

ATTITUDES OF FRENCH TEACHERS, PRINCIPALS AND  
SCHOOL BOARD PROFESSIONAL STAFF IN  
NEWFOUNDLAND AND LABRADOR TO FRENCH REMEDIATION

CENTRE FOR NEWFOUNDLAND STUDIES

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MARIE MARY DOHEY MacKENZIE









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**Attitudes of French Teachers,  
Principals and School Board Professional Staff  
in Newfoundland and Labrador  
to French Remediation**

**By Marie Mary Dohey MacKenzie**

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## **Abstract**

This thesis deals with the attitudes of French teachers, principals, and school board professional staff in Newfoundland and Labrador to remediation in French second language programs. It was partially initiated in response to an apparent problem that many French teachers were having with the current lack of attention to this problem in the province.

The instrument at the centre of this thesis was a questionnaire that was distributed to principals, school board professional staff, and French teachers in the province. This questionnaire was designed as a means to elicit a response concerning whether students are receiving remediation in the French classroom and the current practices used so that all children can achieve the outcomes of the program and experience success. This study investigated whether teachers, principals and school board professional staff across the province believe they have adequate knowledge and resources to make these adjustments. The questionnaire also addressed the question of the need for a policy specifically addressing the provision of remediation in the French programs.

The analysis of the results of the questionnaire included the frequency of responses, valid percentages, and the mean responses for Likert scale items.

The findings revealed that there is a definite desire among respondents and principals to keep the students in the French programs and provide remediation to them. However, they feel lack of resources, time and knowledge prevent them from

doing so. They also cite the lack of a specific policy document for French as one of the major reasons behind the lack of provision of remedial support for French.

Recommendations and suggestions for improvement are made. The major recommendations involve the need for inservice to further educate French teachers, principals and school board professional staff on the available resources and strategies for French remediation, and the creation of a document specifically supporting the serious need for and merits of providing remediation for French programs.

**This study is dedicated to my loving mother Loretta Nash Dohey  
and to my supportive husband and friend William Lloyd  
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## **CHAPTER ONE - OVERVIEW OF THE STUDY**

### **1.1 Introduction**

There is considerable interest among educators about French second language remediation, yet no research has been conducted to determine the attitudes of teachers toward the methods and procedures necessary for its implementation. The question of remediation is addressed in the English programs and in the policy statements of the Division of Student Support Services, Department of Education. However, there has been little inservice concerning those who must deal with this complex issue in the French classroom and teachers are left wondering about some questions such as, "What is remediation?", "Who is it for?", "How does the second language fit in?" and "What knowledge should I have about this area?". The answers to these questions are difficult to find for there is no policy definition regarding remediation specifically for French teachers in Newfoundland and Labrador. As a result, barriers are immediately set for the teacher(s) who would like to assist their pupils who are faced with many unanswered questions on the issue. How does one choose who receives remediation? Should teachers utilize the information in the English programs? Should the schools and boards ensure that student needs are met in both language programs? What areas of adjustments must be made by the teacher to ensure the success of the child? Do French teachers, principals and school board professional staff across Newfoundland and Labrador possess the knowledge to carry out these adjustments? These are concerns that need to be addressed to help French teachers understand

Remediation for French in both the core and immersion programs has not received much emphasis since the inception of the programs.

## **1.2 Background to the study**

This study was conducted to determine the attitudes of French teachers, principals, and school board professional staff regarding remediation in French second language programs. The researcher felt that there was a need to discover whether schools within the province of Newfoundland and Labrador are providing remediation or a modified program to the exceptional students in French or whether these students are taken out of French spending time within the English program. It was also felt that it was important to determine if French teachers have the knowledge to make the necessary adjustments to the child's program in the area of resources, evaluation, learning environment, and instructional strategies or if they are "at a loss" as to what to do. Since there is no policy, guidelines, or set definition specifically designed for the French-second-language programs available in Newfoundland and Labrador on remediation, teachers and school boards for the most part set their own agenda. While the Department of Education provides a continuum of supports and services for pupils who are having difficulties in the school system, of which remediation is only one aspect, there are differences in the school system in interpreting the extent to which these services apply to the learning of French as a second language. As a result, the objectives for French adopted in one school board may not exist in another: for example, teachers in one area may be inserviced on the issue, while in other areas,

students with problems learning French are taken out of the French program. The decision whether or not to provide help is made by boards and schools, according to their interpretation of the spirit and intent of the Newfoundland Department of Education policies, as is the case with other subject areas. However, since the interpretation of these policies varies much more for French than for subject areas such as English or mathematics, research needs to be conducted to determine what areas of the province have received inservice on the issue, the strategies that have been incorporated into the French second language classroom and whether or not the students have benefitted from such methods.

This study was initiated to discover the general attitude in the school system toward providing assistance to students in French, and where some attempt has been undertaken to do so, what types of changes have been incorporated. As well, it is the hope that this research will encourage others to reflect on their own view of French, the importance it has in the development of the whole child and whether they believe that measures should be taken to help meet the needs of the French student. This study also provides an overview of the present situation with regard to the provision of assistance to students in French-second-language programs within the province, what is happening to the students, how teachers and school professional staff cope with the issue of providing assistance and whether they feel there is a need for a remediation policy specifically addressing French-as-a-second-language in the school system.

In researching the situation with respect to the provision of assistance to students in the French-second-language programs in Newfoundland and Labrador, a

students in the French-second-language programs in Newfoundland and Labrador, a letter was written to each of the provinces throughout Canada asking them to provide any policy guidelines that might exist in their province or school boards regarding the implementation of French remediation (See Appendix A). The majority of the provinces responded by saying that they have no formal policy for remediation in French as a second language. In Alberta, Yukon, Northwest Territories and Quebec teachers are requested to diagnose the language proficiency of their students to determine if they are meeting the objectives given in the program guides. It is at this point that teachers can tailor their teaching to cater to their students' needs. Thus it would appear that the situation in the other provinces of Canada is similar to that in the province of Newfoundland and Labrador in that teachers are expected to assist students in whatever ways they can to achieve program goals. However, there are few instances of documents or policies addressing French-as-a-second language separate from the general guidelines for all subject areas developed in each province.

### **1.3 Significance of the Study**

The significance of this study is to provide teachers, students, parents and administrators with descriptions of the attitudes towards remediation in French-second - language programs in the province of Newfoundland and Labrador. This research will also provide some information on the extent to which French remediation is provided in the province, and in the strategies and the procedures that are currently used in Newfoundland and Labrador schools to provide remediation for

on their own philosophy of French remediation and therefore begin to specify their objectives and goals. Students' needs differ in varying degrees; however, if French teachers, principals and school board professional staff across Newfoundland and Labrador consider the role of French in the school system and the resources and knowledge available to give assistance to students having difficulties with the program, then they will be equipped with a "common base" for discussions on how to provide effective remediation within the classroom.

It is the hope of this researcher that this study will give some guidelines for the development of a document on French remediation. Its purpose is similar to that of the Quebec Task Force on Education (1992), which is "to mould a policy initiative on school success and on meeting future challenges" (p. 14).

#### **1.4 Limitations of the Study**

As with any research, limitations exist. Throughout this study several limitations were present.

1. The inability to include every school within the province due to time and feasibility is always a problem to the researcher. However, attempts were made to include all types of schools and every region of the province. Therefore, as representative a view as possible is given to the issue under investigation through the questionnaire.

2. No surveys were sent to the Pentecostal School Board or the Seventh Day Adventist School Board. It is, however, assumed that conditions in these school



districts are not dramatically different from those of other districts in Newfoundland and Labrador.

3. This study was conducted at a time when the school boards and staff were being downsized. As a result of the impending change and uncertainty in education it was difficult to get participants to respond to the questionnaire. Considering the impending educational reform at the time the surveys were distributed, the response was encouraging and at least enabled the study to be undertaken.

4. The information gathered is limited by the instrument developed as in all such studies.

## **1.5 Definition of Key Terms**

For this study there are a number of important terms which must be clearly understood in order to interpret correctly the question of remediation in the French program. Therefore, all these key terms are defined in this section.

### **1. Remediation**

There is no clear definition for this term. Various provinces throughout Canada use the term somewhat differently. Alberta Education Language Services Teacher Resource Manual (1991) states "Remediation is really the 'flip side' of enrichment. Put another way, what is one student's enrichment is another's remediation. Remediation can be done in a group format or on an individual basis" (p.121). Bines (1986) states that "remedial education should be concerned with the prevention, investigation, and

that "remedial education should be concerned with the prevention, investigation, and treatment of learning difficulties from whatever source they emanate and which hinder the normal educational development of the student" (p. 27).

In this study, the term, remediation, refers to any type of assistance that may be given to a student having problems or difficulties in coping with the French program. Thus, the term is used in its broadest sense of providing help to students with a wide variety of learning difficulties. As seen in the Department of Education manual, Senior High Pathways to Graduation (1993), students are to be provided with "flexibility of their program so that they have a maximum potential for personalizing their program's plan while at the same time ensuring a strong basic education" (p.1).

## **2. Adjustment**

This term refers to changes made to a program which do not reduce or change in any way program objectives. The teacher keeps the same objectives for the program but adjusts the instructional strategies, learning environment, equipment and resources, as well as the evaluation so that the children can achieve the outcomes of the program. In remediation, adjustment comes before modification or individual programming of the child's program objectives. As stated by the Department of Education Senior High Pathways (1993) document these adaptations are "intended to offer support to students within the approved course objectives. It is not intended that the adjustments made will alter the approved course objectives" (p.8).

### 3. **Modification**

Modification refers to the process of adjusting the outcomes and objectives of the child's program so that he/she may achieve some success. Modification of the program takes place after adjustment. As stated in the document Senior High Pathways (1993), "adaptions are made to learning resources, instruction, learning environment, instructional techniques, and evaluation procedures" (p.8). If the child is still not succeeding once adjustment is put in place then modification of the program must take place. If modification is required, "it may involve deletion, substitution or replacement of objectives, addition of objectives, or changes to the depth of treatment of objectives in order to develop a course more appropriate to the students' needs (Senior High Pathways, 1993, p.18).

### 4. **Alternate Course**

In this study, the term alternate course refers to an alternate version of the program, in which the curriculum outcomes differ from those of the regular program. Support services available to students following a remedial program include, but are not limited to, learning resources, mentoring, peer-tutoring and guidance services.

### 5. **Learning Difficulty**

The term learning difficulty refers to any problem which a child may encounter in attempting to learn the prescribed content of a program. These problems may be due to many different causes such as:

1. lack of background knowledge
2. inadequate exposure to language (environmental deprivation)
3. metacognition
4. difficulty in retrieval of information
5. inefficient storing of information
6. lack of comprehension of one's own learning style.

#### 6. **Learning Disability**

This term is a generic one which refers to a heterogeneous group of disorders due to an identifiable or inferred central nervous system function, according to the Learning Disabilities Association. Such disorders may be manifested by delays in early development, attention, memory, reasoning, co-ordination, communication, reading, writing, spelling, calculation, social competence and emotional maturation.

Learning disabilities are intrinsic to the individual and may affect learning and behaviour in any individual including those with average, potentially average or above average intelligence. They are not due primarily to visual, hearing or motor handicaps; to mental retardation, emotional disturbance or environmental disadvantage, although they may occur concurrently with any of these. Learning disabilities may arise from genetic variations, biochemical factors, events in the pre-to-post-natal period, or any subsequent events resulting in neurological impairment. (Nicols, 1995, p. 107)

Learning disabilities are disorders in which the main feature is a serious impairment in the development of other learning skills which are not explicable in terms

of general intellectual retardation or of adequate schooling. (Nicols, 1995, p. 112)

Disabilities associated with language and language learning are the important aspects of learning disability, and therefore manifest themselves in the French second language classroom as well as in the English language one. All learning is affected, and so this is why the French programs of the learning-disabled child must be adjusted to fit the required needs. They cannot experience success without assistance or remediation.

In this study, the term refers to those difficulties related to these specified areas and manifested in such problems as:

1. dyslexia
2. shifting information from short-term to long-term memory
3. attention deficit disorder
4. lower brain stem dysfunction
5. neurological immaturity
6. visual perception
7. **Language-Learning Disability**

This term language-learning disability refers to problems specifically associated with learning a language. A child with a language learning disability is one who in spite of physical well-being, normal intelligence, and a healthy personality acquires language with painful slowness. Language-disabled children are relatively late in using words, in combining them, and in developing clear articulation and syntactic sophistication. They

have problems in comprehending as well as producing speech.

Impaired language abilities are one of the prevalent conditions among children with learning disabilities. Kirk and Chalfont (1984), Stark and Wallach (1980), and Vellutino (1970) have noted that it is difficult to distinguish learning disabilities from language disorders. Many learning-disabled children show language deficits or language disorders. This was the reason why Stark and Wallach (1980) proposed a joint category called "language learning disability" since cognitive, academic, and language functioning overlap.

#### **8. Exceptional Student**

A student with exceptionalities refers to a student whose behavioural, communicative, intellectual, physical, or multiple exceptionalities are such that she/he is considered by the program planning team of a school to need a special education program. The definition also includes those learning problems which are primarily the result of impairment of vision or hearing; motor handicaps; mental retardation; primary emotional disturbance; or environmental, cultural or economic disadvantage. (Policy Document, Newfoundland and Labrador, 1987, p.vii)

#### **9. Learning Style**

In this study, the term refers to the unique ways in which individual students acquire/process information. Some students may be more receptive to visual stimuli, others to auditory ones, some students may require more written practice than others.

10. **Instructional Strategy**

Instructional strategy refers to the various techniques used by educators to accommodate the variety of students' learning needs. Instructional strategies include such techniques as dialogue learning, role playing, question-answer, games, and so forth.

11. **Teaching Method**

In this study this term refers to the general type of approach taken to teaching French. The grammar translation approach is a teaching method, while the use of question-answer technique is a teaching strategy that may be within that method.

12. **French**

Throughout this study the term refers to the teaching of French as a second language in the English school system.

13. **Core French**

Core French refers to French studied as one subject within the curriculum of English language schools. A wide range of core French programs are available across Canada. In Newfoundland, core French generally starts at grade 4 and continues to level 2 or 3. The total number of hours of instruction varies from school to school. Core French is usually an optional subject after grade 9.

