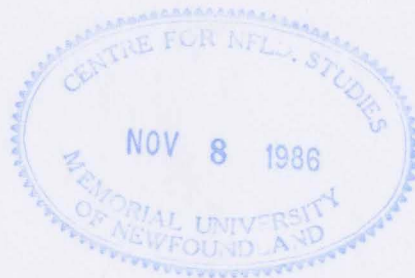


SAINT PIERRE
AN INSTRUCTIONAL MODULE FOR
IMPARTING CULTURAL INFORMATION
ON THE ISLAND OF SAINT PIERRE

ELSIE M. (TRIMM) SQUIRES

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1950

On the National Board for the
National Curriculum
in the
League of Nations



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Cultural Information
on the
Island of Saint Pierre

by



Elsie M. (Trimm) Squires

An Internship Project and Report
submitted to
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ABSTRACT

DEDICATION

To my family

In the light of the teaching materials based on the Island of Saint Pierre Available to French students in the classrooms of Newfoundland and Labrador, the purpose of this project was to develop a teaching module to be used by high school French classes. The aim of the module was to present certain cultural facts about Saint Pierre, to assist the students in developing an empathy for the people of Saint Pierre and to interest and motivate the students in the learning of the French language.

For students going on a field trip to Saint Pierre, the information in the module could make the trip more beneficial and enjoyable. For those not receiving the opportunity to go, it is hoped that the module could provide a substitute to give them a better understanding of the culture and way of life of the people of Saint Pierre.

To test the module, five groups were chosen, three Grade Nine classes and two Grade Ten classes. A pretest was given to each student; the module was presented and a posttest was given. The data collected were analyzed and t-tests for differences between means were applied. A chi-square test was done on each individual test item in order to check for significant differences.

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In the light of the lack of teaching materials based on the Island of Saint Pierre available to French students in the classrooms of Newfoundland and Labrador, the purpose of this project was to develop a teaching module to be used by high school French classes. The aims of the module were to present certain cultural facts about Saint Pierre, to assist the students in developing an empathy for the people of Saint Pierre and to interest and motivate the students in the learning of the French language.

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The major findings indicated that there was a significant difference between the means of the pretests and posttests for each group of students. In doing an item analysis, it was found that there were significant differences for a high majority of items in the posttest as compared with the pretest. Affective outcomes were determined by a student questionnaire which was completed by each student participating in the study. Results of analysis of the data indicated that student attitudes towards Saint Pierre, its people and their way of life were very positive. According to the students' own perceptions, their knowledge of Saint Pierre and its people had increased. Teachers who used the module in a classroom situation gave their appraisal. Their comments were positive and very encouraging.

This type of module proved a reliable means of imparting information and improving the student awareness of the French culture as well as contributing to the development in the students of positive attitudes towards French.

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CHAPTER I: THE PROBLEM

Introduction

During the past 10 years, the Provincial Government of Newfoundland and Labrador has made grants available to schools for teacher-chaperoned field trips to Saint Pierre. The grants range from fifty dollars to eighty dollars per student depending on the location of the school. These grants have given many students an opportunity to go to a part of France very near their island home. At Saint Pierre, they can experience a genuine French atmosphere and way of life.

However, the students need to know some basic facts about the area and people they visit. Information of this sort should make their trip more beneficial and enjoyable. In addition, the students who do not have the opportunity to go can experience in the classroom some aspects of the culture and way of life of the people of Saint Pierre, and develop some feelings towards French-speaking people and their life-style.

In addition to these very specific reasons, there is a more general need for a cultural module on Saint Pierre. Why try to learn the French language in a vacuum? The grammatical aspect is essential, but becomes "drab" without the cultural aspect.

At times, France and even Quebec seem far away from the student, particularly in small rural communities in Newfoundland, but Saint Pierre is just next door to our own island home. Given cultural activities, our students may be helped to relate to the French people of Saint Pierre.

Many authors have given expression to the need for cultural study. Rivers (1969) believes that teachers should not only teach grammatical structures, but the development of understanding of the attitude and way of life of the people of the target language, for a language cannot be separated completely from the culture in which it is deeply embedded.

Understanding a language involves understanding people. The two cannot be separated in teaching. Language is a vehicle of the culture of a people, and therefore culture should be a part of second-language teaching. Sommer (1974) contends that it is the correlation of language to the culture of a people that makes language learning easier, for a language comes alive and becomes meaningful if a learner can look beyond the symbols and grammatical points and discover what is behind the language.

Dietier (1970) suggests that language teachers look beyond the mere assimilation of vocabulary and grammatical rules to something that will help their students to develop an awareness of themselves and their society by means of comparison and contrast with other societies.

Strasheim (1976) also expresses the belief that students' self-awareness can be developed through an awareness of culture

and ethnic differences brought about by cultural study.

Seelye (1974) points out that the teaching of culture is often omitted for a number of reasons: lack of time, the belief that students will be exposed to it later, and the view of language as a communication skill divorced from social concerns. However, he does not believe that these reasons are sufficient to compensate for the omission of cultural instruction.

Seelye further contends that time spent on cultural activities is well spent. Culture must be taught while most of the students are present in our courses. Also, knowledge of linguistic structure alone does not carry with it any special insight into the political, social, religious or economic system. Seelye also points out that an understanding of culture can provide the missing component in the student's search for relevancy.

An integrative motive is characterized by a sincere and personal interest on the part of the learner in the way of life of the people whose language is being learned. It differs from an instructional motivation, which is based on an awareness of the practical value of learning another language, in that it is generally expressed in a desire to participate in the life-style of the second-language community, and eventually to identify, at least in part, with that group (Gardner and Smythe, 1975). It has been contended that, in an area where the instrumental advantages of learning a language are not immediately obvious, students who develop an integrative motivation experience greater success in second-language learning than those who do not.

The teachers can instill the integrative motive in their students through explicit cultural instruction. Students should be presented with a good clear picture of the overall life-style of the target group.

Considering all the benefits that can be drawn from teaching culture, it appears that there is a genuine need for more cultural materials in our Newfoundland schools. This need is particularly apparent with regard to Saint Pierre. Although there has been vast spending on worthwhile field trips to Saint Pierre and some students have gained first-hand information, there is a lack of cultural material based on the Island for use in the classroom.

Survey of Available Materials

It is worthy of note that Seelye also points out in his discussion of the teaching of culture that cultural instruction must be carefully organized.

While a convenient place to begin learning about the target culture is in our foreign language classes, culture must be taught systematically 'in addition to' purely linguistic concerns.¹

A survey of available materials with regard to the teachings of cultural information on Saint Pierre indicates two major problems.

¹H. Ned Seelye, Teaching Culture, Strategies for Foreign Language Educators (Illinois: National Textbook Company and the American Council on the Teaching of Foreign Languages, 1974), pp. 3 and 4.

There is a lack of information on Saint Pierre to give the teacher adequate source material from which to work, and the available materials generally are not organized for systematic cultural instruction.

Libraries have very few materials on Saint Pierre. Even the vertical files have very little up-to-date material.

One book which might be recommended for school libraries is Saint Pierre et Miquelon: Terre Française en Amérique du Nord. Teachers could put parts of this book to good classroom use. It has good pictures reinforcing the written word.

Available materials do not have any suggestions or guide to teach the culture effectively.

The schools presently have access to a booklet entitled "Guide for Field Trips I, Saint Pierre et Miquelon." It was published by the Division of Instruction, Department of Education. It is useful to those going on a field trip to Saint Pierre; it was designed for this reason. However, it does not fill the need for a cultural module. More information is definitely needed for the student to identify with the target language group.

It was in response to this need for suitable materials for the systematic teaching of culture that this module on Saint Pierre was developed.

CHAPTER II: THE MODULE

Modules

The module is widely used in our schools today. Modules are stocked by schools, school board media centres and curriculum centres.

A module is not a program. It is a unit or kit, independent of existing programs, which can be used very flexibly for a variety of teacher situations or in response to different needs of students.

Stern and Ullman (1980) tell us something about topics for modules:

Topics for modules are chosen from among those aspects of second language learning that are lacking or not sufficiently emphasized by current programs.²

Stern and Ullman also tell us what a module can do.

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.²

The module "Saint Pierre" is a multi-media kit which presents modern day information about the Island of Saint Pierre and its people. The module is not a program in itself but imparts information which may be used as a supplement to a regular program.

²H.H. Stern and R. Ullman, "Modules Project," Modern Language Centre, Ontario Institute for Studies in Education, 1980.

