

NEWFOUNDLAND PRINCIPALS' PERCEPTIONS OF
FRENCH SECOND LANGUAGE PROGRAMS WITHIN
THE SCHOOL CURRICULUM

CENTRE FOR NEWFOUNDLAND STUDIES

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

(Without Author's Permission)

FORD RICE



NEWFOUNDLAND PRINCIPALS' PERCEPTIONS OF FRENCH
SECOND LANGUAGE PROGRAMS WITHIN
THE SCHOOL CURRICULUM

by



Ford Rice, B.A., B.Ed.

A Thesis submitted in partial fulfillment of the
requirements for the degree of
Master of Education

Department of Curriculum and Instruction
Memorial University of Newfoundland

St. John's

Newfoundland

Permission has been granted to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film.

The author (copyright owner) has reserved other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without his/her written permission.

L'autorisation a été accordée à la Bibliothèque nationale du Canada de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur (titulaire du droit d'auteur) se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation écrite.

ISBN 0-315-50488-9

Abstract

The present study was designed to investigate the attitudes of school principals in Newfoundland and Labrador toward French as a second language within the school curriculum. This investigation focused on second language study and its relationship to the aims of education for Newfoundland and Labrador; reasons for decline in second language study; reasons for teaching a second language in schools; and general issue statements related to second language learning.

The questionnaire employed in this investigation was adapted from an instrument used in an Australian study by McLean and Van Der Touw (1984). The adapted questionnaire reflected the nature of the Newfoundland educational scene.

The questionnaire was sent to 471 school principals. These principals were representative of all thirty-five school boards in Newfoundland and Labrador. Principals surveyed/represented both urban and rural areas, schools from diverse geographical regions, different religious denominations, and schools which varied in terms of student population and facilities. Of these principals, 243, or 52 percent, responded to the questionnaire.

Responses on the various concerns were analyzed according to religious affiliation, sex, community size, and school type.

Analysis of responses concerning the relationship between the study of French and the attainment of the general aims of education indicated that principals generally did not feel that French contributed significantly to the attainment of any of the provincial aims of education. However, principals perceived that helping students to mature mentally, appreciating other disciplines, and developing the work ethic, which deal mainly with the cognitive advantages of learning a second language, were considered to be the aims most nearly satisfied by the study of French.

The majority of principals (76 percent) ranked the removal of French as a matriculation requirement as the most significant reason for decline in second language study at the high school level. In addition, lack of pupil interest/motivation, students' perception of irrelevance, and low achievement were ranked as some of the more important reasons for the drop in French enrollment from the elementary to the senior high school level.

Principals viewed the main reasons for the study of French to be the development of communicative competence in French, empathy with French speaking people, and for personal satisfaction.

Another outcome of this study was the detection of an egalitarian outlook on the part of principals with regard to the academic ability and the selection of students who

should study French. According to the vast majority of principals (97 percent), all students, regardless of academic potential, should have the opportunity to study French.

Differences were detected among principals' according to denomination, community size, sex, and school type. Principals employed with the Integrated and Roman Catholic school boards tended to view French language instruction as a cognitive discipline. Those employed with the Pentecostal Assemblies Board of Education, however, tended to perceive French as being more important in helping students appreciate their privileges and responsibilities as members of their families and the wider community in which they live. Principals in rural areas were more concerned with the learning of French for academic or cognitive reasons than with perceived increased job opportunities. However, the reverse was true of urban principals.

Male principals perceived French to be associated mainly with the development of the work ethic. Female principals, however, felt that the development of the four language skills and the possibility of obtaining an interesting job were important reasons for French study.

The aims of education which stressed cognitive learning were ranked highest by principals at the high school level, whereas principals at either the elementary or all grade school level indicated that an appreciation

of other disciplines was the main aim of education, satisfied by the study of French. In addition, only high school principals expressed skepticism concerning the issue that language learning becomes increasingly difficult after 12-14 years of age.

There were some indication of inconsistencies among the views of principals themselves and also between the views of principals and the views of others involved in French education in the Province. Principals perceived the major aims of education satisfied by the study of French were those associated mainly with cognitive concerns. In contrast, oral competency, rather than the development of the four language skills as promoted by the Department of Education, was viewed as the main reason for language study. The development of communicative competence, however, would not necessarily comprise an important part of a course that was highly cognitive in nature. In addition, principals felt that virtually all students can attain oral competency in the school system as it now exists. This is a view that would probably not be accepted by the majority of French teachers in the Province.

The study presents recommendations to encourage communication between the various agencies responsible for French education in the Province, with a view to assisting principals to develop a consistent and realistic approach to the place of French in the curriculum.

Acknowledgements

This thesis is dedicated to my advisor, Mrs. Joan Netten, whose advice, cooperation and dedication enabled this project to reach fruition.

Gratitude is also expressed to Dr. Glenn Loveless who provided the initial stimulus for this investigation and for the principals who took time out of their already busy schedule to complete and return the questionnaire.

Finally, for my wife, Gaye, without whose support and encouragement this endeavour would not have been possible.

