

THE DEVELOPMENT OF A PRIMARY CORE FRENCH  
PROGRAM FOR THE PROVINCE OF  
NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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**The Development of a Primary Core French Program  
for the Province of Newfoundland and Labrador**

By

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in partial fulfilment of the regulations for the  
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## TABLE OF CONTENTS

	Page
Abstract .....	iii
Figure .....	iv
Tables .....	v
Chapter 1 - Introduction .....	1
Chapter 2 - Literature Review .....	4
Language Acquisition and Critical Age Theory .....	4
Learning Theory .....	7
Chapter 3 - Development Plan .....	12
Overview of Program Model .....	12
Rationale .....	15
Background Information .....	15
Need .....	16
Problem Analysis .....	16
Needs Assessment .....	17
Survey/Questionnaire Results .....	18
Logistical Information .....	19
French Instructional Time Per Six Day Cycle .....	21
Grade Level Topics .....	22
Commercially Produced Resources .....	24
Teacher-Made Resources .....	26
Resources Teachers Would Like to Obtain .....	27
Teacher Knowledge/Opinions .....	28
Explanation of Why French is Not Taught .....	30
Additional Comments .....	31
Summary of Results .....	33
Objectives .....	35
Chapter 4 - Product Description .....	36
Mission Statement .....	36
Instructional Philosophy .....	37
Learner Characteristics .....	38
Program Goals, Objectives and Learner Outcomes .....	38
Teaching Methods .....	39
Evaluation Methods .....	41

	Page
Suggested Resources .....	41
Limitations .....	42
Chapter 5 - Summary, Conclusions and Recommendations .....	44
References .....	46
Appendix A .....	49
Appendix B .....	96
Appendix C .....	98
Appendix D .....	102

## **Abstract**

The purpose of this project was to develop a primary Core French program to meet the needs of students and teachers in the primary grades (English stream) in the schools of Newfoundland and Labrador. The project report contains a development plan that describes the rationale for the proposed program in terms of background information, needs, and problem analysis. The procedure and methodology for conducting a needs assessment is discussed, followed by a description and analysis of the results of the survey/questionnaire distributed to 390 primary teachers within the Avalon East School Board. The results of the survey/questionnaire combined with information gleaned from the literature review form the basis for development of the primary Core French program. The components of the program are discussed, specifically the curriculum guide that is the final and major component of the project. The report concludes with a summary of points that describe the purpose and potential value of the proposed program, followed by recommendations for its implementation and evaluation.



Figure

Page

Figure 1 - Program Model ..... 14

## Tables

	Page
Table 1 - Logistical Information .....	20
Table 2 - French Instructional Time Per Six Day Cycle .....	22
Table 3 - Grade Level Topics .....	23
Table 4 - Commercially Produced Resources .....	25
Table 5 - Teacher Made Resources .....	27
Table 6 - Resources Teachers Would Like to Obtain .....	28
Table 7 - Teacher Knowledge/Opinions .....	29
Table 8 - Explanation of Why French is Not Taught .....	31
Table 9 - Additional Comments .....	33

## Chapter 1 - Introduction

"Throughout history, the human ability to communicate effectively in more than one language has been essential to developing interactions and interrelationships between groups of people from different language backgrounds" (Miramontes, Nadeau, & Commins, 1997, p. 21). The failure of culturally/linguistically diverse groups to communicate effectively can breed misunderstanding, misunderstanding breeds confusion, and confusion breeds contempt. Conversely, facility with a second language promotes positive and meaningful interactions and interrelationships, and encourages understanding, sensitivity and empathy for other cultures. Second-language learning can also produce personal benefits for the individual. It can facilitate a deeper cognitive understanding and linguistic awareness of the structure of one's own native language; it can open the door to a greater number of career choices and opportunities; and, it can facilitate travelling in parts of the country where a second language is spoken. In that Canada is a bilingual country, students of Newfoundland and Labrador may benefit from second-language skills in order to "pave the road" for more positive interactions with their French-Canadian counterparts. Second-language skills may also enhance and expand their career opportunities, and prepare them for travel at home and abroad. If the education system is to meet societal needs, second-language instruction must meaningfully and effectively occur in our schools. This project is premised on the assumption that, to be most effective, instruction should begin in the primary grades.

Students in Newfoundland and Labrador currently have the opportunity to develop second-language skills through Core French and Early/Late French Immersion

programs, in accordance with the guidelines/criteria set by the Department of Education. Such is the case for most students, but there is one group for whom there is an exception. Students who do not enroll in Early French Immersion (kindergarten) or Late French Immersion (grade seven) programs enter Core French in grade four. There is no formal primary (kindergarten to grade three) Core French program and French as a second language is not a provincial requirement at the primary level. The writer is not advocating a change to provincial requirements, but rather acknowledging an area of need within our public school system. The writer has responded to this need by developing a primary Core French program that may be used, in whole or in part, as a resource for teachers of primary Core French. This program is hereby submitted as a final project to satisfy the requirements for a Masters Degree in Education from Memorial University of Newfoundland.

Chapter two of this project report contains a literature review of past and current research theories related to the topic, specifically “critical age theory” and second-language acquisition theories. Language development and theories of learning are also discussed. In chapter three, the writer addresses the development plan for the project, beginning with the rationale for the proposed program. The rationale is described in terms of background information, needs and problem analysis. The results of the problem analysis are used to establish objectives/criteria for a needs assessment. The procedure and methodology for conducting the needs assessment are discussed, followed by a description and analysis of the results of a survey/questionnaire distributed to 390 primary teachers within the Avalon East School Board. The results of

this survey, combined with information gleaned from the literature review, determined the objectives for this project and formed the basis for development of the proposed primary Core French program. Chapter four outlines the mission statement and instructional philosophy of the program, and describes its components. Chapter five concludes with a summary of points describing the purpose and potential value of the proposed program, followed by conclusions and recommendations for implementing and evaluating it. The curriculum guide developed for primary Core French is included in Appendix A.

## Chapter 2 - Literature Review

In that this project involved the development of a primary Core French program, the literature review focused on critical age and second-language acquisition/development theories, and the implications these theories have for second-language learners in grades kindergarten to three. Learning theories also relate to second-language acquisition and were discussed in terms of how they relate to the instructional philosophy of second-language teaching. These theories, combined with the results of a needs assessment, provided the basis for development of the program.

### Language Acquisition and Critical Age Theory

A theory that is particularly relevant to the needs of primary children is “critical age theory”. This theory has been intensely debated over the last fifty years. While it basically relates to first-language learning, it also has significant implications for second-language learning. These implications will be addressed later in this section. The “critical age theory” evolved as a result of Chomsky’s work as a grammarian in the 1950’s. He refined his theories in the 1960’s, and these included discussions relating to language acquisition in children. He believed that children have a language-acquisition device that provides them with an innate knowledge of grammatical structures (Chomsky, 1965). Chomsky also stated that young children were better able to access this language-acquisition device than adults, and as a result have a better capacity for language learning (Chomsky, 1965). Penfield and Roberts (1959) added to the debate with ideas based on neurophysiological evidence. They advanced the critical period hypothesis by stating that, “...a child’s brain has a specialized capacity for learning

language - a capacity that decreases with the passage of years" (p. 240). This argument was further advanced by Lenneberg in 1967. His ideas were also based on a biologically determined critical period for language development. Lenneberg (1967) stated that younger learners have a superior capacity for acquiring languages and that, "...the incidence of 'language learning blocks' rapidly increases after puberty" (p. 176). More support was provided for the "critical age theory" by Duley, Burt, and Krashen. "The fact that children are better at language acquisition than adults is supported by both scientific and anecdotal evidence" (Duley, Burt, & Krashen, 1982, p. 78). Genesee (1988), however, criticized this research on the grounds that it was based on the ability of neurologically impaired individuals to relearn first-language skills. He did not believe that the findings were relevant to the ability of adults with healthy neurological systems learning a second language.

Nevertheless, the debate on "critical age theory" has implications for second-language acquisition. A study by Johnson and Newport (1989) reported that, "the primary and most general finding to accommodate for any critical period theory... is that the critical period is not just a first-language phenomenon, but extends to a second language as well" (p. 111). It further indicated that, "some investigators have suggested that a critical period theory must predict that children are better than adults at learning second languages..." (Johnson & Newport, 1989, p. 79). Krashen and Terrell supported the idea of a critical age for second-language learning, stating that children were better in terms of their long-term attainment (Krashen & Terrell, 1983). This means that learners who begin learning a second language in childhood are likely to reach higher

levels of proficiency than those who begin as adults. Swain (1987), however, argued that older learners were more efficient than younger learners because of their cognitive maturity and their ability to transfer skills and knowledge from their first language.

Some studies investigating the effect of age on the learning of a second language concluded that the effect may vary depending on the aspect of language being considered. Three studies (Asher & Price, 1967; Olson & Samuels, 1973; Snow & Hoefnagel-Hohle, 1977) claimed an adult advantage in phonology, and a fourth study (Snow & Hoefnagel-Hohle, 1978) showed an adult advantage in syntax. Conversely, several other studies (Asher & Garcia, 1969; Oyama, 1976; Seliger, Krashen, & Ladefoged, 1975) stated that there was definitely an advantage for children in acquiring phonology, and late learners, as opposed to children, would have a noticeable accent. Lenneberg (1967) stated that, "foreign accents cannot be overcome easily after puberty" (p. 176). Olson & Samuels (1973) and Snow & Hoefnagel-Hohle (1977) supported this view and Long (1988) suggested that the critical period for acquiring the pronunciation of a native-speaker was about six years of age.

In summary, "critical age theory" has been supported by some, while others continue to argue against it. No theory, however, ever goes unchallenged. In reviewing research one must attempt to interpret the results and form an opinion based on the works of all. The writer feels that "critical age theory" may have relevance for second-language acquisition and much of the literature supports this. Consequently, "critical age theory" has implications for the development of a primary Core French program. Since children in grades kindergarten to three are between the ages of four and nine,



they may be at the “critical age” for acquiring a second language. Also, the earlier students begin learning a second language in school, the more “cumulative time” they will gain throughout their academic careers. Therefore, “critical age theory”, which refers to the “starting time” for learning a second language, supports the concept of “cumulative time”, which suggests a positive correlation between proficiency in a second language and the length of time spent studying the language. The Department of Education should take advantage of this by offering primary Core French programs during the “critical” period. With instruction beginning in the primary grades, a student may speak a second language without a foreign accent and reach higher levels of competency. Students who receive French instruction in the primary grades may have a definite advantage when they enter the elementary core French program in grade four. They may have developed a more native-like accent, and will have had opportunities to participate and interact in a French language environment. Concomitantly, their potential for long-term attainment may be enhanced, thus enabling them to reach higher levels of proficiency than students who begin learning French later in their academic careers.

### Learning Theory

A discussion of learning theory, as it relates to primary Core French, must focus on language development theories. The previous section provided information about the “critical age” for acquiring a second language. In this section a discussion of learning theory will provide information about how language develops in children. While there are many theories of language development, the writer will discuss four of the major

theories: behaviorist, linguistic, cognitive, and interactionist, and will then relate interactionist theories to the concept of whole-language learning.

"Behaviorist theories hold that there is nothing unique about language learning, that all human behavior, including language, has its basis in physical processes and can only be studied in terms of these processes" (Piper, 1993, p. 61). Basically, there are two major contributors to language-related behaviorist theories, Bloomfield (1930's) and Skinner (1950's). Bloomfield (1933) suggested several steps that lead to the acquisition of word meaning which include repetition, imitation, habituation, and reinforcement. Skinner's theory, too, suggested steps that lead to language acquisition: stimulus, reinforcement, and association (Skinner, 1957). Behaviorist theory is based on observable, measurable language events. The basic premise is that children acquire language through random verbalizations and then communicate as a result of classical conditioning, operant conditioning, and imitation (Skinner, 1957).

Linguistic theories begin with the assumption, "...that children are born with advanced knowledge of the type of categories and rules that are found in the grammar of any human language" (O'Grady & Dobrovolsky, 1987, p. 317). This advanced knowledge is sometimes referred to as a language acquisition device (LAD), a term coined by Chomsky in the 1960's. The purpose of this device is to make sense of language. The environment is viewed as something which activates the innate, physiological language acquisition device (Chomsky, 1965). Certain linguistic theorists argue that language develops from an innate processing structure that is present at birth. This theory is directly related to the "critical age theory" that was discussed previously,

in that children are considered better able than adults to access this language-acquisition device.

Cognitive theories are similar to behaviorist theories in that they argue that language learning is not particularly different from other learning. Cognitive theories, "consider language acquisition as part of children's more general cognitive development" (Piper, 1993, p. 78). There are several cognitive theories of language learning which suggest, "...many similarities between language acquisition and cognitive development" (O'Grady & Dobrovolsky, 1987, p. 309). Piaget's (1955) cognitive theory combines both behaviorist and linguistic theories in the argument that language learning is similar to other learning (behaviorist theory), and that there are innate structures which determine language learning (linguistic theory). Piaget (1955) believed that biological maturation was a necessary pre-requisite for learning and that certain types of learning could not occur unless a child was in a specific stage of development. Yet another cognitive theory focuses on information processing, but it is not based on stage theory like Piaget's. Information processing is based on the idea that there are no innate structures for language learning, only a simultaneous processing of stimuli (Piper, 1993).

Interactionist theories, "assume that the course of language development is influenced by a myriad of factors - physical, linguistic, and social - and that these factors interact with one another, modify one another, and may produce different effects in different children" (Piper, 1993, p. 61). These theories suggest a strong connection between language learning and the environment. Theories relating language acquisition

to the environment began with the work of Vygotsky, who theorized about a “zone of proximal development”. The proximal zone exists between a child’s actual level of development and his/her level of potential development. This theory places emphasis on the role of the adult in children’s learning. It characterizes a child’s independent level of development in which the child is able to solve problems without the guidance of an adult, and describes what he/she could potentially achieve with the aid of an adult or other more capable peers (Vygotsky, 1962). Vygotsky believed that it was possible to determine a child’s zone of proximal development, and that instruction should be planned accordingly. Interactionist theories are based on the idea that children acquire language through a process of interaction between children and their caregivers. The theories do not take a specific position on the nature versus nurture controversy. They argue that children have an innate capacity for language learning, but emphasize the role of the environment as a mechanism to initiate language acquisition, particularly social interaction (Piper, 1993).

While there is considerable research concerning all these theories, there remains a great deal of controversy concerning which theory best explains language acquisition. Current trends, however, tend to recognize interactionist theories as most useful in second-language teaching. There is a great deal of support for interactionist theories (Richard-Amato, 1988). The proposed primary Core French program is based on interactionist theories of language learning. This choice is based upon a belief in: a “critical age” for language learning; the importance of the role of the environment in learning; the fact that interactionist theories take individual differences into account;

and, the compatible interface that exists between interactionist theories and the whole-language philosophy of teaching and learning.

Interactionist theories are closely related to the whole-language concept. According to Froese (1990), "whole-language is a child-centred... approach to language teaching that immerses students in real communication situations whenever possible" (p. 2). There are several fundamental aspects of the whole language philosophy that are synonymous with interactionist theories. First, the whole-language philosophy believes that language naturally occurs and results in a social phenomenon used for the purpose of communication. Whole-language advocates, like interactionist theorists, believe in a strong connection between language learning, physical development and the environment. Second, both whole-language and interactionist theorists recognize the uniqueness of the individual learner, and suggest individualized teaching. Third, whole-language and interactionist theorists suggest that language is a means of making sense of the world and, therefore, should be learned in a meaningful, holistic context. Because the whole-language approach is currently advocated by many as the preferred methodology for language learning, and because it so closely interfaces with interactionist theories, the proposed primary Core French program will be based on the principles underlying both interactionist theory and whole-language learning.

### **Chapter 3 - Development Plan**

The goal of this project was to develop a primary Core French program for students from grades kindergarten to three. Because there are few comprehensive program models oriented towards program development in primary/elementary schools, the writer developed her own. An overview of this model will be presented, after which the model will be applied to the development of a primary Core French program.

