LE QUEBEC AU TEMPS JADIS: AN INSTRUCTIONAL MODULE FOR IMPARTING CULTURAL INFORMATION ON CERTAIN ASPECTS OF LIFE IN EARLY QUEBEC

ROBERT WAYNE BARBOUR

CENTRE FOR NFLD. STUDIES
NOV 8 1986
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

MEMORIAL UNIVERSITY
PERIODICALS
NOV 6 1986
DIVISION
OF NEWFOUNDLAND

CANADIAN THESES ON MICROFICHE

I.S.B.N.

THESES CANADIENNES SUR MICROFICHE

National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

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

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

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

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

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

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

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

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

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

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

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

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

NL-339 (r. 82/08)

Canada

LE QUÉBEC AU TEMPS JADIS: AN INSTRUCTIONAL MODULE FOR IMPARTING CULTURAL INFORMATION ON CERTAIN ASPECTS OF LIFE IN EARLY QUEBEC

A Thesis
Presented to
The Faculty of Education
Department of Curriculum and Instruction
Memorial University of Newfoundland

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

Robert Wayne Barbour

December 1982

ABSTRACT

The purpose of the present study was to develop a cultural-linguistic module for use in the Grade 10 French program presently being used in Newfoundland schools. The module focuses on life in early Quebec as seen through the eyes of the early inhabitants.

Slides representing some of the early settlers and explorers were compiled, as well as other slides depicting life in early Quebec. A French language audio-tape to accompany the slides was made. Activities to reinforce the cultural information in the slide-tape presentation and to give the students practice with certain linguistic skills were also developed.

The materials were then tested for effectiveness. Four grade ten classes participated in the study. A pretest was first administered to determine the level of the students' knowledge with respect to the material to be covered in the module. Four class periods were spent working with the module, and then a posttest was administered. The question of whether there was a relationship between the use of the module and an improvement in the students' knowledge of early Quebec, specific linguistic

skills, and attitudes were investigated.

The results of the testing of the module indicated that there was a positive relationship between the use of the module and an improvement in all the cognitive areas tested. With respect to the affective areas tested the results were not as clear; however, students' attitudes appeared to be influenced positively by the use of the module.

Results from the teacher questionnaire indicated that teachers were generally pleased with the effectiveness and appropriateness of the module for the grade level at which it was used.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to Mrs. Joan Netten for her guidance and encouragement throughout the study and for her direction in the completing of the thesis.

Appreciation is also expressed to the following people:

(i) all students who were involved in the study

(ii) Mrs. Pat Goulart, Mr. Ray Derouet, Mrs. Valerie MacDonald, and Mr. Alan Humber for their assistance with the formative evaluation of the module.

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

TABLE OF CONTENTS

CHAPTER		Page
I	Introduction	1
	The Module: What it is:	1
	The Module: It's Use	1
	Le Quebec au Temps Jadis	3
II	Review of Literature	7
	Motivation	7
	Culture	12
	Communicative Competence	16
	Need for Cultural-Linguistic Supplement	18
III	Development of the Module	20
	The Learner	20
	The Module	27
	Objectives	33
	The Cognitive Domain	33
	The Affective Domain	36
	Conclusion	41

IV Analysis of Results 43
Questions to Be Answered 43
Instruments for Testing 44
Procedure for Testing 48
Sample 48
Procedure for Using the Module 49
Analysis of Results 51
Cognitive Objectives 51
Cognitive Domain 52
Affective Objectives 59
Affective Domain 59
Students' Attitudes Toward the Module 68
Teacher Evaluation of the Module 69

V Summary, Conclusions and Recommendations 72
Summary 72
Conclusions and Observations 73
Recommendations 79
Conclusion 81

Footnotes 82

Bibliography 85

Appendices

A Module

B Pretest

C Posttest

D Student Questionnaire

E Teacher Evaluation Questionnaire

F Filmstrip for Module

LIST OF TABLES

TABLE		Page
1	French Enrollments in Newfoundland and Labrador (Grades 9, 10 and 11) 1970-71 to 1980-81	11
2	Stages of the Affective Taxonomy	37
3	Comparison on Mean Percentage Scores Obtained on Pretest and Posttest for Individual Schools	51
4	Comparison of Mean Scores Obtained on Pretest and Posttest for Historical/Cultural Facts	52
5	Mean Raw Scores Obtained on the Posttest for Problems Which Faced the Early Settlers	54
6	Comparison of Mean Raw Scores Obtained on Pretest and Posttest for Discrimination of Tenses	55
7	Comparison of Mean Raw Scores Obtained on Pretest and Posttest for Discrimination of Dates	56
8	Comparison of Mean Raw Scores Obtained on Pretest and Posttest for Vocabulary	57
9	Comparison of Mean Raw Scores Obtained on Pretest and Posttest for Expressions	58
10	Percentage of Student Responses for Stage One of the Affective Taxonomy	60
11	Percentage of Student Responses for Stage Two of the Affective Taxonomy	61

12 Percentage of Student Responses for Stage Three of the Affective Taxonomy 62

13 Mean Raw Scores Obtained on Posttest for Life in the Early Years of Settlement 67

CHAPTER 1

Introduction

The Module: What It Is:

Stern and Ullmann (1970) view the module in this light:

> A module is not a program. It is a unit or kit, independent of existing programs, which can be used very flexibly in response to a variety of teaching situations or to differences among students' needs. Each kit deals with one specific aspect of learning a language. A module can arouse interest in a topic, teach a linguistic feature, or provide an opportunity to use the language in an activity..... Topics for modules are chosen from among those aspects of second language learning that are lacking in or not sufficiently emphasized by current programs... What modules can do today is to complement existing programs and make up for gaps and deficiencies without upsetting the pattern of the programs which are currently in use in the schools.[1]

From the above definition it can be concluded that the module has three main purposes or goals:

(1) to interest and motivate the student

(11) to teach certain linguistic skills

(111) to present certain cultural facts on a specific topic.

The Module: It's Use

The module is not, as one might assume from the given definition, restricted to use in the second-language classroom. For years the module technique has been used quite effectively in other subject areas, particularly in social studies and the sciences. In fact, it has only been in the past ten to fifteen years

that special topic modules have been created and used in the teaching of French as a second language. Their use has been most widespread in the province of Ontario because of the influence of the Ontario Institute for Studies in Education (OISE), the major producer of such modules. However, teachers in other provinces have begun using them as well. For example, the school board with which the writer teaches has bought a copy of the module, Bienvenue à Montréal, for each of its high schools as well as providing several others which may be borrowed through its media centre.

Subject matter integration is a concern to many educators today also. This aspect of teaching is a concern to French educators as well.

> In the right kind of atmosphere and with a good relationship between teacher and pupils, the teaching of the French language can be linked with other subjects in the curriculum in the form of 'projects'. Some subjects, such as geography, seem to lend themselves more easily to project work, but if a programme is carefully thought out and prepared beforehand, other subjects can also be embraced in the general scheme.[2]

Modules may very well be a key to helping solve this problem. A module may lend itself to discussion in the history course being taught, ie. Bienvenue à Montréal, or a student may want to do a current affairs

project based on material studied in French from a module, ie. René Levesque et le Séparatisme. A similar integration could occur with music or English literature, ie. Chansons et Chansonniers. Integration is also possible with the geography course, ie. La Météo.

Modules have been and can continue to be a very effective means of teaching culture, improving language skills, integrating other subject areas with French and while doing this, motivating students to want to learn and use French.

Le Québec au Temps Jadis

"Le Québec au Temps Jadis" is a multi-media module which presents the early years of discovery and settlement in Quebec to grade 10 students who are studying French as a second language. It was planned to enable the students to view this period through the eyes of Jacques Cartier, Samuel de Champlain, Jeanne Mance, Bishop Laval, Adam Dollard and Madeleine de Verchères, thus giving a "feel" for the happenings of the period, rather than just an historical account.

As well as giving the students a cultural view of early Quebec history, this module was aimed at giving them opportunities to practice and improve their "communicative competence". To this end the

module contains an audio-tape in French to accompany the slides on life in early Quebec. New vocabulary and expressions are pre-taught in order to assist students with the aural recognition of these items. Emphasis is also placed on comprehension of tenses and dates to complement the learning of these items at this grade level in the program prescribed for use in Newfoundland schools by the Department of Education. Various oral and written games, activities and projects assist the students to develop competence with the material.

As is the goal of any module, this module aims at motivating the students not only to do well with this set of materials, but to be sufficiently motivated to continue to do well in the regular French course and to go on and improve their ability in French. The inclusion of information about the early inhabitants of Canada gives the students an opportunity to learn and talk about a topic which it was felt would be of interest to them. The use of techniques to develop an awareness of the early inhabitants as individuals helps the students become more involved in the learning process and better able to empathize with the people whose language they are studying.

The general objectives of this module are three fold:

(1) Cultural: (a) To develop in the students a "cognitive awareness" of the typical lifestyle which existed in the early years of settlement in Quebec.

(b) To develop in the students an "affective awareness" of the typical lifestyle which existed in the early years of settlement in Quebec.

(2) Linguistic: (a) To improve the students' communicative competence in French by giving them practice in listening, reading, and writing.

(b) To have the students learn, orally and in writing, certain vocabulary items and useful expressions.

(c) To assist the students to use, with greater facility, grammatical points to which they have already been introduced.

(3) Attitudinal: To motivate the students to learn French through introducing them to interesting topics.

(b) To develop in the students a positive attitude toward French-speaking Canadians.

A more detailed description of the objectives of the module may be found in Chapter Three.

CHAPTER II

Review of Literature

Motivation

All educators would agree that motivation is a key factor in the learning of any subject; however, in the learning of a second language this is especially true. After much research and investigation conducted in the United States, the Philippines, and Canada, Gardner and Lambert (1972), Anisfeld and Lambert (1961) and Lukmani (1972) concluded that

> motivational variables were related to second language achievement....and that the motivational variables were as highly related to second-language achievement as were the indices of language aptitude.[3]

Since motivation plays such a vital role in the study of a second language teachers should be concerned as to whether their students are being adequately motivated.

'Integrative' versus 'Instrumental' Motivation

Gardner and Smythe (1975) distinguish between two types of motivation: 'integrative' and 'instrumental'. 'Integrative motivation' is defined as

> the desire to learn the language of another language community in order to communicate with, interact with or to become (in some small way) a part of the other language community.[4]

'Instrumental motivation' is defined as the kind

which "emphasizes the utilitarian aspects of learning the language, as is evidenced in such reasons as 'to get a job', 'to be well educated', and the like."[5]

Burstall (1978) points out that both types may be equally effective. In a cultural context where the acquisition of a second language has unequivocal practical and instrumental value and where everyone is expected to know a second language (Belgium, the Philippines and others), students who are instrumentally oriented are very successful. However, in a cultural context where the acquisition of a second language is not necessary nor viewed as an accepted fact of life, it is the integratively oriented student who is the more successful. Gardner and Smythe (1975) also concur with this view. Gardner, Smythe, Clement and Gliksman (1976) conducted studies on Canadian students with respect to integrative and instrumental motivation. They concluded:

> It is quite clear that the integratively motivated students are much more active in French class: they participate more than the non-integratively motivated students. It seems quite likely that the integratively motivated student is much more interested in learning French and seizes every opportunity to work and learn.[6]

Motivation in Newfoundland Schools

For most second-language teachers in Canada, and especially for French teachers in Newfoundland, the second of the two above-mentioned situations is

the more realistic. There is little, if any, opportunity for the students to use the second language in their immediate environment. Students ask for example, "Why do we have to learn French when we've never even seen a French-speaking person in our community?" The argument, "It will help you get a better job" does not not carry much weight in this situation. The student knows it is not necessary. Instrumental motivation tends to be very weak for most students in our cultural context. The student who is going to do well in French and continue in the study of French needs to be integratively motivated.

Declining Enrollments - A Need for Motivation

> It seems clear that despite the increased emphasis on bilingualism and the obvious importance placed on learning French as a second language, the percentage of secondary school students studying French is decreasing.[7]

Statistics show that during the past ten years (1970-71 to 1980-81) there has been a definite increase in the number of students studying French at the elementary level in most Canadian provinces. With respect to Newfoundland in particular, the percentage of students studying French at the elementary level has doubled (21.4% in 1970-71 to 42.8% in 1980-81)[8].

This trend, unfortunately, has not carried on into high school. Data given in Table 1 show that there was a sharp decrease in the percentage of high school students studying French from 1970-71 to 1972-73. From 1973-74 to 1980-81 the percentage appears to have leveled off. Howevever, it would be expected, given the extra attention paid to French in the elementary grades, that the percentage of students doing French in the high school grades would have increased. Given this trend, coupled with the low priority placed on French in the new re-organized high school program, it is feared that French enrollments will be even further cut. Data given in Table 1 show that only about one half of the students who study French in grade 9 will study it in grade 11. While other factors affect this decline, such as timetable clashes and compulsory courses needed for future careers (ie. sciences), it would appear that students are not highly motivated to learn French. They do poorly and, consequently, drop out of the French program altogether. Thus, there is consistently a small number of students enrolled in French in the high school grades.

TABLE 1

French Enrollments in Newfoundland and Labrador

(Grades 9, 10, and 11) 1970-71 to 1980-81

Year	Grade 9		Grade 10		Grade 11	
	TG	%T	TG	%T	TG	%T
1970-71	8473	70	5559	56	4360	48
1971-72	7780	64	5100	49	3680	38
1972-73	7461	63	3978	39	2776	29
1973-74	6971	58	4329	44	2589	28
1974-75	6931	56	3971	38	2365	27
1975-76	6532	53	4036	37	2537	28
1976-77	6643	53	3136	37	2408	27
1977-78	6705	53	4359	41	2666	28
1978-79	6771	53	4175	40	2785	30
1979-80	6995	56	4558	41	2738	30
1980-81	6961	55	4460	41	2660	27

TG - total French enrollment per grade

%T - French enrollment as %of total enrollment

Schwartz (1981) who, himself, dropped out of a foreign language course (Chinese) believes that students do not continue in the study of a foreign language because they lack a real incentive to learn the language. In most cases it is not that they do not have the aptitude but rather they are not sufficiently motivated to continue.

If Newfoundland students are going to continue their study of French in senior high school they must be sufficiently motivated. As mentioned earlier, this motivation should be integrative rather than instrumental. "How can it be done?" is the crucial question.

Culture - What it is.

Culture has been defined and re-defined in many ways. However, many language teaching theorists, such as Seelye, Brooks, Nostrand and others, are tending to view culture in a broad sense.

> Culture in the broad, integrative sense would be the overall life style of a group, its learnt sets of habits, as well as the refinements of its cultural heritage.[10]

Culture - Why?

There are several reasons why culture is such an important part of second-language teaching:

(1) It reduces prejudice and cultural stereotyping. It helps students see people who speak the target language as individuals, not unlike themselves in many ways.

> We are educating our students for a world with many challenges which no one can forsee at this time, a world where tolerance and understanding of the ways of life become increasingly important.[11]

(2) It is an integral part of the people whose language is being taught.