TABLE OF CONTENTS

	Page
Abstract	ii
CHAPTER I	1
INTRODUCTION	1
Background to the Study	6
Purpose of the Study	10
Research Questions	13
Organization of the Thesis	16
CHAPTER II	17
REVIEW OF THE LITERATURE	17
Introduction	17
Administrators' Attitudes Towards Second Language Programs	17
Second Languages and the Aims of Education	18
Second Languages and University Requirements	19
Second Languages and Academically Talented Students	21
Reasons for Second Language Study	23
Oral Component	23
Cultural Aspects of Second Language Study	25
Career Opportunities	26
Reasons for Decline of Second Language Study	27
Administrators' Background in Second Language Study	28

	Page
Student Attitudes and Motivation in Second Language Learning	28
Summary	36
CHAPTER III	38
DESIGN OF THE STUDY	38
The Instrument	38
Data Collection	39
Profile of Responding Principals	42
Data Analysis	44
Summary	45
Definition of Terms	46
CHAPTER IV	48
ANALYSIS OF RESULTS	48
Language Study and the Aims of Education ...	48
Mental Maturity	50
Appreciation of Other Disciplines and Development of Cultural Awareness	52
Fundamental Skills of Learning/Good Work Habits	52
Career Guidance	53
Religious Affiliation	53
Sex	56
Community Size	57
School Type	58

	Page
Reasons for Decline in Second Language Study	58
Removal of Matriculation Requirement ..	61
Lack of Interest/Motivation	61
Student's Perception of Irrelevance ...	62
Need for More Oral Work	62
Low Achievement	63
Negative Parental Attitudes	64
Religious Affiliation	64
Sex	66
Community Size	67
School Type	67
Reasons for Teaching Second Languages in Schools	68
Communicative Competence	69
Empathy With Other People	72
Personal Satisfaction	72
Sex	73
Community Size	75
School Type	75

	Page
General Issue Statements Concerning Language Learning	76
Opportunity to Study Other Languages ..	78
Optimum Time to Begin French	80
Degree of Proficiency in French	80
Religious Affiliation	82
Community Size	84
School Type	85
Summary	86
CHAPTER V	88
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	88
Summary	88
Introduction	88
Principal's Characteristics	90
Principals' Perception of Second Language Study	90
Reasons for Decline in Enrollment	91
Reasons for Teaching French	92
General Issue Statements Regarding Second Language Learning	92
Differences Amongst the Various School Levels	93
Differences Amongst Denominational Groups	94
Differences Between the Sexes	96

	Page
Conclusions	96
Language Study and the Aims of Education	96
Reasons for Decline in Language Study .	97
Reasons for Teaching Second Languages in Schools	100
General Issue Statements Concerning Language Learning	102
Recommendations and Implications for Further Study	103
Recommendations for Further Research	106
Bibliography	108
Appendix I	115
Appendix II	118

List of Tables

Table	Page
3.1 Principals Participating in Study According to Religious Affiliation (n = 471)	40
3.2 Principals Participating in Study by Male/Female Distribution (n = 471)	41
3.3 Principals Participating in Study by School Type Distribution (n = 471)	42
4.1 Perceived Reasons for Decline in Second Language Study Based on Sex, Community Size, Religion, and School Type (Percentage of Principals Indicating Agreement)	54
4.2 Reasons Contributing to the Decline in Language Study	60
4.3 Perceived Reasons for Decline in Second Language Study Based on Sex, Community Size, Religion, and School Type (Percentage of Principals Indicating Agreement)	65
4.4 Perceived Reasons for Teaching Second Languages in Schools Based on Religious Affiliation, Sex, Community Size, and School Type (Percentage of Principals Indicating Agreement)	74
4.5 General Issue Statements About Language Learning	78
4.6 General Positive Issue Statements About Language Learning Based on Sex, Community Size, Religion, and School Type (Percentage of Principals Indicating Agreement)	79

List of Figures

Figure		Page
1	Percentage of Principals Indicating their perceptions of the Contribution of French to the Achievement of the Aims of Education ...	49
2	Percentage of Principals Indicating Agreement with Reasons for Decline in Second Language Study	59
3	Perceived Reasons for Teaching Second Languages in Schools	70
4	General Issue Statements About Language Learning Percentage of Principals Indicating Agreement	77

CHAPTER I

INTRODUCTION

Curriculum improvement has always been prime concern of schools. This concern is reflected in the many important and innovative changes that have occurred during the past ten years in all areas of the school curriculum, but particularly with respect to instruction in French. The changes experienced in the area of French instruction have involved not only the preparation of carefully planned instructional materials, but also the development of new instructional techniques to promote greater communicative competence on the part of those using the materials. During this time, the French programs authorized for use in Newfoundland schools have experienced a period of transition. In the 1970's, French programs reflected a more traditional methodology, using the grammar-translation approach. This approach, however, gradually was replaced by courses, such as Le Français Partout, based on an audio-lingual method. The current programs in use across the Province, Répondez S'il Vous Plaît (grades 4 - 6) and Passeport Français (grades 7-French 3200), are more eclectic in their approach to language teaching with equal emphasis being given to the development of the four language skills: listening, speaking, reading, and writing. The goal of instruction

has also changed from a knowledge about French to an ability to function in the second language.

Curriculum improvement can only be made through the cooperation and leadership of competent personnel who not only recognize the need but also are able to take the necessary steps to initiate improvement. Certain aspects of curriculum planning can best be achieved through the cooperation of committees representing entire school systems. Many aspects of curriculum improvement must be developed in individual schools through the cooperation of teachers, students, parents, and the principal working together to achieve a common goal. However, although the teacher is ultimately responsible for implementation of curriculum improvements, Stryde (1980) maintains that:

Principals can do much to facilitate implementation through organizing teachers and students for instruction and through proper organization of time, space and various other resources. It is here too that the principals' skills in motivating and stimulating initiative and cooperative endeavor among the staff will in large measure determine the success of programs which are devised. (p. 7)

Recent research by Williams (1986) on the leadership role of principals emphasizes the importance of the role of the principal "in co-ordinating and influencing the

instructional program" (p. 1). Williams indicates that there has been considerable research on the behavioural and personality characteristics of the principal, but little on how the principal can influence a teacher's action in the classroom.

Principals, as well as other administrators and teachers, must realize that, in order to create effective schools, a conducive learning environment must be provided for each student. Cohen (1981) suggests that:

a school is likely to be effective if the principal and instructional staff agree on what they're doing, believe they can do it, provide an environment conducive to accomplishing the task and adjust their performance on the basis of assessments of their effectiveness. (p. 205)

Similar views are reflected by Sarasan (1971) and House (1980). These authors suggest that the principal, as leader of the educational organization, should be the initiator of tasks, and the teachers, working together, should ensure that these tasks are accomplished. Only then will the instructional program be improved.

