1.0
3	3.1	0.8	2.4	1.1
4	2.4	1.0	1.7	0.9
5	3.7	0.7	3.1	1.1
6	3.6	0.7	3.3	0.9
7	2.5	0.9	2.3	0.9

There was a substantial difference between the mean scores of the two groups in the sample on the "Attitude Toward Learning French" scale. The mean scores of the French students were generally higher with a range of 2.5 to 3.7. For the non-French students the range was from 1.5 to 3.3. The overall mean score per question in the French

group was 3.0 while that of the non-French group was 2.3.

The results on several questions suggest that a possible reason why students chose not to do French may be that they saw no use for it in Newfoundland. Generally, the difference between the scores of the two groups suggests that a student's attitudes toward learning French may be a major determining factor in his decision to study French.

Table XI shows that the mean score of French students on the "Attitude Toward Learning French" scale was 20.8 out of a possible score of 28. The mean score of the non-French group on the same scale was 16.3. The standard deviations for the two groups were the same indicating that the distribution of the scores was similar for both groups.

TABLE XI

COMPARISON OF FRENCH AND NON-FRENCH GROUP MEAN  
SCORES ON ATTITUDE TOWARD LEARNING  
FRENCH SCALE

Group	Mean Score	S.D.	t-value	df.	2-Tail Prob.
French	20.8	4.3	7.26	195	0.000
Non-French	16.3	4.3			

Hypothesis VI postulated that there would be no significant relationship between a student's attitude toward learning French and his decision to continue the study.



of French or to drop it. It postulated that there would be no significant difference between the mean score of the French group on the "Attitude Toward Learning French" scale and the mean score of the non-French students on the same scale. A t-test of significance was performed on the difference between the mean scores of the two groups on this scale. The results were significant at the .01 level of probability. Thus, the null hypothesis was rejected, indicating there is a significant difference between the French students and the non-French students' mean scores on the "Attitude Toward Learning French" scale. In other words, a highly significant relationship exists between a student's attitude toward learning French as a second language and his decision to continue the study of French or to drop it. The attitudes of French students toward learning French were significantly more positive than those of the non-French students.

#### Attitude Toward the Course

In this scale students were asked to rate their agreement with thirteen positive statements about the French course they were currently enrolled in, or for the non-French students, the French course they had studied the previous year.

Table XII shows the mean scores and standard deviations for each of the two groups on the individual statements in the "Attitude Toward the Course" scale.

TABLE XII  
COMPARISON OF FRENCH AND NON-FRENCH GROUPS ON  
ATTITUDE TOWARD THE COURSE SCALE BY  
MEAN SCORES AND STANDARD DEVIATIONS

Statement Number	French Mean	S.D.	Non-French Mean	S.D.
1	3.2	0.8	2.3	1.0
2	3.0	0.9	2.3	1.0
3	2.1	0.9	1.7	0.7
4	3.2	0.9	2.7	1.1
5	2.9	1.0	2.9	1.0
6	2.6	1.0	2.3	1.0
7	2.5	0.9	2.5	1.0
8	3.0	1.0	2.5	1.0
9	3.0	1.0	2.7	1.0
10	2.6	1.0	2.5	0.9
11	2.1	1.0	1.9	1.0
12	3.5	0.8	3.1	1.0
13	3.0	1.1	1.9	1.1

Question VII was concerned with the attitudes of students toward the French course. The French students, in rating their present course, generally rated it higher than the non-French students rated the course they had done the previous year. However, the major difference in scores was reflected on the statement concerning anxiety in French class. Non-French students seemed to experience high anxiety in French class while the French students' responses suggested that they experienced low anxiety in class. Although both groups rated the teacher's enthusiasm

high, the French students' rating was higher. This suggests a better relationship with the teacher which may account for the low anxiety level shown by French students in class.

Generally, the difference in scores between the two groups suggests that attitudes toward the course and more especially toward the teacher and the French class may be a determining factor in a student's decision to study French or to drop it.

#### Summary

An analysis of the results shows that a student's decision to continue the study of French as a second language or to drop it when given an option is related to several different factors.

The results showed that there is a significant relationship between sex and a student's decision to study French. It was found that the number of girls who choose French when given a choice is significantly greater than the number of boys who choose to do French.

The achievement level of a student in school is also related to his decision to choose French to to drop it. The results showed that the number of high achievers who chose French was significantly greater than the number of low achievers who did French.

The student's attitudes are also related to his decision. The results showed that the student's attitude toward learning French was a major determining factor in

whether or not he chose to continue French. The attitudes of French students toward learning French as a second language were significantly more positive than the attitudes of the students who chose to drop French in Grade 10.

The attitudes of a student's parents toward French as a course of study were also found to be directly related to his choice of whether or not to do French. It was found that French students perceived consistently more positive encouragement from their parents to do French than did the non-French students.

A student's attitudes toward the French course may also be related to his decision to take French. The results from the questionnaire showed that French students rated the course higher and generally seemed to experience lower anxiety in French class than did non-French students.

With respect to student attitudes toward French-Canadians and their culture, it was found that such attitudes were not related to a student's choice of whether or not he did French. Both groups of students in the sample exhibited very positive attitudes toward the other cultural group.