> It [culture] provides a tool for a real understanding of a people since it mirrors its beliefs, feelings and knowledge. It is the correlation of language to the culture of the people that makes language learning easier, for a language becomes alive and meaningful if the learner can look beyond the symbols and grammatical points and discover what is behind the language.[12]

(3) It enables the student to appreciate better his own culture. As the student studies the target culture, by comparison and contrast he is really studying his own culture.

(4) It can be a tremendously motivating factor. If students can relate to the speakers of the target language they will be much more interested in learning the language itself. "The ability to interact with speakers of another language depends not only on language skills but also on comprehension of cultural habits and expectations."[13]

Culture - A Lack

> Despite the rapidly - growing awareness on the part of Canadian teachers of the pressing need to integrate French - Canadian cultural materials into the process of learning French, there remains a strange lack of suitable materials in this area.[14]

With all the new second - language programs available today it is indeed strange to find that most of them

contain very little, if any, cultural material. Programs of the past, despite their many weaknesses, did include, to a fair degree, cultural information. Students of French studied something of the history and geography of France, as well as learning a little about the daily activities of students in France. With a little help from the teacher the student could get some 'feel' for the French "Culture". However, this aspect generally referred to the historically important examples of French life. Unfortunately, there was very little, if any, mention of the French-Canadian culture.

There appears to be a definite lack of cultural materials in most of the second-language programs of today. With the advent of the audio-lingual method, culture was left out. Emphasis was placed on learning the language itself. Rivers (1975) points out that some present day programs deliberately present materials which reflect common, everyday experiences of the English speaking student, thus neglecting the opportunity of introducing interesting cultural differences in everyday situations. "Other textbooks begin with dialogues which are described as being culturally neutral."[15]

The Lack of Culture in Second-Language Programs in Newfoundland Schools

Culture, most second-language teachers would agree, should play an important part in any second-language program. However, in Newfoundland, as in other parts of Canada, the French programs presently being used do not always assist in this aim. Both programs currently used in the Newfoundland school system are virtually 'culturally neutral'. In the elementary program for example, there are no authentic French songs. The melodies of the songs are used but the words are changed. The following is an example:

Melody - "Frère Jacques"

Ma chemise, ma chemise
Là voilà. Là voilà.
Où est ma chemise?
Où est ma chemise?
Là voilà. Là voilà.[16]

The dialogue and skits are also 'culturally neutral'.

This lack of cultural content is equally evident in the high school program, especially in the first levels of the program.[17] When cultural information does occur, it is usually presented in a fragmented fashion. It is impossible for the students to get a 'feel' for the French people and their way of life. While technically, this

omission of cultural material is to aid the student by not placing cultural "blocks" in his way, it may also take away some of the interest of learning a second language.

> No language exists in a vacuum and to learn or teach French without attaining an awareness and an appreciation of the people and culture whose language it is, is like mistaking a skeleton for a living person.[18]

How unfortunate that Newfoundland students are being given a skeleton! It is little wonder they find it unattractive and unappealing.

Communicative Competence

Definition

One might define communicative competence as "the ability to communicate, ie. to receive and to send ... messages, either written or oral".[19]

Communicative Competence and Second - Language Programs of Today

Today most second-language programs have as their ultimate goal, communication (oral and written). In the past, students could successfully complete four or five years of high school French and be unable to understand a simple question when asked. The author is living proof of this fact. After four years of

high school French he was unable to respond to the question, "Comment ça va?". It was never once mentioned in his years of studying French. Today, fortunately, things are changing.

> The trend in foreign language education has shifted away from rote memorization and patterned behaviour towards meaningful and spontaneous communication.[20]

To have students communicate meaningfully and spontaneously is an admirable goal; however, it will never be realized unless the student is presented with interesting and relevant materials about which he wants to hear, talk, read or write.

Communicative Competence in Second-Language Programs in Newfoundland

As with most of the recently developed second-language programs, the programs currently used in schools in Newfoundland place a high priority on sufficiently developing the four skills (listening, speaking, reading and writing) to enable the student to use the target language (French) as means of communication. The introduction to the elementary program reads as follows:

> On the basis of contemporary experience..... the program has been designed to develop the students' potential for spontaneous communication through:
> 1. a basic knowledge of the French language, its

vocabulary, structures, sounds and accompanying gestures.
2. the application of this knowledge as a means of communication from the very beginning of the program.[21]

The goals of the high school program are similar.

The aims are to develop in the student:

1. .....
2. .....
3. an ability to understand spoken French, to speak French, to read French, to write French, to translate in French ideas that present themselves in English.
4. an ability to communicate in French when placed in everyday situations.[22]

These two programs are making a real effort to develop communicative competence - something which has been sorely needed for a long time. The most difficult thing is to find topics that the students want to talk about. Cultural materials could be very helpful in this regard.

Need for Cultural-Linguistic Supplement

Considering these three areas of need (motivation, culture, and communicative competence) in the French programs in Newfoundland schools, the writer feels that there is good reason to develop interesting, cultural-linguistic supplements. The module Québec au Temps Jadis, attempts to meet this kind of need. By presenting interesting cultural materials audio-visually, the module attempts to motivate students to want to become involved in the

follow-up activities and projects, thus practising and improving the communicative skills they need to develop, while at the same time, learning cultural facts about the people whose language they are studying. It is hoped that these materials will help the students to develop some feelings of empathy toward the early French-Canadian settlers and develop an increased interest in studying French.

CHAPTER 111

Development of the Module

The purpose of this chapter is to describe the characteristics of the students for whom the module was designed, to explain how and why the module was developed and to indicate the specific objectives which were to be achieved by the students using the module.

The Learner

When planning a project or developing a module one important consideration to take into account is the audience, the students to whom the material will be directed. To what degree are they affected by their age, their past experience, their attitudes and their environment?

Age:

The module was designed for Newfoundland students in grade ten.

With respect to their intellectual development, these students (age 15-16) were at the "stage of formal operations" as Piaget would classify them. The students at this age can deal with hypotheses and abstractions. They are not limited to the concrete world. They exhibit facility in analysing both logically and experimentally different relationships. Piaget maintains that at this level the students "learn better by verbal communication".

They no longer are dependent on visual stimuli and concrete objects. While this may very well be the case when the student is communicating in his mother tongue, with respect to communication in a second language the concrete world is of invaluable worth. The second language learners still need the visual reinforcements. However, students at this age level do like to go beyond the naming of objects and the practising of grammar rules, which are often major focuses of the French course.

Many psychologists see the "teen" years as a period of rebellion against parents, against teachers and against any other authority figures. If this were true in all, or even most, cases, a module such as the one proposed in this paper would be of little, if any, value. Bandura (1969) sees adolescent rebellion as self-fullfilling prophecy.

> If a society labels its adolescents as "teen-agers" and expects them to be rebellious, and unpredictable, sloppy, and wild in their behavior, and if this picture is repeatedly reinforced by the mass media, such cultural expectations may very well force adolescents into the role of rebel.[24]

Teachers have the opportunity of capitalizing on the energy, the self-confidence and the zeal of these adolescents and directing them to constructive ends. The students want to be

a "somebody" in society. A working knowledge in a second language is a step in the right direction. We need to acquaint them with the many and varied opportunities and adventures available to a young person who speaks French. Also simply being able to speak a little French gives a student a strong sense of accomplishment.

Students at this age like to think of themselves as mature, responsible adults. They like the challenge of adventure and danger. In the module Québec au Temps Jadis, the student is involved in the adventures and challenges which faced the early Canadians - the Iroquois, the harsh climate and the unexplored wilderness. The students' enthusiasm for adventure and excitement can be effectively used to help them learn and use French.

Past Experiences:

What are the past experiences of the learners and how will they affect their reaction to the module? Considering their past experiences how should the materials be modified to meet their needs?

(1) Home background

Some parents do not recommend that their children take French, and if they do take it, for one reason or another, there is very little, if any. encouragement from the home. As the dispute over the rights to Labrador becomes more intense, more and more

Newfoundland parents, in particular, are becoming less well-disposed towards French.

> There was a time when the concept of a bilingual Canada enthused public opinion in our favour. There is now, however, a backlash of resentment that is growing against "French", not as a language, but as a political symbol. This attitude is expressed in our communities, in our homes and in our schools.[25]

Many students come from homes where French is neither spoken nor looked upon favourably. Because of this, the students lack integrative motivation, even though they possess, to some degree, instrumental motivation. The module attempted to encourage integrative motivation in the students by presenting them with characters who would appeal to them and with whom, to some degree, they could empathize.

(2) Previous learning experiences:

The teacher must know at what level the learners are in order to make maximum use of the learning module. How many years have they been studying French? Most Newfoundland students begin French in grade three or grade four so that almost all grade ten students have had six to seven years of French. This amount of time may sound impressive, but is actually quite deceiving as is pointed out in the case of Ontario.

> It is misleading to state that grade thirteen students have had eight years of French. If we reduce this to the actual minutes of instruction, or more significant still, to the number of minutes he has actually spoken French (a generous estimate would be one minute per class period), the figures become depressingly dismal.[26]

Grade ten students are far from being bilingual, and may be quite below the level which most non-second language teachers would expect. However, it is not expected that grade ten students be historians, or mathematicians or scientists because they have studied the subjects since elementary school. Then why should any more be expected in the area of French? The teacher has to meet the learners at their entry level with their limited knowledge and limited confidence in French.

The grade ten students who used this module have studied French up to and including grade seven through an audio-lingual approach, via the program previously used in the schools. In these elementary years they have had a fair amount of aural-oral practice, but very little experience with the written language. In grades eight, nine and ten they have been working with the more balanced four-skills approach of the new program. By mid-year grade ten, the students have encountered and studied most of the rules and applications of basic French grammar while still building on their 'aural-oral' skills.

Considering these factors, the module has been planned using fairly short, concise sentences. Tenses were limited to those studied in or before grade ten.

Dates were presented to enlarge upon the numbers which students had already studied. Also, to enable the students to understand the script better, new vocabulary items and expressions were pre-taught.

Attitudes:

> Attitude is considered by many educators as being one of the most important factors influencing scholastic achievement. Research in second language study has revealed that some of the significant factors influencing a learner's attitude to acquiring a second language were: methods used, age of the learner, language aptitudes, language background, attitudinal characteristic in the home, teachers' and administrators' philosophies.[27]

Newfoundland grade ten students of French, like all students of a second language, are influenced by the above mentioned factors. However, since French is optional at this level the students who are studying it are doing so by choice. They have had a fair degree of success with it in the past; they have developed some interest in learning French; and therefore, have a fairly positive attitude toward it. They may realize something of the value of knowing a second language in Canada today, and, because of this, they are making an effort to obtain a working knowledge of French. However, given this situation, the challenge to teachers is to maintain and encourage the students' interest and positive attitude through the difficult structures and memory work. At this level most French courses tend to stress the learning of new verbs and vocabulary,

the proper use of tenses and various grammar points. It is very easy for a student to lose sight of the actual use of the language itself, and therefore, lose interest. The module attempted to present and practise the necessary vocabulary, dates, and tenses in a cultural context which would, it was hoped, camouflage the less interesting aspects of learning a language.

Environment:

As mentioned earlier, environment plays a big role in the teaching and learning of French in Newfoundland.

> Perhaps a major problem is the lack of a French environment in the province; this makes it extremely difficult to teach or maintain any competence in the French language.[28]

Students have little if any opportunity to practise their French outside the classroom. The language is being 'learned' in a vacuum; it does not exist in the real world. A French classroom may have all the right props, but it is not real life. In contrast to this, the writer had the privilege of spending six weeks in Montreal during the summer of 1978. In the classroom French was spoken at all times, but its use became natural because the same language was used when he went shopping, or went on a tour, or attended church. It was a living language, not merely a

classroom language, and because of this he was eager to practise and work hard. What a motivating factor a French environment is!

Newfoundland French students realize that, for the most part, if they are to have an opportunity to manifest their skills and to practise what they have learned they will have to go to parts of mainland Canada or some other French-speaking area. It is the duty of the teacher to help students see the relevence and practicality of French even though its usefulness in their immediate environment seems quite limited.

To this end, the module attempted to show students, by having characters speak for themselves, that French is not only a textbook language, but a living language used by real people in very real circumstances.

The Module

Materials;

The following is a description of the various components of the module, the procedure followed in their development, and the reasons for their inclusion in the module.

The module consists of the following components:

- a 49-slide presentation and accompanying French language audio-tape
- Teacher guide (a detailed four-day lesson plan)
- 12 date flashcards
- Fill-in-the-blanks student worksheets and quizzes
- Listening exercises giving practice with dates in French
- other suggested follow-up activities

The slide-tape format was chosen for the following reasons:

(1) It can be easily edited in the developmental stages, as well as after the formative evaluation, if necessary.

(2) Slide-tape presentations are not a part of the present grade ten French program and it was felt that this teaching technique would be interesting and appealing to the students.

(3) The subject content of the presentation is more readily available in slides than in film or video-tape due to its diversity of scenery, characters and clothing.

(4) The cost is less than that of films or video-tape.

(5) The availability of the necessary hardware would not adversely affect the module's implementation in schools. (The 'final' product will be a filmstrip-tape presentation.)

Content:

The development of the module covered a span of approximately two years. The first step was to decide how many and which historical characters were to be represented in the module. Six characters were chosen: Jacques Cartier (the first French explorer to come to Canada), Samuel de Champlain (the founding father of the city of Quebec), Jeanne Mance (the first nurse to come to Canada), Bishop François Laval (the first Roman Catholic bishop to arrive in Canada), Adam Dollard (a brave French commander who defended Montreal against the Iroquois, and Madeleine de Verchères (a girl who showed courage during an Indian raid).

Jacques Cartier, Samuel de Champlain, Jeanne Mance and Bishop Laval were chosen because of historical importance in studying the early years of Quebec and because of the exciting exploits in which they were involved. Adam Dollard and Madeleine de Verchères were chosen because of their deeds of bravery and heroism.

It was felt that these characters had lives which would be interesting and appealing to the students.

Another reason for the choice of these particular characters was the writer's knowledge of and interest in the lives of these characters.

Next, a script was developed keeping in mind the language level of the students to whom the module was directed. The introductory part of the script presented Quebec as it is today. Then the six characters introduced themselves and told a little about their experiences and challenges in those early years of Quebec.

Appropriate pictures to accompany the script were found. Letters requesting permission to use certain pictures, as slides, were sent to the various publishing companies from whose books pictures were taken. Other slides were ordered from the Public Archives of Canada, and still others were taken by the writer himself. The developing and duplicating of these slides was done by the staff of the Centre for Audiovisual Education at Memorial University.

While appropriate slides were being found and permission for their use requested, student worksheets, listening exercises and other materials were being developed to reinforce the historical / cultural facts, the new vocabulary and expressions, the dates

and the different verb tenses presented in the script.

Listening exercises were developed to give the student practice in discriminating the "passé composé", the "imparfait", the "présent" and the "futur proche" as they were orally presented by the teacher.

Date flashcards (14cm. X 7cm.) were constructed and laminated. They were used for two purposes:

(1) to give the students practice in saying dates in French.