The realities in the day to day operation of any school may impose restrictions on achieving what the principals themselves see as their prime functions. The Ford Foundation Report (1972) concluded that "the burdens of the managerial duties appeared to leave little time or

energy for innovation in instructional matters" (Williams, 1986, p. 5). This view is also reflected in studies by Downey (1963), Croft (1964) and Saxe (1968).

Others such as Bryce (1983) view the principal's role as either a "plant manager" or as the leader of an instructional organization. Bryce readily accepts the varied tasks involved in school administration but he maintains that the concept of the principal, as leader of an instructional organization, provides a more accurate description of the role. While various educators and writers provide conflicting descriptions of what they perceive as the role of the principal, it is generally accepted that the eclectic approach is more realistic. As such, DeRoche (1981) states that effective principals "weld the managerial-administrative tasks with the instructional leadership tasks" (p. 53).

Getzels, Lipham and Campbell (1966) found a relationship between principal effectiveness and teacher satisfaction. Principals were more likely to be evaluated favourably by their staff if the teachers themselves were satisfied with their employment situation. Similar results were found by Worthy (1950).

The leadership role of the principal is complicated by other considerations, such as staffing and organizational difficulties. Staff changes, class size, shortage of adequately trained personnel and time-tabling

difficulties can impede the instructional leadership role of the principal.

Nonetheless, principals who project a positive attitude toward their staff and program often determine the success of any project. Warren (1965) suggests that:

no one expects the principal to be an expert in all grade or subject areas, but he is expected to be an expert in stimulating, encouraging, coordinating, articulating, planning, and communicating so that curriculum improvement takes place. (p. 8)

It may be argued, then, that the attitudes of the principal, as facilitator of change, have a significant impact on the success or failure of a second language program. This point of view is supported by the work of Stern (1970), Burstall (1974), Durward (1980), and Jones (1981).

Stern (1970) postulated that the principals' attitudes have to be considered in determining the potential achievement of a school's second language program. Burstall (1974) discovered that principals' attitudes were linked to student achievement. In a longitudinal study of French education in selected British schools, Burstall (1974) found the attitude of the principal to be significant factor in determining the

success or failure of the French program. One of the teachers surveyed noted that:

the head's [principal's] very enthusiastic attitude towards French is the main reason for French being successful; it is largely the unwavering support of the head, her energy and drive allied to the excellence and enthusiasm of her teachers that has brought a measure of success in this school. (p. 201)

This claim is reinforced by Durward (1980) who found evidence that principals' attitudes toward a French program can affect both the attitude and achievement of students. In addition, Jones (1981) found that a principals' attitude toward second language programs is reflected in scheduling, curriculum development, professional development, and evaluation of students.

Background to the Study

In a country as diversified as Canada, the need for bilingual education is becoming more important. The three R's--reading, writing and arithmetic--have always held a high priority in our education system. However, much more should be included in a "full" education than these three fundamental skills. Subjects such as history, literature, geography, and others have to be taught if students are to

be provided with an adequate education. Our educational system has been empowered with the monumental task of educating the "whole" child and equipping him/her with both the academic and social foundations that will enable each one to mature into a well-rounded and responsible individual. Second language learning is definitely an integral part of that foundation. This idea is reinforced by Huebener (1965), who postulates that second language study is the best medium for introducing the students to the history, civilization and the cultural achievements of other people. Huebener views foreign language study, next to English, as "the most broadening and the most cultural element of a liberal education" (p. 1). Second language study is such that "in the hands of a skillful teacher it easily becomes a genuine core subject through which the fields of art, architecture, music, literature, history and geography--to mention a few--can be correlated" (Huebener, 1965, p. 1).

In Canada, in particular, the study of our second official language is being viewed as an essential part of every child's education. This view is supported by the aims of education of the Government of Newfoundland and Labrador (1984) which state that:

all students should be provided with the opportunity to study both official languages and to ensure that they develop competence in at least one of them.

Government policy, in addition to increased funding and public awareness, is giving impetus to the view that second language learning is no longer a frill, but an invaluable and worthwhile educational experience.

Recent research in Newfoundland has focused attention on the attitudes of students, teachers, and parents, and their importance in determining the success or failure of the French program in our schools. Pack (1979) found a positive correlation between parental encouragement towards language learning and student enrollment in French. Studies conducted by the Newfoundland division of Canadian Parents for French (1980, 1982) indicated a high correlation between language drop-outs and students' attitudes and motivation. However, the attitudes of school principals have not been examined in any depth.

Since theorists suggest that the principals' attitudes, their language learning experiences, and the perception they have of their role interacts to determine their impact on the school's second language program, it would seem that it would be a valuable study to investigate principals' attitudes toward French instruction in the Province.

This study will focus specifically on the attitudes of school principals, rather than other administrators within the educational system, since it is the principals who are in a unique position for "initiating, coordinating, and implementing curriculum planning and

development" (Stryde, 1980). It is this unique position within the educational arena that enables them to:

acquire feedback from various interest groups (such as parents and citizen groups) on the outcomes of various school happenings, to observe first hand the curriculum in action in the classroom, to listen to those who are responsible for implementing the curriculum (i.e., teachers) and to those for whom the curriculum is designed (i.e., students), and to liaison with district personnel concerned about curriculum. (Stryde, 1980, p. 5)

The principal, as leader of the instructional team within the school, wields a tremendous amount of influence on the local school curriculum.