The topic is not currently given enough emphasis in our present school program, although visits are often made to the Island. There are no prepared materials currently available. Published material about Saint Pierre is very difficult to obtain and is scanty.

Content of the Module

The module has independent units dealing with the geography of the Island, the people and their daily life, the economy, the monetary system and sites of interest on the Island. It concludes with classroom activities for those who visit and also some for those who do not.

The content can be presented as a whole, or the different units can be introduced and presented independently.

An outline of the content of the module is presented below.

- UNIT I: GEOGRAPHY
 - A) Location and Access (overhead transparency)
 - B) The Climate
 - C) The Vegetation
 - D) St. Pierre and France
 - [French geographic insert and questions]
- UNIT II: THE PEOPLE AND THEIR DAILY LIFE
 - A) Religion
 - B) Education
 - C) Meal Time
 - D) Importance of "Bread" [culture cluster]
- UNIT III: THE ECONOMY OF THE ISLAND
 - A) Industries
 - B) French-Canadian Money Conversion
 - [independent study package]

- UNIT IV: SITES OF INTEREST
- A) Information on
 - i) Museum
 - ii) The Cultural and Sports Centre
 - B) Town Map and Tour
 - C) Slides of General Interest
- UNIT V: ACTIVITIES
- A) For Those Who Visit the Island
 - B) For Those Who Don't Visit the Island

Acquisition of Content

Research for the module was done at the Queen Elizabeth Library, Memorial University, as well as the library at the Arts and Culture Centre at St. John's. Information was also obtained at the Tourist Bureau, St. John's, and the Tourist Bureau, Saint Pierre. Material was also acquired from personal files of some former residents of Saint Pierre and from files of people having a genuine interest in the Island of Saint Pierre and its people. A lot of the content is also based on personal experience.

Much time was spent talking with people of the area as well as questioning former residents and visitors as to what appealed to them most about the Island.

Developmental Procedure

Before the module was started, consultation was made with various French teachers and consultants as to which cultural material they thought was really needed in the schools. All felt

that there was a lack of material on Saint Pierre both at the school and school board level and that a cultural module on this area would be very worthwhile.

High school French students were also contacted. When asked if there were any new or additional materials they would like to see brought into their French classes, the majority mentioned more cultural materials on French areas and French-speaking people.

Once the content had been selected, media specialists at Memorial University were consulted as to the appropriate means for presentation of the information.

Rationale for Choice of Media

The core of the module takes the form of two booklets (Teacher and Pupil). The geography section is accompanied by an overhead transparency. Education at Saint Pierre is presented in French and English by a taped interview with a former student in Saint Pierre. Posters and a town map with points of interest also accompany the module, along with a slide presentation of some main points of interest. There is also a display of French currency accompanied by a self-instructional booklet based on French and Canadian Money Conversion.

Illustrations and pictures in the booklet should appeal to the students. A lot of the material is presented in written form but the pictures serve as a vivid reinforcement of what has

been said. The slides and pictures make the capsule more interesting and appealing as well as provide useful information. Variety in the approaches used is increased by the inclusion of self-instructional materials.

From a pedagogical point of view, the use of a wide variety of curriculum materials is appropriate because they provide an interesting approach to cultural study which should enhance student motivation.

The cost of production of the materials in the module is not considerable and reproduction can easily be made for availability in schools.

According to Leo Cole, subject matter integration is a concern to many educators.

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.³

The module "Saint Pierre" has subject matter integration with at least two other subjects - Geography and Mathematics. There is a unit on the geography of the Island and a unit on French-Canadian Money Conversion.

³Leo Cole, Teaching French to Juniors. (London: University of London Press Ltd., 1969), p. 105.

Linguistic Ability

The language of the module is mainly English, but some French is used in order to ensure that the pupils learn some new French vocabulary in each of the different sections. The Information Booklet is basically in English, with some French vocabulary and inserts. The taped interview on the educational system at Saint Pierre and the accompanying script are in both French and English. Depending on the topics, there are some questions to be answered in English and some in French. This procedure gives the students a chance to make use of their knowledge of French when they are capable of using French correctly. The use of both languages helps prevent students from getting "bogged-down" in the module and maintains their interest and motivation.

Previous Knowledge

In order to start the module, the student is not required to have any former knowledge of Saint Pierre. It is hoped that the cultural module will give him a good insight into life on the Island. However, he should be at a Grade Nine level in his listening, speaking, reading and writing skills in French. This is especially necessary for the material presented in French and the sections to be answered in French.

The vocabulary and structures used in the module are appropriate to the linguistic ability of students who have been

exposed to the basic oral-aural course currently used in the schools of the province, and the use of reading skills required for the module are similar to those skills developed in the texts currently used at the Grade Nine level.

Cultural Field

The module is designed primarily for Newfoundland students. The majority of our French students have very limited contact with French-speaking people. Apart from Cap St. Georges, insular Newfoundland is basically English. Although immersion classes are now set up at several centres in the province, the majority of our students (99%) study core French. For a large majority of them, French does not exist outside the classroom situation. Therefore, students do need to be highly motivated in order to succeed in the study of French.

Given a cultural module on Saint Pierre, the students of our Island should be able to identify more easily with the people of the French Island whose way of life is quite comparable considering such things as climate, economy, rigour of the elements, and way of life.

The target audience is anglophone high school students (Grade Nine and above) who are studying French as a second language. However, because of the module's flexibility of use, it can be presented independently. Therefore, there are parts that can be presented at the junior high level as well.

Purposes

The module has three main purposes:

- 1) To present certain cultural facts about Saint Pierre
- 2) To assist the students in developing an empathy for the people of Saint Pierre
- 3) To interest and motivate the students in the learning of French

The module is prepared in such a way as to:

- a) give information that will be useful for those students going to Saint Pierre
- b) give those who will not go an opportunity to experience in the classroom some aspects of the Island and its way of life.

One could recommend an actual field trip, but many students will not visit Saint Pierre. Some schools will not be fortunate enough to receive the grant and even with the grant some students will not have the opportunity to go. The module is designed both for those who will go and for those who will not. It will present those who visit Saint Pierre with information that will be reinforced when they actually get there and will provide those who will not go with a visit "via the written word."

Intended Learning Outcomes

Cognitive Learning

It is hoped that the student will be interested in the material and learn a number of new facts from it. New French

vocabulary will be learned as well. The student will make use of all four skills - listening, speaking, reading, and writing.

Affective Learning

It is hoped that the students will be motivated to do well in French. The module aims at motivating them to learn about a French island very near and similar to Newfoundland and to learn about and identify with people who experience a way of life that is somewhat similar to their own. It is presumed that students are able to relate more easily to a life-style that has many points of similarity with their own.

It is hoped that the content of the module will help prevent the student from learning a language in isolation. It aims at motivating the students to learn about a French-speaking island very near their own island home and to learn about a people who experience life somewhat similar to their own. The content should help them identify with the people whose language they are studying and give them an awareness of the French culture. It is hoped that it will motivate the students to do well in their regular French course and to continue to improve their ability in French.

CHAPTER III: SUMMATIVE EVALUATION

Areas of Investigation

The objectives of this module were both cognitive and affective. Cultural facts about Saint Pierre were presented to give information that would be useful for those students who are going to visit Saint Pierre. For those students who are not going to personally visit the Island, the module gives an opportunity to experience in the classroom some aspects of the Island and its way of life.

The two major objectives in the affective domain were 1) to assist the students in developing an empathy for French-speaking people, and 2) to interest and motivate the students towards the learning of French.

The cognitive objectives are listed in detail for each section of the module. There were twenty-seven teaching objectives outlined in the teacher's guide and the results of each one were compared and analyzed in the pretest and the posttest. The complete task analysis is included in Appendix A.

The module was tested in a classroom situation, and was evaluated in order to determine to what extent these objectives had been achieved. In addition, some information was sought about the module itself in order to assist in modifications to make it a more effective teaching instrument.

Data was collected in four areas:

- 1) cognitive objectives
- 2) affective objectives
- 3) student attitudes
- 4) teacher comments

Pretest/Posttest--Cognitive Objectives

The evaluation of the cognitive objectives involved the use of a pretest/posttest format. The pretest was developed in order to sample the knowledge of the pupils before the use of the module. The posttest sampled knowledge after use of the module. It was hypothesized that any significant differences which occurred between the periods of testing could be attributed to exposure by the learner to the module.