(2) to help the students associate certain historical information with specific dates.

For example:

1608 - En seize cent huit Champlain a fondé la ville de Québec.

Two listening comprehension exercises were developed as well to help students to improve their ability to distinguish aurally dates in French.

Two Fill-in-the-blank exercises were constructed. The first required students to know names, dates, places and some vocabulary items which were introduced in the slide-tape presentation and discussed in class. A list of possible answers was provided. The second required students to know specific expressions which were introduced in the slide-tape presentation and discussed and further explained in class. A list of

possible answers was again provided.

Four follow-up activities were developed as well for the teacher who might want to pursue the topic beyond the suggested four-day lesson plan.

Activity 1: Suggestions for further research by small groups on one of the characters in the module or on another topic relating to life in early Quebec.

Activity 2. Suggestions for the development of conversations relating to the characters in the module.

Activity 3: Mots cachés - finding hidden words which were found in the module.

Activity 4: Mots croisés - a crossword puzzle using vocabulary items presented in the module.

A Teacher's guide was also compiled. It contained all the above-mentioned worksheets, listening exercises and activities plus a detailed four-day lesson plan and teaching suggestions.

A French language audio-tape to accompany the written script and the slides also had to be made. Since there were male characters and female characters in the script it was necessary to have both male and female voices to represent them, thus making the presentation more realistic. Three monitors (one

female and two males) from Quebec agreed to help. The introductory narration was done by the writer himself. The tape was made with the advice and assistance of the staff of the Centre for Audiovisual Education at Memorial University.

During the development of the module the writer consulted with a French education specialist, a curriculum specialist, audiovisual education professionals as well as French language monitors for advice and assistance.

Objectives:

The objectives of the module were developed from two points of view, that of the facts which the students were to learn and that of the feelings which it was hoped would be aroused in the students. The first set of objectives are discussed under the heading of the Cognitive Domain, and the second under the heading of the Affective Domain.

The Cognitive Domain :

This aspect of teaching is often the one to which most attention is paid. In this module, the intent was to teach a certain number of historical and cultural facts, as well as to reinforce certain linguistic patterns. From the

point of view of factual, cultural learning, it was expected that the students would learn the names of six persons who are historically significant in the development of Quebec, a major accomplishment which could be associated with each of these figures, and certain important dates related to the historical events presented to the students. From the point of view of language language development, it was expected that the students would learn certain new vocabulary items and useful expressions which were embedded in the module. It was also anticipated that the students would increase their ability to recognize orally dates in French and to distinguish between the appropriate uses of "imparfait" and "passé composé" tenses.

These objectives may be stated specifically as follows:

Cultural:

1. Given a list of the historical characters seen in the filmstrip of early Quebec and a list in French of their major accomplishments, the student will correctly match the character with his/her accomplishment.

2. The student will give the date associated with important events in early Quebec history which are treated in the module.
3. The student will state (in English) two problems which faced the early inhabitants of Quebec, illustrating each by a specific example from the filmstrip.

Linguistic:

4. Given ten sentences presented orally in French the student will indicate the tense of the verb in each sentence by placing an X under one of the four following classifications: "passé composé", "imparfait", "présent", or "futur proche".
5. The student will correctly write in numerals five dates presented orally in French.
6. Given a list of five French vocabulary items from the filmstrip and a list of their English meanings, the student will correctly match the two lists.
7. Given five French sentences containing specific vocabulary items (underlined) used in the filmstrip, the student will write the English equivalent of the underlined expressions.

The Affective Domain:

The affective as well as the cognitive domain needs to be considered in the teaching of a second language, and particularly in the teaching of culture. Unfortunately, all too often it is overlooked as the teacher emphasizes only information which can be easily codified. In addition to teaching the students cultural and linguistic information, it was hoped that this module would assist in developing some feeling for the lifestyle of the early settlers of Quebec, not just amassing a number of cognitive facts. Helping students to empathize with speakers of the target language is an important aspect of teaching culture.

A further objective of the module was to influence positively the students' attitudes toward learning French and toward people who speak French.

In developing the Affective Goals for the module, reference was made to the Affective Taxomony for second language learning as explained by Valette. In this classification, Affective Goals have been defined and ranked in five stages; however, since the module will be only used in the schools for a four-day period it was felt that stages four and five would not have sufficient time

to develop. Also, stages four and five may be more applicable to later high-school and university students, or to students who are highly motivated. The target audience for this module was grade ten students, who have had a very limited exposure to the French language and culture.

Table 2

Stages of the Affective Taxonomy[29]

Stage			
1.	Receptivity	Awareness	Attentiveness
2.	Responsiveness	Tolerance	Interest and Enjoyment
3.	Appreciation	Valuing	Involvement
4.	Internalization	Conceptualization	Commitment
5.	Characterization	Integration	Leadership

In considering this taxonomy it may be suggested that each stage has two aspects, the first somewhat passive and the second more active. The more active list of characteristics, presented in the last column in Table 2, attempts to identify classroom behaviours which may be associated with each of the stages. The middle column, giving more

"passive" qualities, attempts to indicate the response of the students to the material being presented, and through the content learned, to the target culture.

The first stage, Receptivity, has two subcategories; awareness and attentiveness. At this stage the students become aware of other languages and other cultures. They are attentive in class and carry out instructions. Although they may not have any personal interest in the language or the culture at this time, they are receptive to the information which the teacher is presenting to them and become aware of new facts.

At stage two, the students develop a more favourable attitude toward the foreign language, the foreign culture and the activities planned by their teacher. They do not display negative feelings toward the speakers of the foreign language; in fact, they develop feelings of acceptance of the target culture. They generally enjoy and are interested in the activities which their teacher has planned. Instructional strategies tend to assist students in recognizing similarities between the target culture and their own, and to understand differences.

At the third stage, Appreciation, the students begin to attach value and worth to the learning of the foreign language, as well as to the culture of the target language community. They perceive value in the culture itself, and they see the learning experience as a very worthwhile and beneficial activity. Of their own volition, the students begin reading books, magazines and newspapers in the foreign language. They start listening to broadcasts in the target language. They become actively involved in trying to learn more and more of or about the foreign language and culture.

Specific Affective Goals:

In developing the module attention was paid to developing some feelings of empathy for the early settlers in the students. Therefore certain specific Affective Goals were developed for the module. In formulating these goals, each of the first three stages of the Affective Taxonomy were included.

Stage One

1. The students will become more aware of the conditions of life under which the early settlers of Quebec lived.

2. The students will become aware of the existence of the significant historical figures mentioned in the filmstrip as real-life people.

Stage Two

3. The students will indicate the development of a positive response to the early French-Canadian settlers by noting similarities and differences between their lifestyle and the way of life of early settlers in Newfoundland.
4. The students will indicate that they responded to the learning of the information presented in the module with interest and enjoyment.

Stage Three

5. The students will indicate that they felt that learning about the lifestyle of the early settlers of Quebec was a worthwhile activity.
6. The students will indicate a desire to learn more about the people of Quebec and their lifestyle.
7. The students will indicate that they have developed an appreciation of the hardships, joys, and sorrows of the life of the early settlers in Quebec by writing a short

paragraph (8-10 lines) in English.

8. The students will indicate a desire to learn more French.

Conclusion:

The module was developed in response to three needs. These needs may be summarized as follows:

1. to motivate students to learn French.
2. to teach cultural information about French-speaking people.
3. to assist in developing communicative competence.

A topic was chosen which would introduce the students to some aspects of French-Canadian history and culture. Exercises which were related to the cultural information in the module were developed to assist the students in improving their linguistic skills for communicative competence. It was felt that both the topic chosen and the activities developed around the same theme would be useful in motivating students to achieve better in the learning of specific skills in French. It was further hoped that the improved motivation and achievement would increase students' desire to learn French.

The degree to which the module accomplished these purposes needed to be evaluated. To accomplish this end the module was tested in a school situation. The results of this testing are summarized in Chapter 4.

CHAPTER IV

Analysis of Results

The purpose of this chapter is to present specific reasons for the evaluation of the module, to describe the procedure followed in this evaluation and to present the analysis of the results.

Questions To Be Answered

The following is a list of questions which it was expected would be answered by an analysis of the results of the evaluation of the module:

Cognitive Domain

1. Did the module increase the students' knowledge of people and events in early Quebec? (Objectives 1,2,3)
2. Did the module improve the students' ability to differentiate four basic French tenses (passé composé, imparfait, présent and futur proche) as they were orally presented? (Objective 4)
3. Did the module improve the students' ability to identify correctly dates as they were orally presented in French? (Objective 5)
4. Did the module improve the students ability to identify correctly specific vocabulary items and expressions found in the module? (Objectives 6,7)

Affective Domain - Cultural and General Attitudes Toward the Study of French

1. Did the module increase the students' awareness of the lifestyle of the early settlers of Quebec? (Objectives 1, 2)
2. Did the module make the students more responsive to the lifestyle of the early settlers? (Objective 3)
3. Did the students enjoy learning from the module? (Objective 4)
4. Did the students feel that learning about the early settlers of Quebec was a worthwhile activity? (Objective 5)
5. Did the module increase the students' desire to learn more about the people who speak French and where they live? (Objective 6)
6. Did the module assist the students in developing an appreciation of the lifestyle of the early settlers? (Objective 7)
7. Did the module increase the students' desire to learn French? (Objective 8)

Instruments for Testing

The Pretest and Posttest - Cognitive Domain

The investigator used the Pretest - Posttest

format to evaluate the module's effectiveness with respect to conveying information and developing certain linguistic skills. The Pretest (Appendix B) and Posttest (Appendix C) were identical except that the Posttest had two additional questions in Part I. These two questions were not included in the Pretest because they required students to give examples from the module which they would not have seen beforehand.

The Pretest consisted of two parts. Part I dealt with historical / cultural facts relating to early Quebec - names, dates and important events. Questions in this part were directly related to Question 1 of the Cognitive Domain. Part II dealt with linguistic ability in French - aural discrimination of tenses, aural discrimination of dates and knowledge of vocabulary and expressions. Questions in this part were related to Questions 2, 3, and 4 of the Cognitive Domain.

The Posttest contained the same material as the Pretest; however, two additional questions (Questions 3 and 4, Part I) relating to historical/ cultural facts were included. One question dealt

with problems which faced the early settlers of Quebec and the other question asked the students to write a paragraph (in English) discussing the lifestyle of the early settlers. Question 4, as well as requiring cognitive information, related to Question 7 of the Affective Domain .

Student Questionnaire - Affective Domain

The problem of evaluating feelings is one of the most difficult facing the educator. In an attempt to evaluate the affective outcomes of this module, two techniques were used.

With respect to developing an appreciation of the lifestyle of the early settlers, students were asked to express their feelings in written form in a paragraph in English. These questions were placed at the end of Part I of the Posttest.

In addition to these questions a student - questionnaire (Appendix D) was developed for use by the students after having completed the module. The purpose of the questionnaire was to evaluate students' attitudes toward the module, and in this way determine to some extent the effectiveness of the module in achieving the intended affective outcomes. The questionnaire

consisted of fifteen statements, relating to the goals of the module, in which students, after using the module, rated their reactions to the module, learning about French-speaking people, and learning French. To each statement the students were asked to indicate their feelings by circling Strongly Disagree, Disagree, Agree or Strongly Agree. Questions 2, 5, 6 and 14 of the student questionnaire related to the objectives for Stage One of the Affective Taxonomy. Questions 1, 7, 8, 10, and 11 related to the objectives for Stage Two, and Questions 3, 4, 9, 12, 13, and 15 related to the objectives for Stage Three.

Teacher Evaluation Questionnaire

The Teacher Evaluation Questionnaire (Appendix E) was composed of two Parts. Part I consisted of five statements about the module to which the teachers were asked to indicate their feelings by responding Strongly Disagree, Disagree, Agree, or Strongly Agree. Part II gave the teachers an opportunity to elaborate on points raised in Part I, and to make suggestions as to how they perceived the usefulness and effectiveness of the module in their classrooms as well as to obtain recommendations for its improvement.

The questionnaire was constructed by the writer using material from the Ontario Institute for Studies in Education (OISE) as a guideline.

Procedure for Testing

Four grade ten French teachers in an urban area were contacted and asked if they would be willing to participate in the testing of the module, Le Québec au Temps Jadis. The teachers agreed and a testing schedule was set up.

All teachers had similar qualifications, having taught French for several years, and were quite competent in speaking French.

Each teacher was given a copy of the module in advance, with a detailed Teacher's Guide explaining the Pretest, the Four-Day Lesson Plan, the Posttest, the Student Attitudes Evaluation, and the Teacher Evaluation. Some discussion between the teacher and the author took place. All materials were collected in and returned to the writer for correction, tabulation and analysis.

Sample

The sample consisted of 99 grade ten students from three different school boards in an urban

centre of the province. However, despite the fact that 99 students participated in the study, only 75 students were used in the calculation and analysis of results. This reduction in numbers was due to the fact that one school did not completely follow the instructions given with respect to the teaching and testing of the module, thus rendering the results obtained invalid for the purposes of this study.

All students had elected to study French. They were all in their third year of the Passeport Francais program. Each of the classes involved was heterogeneously grouped with respect to ability. The chronological age of the students was from 15 to 16 years of age.

Procedure for Using the Module

The total class time needed to complete this module was six class periods. The following is a brief description of the general procedure followed by the participating teachers:

Day 1: Administered the Pretest.

Day 2: Briefly introduced the module to the students, pre-taught new vocabulary items and expressions, showed first thirty-one slides with accompanying French audio-tape, and evaluated students' comprehension of the material covered.

Day 3: Briefly reviewed material from Day 2.
Pre-taught new vocabulary and expressions for Part 2 of presentation.
Showed remaining eighteen slides with a accompanying French audio-tape.
Evaluated student comprehension.
Practised with class the use of the "imparfait" and "passé composé" tenses.

Day 4: Briefly reviewed material covered in Days 2 and 3.
Using examples form material covered in Days 2 and 3, reviewed the use of the "passé composé", the "imparfait" and compared them with the "futur proche" and the "présent".
Evaluated students' ability to recognize and distinguish aurally the four tenses.
Introduced and practised how dates are formed in French.

Day 5: Did further oral/aural practice with dates.
Practised associating certain dates with specific events in early Quebec history.
Evaluated students' ability to recognize dates and associate them with particular events.
Did further review on vocabulary and

expressions presented previously.

Evaluated students' ability to comprehend and use these expressions correctly.

Day 6: Administered Posttest.

Administered Student Attitude Evaluation.

Completed Teacher Evaluation Questionnaire.

Analysis of Results

Cognitive Objectives

The data given in Table 3 shows that all schools (individually and as a whole) performed significantly better in the posttest than on the pretest, with a mean gain of approximately 37%. It may be concluded that the module was effective in teaching the content covered in the module.

Table 3

Comparison on Mean Percentage Scores Obtained on Pretest and Posttest for Individual Schools

	N	Pretest	Posttest	Gain	t
School A	25	41%	83%	42%	
School B	36	44%	81%	37%	
School C	14	48%	81%	33%	
Total	75	45%	82%	37%	-19.17*

*Significant at the .001 level of confidence.