An investigation of principals' attitudes, both individually and as a professional group, could be a valuable contribution to our understanding of the current status of French language instruction within Newfoundland schools. In addition, a discussion of the results may provide a forum for self-evaluation which ultimately may result in a more accurate and a more positive perception of second language programs by principals within their schools. It would seem that this examination could only lead to the provision of learning environments which are

more conducive to the promotion of second language instruction.

Purpose of the Study

The aim of the study was to ascertain principals' perceptions of French within the schools of Newfoundland and Labrador. The questionnaire used in the study made an attempt to identify principals' views regarding French with respect to each of the following:

- (1) aims of education for Newfoundland and Labrador
- (2) reasons for decline in second language study;
- (3) reasons for teaching second languages in schools; and
- (4) controversial issues in second languages learning.

This procedure was followed in order to determine the importance of French within the school curriculum.

The selection of courses to be included within the school curriculum is based quite often on a perceived correlation between the aims of a specific course and its relationship to the aims of education. To ascertain this perception, principals were asked to indicate to what extent they felt French contributed to the achievement of each of the aims of education of Newfoundland and Labrador.

The study also sought to identify reasons which might contribute to the decline in the proportion of students enrolled in French at the high school level as compared with the number at the elementary level, a problem which has been of concern to French educators within the Province. These reasons were explored since any differences or deficiencies detected might be beneficial in identifying factors over which principals might have some influence.

Principals were also requested to indicate why French should be included within the school curriculum to determine to what extent their perception coincided with the aims of the French program as established by the Department of Education.

A further aim of the present study was the examination of various controversial issues statements related to second language study. These issues were examined to ascertain if there were any discernible differences worthy of note amongst Newfoundland principals, and if there were any points of view which might be modified by exposure to current research findings. It was also felt that views on these issues might influence principals in decision-making with respect to the French program in their schools.

Other factors taken into account when designing the questionnaire included religious denominations, sex, community size, and community type.

Newfoundland's distinct denominational education system consists of four major groups: Roman Catholic, Integrated, Pentecostal, and the Seventh Day Adventist. Historically, schools under the jurisdiction of the Anglican church, which later joined with other church schools to form the Integrated school system, stressed the teaching of Latin as their second language. Schools operated by the Roman Catholic church, however, taught Latin and also French. The Pentecostal and Seventh Day Adventist school systems were not established until later when there was less emphasis on second language learning. An attempt was made in the present study to determine if any major differences existed in principals' perceptions of the importance of second language study amongst the four denominational groups.

A further aim of the study was to investigate possible links between the sex of principals and their attitudes toward second language learning. Previous research by Burstall (1974) and Pack (1979) had established a positive correlation between females and continuation of language study. Burstall (1974) also concluded that girls generally expressed more positive attitudes toward second language learning than did their male counterparts. The study attempted to determine whether a more favorable attitude to second language study might be expressed by female principals.

An attempt was also made to determine if there were differences in principals' attitudes based on school type and locale. These factors were explored since responses among elementary, high, and all grade school principals could reflect both differences in training and in perspectives on the importance of second language study.)

The distinction between urban and rural areas was also investigated since it is a widely held belief that in Newfoundland and Labrador rural students receive an education which is inferior to, or at least different from, that obtained by their urban counterparts. It was felt that more emphasis might be placed on the study of French by principals in urban areas.

Research Questions

The major aim of this study was to ascertain the attitudes of school principals toward French language instruction. More specifically the study attempted to determine the attitudes or feelings of principals with respect to four general areas. These areas were:

- (1) how do principals feel the study of French helps to contribute to the achievement of the aims of education for the Province?
- (2) what are the reasons principals feel are most important in accounting for the drop in French

enrollment from elementary school to the senior high school?

- (3) what do principals believe are the major reasons why French ought to be taught in the schools of the Province?
- (4) how do principals feel about certain issues which are often discussed pertaining to the teaching of French, such as whether or not all students should study French, or the optimal age for beginning French instruction?

It was felt that the attitudes of principals in these areas would be of considerable importance in influencing the delivery of French programs in the schools of the Province.

To investigate the preceding issues a large sample of schools in Newfoundland and Labrador were surveyed to determine principals' perceptions of the importance of French language study in the total school curriculum.

It was felt that the survey results would produce findings that could be effective in providing information about the current attitudes and feelings of principals towards instruction in French in their schools. This information would be helpful in answering the following questions:

- (1) in which areas are principals' perceptions most conducive to the development of effective French programs in the schools?

- (2) in which areas do principals' perceptions differ among various groups?
- (3) in which areas are principals' perceptions least conducive to the development of effective French programs in the schools?
- (4) in which areas do principals' perceptions differ from those of others associated with French education in the Province?
- (5) in which areas do principals need more knowledge in order to make better informed decisions with respect to the French programs in their schools?

It was hoped that the provision of such information would:

- (1) assist principals in developing a fuller understanding of the French programs in the Province, and in their school, in particular;
- (2) assist principals in self-evaluation, which could ultimately bring about more effective action on their part with respect to the improvement of French programs in their schools;
- (3) assist the Department of Education, and others involved in French Education in the Province, such as French teachers and co-ordinators, in understanding better the point of view of principals with respect to French instruction in the schools; and

- (4) provide a forum of knowledge where informed discussion could result in attitudinal adjustments and better understanding which would assist in providing a more effective French language program in our schools.

Organization of the Thesis

This introductory chapter has provided the background and purpose of the study in addition to posing several research questions related to French education. Chapter II presents a current review of the literature with respect to administrators' attitudes toward French language instruction. Chapter III presents the methodology used to conduct the research while Chapter IV presents the findings of the study. Chapter V, the final chapter, deals with the conclusions, recommendations, and implications for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In reviewing the literature with respect to principals and second language study, it was found that most studies included a number of different types of administrators. Therefore, this section of the report is not confined exclusively to the attitudes of principals. Most of the literature is American in origin, and refers not only to French, but to the study of other languages as well. For this reason the term foreign language is frequently used.