It was further hypothesized that pupils using the module would learn cultural facts about the geography, the people and their daily life, economy and currency, sites of interest, and would gain a basic understanding of using a town map when given directions in French. Results of the acquisition of these facts and skills were obtained by the use of relevant test items on the pretest and posttest.

Student Report--Affective Objectives and Student Attitudes

The purpose of Section A of the student report was to determine if the students themselves felt that they had gained factual knowledge about Saint Pierre and if this acquisition of

facts had encouraged them to participate in the French way of life (see Affective Objective 1).

The purpose of Section B was to determine if the module had encouraged the learners to study more French and if the study about the French people and their way of life helped them to appreciate learning a second language. An additional purpose of Section B was to ascertain if the students felt the material was interesting and worthwhile and if they desired to study other modules similar to this one (see Affective Objective 2).

In Section C of the student report, information was sought as to which part of the module the students liked best, and students were encouraged to write additional comments. This section of the student questionnaire was designed to help identify strong points as well as weak points in the module. The purpose of the information gathered was to provide data for improvements in the module which could make the material more interesting and appealing to the student or to improve its effectiveness.

Teacher Questionnaire

A teacher questionnaire (see Appendix B) based on the content and use of the module was completed by each teacher who examined and taught the module. The teachers, being highly qualified and experienced in the use of French instructional materials, were judged to be in a good position to indicate the strengths and weaknesses of the module. It was felt that the recommendations of these teachers would be valuable in making

the module a more effective teaching instrument.

The Sample

One hundred students from schools of the Conception Bay North Roman Catholic and the Avalon North Integrated School Boards, Newfoundland, participated in the study.

The instruction was given to five different groups. The groups consisted of anglophone high school students who were studying French as a second language. Three groups were Grade Nine and two were Grade Ten. All students had chosen to study French at this level, and all had been exposed to the regular programme recommended by the Department of Education for pupils studying French in Newfoundland. The students were heterogeneously grouped, and a relatively wide range of abilities was represented in each classroom.

Each group was from a school to which students were bussed from nearby English-speaking communities. There were no French-speaking communities in the area and the students came in contact with French in the classroom only.

Although the students were anglophones studying French as a second language, their interest and motivation could be considered as somewhat above average. Being on a Grade Nine and Grade Ten level, students involved in the study had a choice between French and another subject. They had all chosen to study French.

All the students involved in the study had demonstrated that they had sufficient background and ability to master the instruction in the module. In some classes, some of the students had discussed Saint Pierre, but they had not studied it in a detailed way. The researcher felt that the knowledge which they possessed would not be sufficient to bias the results of the testing.

The fact that pupils were aware that at some future date they may have an opportunity to visit Saint Pierre may have increased their interest in the content of this module since the information it contained could be an asset to them.

Teacher Characteristics

The teachers who administered the module and conducted the testing were French specialists at their respective high schools. They possessed similar teaching characteristics in that they all had received the same degree of professional preparation. Three of the teachers had an average of fifteen years teaching experience with students of this level, although one had considerably less experience in the classroom. It was felt that the teachers chosen to assist in the evaluation were well qualified and could contribute to the assessment of the effectiveness of the module.

Procedure

After the development of the cultural module on Saint Pierre, it was evaluated through use in classroom situations in the schools. Five groups of students took part in the testing.

Contact was made with the teachers and principals for permission to have the module taught to their students. The teaching of the module and administering of the tests and questionnaires were done by the regular French teachers. An individual meeting was arranged with each teacher who was to administer the module. During this meeting, the module was displayed and the procedure for administering it was thoroughly outlined. Teachers were asked to follow the provided teaching guide as closely as possible.

A pretest was administered to all participating students before they began the module. Immediately prior to this test, in order to relieve anxieties concerning the results, the students were informed that some of the contents of the test would be unfamiliar to them. They were told that instruction in this material would be given and they would be tested again at a later date. With this information, the students did not get upset about the pretest, but simply did their best with what they knew.

The module was then presented in five forty-minute French classes during consecutive school days. On the day following the completion of the five lessons, a posttest was administered and each student completed a questionnaire concerning the module.

All students' pretest and posttest papers were collected and returned to the researcher for correcting and grading. All questionnaires and tests were carefully analyzed by one evaluator in order to maintain consistency in assessing the data.

All teachers involved in the administering of the module completed an expert's appraisal questionnaire, each of which was carefully analyzed.

The scores of students who did not complete both the pre- and posttests were eliminated from the study. A total of one hundred students were found to have completed the module and average gains on their scores were computed.

The results of the testing were tabulated and analyzed. Differences between the pre- and posttest scores were reported as differences in raw scores and percentages.

The results of the questionnaires were analyzed and general trends or important comments were reported.

A discussion of the results is given in the following chapter.

CHAPTER IV: DISCUSSION OF RESULTS OF SUMMATIVE EVALUATION

Content Evaluation

In completing the summative evaluation of the module "Saint Pierre", four instruments were administered. They were: 1) a pre-test, and 2) a posttest, the purpose of which was to determine the extent to which the learners mastered the cognitive objectives of the modules; 3) a student report, the purpose of which was to evaluate attitudinal reactions to the module; and 4) an expert's appraisal to monitor teacher reactions to the module.

Before beginning the module, each of the five groups of students was given a 55-item pretest (see Appendix C) on the major items included in the module. The test was divided into five sections dealing with: 1) the geography of the Island of Saint Pierre, 2) the people and their daily life, 3) economy and currency, 4) sites of interest, and 5) the students' ability to follow directions in French.

Upon completion of the module, students received a post-test (see Appendix D) which was made up of the same 55 items as the pretest.

Upon completion of testing, the responses of all five groups were collected and tabulated. The results were analyzed.

Each individual who completed the module showed an increase in his posttest score over his pretest score.

Table 1 compares the pretest and posttest average scores and the percentage gain for each group, and indicates that each group achieved higher scores in the posttest.

TABLE 1
Comparison of Pretest and Posttest Average Scores

Group	Grade	Number	Pretest	Posttest	Gain
A	IX	22	35.5%	79.5%	44%
B	IX	28	34.7%	72.5%	37.8%
C	IX	21	53.9%	87.3%	33.4%
D	X	18	42.3%	83.6%	41.3%
E	X	11	49.1%	72.9%	23.8%
Total		100	43.1%	79.2%	36.1%

Table 2 compares the range of pretest and posttest scores. A general improvement is indicated. A marked improvement in both minimum and maximum scores is apparent. For three of the five groups, the posttest minimum average scores are higher than the pretest maximum average scores.

A comparison of means of the pretest and posttest for each individual group and for the combined groups was conducted using a one-factor analysis of variance. The results in Table 3 indicate that the gains were significant for all groups at the

TABLE 2
Range of Pretest and Posttest Scores

Group	Grade	Pretest Score Range		Posttest Score Range	
		Minimum	Maximum	Minimum	Maximum
A	IX	9	26	31	55
B	IX	12	28	31	49
C	IX	18	38	35	54
D	X	11	33	35	54
E	X	19	38	32	47
Total Possible Score = 55					

.005 level of significance. From these results, it may be concluded that the module was successful overall in achieving the cognitive objectives.

There were 27 cognitive objectives outlined in the teaching guide of the module (see Appendix A). The pretest and posttest included questions on each objective. Each objective had at least one test item while the maximum number of test items for an objective was five questions. The overall success in reaching objectives is given in Table 4. As may be seen from the Table, slightly over half (53%) of the students achieved success with 80% of the material. Over 90% of the students achieved success with 60% of the material.

TABLE 3

Analysis of Variance Between Pretests and Posttests on Scores
for Each of Five Groups and Total Scores for all Groups

Test	Group	Number	Mean	Standard Deviation	t-Test
Pretest	A	22	19.59	5.02	-13.7369
Posttest	A	22	43.59	6.59	t > .005
Pretest	B	19	19	4.05	-20.61
Posttest	B	19	39.89	5.20	t > .005
Pretest	C	21	29.61	4.98	-19.98
Posttest	C	21	48.05	4.49	t > .005
Pretest	D	18	23.28	6.72	-22.1667
Posttest	D	18	45.44	8.49	t > .005
Pretest	E	11	27.09	6.32	-9.1495
Posttest	E	11	40	4.55	t > .005
Pretest Total		100	23.02	6.78	-20.41
Posttest Total			43.43	6.83	t > .005

The mean percentage of correct responses by the total number of students participating in the study for each objective in both the pretest and posttest is shown in Table 5.