Question #1 - Cognitive Domain

As may be seen from the results tabulated in Table 4, there was a considerable improvement from the Pretest to the Posttest scores. This information from the testing (based on Questions 1 and 2, Part I, of the student test) indicates that there was a positive relationship between the use of the module and the increase in the students' knowledge of historical / cultural information on early Quebec, thus giving in part an affirmative answer to Question 1 from the Cognitive Domain dealing with an increase in students' knowledge of people and events in early Quebec.

Table 4

Comparison of Mean Scores Obtained on Pretest and Posttest for Historical / Cultural Facts

Group	N	Pretest**	Posttest**	t
School A	25	1.8	7.2	
School B	36	2.3	7.8	
School C	14	1.8	7.3	
Total	75	2.0	7.4	-13.90*

*Significant at .001 level of confidence.

**Total possible score = 11

Results given in Table 5 (based on Question 3, Part I, of the student test) indicate that the scores in this part of the test were low. It would appear that the students were very poorly informed with respect to the problems of the early settlers in Quebec. However, most of the students did state correctly the problems which existed, but did not give a concrete example from the filmstrip. For example, many students stated as one problem "The Iroquois"; however, the answer that was anticipated was, "The Iroquois, ie. Champlain had many problems with the Iroquois." or "The Iroquois, ie. Madeleine de Verchères fought bravely against the Iroquois to defend the fort and her brothers." It would seem that most students misunderstood what "an example from the filmstrip" was intended to mean, therefore receiving only half marks.

Table 5

Mean Raw Scores Obtained on the Posttest for Problems Which Faced the Early Settlers

Group	N	Mean*
School A	25	2.5
School B	36	2.3
School C	14	1.9
Total	75	2.2

*Total possible score = 4

It may be concluded that the module was generally successful in increasing the students' knowledge of people, events, and problems in early Quebec. However, it is felt that the testing procedure blurred, to some degree, the indications of the positive effects of the module. Most of the students knew the facts but did not do, in one case, what the question required them to do.

Question #2 - Cognitive Domain

The results tabulated in Table 6 (based on Question 1, Part II, of the student test) show that there was a significant difference between the Pretest and Posttest scores with respect to

the ability of the students to discriminate between tenses. The mean gain was not as great as in other areas, as the mean Pretest score was quite high - 7.3 or 73%. However, the results of the testing indicate that there was a positive relationship between the students' ability to discriminate aurally between tenses and their having worked with the module.

Table 6

Comparison of Mean Scores Obtained on Pretest and Posttest for Discrimination of Tenses

Group	N	Pretest**	Posttest**	t
School A	25	7.2	8.2	
School B	36	7.2	8.5	
School C	14	7.6	8.6	
Total	75	7.3	8.4	-3.56*

*Significant at .001 level of confidence.

**Total possible score = 10

Consequently, it may be concluded that Question 2 of the Cognitive Domain, referring to the students' ability to discriminate between tenses, was influenced in a positive direction by the use of the module.

Question #3 - Cognitive Domain

The results tabulated in Table 7 (based on Question 2, Part II, of the student test) show that there was a marked increase in the students' ability to recognize dates presented to them orally in French after having worked with the module. The mean percentage increase from the Pretest to the Posttest was 30%. The difference is significant at the .001 level. Consequently, it may be concluded from the results of the testing that the use of the module influenced positively the students' ability to identify correctly dates presented orally in French.

Table 7

Comparison of Mean Raw Scores Obtained on Pretest and Posttest for Discrimination of Dates

Group	N	Pretest**	Posttest**	t
School A	25	2.7	3.9	
School B	36	2.3	4.5	
School C	14	3.0	4.2	
Total	75	2.7	4.2	-6.62*

*Significant at .001 level of confidence

**Total possible score = 5

Question #4 - Cognitive Domain

The results of the testing tabulated in Table 8 (based on Questions 3 and 4, Part II, of the student test) show that there was a significant increase in the students' comprehension of specific vocabulary items which were found in the module. There was a mean percentage increase of 53% from Pretest to Posttest. From these results it may be concluded that the use of the module influenced positively the students' ability to comprehend specific vocabulary items found in the module.

Table 8

Comparison of Mean Raw Scores Obtained on Pretest and Posttest for Vocabulary

Group	N	Pretest**	Posttest**	t
School A	25	4.0	9.6	
School B	36	2.9	8.7	
School C	14	4.3	8.7	
Total	75	3.7	9	-17.21*

*Significant at .001 level of confidence

**Total possible score = 10

As may be seen from the results given in Table 9 (based on Question 5, Part II, of the student test) there is a significant improvement in scores from Pretest to Posttest. It may be concluded that the use of the module contributed to the increase in comprehension of the expressions found in the module.

Table 9

Comparison of Mean Raw Scores Obtained on Pretest and Posttest for Expressions

Group	N	Pretest**	Posttest**	t
School A	25	2.7	4.5	
School B	36	2.7	4.5	
School C	14	2.8	4.6	
Total	75	2.8	4.6	-11.85*

*Significant at .001 level of confidence.

**Total possible score = 5

Therefore, it may be concluded from these results that the use of the module improved the students' ability to identify correctly specific vocabulary items and expressions found in the module.

Conclusion - Cognitive Domain

The results of the testing indicate that the use of the module was of considerable value to the students with respect to helping them learn information about Quebec and helping them improve specific linguistic skills. The cognitive objectives of the module, both cultural and linguistic, were achieved.

Affective Objectives

A second aspect which was tested in the evaluation of the module was that of its effectiveness with regard to the affective objectives stated. The results of this testing are given in the following section. Tables 10 to 12 report the information gained from the Student Questionnaire. Question 4 from Part I of the Posttest also had some implications for this section. The results from this question are reported in Table 13.

Stage One - Affective Domain

The results of the testing for Questions 2, 5, 6, and 14 of the Student Questionnaire are presented in Table 10. From this table it may be seen

Table 10

Percentage of Student Response for Stage One of Affective Taxonomy

Question	School A n=25	School B n=34	School C n=14	Total Responses n=73
Two (2)				
Affirmative	92	88	85	88
Negative	8	12	15	12
Five (5)				
Affirmative	68	79	85	77
Negative	32	21	15	23
Six (6)				
Affirmative	84	94	78	85
Negative	16	6	22	15
Fourteen (14)				
Affirmative	36	79	54	56
Negative	64	21	46	44
Total				
Affirmative	70	85	76	77
Negative	30	15	24	23

Table 11

Percentage of Student Responses for Stage Two of the Affective Taxohomy

	School			Total
	A	B	C	Responses
Question	n=25	n=34	n=14	n=73
One (1)				
Affirmative	92	94	100	95
Negative	8	6	0	5
Seven (7)				
Affirmative	100	100	100	100
Negative	0	0	0	0
Eight (8)				
Affirmative	80	88	86	85
Negative	20	12	14	15
Ten (10)				
Affirmative	72	82	64	73
Negative	28	18	36	27
Eleven (11)				
Affirmative	92	94	93	93
Negative	8	6	7	7
Total				
Affirmative	87	92	89	89
Negative	13	8	11	11

Table 12

Percentage of Student Responses for Stage Three of the Affective Taxonomy

Question	School A n=25	School B n=34	School C n=14	Total Responses n= 73
Three (3)				
Affirmative	84	91	79	85
Negative	16	9	21	15
Four (4)				
Affirmative	40	64	31	45
Negative	60	36	69	55
Nine (9)				
Affirmative	76	97	93	89
Negative	24	3	7	11
Twelve (12)				
Affirmative	36	82	64	61
Negative	64	18	36	39
Thirteen (13)				
Affirmative	100	100	86	95
Negative	0	0	14	5
Fifteen (15)				
Affirmative	80	91	93	88
Negative	20	9	7	12
Total				
Affirmative	69	88	74	77
Negative	31	12	26	23

that more than 85% of the students felt that the module had made them more aware of the problems and accomplishments of the early inhabitants of Quebec (Questions 2 and 6). It may also be seen that more than 75% of the students felt that the module had helped them see the characters presented in the module as real people (Question 5). However, with respect to the fact that the module helped the students realize that these characters actually spoke French, the results are somewhat ambiguous (Question 14). Responses from School A were quite different from those of Schools B and C. It may be that students in School A had been exposed to experiences which caused this difference or it may be that this particular group of students evaluated themselves differently.

Despite the responses to Question 14 from School A, it may be concluded on the basis of student responses to the questionnaire that the module was successful in increasing the students' awareness of the lifestyle of the early settlers of Quebec.

No attempt was made to have the students evaluate their attentivemess while the module was being taught. It was felt that, if students

indicated that they had been interested in learning from the module, as indicated in the next section of the report, attentiveness on the part of the students might be assumed.

From the results of this aspect of the testing it may be concluded that the module was effective in achieving the goals for Stage One of the Affective Taxonomy.

Stage Two - Affective Domain

The results of the testing for Questions 1, 7, 8, 10, and 11 of the Student Questionnaire are presented in Table 11. As may be seen from the results of responses given to Questions 7 and 11, most students did feel that they began to develop some positive response to the lifestyle of the early settlers of Quebec. Therefore, it may be concluded that the module achieved its objectives as stated in Question 2.

The responses to Questions 1, 8, and 10 indicate that a very large percentage of students enjoyed learning from the module. Consequently, it may be concluded that the module achieved its objectives as stated in Question 3.

From the results of the testing, it may be

concluded, on the basis of student responses to the questionnaire that the module was effective in achieving the goals of Stage Two of the Affective Taxonomy.

Stage Three - Affective Domain

The results of the testing for Questions 3, 4, 9, 12, 13, and 15 of the Student Questionnaire are presented in Table 12. From the results of student response to Question 3 it may be concluded that students felt that learning about the early settlers of Quebec was a worthwhile activity.

From the results of student responses to Question 12, it may be concluded that the module did have some positive effect in increasing the students' desire to learn more about people who speak French and where they live. However, for this question it is interesting to note that the results for School A are different than those for Schools B and C.

Questions 9, 13, and 15 also have some bearing on this aspect of the module. From the results of student responses to these questions, it may be seen that most students are favourably disposed towards the learning of French, and that contact

with French-speaking people increases their desire to know French.

From the results of student responses to Question 4, it may be seen that a majority of the students (55%) did not feel the module increased their desire to study French. However, it is interesting to note that in this case the responses from School B are the reverse of those from Schools A and C.

The results of the testing appear to indicate that the achievement of Stage Three of the Affective Taxonomy varied considerably in different classrooms.

In addition, Question 4 of Part I of the Posttest was of importance in determining whether the Affective Goals of Stage III had been met. It can be seen that the scores obtained on this part of the test were low. Students were expected to show two things in their answers.

1. They could give historical facts from the filmstrip about life in early years of settlement in Quebec.
2. They could, to some degree, empathize with the early settlers in their joys, sorrows and fears.

The first aspect had to do with the giving of cognitive facts, a task which most students accomplished fairly well. However, the second aspect dealt with an affective appreciation of the facts, and it was here where most students did not perform as well as the writer had hoped.

Table 13.

Mean Raw Scores Obtained on Posttest for Life in the Early Years of Settlement

Group	N	Mean*
School A	25	2
School B	36	2
School C	14	2.5
Total	75	2.1

*Total possible score = 5

The results given in Table 13, indicate that, while the students were aware of the facts, they did not appear to appreciate the effect of these facts on the lives of the early settlers. It may be suggested that more students did empathize with the settlers than actually indicated so in their comments, but because of a misinterpretation of the question they did not express this appreciation.

The possible reasons for these results as well as a recommendation for a rephrasing of the question which caused the difficulty is found in Chapter V.

Conclusion - Affective Domain

With respect to the affective outcomes of the module, the results of the testing would appear to indicate that:

1. Objectives 1 to 6 were met by the use of the module.
2. Objective 7 was achieved with some students, but the effects of the module were much more ambiguous at this level.
3. Objective 8 does not appear to have been achieved (for most students) by the use of the module.

Students' Attitudes Toward the Module

Based on responses given in the Student Questionnaire the following observations may be made:

Virtually all the students found the material presented in the module of some interest to them (Question 1).

A large number of students indicated that the

module had made them more interested in spending some time in Quebec (Question 12).

Most students felt the module helped them see the characters in the module as real people; they became more than mere names in a history book. The students indicated that they would like to learn more about these characters and the activities in which these early inhabitants were involved (Questions 5 and 10).

More than 80% of the students felt that they would like to see more modules like Le Québec au Temps Jadis used in their French program in the future (Question 8).

It may be concluded, therefore, that most of the students enjoyed using the module and saw it as an interesting and worthwhile activity.

Teacher Evaluation of the Module

Based on the responses given in the Teacher Evaluation the following observations may be made:

Two out of the three teachers said they felt it fitted well into the present grade 10 program.

In comparing this module with other supplementary material one teacher felt it was more

useful, one said it was not as useful and the third teacher had not used any other modules to compare it with.

All three teachers said that their overall reaction to the module was favourable.

In general the comments made by the teachers about the module were positive. The following are some of them:

"For an educational tool the module is well put together. The exercises were well within the grasp of the students for whom they were intended."

"The first person narrative gives more life to the characters."

"The teacher's guide was very well organized and helpful."

"The drill exercises were effective in helping students to recognize and learn dates in French and to help to distinguish verb tenses. It appealed to them because the structures were 'camouflaged' by the story of Quebec."

CHAPTER V

Summary, Conclusions and Recommendations

Summary

> Despite the rapidly- growing awareness on the part of Canadian teachers of the pressing need to integrate French-Canadian cultural materials into the process of learning French, there remains a strange lack of suitable materials in this area.[30]

This module, "Le Quebec au Temps Jadis"; was developed to help meet this need of providing French-Canadian cultural materials which can be integrated into the present high school French program prescribed by the Department of Education for Newfoundland schools.

The module was developed over a period of approximately two years. Historical characters to be represented in the module were decided upon. A script, appropriate to the language level of the students, was developed. Pictures to accompany the script were located and copied as slides. Listening and writing exercises were developed to reinforce cultural material presented in the script and to further develop certain specific linguistic skills. Finally, a French language audio-tape to accompany the written script and the slides was made with the assistance of three French-Canadian monitors.

Once the module was completed it was tested in four grade ten classes in an urban centre in Newfoundland. The total number of students participating in the study was 99; however, only 75 were included in the analysis of the results due to the fact that one class did not follow the procedures as given in the teacher's guide and thus did not properly complete the module.

Before each class began the module, the students were given a Pretest to determine the amount of knowledge and the degree of proficiency they already possessed with respect to the material in the module that was to be presented. Four class periods were spent working through the module. At the end of this period each class was given a Posttest which was identical to the Pretest except for two additional questions. Students were also given a Student Attitude Evaluation to complete to help the investigator determine their attitudes toward the module, learning French and French-speaking people. Finally, the teachers who were involved in teaching the module were asked to complete a Teacher's Evaluation of the module.