Finally, it was revealed that the motivational orientation was not directly related to a student's choice of French or another subject. Results showed that the majority of both groups of students reflected integrative motives as opposed to instrumental motives. Hence the type of motive that the student reflected was not a significant factor influencing his decision to study French or

to opt out of the course when given the opportunity.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

##### The Problem

Statistics have shown that since 1970 the enrollment in the study of French as a second language in secondary schools has been steadily declining across the country. The main purpose of this study was to investigate the relationship between a student's attitude and his decision to continue the study of French or to drop it when offered a choice. The sample used in the study was a random sample of two hundred Grade 10 students in the Avalon North Integrated School District. One half of these students were enrolled in French for the current year while the remaining one hundred students had opted out of French to pursue studies in another subject area. The study tried to determine if there was any relationship between a student's choice of continuing French or dropping it and the variables of motivational orientation, sex, achievement, attitude towards the French-Canadians and their culture, attitudes toward their French course, attitudes toward learning French as a second language, and parental encouragement to learn French.

The hypotheses were stated in the null form and

they postulated that there would be no significant relationship between a student's decision to do French and each of these variables mentioned above.

#### Design of the Study

From the total Grade 10 student population in the Avalon North Integrated School District, a random sample of one hundred French students and one hundred students not doing French was chosen.

The Avalon North District was selected because of its large size and because the author is employed in it as a French teacher and is very familiar with the area.

The Grade 10 population was chosen because French was optional at that level. In addition, the students should be mature enough to formulate opinions about various topics.

The instrument used to collect the data was a questionnaire which measured the intensity of student attitudes toward the French-Canadian people and their culture, toward their French course, and toward learning French. It also gathered information on student's motivational orientation, parental encouragement, achievement level and sex.

The collected data were taken from the questionnaires, coded, punched on computer cards and processed by computer. The t-test of difference between means and chi-square tests of independence were used to test the significance of relationships between the student's decision to study French

and the different variables. In addition, a detailed question-by-question descriptive analysis was done on the student responses on the questionnaire.

### Conclusions

From the results of the study a number of conclusions were drawn.

#### Conclusion I

The results of the study revealed that there was no significant relationship between a student's motivational orientation and his decision to study French or to drop it. This is not consistent with the findings of Gardner and Smythe who found that students who chose to take French were largely integratively oriented while a large majority of the students who dropped French were instrumentally oriented.

Nearly half the students in this study appeared to reflect a mixture of both types of orientation. This might be explained by the geographical location of the province of Newfoundland. The province is relatively distant from a French milieu and the students may not have had enough contact with the French-Canadian culture to instil in them a type of integrative orientation. At the same time, there are fewer material advantages in Newfoundland such as jobs that might contribute to more instrumental motives on the part of students. In London, Ontario where most of Gardner's and Smythe's studies were done, the proximity to the French-



Canadian culture and the availability of more material advantages, that stem from knowing the French language, may result in more students reflecting motives which are clearly integrative or clearly instrumental.

### Conclusion II

This research has shown that there is a definite relationship between sex and a student's decision to continue the study of French or to drop it. The study revealed that a highly significant proportion of students who chose to continue the study of French were female.

Burstall found that girls generally were more successful in learning French and had more favourable attitudes toward learning the language than did boys. This may account for the significant proportion of girls in this study who chose to study French.

### Conclusion III

According to the results of the study, achievement is an important factor that helps determine whether or not a student chooses to take French. It was revealed that a highly significant proportion of students who chose French were high-achievers.

It is suggested by these results, that girls are generally higher achievers than boys. This further supports the suggestion that more girls take French for the simple reason that they experience success in the subject. It is

a widely-known fact that students will stay with a course if they experience success in it.

#### Conclusion IV

From this study it was revealed that the attitudes of students toward French-Canadian people and their culture was not a major factor in a student's choice as to whether or not he took French. All students exhibited positive attitudes toward the French culture and its people. This is not consistent with the findings of Gardner and Smythe, who found that students who chose French had much more positive attitudes toward the French-Canadians than did the students who chose to drop out of French study.

The reason for the positive attitudes of the students in this study toward the French-Canadian culture may be that the students have not had much contact with the French-Canadian people. As a result they may not have developed any prejudices against the other cultural group but instead they have remained largely open-minded toward them. In the London, Ontario area, where most of the studies by Gardner and Smythe were conducted, students are confronted with more divergent attitudes toward the French-Canadian people than are students in Newfoundland where the French-Canadian culture is largely a "foreign" culture.

#### Conclusion V

The study revealed that a student's decision to

do French was greatly influenced by the amount of encouragement he received from his parents to learn the language. The degree of parental encouragement perceived by the French students was significantly higher than the degree of encouragement perceived by the students who chose not to continue French. This is consistent with the findings of Lambert and others.

The results reveal that parents' attitudes play a larger role in a student's decision to do French than do the attitudes of the student toward the French-Canadian people and their culture. Because of the lack of an immediate environment in which to use French, the parents who encouraged their students to take French probably saw the academic value of French in their child's course of study rather than the social benefits of knowing French.

#### Conclusion VI

It was also found that a highly significant relationship exists between a student's decision to take French and his attitude toward learning French. Students who chose to continue French had much more positive attitudes toward learning the language than did those students who dropped the course. Gardner and Smythe found similar results in their research.

The Newfoundland student's decision as to whether or not he takes French appears to be governed by more immediate, course-oriented factors. These include achieve-

ment and attitudes toward the actual learning of the language. The French-Canadian people and their culture are relatively foreign to him and thus his attitudes toward them do not play a major role in his decision.

#### General Observations

The study revealed that French students were more positive in their attitudes toward their course of study than were the non-French students in their attitudes toward the course they had done the previous year. The two groups differed widely on the question of anxiety in French class. The French students seemed to experience low anxiety in French class while the non-French experienced a high level of anxiety. This is consistent with the findings of Gardner and Smythe. They found that French "drop-outs" experienced higher anxiety than did the "stay-ins".