#### Overview of Program Model

The program model designed for this study (see Figure 1) consists of five distinct phases: stimulus, planning, development, implementation, and evaluation. Within each phase, are stages that must be completed. Broken-line circles enclose the phases to represent the fluidity between each, the cyclical nature of program development, and the preferred non-linear format. Although each phase is presented as a distinct entity, this does not imply that interaction or relation does not exist between and/or among them. There must be a starting point from which all development proceeds, but when the overall plan is initiated, all phases are very much interrelated. Development and/or change in one phase impacts significantly on development in subsequent phases. A small modification in one area can result in changes throughout the entire plan. Consequently, there is a need for flexibility within the program model. It is necessary to establish an “ebb and flow” pattern of development, so that developers can move through the phases without being restricted. If program development is to be effective and comprehensive, it must provide the opportunity for reflective thought, purposive

evaluation, and constant modification. The fact that various stages may need to be revisited and modified is indicated in the model through the use of two-way arrows.

A circle representing the environment is used to enclose the model. In a large context the environment may refer to politics, demographics, and the global marketplace. More immediate environmental influences, however, may involve the school or school district, the local community and/or parents, as well as the provincial Department of Education. Each can potentially affect all phases of development. In terms of its implications for program development the environment is constantly changing, and should be considered as a fluctuating variable to be closely monitored.

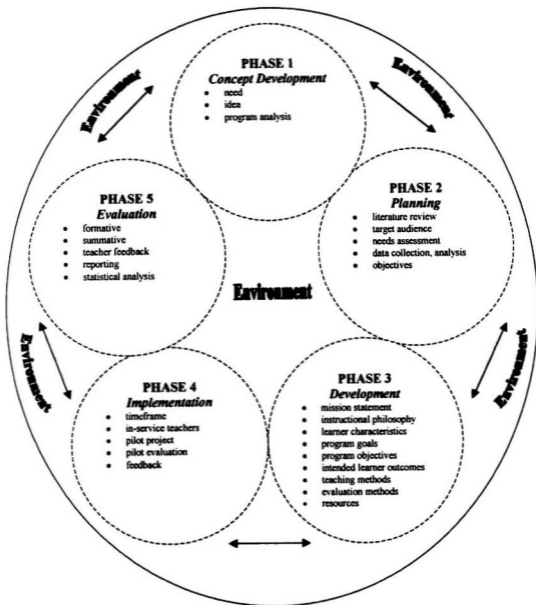


Figure 1. Program Model



### Rationale

A stimulus for change is the starting point for program development, beginning with a perceived need that arises in response to a given problem. When the need is identified, an idea to address it may emerge in the form of new programs and/or revision to existing programs. Before attempting to address the need via new programs, however, the problem causing the need must be analyzed. The writer will, therefore, discuss her rationale for the proposed primary Core French program in terms of background information, needs, and problem analysis.

Background information. In order to discuss the need for a primary Core French program, some background information is required. The writer is currently a grade three teacher, and has taught primary Core French in her classroom for the past three years. Before this she taught Core French in the elementary grades (grades four, five, and six) for five years. According to provincial Department of Education guidelines the official starting point for Core French is grade four (Government of Newfoundland and Labrador, 1999), but it may be taught in the primary grades (grades one to three) at the discretion of administrators at the school level. If a school chooses to offer a primary Core French program, the Department of Education will provide funding only if specific criteria are met, and after successful submission of a proposal. The criteria are outlined in the Program of Studies for 1999-2000 and are based on personnel requirements, purpose, articulation, and scheduling. Schools that do not wish to submit a proposal for funding, may also offer a primary Core French program in some or all of their primary grades. While there is some direction provided in the Program of Studies regarding

content, program goals and methodologies for schools that decide to offer a primary Core French program, it is stated in only three short paragraphs. The guidelines as suggested by the Program of Studies are presented in Appendix B. There is no other reference in provincial documents to primary Core French.

Need. As indicated previously, there are specific criteria that must be met if a school wishes to obtain funding for implementation, but after having received it there is very little guidance for practicing teachers regarding content, goals and methodologies. The fact that no primary Core French program exists formed the basis of the need/idea for the development of a program by the writer.

Problem analysis. In developing a program, the first logical step is to analyze the problem that initiated it. This will be done, in accordance with the components of problem analysis of Rothwell and Kazanas (1998). The first component is “condition”. It describes what is happening. Since there is no program for primary Core French, and very few guidelines, a degree of inconsistency exists in schools throughout the province in what is being taught and how it is taught when, in fact, it is offered. There are even inconsistencies among classes of a specific grade in two- and three-stream schools.

The second component of problem analysis is “criterion”. It describes what should be happening. Primary Core French teachers should follow a specific program in the same way that they follow curriculum guides for other curricular areas. This would eliminate many inconsistencies and result in more effective teaching practice.

The third component is “cause”, and explains why the problem exists. The cause for this particular problem is that no primary Core French program has been

developed. It does not exist because primary Core French is not a provincial curricular requirement and, therefore, is not a priority of the Department of Education in terms of time and effort.

The final component is “symptoms”, and relates to the effects of the problem. The effects of teaching a program that does not exist are numerous and varied. The main concern, however, is that there are inconsistencies in what is being taught, and how it is being taught, which will affect students when they enter the “official” Core French program in grade four. Teaching a program without a curriculum guide is a challenging task for teachers. More important, however, are the negative implications for students. Every effort should be made to ensure that schools who offer primary Core French collaborate for the purpose of improving current practice.

#### Needs Assessment

In order to develop an effective program for primary Core French, the needs of the students and teachers in the primary grades must be met. This involves identifying and defining their perceived needs via a complete and thorough needs assessment. To do this, criteria/objectives for the information to be obtained were derived directly from the problem analysis discussed previously. These criteria/objectives were used as the basis for designing a questionnaire to determine the needs of teachers and students in the primary grades. The questionnaire can be found in Appendix C. The writer chose a combined qualitative/quantitative approach to research. Qualitative methods allow for a subjective interpretation of needs based on attitudes and opinions. Quantitative analysis allows empirical data to be gathered pertaining to instructional time and teacher

qualifications. A survey/questionnaire was the tool used to gather data. It was distributed to all primary (English stream) teachers within the Avalon East School Board to obtain information on instructional time, methodologies, and resources that relate to the teaching of primary Core French. It was used also to gather opinions on whether teachers perceive primary Core French to be an area of need, and to determine the nature of that need. The sample was one of convenience. Convenience sampling was chosen because it was more convenient to sample teachers from only one board. It is assumed that the results would have been similar from all school boards, and representative of all primary teachers, since all primary teachers in Newfoundland are required to follow the guidelines stated in the Program of Studies for 1999-2000. The writer is not concerned with validity issues here, since the purpose of the survey/questionnaire was only to gather data about current practice. The writer does not intend to use the results to make educational research claims. The data will be used only to determine specific areas of need.

#### Survey/Questionnaire Results

The questionnaire included in Appendix C was distributed by the Avalon East School Board, and returned via mail. To determine the number of questionnaires required, the writer was given a list of grade enrollments for each school within the district. The number of primary teachers in each school could not be provided, so the writer had to estimate the number of teachers based on grade enrollments. In order to ensure that all primary teachers received a questionnaire, the writer over-estimated. Consequently it is difficult to determine the number of questionnaires actually received

by primary teachers. It can be assumed that the percentage of returns may be slightly higher than indicated.

A total of 390 questionnaires were sent out and 98 were returned. This indicates a return rate of 25 % which is low. A low return rate, however, is not unusual for surveys/questionnaires in the educational field. While a low return rate decreases external validity, the results are to be used only to gather information, and not to make any educational research claims. The survey results will next be presented and analyzed on the basis of the data gathered via the questionnaire.

Logistical information. Table 1 reveals the grade level of respondents and suggests a fairly equal distribution from each of the grade levels surveyed, ranging from 20% (20 out of 98) in kindergarten to 29% (28 out of 98) in grade 3. Of the 98 respondents, 21 taught French in their own classrooms. The grade level breakdown of the 21 primary teachers who teach French to their students displays a range of 10% (2 out of 21) in kindergarten to 52% (11 out of 21) in grade 3, with a very obvious increase at the upper end of the spectrum. Seven of the 21 respondents who teach French also teach it in classrooms other than their homerooms, with the greatest number being found at the grade 3 level (86% or 6 out of 7). This may be indicative of an emerging trend toward the subject-teaching of French at the primary level. Further supporting this observation is the fact that students of some of the respondents received French instruction from teachers other than their homeroom teachers, beginning with 13% (1 out of 8) at the kindergarten level, and increasing to 50% (4 out of 8) at the grade 3 level. The trend towards subject-teaching in French is greatest at the grade 3 level.

When the data are combined, there are 21 classrooms in which French is taught by the classroom teacher, plus 8 classrooms in which French is taught by another teacher. There are also 7 respondents who teach French in classrooms in addition to their own. This gives a combined incidence of French instruction in at least 36 primary classrooms. This may be enough to justify the need for a primary Core French program.

Table 1

Logistical InformationGrade Level of Respondents (n = 98)

	<u>f</u>	<u>%</u>
Kindergarten	20	20
Grade 1	27	28
Grade 2	23	23
Grade 3	28	29

French Instruction Occurs/Regular Classroom (n = 21)

Kindergarten	2	10
Grade 1	2	10
Grade 2	6	29
Grade 3	11	52

table continues

Table 1 (cont.)Teachers Instructing French/Other Classrooms (n = 7)

	<i>f</i>	%
Kindergarten	-	-
Grade 1	1	14
Grade 2	-	-
Grade 3	6	86

---

French Taught by Another Teacher (n = 8)

Kindergarten	1	13
Grade 1	-	-
Grade 2	3	38
Grade 3	4	50

---

Note. Dashes indicate data that were not reported.

French instructional time per six day cycle. Table 2 displays the amount of time allocated for French instruction per six-day cycle, with the largest proportion of respondents (48% or 10 out of 21) indicating the lowest range of 30 to 60 minutes per cycle. Because an instructional period in a primary day usually equals 30 minutes, this assignment of time translates into approximately one to two periods of French instruction per week. The largest amount of time allocated for French instruction was 120 to 150 minutes per cycle. This was reported by only two respondents, one at the grade 3 level and one in grade 2, and translates into approximately one period per day. The replies of 76% (16 out of 21) of the respondents fell in the range of the combined

categories of 30 to 60 minutes and 60 to 90 minutes, indicating a general application of one to three periods per week by most teachers.

Table 2

French Instructional Time Per 6 Day Cycle (n = 21)

Time	<u>Grade Level</u>							
	Kindergarten (n = 2)		Grade 1 (n = 2)		Grade 2 (n = 6)		Grade 3 (n = 11)	
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
30 - 60 minutes	2	100	1	50	3	50	4	36
60 - 90 minutes	-	-	1	50	2	33	3	27
90 - 120 minutes	-	-	-	-	-	-	3	27
120 - 150 minutes	-	-	-	-	1	17	1	9
150 - 180 minutes	-	-	-	-	-	-	-	-

Note. Dashes indicate data that were not reported.

Grade level topics. Table 3 shows the range of topics covered by students in grades kindergarten to grade 3 as reported by respondents. The most common topics are colours, numbers, and greetings. Most respondents in each of the primary grades cover these topics. The greatest amount of consistency occurs at the kindergarten and grade 1 levels, probably because of low participation. There is an inverse relationship between the level of participation and the degree of consistency in program content. Where there are a greater number of teachers providing French instruction (such as at the grade 2 and 3 levels), the table shows a lower level of consistency and continuity in program



content. The only column showing 100% consistency in the topics covered is grade 1, but only two teachers are providing French instruction at this level. A primary Core French curriculum guide would allow for a greater degree of consistency. The inconsistencies at the grade 2 and 3 levels are quite obvious. They range from 17% to 83% (or from 1 to 5 respondents out of 6) in terms of consistency in topics covered at the grade 2 level, and from 9% to 100% (or from 1 to 11 respondents out of 11) in terms of consistency at the grade 3 level. Table 3 points towards the diversity of what primary teachers are teaching regarding the content of French programs. It suggests a need for a scope and sequence plan for learner outcomes and grade level content for French instruction in the primary grades.

Table 3

Grade Level Topics (n = 21)

Topics	<u>Grade Level</u>							
	Kindergarten (n = 2)		Grade 1 (n = 2)		Grade 2 (n = 6)		Grade 3 (n = 11)	
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
actions	-	-	1	50	-	-	-	-
alphabet	-	-	1	50	1	17	3	27
animals	-	-	2	100	2	33	4	36
birthdays	1	50	1	50	-	-	-	-
body parts	-	-	1	50	2	33	7	64
classroom objects	-	-	-	-	1	17	1	9
classroom phrases	1	50	-	-	-	-	-	-

table continues

Table 3 (cont.)

Topics	Kindergarten (n = 2)		Grade 1 (n = 2)		Grade 2 (n = 6)		Grade 3 (n = 11)	
	f	%	f	%	f	%	f	%
clothes	-	-	1	50	1	17	4	36
colours	1	50	2	100	5	83	9	82
common phrases	-	-	-	-	-	-	2	18
days	-	-	1	50	5	83	9	82
family	-	-	1	50	1	17	5	45
food	-	-	2	100	-	-	2	18
greetings	2	100	2	100	2	33	4	36
holidays	-	-	1	50	1	17	4	36
house	-	-	-	-	1	17	3	27
months	-	-	1	50	3	50	9	82
numbers	1	50	2	100	5	83	11	100
seasons	-	-	-	-	-	-	7	64
shapes	-	-	-	-	2	33	2	18
simple directions	-	-	-	-	3	50	1	9
toys	-	-	-	-	-	-	1	9
transportation	-	-	-	-	-	-	2	18
weather	-	-	2	100	3	50	8	73
year	-	-	1	50	-	-	4	36

Note. Dashes indicate data that were not reported.

Commercially-produced resources. Table 4 indicates that respondents have access to or use very few commercially-produced resources. In kindergarten there is nothing used, and very little at the grade 1 level. Some commercially-produced resources are used in grade 3, but very few use the same thing. Most use something different. It is interesting to note, however, that 36% (4 out of 11) of the grade 3 respondents referenced Pirouli, a commercially-produced French instructional program, as a resource. While this program is intended for learners aged four to six, it is probably

used by grade 3 teachers because their students have not had any previous exposure to French prior to entering grade 3.

Table 4

Commercially-Produced Resources (n = 21)

Topics	Grade Level							
	Kindergarten (n = 2)		Grade 1 (n = 2)		Grade 2 (n = 6)		Grade 3 (n = 11)	
	f	%	f	%	f	%	f	%
Aventures (Tour A, B)	-	-	-	-	-	-	1	9
Bingo	-	-	-	-	1	17	-	-
Bonjour Les Amis	-	-	-	-	-	-	2	18
Chez les Petits	-	-	-	-	-	-	2	18
Collection Imagination	-	-	-	-	-	-	1	3
Comptines Animées	-	-	-	-	-	-	1	9
Duso	-	-	1	50	-	-	-	-
Elementary French	-	-	-	-	-	-	1	9
Eveil à l'Écriture	-	-	-	-	-	-	1	9
Eveil aux Mathématiques-	-	-	-	-	-	-	1	9
Explo-Sciences	-	-	-	-	-	-	1	9
French Songs	-	-	-	-	1	17	3	17
Imagine	-	-	-	-	-	-	1	9
Le Louvre Rouge	-	-	-	-	-	-	1	9
Matt Songs	-	-	-	-	1	17	2	18
Pictures	-	-	1	50	-	-	-	-
Pirouli	-	-	-	-	1	17	4	36
Pistachou	-	-	-	-	-	-	1	9
Poems	-	-	-	-	-	-	1	9
Posters/Charts	-	-	-	-	2	33	4	36
Primary Books	-	-	-	-	-	-	3	27
Ribambo/Ribambelle	-	-	-	-	-	-	1	9
Rock 'n Learn	-	-	-	-	-	-	1	9
Suzanne et Paul	-	-	-	-	-	-	1	9

table continues

Table 4 (cont.)

Topics	Kindergarten (n = 2)		Grade 1 (n = 2)		Grade 2 (n = 6)		Grade 3 (n = 11)	
	f	%	f	%	f	%	f	%
Tapes	-	-	1	50	1	17	3	27
Téléfrançais	-	-	-	-	-	-	1	9
Tous Ensemble	-	-	-	-	2	33	1	9
Train des Chansons	-	-	-	-	-	-	1	9
Un Peu de Tout	-	-	-	-	1	17	1	9

Note. Dashes indicate data that were not reported.