#### **14. French Immersion**

In French immersion programs, ideally all activities and learning except for English language arts classes, are in French until grade 2. At grade 3, English language arts is introduced and instruction in French diminishes somewhat at this grade level and through the elementary, intermediate, and senior high school grades. Percentages of instruction for each grade level are recommended by the Department of Education designed specifically for children whose first language is not French. Such programs enable children to attain greater fluency in French than is usually achieved in the core French programs.

Curriculum guidelines ensure that immersion programs meet the same general objectives as English-language programs, except that tests are written in French and the language of instruction is French. Careful ongoing evaluation indicates that after several years in a French immersion program students generally perform as well as those in a regular English program on a wide spectrum of academic performance tests, including English language arts. (Wiss, 1989)

#### **15. Core French Teacher**

For this study, a core French teacher is a teacher who teaches core French full-time or at least 80 percent of the time. This teacher may or may not have specific preparation for the teaching of French.



16. **School Board Professional Staff**

This term refers to a member of the professional district office staff, such as the co-ordinator for the French programs. However, since not all school districts possess French co-ordinators, the term refers more broadly to the professional member of the district office staff responsible for oversight of the French programs in the school district.

17. **Special Education:**

This term refers to specifically designed instruction which meet the unique needs of an exceptional child.

18. **Special Services:**

The type of provision required depends on the level of the child's needs. The special services would begin at the least intensive level with the regular classroom teacher then progress to the special education teacher and further to the resource teacher. In recent years, it has become common practice for the special education teacher to provide these services in the least restrictive environment.

**Note:**

In this study distinctions are not made amongst the different types of remediation provided or the various levels of learning difficulties. Remediation in the broadest and most inclusive sense is investigated and the provision of remediation to all types of students.

## **CHAPTER TWO - REVIEW OF THE LITERATURE**

### **2.1 Introduction**

Although the literature pertaining to remediation in the English programs is simply overwhelming, there is very little literature available on remediation of French students and even less on the attitudes of teachers or board professional staff towards French remediation. In addition, most of the literature available pertains to remediation in the French immersion program. Researchers who have contributed primarily to the field are Bruck (1978), Genessee (1976), Trites (1976) and Wiss(1989) who has written most often and most recently on this issue.

The primary question under discussion in this research is whether the child with learning disabilities or with language-learning disabilities can profitably be included in a French immersion program. Basically, two differing points of view emerged. One group claimed that children with problems should be switched out of the French immersion program and be transferred to a regular English program. The alternate point of view contended that students encountering difficulties should remain in the program, and should be provided with remedial help.

### **2.2 The Case for Transferring Out of the Program**

It was argued that French immersion either caused or contributed to the problems that these children experience (Trites, 1975). Trites argued that "there are children who have a specific maturational lag affecting their ability to progress satisfactorily in a primary French immersion program. These children, when taken out

of the French immersion program in which they are failing, accelerate in the development of their language arts skills" (p.139). Thus Trites argued that "a maturational lag or developmental deficit in the temporal lobe regions" was responsible for the learning difficulties of students in immersion (p. 200). Consequently the view that children experiencing difficulties in the French immersion programs should be transferred to the regular English program gained considerable popularity.

Trites (1976) states that "this group believed that once children were in an English program, they would have a much easier time and the problems would dissipate or disappear entirely. It was also felt that the children would be under less pressure in the English stream, and as a result, life would be smoother for them psychologically"(p.52). However, experience has demonstrated that this point of view has not been substantiated. Even when children with learning problems have been transferred to the English stream, these problems do not necessarily disappear or even lessen. The result depends on the cause of the problem. Where problems may be due to psychological difficulties with the French immersion program or certain types of learning disabilities, improvement may be documented. However, for those children with language-learning disabilities the difficulty persists because of the nature of their problem - the learning of language.

### **2.3 The Case for Remaining in the Program**

Another group, however, claimed that children with problems should stay in French immersion programs and receive remediation. Wiss (1989) argues that if these

children are provided with remediation in the French program then they can succeed as well as if they were in the English program. Such children, if switched, would have exactly the same problems in an English stream. Furthermore it was argued that switching would be detrimental to the child's self-esteem. Finally, because knowledge of French is necessary for social and economic survival in Quebec, and because the French immersion program produced students who were proficient in the second language, it was felt that the learning-disabled or language-disabled child should be left in the program to acquire these necessary skills.

Bruck (1978) states "that there are no detrimental effects associated with having a language-learning disability and being in a French Immersion class" (p. 60). She also indicates that early French immersion children who are language disabled do become proficient in the reading, writing and speaking of French without any loss of competence in their first language. Furthermore, they progress normally in cognitive and academic areas (p.51). Swain and Bruck (1976) confirm, through a number of evaluation studies, the progress of early French immersion students. According to Bruck, such children improved at the same rate as their controls on tests of English vocabulary, abstract reasoning skills, grammatical skills, visual skills, auditory skills, and math skills. Bruck's research shows that "children with language-learning problems who attend French immersion programs can develop linguistic, cognitive, and academic skills at a rate similar to that at which they would develop were they placed in an all-English classroom" (p. 65). In fact, students with language-learning disabilities who attend French-immersion programs sometimes progress even faster than children with

language problems who are instructed in their native language. Bruck and her colleagues suggest that rather than adding an extra burden to the language-disabled child, instruction and remediation in French may actually help them by providing experience with another linguistic code. French programs may also have certain social psychological advantages for the language-disabled child since the majority of students who start immersion in the kindergarten year do not know French. Consequently, the disabled child in immersion is not as likely to feel stigmatized as might be the case were they in a regular English program.

Since children with language disabilities can benefit from remediation and learn in French immersion programs, Bruck argues that children should not be excluded from participating in French programs merely because it is felt that their first-language development is poor. It may take these children a little longer to learn the basics of the second and the first languages, but proficiency in the both languages is attainable. The fact that they have more difficulty expressing themselves reflects the basic nature of their problem- language learning. Nevertheless, they can learn not one, but two languages at an admirable rate. It is interesting to note that many language-disabled children can cope less well with a traditional French-as-a-second-language program, typically given for 20-40 minutes several times a week. Bruck (1978) states that this may be due to the fact that most such programs are based on teaching methods which include a great deal of memory work, repetition of language out of context, and the learning of abstract rules which inadvertently exploit the weaknesses of the learning-disabled child. "The French immersion program does not seem to have this effect;

rather it provides a more suitable and natural environment for these children to learn French" (p. 78). Therefore Bruck concludes that students who are having difficulty in the French immersion programs should be given remedial help in French. Bruck also points out that "children with problems in English classes are receiving more special help and more appropriate special help for their problems than the children in the French immersion classes: (p.71). However, the French immersion children with problems are progressing despite the fact that they are not getting the same extra support that they would get were they in the English stream.

Genesee (1976) also argues "that remediation in a French immersion program is suitable for children with language disabilities and low academic ability" (p. 494). Factors other than purely intellectual ones may contribute to successful second-language learning; such other factors include motivation. Genesee further states that below average students may master certain aspects of the French language to the same extent as average or above average students and they do not suffer any differential native-language deficiencies. In particular, Genesee contends that such students are capable of mastering to the same extent as more favoured students the aspects of oral language communication.

With respect to the issue of the value of participation in French immersion programs for students with problems, Stern et al (1976) state that "careful consideration must be given if the child is to be switched out of the French- immersion program and not receive remediation in that program. No real evidence exists that a child who is retained in the French program will have any deleterious effects, or that the child will not

eventually remedy the difficulty" (p.211). In addition, Bruck (1978) adds that "to say French immersion may not be appropriate for all children is not to say that it is inappropriate and should be abandoned. Almost any educational program will have dropouts and individuals who do not succeed" (p.28). The weight of the evidence does not appear to support the point of view that students having difficulties with the learning of French in immersion programs should automatically be transferred out of the programs into the regular English stream.

#### **2.4 Remediation in the core French Program**

Similar research has not been undertaken into the role of remediation in the core French program. Despite the importance of remediation to the success of the program, Lapkin and al (1990) states that "not a lot of study has been done on the design, delivery or assessment of this topic" (p.12). The generally accepted conclusion drawn from the research undertaken in French immersion programs is that most students can profit from exposure to the study of French. This conclusion is particularly appropriate since the adoption of more communicatively oriented programs for the core French student emphasize language use in authentic communicative situations rather than the memorization of language rules or dialogues. However, the implication for core French programs of the research conducted on immersion programs also indicates that the success of students manifesting problems learning French can be improved if remedial instruction is provided.

Difficulties in learning a first language do not preclude the learning of a second

language. Garcia and Langdon (cited in Carrasquillo and al, 1990) contend that learning-disabled children should participate in second-language instruction as long as they have a level of first-language proficiency on which to base the second-language acquisition. Although the difficulties observed in the first language may also show up in the second language, the time and effort spent learning language skills is considered to be beneficial. Cummins (1983) believes that "for students with learning disorders in their first language, the acquisition of the second language might be more difficult, but it can be learned. It is not too difficult or inappropriate" (p.379). However, care must be taken not to overwhelm or stress the child. Cummins also suggests that for language-disabled students, language instruction should not be broken into parts (phonics or grammar rules) but into meaningful tasks. The instructional focus of the task should be on the message (production and comprehension) not on the form. According to Cummins, the acquisition of a second language is not necessarily too difficult for students with learning problems in the first language if the instruction is meaningful and motivates them to become intrinsically involved in the learning process. However, Wiss (1989) also points out that the child who has a learning disability in English may not have difficulty in learning a second language if the child's needs are adequately met in the first language. Basically, Cummins (1983) supports this point of view. He believes that first-and second-language skills are interdependent, a characteristic which he refers to as "common underlying proficiency". The extra time spent learning languages and acquiring the skills of language acquisition, either in a first or second language, would be beneficial to overall language proficiency. Cummins believes that transfer of



skills occurs which helps the languages to complement one another.

## **2.5 Difficulties Specific to Learning a Second Language**

It does not appear that there are any unique disabilities associated with the acquisition of a second language. Wiss (1989) states that "given the complex nature of the brain and its virtually unlimited capacity for learning, it is highly unlikely that there exist children who cannot learn a second language. The crucial factors are the environment and the method of instruction" (p.200). Although the student will be more than likely to have difficulties in acquiring a second language if a learning disability exists in the first language, it is also true that, even though a student does not have a learning disability in the first language there may be some difficulty in learning a second language. Lyster (1987) states that this is due to the second language experience of the child. The students are not immersed amongst native speakers in a French-speaking culture and environment; they are instead integrated in an anglophone context and exposed to language within an academic context. It is not uncommon then for students without a learning disability to experience some difficulty acquiring or learning a second language. According to Carrasquillo and Bonilla (1990) "motivational and attitudinal factors also impact on second language learning" (p. 32). Burstall (1973) posited a connection between success in the second language program and increased motivation to succeed. Chaudron (1983) indicated that "students are more motivated...when they achieve successful communication" (p.9).

## **2.6 Policy Documents Regarding Remediation in Newfoundland and Labrador**

The current emphasis on equality of education for all focuses attention on children with exceptionalities. The Department of Education Special Education Policy Manual (1992) defines a child with exceptionalities as a child "whose behavioural, communicative, intellectual, physical, or multiple exceptionalities are such that he/she is considered by the program planning team of a school to need special education program. The term "exceptional" refers to both disabled and gifted students (p. vii). The Special Education Policy Manual also states "that the school district is encouraged to provide a wide range of services to meet the needs of students within its jurisdiction" (p.2.). While the Department of Education develops the policies and support services for Special Education, it is the school board and the schools which determine how these support services are to be distributed. However, the Department of Education is not only concerned about students who require a special education program. They are also aware that there are many types of individual needs amongst the students in the province. The document, Senior High Pathways (1993) states that "unless adaptations are made to learning resources, instruction, and/or evaluation procedures, some students may not be successful in achieving approved course objectives or may not be sufficiently challenged" (p.8). Therefore, five major program pathways have been identified in order to assist students to attain program goals. These include the provincially approved courses, provincially prescribed curriculum with supports, modified courses, alternate courses, and alternate curriculum. All of these alternatives

are ideally open for students in all subject areas. These options are available to the teacher of French, as they are to teachers in other subject areas. While the Department of Education provides a continuum of effective supports and services, however, "it is the school and school boards who must ensure that programs are adapted to local resources, necessary materials are made available and that all teaching personnel are provided with the opportunity to cultivate attitudes that are receptive and positive as the program is implemented" (Programming for Individual Needs, 1996, p.1). According to this document, "school administrators as instructional leaders, co-ordinators as curriculum specialists, and the assistant superintendents [are] responsible for student support service" (p. 1). It is also the opinion of the Department of Education, as reported in this document, that the above-mentioned people are in the best position to help the teacher.

For the French programs, as for other subject areas, the use of remediation techniques of some sort is the responsibility of the teacher in conjunction with the school and the school board. While the Department of Education sets general guidelines, it is the board, school and teacher working together who decide on the particular adjustments to be made. Thus, according to the policy documents of the Department of Education, French teachers are encouraged to adjust instructional strategies and techniques, or even modify program objectives, in order to assist students to achieve success in the program. A wide variety of options are suggested, depending on the initiative of the teacher and the support given by the school and board. Such adjustments can include provision of self-directed activities, opportunities

for participation in tutorials, adjustment of assignments, variation in completing tasks, such as presenting information in taped rather than written answer form. Teachers are also encouraged to adjust evaluation strategies, in particular by providing alternatives to written evaluation when this method is considered inappropriate for the child. Such alternatives could include oral responses to questions, or the provision of a resource teacher, volunteer or peer to scribe answers. Examination questions can be presented in large print or on audio tape or the language of the test question may be simplified. In addition, evaluation techniques should be adjusted to reflect any adaptations made to the learning environment, such as allowing the student more time to complete a task.

## **2.7 Policy in Other Canadian Provinces**

In initiating the study, letters were sent across Canada inquiring about their policies, if any, on remediation for French. It was discovered that the majority of the other provinces are similar to Newfoundland and Labrador in their approach to this issue. The various departments of education provide guidelines as to the types of adjustments which may be made to a program to respond to the needs of the exceptional child. These guidelines must then be interpreted with respect to the particular strategies necessary for each subject area by the school board personnel, school and teacher working conjointly.