Administrators' Attitudes Towards Second Language Programs

For the purpose of this study, the following categories have been identified with respect to administrators' attitudes to second language study:

- (1) Second Languages and the Aims of Education
- (2) University Requirements
- (3) Academically Talented Students
- (4) Reasons for Second Language Study
- (5) Oral Component
- (6) Cultural Aspects of Second Language Study
- (7) Career Opportunities

(8) Reasons for Decline of Second Language Study

(9) Administrators' Background in Second Language

The literature pertaining to each of these areas will be reviewed in sequence.

Second Languages and the Aims of Education

In a study of foreign language contribution to high priority educational goals, Koppel (1982) discovered that administrators perceived foreign languages contributed less to overall goals than did other subjects in the school curriculum, such as mathematics or science. This finding was also reflected in a study by DeFelippis (1979). DeFelippis indicated that only about 38 percent of administrators saw a relationship between the goals of foreign language education and that of the total school curriculum. Although the 1982 study by Koppel indicated no strong argument in favor of French over other subjects in attaining overall goals, she did, however, discover that administrators perceived French as being extremely important in the attainment of specific goals. She concluded that foreign languages are best suited to the attainment of such goals as:

- (1) general education,
- (2) development of pride, self-understanding and positive attitudes toward learning; and

- (3) the growth of cultural awareness and understanding. (p. 438)

Second Languages and University Requirements

The views of administrators varied considerably as to whether or not a foreign language was a necessary requirement for university entrance. Crawford-Lange (1984), in her study of Minnesota senior high school principals, found that a large majority of respondents disagreed both with making a foreign language a high school graduation requirement and a prerequisite for university admission. This view is supported by a study by DeFelippis (1979) who found that 69 percent of administrators disagreed with these requirements. Klayman (1975) found that 62 percent of administrators were in favor of a foreign language requirement for admission to university, but only for some students, depending on the degree program. However, approximately 30 percent disagreed with this stance. Weatherford (1982) found that 44 percent of principals who had studied a foreign language in both high school and university were in favor of university admission based on a foreign language requirement. However, of the principals surveyed who had no foreign language exposure, only 18 percent were in agreement.

Weatherford (1982) also found that 40 percent of principals who had studied a second language at both high

school and university felt that all university students should experience second language study. Only 18 percent of principals, however, who had never studied a second language agreed with this statement. In a study conducted by Klayman (1975) in New York state, 99 percent of respondents felt that the study of foreign languages was important for a 'liberal' education. Of this 99 percent, 64 percent felt that a second language should be a requirement for a liberal arts degree. DeFelippis (1979), in his study of Pennsylvania secondary school superintendents, found that although 91 percent of the administrators had studied a foreign language themselves, only 38 percent felt that a liberal arts degree should have a foreign language requirement. In another study by Beard (1984), 60 percent of the respondents felt that all students should be encouraged to enroll in foreign language study with the majority agreeing that "foreign language study constitutes an indispensable element of a general education program" (p. 30).

It would appear that most administrators view foreign language study as worthwhile and feel that it should be encouraged. However, it does not appear that administrators feel second language study should be a requirement for all students at either the high school or university level.

Second Languages and Academically Talented Students

Foreign language courses are often viewed by many as being designed for the 'brighter' or academically talented students. It is felt that this attitude may have contributed to low foreign language enrollments. A review of the literature suggests that administrators unanimously agree this myth of elitism must be dispelled. Crawford-Lange (1985) found that about three-quarters of administrators were opposed to foreign language study as being primarily for the academically inclined. In addition, the majority of administrators in this survey also felt that, with appropriate curriculum and instructional practices, any student could learn a foreign language. Similar views were expressed by administrators in surveys conducted by Beard (1984) and DeFelippis (1979). Views of administrators are best reflected in a comment by DeFelippis (1979) when an administrator involved in his survey stated that:

I often think some of our staff do not care about student success. [Foreign language instruction] is approached as an excluding study, rather than an including one. We want the best students only. Others are unsuccessful, discouraged, and eventually excluded. [Foreign languages] are taught for the college bound. (p. 142)

These findings are consistent with Herron (1982) who proposed that administrators view language instruction for everyone, not just for the academically talented. In an effort to describe the benefit of foreign language study on the overall curriculum for all students, Herron (1982) used data collected in a study by Grittner (1978) in which he stated that:

...the study of second language has been shown to have a positive effect on the intellectual functioning of many children, and that learning of a second language has even resulted in improvement of reading and writing skills with a significant number of children. It is important to emphasize, therefore, that time taken away from other portions of the school program should not be equated with educational deprivation. On the contrary, if children are actively participating in the learning of a second language, there is every reason to believe that the long-term effect of the program will be to improve, not to hinder, their educational development. (Herron, p. 447)

These views would seem to suggest that administrators generally support second language instruction for a wide variety of students, and that it is not only the

academically talented students who benefit from the study of a second language.