Teacher-made resources. Table 5 shows that teacher-made resources are almost as scarce as commercially produced resources. None are used by the two kindergarten teachers, and only very few in grade 1. In grade 3 there is a greater use of teacher-made resources, but again a high degree of inconsistency is evident. Worksheets (45% or 5 out of 11) and charts (36% or 4 out of 11) rated highest in consistency.

Table 5

Teacher-Made Resources (n = 21)

Topics	Grade Level							
	Kindergarten (n = 2)		Grade 1 (n = 2)		Grade 2 (n = 6)		Grade 3 (n = 11)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
booklets	-	-	1	50	-	-	-	-
calendar materials	-	-	-	-	-	-	2	18
charts	-	-	-	-	2	33	4	36
flashcards	-	-	-	-	2	33	2	18
games	-	-	1	50	2	33	-	-
pictures	-	-	1	50	-	-	-	-
poems	-	-	-	-	-	-	2	18
posters	-	-	1	50	-	-	2	18
songs	-	-	1	50	-	-	2	18
weather chart	-	-	-	-	-	-	2	18
worksheets	-	-	-	-	2	33	5	45
vocabulary sheets	-	-	-	-	-	-	1	9

Note. Dashes indicate data that were not reported.

Resources teachers would like to obtain. Table 6 reflects a great deal of inconsistency in the resources teachers would like to obtain, quite possibly resulting from the high degree of inconsistency in program content. The most common need expressed was for tapes, with 50% (1 out of 2) requiring them at the grade 1 level, 50% (3 out of 6) at the grade 2 level, and 45% (5 out of 11) at the grade 3 level.

Table 6

Resources Teachers Would Like to Obtain (n = 21)

Topics	Grade Level							
	Kindergarten (n = 2)		Grade 1 (n = 2)		Grade 2 (n = 6)		Grade 3 (n = 11)	
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
big books	-	-	-	-	-	-	2	18
charts	-	-	-	-	2	33	1	9
games	-	-	1	50	-	-	2	18
manipulatives	-	-	-	-	1	17	-	-
models of items	-	-	-	-	1	17	-	-
posters	-	-	-	-	1	17	1	9
readers	-	-	-	-	-	-	1	9
simple books/stories	-	-	1	50	-	-	2	18
skits/plays	-	-	-	-	-	-	2	18
tapes	-	-	1	50	3	50	5	45
videos	-	-	1	50	1	17	-	-
visuals	-	-	-	-	-	-	1	9
vocabulary workbook	-	-	-	-	-	-	1	9
worksheets	-	-	-	-	1	17	1	9

Note. Dashes indicate data that were not reported.

Teacher knowledge/opinions. Table 7 shows that 95% (20 out of 21) of the respondents who were actually teaching French in their classrooms felt the need for a primary Core French program, and 71% (15 out of 21) did not feel that the current resources for teaching French were adequate. Yet when asked what resources they would like to obtain, respondents did not reflect a great demand. This contradiction may exist because of the absence of a program and a related resource list. Teachers may not be aware of what other teachers at their grade level are teaching and/or using, or of

what resources are available. The proposed primary Core French curriculum guide is designed to address and meet these needs. Table 7 further revealed that 57% (12 out of 21) of the respondents were not familiar with the elementary Core French curriculum and its outcomes, which potentially adds to the inconsistencies that primary students bring to beginning French instruction in grade 4.

Table 7

Teacher Knowledge/OpinionsNeed for a Primary Core French Program (n = 21)

	<i>f</i>	%
yes	20	95
no	-	-

Current Resources Adequate (n = 21)

yes	4	19
no	15	71

Knowledge of Elementary Core French Program (n = 21)

yes	9	43
no	12	57

Note. Dashes indicate data that were not reported.

Explanation of why French is not taught. The largest proportion of respondents in Table 8 (36% or 28 out of 77) explain that French is not taught in primary grades because it is not a required part of the primary curriculum, confirming what the writer suggested as the cause of the problem in the section on problem analysis. Very closely related to this reason, and an outgrowth of it, is the second highest explanation that French begins in grade 4 (18% or 14 out of 77). Clearly many primary teachers in this study feel that French instruction is not required for primary students. Some (14% or 11 out of 77) feel there is insufficient time in an already overloaded primary curriculum to teach French. French instruction need not “overload” the curriculum, however, if it is integrated in an interdisciplinary manner.

It is interesting to note that when the four categories: “not qualified to teach French” (10% or 8 out of 77); “there is no French specialist” (9% or 7 out of 77); “French is taught by another teacher” (4% or 3 out of 77); and, “there is no primary Core French program available” (5% or 4 out of 77) are combined, 29% (22 out of 77) of the respondents do not teach French because they are unable or do not feel qualified. Having a concise, clearly structured primary Core French program, however, might help those who feel “not qualified” by providing: guidelines for implementation; background information on teaching methodology and instructional philosophy; a list of suggested learner outcomes; and, recommended content/topics and resources. If teachers are given essential support in the form of a curriculum guide, then many more teachers may feel secure enough to provide primary Core French instruction.



Table 8

Explanation of Why French is not Taught (n = 77)

<u>Response</u>	<u>f</u>	<u>%</u>
French is not a required part of the primary curriculum, it has never been discussed or suggested that we teach French	28	36
French begins in grade 2	6	8
French begins in grade 4	14	18
French is taught by another teacher	3	4
There is no French specialist	7	9
Not qualified to teach French	8	10
Students already have an overloaded curriculum and there is no time for French	11	14
Awaiting funding from the Department of Education	1	1
No primary Core French program available	4	5
Not a French immersion school	2	3

Additional comments. The open-ended section of the questionnaire allowed respondents to make additional comments that provided some very interesting observations. The combined incidence of French instruction, for example, occurred in 36 classrooms, and 36 of the 98 respondents chose to make additional comments. It is significant that 25 of the 36 respondents who commented felt that French should begin in the primary grades. This may indicate that teachers who actually teach primary Core French, and/or experience it being taught in their classrooms, find it to be a worthwhile, positive experience. It may also mean that primary teachers who do not feel qualified to

teach Core French are hesitant to comment. They may fear being required to teach something for which they feel unqualified. They may perceive such a requirement to be a potential threat to their job security, necessitating further professional training for them. As suggested previously, a clearly structured primary Core French program might help those who feel “not qualified”. It is possible that if we could make those who perceive themselves to be unqualified feel secure and unthreatened, they may be more inclined to support a primary Core French program. It is somewhat encouraging that at least 25 of the total 98 respondents felt that French instruction should begin in the primary grades.

Also noted is the fact that 31% (11 out of 36) of the group of respondents who made additional comments felt that a primary Core French curriculum guide, resources and professional development are needed. Although 17% (6 out of 36) of this same group did not allocate specific periods to the instruction of French, they did nevertheless integrate the “incidental teaching” of French into other subject areas, with 14% (5 out of 36) saying that students thoroughly enjoy their French classes. Finally, 11% (4 out of 36) felt the need for more consistency among schools in the teaching of primary Core French.

Table 9

Additional Comments (n = 36)

<u>Response</u>	<u>f</u>	<u>%</u>
I feel that French instruction should begin in the primary grades	25	69
I am able to teach French but the other teachers at my grade level have no French background. French instruction cannot occur unless all classes participate.	1	3
We need a primary Core French program, curriculum guide, resources and professional development	11	31
The primary curriculum is already full and there is no time for French	3	8
If regular classroom teachers are not qualified to teach French, the government should allocate time for French specialists to teach it	5	14
There is a need for more consistency among schools in the teaching of French	4	11
French is not taught as a separate subject but as 'incidental' teaching, and is integrated into other subject areas	6	17
The students thoroughly enjoy French class	5	14

Summary of results. The survey results provide some rationale for the need for a primary Core French program. This need was confirmed by 95% (20 out of 21) of the respondents who were actually teaching French in their classrooms, with 71% (15 out of 21) indicating that the resources they currently use are not adequate. If we combine the number of teachers who are presently allocating instructional time for the teaching of French (37% or 36 out of 98) with those who are teaching it incidentally (5% or 6 out of 98), almost half the respondents are already trying to teach French without a program or

the necessary resources. The writer feels that they deserve support in the form of a primary Core French program. This would eliminate many of the inconsistencies that were so evident in the survey/questionnaire. The fact that slightly over one-quarter (25 out of 98) of the total respondents felt that French instruction should be provided in the primary grades, even though it is not a requirement, suggests the potential value of a primary Core French program. In attempting to implement such a program, however, one must be aware of the pressure on primary teachers to fit additional areas into 'an "already crowded primary curriculum". Although the largest proportion of teachers expressed the need for only one to three periods of French per week, the nature of the primary child requires daily exposure for effective learning to take place. If French instruction can be integrated with other subject areas, it will reduce the pressure and also make French instruction more meaningful.

Finally, the survey indicated a pattern of curriculum development where the emphasis is placed on French instruction at the upper end of the primary grades. Critical age theory, however, suggests that it should begin earlier. Concomitantly, because the French curriculum is spiral in nature, a foundation should be laid in the early primary grades to make learning more effective in later years. If we are to effectively implement French instruction in the primary grades we must decide on learner outcomes for the beginning years and build on them, rather than implement a program at the upper end of the spectrum and then try to decide what to fit in below it.

### Objectives

The objectives of this project are an outgrowth of the theories discussed in the literature review, the rationale for the project, and the survey results. They will aim to address the needs and problems outlined. The writer's intent is not to make educational research claims, but to address the needs of primary Core French teachers and students. While changing provincial requirements to include a formalized primary Core French program would be an ideal solution to their problem, it is not a practical one. Changes to provincial requirements would involve more complicated issues, such as politics and economics, and would require more time and resources than one graduate student has available. The writer's main objective therefore, is to develop a primary Core French program for those who choose to offer it, based on the guidelines provided in the Program of Studies. Schools that choose to offer primary Core French could use the new program as a reference and/or resource, fully or in part. Use of the program may help to reduce the inconsistencies among schools that provide primary Core French. The writer's basic objectives may be summarized as follows:

1. to reduce inconsistencies among schools that provide primary Core French;
2. to provide a reference/resource for schools that choose to offer primary Core French; and,
3. to help realize each of the above by developing a primary Core French curriculum guide.

#### **Chapter 4 - Product Description**

The basic component of this project is a primary Core French curriculum guide. The guide will include sections that contain information relating to its mission statement, instructional philosophy, learner characteristics, program goals, objectives, learner outcomes, content, teaching methods, evaluation methods, and suggested resources. Teachers of primary Core French can use the proposed primary Core French curriculum guide as a resource, in whole or in part. The guide is similar in format to other curriculum guides currently in use by primary/elementary teachers in Newfoundland.

##### Mission Statement

A mission statement provides the philosophy upon which a program is founded, and states the overall intent of a program. The mission statement for the proposed primary Core French program to be developed for this project will read as follows:

*The mission of the primary Core French program is to provide unique learning experiences that will introduce students to the French language and culture. The program is designed for students in kindergarten to grade three, and is based on interactionist theories of language acquisition and the principles of whole-language learning. Students will engage primarily in listening and speaking activities related to general interest topics and francophone cultures in the Canadian context.*

### Instructional Philosophy

The instructional philosophy for a primary Core French program should be founded upon the basis of information gleaned from language-acquisition and learning theories. Because the writer adheres to interactionist theories of language development, these will form the basis for her instructional philosophy. As an outgrowth of interactionist theory the writer believes in the whole-language philosophy of language-acquisition, and the assumption that language is more effectively learned when taught within a holistic meaningful context. While recognizing and acknowledging the various individual strands and/or components of language (listening, speaking, viewing, reading, writing), the total language system is greater than the sum of its parts. The literature confirms the existence of a complex series of interrelationships between the various strands (Herron, Morris, Secules & Curtis, 1995). Improvement and growth in one particular area will inevitably prompt growth in another, although perhaps not at the same rate. In a whole-language learning environment, all strands are recognized but not isolated, as traditionally occurred when second-language learning was synonymous with learning vocabulary and grammar. In a whole-language environment, a student is exposed to all strands of language, particularly listening, speaking and viewing. The ultimate goal of primary and elementary communicative language teaching is to enable students to verbally communicate proficiently. The listening, speaking and viewing strands, therefore, must be given their proper priority, alongside those of reading and writing. This can and will occur in a whole-language environment.

### Learner Characteristics

Almost every new curriculum guide begins with a description of the social, emotional, intellectual and physical characteristics of the intended learners. Learner characteristics must be considered because learners of varying ages are at different stages of cognitive development. The curriculum for primary Core French will include a description of learner characteristics for the primary student aged four through nine.

### Program Goals, Objectives, and Learner Outcomes

Program goals outline the general purpose of an entire program, while its objectives provide a more focused and detailed description of the aims of the program. Learner outcomes state the level of performance that learners should achieve after instruction. The basic difference between program objectives and learner outcomes is that program objectives state the aims of the program over a broad spectrum, and learner outcomes clearly outline what learning should occur during specific phases of the program.

The goals of the proposed primary Core French program, as developed by the writer, are to:

1. enable children to feel comfortable in a French language environment;
2. encourage risk-taking behaviors in spoken language communication;
3. develop an awareness of francophone cultures in the Canadian context;



4. provide language experiences that will lead to increased verbal communication and interaction by the end of grade three; and,
5. develop a positive attitude towards the learning of French.

Program objectives and learner outcomes outline curricular content for each grade level. This report will not cover curricular content because it is included in the program guide in Appendix A. The content is based on learning theory, learner characteristics, and program goals, and designed in a manner to strengthen and support the present elementary Core French program. Specific learner outcomes for elementary Core French can be found in Appendix D. To establish a meaningful interface between the primary and elementary programs, the primary program focuses only on listening, speaking and viewing activities that prepare students for interaction and participation in the elementary grades. If the primary Core French program produces students who have well-developed listening and speaking skills, it will allow elementary teachers to expand their instruction to the reading and writing strands of the French language, as they continue to stress and increase listening and speaking skills throughout the elementary grades.

#### Teaching Methods

The teaching methodology advocated for the proposed primary Core French program is based on the instructional philosophy previously stated. To realize the goals of this program, instruction will be delivered via an approach that takes into consideration, learning theory and learner characteristics. Several teaching methods for French instruction are discussed in the literature, but one must choose an approach that

complements the program and its mission statement. One such approach is the modified language experience approach. It has been proven effective for first and second-language development and is based on whole-language principles (Miramontes, Nadeau, & Commins, 1997). The language experience approach is adapted for second-language learners by focusing on oral language. According to Miramontes et al., 1997, "...oral language development helps students become flexible and fluent in the expression of their ideas..." ( p. 135). The delivery of instruction focuses on language-sensitive content lessons. Activities or experiences are developed based on themes and/or students' interests. Following these activities, teachers and students engage in oral discussion. The features of this approach are based on core ideas, group experience, and scaffolded oral expression activities (Miramontes et al., 1997). Core ideas provide the themes through which vocabulary and ideas are learned in meaningful contexts. Group experience allows each student to participate as a result of oral discussions or spontaneous language opportunities. Scaffolded oral expression activities allow students to use the new language in more structured ways with teacher guidance. In these activities, specific linguistic elements can be targeted and drawn from the overall theme. The modified language experience approach involves more than one delivery mode, which can be helpful in addressing individual learning styles. It is also in harmony with interactionist theories of language development, because it takes into consideration factors such as the environment, social interaction, and recognition of the student as an individual.

### Evaluation Methods

Student achievement in any curricular area must be assessed and reported to parents based on the specific learner outcomes specified for each grade level. The evaluation methods used to realize this purpose must be an outgrowth of the learning theories upon which the program is built. Assessment, therefore, in the primary Core French program will be designed to determine what students comprehend and can do with what they have learned. Since the program is based on listening, speaking and viewing activities, students will not be required to perform reading or writing tasks to evaluate their progress. Assessment will involve keeping observational records, and may take the form of a checklist that can be used to record progress in listening and speaking skills. Assessment will also involve student-teacher conferencing to assess proficiency. A checklist will also be used to record progress in this area. Students may keep portfolios which are representative of their work related to specific content. Items to be kept in the portfolio may include drawings, records of game play, and activity sheets. Portfolios also serve as a tool for evaluative purposes.