All data was collected, tabulated and analysed, and certain conclusions were drawn.

Conclusions and Observations

Cognitive Domain

From the analysis of the data obtained from this study it may be concluded that there exists a significant positive relationship between the use of this module and an improvement in all the cognitive areas tested.

With respect to historical/cultural information the students' knowledge before using the module was very low, a mean score of 18%. This extremely low score may be due to the fact that the students had not studied early Canadian history since grade 6, and with the present social studies program they will not study it again. After having worked with the module the mean score was 67%. It would appear that a module such as this would be a valuable supplement to the present high school curriculum from the point of view of assisting students in developing a broader knowledge of certain Canadian historical and cultural facts.

From the linguistic point of view also, the module appeared to be helpful. In the area of discrimination of tenses there was not as great an improvement from Pretest to Posttest as in other

areas, although still significant. The high Pretest mean score of 73% may be accounted for in part by the fact that the students had just recently finished a component of work on the "imparfait" and the "passé composé". The "futur'proche" and the "présent" had been covered earlier. As it happened, because of the time of the year in which the module was tested, this aspect of the module proved to be a review rather than a presentation of new material. Consequently, since the students had already developed a fairly high level of proficiency in this area the module did not increase this proficiency to any large degree. However, since the difference was significant, these results indicate that the module did have some positive effects in improving achievement in this area.

Concerning the aural discrimination of dates the techniques used in the module proved quite effective. Dates, as such, are not taught in the high school program - another lack in the curriculum where a module such as this could be useful. Learning how to understand and say dates in French appears to be much more interesting when it is camouflaged with other interesting material.

With respect to the teaching of vocabulary and

expressions, the techniques used in the module may be considered effective. It is to be expected that, since much of the material was new to the students, there would be a difference in the Pretest and Posttest scores. However, the students excelled on the Posttest with a mean score on the vocabulary section of 90% and a mean score on the expressions section of 92%.

It may be concluded that the module was effective in teaching cognitive information.

Affective Domain

From the analysis of the data obtained it would appear that the module did increase the students' awareness of what life was like in the early years of settlement in Quebec. Therefore, it may be concluded that the module was effective in reaching the goals of Stage One.

It would also appear from the analysis of data obtained that the students found the module to be interesting and enjoyable. Both teachers and students felt that the use of the first person narration and the change in voices made the presentation of these historic characters more realistic and lifelike. In addition it may be that the

technique of practicing verb tenses in a cultural setting was more appealing to the students than the regular practices in the textbook. As well, the module did help the students to develop a more positive attitude toward the early French-Canadian settlers. It may be concluded therefore, that the module was effective in reaching the goals of Stage Two.

However, with respect to the achieving of the goals as set out in Stage Three of the Affective Domain, the results are not as clear. Most of the students who answered Question 4 of Part I of the Posttest misinterpreted the question, and therefore gave only facts. However, some students did interpret the question as it was intended and did show they had a real appreciation for the lifestyle of the early settlers in those early years of Quebec. The following student comments illustrate this point:

"They lived in constant fear of the Iroquois."

"They were happy when the first nurse and first bishop arrived."

"Life was insecure and harsh."

"Life was quite a struggle."

"They had few pleasures."

The writer feels that had the question been phrased differently many more students would have given answers which showed their feelings for the early settlers and the life they led. The question might have been phrased as follows:

> Imagine you are one of the characters seen in the module. Write a short paragraph in English (8-10 lines) telling about life in those early years of settlement in Quebec for you. Mention some of the joys, sorrows, and fears that you and the other inhabitants experienced.

As for the responses to the questions for this stage in the Student Questionnaire, they varied from class to class. It may be that different teachers placed different emphases on this aspect of the module, and this was reflected in the responses of the students. The module did increase the students' desire to visit Quebec and to learn more about French-speaking people. However, it did not, as perceived by most students, increase their desire to study more French. A possible reason for this is the fact that four days may be too short a period to make any noticeable change in a person's attitude toward studying another language. The effect of modules like this upon students' attitudes and opinions is more accurately measured in the long term than in the short term.

From the analysis of data obtained it may be concluded that the module had some positive effects on student attitudes.

Teacher Evaluation

Answers given on the Teacher Evaluation forms indicate that the teachers found the module to be a worthwhile educational tool for the teaching of cultural information and certain linguistic skills. There were, however, certain suggestions for improving the effectiveness of the module, which the writer found helpful.

It was suggested that the activities for Day 3 be modified so that some of the written exercises be assigned as homework. This would allow more time for oral work in class.

It was also suggested that the French audio-tape be played again on the last day as a summary and as a review exercise. This could be a motivating factor in that students could see how much their comprehension of the audio-tape had increased from the first hearing of it.

Another aspect of the module that was mentioned was the question of the narration. It was thought that the parts should be read by French-speaking people from France instead of being read by French-

Canadians. The writer disagreed with this suggestion. One of the objectives of the module is to teach certain aspects of French-Canadian culture, and language is an integral part of any culture. In addition, it is important that students be aware of the fact that there are variations in pronunciation and as they become more aware of these variations the easier comprehension will become.

The writer also felt that more specific instructions with respect to the teaching of the cultural content of the module and its affective outcomes needed to be given.

From the analysis of the data obtained it may be concluded that the module was an effective and interesting means of presenting cultural information and teaching linguistic skills.

Recommendations

The following are two groups of recommendations based on the analysis of the data obtained from testing the module:

A. For further development of the module, it is recommended:

1. That the module be more broadly tested in other areas of the province, especially in

rural areas since the conclusions drawn in this study were based on results obtained from a basically urban sample.

2. That some of the written exercises be assigned to be done at home, thus leaving more class time for oral-aural work.
3. That the module be tested with other grade levels, possibly an accelerated grade nine class or a grade six immersion class, to determine whether the module could effectively be used at these grade levels as well as with grade ten.
4. That the module be used over a longer period of time, thus allowing time to incorporate the suggested follow-up activities into the lesson plans.
5. That a statement of the affective aims of the module be included in the Teachers' Guide.

B. For French education in general it is recommended:

1. That the use of modules be investigated as a practical means of teaching culture.
2. That the use of modules, as an interesting and effective means of teaching new vocabulary

and expressions, be recommended more broadly to teachers.

3. That the possibility of developing more modules which emphasize French-Canadian culture be investigated.
4. That the teaching of culture, in general, have two main objectives:
   (1) the teaching of cultural information (facts about people, events, places, traditions and dates).
   (11) the developing of a feeling (in the students) for the people whose language and culture they are studying.

Conclusion:

When the target language is used as a vehicle of instruction rather than an end in itself the students become more involved in the learning process and therefore find the learning experience much more interesting and enjoyable. In using this technique the writer feels that this module has achieved the goals which it set out to achieve, namely:

1. to motivate students to learn French.
2. to teach cultural information about French-speaking people.
3. to assist the students in developing communicative competence.

Footnotes

1. H.H. Stern and R. Ullmann,"Modules Project" (Toronto: Modern Language Centre, Ontario Institute for Studies in Education, 1970)

2. Leo Cole, Teaching French to Juniors (London: University of London Press Ltd, 1969) p. 105.

3. R.C. Gardner, P.C. Smythe, R. Clement and L. Gliksman, "Second-Language Learning: A Social Psychological Perspective," Canadian Modern Language Review XXX11, No. 3 (February 1976) p. 199.

4. R.C. Gardner and P.C. Smythe, "Motivation and Second-Language Acquisition," Canadian Modern Language Review XXX1 No. 3 (January 1975) p. 223.

5. Ibid. p. 219.

6. R.C. Gardner, P.C. Smythe, R. Clement and L. Gliksman, op. cit. p. 208.

7. R.C. Gardner and P.C. Smythe, op. cit. p. 221.

8. M.F. Yalden, Annual Report 1981, Commissioner of Official Languages (Ottawa: Minister of Supply and Services, 1981).

9. Government of Newfoundland and Labrador, Department of Education, Division of Research, Planning and Information 1970-71 to 1974-75. Statistics Canada 1975-76 to 1980-81.

10. J. House, "Culture and Foreign Language Teaching: A Review of Current Trends," Canadian Modern Language Review (March 1972-73) p. 59.

11. Helene Loew, "The Teaching of Culture as Part of the Daily Lesson: Reassessment, Reevaluation, Reorientation....," Foreign Language Annals, (1970) p. 9.

12. T. Somer, "Culture in Foreign Language Teaching," Canadian Modern Language Review XXX (May 1974) p. 343.

13. K. Chastain, Developing Second-Language Skills: Theory to Practice (Chicago: Rand McNally College Publishing Co., 1976) p. 383.

Footnotes (cont.)

14. D.M. Walker, "Reading in Quebec Culture: A Language and Concept Approach," Canadian Modern Language Review XXXIII No. 4 (March 1977) p. 535

15. W. Rivers, A Practical Guide to the Teaching of French (Toronto: Oxford University Press, 1975) p.275

16. C. Bick, D.A. Massey, and D. Scuccato, Repondez S'il Vous Plait (Toronto: Copp Clark Pittman, 1975)

17. M. Kenney et al., Passeport Francais (Toronto: D.C. Heath Canada Ltd., 1973)

18. R. Clark, "The Politic of Language or the Forked Tongue of Bilingualism," Terre-Neuve, Volume 1, No. 3 (November, 1977) p. 29

19. K. Chastain, "Evaluating Expressive Objectives," Canadian Modern Language Review XXXIV No. 1 (October, 1977)

20. E. Leemann and L. Waverly, "Communication-Based Beginning College French: An Experiment," Personalizing Foreign Language Instruction: Learning Styles and Teaching Options ed. R.A. Schulz (Illinois: National Textbook Co., 1977) p. 115

21. C. Bic, D.A. Massey and D. Scuccato op. cit. Teachers' Manuel (Allons-Y) p. 1

22. M. Kenney et al. op. cit. Passeport Francais 1 "General Information" p. 1

23. John Travers, Fundamentals of Educational Psychology, Scranton: International Textbook Co., (1970) p. 11

24. Albert Bandura, "The Stormy Decade: Fact or Fiction?", Issues in Adolescent Psychology, New York: Meredith Corporation, (1969) p. 195

25. Morgan Kenney, "Future Schock - Who Needs It?", Canadian Modern Language Review, Vol. 28, No. 4 (May, 1972) p. 19

Footnotes (cont.)

26. C.R. Liddy, J. Beaton et al., "The Case for French in the Secondary School Program", C.M.L. C.M.L.R., Vol. 29, No. 4 (May, 1973) p. 14

27. M. Jamault, "The Effect of Language Background and Socioeconomic Status on Second Language Study in Manitoba Secondary Schools", C.M.L.R., Vol. 29, No. 3 (March, 1973) p. 46

28. C. Brown, "Problems of Introducing French in Newfoundland", C.M.L.R., Vol, 28, No. 4 (May, 1972)

29. Krathwohl, Bloom, and Masia, Taxonomy of Educational Objectives, Handbook 11: Affective Domaine, New York: David McKay, (1964) as found in Valette and Disick, Modern Language Performance Objectives and Individualization, A Handbook, New York: Harcourt Brace Jonovick, Inc., (1972) p. 44

30. D.M. Walker, "Reading in Quebec Culture: A Language and Concept Approach," Canadian Modern Language Review XXXIII, No. 4 (March, 1977) p. 535

Bibliography

Anisfeld, M. and W.E. Lambert. "Social Psychological Variables in Learning Hebrew", Journal of Abnormal and Social Psychology, No. 36, 1961.

Bandura, A. "The Stormy Decade: Fact or Fiction?", Issues in Adolescent Psychology. New York: Meredith Corporation, 1969.

Bick, C. D.A. Massey and D. Scuccato. Répondez S'il Vous Plaît. Toronto: Copp Clark Pittman, 1975.

Brooks, N. Language and Language Learning, Theory and Practice. New York: Harcourt, Brace, and World, Inc., 1964.

Brown, C. "Problems of Introducing French in Newfoundland." Canadian Modern Language Review, No. 4, May, 1972.

Brown, K.L. Portraits of Canada's History Part I (Study Prints). Toronto: The Early Years Associates. 1976.

Burstall, C. "Factors Affecting Foreign Language Learning: A Consideration of Some Recent Research Findings in Language Teaching and Linguistics: Survey",(1975), Edited by Valerie Kensella. Cambridge University Press, Cambridge, (1978 reprinted 1979).

Burstall, C. et al. Primary French in the Balance. Windsor: NFER Publishing Co. Ltd., 1974.

Buscaglia, M. and L.R. Polly. "Communicative Competence and Auxillary Conversation Courses in French." Foreign Language Annals. No. 3, March, 1980.

Cole, L. Teaching French to Juniors. London: University of London Press Ltd., 1969.

Bibliography (cont.)

Chastain, K. "Evaluating Expressive Objectives." Canadian Modern Language Review, No. 1, October, 1977.

Clarke, R. "The Politic of Language on the Forked Tongue of Bilingualism." Terre-Neuve, Vol. 1, No. 3, November, 1977.

De Valdes, M. "Thematic Organization of Cultural Content in Second-Language Teaching." Canadian Modern Language Review, No. 3, January, 1977.

Division of Research, Planning and Information, Department of Education, Government of Newfoundland, St. John's, Newfoundland.

Dunford, H. Heritage of Canada. Montreal: The Readers Digest Association (Canada) Ltd., 1978.

Eccles, W.J. France in America. Toronto: Fitzhenry and Whiteside Ltd., 1972.

Edwards, H. "Psychological and Social-Psychological Factors Influencing Second-Language Acquisition." Canadian Modern Language Review, No. 3, March, 1980.

Field, J. and L. Dennis. Land of Promise. Toronto: The House of Grant. 1960.

Fumerton, H.S. Petits Contes de l'Histoire Canadienne. Toronto: Macmillan of Canada, 1963.

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

Gardner, R.C. and P.C. Smythe. "Motivation and Second-Language Acquisition." Canadian Modern Language Review, No. 3, January, 1975.

Bibliography (cont.)

Gardner, R.C. et al. "Second-Language Learning: A Social Psychological Perspective." Canadian Modern Language Review, No. 3, February, 1976.

Goodridge, A. "La Pêche à Terre-Neuve: An Instructional Module for Imparting Lexical Information with Specific Reference to the Fishery As It Is Prosecuted Along the Coasts of Newfoundland." Unpublished M.Ed Thesis, Memorial University, 1982.

House, J. "Culture and Foreign Language Teaching: A Review of Current Trends." Canadian Modern Language Review, March, 1972-73.

Jamault, M. "The Effect of Language Background and Socioeconomic Status of Second-Language Study in Manitoba Secondary Schools." Canadian Modern Language Review, No. 3, March, 1973.

Jefferys, C.W. The Picture Gallery of Canadian History Vol. 1. Toronto: Ryerson Press. 1967.

Kenny, M. "Futur Shock - Who Needs It?". Canadian Modern Language Review, No. 4, May, 1972.

Kenny, M. et al. Passport Francais. Toronto: D.C. Heath Canada Ltd., 1973.