Gardner also found that integratively-oriented students exhibited low anxiety in French class. This observation may not be consistent with those of Gardner in that many non-French students were integratively-oriented but they still exhibited high anxiety in class.

The observation concerning anxiety level in French class, combined with the finding that French students rated their teacher higher than did the non-French students, suggest that a student's decision to do French is influenced by these course-related factors. The earlier findings of significant relationships between a student's decision and

the variables of achievement and attitude toward learning French further support this conclusion.

The decline in French enrollment may, therefore, be related to academic factors rather than social or political factors. It is directly related to achievement, sex, and attitudes toward the course, the class, the teacher and toward the language learning process itself. There is no significant relationship between the decline in enrollment and the way students feel toward French-speaking people and their culture.

#### Implications

The study has shown that sex is an important determining factor in a student's decision to study French. The proportion of girls that take French is significantly greater than the proportion of boys who choose the subject. Girls also consistently experience a higher rate of success in second-language study than do boys. This implies that they feel more confident in second languages than do boys. Therefore, the courses have to be organized to help boys achieve a large measure of success and hence attain more confidence in French language study.

The results of the study revealed that enrollment in French is largely limited to high achievers. This implies that only the more academically-oriented students do succeed in French. The level of difficulty of the courses being taught should be evaluated. The possibility

of having different levels of French in high school as is done in mathematics should be discussed.

The study has also shown that parental attitudes toward French are directly related to a student's decision to study the language. This implies that improving parental attitudes toward French should indirectly improve student enrollment in French. Parents should therefore be made aware of the aims and objectives of the French courses being taught and of the benefits that their children can derive from learning French.

The findings of the study have revealed that student attitudes toward the course, the class, the teacher and toward learning French are also important factors in the decline in French enrollment. The implication of these findings is that any attempts to increase the enrollment should focus mainly on these school-related factors. The aims and objectives of courses should be studied to see if they can be realistically achieved. The actual French class should be examined with regard to teaching practices and the amount of student participation. The levels to which the various skills can be realistically developed should be examined. Improved student attitudes toward the learning of French as a second language should result in more students choosing to continue the study of French when given a choice.

### Recommendations

Regarding further research in the area of French enrollment decline and student attitudes the following recommendations are offered:

(1) A detailed study of student attitudes toward French as related to the sex of the student.

(2) A thorough investigation into student attitudes toward the actual French class and his decision to continue French or to drop it.

(3) A further investigation into achievement and I.Q. level of students and their decision to study French.

(4) A further study of parent's attitude toward French and its relationship to student attitudes.

(5) A detailed study of the relationship between the socio-economic status of a student and his decision to do French.

(6) A thorough study of the relationship between French teachers' teaching practices and the students' decision to study French.

(7) A more detailed examination of the relationship between a student's attitude toward the course and his decision to study French.

BIBLIOGRAPHY



## BIBLIOGRAPHY

### Books

Burstall, Clare, and others. Primary French in the Balance. Windsor: NFER Pub. Co. Ltd., 1974.

Dale, John B. and Magdalene L. Dale. Cours Élémentaire de Français 4th ed. Lexington, Mass: D.C. Heath and Company, 1970.

Gardner, R.C., and W.E. Lambert. Attitudes and Motivation in Second-Language Learning. Rowley, Mass: Newbury House Pub., 1972.

Jakobovits, Leon A. Foreign Language Learning. Rowley, Mass: Newbury House Pub., 1970.

Lafretta, Michael and others. Le Français Partout Book 3 and 4. Toronto: Rinehart and Winston of Canada, Ltd., 1972.

Rivers, Wilga M. Speaking in Many Tongues: Essays in Foreign Language Teaching. Rowley, Mass: Newbury House Pub., 1972.

\_\_\_\_\_. Teaching Foreign Language Skills. Chicago: University of Chicago Press, 1968.

\_\_\_\_\_. The Psychologist and the Foreign-Language Teacher. Chicago: University of Chicago Press, 1964.

### Periodicals

Anisfield M. and W.E. Lambert. "Social and Psychological Variables in Learning Hebrew," Journal of Abnormal and Social Psychology, LXIII (1961) 524-29.

Bartley, Diana. "A Pilot Study of Aptitude and Attitude Factors in Language Dropout," California Journal of Educational Research, XX (1969), 48-55.

Burstall, Clare. "French in the Primary School: The British Experiment," Canadian Modern Language Review, XXXI, No. 5 (May, 1975), 266-72.

- Carroll, J.B. "The Prediction of Success in Intensive Foreign Language Training," Training Research and Education, ed. R. Glaser. Pittsburgh: University of Pittsburgh Press, 1962.
- Edwards, Henry P. "Evaluation of the French Immersion Program Offered by the Ottawa Roman Catholic Separate School Board," Canadian Modern Language Review, XXXIII, No. 2 (November, 1976) 137-142.
- Gardner, R.C. and W.E. Lambert "Motivational Variables in Second Language Acquisition," Canadian Journal of Psychology, XIII (1959) 266-72.
- \_\_\_\_\_ and P.C. Smythe "Motivation and Second-Language Acquisition," Canadian Modern Language Review; XXXI, No. 3 (January, 1975) 218-230.
- \_\_\_\_\_ and others. "Second-Language Learning: A Social Psychological Perspective," Canadian Modern Language Review, XXXII, No. 3 (February, 1976) 198-213.
- Genesee, Fred. "Acquisition of Reading Skills in Immersion Programs," Foreign Language Annals, XII, No. 1 (1979) 71-77.
- \_\_\_\_\_ "Second Language Learning and Language Attitudes," Working Papers on Bilingualism, XVI No. 16, (October, 1978) 19-41.
- Lukmani, Y.M. "Motivation to Learn and Learning Proficiency," Language Learning, XXII (1972) 261-272.
- Mawrer, O.H. "The Psychologist Looks at Language," American Psychologist, IX (1954) 660-694.
- Smythe, P.C., R.G. Stennett, and H.J. Teenstra, "Attitudes, Aptitudes and Types of Instructional Programs in Second-Language Acquisition," Canadian Journal of Behavioral Science, IV (1972) 307-321.
- Smythe, P.C., R.C. Gardner and R.G. Stennett, "The Best Age for Foreign Language Training: Issues, Options, and Facts," Canadian Modern Language Review XXXIII, No. 1 (October, 1975) 10-22.
- Tucker, G. Richard, Fred H. Genesee and Else Hamayan, "Affective, Cognitive, and Social Factors in Second-Language Acquisition," Canadian Modern Language Review XXXII, No. 3 (February, 1976) 214-226.