Five objectives, numbers 1, 4, 7, 9, and 13 did not appear to show significant gains. To examine this more closely, the researcher administered an item analysis on all 55 test items to determine which questions resulted in responses which showed statistically significant gains; a chi square test was administered

TABLE 4
Overall Success in Reaching Objectives

% of Students	% of Items Correct
1	100%
11	95% or more
22	90% or more
39	85% or more
53	80% or more
72	75% or more
79	70% or more
83	65% or more
93	60% or more
7	less than 60%

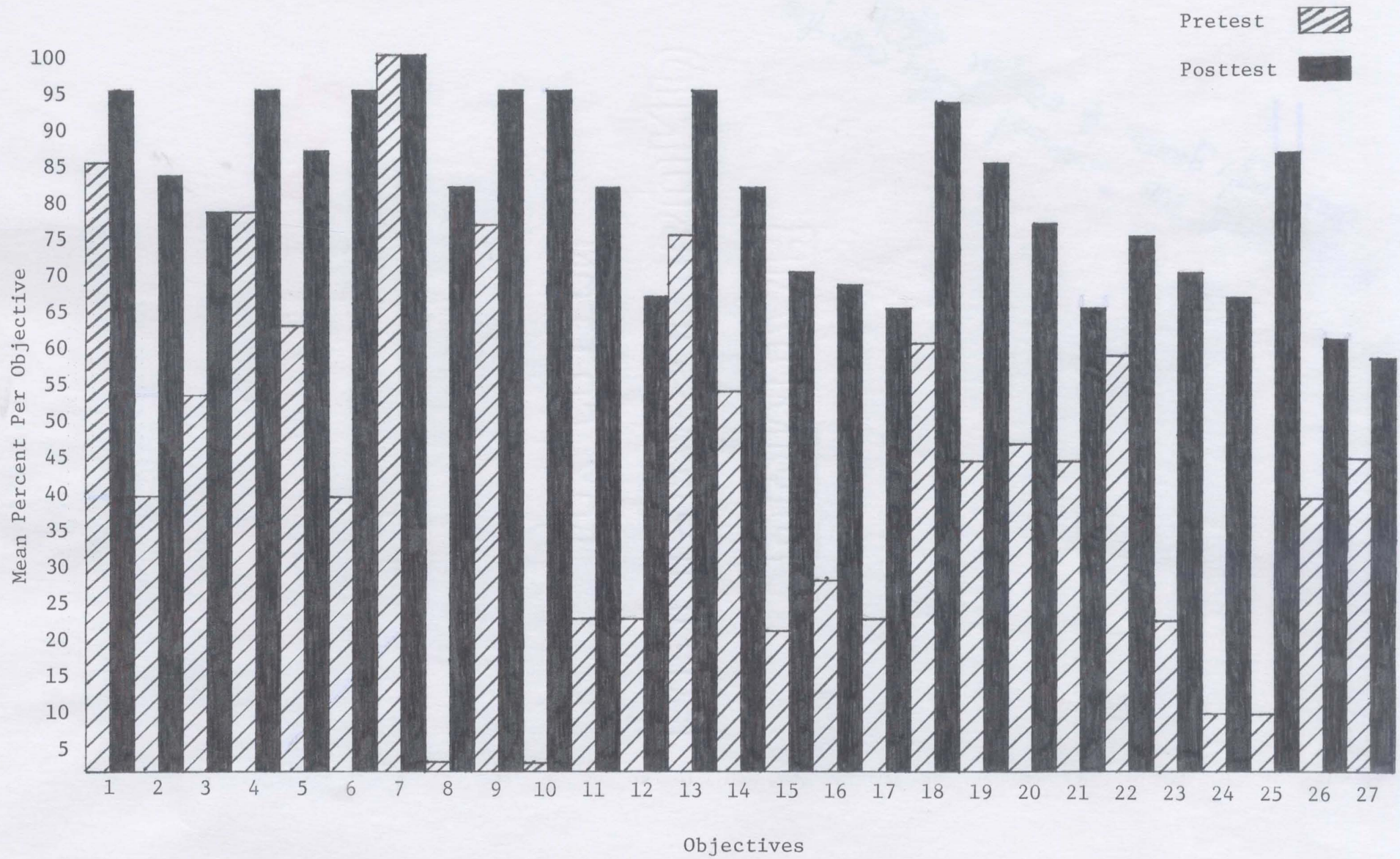
on the scores of each test item. Table 6 gives these results.

Twenty-six items showed statistically significant gains at the .001 level; four items showed statistically significant gains at the .01 level; and ten items showed statistically significant gains at the .05 level. These forty items were deemed to be satisfactory.

Fifteen items did not show significant gains at the .05 level of confidence. These items may be divided into two main groups.

TABLE 5

Comparison of Pretest and Posttest Objective Mean Percentages



Nine items, AI 1 and 4, BI 1 and 2, BIII 1, 3 and 4, BIV 5, and CI 10 received relatively high pretest scores. They were in part basic knowledge questions about Saint Pierre that appeared to be common knowledge among most students and were probably learned through previous French studies. From these results it may be suggested that Objectives 1, 4, 7, and 9 were met by a large number of students before beginning the module. These objectives might not need to be included in the module. Objectives 13, 14, and 22 are still appropriate objectives, but the manner of testing included some which could be answered from general information rather than from the specific information contained in the module. It might be appropriate to design other test items to test this material more specifically.

One item in this group, BIV 4, does not appear to have been emphasized sufficiently in the teaching package. It was also noted that the five items in Section DII did not show significant gains. The researcher felt that the module had not been successful in teaching directions in French. It may be that the students were confused with the directions in the map activity of the module. Adding a page with a list of English and French direction equivalents may improve the learning in this section. A further suggestion is also made in the section on Expert's Appraisal.

Apart from the items discussed, the item analysis indicates that the learners achieved success in attaining each of the cognitive objectives of the module.

TABLE 6
Item Analysis

Objective Number	Question Number	No. Correct on Pretest	No. Correct on Posttest	χ^2
1	AI 1	84	94	.567416
2	AI 2	38	83	16.7438***
3	AI 3	53	78	4.77863*
4	AI 4	79	95	1.47701
5	AI 5	59	91	6.83333**
6	AII 1	25	94	40.0168***
	AII 2	18	93	50.6847***
	AII 3	61	97	8.20886**
	AII 4	16	90	51.6698***
	AII 5	73	99	3.93605*
7	BI 1	100	100	
8	BI 3	2	83	77.2***
9	BI 2	75	98	3.06359
10	BI 4	1	95	92.0521***
11	BI 5	23	83	33.9717***
12	BII 1	29	76	21.0476***
	BII 2	15	59	26.1757***
	BII 3	24	65	18.8989***
	BII 4	22	57	15.519***
	BII 5	23	70	23.7635***

(cont'd.)

Table 6 (cont'd.)

Objective Number	Question Number	No. Correct on Pretest	No. Correct on Posttest	χ^2
13	BIII 1	89	100	.645503
	BIII 2	43	93	18.3897***
	BIII 3	79	94	1.30636
	BIII 4	96	99	.0512821
	BIII 5	62	86	3.89865*
14	BIV 1	29	94	34.3577***
	BIV 2	55	84	6.05756*
	BIV 3	57	100	11.7834***
	BIV 4	48	59	1.14019
	BIV 5	74	90	1.56707
15	CI 1	33	90	26.4228***
	CI 2	12	50	23.3065***
16	CI 3	52	87	8.82014**
	CI 4	30	83	24.8673***
	CI 5	7	43	25.94***
17	CI 6	25	68	19.8925***
18	CI 7	56	93	9.19463**
19	CI 8	55	85	6.43572*
	CI 9	32	87	25.4286***
20	CII 1	48	74	5.54918*
21	CII 2	41	65	5.4434*
22	CI 10	59	77	2.38971

(cont'd.)

Table 6 (cont'd.)

Objective Number	Question Number	No. Correct on Pretest	No. Correct on Posttest	χ^2
23	CII 3	24	73	24.7629***
24	CI 12	12	67	38.3038***
25	CI 11	12	86	55.8878***
26	DI 1	13	40	13.7736***
	DI 2	33	57	6.41112*
	DI 3	61	89	5.233334*
	DI 4	52	76	4.50782*
	DI 5	16	45	13.8033***
27	DII 1	50	70	3.34167
	DII 2	56	67	.99187
	DII 3	40	52	1.57609
	DII 4	42	60	3.18627
	DII 5	35	47	1.76829

*p < .05

**p < .01

***p < .001

Data was collected by grade to determine if the Grade Ten students might do significantly better on the posttest than the Grade Nine students. A t-test was administered to check for any statistically significant differences. The results of this analysis, as reported in Table 7, indicate no significant

TABLE 7

Comparison of Grade Nine and Grade Ten Posttest Results

Grade	Number	Posttest Mean	Standard Deviation	<u>t</u> -Test
9	71	43.45	6.44	.0459
10	29	43.38	7.72	

differences and demonstrate that Grade Nine students can benefit from completion of the module just as much as the Grade Ten students.