### Suggested Resources

According to the Department of Education and the Avalon East School Board, there are currently no recommended resources for primary Core French. From the survey results, the writer consolidated a list of all resources currently in use by teachers within the Avalon East School Board. The resources were reviewed, as were samples provided by two of the leading school suppliers in Canada. Based on this and a personal search for resources the writer is recommending resources for each grade level that

support the program's goals, objectives and outcomes, and that are consistent with the learning theories and teaching methods advocated. Computer software will be included on the list of recommended resources, specifically educational software packages and/or websites that interface with the instructional design and program goals of the primary Core French program.

### Limitations

The most significant limitation of the proposed primary Core French program relates to the return rate of the survey. Since approximately only 25% of those surveyed returned their questionnaires, it is difficult to determine if the proposed program is addressing the needs of all teachers and students in the primary grades. The response of those who did reply, however, may be representative of the total population of primary teachers.

Another potential limitation of the final product relates to the availability of resources. In order for the program to be effective, teachers who use it must have adequate resources. If funding is not available to provide the necessary resources, this will limit the potential effectiveness of the proposed primary Core French program.

Successful implementation of the program could also be limited by the skills and abilities of those required to teach it. Unless primary teachers have some facility with the French language, the effectiveness of the program will be severely limited. This problem can be minimized by the creative assignment and scheduling of staff by school administration (as the responses of many teachers have shown). Nevertheless, there is a need for a structured program of incentives to encourage primary teachers to upgrade

their skills and abilities in second language teaching. Much can and should be done to motivate and encourage teachers to become proficient in French. We live in a bilingual country, and it is our duty as teachers to transmit our culture to future generations. If elementary grade teachers can be hired and scheduled in a manner that permits schools to offer Core French programs, then it may also be possible to realize the same outcome in primary grades.

### **Chapter 5 - Summary, Conclusions and Recommendations**

The writer has shown that there is a need for a primary Core French program, as demonstrated by the opinions and attitudes of many of her colleagues. It is anticipated that the development of a primary Core French curriculum guide will satisfy this need and provide more direction for current practice. The proposed guide should serve as a means to effectively enrich the second-language experiences of primary children. Upon entering the “official” Core French program in grade four, students will have already developed some listening and speaking skills that are necessary in second-language development and acquisition. It is the experience of the writer that younger children are very enthusiastic second-language learners and need little motivation to participate in learning activities. By providing a curriculum guide to schools that choose to offer a primary Core French program, we are “paving the way” for future success and achievement in second-language learning, and fostering positive attitudes. This is a starting point for developing bilingual abilities in our students; for building more positive relationships and interactions with their French-Canadian counterparts; and for expanding and enhancing their future career opportunities. At a time when bilingualism is considered so important in Canada, it would be unfortunate if we were not able to provide students with the opportunity to gain facility with both official languages in the primary grades.

To gain facility with French as a second language in the primary grades, the following recommendations are respectfully submitted:

1. A two-year timeframe should be established to pilot, evaluate, revise and implement the proposed primary Core French program.
2. Teachers should be in-serviced in two phases: before the pilot project; and, before full-scale implementation.
3. Evaluation of the program should be on going during both the pilot and implementation phases. Evaluation should be formative and summative, providing teachers with an opportunity for feedback, including resource evaluations, program evaluations, and recommendations. Feedback results should be used to revise and modify the program to ensure its success.
4. Before implementing the pilot and/or final program, a curriculum guide should be distributed to all administrators to allow them sufficient time to request funding for resources from the Department of Education.
5. A structured system of incentives should be designed to encourage primary teachers to upgrade and/or improve their skills and abilities teaching French.
6. A comparative research study should be considered to compare the achievement of elementary Core French students who have completed the primary Core French program with those who have not.

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**Appendix A****Primary Core French Curriculum Guide**

# Teaching French as a Second Language



**A Curriculum Guide  
For  
Teachers of  
Primary Core French  
For  
Newfoundland and Labrador**



## INTRODUCTION

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The ability to communicate effectively in more than one language is essential to developing interactions and interrelationships between groups of people from different language backgrounds. Facility with a second language promotes positive and meaningful interactions and interrelationships, and encourages understanding, sensitivity and empathy for other cultures.

Second-language learning can produce personal benefits for the individual. It can facilitate a deeper cognitive understanding and linguistic awareness of the structure of one's own native language; it can open the door to a greater number of career choices and opportunities; and, it can facilitate travelling in places where a second language is spoken.

In that Canada is a bilingual country, Newfoundland students need second language skills to "pave the road" for more positive interactions with their French-Canadian counterparts. Second-language skills will also enhance and expand their career opportunities, and prepare them for travel at home and abroad. If our education system is to meet societal needs, second-language instruction must occur meaningfully and effectively in our schools.

To be effective, French instruction should begin in the primary grades. According to research there is a "critical age" for acquiring a second language. Thus, a child may have a special capacity for language learning that decreases with age. Data shows that learners who begin learning a second language in childhood reach higher levels of competency than those who begin later in life. Many studies also show that learners who receive French instruction at a young age are likely to develop a more native-like accent.

In that students in grades kindergarten to three are between the ages of four and nine they are at the "critical age" for acquiring a second language. If they are to speak a second language without a foreign accent and achieve high levels of competency, instruction in French should begin in the primary grades. Schools that

have skilled French teachers should take advantage of the 'critical age' by offering primary Core French programs. Students who receive French instruction in the primary grades may have a definite advantage when they enter Core French in grade four. They may develop a more native-like accent, and will have had exposure participating and interacting in a French language environment.

This curriculum guide is intended to provide teachers of primary core French with a program that can be used fully or in part. It begins with information on the features of language as it relates to first and second-language learning, followed by a commentary on the nature of the primary student. The instructional philosophy of the program is discussed as it relates to the program's goals and the specific objectives and learner outcomes that are developed for each grade level. In order to realize the suggested objectives and learner outcomes, lists of recommended content/topics/resources are offered. Methods of evaluation are described, and related checklists are provided in the appendix.

## **LANGUAGE, LANGUAGE LEARNING, AND THE PRIMARY STUDENT**

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This section provides information important to the teaching of a second language. It contains a discussion on language, language learning and the nature of the primary child. Such information forms the background for effective implementation of a primary core French program.

### **LANGUAGE**

The primary core French program makes several basic assumptions regarding the nature of language. The following statements describe the features of language around which this program is developed:

- Language is a *naturally developing* human activity.
- Language is a *social phenomenon*.
- Language is used for *communicative purposes*.
- Language has *meaning*.
- Language is *rule-governed*.
- Language is a way of *making sense of the world*.
- Language is learned in an *interactional context*.
- Language is first learned and used *holistically in context*, and is differentiated and refined later.

A complex series of interrelationships exists between the various strands of language: listening, speaking, viewing, reading, and writing. Listening and speaking are the primary components used for communicative purposes, and these are learned before the others. In the early stages of language development the interpersonal and social aspects of communication predominate. Language is a cultural resource for social interaction between a child and his/her parents. By the second year of life (and even beyond) most children seem to comprehend far more complex language than they can produce. They have a strong desire to communicate, and this becomes their basic motivation for language learning. With formalized schooling, literacy tends to be the most predominant area of the primary curriculum. Emphasis is placed on language learning and the development of literacy skills. A whole-language, child-centered approach to language teaching is currently the preferred methodology, as advocated by the Department of Education of Newfoundland and Labrador.

First-language learning is directly related to second-language learning. Many fundamental principles of first-language learning apply in the second-language classroom. This relationship will be explored in the next section, as it addresses learning theories and how they relate to second-language acquisition.

## LANGUAGE LEARNING

The introduction to this guide provided information about the "critical age" for acquiring a second language. A discussion of learning theory will next provide information about how language develops in children, specifically as it relates to second language acquisition. There are many theories of language development, and a great deal of controversy concerning which theory best explains language acquisition. Current trends, however, tend to recognize interactionist theories as most useful in second language teaching. Interactionist theories assume that the course of language development is influenced by a myriad of factors – physical, linguistic, and social – and that these factors interact with one another, and may produce different effects in different children. These theories suggest a strong connection between language learning and the environment. They are based on the idea that children acquire language through a process of interaction with their caregivers. They do not take a specific position in the nature versus nurture controversy. While children are seen as having an innate capacity for language learning, these theories emphasize the role of the environment as a mechanism to initiate language acquisition. The primary core French program is founded upon the principles underlying interactionist theories of language development. This choice is based upon a belief in: a "critical age" for language learning; the importance of the role of the environment in learning; the fact that interactionist theories take individual differences into account; and, the compatible interface that exists between interactionist theories and the whole-language philosophy of teaching and learning.

Interactionist theories are closely related to the whole-language concept. Whole-language is a child-centered approach to language teaching that immerses students in real communication situations whenever possible. There are several fundamental aspects of the whole-language philosophy that are synonymous with interactionist theories. Both suggest that language naturally occurs and results in a social phenomenon used for the purpose of communication. Whole-language advocates, like interactionist theorists, believe in a strong connection between language learning, physical development, and the environment. Both groups of



theorists recognize the uniqueness of the individual learner and suggest individualized teaching. And, finally, whole-language and interactionist theorists suggest that language is a means of making sense of the world and should, therefore, be learned in a meaningful, holistic context. Because the whole-language approach is the preferred methodology for language learning, and because it so closely interfaces with interactionist theories, the primary core French program will be based on the principles underlying both interactionist theory and whole-language learning.

### **THE NATURE OF THE PRIMARY STUDENT**

Primary students are approximately between the ages of four and nine. Physically, they are growing at a rapid rate and like to be active. Emotionally, they are still dependent on their parents or caregivers. They are, however, beginning to develop a sense of self and assume some independence in the late primary grades. Socially, they are curious and enjoy working with others. They are still learning to cooperate, however. Making friends and learning how to maintain friendships is important to them. Intellectually, they are rapidly developing their first-language skills, particularly in the area of reading and writing. All these factors have implications for French instruction. The primary Core French program should allow learners to move, sing, act and play. Students of this age are generally uninhibited and easily motivated to participate in such activities.

### **PRIMARY CORE FRENCH: AN OVERVIEW**

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According to provincial Department of Education guidelines, as stated in the Program of Studies for 1999-2000, the official starting point for Core French is grade 4. Schools may, however, offer primary Core French in grades 1 to 3. The Department of Education will support school-initiated primary Core French programs

if they meet specific criteria. These criteria were designed to encourage schools and school districts to implement well-articulated French programs (for further information on the specific criteria and how to obtain funding, see the Program of Studies, 1999-2000, pp. 23-24).

## **THE PRIMARY/ELEMENTARY CORE FRENCH CONNECTION**

The primary Core French program that is provided in this guide is intended to interface meaningfully and effectively with the elementary Core French program. Its purpose is to provide listening, speaking and viewing activities that will expose primary children to the French language and culture. It focuses primarily on simple vocabulary, structures and phrases, and does not emphasize reading or writing. While some areas/topics of the listening, speaking and viewing strands may overlap with those of the elementary program, research in the area of second-language acquisition indicates that repetition facilitates communicative competence. Because of the fluid, creative nature of contextualized language use, language learning "events" will be different each time they are presented regardless of whether vocabulary or structures are repeated. The expected learner outcomes in the primary Core French program can be realized using the grade appropriate content included in the guide, and by using the suggested resources. If the entire program is followed from kindergarten to grade 3, it should produce students who have well-developed listening and speaking skills in French. This will allow elementary teachers to expand their instruction to the reading and writing strands of the French language, as they continue to stress and increase listening and speaking skills throughout the elementary program. Primary students who have been exposed to a French language environment will feel less intimidated by the language. This should result in more risk-taking behaviors as they learn to communicate and participate in French. Teachers of French in the primary grades should familiarize themselves with the elementary French program to ensure a smooth transition for students entering grade 4.

## MISSION STATEMENT

*The mission of the primary Core French program is to provide unique learning experiences that will introduce students to the French language and culture. The program is designed for students in grades kindergarten to three, and is based on interactionist theories of language acquisition and the principles of whole-language learning. Students will engage primarily in listening, speaking and viewing activities related to general interest topics and francophone cultures in the Canadian context.*

## PROGRAM GOALS

Program goals outline the general purpose of a program. The goals of the primary Core French program are:

- to enable children to feel *comfortable* in a French language environment;
- to encourage *risk-taking* behaviors in spoken language communication;
- to develop an awareness of *francophone culture* in the Canadian context;
- to provide language experiences that will lead to increased *verbal communication* and *interaction* by the end of grade three; and,
- to develop a *positive attitude* towards the learning of French.

## PROGRAM OBJECTIVES

The following program objectives provide a more detailed description of the aims of the primary Core French program. By the end of grade 3 students should:

- begin to demonstrate oral proficiency responding to and asking simple questions;
- begin to demonstrate oral proficiency identifying objects in their environment;
- begin to demonstrate oral proficiency singing along with French songs;

- begin to demonstrate oral proficiency participating in short conversations, although errors may occur;
- be able to use a French picture dictionary to locate simple words;
- be able to distinguish between English and French via the auditory mode;
- have an awareness of what language is and how it is used;
- understand that English is the language used in most of Newfoundland and Labrador, but that French is used in other parts of Canada and in certain communities in Newfoundland;
- have some basic knowledge of francophone cultures in Canada;
- display a positive attitude towards the learning of French.

### **INSTRUCTIONAL TIME**

The amount of instructional time allocated to learning a second language will impact on the level of student proficiency achieved. According to the Program of Studies, 1999-2000, the recommended allotment of instructional time for primary core French is a *daily period* of at least *twenty minutes*, or one hundred minutes per week. It is further recommended that French instruction occur on a daily basis, since children in the primary grades need regular and consistent interaction with a new language when learning it.

### **A NOTE ON KINDERGARTEN**

The Program of Studies, 1999-2000, does not include recommendations for teaching French in kindergarten. If schools decide to offer core French in kindergarten, the instructional time allotment should be modified to account for their shortened day. It is recommended that the primary core French program in kindergarten include a *daily period* of at least *ten minutes* or fifty minutes per week. The method of teaching French in kindergarten should involve an integrative approach, as opposed to teaching it as a separate subject.

## **HOW TO USE THE PRIMARY CORE FRENCH PROGRAM**

The primary Core French program is sequential and grade specific. To be most effective the total program should be implemented at each grade level. As indicated previously, the amount of instructional time allocated to teaching French will determine the level of proficiency that students acquire. If teacher skills/abilities or time constraints do not permit full implementation, the program may be used in part. Any amount of exposure to the French language in the primary grades is beneficial, and certainly better than none. Should individual schools decide to implement primary core French only in the late primary grades, learner outcomes should be adjusted accordingly. In this case teachers should begin with the outcomes for kindergarten, but proceed at a faster rate, selecting the specific outcomes they wish their students to achieve. Administrators should try to ensure that there is consistency in different classes of the same grade, and continuity between the grades, so that all students in a given school will have achieved the same learner outcomes when they enter Core French in grade 4.

## **THE PRIMARY CORE FRENCH PROGRAM GRADES KINDERGARTEN TO THREE**

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### **INSTRUCTIONAL PHILOSOPHY**

The instructional philosophy for this program is founded upon the basis of the principles underlying language acquisition and learning theories, specifically interactionist theories of language development. As an outgrowth of interactionist theory the whole-language philosophy of language acquisition is endorsed, based upon the assumption that language is more effectively learned when taught within a holistic, meaningful context. While recognizing and acknowledging the various

strands and/or components of language (listening, speaking, viewing, reading, writing), the total language system is greater than the sum of its parts. The literature confirms the existence of a complex series of interrelationships between the various strands. Improvement and growth in one particular area will inevitably prompt growth in another, although perhaps not at the same rate. In a whole-language learning environment all strands are recognized but not isolated, as traditionally occurred when second-language instruction was synonymous with rote learning of vocabulary and grammar. Students now will still learn vocabulary and grammar, but in a contextualized way. In a whole-language environment a student is exposed to all strands of language, particularly listening, speaking and viewing. Because listening and speaking are the first components of language that a child develops, they should be the focus of the primary core French program. The ultimate goal of primary and elementary communicative language teaching is to enable students to verbally communicate proficiently. The listening, speaking and viewing strands, therefore, must be given their proper priority, alongside those of reading and writing. This can and will occur in a whole-language environment. Listening, speaking and viewing skills may be reinforced with practice and repetition. Instruction should be individualized and student-centered, and occur in a holistic, meaningful context. Whole-class activities, small group activities, movement, music, play, and drama may be used to achieve learner outcomes.