The Province of Alberta appears to be an exception. French teachers in this province are provided with two supplementary documents. The first is Teacher Resource Manual (1991) which describes the French-second-language program and its

implementation, and also gives suggestions to teachers regarding remediation and enrichment. The second document entitled *Samples of Students' Work: Performance Criteria Accompanied by Illustrations of Students' Performance*, gives information on expected performance standards. The document provides teachers with language which they can use in order to describe student achievement, and it can also serve to identify students' strengths and areas in need of improvement (See Appendix G).

## **2.8 Attitudes towards Providing Remediation in French Programs**

The acceptance of the need for remediation in French has been and will continue to be, affected by forces from outside the classroom. Public opinion towards the importance of French, economic constraints and the political message regarding the importance of subject areas such as mathematics and science have their effect on establishing policies for providing remediation for students in the core French program. Sale (1993) believes that "the public's opinion towards core French is linked to whether they consider education as a private or a public good" (p. 34). If the benefits of core French instruction are primarily to the individual, then its importance diminishes in the context of providing a high quality education to all children from which society will benefit in the long run.

## **2.9 Conclusion**

The review of the literature has indicated that it is generally believed that all students can profit from instruction in French as a second language if certain conditions are met. These conditions include the provision of remedial instruction when such assistance is warranted. Without this support children with language learning difficulties, low academic achievement, or those who simply find second language in an academic situation somewhat difficult will not be able to achieve success in the program.

The literature review has also indicated that a policy for the provision of remedial instruction has been developed at the level of the Department of Education, and that this policy provides alternatives for both adjustment and modification of a program in any subject area in order to enable the student having difficulties to achieve success. It is intended by the Department that these guidelines should be implemented and made specific for individual subject areas and students by the school district working in conjunction with a particular school and teacher. This general approach to remediation is similar to that followed in all the other Canadian provinces.

Lastly, the literature review has indicated that the provision of remediation in a subject area is contingent upon the priority which is given to the learning of that subject. With regard to the provision of remediation in French, in general this issue does not have the weight of strong public opinion behind it and thus the provision of French remediation is of considerably lower priority than that of remediation in some other subject areas, such as English or mathematics.

## **CHAPTER THREE - DESIGN OF THE STUDY**

### **3.1 Introduction**

The study was designed to investigate of the attitudes of French teachers, principals and school board professional staff to French remediation. Its purpose was to determine their views about and knowledge of, the policies that existed in Newfoundland and Labrador, the recommended teaching strategies, and whether teachers feel secure in adjusting their students' program when remediating. It was intended that the data collected be used to assess the current situation and make some suggestions for improvement.

When deciding as to what means would be the most effective in conducting this investigation, two principal factors were considered. Firstly, French teachers in this province were widely distributed geographically. Secondly, it was felt that there was a need to afford them the time necessary to reflect on the many components of French remediation. Due primarily to these two factors, it was decided to conduct this elicitation through a questionnaire that would be distributed to principals, school board professional staff and French teachers for completion.

### **3.2 General Design of the Instrument**

The questionnaire (Appendix C) was a ten-page document consisting of two distinct sections. Part A (Section A) of the questionnaire requested some background information on each teacher, principal and school board professional staff member. Part B (Sections B-E) of the questionnaire surveyed the opinions and attitudes of

school board professional staff, principals and French teachers towards the issue of French remediation in Newfoundland and Labrador. A section of open-ended questions was provided at the end for additional personal responses to specific questions.

Part B, representing the questionnaire's core, was divided into four sections, which focused on the conditions in Newfoundland and Labrador related to the provision of remediation in the French programs of the province. In Section B, Opinions and Attitudes, items one and two and three addressed the availability of remediation in either English and/or French in the particular schools with which the respondent was associated. Item three dealt with whether French 3200 and 3201 was offered as a modified public examination course. This was investigated in order to determine whether the needs of learning-disabled students in Senior High were being considered. Items four (a), five and six investigated opinions on why French remediation was offered in the school district, while items four (b) and seven dealt with why French remediation was not offered. The purpose of these items was to provide the researcher with some knowledge of opinions concerning the provision of French remediation. Items one to four required yes or no responses whereas item five required a summarization of what was offered, since it was indicated that French remediation was indeed offered in that particular school or district. To complete this section of the questionnaire, French teachers, principals and school board professional staff were asked to rank in order of importance, factors which they felt had influenced their school to offer or not to offer French remediation in the school. On the rating scale, one represented important and seven least important.



Section C addressed some general concerns about French remediation. These included the need for resources and inservice, and the qualifications and isolation of teachers. Other concerns dealt with the extent to which teachers should be required to provide French remediation. The French teachers, principals, and school board professional staff were asked to rate each item in the component on a Likert five-point rating scale. On the scale, five indicated total agreement with the statement; four indicated some agreement; three indicated the category 'not sure'; two, some disagreement and one total disagreement.

Section D addressed the opinions of principals, French teachers and school board professional staff on such issues as the benefits of French remediation for the students and the need for teacher assistants. Other concerns included the type of environment in which French remediation takes place as well as the resources and qualifications required to implement a remedial program. This section also required the respondents to rate each item in the component on a Likert five-point rating scale, with five again indicating total agreement; four some agreement; three designating the category "don't know"; two, some disagreement; and one total disagreement.

The final section of the survey, Section E, involved open-ended questions. This section provided respondents the opportunity to 'voice' personal opinions and comment on specific questions. These questions encompassed issues involving the extent to which it was felt that the present French curriculum was meeting the needs of all students; what should be done to help students who are having difficulty in both English and French programs; the priority that is given (or not) in Newfoundland and Labrador

to students who are having difficulties in the English program. Other concerns dealt with respondent's needs and beliefs: for example, their perception of the need for a policy for French remediation in Newfoundland and Labrador, the resources that are needed, the inservice questions teachers would like answered, and the extent to which other staff members should become involved.

Before the proposed questionnaire was distributed to the sample population, it was pre-tested. Three core French teachers and three Department of Education officials commented on the questionnaire. Through these comments, further clarity was given. Its subsequent acceptance by the Ethics Committee (Appendix F) ensured that it was appropriate for use. It was then distributed to the sample population in the Fall of 1995.

To ensure that each respondent reasonably understood the questionnaire, specific measures were carried out. A copy of the questionnaire was personally addressed to the French teacher(s), the principal(s), and the school board professional staff member. Along with the questionnaire, a separate letter was enclosed. This accompanying letter (Appendix B) included a description of the purpose of the study and a guarantee of anonymity. In addition, each respondent was provided with a self-addressed stamped envelope for the questionnaire's return. As well, care was taken in the actual layout of the questionnaire with the number of pages kept to ten and Part B of the questionnaire was preceded by appropriate directions with important words underlined. Explanations were added to many items for rating to enhance understanding. In addition, the rating scale was repeated at the top of each successive

page of Section C and D in order to prevent any unnecessary misunderstanding in the mechanics of the completion of the questionnaire.

### **3.3 The Sample**

The target group for this study was French teachers, school principals and school board professional staff in the province of Newfoundland and Labrador. Since most teachers of French in the province also have responsibility for other curriculum areas, a French teacher was arbitrarily defined as one who taught French at least eighty percent of the time. A total of one hundred surveys were sent out to a stratified random sample representative of all French teachers, school principals and school board professional staff. Careful attention was given to ensure that the survey was not sent to several individuals in the same district: for example, to a teacher, principal, and school board professional staff member employed with the same district. Within the one hundred surveys, fifty teachers were selected: twenty-five from the Roman Catholic Schools and twenty-five from Integrated schools. Within this group of fifty teachers, ten taught in the French immersion program and thirty-five taught core French. A total of thirty principals were selected to represent the geographical regions of the province with fifteen selected from the Roman Catholic schools and fifteen from Integrated schools. The school board office sample encompassed a total of twenty professional members of school boards, with ten representing the Roman Catholic districts and ten from Integrated districts.

Fifty-two out of one hundred survey questionnaires were returned, giving a

response rate of about fifty percent. As seen in table 4.1.1, twenty-nine teachers responded; sixteen principals and eight school board professional staff. This response was sufficiently high and varied to allow for generalizations to be made about attitudes towards remediation in the province.

### **3.4 Data Analysis**

The following analyses were conducted on the data: frequencies of responses; average responses; valid percent of response. In Part A Section A, frequencies are given for background information, employment position, community population and the type of school. In addition, frequencies are given for the responses to whether English remediation is offered in the school, whether students in elementary, junior and senior high in special services programs are taking part in French, as well, as whether French 3200 and 3201 are offered as a modified course and whether French remediation is offered at the school.

There were seven statements in Part B Section B which respondents had to rank from most to least important. The purpose was to determine the top three reasons why teachers, school board professional staff and principals felt remediation was or was not offered in their school. In Sections C and D of Part B respondents were asked to determine (by use of a Likert scale) their degree of agreement or disagreement with a statement. Means and standard deviations indicated the degree of the statements agreement/disagreement with each of the statements.

In Section E, major categories were created. These were developed based on

the participants responses to open ended questions. The respondents opinions were read and then coded into a specific category (with a maximum of five categories). These categories were cross tabulated with the independent variable of occupational categories to determine how teachers, principals and school board professional staff as a group across the province responded to each question. This was an effective means to determine the differing opinions among the three major participant types.

### **3.5 Research Questions**

This information was collected in order to find answers to the following major questions:

- (1) Is remediation for French being provided in the province?
- (2) What are the attitudes of principals, teachers and school board professional staff members to the provision of French remediation?
- (3) What strategies are being used to provide remediation in the French programs?
- (4) What would teachers, principals and school board professional staff like to see provided to improve the provision of remediation for those French students who would profit from such support?

The results of this analysis is presented in Chapter Four.

## CHAPTER FOUR - REPORT OF SURVEY RESULTS

### 4.1 Introduction

Out of the 100 questionnaires that were mailed to French teachers, principals, and school board members, 52 were completed and returned. This produced a return rate of fifty-two percent, which was acceptable for a survey containing primarily rating scale(s) and open-ended questions. The survey was also distributed at a time when there was considerable change in the education system in the province.

As seen in Table 4.1.1 about 52 percent of the respondents were male, and 48 percent female. This result reflects the fact that more surveys were sent out to male respondents than to female respondents. While more females than males are French teachers in the province, principals and school board staff in Newfoundland and Labrador tend to be males. It is interesting to note, however, that more females (60 percent) than males (47 percent) responded to the questionnaire.

TABLE 4.1.1 FREQUENCY OF BACKGROUND INFORMATION BY ENTIRE POPULATION (n = 52)					
Variable	Item	# Sent Out	# of Responses	% Responding	% of Total Responses
Sex	Male	58	27	47	51.9
	Female	42	25	60	48.1
	Total	100	52		100.0
Employment Position	Principal/Vice	30	16	53	30.8
	School Board Staff	20	7	35	13.5
	Teacher	50	29	58	55.8
	Total	100	52		

The largest percentage of responses came from teachers with a response rate of 58 percent, principals/vice-principals were next, with a response rate of 53 percent and finally school board professional staff with a response rate of 35 percent. Therefore it may be said that the results of this survey are less representative of school board professional staff than of teachers and principals. It should be noted that the low percentage of responses from school board professional staff may have been due to the change and uncertainty that was taking place at the school board level during the time the responses were requested.

As seen in Table 4.1.2 the majority of the respondents were employed in a community of less than 5,000. The largest group of respondents, 33 percent, were in Junior High (7-9) school, while the second largest group, 31 percent, were from the all grade school (K-12).

Table 4.1.2 School and Community Responses					
Variable	Item	Number Sent Out	Number of Responses		
				% Responding	% of Total Responses
Community Population	<5,000	45	29	65	56.9
	5,000-10,000	20	9	45	17.9
	10,000-20,000	20	5	25	9.8
	20,000-50,000	10	4	40	7.8
	>50,000	5	5	100	7.8
	Total	100	52		
Type of School	Primary	24	10	42	21.9
	Elementary	16	8	50	1.9
	Junior High	30	20	67	32.7
	Senior High	15	8	53	13.5
	All Grade	15	6	40	30.8
	Total	100	52		

The highest response rate (100 percent) was from respondents who worked in a community of over 50,000, and the second highest (65 percent) was from respondents who taught in a school board located in a community with less than 5,000 people. Since a considerably higher response rate occurred for these communities, it may appear that the problem of remediation is of more concern in these types of communities.

To summarize the background information in Section A it can be stated that while slightly more than half of the respondents were male, a larger percentage of females than males responded to the questionnaire with both teachers and principals well represented. The largest group of respondents were employed in a community of less than 5,000 people. As well, the largest single group of respondents were engaged in Junior High school setting.

## **4.2 Findings**

### **4.2.1 School Services Across Newfoundland and Labrador**

In Section B of Part A, information was gathered on the availability of French remediation services across the province.

From the data in Table 4.2.1 it may be seen that approximately 88 percent of the respondents stated that their school provided services for English remediation. Only 12 percent indicated that their school did not.

An overwhelming percentage (96 percent) of responses stated that French remediation was not offered in the school whereas only 4 percent stated that it was provided. This finding indicates that a very large number of students are receiving



instruction in French without receiving any remedial assistance in the subject area.

The largest group of respondents , 93 percent, indicated that students in the elementary grades who were part of a Special Services program were also participating in French. In Junior High, 80 percent of respondents indicated students in a Special Services program were participating in French, while only 36 percent of the respondents confirmed that Senior High students in Special Services were enrolled in French. A comparison of these percentages with the provincial statistics cannot be made since no current provincial statistics are available on the number of special education students who participate in French programs. This problem is due to the fact that special education students are reported under the regular grade level. Therefore, it may be assumed that these percentages are representative of the school system.

Table 4.2.1. FREQUENCY OF SCHOOL SERVICES ACROSS NEWFOUNDLAND AND LABRADOR		
VARIABLES	YES (PERCENT)	NO (PERCENT)
English remediation in schools	87.5	12.5
Students in Special Services taking part in French:		
A. Elementary	92.5	7.5
B. Junior High	80.0	20.0
C. Senior High	36.4	64.6
French 3200/3201 offered as a modified course	30.8	69.2
French remediation in the school	4.0	96

To conclude it can be hypothesized that in the early years of instruction most students in the special education program are actively participating in French programs. However, as they progress in their school years, their participation in the French programs decreased. In Senior High about 64 percent of special education students are

not involved in second-language learning. This result may be due to the lack of provision of remediation services in French in the earlier grade levels.