Student Report

The data collected by the Student Report (see Appendix E) was examined to evaluate selected subjective reactions to the module by the students participating in the study.

Students stated that the module gave them a better understanding of, and encouraged them to visit, Saint Pierre. One student commented:

It was an excellent module. The slides made the information in the book come alive. I always wanted to visit Saint Pierre and now I am more eager than ever. The module was very life-like. It has given me a better understanding of the people of Saint Pierre and their way of life.

Comments indicated that students felt the information provided in the module would make a trip to the Island more enjoyable.

One of the students stated:

I liked the module because it gave me more knowledge about the people, the Island itself, and I learned more French vocabulary. I visited Saint Pierre once before and I plan to go again. I feel that my knowledge of the Island will help me enjoy myself more when I go again.

Many of the students welcomed the change and hoped for additional modules similar to this one which had helped to increase their interest in French.

The module provided an interesting change. We would learn more French if this program were in our school curriculum. More modules like this one would increase an interest in French.

The student questionnaire was administered primarily in order to assess to what extent the affective objectives of the module had been achieved. After being exposed to the module, 100% of the students reported that they knew more about the people of Saint Pierre and their way of life. All expressed a desire to go to Saint Pierre and many of those indicated that they wanted to actually take part in a French way of life such as eating a French meal with a French family and visiting a French school.

These results appear to indicate that the module had a considerable degree of success in helping the students to develop an interest in French people and their culture. From these results, it may be concluded that the module attained the first of the affective objectives.

Seventy per cent of the students reported that this module encouraged them to study French. This high positive percentage is a strong indicator that the module was successful in motivating

students towards the study of French. Therefore, it may be concluded that the module was successful in attaining the second of the affective objectives.

Additionally, questions were asked about the content, the structure, the format, and the individual components of the module itself. Ninety-nine per cent felt the module was interesting and worthwhile. Different students enjoyed different parts of the module, as indicated in their comments, but the booklet, slides and the currency display were the parts most often cited as the most interesting.

Experts' Appraisal

The teachers' responses to the module (see Appendix B) were favourable. Three teachers other than the researcher administered the module in classroom situations. All felt that the objectives were suitable for the grade levels involved. All indicated that the instructional materials and activities were appropriate for the age and academic preparation of the students. They reported that the teaching strategies were organized well and the daily lesson plans were adequate. The teachers stated that they welcomed the use of cultural modules in their classroom teaching.

In response to questions regarding the pacing of the module, one teacher felt that it would be better to spread the programme over six or seven instructional periods rather than

five. Another recommended that instruction be presented one class per week over a period of five weeks rather than being presented on consecutive days. The experimental design of this study necessitated its presentation on consecutive days in order to minimize contaminating variables such as maturation and learning the material from sources other than the module, but the original conception of the module allowed for it to be taught over a more extended time frame and the recommendation of that teacher is consistent with the intended purposes of the module.

One of the teachers stated that the town map in the booklet was good but felt that an overhead transparency of the map for classroom reference would further benefit the teacher.

From this general overview of the teachers' comments, it may be concluded that the teachers who administered the module found it to be a satisfactory instructional package.

CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Module

During the past 10 years, the Provincial Government of Newfoundland and Labrador has made grants available to schools within the province for teacher-chaperoned field trips to Saint Pierre. These grants have given many students an opportunity to go to a part of France very near their island home. At Saint Pierre, they have experienced a genuine French atmosphere and way of life.

The students who will make this trip need to know some basic facts about the area and people that they will visit. Such information could make the trip more beneficial and enjoyable.

For students participating in a field trip to Saint Pierre, benefits of a familiarization program about the Island have an obvious practical application, but for those students who do not receive the opportunity to make the field trip, a well-designed classroom experience could provide a vicarious substitute to give the student a better understanding of the culture and way of life of the people of Saint Pierre.

A search of the libraries at Memorial University of Newfoundland and the City of St. John's revealed that published materials about Saint Pierre are scanty and very difficult to

obtain. Research indicated that a suitable package of relevant materials which could be used to teach advanced high school French classes about the culture and people of Saint Pierre did not exist. In order to provide adequate instruction in this area, it was necessary to design and produce these materials. Therefore, the module "Saint Pierre" which is described in this study was prepared to attain these three main purposes:

- 1) To present certain cultural facts about Saint Pierre.
- 2) To assist the students in developing an empathy for the people of Saint Pierre.
- 3) To interest and motivate the students in the learning of the French language.

The module was prepared in such a way as to:

- 1) give those students who were going to visit Saint Pierre information that would be useful during their stay on the Island;
- 2) give those students who would not make the field trip an opportunity to experience in the classroom some aspects of the Island and its way of life.

Evaluation of the Module and Summary of Conclusions

After the module and the teaching guide had been developed, the module was tested by using it in five school situations.

The sample chosen was one hundred anglophone high school students at the Grade Nine and Ten levels who were studying French as a second language.

The instruction was given to five groups who were selected from schools administered by the Conception Bay North Roman Catholic

School Board and the Avalon North Integrated School Board.

The instruction was conducted by the students' regular French teachers with whom the module had been thoroughly outlined and discussed by the researcher. Prior to the actual instruction a pretest was given to the students and a posttest followed after the periods of instruction. Posttest results were compared with those of the pretest through an analysis of variance. This analysis of the test results indicated that the module produced significant differences between pretest and posttest for all groups. In addition, the score of each individual was higher in the posttest than in the pretest.

The pretest average for all five groups was 43.1% and the posttest average was 79.2%, giving an overall average increase of 36.1%.

In comparing the range of scores of the pretest and posttest, there was a marked improvement in both the minimum and maximum scores for the posttest.

Examining the percentage gain in objectives in the posttest, the researcher found that in most cases, there were significant increases. For a few objectives, there was a very small increase. An item analysis was conducted which identified fifteen test items which did not have statistically significant gains. These test items appeared to be of two types: 1) nine items had high pretest scores, indicating the learners knew the material prior to taking the program; and 2) five items, which were all related to the final section of the program, dealt with map reading, suggesting to the

researcher that the learners lacked sufficient background or practice, or that the instruction was unclear or too brief. One resulting modification to this section was to provide an additional overhead transparency to assist the teacher in presenting the map reading skills during group instruction. Another suggestion was to include a French/English listing of the terms for the students.

In comparing Grade Nine and Grade Ten results in the posttest, an analysis of variance indicated that there were no statistically significant differences between the two class levels. It was concluded that both grades benefitted from the instruction and the instruction can be successfully given to either level.

Affective outcomes were determined by a student questionnaire which was completed by each of the students participating in the study. Results of analysis of the data indicated that student attitudes towards Saint Pierre, its people and their way of life were very positive after using the module.

Students felt that they had gained much knowledge, were encouraged to study more French, and each expressed a desire to participate in the French way of life by visiting the Island of Saint Pierre.

Ninety-eight percent of the pupils felt that the module was an interesting and worthwhile activity and expressed a desire to study more modules similar to "Saint Pierre".

Teachers who examined and administered the module completed an appraisal questionnaire in which they indicated that the module was effective and of cultural benefit in their French classes.

The positive nature of both the students' and teachers' comments were indicators that the teaching module was a success. Both students and teachers expressed enthusiasm for the format and content of the module, commenting on the general lack of cultural modules in the regular curriculum, and stating that this type of material was welcomed and needed in the classroom. Consequently analyses of the evaluation instruments all indicate that the module was successful in achieving both its cognitive and affective aims.

Module Revisions and Modifications

On the basis of analysis of the collected data, the following revisions and modifications are recommended:

- 1) That the module be presented in six, rather than five, teaching periods.
- 2) That the module be presented one period per week for six weeks.
- 3) That an overhead transparency of the town map be included in the module for reference use in classroom group situations.