Zeldner, Max, "The Foreign Language Dropout," Modern Language Journal, L (1966) 275-280.

#### Unpublished Material

Champdoizeau, Maurice. "An Historical Study of the Development of the Teaching of French in the Schools of Nfld to 1974." Unpublished M.Ed. Thesis, Memorial University, 1975.

Gardner, R.C., "Motivational Variables in Second-Language Acquisition." Unpublished thesis, McGill University, 1958.

\_\_\_\_\_, "Motivational Variables in Second-Language Learning." Unpublished dissertation, McGill University, 1958.

#### Reports

Memorial University, "Report of the First Provincial Workshop for Teachers of French." Reported by Dept. of Curriculum and Instruction, M.U.N. St. John's, 1970.

Stern, H.H., and others, "Evaluation and Overview of Studies Related to the Federally-Funded Extensions of the Second-Language Learning (French) Programs in the Carleton and Ottawa School Boards." Toronto: Ministry of Education, Ontario, 1976.

Yalden, M.F. Annual Report 1978, Commissioner of Official Languages. Ottawa: Ministry of Supply and Services, 1979.

APPENDIX A  
QUESTIONNAIRE AND DISTRIBUTION  
OF FRENCH STUDENT RESPONSES

Orientation Index

Below are eight reasons which might be given for studying French. Please read each reason carefully and put an "X" in the blank which best indicates the extent to which it describes your feeling.

THE STUDY OF FRENCH CAN BE IMPORTANT TO ME BECAUSE:

1. I need it in order to finish high school.

Definitely my Feeling	<u>4</u> , <u>3</u> , <u>2</u> , <u>100</u>	<u>1</u>	Definitely not my Feeling
-----------------------------	---	----------	---------------------------------

2. It will enable me to gain French-speaking friends more easily.

Definitely my Feeling	<u>31</u> , <u>35</u> , <u>27</u> , <u>7</u>	<u>4</u> , <u>3</u> , <u>2</u> , <u>1</u>	Definitely not my Feeling
-----------------------------	--	---	---------------------------------

3. One needs a good knowledge of at least one foreign language to be recognized by others as a person of value or importance.

Definitely my Feeling	<u>16</u> , <u>24</u> , <u>25</u> , <u>35</u>	<u>4</u> , <u>3</u> , <u>2</u> , <u>1</u>	Definitely not my Feeling
-----------------------------	---	---	---------------------------------

4. It will help me to understand better the way of life of French-Canadians.

Definitely my Feeling	<u>25</u> , <u>43</u> , <u>23</u> , <u>9</u>	<u>4</u> , <u>3</u> , <u>2</u> , <u>1</u>	Definitely not my Feeling
-----------------------------	--	---	---------------------------------

5. I think it will some day be useful in getting a good job.

Definitely  
my  
Feeling

$\frac{41}{4}$ ,  $\frac{36}{3}$ ,  $\frac{14}{2}$ ,  $\frac{9}{1}$

Definitely  
not my  
Feeling

6. It will allow me to get to know more and varied people.

Definitely  
my  
Feeling

$\frac{30}{4}$ ,  $\frac{38}{3}$ ,  $\frac{25}{2}$ ,  $\frac{7}{1}$

Definitely  
not my  
Feeling

7. I feel that no one is really educated unless he is fluent in French.

Definitely  
my  
Feeling

$\frac{3}{4}$ ,  $\frac{11}{3}$ ,  $\frac{18}{2}$ ,  $\frac{68}{1}$

Definitely  
not my  
Feeling

8. It would enable me to think and behave as the French-Canadians do.

Definitely  
my  
Feeling

$\frac{4}{4}$ ,  $\frac{19}{3}$ ,  $\frac{35}{2}$ ,  $\frac{42}{1}$

Definitely  
not my  
Feeling

Attitudes Toward the Course

Students are asked to mark an "X" in the blank which best indicates the degree to which they agree or disagree with the following statements about the French course they are presently studying. There are four possible choices. Thus, students are asked to be as exact as possible. The possibilities are:

Totally Agree	Agree Somewhat	Disagree Somewhat	Totally Disagree		
1. This course prepares me to speak and understand the common everyday language of French people.					
Totally Agree	$\frac{40}{4}$	$\frac{43}{3}$	$\frac{13}{2}$	$\frac{4}{1}$	Totally Disagree
2. This course is interesting.					
Totally Agree	$\frac{29}{4}$	$\frac{47}{3}$	$\frac{15}{2}$	$\frac{9}{1}$	Totally Disagree
3. The topics in the course have meaning for my own situation and life style.					
Totally Agree	$\frac{9}{4}$	$\frac{22}{3}$	$\frac{40}{2}$	$\frac{29}{1}$	Totally Disagree
4. There is enough time spent on grammar.					
Totally Agree	$\frac{50}{4}$	$\frac{29}{3}$	$\frac{14}{2}$	$\frac{7}{1}$	Totally Disagree
5. There is enough oral practice.					
Totally Agree	$\frac{36}{4}$	$\frac{31}{3}$	$\frac{21}{2}$	$\frac{12}{1}$	Totally Disagree