## **LEARNER OUTCOMES**

Learner outcomes may be classified into three categories: attitudinal, cultural, and linguistic.

- ***Attitudinal Outcomes*** - The main goal of teaching a second language is to foster a positive attitude towards the new language and the culture of those who speak it. Such outcomes are often difficult to measure and, therefore, must be based on the observations of the teacher.

- ***Cultural Outcomes*** – Cultural outcomes are also difficult to measure, but when achieved they should provide students with a knowledge and understanding of the similarities and differences between French and English-speaking Canadians. Evaluation of cultural outcomes must also be based on teacher observations.
- ***Linguistic Outcomes*** - The main goal of primary core French is to develop listening, speaking and viewing skills. Development of these strands of the French language should occupy one hundred per cent of the instructional time allocated to the teaching of French in primary grades. There should be no formal study of language structure at this level. Linguistic outcomes can be evaluated in a number of ways, including the use of teacher observations, testing, and portfolio analysis.

The following section outlines specific learner outcomes for kindergarten to grade three, categorized according to the typology described above.

## **OUTCOMES FOR KINDERGARTEN**

Because of a shorter school day the program for kindergarten must vary from that of the other primary grades. It is, therefore, recommended that kindergarten outcomes be realized by means of an integrative approach. Kindergarten teachers may introduce basic vocabulary and phrases via the content of other curricular areas. For example, ‘calendar activities’ each morning provide an opportunity to introduce numbers in French, as well as some common greetings. New vocabulary can also be introduced and practiced as students participate in classroom and/or school activities.

### **ATTITUDINAL OUTCOMES**

By the end of kindergarten, students will be expected to:

- show enthusiasm for learning and speaking French

- contribute to the overall classroom atmosphere by participating in French-related activities
- understand that they will make errors in pronunciation or meaning, and that making errors is a part of learning
- display some risk-taking behaviors
- feel uninhibited/unintimidated by the sound of the French language
- understand that it is possible to learn a new language

### **CULTURAL OUTCOMES**

By the end of kindergarten, students will be expected to:

- have a developing notion of what language is and how it is used
- realize that people all over the world do not speak the same language
- understand that French-speaking children are the same as English-speaking children, but that there are differences in such things as food and games
- know that there are French newspapers, magazines, television, radio stations, movies, and computer games

### **LINGUISTIC OUTCOMES**

By the end of kindergarten, students will be expected to:

#### **Listening**

- demonstrate comprehension of basic vocabulary and simple phrases
- carry out some commands used in class and around the school
- understand when they are expected to respond

#### **Speaking**

- respond appropriately to simple questions asked by the teacher
- pronounce the names of a few familiar objects and places around the school with some proficiency
- pronounce simple phrases with some proficiency
- make attempts to ask simple questions in French



**Viewing**

- identify pictures of simple objects in French
- respond to simple questions in French by pointing to a picture, object, or place

**OUTCOMES FOR GRADE 1**

Learner outcomes for grade 1 build upon those outlined for kindergarten. They will include new outcomes, and reinforce those that have already been stated.

**ATTITUDINAL OUTCOMES**

By the end of grade 1, students will be expected to:

- show enthusiasm for learning and speaking French
- contribute to the overall classroom atmosphere by participating in songs, games, drama, and classroom discussions
- understand that they will make errors in pronunciation or meaning and that making errors is a part of learning
- display risk-taking behaviors in their attempts to respond and communicate
- begin to feel comfortable and accustomed to the sound of the French language
- understand that it is possible to learn a new language

**CULTURAL OUTCOMES**

By the end of grade 1, students will be expected to:

- know that some people in Newfoundland and Canada speak French
- understand that French-speaking children are the same as English-speaking children, but that there are some cultural differences
- be familiar with some of the cultural differences between French and English-speaking people, such as traditional foods and celebrations

- realize that there are French newspapers, magazines, television, radio stations, movies, and computer games
- understand the term 'bilingual'
- know that there are other languages spoken in Canada/the world besides English and French

### **LINGUISTIC OUTCOMES**

By the end of grade 1, students will be expected to:

#### **Listening**

- demonstrate comprehension of basic vocabulary and short phrases
- demonstrate comprehension of a short conversation consisting of basic structures and words (accompanied by pictures)
- select a short phrase or word that corresponds to a picture
- carry out some commands used in class and around the school
- understand when they are expected to respond

#### **Speaking**

- respond appropriately to simple questions asked by the teacher
- pronounce known vocabulary with increasing proficiency
- pronounce simple phrases with increasing proficiency
- ask simple questions in French
- participate in short conversations consisting of basic structures and words
- make a short statement about a picture with teacher support and guidance (errors will likely occur that may interfere with meaning)
- sing along with learned songs

#### **Viewing**

- identify pictures of simple objects in French
- respond to simple French questions by pointing to a picture, object, or place
- follow a short story or conversation with pictures that represent it

## **OUTCOMES FOR GRADE 2**

Learner outcomes for grade 2 build upon those outlined for kindergarten and grade 1. Again, they present new outcomes and reinforce those that have already been stated.

### **ATTITUDINAL OUTCOMES**

By the end of grade 2, students will be expected to:

- show enthusiasm for learning and speaking French
- display a desire to communicate in French
- contribute to the overall classroom atmosphere by participating in songs, games, drama, classroom discussions, and group activities
- understand that they will make errors in pronunciation or meaning, and that making errors is a part of learning
- display increased risk-taking behaviors in their attempts to respond and communicate
- feel comfortable and accustomed to the sound of the French language
- understand that it is possible to learn a new language

### **CULTURAL OUTCOMES**

By the end of grade 2, students will be expected to:

- know that some people in Newfoundland, Canada and other parts of the world speak French
- understand that French-speaking children are the same as English-speaking children, but there are some cultural differences
- be familiar with some of the cultural differences between French-speaking and English-speaking people, such as traditional foods and celebrations
- realize that there are French newspapers, magazines, television, radio stations, movies, and computer games
- understand the term 'bilingual'

- recognize that there are other languages spoken in Canada/the world besides English and French
- begin to develop an understanding of the term, 'culture', in a very general sense

### **LINGUISTIC OUTCOMES**

By the end of grade 2, students will be expected to:

#### **Listening**

- demonstrate comprehension of basic vocabulary, short phrases, and specific questions
- demonstrate comprehension of a short conversation consisting of basic structures and words (accompanied by pictures)
- demonstrate comprehension of a short conversation consisting of basic structures and words (without pictures)
- demonstrate comprehension of a short passage or story read by the teacher or heard on tape
- select a short phrase or word that corresponds to a picture
- carry out commands used in class and around the school
- understand when they are expected to respond

#### **Speaking**

- respond appropriately to simple questions asked by the teacher
- pronounce known vocabulary with increasing proficiency
- pronounce simple phrases with increasing proficiency
- ask simple questions in French
- participate in short conversations with the teacher and other students consisting of basic structures and words
- make a short statement about a picture (errors will likely occur that may interfere with meaning/may need to be prompted by teacher)
- sing along with learned songs

- make attempts to use learned vocabulary or simple phrases/questions without being prompted by the teacher

### **Viewing**

- identify pictures of simple objects in French
- respond to simple French questions by pointing to a picture, object, or place or by verbal answers
- follow a short story or conversation with and without pictures that represent it
- distinguish between words and/or text that are written in English and those that are written in French (students should not be expected to read words or text in French, but only to identify each language)

## **OUTCOMES FOR GRADE 3**

Learner outcomes for grade 3 build upon those that were outlined in kindergarten, grade 1, and grade 2. They also present new expectations and reinforce those that have already been stated.

### **ATTITUDINAL OUTCOMES**

By the end of grade 3, students will be expected to:

- show enthusiasm for learning and speaking French
- display a desire to communicate and interact in French
- contribute to the overall classroom atmosphere by participating in songs, games, drama, classroom discussions, and group activities
- understand that they may make errors in pronunciation or meaning, and that making errors is a part of learning
- gratefully accept corrections to pronunciation and meaning made by the teacher
- display increased risk-taking behaviors in their attempts to respond and communicate

- feel completely comfortable and at ease in a French language environment
- understand that it is possible to learn a new language

### **CULTURAL OUTCOMES**

By the end of grade 3, students will be expected to:

- know that some people in Newfoundland, Canada and other parts of the world speak French
- understand that French-speaking children are the same as English-speaking children, but that there are some cultural differences
- be familiar with some of the cultural differences between French-speaking and English-speaking people, such as traditional foods and celebrations
- realize that there are French newspapers, magazines, television, radio stations, movies, and computer games
- understand the term 'bilingual'
- be familiar with some of the advantages of being bilingual
- recognize that there are other languages spoken in Canada/the world besides English and French
- begin to develop an understanding of the term 'culture' in a general sense
- have a basic understanding of French culture in the Canadian context

### **LINGUISTIC OUTCOMES**

By the end of grade 3, students will be expected to:

#### **Listening**

- demonstrate accurate comprehension of basic vocabulary, short phrases, and specific questions
- demonstrate accurate comprehension of a short conversation consisting of basic structures and words (accompanied by pictures)
- demonstrate accurate comprehension of a short conversation consisting of basic structures and words (without pictures)

- demonstrate accurate comprehension of a short passage or story read by the teacher or heard on a tape
- select a short phrase or word that corresponds to a picture
- carry out commands used in class and around the school
- understand when they are expected to respond
- distinguish between English and French via the auditory mode

### Speaking

- respond appropriately to simple questions asked by the teacher
- pronounce known vocabulary with increasing proficiency
- pronounce simple phrases with increasing proficiency
- ask simple questions and make requests in French
- participate in short conversations with the teacher and other students consisting of basic structures and words
- independently make a short statement about a picture (errors may occur that will interfere with meaning)
- sing along with learned songs
- make attempts to use learned vocabulary or simple phrases/questions without being prompted by the teacher
- have a near native-like accent

### Viewing

- identify pictures of simple objects in French
- respond to simple French questions by pointing to a picture, object, or place or by verbal answers
- follow a short story or conversation with and without pictures that represent it
- distinguish between words and/or text that are written in English and those that are written in French (students should not be expected to read words or text in French, but only to identify each language)
- be able to use a French picture dictionary to locate French words

## CONTENT

In order to realize learner outcomes, recommended topics/content for each grade level are presented. The topics/content are designed to increase comprehension (listening and speaking) and to help develop proficient oral production. Because repetition facilitates communicative competence, especially for younger students, content is repeated and expanded upon at each grade level. Nevertheless, each language learning 'event' is a new and creative experience. Content presented at previous grade levels is identified by the letter 'R', and content new to a grade level is marked with the letter 'N'. Teachers need not devote as much instructional time to content that has been learned in previous grades as they do to new topics. Content that is repeated is presented for review and reinforcement, and/or as a lead into new topics.

### CONTENT FOR KINDERGARTEN

Greetings (N)- saying hello and good-bye, introducing themselves, asking someone's name, asking and replying to questions about how they are feeling (*Bonjour, Au Revoir, Je m'appelle, Comment s'appelle-tu?, Comment ça va?, Ça va bien, Ça va mal*)

Numbers (N)- using the numbers from 0 to 10.

School (N)- using vocabulary related to objects in the classroom and school (*l'école, la classe, les crayons, les papiers, les livres*)

Colours (N)- identifying basic colours (*bleu, vert, rouge, jaune, orange, blanc, noir*)

Weather (N)- using basic vocabulary related to the weather (*Quel temps fait-il?, Il fait soleil, Il pleut, Il vente, Il fait froid, Il fait chaud, C'est nuageux*)

Alphabet (N)- beginning to learn the alphabet



## CONTENT FOR GRADE 1

Greetings (R, N)- saying hello and good-bye, introducing themselves, asking someone's name, asking and replying to questions about age, stating whether they are a boy or a girl, asking and replying to questions about how they are feeling, saying their phone number (*Bonjour, Au Revoir, Je m'appelle, Je suis une fille/un garçon, Comment ça va?, Ca va bien, Ca va mal, Quel âge as-tu?*)

Numbers (R)- using numbers from 0 to 10.

School (R) - using vocabulary related to objects in the classroom and school (*l'école, la classe, les crayons, les papiers, les livres*)

Colours (R) - identifying basic colours (*bleu, vert, rouge, jaune, orange, blanc, noir*)

Weather (R) – using basic vocabulary related to the weather (*Quel temps fait-il?, Il fait soleil, Il pleut, Il neige, Il vente, Il fait froid, Il fait chaud, C'est nuageux*)

Alphabet (R) - knowing how to say the alphabet

Parts of the Body (N) – saying basic vocabulary related to parts of the body (*le nez, la bouche, les yeux, les doigts, la tête, les mains, les pieds, les cheveux, les dents, les jambes, le dos*)

Family (N) – identifying members of the family (*papa, maman, grand-papa, grand-maman*)

Animals (N) – using basic vocabulary for animals (*le chien, le chat, le canari, le poisson, l'éléphant, l'ourson*)

Foods (N) - using vocabulary related to meals, fruits, and vegetables (*les repas, le table, la dinde, bon appétite, les fruits, la salade, la pomme, la poire, la pêche, l'anana, la banane, l'orange, les raisins, les légumes, le jardin, la carotte, le chou, l'oignon, la tomate, la pomme de terre, le bol, la soupe*)

Geometric Shapes (N) – identifying circle, square, triangle, rectangle (*le cercle, la carré, le triangle, le rectangle*)

Prepositions (N) – using on, under, in front of, behind, in, next to, to the left of, to the right of (*sur, sous, devant, derrière, dans, à côté de, à gauche, à droite*)

Winter (N) - using vocabulary related to winter clothes and winter sports (*des vêtements, l'habit, le foulard, la tuque, la jupe, les collants, le chandail, les bottes, le pantalon, la chemise, les chaussettes, les espadrilles, le chapeau, les lunettes, les patins, les mitaines, la robe, les souliers, les sports d'hiver, patiner, glisser, skier, motoneige, l'hockey*)

Seasons (N) – identifying winter, spring, summer, fall (*l'hiver, le printemps, l'été, l'automne*)

Halloween (N) - using vocabulary related to Halloween (*le soir, le costume, noir, la sorcière, le balai, peur, le fantôme, l'hibou, la citrouille*)

Christmas (N) - using vocabulary related to Christmas (*Père Noël, la cheminée, les jouets, les boules, les lumières*)

Easter (N) - using vocabulary related to Easter (*la fête de Pâques, le lapin, les oeufs, le chocolat*)

## CONTENT FOR GRADE 2

Greetings (R, N)- saying hello and good-bye, introducing themselves, asking someone's name, asking and replying to questions about age, stating whether they are a boy or a girl, asking and replying to questions about how they are feeling, saying their phone number, saying thank you (*Bonjour, Au Revoir, Je m'appelle, Je suis une fille un garçon, Comment ça va?, Ça va bien, Ça va mal, Comme ci comme ça, Quel âge as-tu?, Merci*)

Numbers (R, N)- using numbers from 0 to 25.