General Revisions and Modifications for Teaching in General

The experience with the use of this particular module in the schools gives rise to certain considerations which might be of value for the present French curriculum in the Newfoundland schools:

- 1) It may be better to use this type of material on a period-per-week basis rather than on a daily basis.

- 2) It appears that modules of this nature could have excellent cultural value and that much can be learned from them. As indicated by both teachers and students, they can stimulate more interest in the French program and serve as a welcome and a refreshing change.
- 3) Since worthwhile modules are welcomed by both teachers and pupils and since there is a real need for them in our French classes, there are many possibilities for development of similar materials. Some modules have been developed by the Ontario Institute for Studies in Education (OISE) but there are many topics that can be adequately developed by teachers. Materials on French-speaking areas of New Brunswick and Nova Scotia provide a wealth of interesting information for worthwhile modules. Modules can provide effective instruction in a format that is interesting and stimulating, and can be designed to meet specific regional needs. Such modules can be produced locally on minimal budgets and can be produced by classroom teachers who are probably in the best position to identify the needs of their students.

It is recommended that teachers and other researchers who are interested in improving classroom instruction be given encouragement and incentive to develop teaching materials which serve the needs of local classrooms.

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APPENDIX A

TASK ANALYSIS OF THE INSTRUCTION

Task Analysis of the Instruction

Cognitive Aims

The students will become sufficiently familiar with the material of the module "Saint Pierre" so that they will be able to:

- 1) indicate that Saint Pierre is an island
- 2) give the relative sizes of Saint Pierre and Miquelon
- 3) locate the Islands on a map, and/or give their position in relation to Newfoundland
- 4) give a brief description of the climate and vegetation of Saint Pierre in terms of a comparison with Newfoundland
- 5) state two means of access to Saint Pierre from Newfoundland
- 6) label the Islands with their French names
- 7) give the language used in Saint Pierre
- 8) state the number of people who live on the Island of Saint Pierre
- 9) state the religion of the people of Saint Pierre
- 10) state the food that plays a big part in the lives of the French
- 11) demonstrate a knowledge of the blessing of the fleet before the fishing season at Saint Pierre similar to the service held in Newfoundland for the sealers
- 12) give French vocabulary words related to bread (Definition will be given.)
- 13) indicate a knowledge of the characteristics and names of mealtimes in Saint Pierre by determining if certain statements about mealtime are true or false
- 14) indicate a knowledge of the similarities and differences between the educational system of Saint Pierre by determining if certain statements are true or false

- 15) name at least two important industries that are important to both the Islands of Saint Pierre and Newfoundland
- 16) give French words for money in general, paper money and coins and state in writing the differences in usage for these terms
- 17) identify the franc as the basic unit of French money and "F" as the correct abbreviation for franc
- 18) classify the divisions of a franc as centimes
- 19) identify the different denominations of French currency
- 20) demonstrate use of the equivalence 1 franc = 100 centimes by writing the number of centimes in different quantities of francs
- 21) demonstrate use of the equivalence a centime = 1/100 of a franc by converting quantities of centimes into francs
- 22) demonstrate knowledge of totalling francs and centimes by giving the correct number of francs and centimes in different quantities
- 23) demonstrate knowledge of French-Canadian money conversion by writing the correct Canadian equivalent of a franc
- 24) demonstrate knowledge of Canadian-French conversion by writing the number of francs in different denominations of Canadian funds correctly
- 25) demonstrate knowledge of franc-dollar equivalents by writing how much would have to be paid in Canadian funds for certain items priced in francs
- 26) recognize the French words for the various important buildings and places at Saint Pierre and be able to associate one interesting fact with at least five of them
- 27) recognize directions in French in order to follow a town map of Saint Pierre when on a walking tour.

APPENDIX B

EXPERT'S APPRAISAL QUESTIONNAIRE

Expert's Appraisal Questionnaire
on

Saint Pierre Module

Please appraise this instructional program by circling the appropriate answer next to each statement. If you wish to make any additional comments about any aspect of the program, there is space provided at the end of the questionnaire.

- | | | |
|--|-----|----|
| 1) Were the Teaching Plans organized well? | Yes | No |
| 2) Were the Daily Lesson Plans adequate? | Yes | No |
| 3) Was the balance of English and French of the module suitable for the grade level? | Yes | No |
| 4) Were the instructional materials and activities appropriate for the grade level? | Yes | No |
| 5) Was the material properly sequenced? | Yes | No |
| 6) Do you think the content is too difficult for the grade level? | Yes | No |
| 7) Do you think the content is too easy for the grade level? | Yes | No |
| 8) Were there enough follow-up activities? | Yes | No |
| 9) Are the objectives suitable for the grade level? | Yes | No |
| 10) Is such a module as this one useful? | Yes | No |
| 11) Is there a need for cultural instruction of this type? | Yes | No |
| 12) Did you find the tape useful? | Yes | No |
| 13) Was the currency package useful? | Yes | No |
| 14) Did you like having a self-instructional section in the module? | Yes | No |
| 15) Were the slides a welcome addition to the module? | Yes | No |
| 16) Were the posters of use in the module? | Yes | No |

- | | | | |
|-----|--|-----|----|
| 17) | If modules such as this one were available
would you use them? | Yes | No |
| 18) | Would materials such as those of the module
be helpful in teaching? | Yes | No |
| 19) | Do you think students will accept modules of
this type? | Yes | No |
| 20) | Do you think teachers will accept modules of
this type? | Yes | No |

If you have any further comments, please write them below.

(Teacher's Signature)

Thank you for your time and co-operation in filling out this questionnaire.

Elsie M. Squires

Elsie M. Squires

APPENDIX C

PRETEST

Geography

I. Choisissez la bonne réponse.

1. Saint Pierre est une petite (île, province, pays).
2. Saint Pierre est (plus petit que, plus grand que, aussi grand que) Miquelon.
3. Saint Pierre et Miquelon sont situés 25 kilomètres au sud de (Placentia, Saint Jean, Fortune).
4. Le climat et la terre de Saint Pierre est comme le climat de (France, Bermude, Terre Neuve).
5. On voyage à Saint Pierre
(Par le train et en avion.
en avion et par traversier.
par le train et par traversier).

II. On the attached map, label the following:

- 1) Saint Pierre
- 2) Miquelon
- 3) Terre Neuve
- 4) Langlade
- 5) l'Océan Atlantique

Section B

The People and their Daily Life

I. Fill in the blanks:

1. The main language spoken at St. Pierre is _____.
2. The religion of the people of St. Pierre is _____.
3. The number of people who live on the Island of St. Pierre is about _____ thousand.
4. We say that something is as good as gold. The French say that something is as good as _____.

5. Before the fishermen of Saint Pierre begin their catch in the spring, there is an event held which is similar to one that takes place in Newfoundland before the sealers go out to the sea. The event is called _____.

II. Bread

From the words given below choose the correct one for each definition given and write it in the blank provided.

- 1) C'est un article très important pour les Saint Pierrais.

- 2) C'est un petit pain. _____
- 3) C'est un bâtiment où on fait du pain. _____
- 4) C'est du pain avec de la confiture. _____
- 5) C'est du pain avec du chocolat. _____

La Liste

du pain
une boulangerie
un boulanger
une tartine
un goûter
une croissante

III. Mealtime

Read each of the following statements and determine if it is true or false. Place "True" or "False" in the blank provided.

- 1) The French family meal is considered a very important time of family togetherness. _____
- 2) The average family at Saint Pierre spends almost half their money on food. _____
- 3) The French people don't spend much time preparing meals.

- 4) The French word for breakfast is "le petit déjeuner."