6. The stories in the text are realistic.

Totally Agree	$\frac{20}{4}$	$\frac{40}{3}$	$\frac{22}{2}$	$\frac{18}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

7. The French learned in the course is always relevant to Quebec.

Totally Agree	$\frac{13}{4}$	$\frac{35}{3}$	$\frac{37}{2}$	$\frac{14}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

8. The books are attractively illustrated.

Totally Agree	$\frac{33}{4}$	$\frac{30}{3}$	$\frac{27}{2}$	$\frac{10}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

9. The books are modern in appearance.

Totally Agree	$\frac{42}{4}$	$\frac{28}{3}$	$\frac{18}{2}$	$\frac{12}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

10. The topics of conversation have meaning for today's youth.

Totally Agree	$\frac{22}{4}$	$\frac{39}{3}$	$\frac{20}{2}$	$\frac{19}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

11. The course requires little home study.

Totally Agree	$\frac{12}{4}$	$\frac{22}{3}$	$\frac{30}{2}$	$\frac{35}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

12. The teacher shows enthusiasm for the course.

Totally Agree	$\frac{62}{4}$	$\frac{28}{3}$	$\frac{7}{2}$	$\frac{3}{1}$	Totally Disagree
---------------	----------------	----------------	---------------	---------------	------------------

13. I feel at ease in French class.

Totally Agree	$\frac{44}{4}$	$\frac{28}{3}$	$\frac{15}{2}$	$\frac{13}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------



French Attitude Scale

Students are asked to mark an "X" in the blank which best indicates the extent to which they agree or disagree with each of the following statements:

1. French-Canadians have made a great contribution to the richness of our society.

Strongly Agree	$\frac{20}{4}$	,	$\frac{46}{3}$	,	$\frac{28}{2}$	,	$\frac{6}{1}$	Strongly Disagree
----------------	----------------	---	----------------	---	----------------	---	---------------	-------------------

2. The fact that most English-Canadians do not speak or understand French is one of the main reasons for problems with Quebec within Canada.

Strongly Agree	$\frac{29}{4}$	,	$\frac{41}{3}$	,	$\frac{21}{2}$	,	$\frac{9}{1}$	Strongly Disagree
----------------	----------------	---	----------------	---	----------------	---	---------------	-------------------

3. French-Canada has produced outstanding writers.

Strongly Agree	$\frac{7}{4}$	,	$\frac{57}{3}$	,	$\frac{31}{2}$	,	$\frac{3}{1}$	Strongly Disagree
----------------	---------------	---	----------------	---	----------------	---	---------------	-------------------

4. French-Canada has produced outstanding singers and musicians.

Strongly Agree	$\frac{32}{4}$	,	$\frac{42}{3}$	,	$\frac{19}{2}$	,	$\frac{6}{1}$	Strongly Disagree
----------------	----------------	---	----------------	---	----------------	---	---------------	-------------------

5. If Canada should lose the influence of French-Canadian people, it would be indeed a deep loss.

Strongly Agree	$\frac{37}{4}$	,	$\frac{37}{3}$	,	$\frac{20}{2}$	,	$\frac{6}{1}$	Strongly Disagree
----------------	----------------	---	----------------	---	----------------	---	---------------	-------------------

6. We can learn different ways of cooking from French-Canadian people.

Strongly Agree	$\frac{47}{4}$	$\frac{35}{3}$	$\frac{13}{2}$	$\frac{5}{1}$	Strongly Disagree
----------------	----------------	----------------	----------------	---------------	-------------------

7. English Canadians should make a greater effort to meet more French-Canadians.

Strongly Agree	$\frac{46}{4}$	$\frac{38}{3}$	$\frac{12}{2}$	$\frac{4}{1}$	Strongly Disagree
----------------	----------------	----------------	----------------	---------------	-------------------

8. It is wrong to force French-Canadians to speak English in their own province.

Strongly Agree	$\frac{36}{4}$	$\frac{21}{3}$	$\frac{27}{2}$	$\frac{16}{1}$	Strongly Disagree
----------------	----------------	----------------	----------------	----------------	-------------------

9. French-Canadians have every reason to be proud of their culture.

Strongly Agree	$\frac{76}{4}$	$\frac{22}{3}$	$\frac{2}{2}$	$\frac{0}{1}$	Strongly Disagree
----------------	----------------	----------------	---------------	---------------	-------------------

10. English-Canadians should be encouraged to learn French.

Strongly Agree	$\frac{31}{4}$	$\frac{38}{3}$	$\frac{22}{2}$	$\frac{9}{1}$	Strongly Disagree
----------------	----------------	----------------	----------------	---------------	-------------------

Attitude Toward Learning French Scale

Students are asked to mark an "X" in the blank which best indicates the degree to which they agree or disagree with each of the following statements:

1. I would study French in school even if it were not required.

Definitely					Definitely
Yes	$\frac{38}{4}$	$\frac{32}{3}$	$\frac{17}{2}$	$\frac{13}{1}$	No

2. I would enjoy going to see French films in the original language.

Definitely					Definitely
Yes	$\frac{21}{4}$	$\frac{36}{3}$	$\frac{22}{2}$	$\frac{21}{1}$	No

3. The more I get to know French-speaking people, the more I want to be able to speak their language.

Strongly					Definitely
Agree	$\frac{39}{4}$	$\frac{40}{3}$	$\frac{17}{2}$	$\frac{4}{1}$	No

4. I want to read French literature in French.

Strongly					Definitely
Agree	$\frac{13}{4}$	$\frac{34}{3}$	$\frac{32}{2}$	$\frac{21}{1}$	No

5. I wish I could speak French perfectly.

Very					Not at
Much	$\frac{77}{4}$	$\frac{16}{3}$	$\frac{5}{2}$	$\frac{2}{1}$	All

6. If I planned to live in Quebec, I would make a great effort to learn the language even though I could get along in English.