Koch, I. "The Dangers of Image Perpetration in Foreign Language Teaching." Canadian Modern Language Review, No. 4, March, 1975.

Leemann, E. and L. Waverly. "Communication - Based Beginning College French: An Experiment." in R.A. Schulz (Ed.), Personalizing Foreign Language Instruction: Learning Styles and Teaching Options. Illinois: National Textbook Co., 1977.

Liddy, C.R. et al. "The Case for French in the Secondary School Program." Canadian Modern Language Review, No. 4, May, 1973.

Bibliography (cont.)

Loew, H. "The Teaching of Culture as Part of the Daily Lesson: Reassessment, Reevaluation, Reorientation...." Foreign Language Annals, 1970.

Lukmani, Y.M. "Motivation to Learn and Learning Proficiency." Language Learning. No. 22, 1972.

McConnell, G.R. Voici le Quebec. Montreal: Editions Aquilla, 1975.

Normand, G. "Motivating with Media: The Use of Video at the Elementary and Intermediate Level in High School and College." Canadian Modern Language Review, No. 1, 1980.

Pack, H. "A Study of Factors Affecting Enrollment in French in the Senior High School. A Comparison of Variables of Sex, Achievement, Attitude and Motivation of Two Groups of Grade Ten Students." Unpublished M. Ed. Thesis, Memorial University, 1979.

Rivers, W. A Practical Guide to the Teaching of French. Toronto: Oxford University Press, 1975.

Seelye, N. Teaching Culture. Illinois: National Textbook Company, 1974.

Schwartz, P.J. "Why Students Drop: A First-Hand Report." Foreign Language Annals, No. 3, May, 1981.

Somey, T. "Culture in Foreign Language Teaching." Canadian Modern Language Review, Vol. 30, May, 1981.

Statistics Canada. Education in Canada 1975-76 to 1980-81. Catalogue No. 81-229.

Bibliography (cont.)

Stern, H.H. "Retreat from Dogmatism: Toward a Better Theory of Language Teaching." Canadian Modern Language Review, No. 5, March, 1974.

Stern, H.H. and R. Ullmann. "Modules Project." Toronto: Modern Language Centre, Ontario Institute for Studies in Education, 1970.

Stern, H.H. et al. Module Making. Toronto: Ministry of Education for Ontario, 1980.

Steller, P.H. et al. Real Communication in French. New York: National Humanistic Education Center, 1974.

Travers, J. Fundamentals of Educational Psychology. Scranton: International Textbook Co., 1970.

Ullmann, R. and M. Balchunas. De Chez Nous. Toronto: Ontario Institute for Studies in Education. 1975.

Ullmann, R. et al. Bienvenue a Montreal. Toronto: Ontario Institute for Studies in Education. 1974.

Walker, D.M. "Reading in Quebec Culture: A Language and Concept Approach." Canadian Modern Language Review, No. 4, March, 1977.

Woodford, A. "The Development of a Reading Program and Its Effects on Listening, Reading, and Writing Skills in Grade Seven French." Unpublished M. Ed. Thesis, Memorial University, 1980.

Yalden, M.F. Annual Report 1981, Commissioner of Official Languages. Ottawa: Ministry of Supply and Services. 1981.

Appendix A


LE QUÉBEC
AU TEMPS JADIS
Québec
montréal

Acknowledgments

The author gratefully acknowledges the assistance of the following in the preparation of this module:

Miss Sylvie Roy, Mr. Gaetan Lafortune, and Mr. Robert Mathieu for their kind assistance with the narration of the script and their helpful comments.

Photo Credits

Archives du Seminaire de Quebec: 34 (Heritage of Canada, p. 60.)

Allan Daniel: 28 (Heritage of Canada, p. 32.)

Early Years Associates: 30 (Portraits of Canada's History Part I, Picture 9.)

Fitzhenry and Whiteside Ltd.: 25 (Growth of a Nation, "Settlement", Picture 2.)
33 (France in America, Picture 10.)

House of Grant Canada Ltd.: 35, 38, 41 (Land of Promise, pp. 78, 89, and 132.)

McGraw-Hill Ryerson Press: 36, 39, 46 (The Picture Gallery of Canadian History, pp. 138, cover, 173.)

Acknowledgments (cont.)

Public Archives of Canada: 23 C-11050, 24 C-11510,
26 C-10522, 27 C-6643,
29 C-73648, 31 C-98232,
32 C-7038, 40 C-3018,
42 C-5660, 45 C-10687

Claude Randell: 20, 43, 44

Introduction

Le Quebec au Temps Jadis

"Le Québec au Temps Jadis" is a multi-media module which presents the early years of discovery and settlement in Quebec to grades 10 or 11 students who are studying French as a second language. It will enable the students to view this period through the eyes of Jacques Cartier, Samuel de Champlain, Jeanne Mance, Bishop Laval, Adam Dollard and Marie Madeleine de Verchères, thus giving a "feel" for the happenings, rather than just an historical account.

As well as giving the students a cultural view of early Quebec history, this module is aimed at giving them opportunities to practice and improve their "communicative competence". To this end the module contains an audio tape in French, to accompany the slides on life in early Quebec, various oral and written games, activities and projects. As this is taking place new vocabulary and expressions will be coming up which the students will be encouraged to learn and use. Emphasis is placed on tense and dates to complement the learning of these items at this grade level in the program prescribed for use in the school by the Department of Education.

As is the goal of any module, this module aims at motivating the students not only to do well with this set of materials , but to be sufficiently motivated to continue to do well in the regular French course and to go on and

improve their ability in French. The inclusion of information about the early inhabitants of Canada should give the students an opportunity to learn and talk about a topic which, it is thought, will be of interest to them. The use of techniques to develop an awareness of the early inhabitants as individuals should help the students become more involved in the learning process and better able to empathize with the people whose language they are studying.

Module Components:

- a 46-frame colour filmstrip and accompanying French-language audiotape
- Teacher guide (a detailed four-day plan)
- 12 date flashcards
- Fill-in-the blanks - student worksheets - quizes
- Exercises using "passé composé" and "imparfait"
- Listening exercises with student answer sheets
- Mots cachés
- Mots croisés
- Other suggested follow-up activities.

Presentation of New Vocabulary

To enable the students to understand better the French tape it is advisable to pre-teach some of the following vocabulary items.

Nouns

un endroit
un évêque
un gratte-ciel
une infirmière
les malades
un médecin
la mer
un prêtre
le roi
le scorbut
les soucis
la volonté
des vivres

Verbs

geler
harceler
mourir (mort)
vivre

Adjectives

amical
étrange
habitable
haut
rude

Expressions

à cause de
amusez-vous bien
au temps jadis
avoir l'intention de
beaucoup de peine
près de
tout à fait
tout le temps

Special Terms

anglophone
francophone

To further enhance the students comprehension of the audiotape the teacher may wish to point out the similarities between many French and English words. The teacher could take a couple from the script and give them as examples. ie. "moderne" "C'est une université très moderne". Then students can suggest other cognates (mots apparentés). After this initial practice the teacher would read out some of the other cognates found in the script while students attempt to "guess" their meaning.

Cognates - Mots Apparentés

Nouns	Verbs
l'alcool	aider
l'arrivé	s'amuser
la colonie	attaquer
l'exemple	fonder
un explorateur	geler
la forêt	visiter
l'hôtel	
l'intention	Adjectives
un navigateur	dangereuse
le privilège	différent
les problèmes	découragé
le séminaire	désastreux
la sécurité	moderne
la terreur	professionnel
l'université	rude
les villages	Adverbs
le voyage	courageusement

Four-Day Lesson Plan

for

"Le Québec au Temps Jadis"

Day 1

Objectives

1. To discuss module in general with students.
2. To pre-teach vocabulary items relating to Part 1 of the module (frames 1-31 of filmstrip)

Nouns	Verbs
un endroit	geler
un gratte-ciel	harceler
la mer	mourir (mort)
le roi	
le scorbût	
les soucis	

Expressions	Special Terms
à cause de	anglophone
au temps jadis	francophone
tout à fait	

3. To present cognates relating to Part 1 of module:

Nouns	Verbs
l'arrive	geler
l'exemple	visiter
un explorateur	
un fort	
un navigateur	
la température	
l'université	
les villages	
le voyage	

3. (continued)

Adjectives

différent

moderne

professionnel

rude

4. To show Part 1 of filmstrip (frames 1-31) with accompanying audio-tape.
5. To evaluate student comprehension of the material covered in Part 1

Teacher Activities:

1. Briefly tell the students what the module is about.
2. Pre-teach each vocabulary item individually. Present orally and in writing using a synonym, an opposite, an explanation in French, a picture, or an English translation to convey the meaning to the students.
3. Present cognates orally and have students try to "guess" their English meaning. Some words may need to be presented in written form as well as orally to enable the students to get the meaning.
4. Show first 31 frames of filmstrip with accompanying tape.
5. Evaluate student comprehension.

Student Activities

1. Make a list of all new vocabulary with their appropriate meanings.
2. View first part of filmstrip and listen to audio-tape.
3. Do quiz on part 1 of filmstrip.

Evaluation:

Students are asked to write just the answer to the following oral questions:

1. Quelle est la plus grande province du Canada?
2. Est-ce que l'Université de Montréal est anglophone ou francophone?
3. Et l'Université McGill?
4. Où est-ce qu'on peut voir les Expos en action?
5. Quand est-ce que Jacques Cartier est arrivé en Nouvelle France?

Students are asked to write the English meaning of the following vocabulary items which are presented orally and in context.

1. gratte-ciel. Le gratte-ciel est très haut.
2. roi. François était le roi de la France.
3. étrange. C'est un pays étrange.
4. mort. Vingt-cinq des explorateurs sont morts.
5. au temps jadis. J'aime écouter les histoires de Terre-Neuve au temps jadis.

Day 2

Objectives:

1. To review Part 1 of filmstrip using a few "vrai ou faux" type questions.
2. To pre-teach vocabulary items relating to Part II of the module.

Nouns	Verbs
un évêque	bruler
une infirmière	vivre
les malades	
un médecin	
la volonte	
des vivres	

Expressions	Adjectives
amusez-vous bien	sauf
avoir l'intention de	
beaucoup de peine	
près de	
tout le temps	

3. To present cognates relating to Part II of the module

Nouns

l'alcool	l'hôtel	les problèmes
la colonie	l'intention	le seminaire
la forêt	le privilège	la terreur

3. (continued)

Verbs	Adjectives
aider	dangereuse
s'amuser	découragé
attaquer	désastreux
fonder	
Adverbs	
courageusement	

4. To show Part 2 of filmstrip (frames 32-46) with accompanying audio-tape.
5. To evaluate student comprehension of the material covered in Part 2.
6. To discuss the use of the "passé composé" and the "imparfait", giving examples from the audio-tape.

Teacher Activities

1. As a "warm-up-review" type exercise ask the following 5 questions orally. Ask students to respond orally with either "C'est vrai." or "C'est faux."
   1. La province du Québec est très petite. (faux)
   2. En hiver au Québec il fait très froid. (vrai)
   3. On peut regarder les Canadiens au Stade Olympique. (faux)
   4. Il n'y a pas de grands magasins au Québec. (faux)
   5. Les Indiens étaient les amis de Jacques Cartier. (vrai)

2. Pre-teach each vocabulary item individually using the techniques found in Day 1.
3. Present cognates using the technique found in Day 1.
4. Show Part 2 of filmstrip (frames 32-46) with accompanying audio-tape.
5. Ask oral questions to evaluate student comprehension of Part 2.
6. Discuss use of the "passé composé" and the "imparfait" using examples from the tape.
   ie. Je suis venu ici en 1642.
   Des marchands donnaient de l'alcool aux Indiens.
7. Evaluate aural discrimination of the "passé composé" and the "imparfait".

Student Activities

1. Answer orally "Vrai ou Faux" questions on Part 1.
2. Make a list of all new vocabulary with their appropriate meanings.
3. View Part 2 of filmstrip and listen to accompanying audio-tape.
4. Do evaluation quiz.

Evaluation

Students are asked to write just the answer to the following oral questions:

1. Qui était la première infirmière de la Nouvelle France?
2. Comment s'appelle le premier hôpital au Québec?
3. Quand est-ce que l'Evêque Laval est arrivé en Nouvelle France?
4. Qu'est-ce que l'Evêque Laval a fondé?
5. Quel âge avait Madeleine de Verchères quand les Iroquois ont attaqué leur fort?

Evaluation

In this exercise the student will hear five sentences spoken in French at normal speed. He will be asked to decide whether the sentence contains the "passé composé", the "imparfait" or neither of these tenses.

Sample Student Sheet

Passé Composé	Imparfait	Neither
Ex.		X
1.		
2.		
3.		
4.		
5.		

The student hears:

Ex. Il y a beaucoup de gratte-ciels à Montréal.

1. Jacques Cartier est né en France.
2. Maman et Papa étaient en ville.
3. La vie ici est très dangereuse.
4. Nous avons visité deux grands villages Indiens.
5. J'avais peur des Iroquois.

Day 3

Objectives

1. To review new vocabulary and basic information learned in Days 1 and 2.
2. To practice further the use of the "passé composé" and the "imparfait" by comparing it with the "futur proche" and the "présent".
3. To teach the students how different dates are said in French and to practice orally their usage.
4. To evaluate the students' knowledge of information presented in the filmstrip-audio-tape and his knowledge of vocabulary studied.
5. To evaluate the students' ability to recognize accurately the "passé composé", the "imparfait", the "futur proche", and the "présent" when presented orally.
6. To evaluate the students' ability to recognize accurately various dates presented orally in French.

Teacher Activities:

1. Review vocabulary from Days 1 and 2 using pictures and/or word flash cards.
2. Review some basic facts from filmstrip and audio-tape.
    1. Qui était le premier Français d'arriver en Nouvelle France?
    2. Nommez deux universités à Montréal.
    3. Où est le Stade Olympique?

2. (continued)

4. Pourquoi est-ce que Samuel de Champlain est important?
5. Qui était le premier évêque de la Nouvelle France?
6. Comment s'appelait la première infirmière de la Nouvelle France?
7. Qui était Adam Dollard?
8. L'Hôtel Dieu. Qu'est-ce que c'est?

3. Review the formation and the use of the "passé composé" and the "imparfait", comparing them with the "futur proche" and the "présent". Take sample sentences from the script and show how they can be changed from one tense to another particularly noting the sound change.

Example:

J'ai fondé une école. (Passé composé)
Je fondais une école. (Imparfait)
Je vais fonder une école. (Futur proche)
Je fonde une école. (Présent)

Example:

Des marchands donnaient de l'alcool aux Indiens. (Imparfait)
Des marchands ont donné de l'alcool aux Indiens hier. (Passé composé)
Des marchands vont donner de l'alcool aux Indiens demain. (Futur proche)
Des marchands donnent de l'alcool aux Indiens. (Présent)

Do further oral-aural practice by doing simple translations.

Example: I visited. I will visit. etc.

We are hungry. We were hungry. etc.