School (R, N) - using vocabulary related to objects in the classroom, some subjects, and places in the school (*l'école, la classe, les crayons, les papiers, les livres, une gomme, un cahier, une règle, des ciseaux, de la colle, une craie, un tableau, un bureau, une chaise, le bureau de la secrétaire/de la directrice, la bibliothèque, le gymnase, calculer, écrire, la musique, dessiner, un ordinateur, une calculatrice, instrument de musique, le professeur, la professeure, le directeur, la directrice*)

Colours (R, N) - identifying basic colours (*bleu, vert, rouge, jaune, orange, blanc, noir, rose, brun*)

Weather (R, N) – using vocabulary related to the weather (*Quel temps fait-il?, Il fait soleil, Il pleut, Il neige, Il vente, Il fait froid, Il fait chaud, C'est nuageux, Il fait moins ...degrés*)

**Alphabet (R)** - knowing how to say the alphabet

**Parts of the Body (R, N)** – using vocabulary related to parts of the body (*le nez, la bouche, les yeux, les doigts, la tête, les mains, les pieds, les cheveux, les dents, les jambes, le dos, le cou, les oreilles*)

**Parts of the Body (Animals) (N)** – using vocabulary related to parts of an animal's body (*la queue, les pattes, la crinière, la trompe*)

**Family (R, N)** – identifying members of the family (*papa, maman, grand-papa, grand-maman, mon père, ma mère, ma grand-mère, mon grand-père, mon frère, ma soeur, mon cousin, ma cousine, l'oncle, la tante*)

**Animals (R, N)** – using vocabulary for animals (*le chien, le chat, le canari, le poisson, l'éléphant, l'ourson, un singe, un kangaroo, une autruche, un lion, une girafe, un crocodile, un zèbre, un tigre, un cheval*)

**Foods (R, N)** - using vocabulary related to food (*les repas, le table, bon appétite, les fruits, la salade, la pomme, la poire, la pêche, l'anana, la banane, l'orange, les raisins, les légumes, le jardin, la carotte, le chou, l'oignon, la tomate, la pomme de terre, le bol, la soupe, les aliments, du lait, du jus, du pain, des céréales, du fromage, de la confiture, du beurre d'arachide, des biscuits, un sandwich, de la viande, du jambon, de la laitue, le déjeuner, le dîner, le souper, une tourtière, de la dinde, des beignes, un gâteau, du punch, du sucre, de la farine, des oeufs, des craquelines*)

**Geometric Shapes (R)** – identifying circle, square, triangle, rectangle (*le cercle, le carré, le triangle, le rectangle*)

**Prepositions (R, N)** – using on, under, in front of, behind, in, next to, to the right of, to the left of, between (*sur, sous, devant, derrière, dans, à côté de, à gauche de, à droite de, au-dessus de, au-dessous de, entre*)

**Days of the Week (N)** – saying the seven days of the week (*les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche*)

**Months of the Year (N)** – saying the twelve months of the year (*les mois de l'année, janvier, février, mars, avril, mai, juin, juillet, août, septembre, novembre, décembre*)

**Birthdays (N)** – using vocabulary related to birthday celebrations (*Joyeux anniversaire!, Ton anniversaire, c'est quand?, Mon anniversaire, c'est le...*)

**Toys (N)** – using vocabulary related to common toys (*les jouets, une fusée, un robot, une bicyclette, une poupée, un violon, un cerf-volant*)

**Clothes (R, N)** - using vocabulary related to clothing (*des vêtements, l'habit, le foulard, la tuque, la jupe, les collants, le chandail, les bottes, le pantalon, la chemise, les chaussettes, les espadrilles, le chapeau, les lunettes, les patins, les mitaines, la robe, les souliers, les sports d'hiver, patiner, glisser, skier, motoneige, l'hockey, un tee-shirt, des bas, des chaussures, une ceinture, une blouse, un imperméable, un manteau, un parapluie, un anorak, un pyjama*)

**House (N)** – using vocabulary related to rooms of the house and objects in the bedroom (*les pièces de la maison, l'entrée, la cuisine, le salon, la salle de bains, la chambre à coucher, un lit, une commode, un placard, un oreiller, une étagère, un coffre à jouets, une corbeille à papier*)

**Work (N)** – using vocabulary related to occupations and places where people work (*l'école, l'hôpital, le parc, le centre commercial, le musée, le dépanneur, le restaurant, le supermarché, la pharmacie, la librairie, le magasin de vêtements, le cinéma, le médecin, le coiffeur/la coiffeuse, le dentiste, le directeur/la directrice, le professeur/la professeure, le musicien/la musicienne, l'infirmier/l'infirmière, le chauffeur/la chauffeuse de taxi/d'autobus, le pompier/la pompière, le facteur/la factrice, le policier/la policière, le vétérinaire, le vendeur/la vendeuse*)

**Seasons (R)** – identifying winter, spring, summer, fall (*l'hiver, le printemps, l'été, l'automne*)

**Fall (N)** – using vocabulary related to Fall (*une oie, un gland, des feuilles, un écureuil, un champignon, un arbre*)

**Spring (N)** – using vocabulary related to Spring (*la pluie, un arc-en ciel, un parapluie, les crocus, les fleurs, les oiseaux, un nid, les oies, les arbres*)

**Halloween (R, N)** - using vocabulary related to Halloween (*le soir, le costume, noir, la sorcière, le balai, peur, le fantôme, l'hibou, la citrouille, c'est l'Halloween, c'est le 31 octobre, un masque, un clown, un vampire, un squelette, une maison hantée, une chauve-souris*)

**Christmas (R, N)** - using vocabulary related to Christmas (*Père Noël, la cheminée, les jouets, les boules, les lumières, la moustache, la barbe, la tuque, le costume, la ceinture, les bottes, le sac du Père Noël, le traîneau, les rennes, un sapin de Noël, une canne de Noël, une boule de Noël, une guirlande*)

**Valentine's Day (N)** - using vocabulary related to Valentine's Day (*une carte, un message, un coeur, Bonne Saint-Valentin, le Saint-Valentin, Je t'aime*)

**Easter (R, N)** - using vocabulary related to Easter (*la fête de Pâques, le lapin, les oeufs, le chocolat, des poules en chocolat*)

### CONTENT FOR GRADE 3

Greetings (R, N) - saying hello and good-bye, introducing themselves, asking someone's name, asking and replying to questions about age, stating whether they are a boy or a girl, asking and replying to questions about how they are feeling, saying their phone number, saying thank you (*Bonjour, Bonsoir, Au Revoir, Je m'appelle, Je suis une fille, un garçon, Comment ça va?, Ça va bien, Ça va mal, Comme ci comme ça, très bien, Quel âge as-tu?, Merci, Merci beaucoup, C'est, Mon nom est..., Salut, À bientôt, Allô*)

Numbers (R, N)- using numbers from 0 to 60.

School (R, N) - using vocabulary related to objects in the classroom, some subjects, places in the school, and friends (*l'école, la classe, les crayons, les papiers, les livres, une gomme, un cahier, une règle, des ciseaux, de la colle, une craie, un tableau, un bureau, une chaise, le bureau de la secrétaire de la directrice, la bibliothèque, le gymnase, calculer, écrire, la musique, dessiner, un ordinateur, une calculatrice, instrument de musique, le professeur, la professeure, le directeur, la directrice, un élève, un ami*)

Colours (R) – identifying basic colours (*bleu, vert, rouge, jaune, orange, blanc, noir, rose brun*)

Weather (R) – using vocabulary related to the weather (*Quel temps fait-il?, Il fait soleil, Il pleut, Il neige, Il vente, Il fait froid, Il fait chaud, C'est nuageux, Il fait moins... degrés*)

Alphabet (R) - knowing how to say the alphabet

Parts of the Body (R, N) – using vocabulary related to parts of the body (*le nez, la bouche, les yeux, les doigts, la tête, les mains, les pieds, les cheveux, les dents, les jambes, le dos, le cou, les oreilles, les épaules, les genoux*)

Parts of the Body (Animals) (R, N) – using vocabulary related to parts of an animal's body (*la queue, les pattes, la crinière, la trompe, le bec, le corps, des plumes*)

Family (R) – identifying members of the family (*papa, maman, grand-papa, grand-maman, mon père, ma mère, ma grand-mère, mon grand-père, mon frère, ma soeur, mon cousin, ma cousine, l'oncle, la tante*)

Animals (R, N) – using vocabulary for animals (*le chien, le chat, le canari, le poisson, l'éléphant, l'ourson, un singe, un kangaroo, une autruche, un lion, une girafe, un crocodile, un zèbre, un tigre, un cheval, la guêpe, la souris, la mouffette, un lapin, un raton laveur, une oie, une hirondelle, un castor*)

**Foods (R)** - using vocabulary related to food (*les repas, le table, bon appétit, les fruits, la salade, la pomme, la poire, la pêche, l'anana, la banane, l'orange, les raisins, les légumes, le jardin, la carotte, le chou, l'oignon, la tomate, la pomme de terre, le bol, la soupe, les aliments, du lait, du jus, du pain, des céréales, du fromage, de la confiture, du beurre d'arachide, des biscuits, un sandwich, de la viande, du jambon, de la laitue, le déjeuner, le dîner, le souper, une tourtière, de la dinde, des beignes, un gâteau, du punch, du sucre, de la farine, des oeufs, des craquelines*)

**Geometric Shapes (R)** – identifying circle, square, triangle, rectangle (*le cercle, le carré, le triangle, le rectangle*)

**Prepositions (R, N)** – using on, under, in front of, behind, in, next to, etc. (*sur, sous, devant, derrière, dans, à côté de, à gauche de, à droit de, au-dessus de, au-dessous de, entre, en haut, en bas*)

**Days of the Week (R)** – saying the seven days of the week (*les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche*)

**Months of the Year (R)** – saying the twelve months of the year (*les mois de l'année, janvier, février, mars, avril, mai, juin, juillet, août, septembre, novembre, décembre*)

**Birthdays (R)** – using vocabulary related to birthday celebrations (*Joyeux anniversaire!, Ton anniversaire, c'est quand?, Mon anniversaire, c'est le...*)

**Toys (R)** - using vocabulary related to common toys (*les jouets, une fusée, un robot, une bicyclette, une poupée, un violon, un cerf-volant*)

**Clothes (R)** - using vocabulary related to clothing (*des vêtements, l'habit, le foulard, la tuque, la jupe, les collants, le chandail, les bottes, le pantalon, la chemise, les chaussettes, les espadrilles, le chapeau, les lunettes, les patins, les mitaines, la robe, les souliers, les sports d'hiver, patiner, glisser, skier, motoneige, l'hockey, un tee-shirt, des bas, des chaussures, une ceinture, une blouse, un imperméable, un manteau, un parapluie, un anorak, un pyjama*)

**House (R)** – using vocabulary related to rooms of the house and objects in the bedroom (*les pièces de la maison, l'entrée, la cuisine, le salon, la salle de bains, la chambre à coucher, un lit, une commode, un placard, un oreiller, une étagère, un coffre à jouets, une corbeille à papier*)

**Work (R)** – using vocabulary related to occupations and places where people work (*l'école, l'hôpital, le parc, le centre commercial, le musée, le dépanneur, le restaurant, le supermarché, la pharmacie, la librairie, le magasin de vêtements, le cinéma, le la médecin, le coiffeur/la coiffeuse, le/la dentiste, le directeur/la directrice, le professeur/la professeuse, le musicien/la musicienne, l'infirmier/l'infirmière, le*

*chauffeur/la chauffeuse de taxi/d'autobus, le pompier/la pompière, le facteur/la factrice, le policier/la policière, le/la vétérinaire, le vendeur/la vendeuse)*

**Seasons (R)** – identifying winter, spring, summer, fall (*l'hiver, le printemps, l'été, l'automne*)

**Fall (R)** – using vocabulary related to Fall (*une oie, un gland, des feuilles, un écureuil, un champignon, un arbre*)

**Spring (R)** – using vocabulary related to Spring (*la pluie, un arc-en ciel, un parapluie, les crocus, les fleurs, les oiseaux, un nid, les oies, les arbres*)

**Halloween (R)** – using vocabulary related to Halloween (*le soir, le costume, noir, la sorcière, le balai, peur, le fantôme, l'hibou, la citrouille, c'est l'Halloween, c'est le 31 octobre, un masque, un clown, un vampire, un squelette, une maison hantée, une chauve-souris*)

**Christmas (R)** – using vocabulary related to Christmas (*Père Noël, la cheminée, les jouets, les boules, les lumières, la moustache, la barbe, la tuque, le costume, la ceinture, les bottes, le sac du Père Noël, le traîneau, les rennes, un sapin de Noël, une canne de Noël, une boule de Noël, une guirlande*)

**Valentine's Day (R)** – using vocabulary related to Valentine's Day (*une carte, un message, un coeur, Bonne Saint-Valentin, le Saint-Valentin, Je t'aime*)

**Easter (R)** – using vocabulary related to Easter (*la fête de Pâques, le lapin, les oeufs, le chocolat, des poules en chocolat*)

**Time (N)** – saying part of the day, and time on the hour (*le matin, le soir, l'après-midi, à six heures, à dix heures, etc.*)

**Actions (N)** – using vocabulary related to actions (*se lever, s'étirer, bâiler, se laver, se brosser, se coiffer, se maquiller, s'habiller, jouer, faire, mettre, jongler, s'endormir, préférer, tourner, donner, inviter, s'amuser, étudier, manger, aimer, voir, arriver, travailler, montrer, prendre, acheter, dessiner, marcher, voler, tomber, danser, nager, glisser, patiner, manger*)

**Canada (N)** – saying the provinces and territories of Canada (*le pays, le Canada, des Territoires du Nord-Ouest, le Yukon, le Saskatchewan, le Manitoba, la Colombie-Britannique, l'Alberta, l'Ontario, le Québec, la Nouvelle-Écosse, le Nouveau-Brunswick, la Terre Neuve, L'Île-du-Prince-Édouard*)

**Feelings (N)** – using vocabulary related to how someone feels (*triste, content, la joie, la peur, heureux, fâché*)

Need (N) – using expressions of need (*J'ai besoin de...*, *De quoi as-tu besoin?*)

## **INTEGRATING FRENCH**

In kindergarten it was suggested that French instruction be integrated with other curricular areas, and not taught as a separate subject. This approach is possible in all primary grades. Integrating French into the various subject areas provides students with the opportunity to experience the French language in a meaningful context and relate it to all aspects of their environment. It is recommended that teachers integrate French vocabulary and phrases with themes and/or other subject areas whenever possible.

## **TEACHING METHODOLOGY**

The teaching methodology for the primary core French program is based on the instructional philosophy outlined in this guide. To realize the goals of the program, in accordance with its mission statement, instruction should be delivered via an approach that takes learning theory and learner characteristics into consideration. One such approach is the modified language experience approach. It has been proven effective for first and second-language development and is based on whole-language principles. The language experience approach is adapted for second-language learners by focusing on oral language. Oral language development helps students become flexible and fluent in the expression of their ideas. The delivery of instruction focuses on language-sensitive content lessons. Activities or experiences can be developed around themes and/or students' interests. Following the activities, teachers and students engage in oral discussion. The features of this approach are based on core ideas, group experience, and scaffolded oral expression activities. Core ideas provide the themes through which vocabulary and ideas are learned in meaningful contexts. Group experience allows each student to participate as a result



of oral discussions or spontaneous language opportunities. Scaffolded oral expression activities allow students to use the new language in more structured ways with teacher guidance. In these activities, specific linguistic elements can be targeted and drawn from the overall theme. The modified language experience approach involves more than one delivery mode, which can be helpful in addressing individual learning styles. It is also in harmony with interactionist theories of language development, taking factors such as the environment, social interaction, and recognition of the student as an individual into consideration.

## **EVALUATION**

Student achievement in primary Core French must be assessed and reported to parents based on the learner outcomes specified for each grade level. Assessment in the primary Core French program is designed to determine what students comprehend and can do with what they have learned. Since the program is based on listening, speaking and viewing activities, students should not be required to perform reading or writing tasks for evaluation purposes. Assessment should involve keeping observational records. Checklists may be used for this purpose to record progress in listening, speaking and viewing skills. Evaluative checklists can be found in the appendix. Another type of assessment involves student-teacher conferencing to assess articulation. Again, checklists can be used to record progress. Students may keep portfolios that are representative of their work related to specific content. Portfolios may contain items such as drawings, records of game play, and activity sheets. Teachers can also use portfolios for evaluative purposes.

## **RESOURCES GRADES KINDERGARTEN TO THREE**

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This section will provide an outline and description of recommended resources for the primary Core French program for grades kindergarten to 3. Recommendations are included for commercially-produced resources, and for technological resources such as websites and computer software.

### **COMMERCIALY-PRODUCED RESOURCES**

Two commercially-produced programs are recommended as basic resources for the primary Core French program, one for kindergarten and one for grades 1 to 3.