Definitely					Definitely
Yes	$\frac{67}{4}$	$\frac{22}{3}$	$\frac{10}{2}$	$\frac{1}{1}$	No

7. Even though Newfoundland is not relatively close to Quebec, it is important for Newfoundlanders to learn French.

Strongly Agree	$\frac{16}{4}$	,	$\frac{35}{3}$	,	$\frac{31}{2}$	,	$\frac{16}{1}$	Strongly Disagree
----------------	----------------	---	----------------	---	----------------	---	----------------	-------------------

Parental Encouragement to Learn French as a Second Language

Students are asked to mark an "X" in the blank which best shows the extent of their agreement or disagreement with each of the following statements:

1. My parents encouraged me to study French.

Very Definitely Yes	$\frac{18}{4}$	,	$\frac{27}{3}$	,	$\frac{27}{2}$	,	$\frac{28}{1}$	Very Definitely No
---------------------	----------------	---	----------------	---	----------------	---	----------------	--------------------

2. My parents think that there are more important things than French to study in school.

Very Definitely Yes	$\frac{35}{4}$	,	$\frac{31}{3}$	,	$\frac{20}{2}$	,	$\frac{14}{1}$	Very Definitely No
---------------------	----------------	---	----------------	---	----------------	---	----------------	--------------------

3. My parents have stressed the importance that French will have for me when I leave high school.

Very Definitely Yes	$\frac{22}{4}$	,	$\frac{24}{3}$	,	$\frac{26}{2}$	,	$\frac{28}{1}$	Very Definitely No
---------------------	----------------	---	----------------	---	----------------	---	----------------	--------------------

4. My parents feel that French is a waste of time.

Very Definitely Yes	$\frac{62}{4}$	,	$\frac{26}{3}$	,	$\frac{10}{2}$	,	$\frac{2}{1}$	Very Definitely No
---------------------	----------------	---	----------------	---	----------------	---	---------------	--------------------

5. Whenever I have homework in French, my parents make sure I do it.

Very Definitely Yes	$\frac{15}{4}$	,	$\frac{23}{3}$	,	$\frac{37}{2}$	,	$\frac{23}{1}$	Very Definitely No
---------------------	----------------	---	----------------	---	----------------	---	----------------	--------------------

My overall average last year was:

A(80 - 100) 35, B(65 - 79) 47, C(55 - 64) 16

D(50 - 54)       , E(40 - 49)   1  , F(0 - 39)       

My mark in French last year was:

A(80 - 100) 40, B(65 - 79) 41, C(55 - 64) 12

D(50 - 54)   3  , E(40 - 49)   1  , F(0 - 39)       

I am male   28  , female   70

APPENDIX B  
QUESTIONNAIRE AND DISTRIBUTION OF NON-  
FRENCH STUDENT RESPONSES

Orientation Index

Below are eight reasons which might be given for studying French. Please read each reason carefully and put an "X" in the blank which best indicates the extent to which it describes your feeling.

THE STUDY OF FRENCH CAN BE IMPORTANT TO ME BECAUSE:

1. I need it in order to finish high school.

Definitely my Feeling	<u>4</u>	,	<u>3</u>	,	<u>2</u>	,	<u>100</u>	,	<u>1</u>	Definitely not my Feeling
-----------------------------	----------	---	----------	---	----------	---	------------	---	----------	---------------------------------

2. It will enable me to gain French-speaking friends more easily.

Definitely my Feeling	<u>22</u>	,	<u>30</u>	,	<u>28</u>	,	<u>20</u>	,	<u>1</u>	Definitely not my Feeling
-----------------------------	-----------	---	-----------	---	-----------	---	-----------	---	----------	---------------------------------

3. One needs a good knowledge of at least one foreign language to be recognized by others as a person of value or importance.

Definitely my Feeling	<u>13</u>	,	<u>19</u>	,	<u>21</u>	,	<u>47</u>	,	<u>1</u>	Definitely not my Feeling
-----------------------------	-----------	---	-----------	---	-----------	---	-----------	---	----------	---------------------------------

4. It will help me to understand better the way of life of French-Canadians

Definitely my Feeling	<u>29</u>	,	<u>30</u>	,	<u>23</u>	,	<u>18</u>	,	<u>1</u>	Definitely not my Feeling
-----------------------------	-----------	---	-----------	---	-----------	---	-----------	---	----------	---------------------------------

5. I think it will some day be useful in getting a good job.

Definitely					Definitely
my					not my
Feeling	$\frac{23}{4}$	$\frac{34}{3}$	$\frac{23}{2}$	$\frac{20}{1}$	Feeling

6. It will allow me to get to know more and varied people.

Definitely					Definitely
my					not my
Feeling	$\frac{21}{4}$	$\frac{34}{3}$	$\frac{30}{2}$	$\frac{15}{1}$	Feeling

7. I feel that no one is really educated unless he is fluent in French.

Definitely					Definitely
my					not my
Feeling	$\frac{0}{4}$	$\frac{5}{3}$	$\frac{11}{2}$	$\frac{84}{1}$	Feeling