- 5) Breakfast usually consists of juice, rolls, and tea or coffee. _____

IV. Education

Continue with "True" or "False"

- 1) French students go to school from Monday to Friday as our students do in Newfoundland. _____
- 2) The school day at Saint Pierre is the same length as ours. _____
- 3) Saint Pierre students eat their lunch at the school cafeteria. _____
- 4) The majority of the teachers of Saint Pierre train at Memorial University, St. John's. _____
- 5) The students of Saint Pierre do not have as much homework as we do. _____

Section C

Economy and Currency

I. Fill in the blanks:

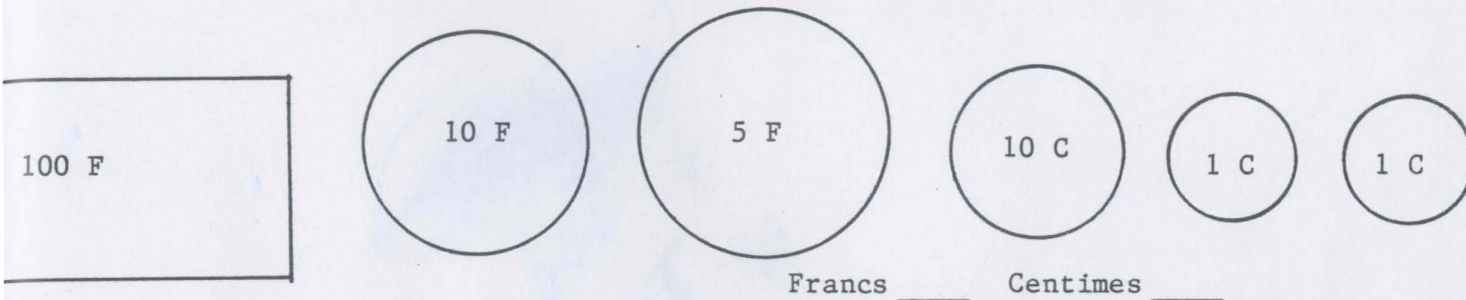
- 1) The backbone of the economy of Saint Pierre is _____.
- 2) Because Saint Pierre is a French island located in North America, another industry that plays a great role in the economy of the Island is _____.
- 3) The French word for money is the same as the word for "silver." It is _____.
- 4) Our Canadian paper money is "bills." The French paper money is known as "les _____."
- 5) The coins are known as "la _____."
- 6) When goods are priced in the French money system, the abbreviation used is _____.
- 7) The franc is divided into 100 _____ just as a dollar is.

divided into cents.

8) The coins are also made up of $\frac{1}{2}$, 1, 2, 5, and _____ francs.

9) French paper money comes in denominations of 10, 20, 50, 100 and _____ francs.

10) How many francs and centimes are in the following?



11) A record priced 40 francs would cost approximately \$_____.

12) A sweater priced at \$40.00 would cost approximately _____ francs.

II. Choose the correct answer:

- 1) 2 francs equals (10, 20, 200) centimes. _____
- 2) 10 centimes equals ($\frac{1}{10}$, $\frac{1}{100}$, $\frac{1}{2}$) franc. _____
- 3) 1 franc equals approximately (10, 20 or 50 cents). _____

Section D

Sites of Interest

I. From the list which follows, choose the site of interest to which each of the following statements refer.

- 1) This is the chief commercial and social centre of Saint Pierre. _____
- 2) Here there are maps marking the ship wrecks off the coast of Saint Pierre. _____
- 3) This building contains a gym, language lab, library, pottery room and a printing press. _____

4) This site marks the entrance to the port of Saint Pierre.

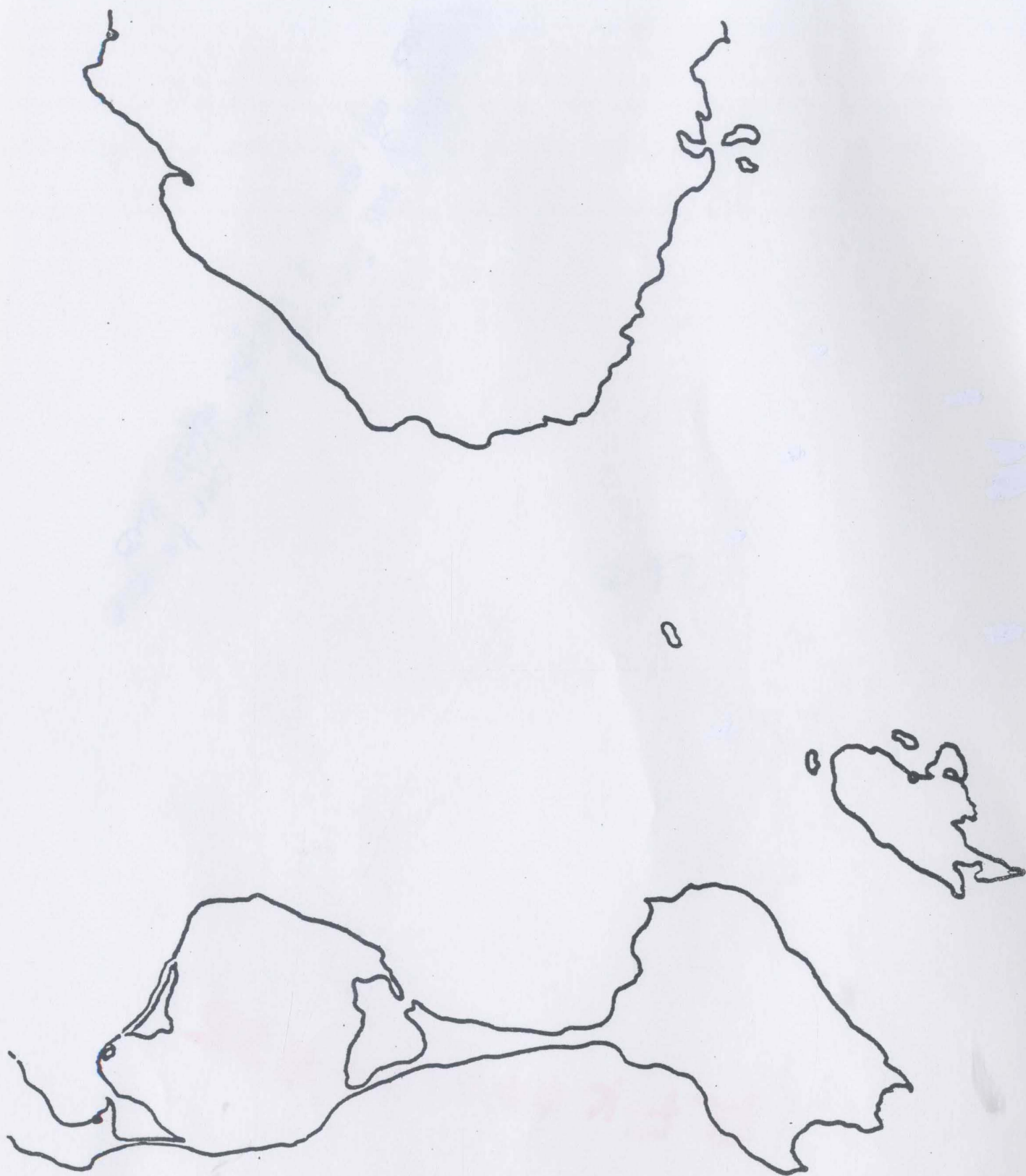
5) In this building is a model of a sailing ship which is carried each spring to the edge of the sea for the "Blessing of the Fleet."

La Liste:

1. l'église
2. la boulangerie
3. le musée
4. le centre sportif et culturel
5. La Place Général de Gaulle
6. La Place Richard Briand
7. La Pointe aux Canons

II. Match up the following English directions with the French by putting the correct letter in the space provided.

- | | |
|------------------------------|--------------------------|
| 1. Turn left _____ | a. Traversez la rue. |
| 2. Turn right _____ | b. Continuez tout droit. |
| 3. Walk straight ahead _____ | c. Marchez tout droit. |
| 4. Go up the street _____ | d. Tournez à droite. |
| 5. Follow the street _____ | e. Tournez à gauche. |
| | f. Suivez la rue. |
| | g. Arrêtez-vous. |
| | h. Montez la rue. |



APPENDIX D

POSTTEST

Section A

Geography

I. Choisissez la bonne réponse.

1. Saint Pierre est une petite (île, province, pays).
2. Saint Pierre est (plus petit que, plus grand que, aussi grand que) Miquelon.
3. Saint Pierre et Miquelon sont situés 25 kilomètres au sud de (Placentia, Saint Jean, Fortune).
4. Le climat et la terre de Saint Pierre est comme le climat de (France, Bermude, Terre Neuve).
5. On voyage à Saint Pierre (Par le train et en avion. en avion et par traversier. par le train et par traversier).

II. On the attached map, label the following:

- 1) Saint Pierre
- 2) Miquelon
- 3) Terre Neuve
- 4) Langlade
- 5) l'Océan Atlantique

Section B

The People and their Daily Life

I. Fill in the blanks:

1. The main language spoken at St. Pierre is _____.
2. The religion of the people of St. Pierre is _____.
3. The number of people who live on the Island of St. Pierre is about _____, thousand.
4. We say that something is as good as gold. The French say that something is as good as _____.

5. Before the fishermen of Saint Pierre begin their catch in the spring, there is an event held which is similar to one that takes place in Newfoundland before the sealers go out to the sea. The event is called _____.