#### **KINDERGARTEN**

The recommended resource for kindergarten is:

***Pirouli***  
***Heath Primary French Program***  
***D.C. Heath Canada Ltd.***  
***Authors: André Obadia***  
***Louise McKinnon***  
***Georges Orfall***  
***Copyright ©1986***  
***ISBN 0-699-95222-2***

*Pirouli* is a comprehensive program for children who begin the study of French as a second language between the ages of four and six. It consists of four levels, but only one level is recommended for kindergarten. The principal aim of the first level is to develop the student's comprehension of French through listening activities. This program helps to foster positive attitudes towards the French language and culture, and encourages students to express themselves in French. There are rhymes, songs, stories, dialogues, fairy tales, games and various craft activities included. The components of *Pirouli* are:

- a teacher's guide (available in French and in English)
- a set of cassettes
- a set of student activity sheets
- a set of diagnostic evaluation sheets
- a set of flashcards, including cut-out cards
- a puppet named *Pirouli*
- a house for *Pirouli*
- a *Pirouli* presentation kit

Activities can be selected from this resource to realize the learner outcomes recommended for kindergarten. Kindergarten teachers may choose the content-specific activities that are appropriate, and need not complete all components of the program. It is recommended that teachers select only the activities that complement (and can be integrated into) their existing theme and/or content areas.

### GRADES 1 TO 3

The recommend resource for grades 1 to 3 is:

*Dimoïtou 1, Volumes 1 and 2 (grade 1)*  
*Dimoïtou 2, Volumes 1 and 2 (grade 2)*  
*Dimoïtou 3, Volumes 1 and 2 (grade 3)*  
**Centre Éducatif et Culturel Inc. (CEC)**  
**8101, boul. Métropolitain Est.**  
**Montréal, Québec**  
**H1J 1J9**  
**Phone: (514) 351 - 6010**  
**Fax: (514) 351 - 3534**  
**Author: Claudine Courtrel**  
**Copyright ©1988**

The *Dimoïtou* series is a three-year program designed for teaching French as a second language to children aged six to nine. This program will help to foster positive attitudes towards the French language and culture, and encourages students to express themselves in French. The primary goal of *Dimoïtou* is to develop young children's comprehension of the French language in a happy atmosphere that gives them

confidence. There are poems, songs, stories, dialogues, games, role-playing and various craft activities included. The components of *Dimoitou* are:

- two students textbooks per grade level with colour illustrations
- puppets
- cassettes
- flashcards
- activity cards
- teacher's guide (available in English or French)
- activity sheets
- student workbooks
- evaluation sheets
- big books

Activities can be selected from this resource to realize the learner outcomes for grades 1 to 3. Again, teachers need not complete all components of the program. It is recommended that they preview all units, and select only the activities appropriate for their students.

## **SUPPLEMENTARY RESOURCES**

While *Pirouli* and *Dimoitou* are the two basic commercial resources recommended for the primary Core French program, the following resources may also be used to supplement, reinforce and/or enrich the program. As supplementary resources they can be used to provide extra help for students having problems with French, or they can be used to enrich the experiences of students who excel.

Item	Description
<p><b>Bonjour les Amis!</b> (Volumes 1, 2 and 3)            French Made Easy for Children            Monterey Home Video            100% Educational Videos Inc.            4921 Robert J. Matthews Pkwy Ste 2            El Dorado Hills, CA 95762            1 - 800 - 483 - 3383            ISBN 1223-34101-3            Copyright @1993</p>	<p>This is a set of 3 videotapes that contain both English and French. They are interactive and require children to respond to and/or repeat French expressions, songs and vocabulary in French. They are intended for students aged four to nine, and are suitable for all primary grades.</p>
<p><b>Téléfrançais</b> (Programs 1 to 30)</p>	<p>This is a set of 3 videotapes that present songs, stories, dialogue, and vocabulary in French. They are suitable for grades 2 and 3.</p>
<p><b>Pot-Pourri I, II, and III</b>            Copp Clark Pittman Ltd.            Copyright @1990, 1993, 1995</p>	<p>This is a collection of student activity sheets that include vocabulary for many topics. Some of the activities are too difficult for primary students but could be modified for use in grade 2 or 3, and used as a shared resource for primary and elementary core French.</p>
<p><b>Comment ça va?</b>            Muffin Record Co. Ltd.            238 Davenport Rd., #348            Toronto, Ont. M5R 1J6            (416) - 927 - 7636            Authors: Matt Maxwell            Janet Politi Berni            Copyright@ 1986</p>	<p>This is a cassette tape of children's songs sung in French. There is a teacher's guide to accompany the songs that includes oral and written activities, music, visual and plastic arts, drama, dance, and general activities. Some activities may be too difficult for primary students, but they could be modified for use in grades 1 to 3. The tape could be used as a shared resource for primary and elementary core French.</p>
<p><b>Idées Pratiques pour la Class de Français</b>            Mary Glasgow Publications Ltd.            The Resource Centre            P.O. Box 190            Waterloo, Ont. N2J 3Z9            ISBN 0-920701-40X            Copyright@ 1991</p>	<p>This is a book of reproducible activity sheets. Some activities may be too difficult for primary students, but they could be modified for use in grades 1 to 3. The book could be used as a shared resource for primary and elementary core French.</p>

<p><b>Bibliobus - Collection A</b>  <b>Programme de Lecture en Français</b>  Mary Glasgow Publications Ltd.  An imprint of Stanley Thornes Ltd.  Ellenborough House  Wellington Street  Cheltenham, GL50 1YD  ISBN 0-86158-900-9  Copyright@ 1982</p>	<p>This is a reading library in a box containing 2 sets of 25 reading booklets, 5 colour-coded level answer cards, 1 pupil activity book, 1 teacher's guide, and cassette tapes. This resource could be used by students who excel in French and need enrichment.</p>
<p><b>Jacquot - On Chante et on Bouge</b>  Musique-Éditions Jacquot  Musique et Marche  C.P. 68, Ste-Anne-de-Bellevue, Que.  H9X 3L4  (Available from Moyer's/Scholar's Choice)</p>	<p>This is a cassette tape of French songs accompanied by a reproducible activity book. Suitable for grades 2 and 3. It could be used as a shared resource for primary and elementary core French.</p>
<p><b>Français pour Débutants</b>  Jordan Music Productions Inc.  Succursale M, C.P. 160  Toronto, Ont. M6S 4T3  ISBN 1-895523-44-3  Copyright@ 1993  (Available from Moyer's/Scholar's Choice)</p>	<p>This is a cassette tape of French songs and a teacher booklet. The booklet provides the words for the songs, as well as activities to accompany each song. Suitable for grades 1 to 3.</p>
<p><b>Folies Phoniques...et plus</b>  Jordan Music Productions Inc.  Succursale M, C.P. 160  Toronto, Ont. M6S 4T3  ISBN 1-895523-44-3  Copyright@ 1992  (Available from Moyer's/Scholar's Choice)</p>	<p>This is a cassette tape of French songs, accompanied by a booklet with the words for the songs. Suitable for all primary grades.</p>
<p><b>Let's Sing and Learn in French</b>  by Matt Maxwell  Passport Books  NTC/Contemporary Publishing Group  ISBN 0-780844-214542  (Available from Moyer's/Scholar's Choice)</p>	<p>This is a collection of 12 songs that will help students learn basic vocabulary and pronunciation. A songbook that contains the melodies, chords, and French lyrics accompanies it. Suitable for all primary grades.</p>

<p><b>Teach Me French</b>          Teach Me Tapes Inc.          9900 Bren Rd. E., B1-100          Minnetonka, MN 55343-9664          ISBN 0-934633-26-6          (Available from Moyer's/Scholar's Choice)</p>	<p>This is a cassette tape accompanied by a teacher's guide. The reproducible guide provides activities and cultural information. Suitable for grades 2 and 3. It could be used as a shared resource for primary and elementary core French.</p>
<p><b>A Bit of Everything</b>          by Liza Sernett          T.S. Denison and Company Inc.          Minneapolis, MN 55431          ISBN 0-513-02064-0          Copyright @ 1991          (Available from Moyer's/Scholar's Choice)</p>	<p>This is a book that is divided into 13 units. It provides games, activities, and cue cards. Suitable for all primary grades.</p>
<p><b>The French Teacher's Book of Lists</b>          by George Giannetti          Teacher's Discovery          2741 Paldan          Auburn Hills, MI 48326          ISBN 1-884473-21-0          Copyright @1997          (Available from Moyer's/Scholar's Choice)</p>	<p>This is a "how to" resource book - how to teach and learn a new language. There are 4 sections that offer reproducible information, hints, and activities for oral and written work. Suitable for all teachers of second languages.</p>
<p><b>Various Titles</b>          S &amp; S Learning Materials          15 Dairy Ave.          Napanee, Ont. K7R 1M4          (Available from Moyer's/Scholar's Choice)</p>	<p>This resource contains reproducible curriculum units in French covering the following topics: alphabet, Halloween, Thanksgiving, Christmas, Easter, seasons, Canada, School, Food, Numbers, Colours, Time, House, Months and more. Units are available for all grade levels.</p>
<p><b>French - Elementary</b>  <b>A Homework Booklet - Level 1</b>          Instructional Fair Inc.          ISBN 0-88012-990-5          Copyright@ 1993          (Available from Moyer's/Scholar's Choice)</p>	<p>This reproducible book is part of a two-book series designed to help students learn French. It includes picture association and pronunciation guides, as well as cultural information about France and Canada. It requires students to write words and is suitable for grade 3. It could be used as a shared resource for primary and elementary core French.</p>

<p><b>Carnaval de Québec</b>          Tralco Educational Services          Reference Number 905721          Available on-line at:  <a href="http://www.tralco.com/new_site/our_products/videos_index.htm">http://www.tralco.com/new_site/our_products/videos_index.htm</a></p>	<p>This is a video that is available in French and English. It provides information about activities of the Quebec winter carnival. Suitable for all primary grades.</p>
<p><b>French Canada Pictures and Stories of Old Quebec</b>          by Hazel Boswell          The Canadian Publishers          McClelland and Steward Limited          Copyright @1967</p>	<p>This is an historical storybook about old Quebec, and the lore of the land. It contains 75 pages. It must be read by the teacher, and will require several days for completion. It is suitable for grades 2 and 3.</p>
<p><b>Learning About Quebec</b>          Canada Rainbow Series          GLC/Silver Burdett Publishers          ISBN 0-88874-170-7          Copyright @1984</p>	<p>This is an information book about Quebec. The text may be uninteresting for younger students, but the pictures may be used for discussion. It contains 28 pages and must be read by the teacher.</p>
<p><b>Hello Quebec</b>          by Elma Schemenauer          Canada Rainbow Series          GLC/Silver Burdett Publishers          ISBN 0-88874-242-8          Copyright @1986</p>	<p>This is an information book about Quebec. The text may be uninteresting for younger students, but the pictures may be used for discussion. It contains 29 pages and must be read by the teacher.</p>
<p><b>Hello Montreal</b>          by Elma Schemenauer          Canada Rainbow Series          GLC/Silver Burdett Publishers          ISBN 0-88874-240-1          Copyright @1986</p>	<p>This is an information book about Montreal. The text may be uninteresting for younger students, but the pictures may be used for discussion. It contains 29 pages and must be read by the teacher.</p>
<p><b>Have You Seen Josephine?</b>          by Stéphane Poulin          Tundra Books          ISBN 0-88776-180-1          Copyright @1986</p>	<p>This is a story about a little girl who lives in Montreal. Suitable for all primary grades. Some children in the late primary grades may be able to read this book independently.</p>
<p><b>Can You Catch Josephine?</b>          by Stéphane Poulin          Tundra Books          ISBN 0-88776-198-4          Copyright @1987</p>	<p>This is another story about a little girl who lives in Montreal but the story takes place in her school. Suitable for all primary grades. Some children in the late primary grades may be able to read this book independently.</p>



<p><b>Could You Stop Josephine?</b> by Stéphane Poulin Tundra Books ISBN 0-88776-216-6 Copyright @1988</p>	<p>This is another story about a little girl who lives in Montreal but the story takes place on a farm in the country. Suitable for all primary grades. Some children in the late primary grades may be able to read this book independently.</p>
<p><b>Ah! Belle Cité! A Beautiful City ABC</b> by Stéphane Poulin Tundra Books ISBN 0-88776-175-5 Copyright @1985</p>	<p>This is a picture book about Montreal and its culture. Every picture holds a series of words that begin with the same letter. Suitable for all primary grades but must be read by the teacher.</p>

## TECHNOLOGICAL RESOURCES

The rapid advance of computer technology has infiltrated many of society's infrastructures, including the education system. The computer has become a 'bicycle for the mind', providing students with the opportunity to move faster, further, and to see new horizons. Consequently, technology skills have become an important part of the curriculum at most grade levels. This section of the program guide presents software and websites that may be integrated into the primary Core French program. Use of these resources will not only supplement and enrich the program, but it will also provide students with new technology skills and/or reinforce those that they have already acquired.

### Software

The following table provides a description of software appropriate for integration into the primary Core French program, as well as recommendations for its use.

Item	Description
<p><b>Complete French</b> by Transparent Language CD-ROM</p>	<p>This is a comprehensive collection of language-learning tools to successfully learn French. It strengthens listening skills with video soundtracks and contains a talking dictionary for over 40 000 words of native speaker sounds. Learners can participate in conversations with sample dialogues. It also contains reading, writing, vocabulary and grammar components. Only specific, basic parts of this CD-ROM are suitable for primary children. It can be used as a shared resource for primary and elementary.</p>
<p><b>Instant French 2000 2.1</b> by Language Force CD-ROM</p>	<p>This program utilizes text-to-speech technologies by introducing chat in real time with instant translation. Learners can speak in English and instantly translate into French, and learn correct pronunciations in real-life situations. There are also games that use the brain's natural ability to learn a spoken language via verbal communication. Only specific, basic parts of this CD-ROM are suitable for primary children. It can be used as a shared resource for primary and elementary.</p>
<p><b>Quick Study French</b> by The Learning Company CD-ROM</p>	<p>This program focuses on the key building blocks of learning a second language by combining frequently used words and phrases into a fun, interactive program. Learners can hold interactive conversations with onscreen characters. There is a speech recognition component that understands and evaluates pronunciation. It also contains an online dictionary, grammar guidebook, a printed phrase book, and a private tutor to lead lessons and monitor progress. Only specific, basic parts of this CD-ROM are suitable for primary children. It can be used as a shared resource for primary and elementary.</p>

<p><b>KidSpeak 10-in-1</b> by Transparent Language CD-ROM</p>	<p>In this program, children are exposed to 10 languages: Spanish, French, Italian, German, Japanese, Indonesian, Korean, Hebrew, Chinese, and Portuguese. It teaches about 700 words and expressions per language. There are three levels of difficulty for most activities. This program uses an immersion approach via animated exercises, games and songs. It is appropriate for all primary and elementary students.</p>
<p><b>Language Now Series - French</b> by Transparent Language CD-ROM</p>	<p>This is an immersive, comprehensive program to teach French. Language instruction is presented through video sequences, articles, vocabulary games, and a dictionary. Learners can record their own voice and compare it to the pronunciations of a native speaker. This is intended for children aged twelve and older but could be used to enrich the experiences of primary students who excel in French. It can be used as a shared resource for primary and elementary.</p>
<p><b>Real World Language Series - French</b> by Knowledge Adventure CD-ROM</p>	<p>This program immerses children in a real world setting and teaches the language basics of more than 1200 words using no English instruction. Children learn as they play, with occasional help from a built-in 'smart' dictionary. There are four levels of play, seven types of activities and three arcade games. Learners can record their own pronunciations and compare them to those of native speakers. This program is intended for children aged eleven and older but could be used to enrich the experiences of primary students who excel in French. It can be used as a shared resource for primary and elementary.</p>

<p><b>Triple Play Plus - French</b> by Syracuse Language Systems CD-ROM</p>	<p>This program combines voice recognition, games, reading, grammar, and vocabulary practice. There are three modes of play: aural, reading, and speech, and there are three levels within each mode. Some parts of this CD-ROM are suitable for primary children. It can be used as a shared resource for primary and elementary.</p>
<p><b>Learn to Speak French 8.0</b> by The Learning Company</p>	<p>This program is interactive and uses real world conversation simulations, speech recognition, and record/playback. It is a personalized learning system that offers a pre-assessment test, a customized study plan, subject-specific study topics, and it tracks progress. It also allows exclusive online access to interactive lessons, language study groups, and a personal tutor. Only specific, basic parts of this CD-ROM are suitable for primary children. It can be used as a shared resource for primary and elementary.</p>
<p><b>The Rhythm of French</b> by NAS Software Inc. CD-ROM</p>	<p>This is a French Pronunciation Course for English Speakers that teaches accent-free French pronunciation. It is a computer-assisted language learning course that helps correct errors typically made by English speakers. Only specific, basic parts of this CD-ROM are suitable for primary children. It can be used as a shared resource for primary and elementary.</p>
<p><b>Rosetta Stone - French</b> by NAS Software Inc. CD-ROM</p>	<p>This is a program designed by teachers and students that takes students from early beginner to advanced levels using different exercises and techniques, such as voice recording, dictations, tutorials, scoring and testing. It is intended for learners aged eight to adult and can be used as a shared resource for primary and elementary.</p>

<p><b>All-in-One Language Fun</b> by NAS Software Inc. CD-ROM</p>	<p>This program introduces children to languages around the world such as: Spanish, French, German, Japanese, and English. There are dozens of fun, multimedia versions of familiar games. Simple point-and-click picture menus require no reading, writing or keyboarding skills. It is appropriate for all primary and elementary students.</p>
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### Websites

The following table provides a description of websites appropriate for integration into the primary Core French program, and recommendations for their use.