8. It would enable me to think and behave as the French-  
Canadians do.

Definitely					Definitely
my					not my
Feeling	$\frac{7}{4}$	$\frac{9}{3}$	$\frac{30}{2}$	$\frac{54}{1}$	Feeling



Attitudes Toward the Course

Students are asked to mark an "X" in the blank which best indicates the degree to which they agree or disagree with the following statements about the last French course they studied. There are four possible choices. Thus, students are asked to be as exact as possible. The possibilities are:

Totally Agree	Agree Somewhat	Disagree Somewhat	Totally Disagree		
1. This course prepared me to speak and understand the common everyday language of French people.					
Totally Agree	$\frac{13}{4}$	$\frac{34}{3}$	$\frac{27}{2}$	$\frac{26}{1}$	Totally Disagree
2. The course was interesting.					
Totally Agree	$\frac{15}{4}$	$\frac{28}{3}$	$\frac{31}{2}$	$\frac{26}{1}$	Totally Disagree
3. The topics in the course had meaning for my own situation and life style.					
Totally Agree	$\frac{0}{4}$	$\frac{17}{3}$	$\frac{35}{2}$	$\frac{48}{1}$	Totally Disagree
4. There was enough time spent on grammar.					
Totally Agree	$\frac{29}{4}$	$\frac{33}{3}$	$\frac{20}{2}$	$\frac{18}{1}$	Totally Disagree
5. There was enough oral practice.					
Totally Agree	$\frac{35}{4}$	$\frac{34}{3}$	$\frac{17}{2}$	$\frac{14}{1}$	Totally Disagree

6. The stories in the text were realistic.

Totally Agree	$\frac{10}{4}$	$\frac{33}{3}$	$\frac{31}{2}$	$\frac{26}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

7. The French learned in the course was always relevant to Quebec.

Totally Agree	$\frac{20}{4}$	$\frac{31}{3}$	$\frac{26}{2}$	$\frac{22}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

8. The books were attractively illustrated.

Totally Agree	$\frac{19}{4}$	$\frac{31}{3}$	$\frac{31}{2}$	$\frac{17}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

9. The books were modern in appearance.

Totally Agree	$\frac{26}{4}$	$\frac{29}{3}$	$\frac{32}{2}$	$\frac{13}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

10. The topics of conversation had meaning for today's youth.

Totally Agree	$\frac{12}{4}$	$\frac{40}{3}$	$\frac{31}{2}$	$\frac{16}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

11. The course required little home study.

Totally Agree	$\frac{12}{4}$	$\frac{14}{3}$	$\frac{27}{2}$	$\frac{47}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

12. The teacher showed enthusiasm for the course.

Totally Agree	$\frac{47}{4}$	$\frac{30}{3}$	$\frac{11}{2}$	$\frac{12}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

13. I felt at ease in French class.

Totally Agree	$\frac{14}{4}$	$\frac{27}{3}$	$\frac{21}{2}$	$\frac{38}{1}$	Totally Disagree
---------------	----------------	----------------	----------------	----------------	------------------

French Attitude Scale

Students are asked to mark an "X" in the blank which best indicates the extent to which they agree or disagree with each of the following statements.

1. French-Canadians have made a great contribution to the richness of our society.

Strongly Agree	$\frac{14}{4}$	$\frac{43}{3}$	$\frac{28}{2}$	$\frac{14}{1}$	Strongly Disagree
----------------	----------------	----------------	----------------	----------------	-------------------

2. The fact that most English-Canadians do not speak or understand French is one of the main reasons for problems with Quebec within Canada.

Strongly Agree	$\frac{35}{4}$	$\frac{36}{3}$	$\frac{18}{2}$	$\frac{11}{1}$	Strongly Disagree
----------------	----------------	----------------	----------------	----------------	-------------------

3. French-Canada has produced outstanding singers and musicians.

Strongly Agree	$\frac{28}{4}$	$\frac{38}{3}$	$\frac{28}{2}$	$\frac{5}{1}$	Strongly Disagree
----------------	----------------	----------------	----------------	---------------	-------------------

4. French-Canada has produced outstanding writers.

Strongly Agree	$\frac{10}{4}$	$\frac{46}{3}$	$\frac{39}{2}$	$\frac{4}{1}$	Strongly Disagree
----------------	----------------	----------------	----------------	---------------	-------------------

5. If Canada should lose the influence of French-Canadian people, it would be indeed a deep loss.

Strongly Agree	$\frac{41}{4}$	$\frac{32}{3}$	$\frac{21}{2}$	$\frac{6}{1}$	Strongly Disagree
----------------	----------------	----------------	----------------	---------------	-------------------

6. We can learn different ways of cooking from French-Canadian people.

Strongly Agree       $\frac{35}{4}$ ,  $\frac{40}{3}$ ,  $\frac{19}{2}$ ,  $\frac{6}{1}$       Strongly Disagree

7. English Canadians should make a greater effort to meet more French-Canadians.

Strongly Agree       $\frac{39}{4}$ ,  $\frac{40}{3}$ ,  $\frac{16}{2}$ ,  $\frac{5}{1}$       Strongly Disagree

8. It is wrong to force French-Canadians to speak English in their own province.

Strongly Agree       $\frac{43}{4}$ ,  $\frac{21}{3}$ ,  $\frac{20}{2}$ ,  $\frac{16}{1}$       Strongly Disagree

9. French-Canadians have every reason to be proud of their culture.

Strongly Agree       $\frac{84}{4}$ ,  $\frac{15}{3}$ ,  $\frac{1}{2}$ ,  $\frac{0}{1}$       Strongly Disagree