The majority of the responses (nearly 70 percent) stated that French 3200 was not offered as a modified course, whereas 31 percent replied that it was. However, since only about 35 percent of Special Education students at this level are taking French, it would appear that most of this group were given a modified course. Thus, it may be hypothesized that the students who do remain with the program are most likely to be those receiving remedial assistance.

To summarize this data, there is a large percentage of schools that provide English remediation but only very few which provide French remediation. However, despite the lack of remediation in French, the majority of students in special services participate in French classes. This is the case in both the elementary classrooms and the Junior High section of the schools. However, this is not the case in Senior High where almost 65 percent do not take part in French. It would appear that French remediation is needed most for the elementary and Junior High special education students as they still take part in French.

The high percentage of special education students not taking high school French can also be seen. It may be hypothesized that once students with a language- or learning-disability reach grade nine they tend to opt out of French. These findings may indicate that the needs of the learning and/or language disabled students at the early levels are not being met, or it may also indicate the low priority which is placed on French proficiency.

When asked to summarize what type of services were offered when French remediation was offered in the school, answers indicated a considerable variation in the strategies used. One respondent stated:

"I often help students during lunch time. Also, during class the stronger students are paired with weaker students for revision and remediation. I often use the supplementary material from the curriculum as a remediation resource as well as games. However, I am not sure how to help them improve their reading and writing skills and what my instructional strategies should entail".

Another respondent stated that: "we are offering reading recovery, in Core French, reading rescue and remedial class for high school students".

These comments indicate that where remediation is being offered, some very sophisticated techniques are being used. However, the first comment also indicates that there is some indecision or lack of knowledge about the remedial help that should be offered in French.

#### **4.2.2 Reasons Why Remediation is Offered**

When asked to rank in order of importance from one to five the factors that influenced their school to offer remediation, the most frequent reason given was that young people should be given equal opportunity to learn French regardless of their learning style or ability. Other reasons given in order of frequency were: that all educators have the responsibility to modify their programs; that French is an important subject in the school; that all students should be exposed to French due to the fact that Canada is a bilingual country; and finally that learning French helps students with their English skills. Thus, in schools where French remediation is offered it may be seen that

the importance of French in the curriculum is well understood.

#### **4.2.3 Reasons Why French Remediation Is Not Offered**

The data in Table 4.2.2 indicate the reasons why French or Remediation is not offered in the schools. Seven reasons were given, and respondents were required to rank them in order of importance. The major problem appears to be the lack of alternative learning; for example, manuals, videos, music and games. This reason had a mean of 2.35, and 33 percent of respondents saw this as the primary reason. The second most important reason was that there is no policy that states French remediation must be offered. The next reason why French remediation was not implemented was because the feasibility of implementing French remediation in the school was limited. The fourth reason, with a mean of 3.55, was that the present curriculum provides no alternative material for remediation. The next reason given dealt with the lack of information among teachers, principals and school board professional staff to implement remediation due to lack of inservice. The opinion that it was not the responsibility of the school to modify programs was of lesser importance with a mean of 5.44. The least important reason why French remediation was not part of the school program had to do with the opinion that French is not considered an important subject at the school, with only 6.7 percent of respondents indicating this as a primary reason.

Table 4.2.2. Reasons Why French Remediation Not Offered in Newfoundland and Labrador Schools									
Reasons	Percentages							Mean	Standard Deviation
	1	2	3	4	5	6	7		
No resources are available to help implement remediation.	33.3	38.1	4.8	11.9	9.5	0.0	0.0	2.35	1.57
There is no policy that states that French remediation must be offered.	31.6	18.4	7.9	15.8	13.2	7.9	2.6	3.08	2.00
Feasibility of implementing French remediation in the school is limited.	24.4	9.8	19.5	14.6	24.4	2.4	4.9	3.32	1.78
The present French curriculum provides no alternative material for remediation.	7.9	15.8	28.9	15.8	23.7	7.9	0.0	3.55	1.42
We are not qualified to implement remediation due to lack of inservice and information.	2.8	13.9	30.6	30.6	5.6	11.1	5.6	3.78	1.45
It is not my responsibility to modify programs.	2.8	5.6	8.3	2.8	13.9	41.7	25.0	5.44	1.61
French is not an important subject at my school.	6.7	0.0	0.0	6.7	10.0	23.3	53.3	5.97	1.63

To summarize this information, the majority of the respondents reported they do not have French remediation in their schools. In part this is due to a lack of specific resources for French and knowledge of the instructional strategies needed to implement remediation. It is also due to the fact that, while remediation is recommended in the policy documents of the Province, there is no stipulation that remediation must be offered.

#### 4.2.4 Opinions and Attitudes towards the provision of French remediation

As seen from Table 4.2.3, Section C consisted of twelve statements about the provision of French remediation with which respondents indicated their agreement or disagreement by using a five point Likert scale.

Table 4.2.3. Percent of Responses to Statements about opinions and attitudes to French remediation

Statement	Totally Disagree	Disagree Somewhat	Not Sure	Agree Somewhat	Totally Agree	mean	Standard Deviation
More resources and personnel should be available to help remediate French.	2.1	6.3	4.2	27.1	60.4	4.4	0.98
Teachers must be qualified to implement remediation.	2.0	12.0	8.0	24.0	54.0	4.2	1.13
More inservice should be given to help French teachers remediate.	0.0	10.0	6.0	22.0	62.0	4.4	.98
The present curricula meets the aims and objectives of all students who are taking French.	44.0	18.0	12.0	18.0	8.0	2.3	1.4
French teachers who remediate feel isolated from the school. No support/help is given from the administration.	18.0	12.0	38.0	10.0	22.0	3.1	1.36
There is a need for a policy concerning core French remediation for the province.	4.0	8.0	14.0	30.0	44.0	4	1.13
Students having difficulty in the English program should be taken out of French.	50.0	12.0	8.0	24.0	6.0	2.2	1.43
Exceptional students will never use French once they leave school; therefore they should not study French.	58.0	16.0	8.0	12.0	6.0	1.9	1.3
Teachers should be allowed the choice to provide remediation or not.	10.0	30.0	24.0	24.0	12.0	3	1.2
There is a need for a policy for French Immersion remediation.	4.0	34.0	20.0	40.0	2.0	4.4	3.16
French immersion students would require a remediation program more than core French students.	22.0	6.0	34.0	22.0	16.0	3	1.35
Students having difficulty in the immersion program should opt out of the program.	12.0	38.0	30.0	12.0	8.0	2.7	1.09

From the data presented in Table 4.2.3 it may be seen that 60 percent of the respondents totally agree that more resources and personnel should be available to help remediate French. Only 2 percent totally disagreed with the statement, 6 percent disagreed somewhat, 4 percent replied that they were "not sure", while 27 percent agreed somewhat. Nearly 90 percent of respondents overall expressed agreement with the statement that more resources are needed.

With regard to the statement that teachers must be qualified to implement

remediation, 54 percent of the participants totally agreed whereas only 2 percent totally disagreed. The percentage of respondents that agreed somewhat was 24 percent, while 12 percent disagreed somewhat. Eight percent of the replies fell into the category of not sure. It can be concluded that nearly 80 percent of respondents supported the need for professional development in this area.

More inservice should be given to help French teachers remediate was a statement totally agreed upon by 62 percent of the participants. None of the population totally disagreed, whereas 38 percent agreed somewhat and 10 percent disagreed somewhat. Sixteen percent of the participants were not sure. Therefore, the majority of the respondents felt that French teachers should receive more inservice on how to provide remediation services.

Over 44 percent of the participants totally disagreed with the statement that the present curricula meet the aims and objectives of all students who are taking French. Only 8 percent of the respondents totally agreed. Eighteen percent both disagreed and agreed with this statement while 12 percent were unsure. To conclude, nearly two-thirds of respondents felt that the present curricula do not meet the aims and objectives of all students taking French.

Thirty-eight percent of the participants responded that they were not sure whether teachers who remediate feel isolated from the school. Eighteen percent totally disagreed with this statement, and 12 percent disagreed somewhat, while 10 percent agreed somewhat, and 22 percent totally agreed. Overall, there is no clear response to this statement, possibly because most respondents have not had any experience

with providing French remediation.

Forty-four percent of respondents totally agreed with the need for a policy concerning core French remediation in the province of Newfoundland and Labrador. Another 30 percent agreed somewhat. Only 4 percent totally disagreed with the need for a policy, 8 percent disagreed somewhat, while 14 percent were not sure. Generally, three-quarters of the participants felt that there was a need for a remediation policy specifically for core French in the province.

With respect to the question of whether students having difficulty in the English program should be taken out of French, half of the respondents totally disagreed, while another 12 percent disagreed somewhat. Six percent totally agreed; 24 percent agreed somewhat; and 8 percent were not sure. Overall, there was more disagreement (62 percent) than agreement with the statement that students having difficulty should be withdrawn from the French Program.

A majority of the population surveyed (58 percent) totally disagreed with the statement that exceptional students should not study French since they will never use the language when they leave school, whereas 16 percent disagreed somewhat. Only 6 percent of the respondents totally agreed with the statement while 12 percent agreed somewhat; 8 percent were not sure. To conclude it can be stated that about three-quarters of the respondents did not support withdrawing students from French because they would never use the language when they left school.

The opinion of the participants regarding whether teachers should be allowed the choice to provide remediation or not were varied. Twelve percent totally agreed while



10 percent totally disagreed. Thirty percent disagreed somewhat, and 24 percent agreed somewhat. To conclude, only about two-fifths of the participants (42 percent) felt that teachers should not be given the choice to provide remediation but should be required to provide such service.

There was a similar response to the statement that there is a need for a policy for French immersion remediation. It was totally agreed upon by 2 percent of the population. Forty percent agreed somewhat. Twenty-four percent (nearly one-quarter) were not sure. A total of nearly two-fifths of the participants (38 percent) disagreed that there was a need for a policy for remediation in French immersion. Therefore, on this issue the respondents were ambivalent.

About one-third of respondents (34 percent) indicated that they were not sure whether French immersion students would require a remediation program more than core French students. Twenty-two percent totally disagreed with the statement; 6 percent disagreed somewhat; while 22 percent agreed somewhat and 16 percent totally agreed. Slightly more respondents (38 percent) agreed but nearly the same number were not sure about this statement and another 28 percent disagreed. Overall, it appears that respondents did not feel strongly that French immersion students required remediation more than core French students.

The percent of participants who totally disagreed with the statement that students having difficulty in the immersion program should opt out of the program was 12, while the percent of those who disagreed somewhat was 38. Twelve percent agreed somewhat and 8.0 percent totally agreed; 30 percent of the respondents were

not sure about the issue. To conclude, about half of participants who responded felt that immersion students who are having difficulty should stay in the program and not opt out.

As may be seen from Table 4.2.4 there is general agreement that more resources and more knowledge about the resources and strategies for implementing French remediation should be provided; that teachers need to be more qualified to implement remediation, and that there needs to be a policy for French remediation in the core program. Respondents also supported the view that students having difficulty in English should still study French, even exceptional students. However, respondents were divided on the issues of whether the individual teacher should have a choice as to whether or not to provide remediation to students, whether the teacher providing remediation felt isolated from other staff members. Respondents were least sure about whether French immersion students should receive remediation or opt out of the program, and whether French immersion students require remediation more than core French students.

**Table 4.2.4. Summary of Opinions and Attitudes about the provision of French Remediation**

<b>Statement</b>	<b>Percentage who disagree</b>	<b>Percentage who agree</b>
More resources and personnel should be available to help remediate French.	8.4	87.5
Teachers must be more qualified to help implement remediation.	14.0	78.0
More inservice should be given to help French teachers remediate.	10.0	84.0
The present curricula meets the aims and objectives of all students who are taking French.	62.0	26.0
French teachers who remediate feel isolated from the school. No support/help is given from the Administration.	30.0	32.0
There is a need for a policy for Core French remediation for the province.	12.0	74.0
Students having difficulty in the English program should be taken out of French.	62	30
Exceptional students will never use French once they leave school; therefore they should not study French.	74.0	22.0
Teachers should be allowed the choice to provide remediation or not.	40.0	36.0
There is a need for a policy for French Immersion remediation	38.0	42.2
French Immersion students would require a remediation program more than Core French students.	28.0	38.0
Students having difficulty in the immersion program should opt out of the program.	50.0	20.0

#### **4.2.5 Opinions and Attitudes about strategies to implement French Remediation**

As seen from Table 4.2.5, Section D consisted of thirteen statements about what core and immersion teachers would like to see happen or feel they may experience in their classroom with regard to remediation. Their opinions were indicated through the use of a five point Likert scale.

Table 4.2.5 Opinions and Attitudes - Percent of Response for Section D					
Statement	Totally Disagree	Disagree Somewhat	Not Sure	Agree Somewhat	Totally Agree
Students are more confident once they are being remediated.	0.0	6.0	36.0	23.0	30.0
Teachers experience fewer discipline problems from students who receive remediation.	6.0	10.0	46.0	20.0	18.0
Students should work within the class setting while receiving help.	2.0	4.0	26.0	50.0	18.0
Students who are having difficulty in French should be taken outside the classroom and receive help in another room.	24.0	24.0	22.0	24.0	6.0
Extra personnel should be hired to help implement the program.	2.0	8.0	18.0	30.0	42.4
Resources such as computers can be a great asset for remediation.	0.0	4.0	8.20	32.0	56.0
Teacher assistants should be hired to help implement French remediation.	6.0	4.0	18.0	38.0	34.0
The teacher assistants should be qualified in the area of students with learning disabilities.	0.0	6.0	8.0	36.0	50.0
Teacher assistants should be fluent in English and French.	6.0	12.0	8.0	38.0	36.0
All children should study French.	8.0	12.0	14.0	18.0	48.0
Remediation should be available in French Immersion.	2.0	0.0	10.0	28.0	60.0
Remediation should be available in core French.	2.0	2.0	6.0	38.0	52.0
More priority needs to be given to French to accommodate the learning needs of students having difficulty.	2.0	6.0	6.0	26.0	54.0

It can be seen that no participant totally disagreed that students are more confident in French once they are remediated; 6 percent disagreed somewhat; 23 percent agreed somewhat and 30 percent totally agreed. While the largest group of respondents (36 percent) replied that they were 'not sure'; generally, the majority felt that students would be more confident in French once they were remediated.

A little under 50 percent of the respondents were not sure if teachers experience fewer discipline problems when remediation is provided. It may be that participants

were unsure about this statement because each class setting is unique.