4. Evaluate aural recognition of the four tenses: (passé composé, imparfait, futur proche, and présent)
5. Using Date Flash Cards explain how various dates are said in French. ie. 1608 - seize cent huit. Practice various dates; those of importance to the student (ie. date of birth) as well as those of historical importance.
6. Evaluate students' listening ability with respect to date said in French.
7. Evaluate students' recall of facts and vocabulary as directly related to the filmstrip and audio-tape.

Student Activities

1. Answer orally questions based on vocabulary studied in Days 1 and 2.
2. Answer orally questions directly related to information presented in the filmstrip and audio-tape.
3. Practice orally the use of the "passé composé", the "imparfait", the "futur proche" and the "présent".
4. Do an evaluation quiz on the above tenses.
5. Practice orally how dates are said in French.
6. Do an evaluation quiz on dates.
7. Do an evaluation quiz on vocabulary and factual information from filmstrip and audio-tape.

Evaluation

Sentences for recognition of tenses:

Example: Qui va manger à six heures ce soir?

1. Le bateau est arrivé hier.
2. Papa était à Quebec en 1975.
3. Je suis arrivé en juin.
4. J'ai peur.
5. Il fait très froid en hiver.
6. Nous allons visiter deux grands villages Indiens.
7. Il est né en France.
8. Nous sommes venus ici l'année passé.
9. Ils vont vendre l'alcool aux Indiens.
10. Je voyageais beaucoup à ce temps-là.

Evaluation

You will hear 10 sentences in French. Each sentence contains either the "passé composé' tense, the "imparfait" tense, the "présent", or the "futur proche". Place an X in the appropriate column to indicate the tense you heard.

	Passé Composé	Imparfait	Présent	Futur Proche
Ex.				X
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Evaluation

The student hears a sentence which contains a date. On his paper he is given three dates. He must correctly underline the date which he heard.

Student hears:

Example: Il est venu en Nouvelle France en 1534.

1. Je suis arrivé en juin, 1659.
2. Nous sommes venus de la France en 1608.
3. On a construit un hôpital en 1642.
4. En 1974 toute la famille a visité Montréal.
5. Mon grand-père est né en 1889.
6. Elle est arrivée en 1641.
7. En 1979 les Canadiens ont gagné la coupe Stanley.
8. En 1968 les Expos ont entré dans la ligue Nationale de baseball.
9. En 1976 le Parti Quebecois a gagné l'élection au Québec.
10. La deuxième guerre mondiale a commencé en 1939.

Student Sheet

Underline the date which you hear.

Example:	(a)1634	(b)1534	(c)1543
1.	(a)1559	(b) 1659	(c)1669
2.	(a)1608	(b) 1708	(c)1618
3.	(a)1742	(b) 1752	(c)1642
4.	(a)1974	(b) 1964	(c)1954
5.	(a)1799	(b) 1879	(c)1889
6.	(a)1641	(b) 1542	(c)1740
7.	(a)1959	(b) 1979	(c)1969
8.	(a)1968	(b) 1768	(c)1988
9.	(a)1974	(b) 1975	(c)1976
10.	(a)1939	(b) 1929	(c)1949

Student Sheet

Remplacez les tirets par les mots corrects.

Le _____ est la plus grande province du Canada, _____ kilomètres carrés. Le Québec d'aujourd'hui est très moderne. On y trouve les grands _____ comme La Baie et Sears. Aussi, il y a des universités. A Montréal, par exemple on peut assister à l'Université de Montréal qui est _____ ou l'Université McGill qui est _____. Si vous aimez les sports professionnels il y en a beaucoup au Québec. On peut regarder les Alouettes, les Nordiques et les Canadiens, et même les très populaires Expos au _____.

Voici un peu d'histoire du Québec. _____ était le premier explorateur français d'arriver ici. Il est venu en _____. Il trouvait les hivers au Québec très _____. L'homme qui a fondé la ville de Quebec était _____. Lui aussi, il trouvait les hivers au Québec très difficiles. Mais il avait une autre problème - les _____.

Mais malgré les problèmes et les difficultés la petite colonie continuait à s'agrandir. En 1641, _____, la première infirmière est arrivée. En _____ le premier hôpital était commencé qui s'appelait _____.

En juin, 1659 la Nouvelle France a vu son premier _____, François Laval. Il a commencé une _____ pour les garcons et le premier séminaire pour les _____ dans la petite ville de Québec.

Si vous visitez le Québec aujourd'hui vous pouvez voir les résultats du travail de ces premiers "canadiens".

Liste:

anglophone
Jeanne Mance
François Laval
magasins
francophone
1534
Samuel de Champlain
Hôtel Dieu
1,550,000
Evêque
rude
Iroquois
école
Jacques Cartier
Québec
Stade Olympique
1642
prêtres
3,550,000

Day 4

Objectives

1. To review and further practice dates in French.
2. To enable students to associate particular dates with events in early Quebec history.
3. To evaluate the students' ability to write accurately (in numeral form) dates which are presented to him orally.
4. To evaluate the students' ability to match up accurately particular dates with particular events in early Quebec history.
5. To review, reinforce, and further practice the use of certain expressions and special terms presented earlier:

   à cause de
   anglophone
   amusez-vous bien
   au temps jadis
   avoir l'intention de
   beaucoup de peine
   francophone
   près de
   tout à fait
   tout le temps

6. To evaluate the students' ability to use the above expressions correctly.

Teacher Activities

1. Give orally several dates in French. Ask students to identify orally each date as it is said.
2. Write various dates on the chaulkboard and ask individual students to say the dates in French.
3. Using the Date Flash Cards, ask students to give orally in French accurate historical facts about early Quebec which are associated with those particular dates.
4. Evaluate students' ability to understand dates presented orally in French.
5. Evaluate students' ability to match up correctly particular events in early Quebec history with their particular dates.
6. Review the vocabulary expressions and special terms presented in Days 1 and 2. Present each expression or special term in context. Then ask the students to make up and present orally sentences of their own which correctly use these expressions or special terms.
7. Evaluate the students' ability to use these vocabulary expressions and special terms accurately.

8. Play the audio-tape for the students to listen to a second time.

Student Activities

1. To recognize dates presented orally in French.
2. To say dates in French which have been presented in a numeral form (ie. 1534).
3. To give orally in French historical facts about early Quebec which are associated with particular dates.
4. To do an evaluation quiz on how dates are said in French.
5. To do an evaluation quiz on historical facts and dates in early Quebec history.
6. To make up and give orally sentences correctly using the expressions and special terms presented earlier.
7. To do an evaluation quiz on these expressions and special terms.
8. To listen to the audio-tape.

Evaluation

1. The students are asked to write (in numerals) the date which he hears.
   1. Nous sommes arrivés en 1659.
   2. L'hôpital est bâti en 1642.
   3. Les Canadiens ont gagné la coupe Stanley en 1979.
   4. Ma grand-mère est née en 1891.
   5. Il est venu en Nouvelle France en 1534.

Evaluation (continued)

2. Students are asked to match the date with the event.

1. Le premier évêque arrive à Québec. _____
2. Le premier explorateur français arrive en Amérique du Nord. _____
3. Champlain a fondé la ville de Québec. _____
4. La première infirmière arrive en Nouvelle France. _____
5. Les Anglais ont capturé la ville de Québec. _____

Dates

1534

1608

1759

1659

1641

3. Student Sheet

Remplacez les tirets par les expressions corrects:

1. S'il fait beau demain, _____ d'aller au Stade Olympique pour voir les Expos.
2. Est-ce que le stade est _____ ici?
3. Jacques aime beaucoup le hockey et il joue au hockey _____.
4. Mon frère est très sportif; il joue au baseball, au hockey, au tennis et au golf. Mais moi, je suis _____ different; je préfère lire, regarder la télé, où écouter mes disques.
5. _____ son Carnaval, la ville de Québec est bien connue partout au Canada et aux Etats-Unis.
6. Les enfants de Monsieur Trembley sont méchants et mal élevés. Ils lui donnent _____.
7. Vous allez au Québec pour six semaines? Que vous avez de la chance. Bon voyage et _____.
8. "Grand-mère, dis-moi ce que tu faisais quand tu étais jeune. J'aime écouter des histoires de Terre-Neuve _____.

9. À Grand Falls tout le monde parle anglais, alors c'est une ville _____.
10. L'Université Laval est une université _____.

Liste:

tout le temps	amusez-vous bien
près de	francophone
beaucoup de peine	tout à fait
anglophone	à cause de
au temps jadis	nous avons l'intention

Suggested Follow-Up Activities

Activity 1

The class would be divided into groups of three or four and each group would do a little research on one of the characters in the module or on another topic relating to early Quebec, ie. "Les coureurs de bois", "Les Jésuits" or "L'Ordre-du-bon-temps". These reports would be fairly short and would be presented orally to the class by one member of each group. After the oral presentations the reports would be duplicated and given to the students as a reading selection. However, the teacher should get together with each group and correct any errors before the written report is passed out as a sample reading selection. An activity such as this would benefit the student in several ways:

1. It would improve his writing ability.
2. It would introduce him to new vocabulary and expressions.
3. It would promote speaking and oral reading.
4. It would assist in aural and written comprehension.

Acitivity 2

The class would be divided into groups of two or three. Each group would make up a conversation between one of the characters in the module and a Quebec high school student of today. What comments and questions might our characters have as they visit "le Québec d'aujourd'hui"? Each conversation could be acted out for the class.

Activity 3

Trouvez les mots cachés

A F I J R N O Z S T A E V E Q U E F O M
P I F O E R S J H B O D N S A O B A I R
P R E Y J Z M A G A S I N O B Y A M N I
D I E U B I C L R N S F D A M S C R K T
N N O C K R I B L J S I T X A B R C T O
O F O E G R A T T E - C I E L Y T S O P
E I C R E F M I O R X E R D A N N E E S
N R S D L C I N M O M I R T D S I C E C
I M I R E F C O A P O S I T E P E O P I
H I V E R O A L L E R T A P R A S U I S
E E V S O T L I C D T I M E T R O T R V
R R O S E T E R O V T E C H A N T E O O
M E D E C I N I O S J K O A T E R R G U
O T E T L H O I L P E N K B A C L O D R
S T O E V J B I N P J G O H S R N I E L

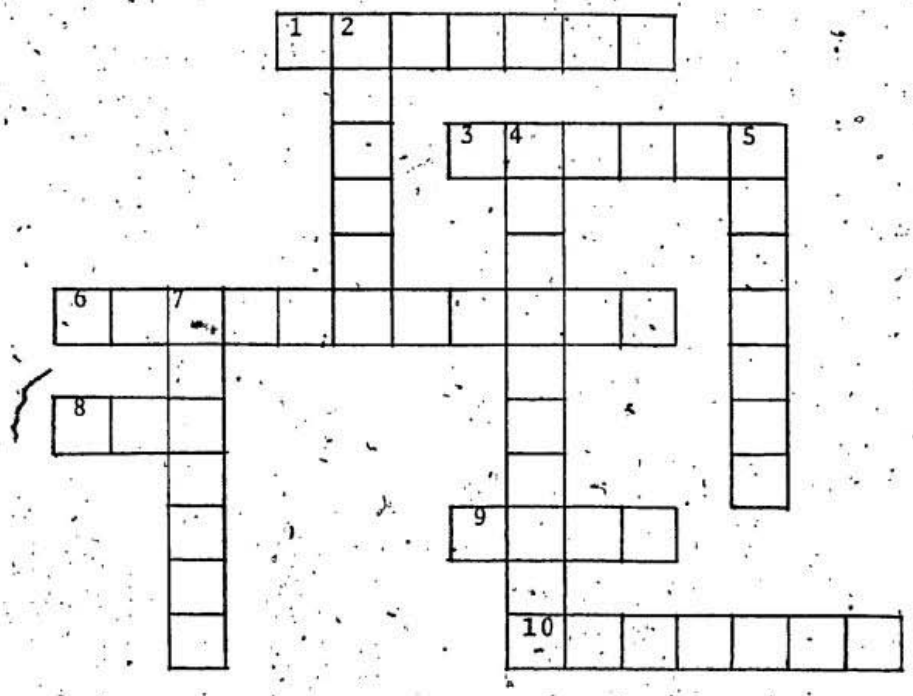
Activity 3

Trouvez les mots cachés



Activity 4

MOTS CROISES



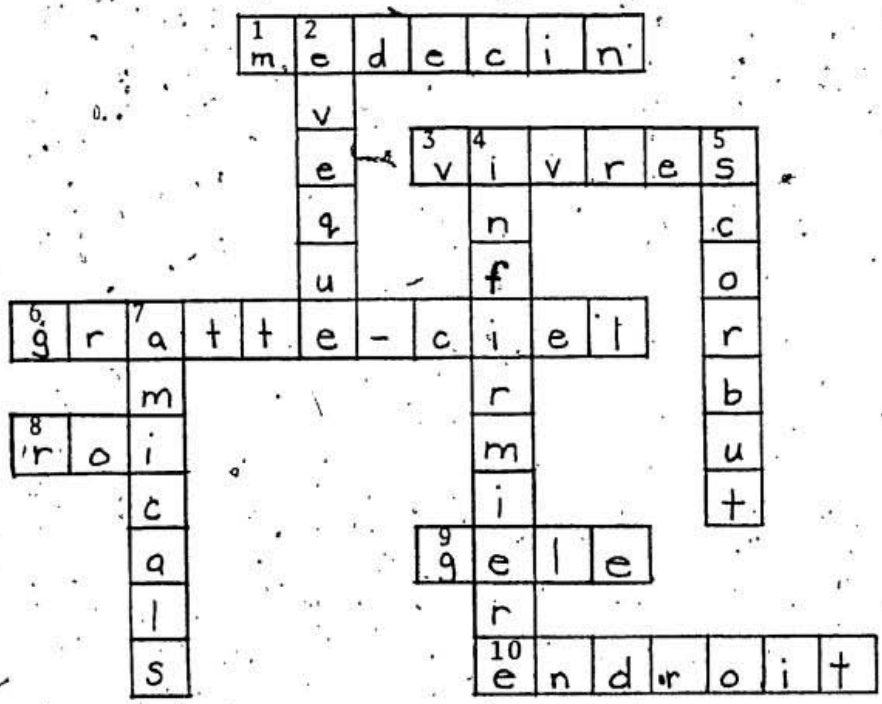
Horizontalement

1. Qu'est-ce que ton père fait? Il est _____
3. La nourriture et les boissons qu'on prendre pour faire du camping.
6. La Tour C.N. est un _____.
8. Louis XIV était le ____ de la France.
9. Quand la température est 0° C l'eau _____.
10. Un synonyme pour "lieu" ou "place" est _____.

Verticalement

2. François Laval était le premier _____ de la Nouvelle France.
4. Elle étudie la biologie parce qu'elle veut être ____.
5. Si on manque le Vitamine C on peut développer _____.
7. J'ai beaucoup d'amis ici à l'école. Les étudiants sont très _____.

Activity 4
MOTS CROISES



Horizontalement

1. Qu'est-ce que ton père fait ? Il est _____.
3. La nourriture et les boissons qu'on prendre pour faire du camping.
6. La Tour C.N. est un _____.
8. Louis XIV était le ____ de la France.
9. Quand la température est 0°C l'eau _____.
10. Un synonyme pour "lieu" ou "place" est _____.