Reasons for Second Language Study

✓ Studies have indicated that there is almost unanimous agreement among administrators as to the reasons for foreign language study. The reasons chosen by some administrators, however, were of a more traditional nature than one might have expected. Administrators in surveys conducted by Beard (1984) and DeFelippis (1979) perceived that the most important values in foreign language were "to understand another culture and customs and to broaden one's horizons" (Beard, p. 32). Weatherford (1982), in his study, however, found that the major goal in foreign language instruction was the development of communication skills. It is also interesting to note that extrinsic reasons, such as career opportunities, often perceived to be afforded to students with competence in a foreign language, are not mentioned by administrators as one of the top priorities of language study. Evidence to support this finding is included under the section dealing with career opportunities. 2

Oral Component

Administrators in a study conducted by Weatherford (1982), stated that the main objective for foreign language instruction was communicative competency. Beard (1984)

found that, although a majority of administrators felt that knowledge of a foreign language is more important now than it has ever been, the ability to communicate was ranked fourth in a list of nine reasons for language study. Administrators in this study felt that general aims of study such as "cultural understanding, broader education, and self-improvement" (p. 31) were more important than being able to communicate. Crawford-Lange (1984) found that although the majority of administrators viewed the ability to communicate as very important, approximately half felt that grammar/translation should be the major area of concentration for those students planning to attend university. Crawford-Lange (1985) states that since oral competency cannot be obtained after a short period of study, "native proficiency may not be appropriate for every student" (p. 17). Crawford-Lange views the exposure to the language and the culture, rather than oral proficiency, as the most important element when one is faced with a limited time frame in which to pursue foreign language instruction. She states that:

As you perform simple language tasks you will learn about the culture that surrounds them. Perhaps even more important, you will learn how to learn a foreign language so that, if you find yourself faced with a language problem in the future, you will have a place to begin to solve it. (Crawford-Lange, 1985, p. 17)

Although the oral component is viewed by administrators as being somewhat important, much more traditionally oriented benefits of language instruction appear to take precedence over the ability to communicate.

Cultural Aspects of Second Language Study

Cultural understanding ranked high among administrators as one of the main reasons for foreign language enrollment. Beard (1984) found that "cultural understanding was the major justification for taking a foreign language" (p. 32). Similar views were held by administrators in a survey conducted by DeFelippis (1979). However, Crawford-Lange (1984) found that administrators were undecided as to which cultural aspects were the most important. As a result "the course syllabi need to contain a more implicit definition of the incorporation and integration of 'Culture' (fine arts) and 'culture' (how people live and work)" (p. 350). Crawford-Lange views cultural instruction not as something that happens inadvertently, but as something which has to be planned in order for it to be effective. This problem is intensified when foreign language instructors themselves have a very limited knowledge about the target culture:

Lack of adequate training, coupled with a lack of experience in the target culture and restricted resources about the culture, make it difficult for teachers to fulfill their promise

of increasing their students' understanding of other peoples and cultures. Such increased understanding is, though, an important goal that warrants major curriculum alterations and appropriate teacher training in order to meet it. (p. 18)

While cultural understanding ranked high as a goal of foreign language study by American administrators, it is quite likely that Canadian administrators would place greater emphasis on such goals as oral communication and the development of empathy with others.

Career Opportunities

Studies indicate that career opportunities for students proficient in a foreign language have been highly overemphasized by second language instructors. For example, Lippmann (1974) states that foreign language teachers "have made overly extravagant claims about the vocational rewards of knowing a foreign language" (as cited in Crawford-Lange, 1984, p. 19). Similar views are also held by Rivers (1976). She states that "except for those headed for careers as foreign language specialists, foreign language proficiency is, in terms of vocation, an auxiliary skill" (Crawford-Lange, p. 19). These studies indicate that instructors need to redefine, in practical terms, the relationship between foreign language proficiency and career opportunities. Crawford-Lange

(1985) suggests that in redefining their goals, foreign language instructors need to develop a strong career education component.

Reasons for Decline of Second Language Study

A study of the literature indicated that many factors have contributed to the decline in the proportion of students enrolled in foreign language study. The majority of researchers have concluded that the main reason for this decline has been the abolition of a foreign language in university requirements. Other major influences which have contributed to the decline deal more with intrinsic variables rather than extrinsic ones. Crawford-Lange (1985) noted that the difficult nature of the course, irrelevancy of language study, in addition to timetabling and curriculum restrictions, were the main reasons perceived as contributing to this decline. Weatherford (1982) and DeFelippis (1979) found that teachers and/or teaching methods have also played an important role in declining enrollments. This evidence seems to indicate that French students think class activities could be more varied and interesting. Similar views are also expressed by Pack (1979) and Canadian Parents for French (1980, 1982).

Administrators' Background in Second Language Study

Recent research indicates that the attitude of a principal toward foreign language study is often determined by exposure to the language. Weatherford (1982) found that administrators with no previous French education generally exhibited less positive attitudes toward French than their counterparts who had studied French. Approximately 52 percent of the principals who responded to the survey had previously studied a foreign language, 51 percent of whom indicated that they furthered their language study at the college or university level. However, only 26 percent of principals who had not studied a second language in high school began one at the college level. Weatherford concluded that there is a "high correlation between language study and the recognition by those who have studied a foreign language that it is a worthwhile or even necessary endeavor" (p. 32). One would assume that this positive attitude is transferred to their own particular school situation when making curriculum decisions. This idea is also reinforced by Burstall (1974).

Student Attitudes and Motivation in Second Language Learning

Educators have long recognized the importance of the multifaceted concepts of attitudes and motivation in every field of human learning. Recent research has focused

attention on the application of these variables to the learning of a second language. In Canada, the passing of the Official Languages Act in 1969 and the entrenchment, in the Canadian Charter of Rights and Freedoms in 1982, of certain language rights has resulted in second language learning becoming a question of national importance.

Initial research in this area was conducted by Gardner and Lambert (1959) with a group of grade eleven anglophone students in Montreal. Results from this study have identified two contrasting types of student motivation:

The "integrative" motive reflects a willingness or a desire to be like representative members of the "other" language community. The contrasting form of student motive is an "instrumental" orientation which is characterized by a desire to gain social recognition or economic advantages through knowledge of a foreign language. (Pack, 1979, p. 11)

Gardner and Lambert (1959) concluded that students who were "integratively" orientated, as opposed to "instrumentally" orientated, were more successful in second language acquisition.

A follow-up study by Gardner (1960) not only confirmed these results but also discovered that students,

to a large extent, reflect the attitude of their parents toward the French community.