Website	Description
<p><b>A French Language Site for Beginners</b> <a href="http://www.geocities.com/Athens/Olympus/1001/">http://www.geocities.com/Athens/Olympus/1001/</a></p>	<p>This website provides simple words and phrases, as well as their pronunciation through wav. files and text. Topics include: basic words/phrases, numbers, months, verbs, and around the house. Suitable for primary students.</p>
<p><b>The Alphabet</b> <a href="http://clinet.swarthmore.edu/rire/abcde/alphabet.html">http://clinet.swarthmore.edu/rire/abcde/alphabet.html</a></p>	<p>This website provides pronunciation of the letters of the alphabet through wav. files and text. There is also a link to exercises using the letters of the alphabet. Suitable for primary students.</p>
<p><b>Various Topics</b> <a href="http://www.language-student.com/french/html/menu.shtml">http://www.language-student.com/french/html/menu.shtml</a></p>	<p>This website provides simple words and phrases, as well as their pronunciation through wav. files and text. Topics include: greetings, around the house, daily routine, town &amp; country, at work or school, numbers, the calendar, holidays, eating out, shopping, travel, good health, and grammar. Suitable for the upper primary grades.</p>

<p><b>Various Topics</b>  <a href="http://www.language-student.com/french/kids/index.htm">http://www.language-student.com/french/kids/index.htm</a></p>	<p>This website provides simple words and phrases and their pronunciation through wav. files and text. Topics include: talking about you and your family, buying stuff, and going to the seaside. Suitable for the upper primary grades.</p>
<p><b>Listen &amp; Speak Some French</b>  <a href="http://www.europe-france.com/french.shtml">http://www.europe-france.com/french.shtml</a></p>	<p>This website provides simple words and phrases and their pronunciation through wav. files and text. There are many common French expressions listed. Suitable for all primary grades.</p>
<p><b>French Vocabulary and Pronunciation</b>  <a href="http://french.about.com/homework/french/library/begin/bl_begin_vocab.htm">http://french.about.com/homework/french/library/begin/bl_begin_vocab.htm</a></p>	<p>This website provides simple words and phrases and their pronunciation through wav. files and text. Topics include: alphabet, basics, body, calendar, colours, dates, family, food, greetings, introductions, numbers, on the phone, politeness, time, travel vocab, and weather. Suitable for upper primary grades. It is also suitable as a resource for teachers and has many links to other topics such as: grammar, culture, software, pen pals and more.</p>
<p><b>Traditional Easter Meals in Quebec</b>  <a href="http://frenchculture.about.com/culture/frenchculture/library/weekly/aa040299.htm">http://frenchculture.about.com/culture/frenchculture/library/weekly/aa040299.htm</a></p>	<p>This website provides cultural information about traditional meals and customs in Quebec. The reading level will be too difficult for most primary students, but could be used by teachers. This is a great information site for teachers with many links to other French cultural items, such as: Acadia, events/festivals, food/recipes, holidays, music, traditions and more.</p>

**Appendix**  
**EVALUATION CHECKLISTS**

The following checklists can be used to evaluate attitudinal, cultural and linguistic outcomes using the rating scales provided.

**Attitudinal Outcomes Checklist**

The criteria to assess attitudinal outcomes should be rated on the following scale:

- C - Consistently** - displays the attitudinal outcome consistently  
**F - Frequently** - displays the attitudinal outcome frequently  
**B - Beginning** - is beginning to display the attitudinal outcome  
**N - Not Yet Evident** - is not displaying the attitudinal outcome  
**NA - Not Applicable** - the attitudinal outcome has not been taught

<b>Outcomes</b>	<b>Rating</b>
1. Shows enthusiasm for learning and speaking French	
2. Contributes to the overall classroom atmosphere by participating in French-related activities	
3. Understands that making errors is part of learning	
4. Displays risk-taking behaviors	
5. Is not intimidated by the sound of the French language	
6. Understands that it is possible to learn a new language	
7. Displays a desire to communicate in French	
8. Feels comfortable in a French language environment	
9. Gratefully accepts corrections to pronunciation and meaning made by the teacher	
10. Shows an interest in participating in songs, games, drama, discussions and group activities	

**Cultural Outcomes Checklist**

The criteria to assess cultural outcomes should be rated on the following scale:

**C - Consistently** - displays the cultural outcome consistently

**F - Frequently** - displays the cultural outcome frequently

**B - Beginning** - is beginning to display the cultural outcome

**N - Not Yet Evident** - is not displaying the cultural outcome

**NA - Not Applicable** - the cultural outcome has not been taught

<b>Outcomes</b>	<b>Rating</b>
1. Has a developing notion of what language is and how it is used	
2. Knows that people all over the world do not speak the same language	
3. Understands that French-speaking children are the same as English-speaking children	
4. Realizes that there are French newspapers, magazines, television, radio stations, movies, and computer games	
5. Knows that some people in Newfoundland and Canada speak French	
6. Familiar with some of the cultural differences between English and French-speaking people	
7. Understands the term 'bilingual'	
8. Recognizes that there are other languages in the world besides English and French	
9. Familiar with some of the advantages of being bilingual	
10. Is developing an understanding of the term 'culture'	
11. Has a basic understanding of the French culture in the Canadian context	



**Linguistic Outcomes Checklists**

The criteria to assess linguistic outcomes should be rated on the following scale:

**C - Consistently** - displays the linguistic outcome consistently

**F - Frequently** - displays the linguistic outcome frequently

**B - Beginning** - is beginning to display the linguistic outcome

**N - Not Yet Evident** - is not displaying the linguistic outcome

**NA - Not Applicable** - the linguistic outcome has not been taught

<b>Listening Outcomes</b>	<b>Rating</b>
1. Demonstrates comprehension of basic vocabulary and simple phrases	
2. Can carry out some commands used in class and around the school	
3. Understands when they are expected to respond	
4. Demonstrates comprehension of a short conversation consisting of basic structures and words (accompanied by pictures)	
5. Can select a short phrase or word that corresponds to a picture	
6. Demonstrates comprehension of specific questions	
7. Demonstrates comprehension of a short conversation consisting of basic structures and words (without pictures)	
8. Demonstrates comprehension of a short passage or story read by the teacher or heard on tape	
9. Can distinguish between English and French via the auditory mode	

<b>Speaking Outcomes</b>	<b>Rating</b>
1. Responds appropriately to simple questions asked by the teacher	
2. Can pronounce the names of a few familiar objects and places around the school with some proficiency	
3. Can pronounce simple phrases with some proficiency	
4. Makes attempts to ask questions in French	
5. Can ask simple questions in French	
6. Can participate in short conversations consisting of basic structures and words	
7. Can make a short statement about a picture, with teacher support and guidance	
8. Can sing along with learned songs	
9. Makes attempts to use learned vocabulary or simple phrases/questions without being prompted by teacher	
10. Pronounces known vocabulary and simple phrases with increasing proficiency	
11. Can make requests in French	
12. Can independently make a short statement about a picture although errors may occur that interfere with meaning	
13. Has a near native-like accent	

<b>Viewing Outcomes</b>	<b>Rating</b>
1. Can identify pictures of simple objects in French	
2. Can respond to simple questions in French by pointing to a picture, object or place	
3. Can follow a short story or conversation with pictures that represent it	
4. Can distinguish between words and/or text that are written in English and those that are written in French	
5. Can follow a short story or conversation without pictures that represent it	
6. Is able to use a French picture dictionary to locate words	

## Appendix B

### Department of Education Guidelines for Primary Core French

The recognized starting point for core French is Grade 4; however, schools may offer core French from Grade 1 to Grade 3. The Department of Education will support school-initiated primary core French programs that meet specific criteria. These criteria have been adopted to encourage schools and school districts to implement well-articulated French programs. Schools seeking departmental support for primary core French should submit their proposals to the Program Development Specialist for Core French for approval. Proposals should be received by the Department of Education by April 30 to allow processing for the new school year.

Proposals will be evaluated in accordance with the following criteria.

**Personnel** - Teachers should have the following qualifications and experience or their equivalent:

1. Education - a degree with specialization in primary or elementary education.
2. Proficiency in French - eight semester courses in French and a recognized six-week course at a francophone institution.
3. Teaching French as a Second Language - one course in the theory and methods of the primary or elementary grades.
4. Teaching Experience - two years minimum, preferably in the primary grades.

**Purpose** - Schools should implement primary core French with the intention of preparing students for more intensive French programs, such as expanded core French or late immersion.

**Articulation** - Schools should plan an instructional sequence for Grades 1-6 that provides for the systematic development and use of language skills and the development of linguistic knowledge.

**Scheduling** - In Grades 1-3, children should have a daily French period of at least twenty minutes. The general timetable of each class should accompany a proposal.

The optional Primary Core French Program promotes listening comprehension, encourages oral production, fosters positive attitudes towards learning French, and introduces French culture.

Content is drawn from the children's world, their knowledge of themselves and their experience of their immediate surroundings. Specific topics include clothing, numbers, colours, animals, seasons, sports, holidays, and birthdays.

The topics are presented directly in French and provide the context for practice of the language. The Program includes a variety of activities, ranging from those primarily linguistic (comprehension, pronunciation, and repetition) to those involving reinforcement and use of French (singing, games, and colouring). The class should progress from a teacher-directed presentation of new content to student-centred practice and use.

(Government of Newfoundland and Labrador, Department of Education, Division of Program Development. (1999). *Program of Studies: Kindergarten, Primary, Elementary, Intermediate, and Senior High.*)

## Appendix C

## PRIMARY CORE FRENCH SURVEY

Please circle or write your responses.

1. Grade level to which you are currently assigned:
  - a) kindergarten
  - b) grade 1
  - c) grade 2
  - d) grade 3
  
2. Do you teach French? (If no, go to #12 and #13)
  - a) yes
  - b) no
  
3. If you teach French in any other classroom besides your own, please indicate which grade level (circle all that apply).
  - a) kindergarten
  - b) grade 1
  - c) grade 2
  - d) grade 3
  - e) elementary (grades 4 to 6)
  - f) other \_\_\_\_\_
  
4. How many minutes per cycle do you spend teaching French?
  - a) 30 to 60 minutes
  - b) 60 to 90 minutes
  - c) 90 to 120 minutes
  - d) 120 to 150 minutes
  - e) 150 to 180 minutes
  - f) other \_\_\_\_\_
  
5. Are you familiar with the elementary core French curriculum and outcomes?
  - a) yes
  - b) no

6. Briefly list the topics that you cover in French at your grade level (ie: numbers, colours, etc.)

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7. Please list any commercially produced resources that you use at your grade level. If you only use parts of a resource please indicate which sections you use.

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8. If you use any teacher-made resources, please indicate what they are.

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9. Do you feel there is a need for a primary core French curriculum guide which would indicate specific outcomes for each grade level and topics to be covered?

- a) yes  
b) no

10. Do you feel that the resources you currently use for French are adequate?

- a) yes  
b) no

11. Please list specific resources, if any, you would like to obtain (that you do not currently use) to aid in your teaching of French.

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12. If you do not teach French in your classroom, is it taught by another teacher to your students?

- a) yes  
b) no

13. Please explain why French is not taught in your classroom.

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Additional Comments:

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Please Note: If you wish to provide your name and school address, information about the results of the survey and the completed project will be mailed to you when they are available.

**Teacher's Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**School or Home Address:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Appendix D

### Department of Education Guidelines Objectives for Elementary Core French

#### Attitudinal Objectives

One main goal of teaching a second language is the development of positive attitudes towards the language and the people who speak it. A good attitude is essential to the learner's success. Although the achievement of attitudinal objectives is difficult to measure, there are indicators that can help determine the extent to which these objectives are being achieved:

- Students are enthusiastic about learning French
- There is a good classroom atmosphere
- Students desire to know more about the francophone way of life
- Students experience success in day-to-day activities
- Students are involved in language use
- Students derive satisfaction from achievement
- Students say that it would be good to know another language and people who speak it

#### Cultural Objectives

The achievement of cultural objectives is also difficult to measure. Nevertheless,

students should know these cultural facts by the end of grade 6:

- Canada has two official languages, English and French
- French-speaking populations are concentrated in certain regions of Canada
- There is a French-speaking population in Newfoundland and Labrador
- French-speaking children play games, and like the same things that English-speaking children like
- Life in French-speaking parts of Canada is much like life in English-speaking parts of Canada
- Cultural differences do exist

- French-speaking people can live entirely in their own language, as can English-speaking people
- French-speaking people have their own newspapers, magazines, T.V., and radio stations and movies
- French is present in our daily lives, as indicated by labels on products and television programs
- It is possible to become bilingual
- There are other languages in Canada besides French and English
- Canada needs people who can use both French and English

### Linguistic Objectives

The main linguistic objectives of the Core French Program in Grades 4 - 6 focus on the development of listening and speaking skills, with the emphasis on meaning and communication. A minimum of 80% of class time should be used to develop listening and speaking skills. Reading and writing skills are secondary to listening and speaking skills, they are used primarily for reinforcement. There is little formal study of language structure at this level although there should be some attention to it in Grade 6. The following linguistic objectives reflect reasonable expectations of general student performance at the end of Grade 6.

**Listening Comprehension** - by the end of grade 6, students should be able to:

- carry out commands used in the French class
- identify a statement describing a picture as either true or false
- select the sentence that corresponds to a picture, after listening to two sentences of recombined elements from the Program
- demonstrate comprehension of a short passage of recombined elements by identifying the correct picture in a series or by answering multiple choice questions
- demonstrate comprehension of a story read or told by the teacher by responding with yes or no to questions based on the main points.

**Speaking** - By the end of grade 6, students should be able to:

- respond appropriately to questions used regularly throughout the Program
- use French for most common classroom requests

- accurately pronounce familiar vocabulary and statements
- perform well in routine classroom activities (ie: dialogue practice, small-group work, student-directed activities, games)
- make one or two appropriate statements in response to a visual, errors will likely occur, but they should not interfere with meaning
- begin a conversation by asking questions or making statements about familiar situations

**Reading** - By the end of grade 6, students should be able to:

- accurately read aloud short passages of recombined elements
- select the most appropriate completion of an idea from three possible endings
- demonstrate general comprehension of short passages of recombined elements by selecting the correct picture, word, or phrase in multiple-choice items

**Writing** - By the end of grade 6, students should be able to:

- write a sentence that conveys an idea about an appropriate visual, although errors may occur, they should not be serious enough to impede understanding

**Integrated Skills** - By the end of grade 6, students should be able to:

- participate spontaneously in short conversations about common situations
- complete spot dictations based on familiar elements they have seen in print

(Government of Newfoundland and Labrador, Department of Education, Division of Curriculum and Instruction. (1990). *Learning French as a second language.*)