The percentage of respondents who totally agreed that students should work within the class setting while receiving help was 18 percent; half of the respondents (50 percent) agreed somewhat. Only 2 percent disagreed totally with the statement, and 4 percent disagreed somewhat; 26 percent were not sure. Therefore, the majority (68 percent) of the participants felt that students should work in the class when receiving help.

This view was reinforced by the responses to the statement that students who were having difficulty in French should be taken outside the classroom and receive help in another room. Six percent of respondents totally agreed while 24 percent agreed somewhat; 22 percent responded that they were not sure. However, 48 percent disagreed with this statement.

The statement that extra personnel needed to be hired to help implement French remediation was totally agreed upon by 42 percent of the respondents and 30 percent agreed somewhat. The majority (72 percent) of the respondents felt that extra personnel should be available to help teachers implement remediation.

Fifty-six percent of the respondents totally agreed that resources, such as computers, can be a great asset for remediation. While 4 percent disagreed somewhat, no respondent totally disagreed. Generally a strong majority (88 percent) of respondents believe that computers are useful for remediation purposes.

The need for teacher assistants in order to help implement French remediation was totally agreed upon by 34 percent of the participants, and another 38 percent

agreed somewhat; while 18 percent were not sure; 4 percent disagreed somewhat; and 6 percent totally disagreed. To summarize, the majority (72 percent) of the respondents believe assistants should be hired.

Half of the respondents (50 percent) totally agreed that teacher assistants should be qualified in the area of students with disabilities; 36 percent agreed somewhat with this statement while only 8 percent were not sure. None of the participants totally disagreed with this statement and 6 percent disagreed somewhat. Generally, the majority of respondents felt that teacher assistants should be qualified to teach learning-disabled students.

The percentage of respondents who totally agreed that teacher assistants should be fluent in both English and French was 36 percent, and 38 percent agreed somewhat; only 6.0 percent totally disagreed with this opinion, and 12 percent disagreed somewhat, while 8 percent were not sure. To conclude, the majority (74 percent) felt that teacher assistants should be fluent in both languages.

The majority of the participants (66 percent) agreed that all children should study French. While 20 percent disagreed, 14 percent indicated they were unsure whether all children should study French.

The percentage of respondents who totally agreed that remediation should be available in French immersion was 60 percent, and 28 percent agreed somewhat, while 10 percent were unsure. The majority (88 percent) felt that remediation should be available in French immersion.

Slightly more than half of the participants (52 percent) totally agreed that

remediation should be available in core French, and another 38 percent of the participants agreed somewhat that remediation should be available in core French while 6 percent were not sure. Only 2 percent totally disagreed and another 2 percent disagreed somewhat. To conclude, few respondents (4 percent) felt that remediation should not be available in core French whereas the majority (90 percent) felt it should.

The majority of respondents who totally agreed that more priority needs to be given to French to accommodate the learning needs of students having difficulty was slightly more than half at 54 percent; while 26 percent agreed somewhat. Only 2 percent of the population totally disagreed with this statement and 6 percent disagreed somewhat. Six percent responded that they were not sure. To conclude, the majority of respondents (80 percent) felt that more priority should be given to French in order to accommodate the learning needs of students.

As may be seen from Table 4.2.6 the general opinion among participants was that all children should participate in the "in-class" French program, even if a learning disability is evident. Respondents felt that remediation should also be provided, and supported the view that additional personnel were needed to implement a remedial program. Respondents felt that more emphasis needs to be placed on providing assistance to the learning disabled so that they can succeed in French. There was general agreement that teaching assistants should be fluent in French and English, but less agreement that they needed to be qualified to work with the learning disabled. Respondents were more ambivalent about the effects of remediation on student self-confidence and discipline perhaps reflecting a lack of knowledge about remediation.

Table 4.2.6 Summary of Opinions about the Implementation of French Remediation		
Statement	Percentage in Agreement	Percentage in Disagreement
Students are more confident in French once they are being remediated.	58.0	6.0
Teachers experience fewer discipline problems from students who receive remediation.	38.0	16.0
Students should work within the class setting while receiving help.	68.0	6.0
Students who are having difficulty in French should be taken outside the classroom.	30.0	48.0
Extra personnel need to be hired to implement the program.	72.4	28.0
Resources such as computers can be a great asset for remediation.	88.0	4.0
Teacher assistants should be hired to help implement French remediation.	72.0	10.0
Teacher assistants should be qualified in the area of students with learning disabilities.	86.0	6.0
Teacher assistants should be fluent in English and French.	74.0	18.0
All children should study French.	66.0	20.0
Remediation should be available in French immersion.	88.8	2.0
Remediation should be available in Core French.	90.0	4.0
More priority needs to be given to French to accommodate the learning needs of students having difficulty.	80.0	8.0

In Section E of the survey, participants were asked to respond to seven open-ended questions (labelled A - G). This question served as an opportunity for respondents to give a reason for their personal answer on specific issues. Based on the frequency of answers that were given to each question, major categories were developed for each one with individual responses slotted in the categories. There was a maximum of five categories where the respondents' answer could be placed. In Question A "Do you think that the present French curriculum is meeting the needs of all students?", 48 out of 52 of the participants responded. As seen in Table 4.2.7, about one-third of the participants (31 percent) believed that the present French curriculum



does not meet the needs of the students because of the lack of support services and remediation provided in the French program. Nearly 30 percent of the participants gave the opinion that the program was too challenging and only served the needs of the academically elite. However, 16 percent stated that the present French curriculum does not meet the needs of all students because it is not the objective of the program to meet all needs, and 10 percent suggested that the program was effective for it involved various areas of language learning and that no program meets the needs of all students. Generally, it was felt that the present core French curriculum is not meeting all students' needs.

Table 4.2.7 Percent of Responses to the Five Categories Developed for core French curriculum	
Question A: Do you think the present Core French curriculum is meeting the needs of all students? Why or why not?	
OPINION STATEMENT	PERCENT
No, there is a lack of support and remediation in the program.	31.0
No, the present core French curriculum is too challenging and serves only the needs of the academically elite.	29.6
No, it is not the objective of the core French program to meet all needs.	15.5
No, the program is not well organized.	14.1
Yes, it involves various areas of language learning; no program can meet the needs of all.	9.9

While the previous data for Question A was concerned with percent of responses, the following concentrates on the responses of specific groups, namely teachers, principals and school board professional staff.

Table 4.2.8 Opinions of Teachers, Principals, and School Board Professional Staff towards Question A						
Question A: Do you think that the present French curriculum is meeting the needs of all students?						
Category	Teachers( n=20)		Principals(n=20)		School Board Professional Staff (n=8)	
No, there is a lack of support and remediation in the program.	8	27.6	8	29.6	6	40.0
No, the present core French curriculum is too challenging and only serves the needs of the academically elite.	10	34.5	7	25.9	4	26.7
No, it is not the objective of the core French program to meet all needs.	5	17.2	2	7.0	4	26.7
The program is not well organized.	4	13.8	5	18.5	1	7.0
Yes, it involves various areas of language learning.	2	6.9	5	18.5	0	0
Total responses	N = 29	% = 100	N = 27	% = 100	N = 15	% = 100

To summarize the findings in Table 4.2.8, it can be stated that several differences exist. While more teachers feel that the present program is only for the academically elite, both principals and school board professional staff believe that lack of support services and modification of the program is the reason why the present French curriculum is not meeting the needs of all students. As well, whereas no school board professional feels that the curriculum meets the needs of all students, a small number of teachers and principals feel that it does. This latter group may reflect the views of those who do not feel that the students having difficulty should be studying French.

In Question B, "What specifically should be done to help students who are

having difficulty in both the English and French programs?", the larger number of responses (42 percent) indicated that more support services and remediation should be provided in both languages - not just in the 'technology' subjects such as mathematics and science.

In Table 4.2.9, it can be seen that 20 percent of respondents were of the opinion that students must be proficient in their English skills in order to have basic language competency skills. Next, 16 percent believed that to help students having difficulty in both languages, more inservice and reading must be available on the issue; and 12 percent that an alternative program must be used to help those students. Finally, 10 percent believed that the attitudes of students towards core French must be improved, and that team work must exist between all educators across the province in order to help students achieve some level of success.

Table 4.2.9 Percent of Responses in Five Categories to Students with difficulty	
Question B: What specifically should be done to help students who are having difficulty in both the English and French programs?	
Opinion Statement	Percent
Provide remediation and more support services in both languages - not just in math and science	41.9
Ensure the proficiency of English skills before starting a second language.	20.3
More inservice and information provided.	16.2
Provide an alternate program to the students that will allow them to experience some level of success.	12.2
Increase parents' and students' attitudes about core French and set up team work.	9.5

To summarize, most respondents believed more remediation and support should be available in the languages, not just mathematics and science, in order to provide some

assistance to students who are having difficulty in the English and French programs.

When studying the findings of Question B, in Table 4.2.10, it can be said that similarities and differences exist among principals, teachers and school board professional staff. While teachers, principals and professional staff feel that more support services is the key to helping students with difficulty in both the English and French programs, more school board professional staff recommend that students first be proficient in their English skills before starting a second language. No school board professional staff believes that alternate programming should be provided. However, both principals and teachers feel that an alternate program may provide some success for the student. School board professional staff personnel appear to be somewhat less supportive of the French program for Special Education students than do teachers and principals.

Table 4.2.10 Opinions of Principals, Teachers and School Board Professional Staff towards Students having difficulties						
Question B: What specifically should be done to help students who are having difficulty in both the English and French program?						
Category	Teachers (n=20)		Principals (n=20)		School Board Professional Staff (n=8)	
Provide remediation and more support services in both languages not just math and science.	15	44.1	13	44.8	3	27.2
Ensure the proficiency of English skills before starting a second language.	7	21.0	5	17.2	3	27.2
More inservice and information provided.	6	17.6	3	10.3	3	27.2
Provide an alternate program that will allow some level of success.	3	8.82	6	20.6	0	0.0
Increase parents' and students' attitude about core French and set up team work.	3	8.82	2	6.8	2	18.1

In Question C, participants were asked if the same priorities were given in Newfoundland and Labrador to students having difficulty in the French program as compared to those in the English program. As seen in Table 4.2.11, the greatest response (30 percent) stated that the same priority is not given due to a lack of remedial help in the second language; 24 percent responded that lack of appropriate personnel and resources in the French program results in an imbalance of concentration in the English program and 22 percent believe that science and mathematics are considered more important within the school system. As a result, less emphasis is placed on the needs of the second-language program. Also, 15 percent stated that more priority is placed on the development of the first language as opposed to French as a second language. Nine percent believed that a lack of inservice and information is another indication of the unequal priority that is given in Newfoundland and Labrador to students having difficulty in the French program, as compared to those having difficulty in the English program.

Table 4.2.11 Percent of Responses to the Five Categories developed for priority given to French	
Question C: Do you believe the same priority is given in Newfoundland and Labrador to students who are having difficulty in French as students having problems in the English programs? Why or why not?	
Opinion Statement	Percent
No, there is a lack of remedial help in the second language as compared to the English program.	29.5
No, there is a lack of personnel and resources in the French program as compared to the English program.	24.4
No, the science and mathematics courses are considered more important within the school system.	21.8
No, there is more emphasis placed on developing the skills in the first language (English program).	15.4
No, there is a lack of inservice and information for educators in the French program as compared to those in the English program.	9.0

To summarize, most respondents felt that the same priority is not given to French as is given to English and this is evident in that little remedial support or help is provided in the French program as compared to the English program.

When teachers, principals and school board professional staff were asked to respond to Question C, 46 of 52 responded. As seen in Table 4.2.12, several similarities and differences exist.

Table 4.2.12 Opinions of Principals, Teachers and School Board Professional Staff towards priority given to French						
Question C: Do you believe the same priority is given in Newfoundland and Labrador to students who are having difficulty in French as students having problems in the English program?						
Category	Teachers n=20		Principals n=18		School Board Professional Staff n=8	
	Number	Percent	Number	Percent	Number	Percent
No, there is a lack of remedial help in the second languages compared to the English program.	16	39.0	6	22.2	1	10.0
No, there is a lack of personnel and resources in the French programs as compared to the English program.	13	31.7	5	18.5	1	10.0
No, the sciences and mathematics are considered more important within the school system.	5	12.1	8	29.6	4	40.0
No, there is more emphasis on developing the skills in the first language(English program).	3	7.31	6	22.2	3	30.0
No, there is a lack of inservice and information for educators in the French program as compared to those in the English program.	4	9.75	2	7.4	1	10.0

The teachers believed that the lack of remedial help in the second language was the major indication that the same priority is not given in Newfoundland and Labrador to

students having difficulty in French as opposed to English. Principals and school board professional staff across the province believed that the same priority is not given since more emphasis is placed on mathematics and science. Thus it would appear that the reason teachers do not perceive sufficient remedial help in French is that the direction of the system tends to emphasize mathematics and science, a pressure felt more by professional staff and principals than by individual French teachers.

In Question D, participants were asked if they believed that there was a need for a policy for French remediation in the province. Over one quarter of the respondents (26 percent) believed that it was the right of all students and teachers to have such a policy in place. As well, 26 percent believed that such a policy would not only emphasize the importance of learning a second language, but also increase public awareness that a second language better prepares a child for the demands of the future. As seen in Table 4.2.13, 23 percent also believed that a policy in French remediation would provide some consistency for the type of assistance that would be given to students having difficulties across the province. Nearly 14 percent responded that such a policy is needed in Newfoundland and Labrador so that students would be guaranteed some degree of program adjustment. Only 12 percent stated that there is no need for the creation of such a policy in the province due to its expense.

<b>Table 4.2.13 Percent of Response to the Five Categories Developed for need for a policy</b>	
<b>Question D: Do you believe there is a need for a policy for French remediation in Newfoundland and Labrador?</b>	
<b>Opinion Statement</b>	<b>Percent</b>
Yes it is the right of all students and teachers in the province to have such a policy in place.	25.7
Yes, such a policy would emphasize the importance of learning a second language and increase public awareness.	25.7
Yes, such a policy would provide consistency.	23.0
Yes, it would guarantee some level of program adjustment.	13.5
No, it would be too expensive; program focuses on only one objective at a time thereby allowing some level of success.	12.2

As seen in Table 4.2.14, similar and different opinions exist amongst teachers, principals and school board professional staff regarding whether a policy should be developed or not. While teachers and school board professional staff believed that it is the right of all students and teachers to have such a policy, most principals supported such a move because it would raise public awareness of the importance of French in the community and create more positive chances of meeting the needs of their future. Most teachers did not believe that the implementation of such a policy would be too expensive, while principals and school board professional staff were more concerned about the finances of providing such a policy.