Convinced that language learning involved more than intellectual capacity and language aptitude, Gardner and Lambert (1972) suggest a social-psychological theory of second language learning. They concur that:

...the successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes towards the members of the other group are believed to determine how successful he will be, relatively, in learning the new language. His motivation is thought to be determined by his attitudes toward the other group in particular and toward foreign people in general and by his orientation toward the learning task itself. (as cited in McInnis et al., p. 13)

Studies conducted, not only in Canada, but in parts of the United States and the Philippines have proven the relevance of the question of motivation to second language achievement (Gardner and Lambert, 1959, 1972; Gardner and Santos, 1970).

However, several of these further studies have brought about some modifications in the theory.

According to Gardner and Santos (1970), students who are instrumentally motivated may also achieve well in second language learning when it has obvious practical value (i.e., job opportunities). These studies indicate that there is a definite need for motivation, either integrative or instrumental, in order to attain high levels of achievement in second language learning.

Studies similar to those conducted elsewhere have also been evident on the Newfoundland scene. Pack (1979) conducted a study to ascertain the relationship between the continuation or termination of second language study and the effect of several variables on this decision. These variables included such things as motivational orientation, sex, achievement, attitudes toward French-Canadians and their culture, the French course, learning French as a second language and parental encouragement to study French. His investigation involved a random sample of 200 grade ten students in the Avalon North Integrated School District. One half of the student sample had enrolled in French while the remaining students had terminated their second language study.

In contrast to the early findings of Gardner and Smythe (1976), who found that students successful in French were largely integratively oriented, Pack's (1979) research revealed that a mixture of both types of motivational orientation was present in nearly half of the students in Newfoundland. He also discovered that the

majority of students, not only those enrolled in a French course, possessed positive attitudes toward French-Canadians and their culture.

Discrepancies between the findings of Pack (1979) and Gardner and Smythe (1976) may be explained, in part, by the geographical proximity of Newfoundland to a French milieu. Pack states that:

...students may not have had enough contact with the French-Canadian culture to instill in them a type of integrative orientation. At the same time, there are fewer material advantages in Newfoundland, such as jobs, that might contribute to more instrumental motives on the part of students...

Pack's study indicated that achievement seemed to be the determining factor in students' decisions to continue the study of French at the high school level. Pack also found that the large majority of French classes consisted mostly of female high achievers. These findings are consistent with studies conducted by Burstall (1974).

In addition, the Pack study found a positive correlation between parental encouragement towards language learning and student enrollment in French.

Studies have also been conducted by the Canadian Parents for French (C.P.F.) in Newfoundland. The first of two reports, Où allons-nous (1980), focused attention on

the significant decrease in numbers of students enrolled in French at the high school level as compared to those at the elementary school level. To further examine this phenomenon, and to determine the reasons for this situation, a second study was commissioned in 1982. This report focused attention on the variables of attitude and motivation and the importance of each in determining student enrollment in French at the Grade X level.

However, of the thirty-six schools selected for this survey, two were operated by the Pentecostal Assemblies Board of Education. Since the Pentecostal Assemblies Board of Education operates forty-six schools in different geographical regions (mostly rural) of the Island and Labrador, and employs 383 teachers with a total student population of 6,720, the Board decided to carry out a similar study in its schools. In this study, it was decided to survey seven schools (three urban and four rural) that were typical of all schools operated by the Board. Students in these schools were given the same questionnaire used in the study conducted by C.P.F. (1982). Results of these two studies were similar in nature, and are therefore discussed together.

Findings from these studies concluded, as did Pack (1979), that the majority of students enrolled in French are high achievers. This raised questions about the academic nature of the present French program. C.P.F. (1982) states that:

Within the Canadian context there appears to be a contradiction between the thinking of government and the education establishment. On the one hand, there is the federal government's commitment to encourage all Canadians to learn French. On the other hand, the education system is providing a French program which appears at the senior high school level to cater to a large extent to high achievers, and thus, to discourage less academic students from continuing with the subject. (p. 59).

These studies have also indicated that students are not satisfied with the oral component of the French program in that it is not teaching them to speak the language. The majority of students indicated that they wanted more and "better" oral work. These sentiments were reflected in comments by students who stated that "...there is a chance that I may not be able, after twelve years of French, to carry on a simple conversation in French" (C.P.F. Report 1982, p. 60). A closer look at the final public examination in Newfoundland revealed that the examination (French 3200) emphasized reading, writing, and listening comprehension (aural) skills. Reading and writing skills made up 60 percent of the content; the other 40 percent was devoted to listening comprehension. It is only in 1988 that oral (speaking) skills will be evaluated. Students, however, clearly see one of the main

objectives of studying French as being able to communicate orally in the language.

Results from these surveys also show differences in attitudes towards French between students who were taking French and those who were not. Non-French students generally exhibited less positive attitudes towards French than did students enrolled in French courses.

A substantial number of French students surveyed indicated that the French course was not as interesting as they felt it could be. The majority of students felt that more varied activities, in addition to more cultural content, could greatly improve the class situation.

Survey results also indicated that one of the most important factors that affected the student's decision to take French was the encouragement of their parents. This finding is similar to that in studies conducted by Pack (1979) and Gardner (1960).

Finally, evidence from the studies appears to indicate that the earlier students begin studying French at the primary and elementary levels, the more likely it is that they will continue its study at the high school level. This finding is substantiated by Burstall (1974).

In order to be effective, second language instructors need to work with principals, other students, and parental groups in an effort to develop positive attitudes toward learning the target language. This co-operation in developing positive perceptions could make the difference


between success or failure on the part of the language learner, and also for the French program in the schools.