10. English-Canadians should be encouraged to learn French.

Strongly Agree       $\frac{19}{4}$ ,  $\frac{43}{3}$ ,  $\frac{23}{2}$ ,  $\frac{15}{1}$       Strongly Disagree

Attitude Toward Learning French Scale

Students are asked to mark "X" in the blank which best indicates the degree to which they agree or disagree with each of the following statements:

1. I would study French in school even if it were not required.

Definitely			Definitely
Yes	$\frac{2}{4}$	$\frac{10}{3}$	No
	$\frac{27}{2}$	$\frac{61}{1}$	

2. I would enjoy going to see French films in the original language.

Definitely			Definitely
Yes	$\frac{8}{4}$	$\frac{16}{3}$	No
	$\frac{25}{2}$	$\frac{51}{1}$	

3. The more I get to know French-speaking people, the more I want to be able to speak their language.

Strongly			Strongly
Agree	$\frac{22}{4}$	$\frac{25}{3}$	Disagree
	$\frac{27}{2}$	$\frac{26}{1}$	

4. I want to read French literature in French.

Strongly			Strongly
Agree	$\frac{5}{4}$	$\frac{11}{3}$	Disagree
	$\frac{29}{2}$	$\frac{55}{1}$	

5. I wish I could speak French perfectly.

Very			Not at
Much	$\frac{49}{4}$	$\frac{19}{3}$	All
	$\frac{20}{2}$	$\frac{12}{1}$	

6. If I planned to live in Quebec, I would make a great effort to learn the language even though I could get along in English.

Definitely			Definitely
Yes	$\frac{54}{4}$	$\frac{30}{3}$	No
	$\frac{9}{2}$	$\frac{7}{1}$	

7. Even though Newfoundland is not relatively close to Quebec, it is important for Newfoundlanders to learn French.

Strongly Agree	$\frac{11}{4}$	,	$\frac{29}{3}$	,	$\frac{39}{2}$	,	$\frac{20}{1}$	Strongly Disagree
----------------	----------------	---	----------------	---	----------------	---	----------------	-------------------

Parental Encouragement to Learn French as a Second Language

Students are asked to mark an "X" in the blank which best shows the extent of their agreement or disagreement with each of the following statements:

1. My parents encouraged me to study French.

Very Definitely Yes	$\frac{7}{4}$	,	$\frac{15}{3}$	,	$\frac{36}{2}$	,	$\frac{42}{1}$	Very Definitely No
---------------------	---------------	---	----------------	---	----------------	---	----------------	--------------------

2. My parents thought that there are more important things than French to study in school.

Very Definitely Yes	$\frac{20}{4}$	,	$\frac{32}{3}$	,	$\frac{31}{2}$	,	$\frac{17}{1}$	Very Definitely No
---------------------	----------------	---	----------------	---	----------------	---	----------------	--------------------

3. My parents have stressed the importance that French will have for me when I leave high school.

Very Definitely Yes	$\frac{8}{4}$	,	$\frac{17}{3}$	,	$\frac{33}{2}$	,	$\frac{42}{1}$	Very Definitely No
---------------------	---------------	---	----------------	---	----------------	---	----------------	--------------------

4. My parents felt that French was a waste of time.

Very Definitely Yes	$\frac{38}{4}$	,	$\frac{36}{3}$	,	$\frac{16}{2}$	,	$\frac{10}{1}$	Very Definitely No
---------------------	----------------	---	----------------	---	----------------	---	----------------	--------------------

5. Whenever I had homework in French, my parents made sure I did it.

Very  
Definitely  
Yes

$\frac{11}{4}$ ,  $\frac{26}{3}$ ,  $\frac{42}{2}$ ,  $\frac{20}{1}$

Very  
Definitely  
No

My overall average last year was:

A(80 - 100) 4, B(65 - 79) 35, C(55 - 64) 30  
D(50 - 54) 10, E(40 - 49) 11, F(0 - 39) 3

My mark in French last year was:

A(80 - 100) 1, B(65 - 79) 13, C(55 - 64) 11  
D(50 - 54) 13, E(40 - 49) 7, F(0 - 39) 8

I am male 59, female 39.

APPENDIX C  
LETTER OF PERMISSION TO CONDUCT THE STUDY



# Avalon North Integrated School District

Telephone 586-2360; 586-3169

P. O. Box 50

Bay Roberts, Newfoundland.

AOA 100

77

C. Mundy, Board Chairman

C. M. Smith, B.A.(Ed.), M.Ed.,  
Superintendent

June 7, 1979

Mr. Herb Pack  
P. O. Box 51  
New Harbour  
Trinity Bay  
Newfoundland

Dear Mr. Pack:

I hereby confirm that permission is granted you to use the Grade X population of this school district in your research involving a survey of student attitudes toward French as a language and the French-Canadian culture.

My understanding is that this study is part of the requirements of your Master's Degree program.

Sincerely,

C. M. Smith  
District Superintendent

CMS:led

APPENDIX D  
LIST OF SCHOOLS INVOLVED IN THE STUDY

LIST OF THE SCHOOLS INVOLVED IN THE STUDY

Holy Trinity High, Norman's Cove.  
Whitbourne High School, Whitbourne.  
St. Martin's High, Dunville.  
St. George's High, New Harbour.  
Holy Trinity Central High, Heart's Content.  
E.J. Pratt High, Brownsdale.  
Jackson-Walsh Central High, Western Bay.  
Persalvin High, Victoria.  
James Moore Central High, Carbonear.  
St. Paul's High, Harbour Grace.  
Ascension Collegiate, Bay Roberts.