Table 4.2.14 Opinions of Teachers, Principals and School Board Professional Staff to need for a policy						
Question D: Do you believe there is a need for a policy for French remediation in Newfoundland and Labrador?						
Category	Teacher n=20		Principal n=18		School Board Professional Staff n=8	
Yes, it is the right of all students and teachers in the province to have such a policy in place.	10	28.5	5	18.5	4	33.3
Yes, such a policy would emphasize the importance of learning a second language and increase public awareness..	7	20.0	9	33.3	3	25.0
Yes, such a policy would provide consistency	10	28.5	5	18.5	2	16.6
Yes, it would guarantee some level of program adjustment.	7	20.0	2	7.4	1	8.3
No, it would be too expensive; program focuses on only one objective at a time thereby allowing some level of success.	1	2.8	6	22.2	2	16.6
Total Responses	N = 35	% = 100	N = 27	% = 100	N = 12	% = 100

When respondents across the province were surveyed as to resources they would draw on if asked to provide remediation services to students in French (Question F), 38 percent responded that they would draw on their own knowledge, creativity and experience, and another 24 percent stated that they would draw upon resources such as other programs, tutors, and computers from both in and out of the province. Twelve percent claimed that they would modify the present program and/or utilize material from 'old' programs. However, it may be seen in Table 4.2.15 that 13 percent confirmed that they would have either no resources to draw on or would seek the advice of the board co-ordinator. The responses to this question suggest that while respondents would draw on their expertise and competences, however, there is a group who are not very well prepared to provide remediation.

Table 4.2.15 Percent of Responses to the Five Categories Developed for need for resources	
Question E: If a parent approached you and asked you to provide remediation in French to their child, what resources would you draw on?	
My own knowledge, creativity and experience.	38.2
Resources in and out of the province.	23.7
None	13.2
Co-ordinator at the school board.	13.2
Modify the present program and/or use materials from "old" program.	11.8

When teachers, principals and school board professional staff were asked to respond to Question E, as seen in Table 4.2.16, there were some differences of opinion.

Table 4.2.16 Opinions of Teachers, Principals and School Board Professional Staff to need for resources						
Question E: If a parent approached you to provide remediation to their child in Core French, what resources would you draw on?						
Category	Teacher n=19		Principal n=20		School Board Professional Staff n=8	
	Number	Percent	Number	Percent	Number	Percent
My own knowledge, creativity and expertise.	14	45.1	12	36.3	3	25.0
Resources in and out of the province.	6	19.3	6	18.1	6	50.0
None.	5	16.1	4	12.1	1	8.3
Co-ordinator at the school board.	5	16.1	5	15.1	0	0.0
Modify the present program and/or use material from "old" programs.	1	3.2	6	18.1	6	16.7
Total Responses	N = 31	% = 100	N = 33	% = 100	N = 12	% = 100

Teachers and principals indicated they would have to rely on their own expertise in the area if they were asked to provide remediation services. School board

professional staff, however, claimed that they would look for resources both inside and outside of the province. These differences reflect the three groups and their distinctive roles and responsibilities. Since school board professional staff have the responsibility of providing resources to the teachers, their time can be spent searching for adequate support services. The schedule and daily teaching demands of teachers and principals, however, prevents them from researching and discussing as much as school board professional staff. As a result, they rely on what they already know and/or create.

As seen in Table 4.2.17, when respondents across the province were asked what questions they would like answered at an inservice on core French remediation (Question F), 33 percent /one third wanted to know what resources are available to help them implement remediation; one-quarter wanted to know how to get the time to remediate, one-fifth wanted to know who would provide the remediation; 14 percent where the remediation would occur and 13 percent who would be remediated.

Table 4.2.17 Percent of Responses to the Five Categories Developed for need for inservice	
Question F: You are asked to attend an inservice on French remediation and then to implement it in your school. What questions would you like answered at this inservice?	
Opinion Statement	Percent
What resources are available?	32.6
When do I get time to remediation?	23.2
Who does the remediation?	17.9
Where does the remediation occur?	13.7
Who is remediated?	12.6

To summarize, most respondents were concerned with questions regarding implementation of remediation, providing further evidence that there is a lack of knowledge of resources and information on the part of educators. Further major concerns were the time and personnel available for remediation.

As seen in Table 4.2.18, the majority of participants wanted the question regarding availability of resources answered if they attended an inservice on French remediation. Principals and to some extent teachers had similar questions regarding the time needed to remediate. School board staff however, were concerned about providing the personnel to remediate the student. This difference would suggest that teachers and principals anticipated that the remediation would be done in the classroom by the individual teacher, while school board professional staff are thinking of remediation provided by special teachers.

Table 4.2.18 Opinions of Teachers, Principals and School Board Professional Staff to need for inservice						
Question F: What questions would you like answered at an inservice on Core French remediation?						
Category	Teachers (n=19)		Principals (n=18)		School Board Professional Staff (n=8)	
	Number	Percent	Number	Percent	Number	Percent
What resources are available?	16	34.0	10	29.4	5	36.0
When do I get time to remediate?	11	23.4	10	29.4	1	7.14
Who does the remediation?	8	17.0	5	14.7	4	28.5
Where does remediation occur?	7	14.8	4	11.7	2	14.2
Who is remediated?	5	10.6	5	14.7	2	14.3
Total Responses	N = 47	% = 100	N = 34	% = 100	N = 14	% = 100

When respondents were asked if there was a need for other staff members to become involved in French remediation, 31 percent stated that there was a definite need for other support systems for French teachers cannot implement remediation without support from others. Also, 28 percent believe that there is a need to share resources and ideas. As seen in Table 4.2.19, 25 percent stated that such involvement from support staff would publicize the importance of French to the staff. However, 10 percent claimed that there is a need for such support but the staff would have to become qualified ; 6 percent stated that there is no need for other staff members to become involved for they are too busy with their own subjects and have other responsibilities. To summarize, most respondents felt that other staff should become involved since there is a need for the sharing of resources and a support system for the core French and immersion teacher who is trying to provide help to their students who are having difficulties.

Table 4.2.19 Percent of Responses to the Five Categories for staff involvement	
Question G: Is there a need for other staff members to become involved in French remediation?	
Opinion Statement	Percent
Yes, there is a need for support systems.	31.3
Yes, it allows for sharing of ideas and resources.	28.1
Yes, it would publicize the importance of French.	25.0
Yes, but they must become qualified.	9.4
No, they are too busy with their own subjects.	6.3

When the responses of principals, teachers and school board professional staff were compared, it was evident that there were some interesting differences of opinion. As seen in Table 4.2.20, school board professional staff are considerably less favourably disposed towards the provision of support services for French than are teachers, and even principals. They agreed, however, that involvement of other staff would publicize the message that learning a second language is important. Principals were much more concerned than teachers and school board professional staff of the need for other teachers who might become involved in French remediation to become qualified.

Table 4.2.20 Opinions of Teachers, Principals and School Board Professional Staff to Question G						
Question G: Is there a need for other staff members to become involved in core French remediation?						
Category	Teachers (n=20)		Principals (n=20)		School Board Professional Staff (n=8)	
	Number	Percent	Number	Percent	Number	Percent
Yes, there is a need for support systems.	20	36.3	9	27.2	1	12.5
Yes, it allows for sharing of ideas and resources	19	34.5	6	18.2	2	25.0
Yes, it would publicize the importance of French.	14	25.4	6	18.2	4	50.0
Yes, but they must become qualified.	2	3.6	7	21.2	0	0.0
No, they are too busy with their own subjects.	0	0.0	5	15.1	1	12.5
Total Responses	N = 55	% = 100	N = 33	% = 100	N = 8	% = 100

Whereas no teacher felt that other staff members should not become involved in core French remediation, a small number of principals and school board professional staff felt that other staff should not have to become involved since they have their own responsibilities and subjects and this involvement would only be something extra in

their already hectic schedule.

### **4.3 Discussion of the Findings**

According to the population surveyed in this study, 88 percent of schools provide remediation in English for students having difficulty with the program, while only 4 percent of schools provided remediation in French for students experiencing difficulty with the French program. The very small percentage of students overall receiving remedial assistance in French suggests that most students having difficulties with the program, including language-and learning-disabled students, are not receiving remediation.

In addition, it appears that about 90 percent of elementary students in special education programs and 80 percent of junior high school (intermediate) students take French, while only about one-third of senior high school students in special education programs take French. However, most of these latter students appear to receive a modified course. It is possible that the small number of students at the high school level in special education taking French reflects the lack of provision of remedial support, and therefore, success, in the earlier grades. If students receive remedial support, it appears that they do experience some success with the learning of French as a second language. This conclusion would be consistent with those expressed in the literature. Therefore, it appears to be that students in the elementary and junior high school grades in special education programs are not receiving the remedial help

they require to experience success with French.

Where remediation is provided, it appears that teachers, principals and professional school board staff understand the need of providing remediation in all subject areas, as recommended by the general provincial policy document, and give appropriate priority to French. French is seen as being important in Canada, and in the total education of the child. Considerable knowledge of remediation resources is in evidence, including the use of such techniques as the provision of a reading recovery program in core French.

Overall the survey results indicated considerable support for the provision of remediation in French, but a lack of knowledge of how to go about providing remedial support on the part of the teachers and little priority on addressing this problem on the part of the system.

There were a few differences in viewpoints between classroom teachers, principals and professional board personnel which may be worthy of note. Principals and board personnel were much more conscious of an emphasis in the system on science and mathematics which placed French at a lower priority than did teachers in the classroom. Overall, teachers and principals were much more supportive of all students participating in the French programs than were school board professional staff.



## **CHAPTER FIVE - DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This study investigated remediation in French programs in the school system. The primary purpose of this study was to survey the province of Newfoundland and Labrador and to find out how much remediation was given and what the attitudes were towards remediation in French-second-language. A second purpose was to determine the views of French teachers, principals and school board professional staff on various issues pertaining to remediation. The research investigated whether French remediation is implemented and what strategies, if any, are used. Out of one hundred surveys distributed, fifty-two participants responded.

### **5.2 Discussion of the Findings**

To summarize the findings of this study, it may be said that French remediation is not considered a priority in the school system. For those educators who work where remediation is provided, the study of French is perceived as an important part of the school curriculum and a view is adopted that all students should receive the necessary instruction to achieve success. For those educators who work in an environment where remediation is not provided, the priority given to the study of French, and success in the French program, is not very high. French remediation is not provided because teachers do not have the knowledge and resources to implement the required strategies and techniques, and little is done to overcome these deficiencies. Basically, it appears that the reason for this lack of action is that remediation for French is not specifically

addressed by the Department of Education. Respondents generally felt that much more priority is given in the school system to the provision of remediation in English and in mathematics and science than to remediation for French. While it may be argued that remediation in English is required to ensure first language competence, the same argument does not apply to other subject areas. It was generally felt that much more priority should be given to French and the provision of remediation for those students having difficulties. In general, respondents supported the idea that a policy recommending remediation for French should be developed by the government in order to encourage school districts to place more importance on ensuring achievement in French.

Respondents generally agreed that all students should study French and that remediation should be available to students in both core and immersion programs. It is interesting to note that somewhat more support was given to remediation for core French students than for those in French immersion. Support was also given to the view that students having difficulty with English, students following special education programs and students having difficulty with the French program should not be taken out of the study of French. It was generally felt that remediation should be available so that these students could remain in the program. Teachers and principals generally supported the position that all students should take French, and that students having difficulty with the program, or with English, and those with learning disabilities should not opt out of French. School board professional staff were somewhat less supportive of this position, and indicated that English language development should be assured

before beginning French as a second language. It was generally felt that the present French curricula meet the needs of most students, but not all, and that remedial support or an alternate resources are needed in order to ensure that all students experience some success.

With respect to the provision of remediation respondents felt that they were inadequately informed about what to do. Participants indicated some, but not a great deal of, knowledge about the provision of remediation in French. Most supported the view that students receiving remediation should remain in the classroom, but there was some support for some instruction elsewhere. Respondents were not sure if students receiving remediation displayed increased self-confidence or better classroom behaviour. In general, respondents demonstrated little precise knowledge of the resources, strategies and techniques needed to provide remediation in the French-second-language classroom, but considerable desire to gain more knowledge in order to provide this support. Most indicated that, at present, they would rely on their own creativity, and other "old" program materials that were available. As might be expected, all groups felt that more resources needed to be given to the provision of French remediation, in particular, more materials, more inservice, teaching assistants and even computers. In general, if workshops were provided, the types of questions which they would want answered were those addressing the practical issues of materials, techniques, time constraints, and personnel. It appears that practitioners are convinced about the need to offer remediation in French. The lack of provision of remediation appears to be more closely related to the lack of knowledge of what to do,

and the lack of stimulation from inside or outside the school system to do something. This situation is consistent with the literature that suggests that the provision of remediation in a subject area is contingent upon the priority which is given to the learning of that subject by society.

There was also a strong feeling that the government needs to be much more pro-active in the provision of remediation for French by creating a policy document supporting the provision of all levels of remedial support for French. It appears that the general policy statements of the Department recommending remediation in general in the school system are not interpreted widely as needing to be applied to the learning of French. A stronger statement which highlighted French would assist in focussing attention on the provision of remedial help for all French students in the province.

All groups felt that there was a need for the Department to enunciate a policy specifically encouraging the provision of remediation for French. Teachers and principals felt that such a policy was necessary to ensure that all students were given equal opportunity to study French, while school board personnel felt that such a move was important in order to raise the priority placed on French in the school system. This view is also consistent with the literature indicating that the provision of remedial support is contingent upon the priority placed on the learning of that subject.

Therefore, it would appear that practioners do not need to be convinced of the appropriateness of offering remediation in French, but that they require more training and knowledge in the area to be able to offer appropriate remediation. There also appears to be a need for a policy document or statement that increases the importance

that is placed on the provision of remedial support specifically for French in order to encourage school principals and school board professional staff to assist teachers to gain the knowledge and resources needed to implement remediation. In some instances it would appear that inservice is also necessary to assist teachers to understand that students having difficulty in French, whatever the source of the learning problem, will generally achieve success in second language learning if remedial support is given.