Verticalement

2. François Laval était le premier _____ de la Nouvelle France.
4. Elle étudie la biologie parce qu'elle veut être ___.
5. Si on manque le Vitamine C on peut développer _____.
7. J'ai beaucoup d'amis ici à l'école. Les étudiants sont très _____.

SCRIPT AND FILMSTRIP KEY

0	focus	
1	title	"Quebec Au Temps Jadis"
2	Port of Montreal	
3.	Street - Quebec City	
4	McGill University	
5	Concordia University	
6	Olympic Village	
7	Man and His World	
8	Man and His World (night)	
9	Map of Quebec	Voici le Québec, la plus grande province du Canada. C'est vraiment une partie de la France en Amérique du Nord.
10	Montreal - from Mt. Royal	Au Québec d'aujourd'hui, on trouve de très hauts gratte-ciels, comme celui-ci,
11	La Place Ville Marie	et les autres gratte-ciels. Par exemple, La Place Ville Marie à gauche.
12	Picture of Department Store	On trouve de grands magasins
13	Names of Department Stores	comme Sears, La Baie et Eaton.
14	McGill University	Aussi il y a des universités modernes.

15	Université de Montréal	Par exemple, l'Université de Montréal qui est francophone.
16	McGill University	et l'Université McGill qui est anglophone.
17	Players in action	N'oublions pas les sports professionnels: le hockey,
18	The Expos	le baseball,
19	Olympic Stadium	(Voici le Stade Olympique où on peut regarder les Expos en action.)
20	Football players	et le football. Mais, vous savez, le Québec n'était pas toujours comme ceci. C'était très, très différent.
21	Statue of Champlain	Prenons un petit voyage au passé. Voyons le Québec au temps jadis.
22	Jacques Cartier	Je m'appelle Jacques Cartier. Je suis navigateur et explorateur pour le roi de la France, François premier. Je suis venu ici pour la première fois en 1534
23	Cartier raising cross	et maintenant c'est mon troisième voyage en ce pays étrange.

24 Cartier's arrival

C'est tout à fait différent de la France. En France il fait chaud presque tout le temps mais ici, en hiver la température est très rude et il est impossible de trouver des fruits frais. A cause de ça pendant l'hiver passé, vingt-cinq de mes hommes sont morts du scorbut.

25 Indians and Frenchmen

Si les Indiens ne nous avaient pas aidé tout le monde serait mort. Quel pays étrange, en été, beau et chaud, mais en hiver, froid et peu amical.

26 Hochelaga

Nous avons visité deux grands villages Indiens: Stadacone et Hochelaga. Les Indiens appellent ce pays KANATA. Quel beau nom.

27 Samuel de Champlain

Je m'appelle Samuel de Champlain. Je suis venu ici de la France en 1608. Quel voyage! On a passé trois mois sur la mer.

28 l'Habitation

Un peu de temps après notre arrivé, nous avons commencé la construction de ce petit village. Je l'ai nommé l'Habitation. Ce n'est pas comme chez nous mais c'est habitable. C'est un joli endroit en été mais en hiver tout gèle.

29 A battle scene

Il y a des problèmes avec les Iroquois aussi. Ils nous harcelent et nous donnent beaucoup de peine.

30 Men in canoe

Ce n'est pas une vie sans soucis mais ça offre beaucoup d'aventure.

31 L'Ordre-du-bon-temps

Quand nous sommes un peu découragé et nous voulons nous amuser, nous venons ici. Venez. Ecoutez la musique. Chantez avec nous. Amusez-vous bien.

32 Jeanne Mance

Je suis Jeanne Mance. Je suis née en France mais je suis venue en Nouvelle France parce que je croyais que c'était la volonté de Dieu.

32	Jeanne Mance (continued)	Vous voyez qu'il n'y avait aucun médecin ni infirmière ici. Quatre autres femmes et moi, nous sommes arrivés ici en 1641 pour aider les malades, les Français et les Indiens. L'année suivante en 1642, on a bâtis un hôpital qui s'appelle "Hôtel Dieu".
33	Hôtel Dieu	Vous savez, on m'appelle la première infirmière de la Nouvelle France. Quel privilège!
34	François de Laval	Je m'appelle François Laval. Je suis né en France mais quand j'ai eu trente-six ans, je suis venu ici pour être le premier évêque de la Nouvelle France.
35	Bishop Laval on the quai	Je suis arrivé en juin, 1659.
36	The Seminary at Quebec	Il n'y avait pas d'écoles alors j'ai fondé une école pour les garçons et un séminaire pour les prêtres.

37 Bottle of alcohol

Quand je suis arrivé il y avait des problèmes terribles avec l'alcool dans la colonie. Des marchands donnaient de l'alcool aux Indiens en échange de leurs fourrures. Et comme vous pouvez imaginer, les résultats étaient désastreux.

38 Adam Dollard

Mon nom est Adam Dollard. Je suis commandant d'une garnison ici à Montréal. On a beaucoup d'ennuis avec les Iroquois. Ils ont déjà détruit plusieurs petits villages près d'ici et tout le monde vit en terreur. On dit que Montréal est le prochain.

39 Canoe

Seize autres soldats et moi, nous avons l'intention d'aller attaquer les Iroquois avant qu'ils puissent nous attaquer. Nous partons demain.

40 Battle scene

41 Battle scene

42 Madeleine de Verchères — Je m'appelle Madeleine de Verchères. J'ai quatorze ans.

43 Indian — La vie ici en Nouvelle France est très dangereuse. Il y a toujours des Indiens dans la forêt. On n'est jamais en sécurité.

44 Houses burning — Les Iroquois ont brûlé deux forts pas loin d'ici il y a deux mois.

45 Indians attacking a fort — La semaine passée, une bande d'Iroquois a attaqué notre fort. Maman et papa n'étaient pas ici. Maman est allée à Montréal pour acheter des vivres et Papa était à Québec avec les autres soldats. J'avais peur mais nous nous sommes battus courageusement pendant huit jours.

46 Soldiers — Finalement les soldats sont arrivés pour nous aider. Nous étions saufs. Merci à Dieu.

Appendix B

Teacher's Oral Section for Student Test

Part 11 Sentences for discrimination of tenses:

1. Example: Je suis Canadien.

   1. Je vais regarder les Expos au stade Olympique.
   2. Mon grand-père voyageait beaucoup.
   3. Nous sommes arrivés en juin.
   4. J'ai quinze ans.
   5. Est-ce que vous avez visité Ottawa?
   6. Il était très malade.
   7. Elle va venir demain.
   8. Tu parles trop vite.
   9. En quelle année est-ce que les Canadiens ont gagné la Coupe Stanley?
   10. Les habitants travaillaient beaucoup.

2. Sentences for dates.

   Example: La deuxième guerre mondiale a commencé en 1939.

   1. Mon père et ma mère se sont mariés en 1947.
   2. Les Anglais ont capturé la ville de Québec en 1629.
   3. Il est arrivé en Nouvelle France en 1659.
   4. En 1759 les Anglais ont pris possession de Québec.
   5. Mon grand-père est venu à Terre-Neuve en 1884.

"Student Test"

Part 1

1. Match the person in column X with the activity or accomplishment for which he/she is known in column Y:

X

1. Jeanne Mance _____
2. Madeleine de Verchères _____
3. Jacques Cartier _____
4. Samuel de Champlain _____
5. Adam Dollard _____
6. François Laval _____

Y

A. Le premier évêque de la Nouvelle France.

B. La première infirmière de la Nouvelle France.

C. Le premier explorateur français d'arriver en Amérique du Nord.

D. La personne qui a fondé la ville de Québec.

E. La personne qui a donné sa vie pour protéger la ville de Montréal des Iroquois.

F. Quand cette personne n'avait que 14 ans quand elle a combattu courageusement les Iroquois.

2. State the date of the following important events:

1. Le premier explorateur français arrive en Amérique du Nord. _____
2. On a fondé la ville de Québec. _____
3. La première infirmière arrive en Nouvelle France. _____
4. Le premier évêque arrive à Québec. _____
5. Les Anglais ont pris possession de Québec. _____

Part II

1. You will hear 10 sentences in French. Each sentence contains either the "passé composé" tense, the "imparfait" tense, the "présent", or the "futur proche". Place an X in the appropriate column to indicate the tense you heard.

	Passé Composé	Imparfait	Présent	Futur Proche
Ex.			X	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

2. You will hear 5 French sentences. Each sentence contains a date. Write the date which you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

3. Match the following vocabulary items:

1. évêque	_____	A. friendly
2. vivres	_____	B. nurse
3. gèle	_____	C. bishop
4. amical	_____	D. place
5. endroit	_____	E. scurvy
		F. king
		G. supplies
		H. jelly
		I. freeze

4. Give the English translation for the underlined words:

1. Ma soeur étudie la biologie et la chemie parce qu'elle veut être <u>infirmière</u>. _____
2. Le <u>scorbut</u> n'est pas une maladie serieuse au Canada aujourd'hui. _____
3. La Tour C.N. est un <u>gratte-ciel</u>. _____
4. Quand Jeanne Mance est arrivée en Nouvelle France il n'y avait aucun <u>médecin</u>. _____
5. Qui était le <u>roi</u> de la France pendant la Revolution Française? _____

5. Give the English equivalent for the underlined expressions.

1. A cause d' alcool il y avait beaucoup de problèmes dans la jeune colonie. _____

2. Vous allez en France pour Noel? Quelle chance! Amusez-vous bien. _____

3. J'aime entendre les histoires du Québec au temps jadis. _____

4. La vie dans la petite colonie de Québec était tout à fait different que la vie en France. _____

5. Est-ce que Jacques écoute beaucoup la musique? Tout le temps! _____

Appendix C

Part 1

1. Match the person in column X with the activity or accomplishment for which he/she is known in column Y:

X

1. Jeanne Mance _____
2. Madeleine de Verchères _____
3. Jacques Cartier _____
4. Samuel de Champlain _____
5. Adam Dollard _____
6. François Laval _____

Y

A. Le premier évêque de la Nouvelle France.

B. La première infirmière de la Nouvelle France.

C. Le premier explorateur français d'arriver en Amérique du Nord.

D. La personne qui a fondé la ville de Québec.

E. La personne qui a donné sa vie pour protéger la ville de Montréal des Iroquois.

F. Quand cette personne n'avait que 14 ans quand elle a combattu courageusement les Iroquois.

2. State the date of the following important events:

1. Le premier explorateur français arrive en Amérique du Nord. _____
2. On a fondé la ville de Québec. _____
3. La première infirmière arrive en Nouvelle France. _____
4. Le premier évêque arrive à Québec. _____
5. Les Anglais ont pris possession de Québec. _____

3. State two problems which faced the early inhabitants of Quebec. Give an example of each from the filmstrip.

1. _____

_____

_____

2. _____

_____

_____

4. Write a short paragraph in English (8–10 lines) telling about life in those early years of settlement in Quebec (New France). Mention some of the joys, sorrows, and fears of those early settlers with specific reference to the characters in the filmstrip.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Part II

1. You will hear 10 sentences in French. Each sentence contains either the "passé composé" tense, the "imparfait" tense, the "présent", or the "futur proche". Place an X in the appropriate column to indicate the tense you heard.

	Passé Composé	Imparfait	Présent	Futur Proche
Ex.			X	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

2. You will hear 5 French sentences. Each sentence contains a date. Write the date which you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

3. Match the following vocabulary items:

1. évêque	_____	A. friendly
2. vivres	_____	B. nurse
3. gèle	_____	C. bishop
4. amical	_____	D. place
5. endroit	_____	E. scurvy
		F. king
		G. supplies
		H. jelly
		I. freeze

4. Give the English translation for the underlined words.

1. Ma soeur étudie la biologie et la chemie parce qu'elle veut être <u>infirmière</u>. _____
2. Le <u>scorbut</u> n'est pas une maladie serieuse au Canada aujourd'hui. _____
3. La Tour C.N. est un <u>gratte-ciel</u>. _____
4. Quand Jeanne Mance est arrivée en Nouvelle France il n'y avait aucun <u>médecin</u>. _____
5. Qui était le <u>roi</u> de la France pendant la Revolution Française? _____

5. Give the English equivalent for the underlined expressions.

1. A cause d' alcool il y avait beaucoup de problèmes dans la jeune colonie. _____

2. Vous allez en France pour Noel? Quelle chance! Amusez-vous bien. _____

3. J'aime entendre les histoires du Québec au temps jadis. _____

4. La vie dans la petite colonie de Québec était tout à fait different que la vie en France. _____

5. Est-ce que Jacques écoute beaucoup la musique? Tout le temps! _____

Appendix D

"Le Quebec au Temps Jadis"

Student Attitudes Evaluation

You are asked to circle the response which most closely reflects your feeling about the statement.

Strongly Disagree - S D

Disagree - D

Agree - A

Strongly Agree - S A

1. The material covered in the module, "Le Québec au Temps Jadis", did not interest me at all. SD D A SA
2. After having seen and worked with "Le Quebec au Temps Jadis" I am more aware of the problems of the early French-Canadian settlers. SD D A SA
3. I do not feel the study of early Quebec culture and lifestyle is a worthwhile activity. SD D A SA
4. This module has caused me to want to study more French. SD D A SA
5. The characters in the module now seem more like real people, not just names in a history book. SD D A SA
6. I am no more aware now of the role played by early French-speaking people in the early years of settlement of Canada than I was before. SD D A SA

7. This module has given me a more negative attitude toward French-speaking people in general. SD D A SA

8. I would like to see more modules like "Le Québec au Temps Jadis" used in our French program. SD D A SA

9. The more I meet people who speak French and hear them using their language, the more I want to be able to speak French. SD D A SA

10. I have no interest in learning more about the characters whom I have met in this module. SD D A SA

11. I can see no similarities at all between the early settlers of Quebec and the early Newfoundland settlers. SD D A SA

12. I am now more interested in spending some time in Quebec than I was before. SD D A SA

13. I have no desire to understand and speak French well. SD D A SA

14. Before seeing this filmstrip I never really thought of Jacques Cartier, Jeanne Mance, and the other characters as actually speaking French. SD D A SA

15. I would like to have more French materials, ie. books, comics, newspapers, magazines, available to me to read. SD D A SA

Appendix E

Teacher Evaluation

Part 1

In answering the following questions please circle the response which best represents your feeling about each statement.

Strongly Disagree - S D
Disagree - D
Agree - A
Strongly Agree - S A

1. In general my overall reaction to the module was favourable. SD D A SA
2. In comparison with other supplementary materials I have used this module is more useful. SD D A SA
3. This module fits very well into the present grade 10 program. SD D A SA
4. The students understood the audio-tape. SD D A SA
5. The students enjoyed the module. SD D A SA

Part 2

1. What aspects of the module did you like? Why?

_____

_____

_____

_____

_____

2. What aspects did you not like? Why?

3. What changes would you suggest to improve the effectiveness of the module?