II. Bread

From the words given below choose the correct one for each definition given and write it in the blank provided.

- 1) C'est un article très important pour les Saint Pierrais.

- 2) C'est un petit pain. _____
- 3) C'est une bâtiment où on fait du pain. _____
- 4) C'est du pain avec de la confiture. _____
- 5) C'est du pain avec du chocolat. _____

La Liste

du pain
une boulangerie
un boulanger
une tartine
un goûter
une croissante

III. Mealtimes

Read each of the following statements and determine if it is true or false. Place "True" or "False" in the blank provided.

- 1) The French family meal is considered a very important time of family togetherness. _____
- 2) The average family at Saint Pierre spends almost half their money on food. _____
- 3) The French people don't spend much time preparing meals.

- 4) The French word for breakfast is "le petit déjeuner."

- 5) Breakfast usually consists of juice, rolls, and tea or coffee. _____

IV. Education

Continue with "True" or "False"

- 1) French students go to school from Monday to Friday as our students do in Newfoundland. _____
- 2) The school day at Saint Pierre is the same length as ours. _____
- 3) Saint Pierre students eat their lunch at the school cafeteria. _____
- 4) The majority of the teachers of Saint Pierre train at Memorial University, St. John's. _____
- 5) The students of Saint Pierre do not have as much homework as we do. _____

Section C

Economy and Currency

I. Fill in the blanks:

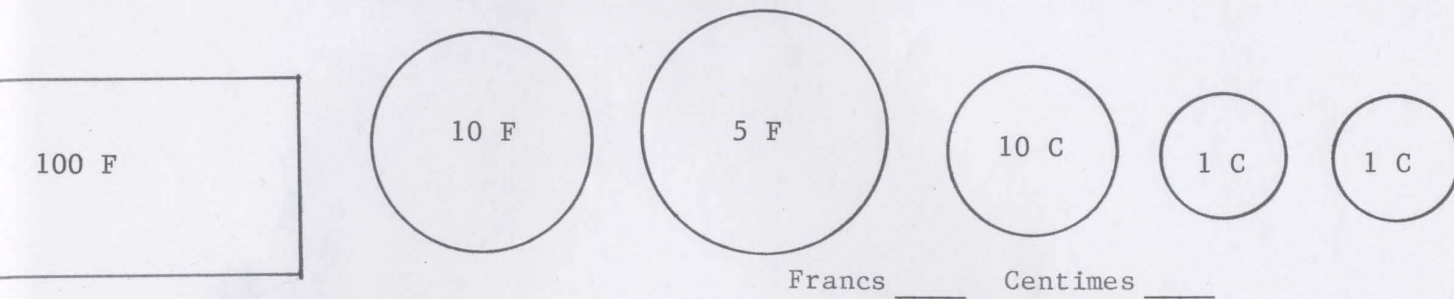
- 1) The backbone of the economy of Saint Pierre is _____.
- 2) Because Saint Pierre is a French island located in North America, another industry that plays a great role in the economy of the Island is _____.
- 3) The French word for money is the same as the word for "silver." It is _____.
- 4) Our Canadian paper money is "bills." The French paper money is known as "les _____."
- 5) The coins are known as "la _____."
- 6) When goods are priced in the French money system, the abbreviation used is _____.
- 7) The franc is divided into 100 _____ just as a dollar is

divided into cents.

8) The coins are also made up of $\frac{1}{2}$, 1, 2, 5, and _____ francs.

9) French paper money comes in denominations of 10, 20, 50, 100 and _____ francs.

10) How many francs and centimes are in the following?



11) A record priced 40 francs would cost approximately \$_____.

12) A sweater priced at \$40.00 would cost approximately _____ francs.

II. Choose the correct answer:

- 1) 2 francs equals (10, 20, 200) centimes. _____
- 2) 10 centimes equals ($\frac{1}{10}$, $\frac{1}{100}$, $\frac{1}{2}$) franc. _____
- 3) 1 franc equals approximately (10, 20 or 50 cents). _____

Section D

Sites of Interest

I. From the list which follows, choose the site of interest to which each of the following statements refer.

- 1) This is the chief commercial and social centre of Saint Pierre. _____
- 2) Here there are maps marking the ship wrecks off the coast of Saint Pierre. _____
- 3) This building contains a gym, language lab, library, pottery room and a printing press. _____

4) This site marks the entrance to the port of Saint Pierre.

5) In this building is a model of a sailing ship which is carried each spring to the edge of the sea for the "Blessing of the Fleet." _____

La Liste:

1. l'église
2. la boulangerie
3. le musée
4. le centre sportif et culturel
5. La Place Général de Gaulle
6. La Place Richard Briand
7. La Pointe aux Canons

II. Match up the following English directions with the French by putting the correct letter in the space provided.

- | | |
|------------------------------|--------------------------|
| 1. Turn left _____ | a. Traversez la rue. |
| 2. Turn right _____ | b. Continuez tout droit. |
| 3. Walk straight ahead _____ | c. Marchez tout droit. |
| 4. Go up the street _____ | d. Tournez à droite. |
| 5. Follow the street _____ | e. Tournez à gauche. |
| | f. Suivez la rue. |
| | g. Arrêtez-vous. |
| | h. Montez la rue. |



APPENDIX E

STUDENT REPORT AND RESULTS

Student Report and Results

Please answer the following by circling the appropriate answer next to each statement. If you wish to make any additional comments, there is space provided at the end of the questionnaire.

Section A

		98	2
1)	I am now more aware of where Saint Pierre is located.	Yes	No
		59	41
2)	I always knew that the climate of Saint Pierre was similar to that of Newfoundland	Yes	No
		20	80
3)	I always knew that the vegetation of Saint Pierre was similar to that of Newfoundland.	Yes	No
		82	18
4)	If the need arose, I feel that I could now make travel arrangements to Saint Pierre.	Yes	No
		100	0
5)	I now know more about the people of Saint Pierre and their way of life.	Yes	No
		96	4
6)	I know more about the French educational system than before I started this module.	Yes	No
		100	0
7)	I now know more about the different kinds of bread eaten by the French.	Yes	No
		30	70
8)	I always knew that the economy of Saint Pierre was much like the economy of our Island.	Yes	No
		80	20
9)	I feel that I could make use of a town map if I went to Saint Pierre.	Yes	No
		100	0
10)	I would like to visit Saint Pierre.	Yes	No
		92	8
11)	If I went shopping at Saint Pierre, I now would be better able to estimate how much certain items would cost me in Canadian funds.	Yes	No
		87	13
12)	I would like to visit a French school.	Yes	No
		88	12
13)	I would like to taste French bread.	Yes	No
		91	9
14)	It would be very special for me to eat a French meal with a French family.	Yes	No

- 15) I would like to go on a tour of the Island of Saint Pierre.

100 0
Yes No

Section B

Continue to answer the questions by circling the appropriate response.

- | | |
|--|-----------------|
| 1) The module has encouraged me to study more French. | 70 30
Yes No |
| 2) I would like the opportunity to read more about the French people. | 90 10
Yes No |
| 3) I would like to become a better speaker of French in order to talk with French people. | 92 8
Yes No |
| 4) I would like to have more French materials such as comics, magazines and films available to me. | 83 17
Yes No |
| 5) Anyone who enjoys travelling would really enjoy Saint Pierre. | 98 2
Yes No |
| 6) In order to really appreciate learning a second language, it is important to study about the people, where they live and their way of life. | 98 2
Yes No |
| 7) The material covered in the module was interesting. | 99 1
Yes No |
| 8) I feel that the slide show reinforced what had been said in the booklet. | 99 1
Yes No |
| 9) I feel that the cultural module on Saint Pierre was a worthwhile activity. | 99 1
Yes No |
| 10) I would like to study more modules like this one in my French classes. | 98 2
Yes No |

Section C

Please complete the following:

1. The parts of the module that I liked best were

2. I liked the module because

Additional comments (if any)

APPENDIX F

MODULE

(under separate cover)

- i) Teacher's Guide
- ii) Student Booklet
- iii) French Currency Student Learning Package
- iv) French Currency Posttest
- v) Currency Display (coins)
- vi) Currency Display (bills)
- vii) Classroom Poster (A)
- viii) Classroom Poster (B)
- ix) Tape (Education at Saint Pierre)
French and English
- x) Overhead Transparency (A)
- xi) Overhead Transparency (B)
- xii) Slide Show