### **5.3 Answers to the Research Questions**

In this study, the four major research questions included the following:

- (1) Is remediation for French being provided in the province?
- (2) What are the attitudes of principals, teachers and school board professional staff members to the provision of French remediation?
- (3) What strategies are being used to provide remediation in the French programs?
- (4) What would teachers, principals and school board professional staff like to see provided to improve the provision of remediation for French students who would profit from such support?

The answers to these questions are determined by this study are as follows:

- (1) Generally, remediation does not exist in the province since ninety-six percent of respondents stated that remediation is not provided in their schools.
- (2) The attitudes of teachers, principals and school board professional staff towards

the provision of remediation were similar in that it was generally felt remediation should be provided to students experiencing difficulty in the French program. However, while a small number of participants indicated that remediation for French was provided, the majority did not implement remediation for French in their area. The reasons for this lack appears to be related to the low priority attributed to French in the school system as a whole. Remediation for English, and even for mathematics and science, appears to be more important than remediation for French. There is little knowledge amongst the teachers as to what resources, strategies, or techniques to use to implement remediation for French, and little or no inservice on these aspects is provided, again reflecting the lack of priority given to French remediation. It is also felt that the lack of any policy specific to French indicating the provision of remedial support in this area may be related to the lack of emphasis and time given to providing remediation for French. It is interesting to note that, while all participants agreed that more emphasis should be placed on providing remediation services in French, teachers, principals and school board professions staff feel that remediation for core French students is of a somewhat higher priority than for those in French immersion.

- (3) Considerable variation exists in the strategies used to implement remediation in French. While in some areas very sophisticated strategies are used, such as reading recovery programs, most teachers are not sure of what strategies or techniques to use, and require further knowledge and training. Respondents

were also uncertain as to whether students were more confident and whether teachers experience fewer discipline problems when providing remediation.

These findings suggest that respondents were unsure about strategies for remediation and what results would occur in its implementation although most respondents agreed that students should remain in the classroom while receiving help.

- (4) If teachers were required to provide remediation for all students they would like to have the following:
- a. resources, such as computers, as well as more materials.
  - b. extra personnel to help implement the program such as teacher assistants who are qualified in the area of remediation and who are fluent in English and French.

#### **5.4 Recommendations for the Department of Education in Newfoundland and Labrador**

It is suggested that the Department of Education consider the implementation of the following suggestions.

1. A policy for French remediation stating that the provision of such services is an integral part of the program, as well as the criteria students must meet in order to be considered for these services should be developed.
2. Guidelines for teachers giving specific indications of techniques and strategies to be used in providing remediation should be prepared.

3. Inservice to designated teachers and educators to show what strategies and techniques to use with language-learning-disabled students should be provided.
4. Information and inservice to teachers and educators concerning the feasibility of second language learning for all types of learners should be provided.

### **5.5 Recommendations for Further Research**

This study of the attitudes of French teachers, principals and school board professional staff towards French remediation has led to other complex questions. Some of the questions raised about the provision of remediation in the province include:

1. What percentage of time is given to the development of resources in planning goals and objectives for learning-disabled-students and for the French-second-language program?
2. Is there more remediation offered in larger schools than in the smaller schools?

There are other questions that could be raised which would require considerable research. Some of them include:

1. The majority of French teachers, principals and school board professional staff across Newfoundland and Labrador consider lack of resources as the primary reason why French remediation is not offered at their school. This creates serious questions concerning the present curriculum and resources. Are



they too advanced for the student with the language learning disability? Is there alternate material that meets the students' needs and also respects the constraints put on the teacher?

2. What is the impact of introducing French remediation at the early stages of a core French program?
3. Do students who receive remediation in core French solve cognitive tasks differently from those who do not or are the positive effects of remediation explained by a higher rate of cognitive development fostered by the remediation experience?
4. Does remediation help increase self-concept of the students? Does this have a positive effect on the learning? While academic difficulty may predispose core French students to "opt out" of the program, it should not be a sufficient reason to result in a transfer to a total English program. As Wiss (1989) says, "the learner who has language difficulties can still acquire a second language provided that adequate assistance is given. The challenge to educators and researchers is to provide valid methods and materials so that all children who desire biliteracy skills have access to them" (p. 201). It may be suggested that it is not the academic problems which underline the cause of transfer but the behavioral and/or attitudinal problems associated with academic difficulty. Many parents of and/or students with a learning disability feel intimidated by the thought of learning a second language and, to avoid embarrassment and loss of self-esteem, they opt out of the core French program.

5. How can we work towards the early detection of students having language-related difficulties in core French? What types of remedial activities are effective in minimizing such difficulties?
6. Can second language remediation be delivered effectively? If so, under what circumstances?

## **5.6 Conclusion**

The findings of this study indicate that there is a positive attitude toward the provision of remediation in French in this province both to students having difficulties with the French program and to students with language-learning disabilities. Generally, participants feel that remediation should be provided, but it is not being provided due to a lack of resources, information, knowledge and priorities. Since principals, teachers and school board professional staff are willing to provide this service, it would seem that further study and inservice should be conducted in this area in order to determine the best way to respond to the needs of the students for remedial support. If such a procedure were followed parents and students across the province could feel reassurance that some effort was being made to ensure that they are all students were receiving equal opportunity to engage in learning the other official language of Canada.

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Appendix A  
Sample letter sent across Canada

To: Ron Januasaitis  
Superintendent of Schools  
Director of French Programs  
Government of Yukon Territory  
Dept. of Education  
P.O. Box 2703  
Whitehorse, Yukon Territory Y1A 2C8

From: Marie MacKenzie  
Box 432, Stn. A  
Happy Valley, Goose Bay  
Labrador, AOP 1S0

I am presently a graduate student at Memorial University of Newfoundland doing my Masters thesis in the area of Core French Remediation.

The purpose of this letter is to request any policy guidelines that you may have in your province or school boards regarding the implementation of Core French Remediation. As well, if you would please let me know of any contact person in your area that may provide additional information.

Thank you for your time and I look forward to hearing from you in the near future.

Yours truly,

Marie MacKenzie



# Appendix B

## Sample letter sent with survey

### Survey Instrument: Implementation of French Remediation in Newfoundland and Labrador Schools

Dear Colleague:

I would like to request your assistance in my research. It will take only a few minutes of your time, and your input will be very valuable to me. This research is conducted as part of the requirements for the masters degree at Memorial University. This program, under the supervision of Prof. Joan Netten, involves teaching and learning French Second Language. The study has been reviewed and approved by Memorial's Ethics Committee and will be conducted in accordance with all their guidelines.

Core French remediation, a technique used to provide help to students who are having difficulties with the present French program, has traditionally been a neglected aspect of education. It is a controversial issue in Newfoundland, however no research has yet been conducted. This survey is concerned with the present supply of resources, availability of qualified teachers, existence of appropriate curricula, aims and objectives, isolation of core French remediators from the rest of the school, as well as the policy attention given to core French remediation.

The results will be used to obtain information on core French remediation in the province. These results will then be used to determine further steps that need to be taken to develop a policy/guidelines concerning core French remediation.

While your input will be acknowledged, complete anonymity of responses will be preserved. Participation in this survey is strictly voluntary, however, I hope you will take the time to help in this study.

I appreciate very much your assistance in determining the use and importance of core French remediation in the province of Newfoundland. I would also welcome any related suggestions or comments you might wish to make. However, if you have any comments you don't feel comfortable addressing to me, you may contact Dr. Steven Norris, Dean of Research and Development at Memorial University of Newfoundland, who is an independent resource. Also, if you would like to have information on the results of this study please feel free to contact me.

Sincerely,

Marie M. MacKertze  
Graduate Student

# Appendix C

## Questionnaire Survey

### **French Remediation Survey**

School Name: \_\_\_\_\_

#### **Purpose of Survey**

The purpose of the following survey is to discover the present situation for French remediation in the province of Newfoundland and Labrador.

You will not be identified in this survey and the information obtained will be kept confidential. You are asked to think carefully about the questions and attempt to answer them as honestly as possible.

### Section A: Background Information

Place a check mark (✓) by the appropriate response.

1. ☐ male  
☐ female
2. ☐ principal/vice-principal (specify)  
☐ school board member  
☐ teacher
3. What is the population of the community or city in which you are located?  
☐ under 5,000  
☐ 5,000 - 10,000  
☐ 10,000 - 20,000  
☐ 20,000 - 50,000  
☐ over 50,000
4. Is your school...  
☐ primary (K - 3)  
☐ elementary (4 - 6)  
☐ junior high (7 - 9)  
☐ senior high (10 - 12)  
☐ all grade (K - 12)

Section B: Opinions and Attitudes

1. Is English remediation offered in your school?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
2. Are students in elementary, junior and senior high in special services programs, taking part in French?  
  
elementary \_\_\_\_\_ yes \_\_\_\_\_ no  
junior high \_\_\_\_\_ yes \_\_\_\_\_ no  
senior high \_\_\_\_\_ yes \_\_\_\_\_ no
3. If applicable to your school, is French 3200/3201 being offered as a modified public exam course?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
4. Is French remediation offered in your school?  
\_\_\_\_\_ yes - Go to questions 5 and 6  
\_\_\_\_\_ no - Go to questions 7
5. If you have answered 'Yes' to Question # 4, please summarize what is offered:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6. Please rank in order of importance, selecting only 5 items in all, using 1 for the most important, and so on, five (5) factors which have influenced you or your school to offer French remediation:

- \_\_\_\_\_ (a) Parents/guardians feel it is important;  
\_\_\_\_\_ (b) French is an important subject in my school;  
\_\_\_\_\_ (c) Learning French helps my students with their English;  
\_\_\_\_\_ (d) Young people should all be given equal opportunity regardless of their learning style or ability to learn French.  
\_\_\_\_\_ (e) All educators have the responsibility to modify their program;  
\_\_\_\_\_ (f) All students should be exposed to French due to the fact that Canada is a bilingual country;  
\_\_\_\_\_ (g) Other: (please specify) \_\_\_\_\_
- \_\_\_\_\_

7. Please rank in order of importance, using 1 for the most important, 2 for the next most important, and so on, why French remediation is not offered at your school:

- \_\_\_\_\_ (a) French is not an important subject at my school;
- \_\_\_\_\_ (b) Feasibility of implementing French remediation in the school is limited.
- \_\_\_\_\_ (c) No resources are available to help implement remediation (ex: personnel, manuals, etc.);
- \_\_\_\_\_ (d) We are not qualified to implement French remediation due to a lack of inservice and information;
- \_\_\_\_\_ (e) The present French curriculum provides no alternative material for remediation;
- \_\_\_\_\_ (f) It is not my responsibility to modify programs;
- \_\_\_\_\_ (g) There is no policy that states French remediation must be offered.
- \_\_\_\_\_ (h) Other: (please specify) \_\_\_\_\_

### Section C: General

Please rate by circling somewhere on a continuum of 1 - 5 how you feel in response to each statement.

- 1. - indicates that you totally disagree
- 2. - indicates that you disagree somewhat
- 3. - indicates that you are not sure
- 4. - indicates that you agree somewhat
- 5. - indicates that you totally agree

	<u>TD</u>	<u>DS</u>	<u>NA</u>	<u>AS</u>	<u>TA</u>
A. More resources and personnel should be available to help remediate French.	1	2	3	4	5
B. Teachers must be more qualified to implement remediation.	1	2	3	4	5
C. More inservice should be given to help French teachers remediate.	1	2	3	4	5
D. The present curricula meet the aims/objectives of all students who are taking French.	1	2	3	4	5
E. French teachers who remediate feel isolated from the school. No support/help is given from the administration.	1	2	3	4	5
F. There is a need for a policy concerning core French remediation for the province.	1	2	3	4	5
G. Students having difficulty in the English program should be taken out of French.	1	2	3	4	5
H. 'Exceptional' students will never use French once they leave school; therefore they should not study French.	1	2	3	4	5
I. Teachers should be allowed the choice to provide remediation or not.	1	2	3	4	5
	<u>TD</u>	<u>DS</u>	<u>NS</u>	<u>AS</u>	<u>TA</u>

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| J. | There is a need for a policy<br>for French immersion remediation.                                    | 1 | 2 | 3 | 4 | 5 |
| K. | French immersion students would<br>require a remediation program more<br>than a core French student. | 1 | 2 | 3 | 4 | 5 |
| L. | Students having difficulty in the<br>immersion program should opt<br>out of the program.             | 1 | 2 | 3 | 4 | 5 |

### Section D

Please rate by circling somewhere on a continuum of 1 - 5 how you feel in response to each statement.

- 1 - indicates that you totally disagree
- 2 - indicates that you disagree somewhat
- 3 - indicates that you are not sure
- 4 - indicates that you agree somewhat
- 5 - indicates that you totally agree

	<u>TD</u>	<u>DS</u>	<u>NS</u>	<u>AS</u>	<u>TA</u>
	1	2	3	4	5
A. Students are more confident in French once they are being remediated.					
B. Teachers experience fewer discipline problems from students who receive remediation.	1	2	3	4	5
C. Students should work within the class setting while receiving help.	1	2	3	4	5
D. Students who are having difficulty in French should be taken outside the classroom and receive help in another room.	1	2	3	4	5
E. Extra personnel need to be hired to help implement the program.	1	2	3	4	5
F. Resources, such as the computer, can be a great asset for remediation.	1	2	3	4	5
G. Teacher assistants should be hired to help implement French remediation.	1	2	3	4	5
H. The teacher assistants should be qualified in the area of students with learning disabilities.	1	2	3	4	5
I. I believe these teacher assistants should be fluent in English and French.	1	2	3	4	5



J.	I believe <u>all</u> children should study French.	1	2	3	4	5
K.	I believe that remediation should be available in French immersion.	1	2	3	4	5
L.	I believe that remediation should be available in core French.	1	2	3	4	5
M.	More priority needs to be given to French and to accommodate the learning needs of students having difficulty.	1	2	3	4	5

### Section E: Open-Ended Questions

Please answer all of the following questions:

- A. Do you think the present French curriculum is meeting the needs of all students? Why or why not?

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- B. What, specifically, should be done to help students who are having difficulty in both the English and French programs?

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- C. Do you believe the same priority is given in Newfoundland and Labrador to students who are having difficulty in French as students having problems in the English program? Why or why not?

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- D. Do you believe there is a need for a policy for French remediation in Newfoundland and Labrador? Why or why not?

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- E. If a parent approached you and asked you to provide remediation in French to their child, what resources would you draw on?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- F. You are asked to attend an inservice on French remediation and then to implement it in your school. What questions would you like answered?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- G. Is there a need for other staff members to become involved in French remediation? Please explain.

### Requests for Clarification or Information

Should you have any questions or require clarification of any aspect of this research project, please contact the Principal Investigator, Marie M. MacKenzie, by use of one of the following methods:

- I. Letter: P. O. Box 432, Stn "A", H.V.G.B., Labrador, AOP 1S0
- II. Telephone: (709) 896-4611
- III. Facsimile: (709) 896-2040
- IV. Or if preferred through the STEMNET electronic mail medium (PINE) at the following address:

'MMACKENZ@calvin.sternnet.nf.ca.'

### Method of Returning This Evaluation

Please seal the completed questionnaire in the self-addressed stamped envelope and forward it to the following address:

Mrs. Marie M. MacKenzie  
P. O. Box 432, Stn 'A'  
Happy Valley-Goose Bay  
Labrador  
AOP 1S0

Thank you very much in anticipation of your intellectual effort and time in participating in this research project. If you would like to participate in the subsequent phases of the project (data input and analysis and review of data interpretation) please contact the principal investigator, independently of this form, through any of the contact options listed above.

Devonian Building, West Tower  
11160 Jasper Avenue  
Edmonton, Alberta  
Canada T5K 0L2

August 25, 1995


Ms. Marie MacKenzie  
Box 432, Stn. A  
Happy Valley  
Goose Bay Labrador A0P 1S0

Dear Ms. MacKenzie:

RE: Request for Information

Thank you very much for your letter requesting information on Core French Remediation in Alberta. As such, we do not hold a formal policy for remediation in Core French; rather, because of the way in which our program of studies is designed (based on language proficiency and a multidimensional curriculum), teachers are requested to diagnosis the language proficiency of their students to determine if they are meeting the standards as defined by the program of studies (a legal curricular document). It is at this point, then, that teachers can tailor their teaching to cater to these students' needs.

I have enclosed two documents which may be of interest to you. The first document is *The Teacher Resource Manual* (1991) which describes the FSL program and provides teachers with suggestions for its implementation. On pages 119 - 121 of this document, you will find some suggestions which we have made to teachers regarding remediation and enrichment. The second document entitled, *Samples of Students' Work: Performance Criteria Accompanied by Illustrations of Students' Performance*, will give you information on performance standards. The intent of this document is to provide teachers with evaluation language that they can use to describe to students, other teachers, administrators and parents how students are expected to perform at each language proficiency level. It can also serve to identify student strengths and areas in need of improvement.



Alberta Education - Language Services Branch has also developed model tests for each of the nine language proficiency levels of the program. These instruments measure to what degree the students have attained the learner expectations as they relate to the four language skills (listening/reading comprehension and oral/written production). I have also included a copy of the *Beginning Level Administrator's Guide* as an example of one of these evaluation instruments.

I hope you will find this information useful. Should you require any further information or have any questions regarding this material, please do not hesitate to contact our office. Our telephone number is (403) 427 - 2940 or our facsimile number is (403) 422 -1947.

Sincerely yours,

Raymond Lamourcūx  
Acting Director  
Language Services Branch

RL/yn

Encl.

Response letters sent from other provinces



Education  
Box 2703, Whitehorse, Yukon Y1A 2C6

Our File:

Your File:

October 3, 1995

Ms. Marie Mackenzie  
Box 432  
Station A  
Happy Valley, Goose Bay  
Labrador  
A0P 1S0

Ms. Mackenzie:

Last month, you sent a letter to one of our superintendents, Mr. Ron Janusaitis. For your information only, Mr. Janusaitis is no longer superintendent of schools for the Yukon Department of Education.

In your letter you were asking if the Yukon had any policy guidelines regarding the implementation of Core French Remediation.

Presently, we have no policies nor guidelines concerning Core French Remediation. As of September 1997, our department is considering the possibility of introducing a Core French beginner / remedial at the grade 10 level.

I would like to take this opportunity to wish you success with your master's thesis.

Sincerely yours,

~~Gilbert Lamarche~~  
Coordinator  
French Programs Division

## Appendix E

### **Recommendations and Suggestions when implementing a second language intervention program.**

When implementing a second language intervention program for students with language learning disabilities specific principles of second language teaching must be identified and considered for/by educators. Teachers in Newfoundland and Labrador need to know these principles despite the lack of inservice in the area. First of all, teachers must be aware that students need a reason or purpose to use the second language so that they begin to use the language in meaningful situations. This motivation along with the simultaneous use of linguistic, social, and cognitive strategies allows the learner to acquire the second language.

In doing the research, across Newfoundland Labrador several participants stated that if a child is having difficulty in their native language they should not study a second language. When implementing a second language intervention program educators must be aware that first and second language learners apply strategies that are similar to the first language acquisition process.

Children with language learning disabilities make the same kinds of errors in learning a second language as they do in their first language. As well, if the learning disabled language learner has some basic proficiency in their first language then this will be transferred in the second language



provided that there is adequate exposure to the second language. Educators must be conscious of the fact that at the beginning, learning disabled children's second language development may be very slow. However, the important question to ask is not what their problems are, but what their language/academic strengths are in the first language. It is recommended that the learning disabled participate in second language instruction as long as they have a basic proficiency in their first language. The second language should not be beyond the grasp of learning disabled children.

Motivation is a key element in the implementation of a second language intervention program. Students who develop positive attitudes towards the second language are more open to input so it can be utilized in learning a second language. It is recommended that educators create an intervention program that motivates the student which in turn influences the speed and ease of acquiring a second language. As well, teachers across Newfoundland and Labrador have serious questions regarding the issue of error correction. It is suggested that which the intervention program educators are more tolerant of errors in the second language acquisition production to help students improve without overcorrection. As well, flexibility should be built into the intervention program to allow for differences in learning styles, both cognitive and social, as well as differences from the input and material to be mastered.

Children with language learning disabilities must have initial periods of silence and active listening and should not be put on the spot by being asked to answer questions that they do not understand.

In planning a second language program for the learning language disabled, teachers across Newfoundland and Labrador must be inserviced in the current practices of teaching a second language to the language disabled. Children must be active learners in the program in order to map their own language- learning strategies. Educators must become aware that they must help the students to learn and verbalize and not to overcorrect grammar or pronunciation. As well, it is recommended that the intervention program not be broken into parts but into meaningful tasks that focus on grammar. A diversity of instruction must be a part of the intervention program in order to challenge and provide varying interaction activities to take place. Teachers across the province are told that in order for authenticity to be present within the classroom, communication must take place in the second language. This is true. However, educators must also be made aware that the language of the classroom needs to be meaningful and comprehensible. In other words, the language of the classroom must be simplified in order for students to be able to understand its content. It is recommended that in implementing the language program educators remember to simplify the vocab within the students' experience and integrate activities of speaking,

listening, reading and writing. As well, provision must be made in the program for the development of reading and communicative writing. Educators across the province must provide a variety of language instructional techniques when implementing the program. It is recommended that a variety of strategies be used, such as problem solving, role playing, total physical response, story telling, experience charts, dialogues, content-based language emphasis, semantic mapping, and natural approaches. Above all, it is suggested that the second language intervention program provide students with cognitive, linguistic and social strategies to use the language in social, academic, and linguistic situations. As well, teachers require inservice on what techniques to use in order to motivate students to become active learners while engaging in the process of thought and production.



# Memorial

University of Newfoundland

Faculty of Education

December 4, 1995.

To: Ms. Marie M. MacKenzie, c/o Professor Joan Netten  
From: Dr. Walter C. Okshevsky, Chair, Ethics Review Committee  
Subject: Thesis proposal

=====

Your thesis proposal entitled "Core French Remediation in Newfoundland and Labrador" has now been reviewed. On behalf of the Committee I am pleased to be able to advise you that your proposal has been approved subject to the following conditions.

Within your cover sheet for the questionnaire please include the following items:

1. Indicate the availability of research results to subjects.
2. Indicate that your study meets the ethics guidelines of the faculty and the University.
3. Indicate the availability of a resource person not directly associated with the study. Any colleague of your Supervisor's who satisfies this condition may act as resource person, as may Dr. Stephen Norris, Acting Associate Dean, Research and Development.
4. Please assure subjects that participation is voluntary.
5. Assure subjects that they are free to omit answering any question (s) they prefer not to answer.

Please find enclosed your Certificate of Approval.

On behalf of the Committee I wish you the best of success in your study. If I may be of any further assistance to you please do not hesitate to contact me.

Walter C. Okshevsky

Committee members: Drs. Drodge, Norris (ex officio), Okshevsky, Reid, Schulz, Singh, Sheppard

cc: Dr. Stephen Norris, Acting Associate Dean, Research and Development

# Appendix F

## FACULTY OF EDUCATION

Memorial University of Newfoundland

Faculty Committee for Ethical Review of  
Research Involving Human Subjects

### CERTIFICATE OF APPROVAL

---

Investigator: *Ms. Marie M. Mackenzie*

Investigator's Workplace: *Faculty of Education*

Supervisor: *Professor Joan Netten*

Title of Research: *"Core French Remediation in Newfoundland  
and Labrador"*

Approval Date:

*December 4, 1995*

---

The Ethics Review Committee has reviewed the protocol and procedures as described in this research proposal and we conclude that they conform to the University's guidelines for research involving human subjects.

Walter Okshevsky, Ph.D.  
Chairperson  
Ethics Review Committee

Members: Dr. Ed Drodge  
Dr. David Reid  
Dr. Henry Schulz  
Dr. Glenn Sheppard  
Dr. Amarjit Singh  
Dr. Stephen Norris (ex-officio)  
Dr. Walter Okshevsky

Appendix G  
Alberta Teacher Resource Manuals

***FRENCH AS A SECOND LANGUAGE***

***TEACHER RESOURCE MANUAL***

***EARLY CHILDHOOD SERVICES - GRADE 12***

**ALBERTA  
EDUCATION  
1991**

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**FRANÇAIS** LANGUE SECONDE

**FRENCH** AS A SECOND LANGUAGE

## Appendix G

**GUIDE D'ACCOMPAGNEMENT POUR ADMINISTRER  
LE TEST MODÈLE — NIVEAU DÉBUTANT**

**USER'S GUIDE FOR ADMINISTERING  
MODEL TEST — BEGINNING LEVEL**

*«La vie scolaire et parascolaire/Life in and out of School»*

(Test modèle conçu surtout en fonction d'élèves du niveau secondaire 2<sup>e</sup> cycle/  
Model test designed principally for use with senior high school students)

**ALBERTA  
EDUCATION  
1994**

# ALBERTA EDUCATION CATALOGUE IN PUBLICATION

Alberta. Alberta Education. Language Services.

Français langue seconde : guide d'accompagnement pour administrer le test modèle - niveau débutant =  
French as a second language: user's guide for administering model test - beginning level.

Text in French and English.

"This being the model test corresponding to the French as a second language: program of studies: beginning level:  
early childhood services - grade 12 (1991)"

ISBN 0-7732-1185-3

1. Français (Langue) -- Étude et enseignement -- Alberta -- Allophones. 2. French language -- Study and teaching (Secondary) -- Alberta -- Foreign speakers. 3. French language -- Study and teaching as a second language (Secondary) -- Alberta -- Foreign speakers. 4. French language -- Alberta -- Ability testing. 5. Educational tests and measurements -- Alberta. I. Title.

PC 2012.A333 1994

440.707123

Dans le présent document, le générique masculin est  
utilisé sans aucune discrimination et uniquement  
dans le but d'alléger le texte.

Cette publication est destinée :

Élèves	
Enseignant	✓
Administrateurs (directeurs, directeurs généraux)	
Parents	
Grand public	
Autres (à spécifier)	

This publication is for:

Students	
Teachers	✓
Administrators (principals, superintendents)	
Parents	
General Public	
Others (specify)	

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***FRENCH*** AS A SECOND LANGUAGE

Appendix G

*Samples of Students' Work:  
Performance Criteria Accompanied by  
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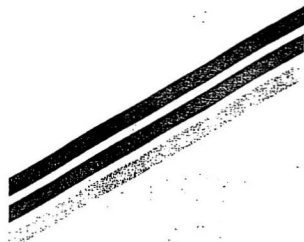


# Education Act

R.S.Q., Chapter I-13.3

Updated to 3 May 1994

Last amendment: 1 January 1994



Québec ☐☐

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Information to public.

educational and cultural activities of its schools and adult education centres. It shall transmit a copy of those reports to the Minister.

It shall also inform the population in its territory of the educational and cultural services it provides and shall give it an account of the quality of such services, of the administration of its schools and adult education centres and of the use of its resources.

1988, c. 84, s. 220.

*§3 — Functions and powers relating to educational services provided in schools*

Scope.  
Basic school regulation.

**221.** This subdivision does not apply to adult education services.

A reference to the basic school regulation is a reference to the basic school regulation established by the Government under section 447.

1988, c. 84, s. 221; 1990, c. 78, s. 54.

Implementation of regulation.

**222.** Every school board shall see to the implementation of the basic school regulation established by the Government in accordance with the terms and conditions prescribed by the Minister under section 459 and of the programs of studies established by the Minister under section 461.

Programs of studies.

It shall enrich or adapt the objectives and optional contents of the programs of studies according to the needs of the students who receive such services.

Exemption from subject.

A school board may, however, after consultation with the parents and subject to the rules governing certification of studies prescribed in the basic school regulation and to the by-laws of the Catholic committee or Protestant committee, exempt from a subject prescribed in the basic school regulation a student who needs support in the programs relating to the language of instruction, a second language or mathematics; the student cannot be exempted, however, from any of these programs.

Local programs.

In addition, a school board may, with the authorization of the Minister and on the conditions he determines, replace a program of studies established by the Minister by a local program of studies where a student is or a category of students are unable to take advantage of the programs of studies established by the Minister. Every local program of studies must be submitted to the Minister for approval.

1988, c. 84, s. 222; 1990, c. 78, s. 54.

Special needs.

**223.** A school board may, in addition to the programs of studies established by the Minister, develop and offer local programs of studies in elective subjects whether or not established by the Minister,