Summary

A review of the literature indicated that administrators perceived foreign language study contributed less to the overall aims of education than did other subjects in the school curriculum. Although administrators viewed foreign language instruction as a worthwhile educational experience for all students, regardless of academic ability, there was no consensus regarding whether or not a foreign language should be a requirement for university entrance. Administrators ranked cultural understanding and the broadening of horizons higher than communicative competence as the main reasons for language study. Administrators also felt that career opportunities for those proficient in a second language have been highly overemphasized. In addition, extrinsic reasons such as the abolition of university requirements and intrinsic reasons such as irrelevancy of language study were viewed by administrators as the main reasons for the decline in foreign language enrollments.

Recent research has also focused attention on student attitudes and motivation. Two contrasting types of student motivation have been identified. Integrative motivation reflects a desire to be like the target culture whereas instrumental motivation is characterized by the

possibility of benefiting from language study. Studies conducted in Newfoundland have also indicated that although language classes consist mostly of female high achievers, there is a high correlation between language enrollment and parental encouragement to study French. In addition, lack of oral work and a variety of classroom activities were identified as two of the major deficiencies associated with French language instruction.



CHAPTER III

DESIGN OF THE STUDY

This chapter presents a comprehensive overview of the study and describes the procedures employed in conducting the research. To facilitate this endeavor, the chapter has been divided into the following sections:

- (1) Instrument
- (2) Data Collection
- (3) Profile of Responding Principals
- (4) Data Analysis
- (5) Summary
- (6) Definition of Terms

The Instrument

The questionnaire used in the study was divided into five sections (see Appendix II) and sought information on the following:

- (1) School Data and Personal Background of the Principal
- (2) Language Study and the Aims of Education
- (3) Reasons for the Decline in Second Language Study
- (4) Reasons for Teaching Second Languages in Schools
- (5) Issues in Second Language Learning

The questionnaire attempted to identify principals' perceptions of second language study within the school curriculum.

The questionnaire was designed using as a point of reference a questionnaire from an Australian study by McLean and Van Der Touw (1984). The questionnaire, although remaining similar to the original, was modified in two major ways. First of all, modifications regarding the aims of education, reasons for language study, reasons for decline in language study, and issues in second language study were adapted to make them more pertinent to the Newfoundland situation. Secondly, considerations involving denominational affiliation, gender, school type, and community type, not addressed by the Australian survey, were added to the questionnaire because these factors were thought to be essential to an understanding of the Newfoundland educational scene.

Data Collection

To obtain information pertaining to the attitudes of principals concerning second language instruction, the questionnaire was sent to 471 of 618 school principals. Due to financial and time constraints imposed on the present study, it was decided that a mailed questionnaire would be the most appropriate vehicle for surveying such a large sample.

Principals surveyed represented both urban and rural areas, schools from diverse geographical regions, different religious denominations, sexes, and schools which varied in terms of student population and facilities. All school boards in Newfoundland and Labrador were represented. Two hundred and forty-three, or fifty-two percent, of 471 principals responded to the questionnaire.

Table 3.1 gives an indication of the number of principals participating in the study according to religious affiliation.

Table 3.1

Principals Participating in Study According
to Religious Affiliation
(n = 471)

Religious Affiliation	Questionnaires Mailed	Questionnaires Received	Percentage of Total
Integrated	282	139	47
R.C.	147	76	52
Pentecostal	36	26	72
S.D.A.	6	2	33
Total	471	243	52

As may be seen from Table 3.1 there were two religious affiliations which deviated, to any great extent, from the norm of 52 percent. Principals employed with the Pentecostal Assemblies Board of Education were over represented in questionnaires returned while, on the other hand, principals employed with the Seventh Day Adventist School Board were under represented.

The male/female ratio of returns is reported in Table 3.2.

Table 3.2

Principals Participating in Study by
Male/Female Distribution
(n = 471)

Sex	Questionnaires Mailed	Questionnaires Received	Percentage of Total
Male	373	193	52
Female	98	50	51
Total	471	243	52

The above table indicates that there was very little difference in percentage of males and females in questionnaires returned.

A summary of returns by school type is presented in Table 3.3.

Table 3.3
Principals Participating in Study by
School Type Distribution
(n = 471)

School Type	Questionnaires Mailed	Questionnaires Received	Percentage of Total
Elementary ¹	269	124	46
High ¹	116	68	59
All Grade ¹	86	51	59
Total	471	243	52

¹See definitions at the end of this chapter.

Table 3.3 shows that although there is an equal percentage of principals representing both the high school and all grade school levels in questionnaires returned, principals representing the elementary school level were slightly under represented.

Profile of Responding Principals

A total of 243 principals responded to the questionnaire. This sample consisted of 80 percent of males and 20 percent of females. Forty-five percent of the respondents were employed at the elementary level, while about 25 percent were employed at each of the high school and all grade school levels, 22 percent and 29 percent respectively.

About 60 percent of respondents were from the Integrated School Board, while 30 percent and 10 percent were from the Roman Catholic and Pentecostal School Boards respectively. Two out of seven respondents were from the Seventh Day Adventist School system. It was decided not to include the responses of the last group in reporting the data because of the small number of principals involved.

An examination of the current teaching area of principals surveyed indicated that the vast majority were either involved with English (25 percent), social studies (21 percent), or teaching all subject areas (22 percent). Only three percent were involved in teaching French. The teaching of French by principals is comparative to those teaching physical education (2 percent), religion (1 percent) and special education (1 percent). No differences were detected among different school boards concerning the teaching area of principals.

The majority of principals (64 percent) had received some form of French second language instruction during their formal education. Other languages studied by principals included Latin (12 percent), German (3 percent), Greek (1 percent), Spanish (0.8 percent), and Mic Mac (0.4 percent). Most of the principals who had received Latin training were employed with the Integrated school boards, and those who had studied Greek were with the Pentecostal Board.

The principals surveyed in the study were more familiar with the older grammar/translation approach and the audio-lingual method than with the newer communicative approach. The eclectic or basic skills approach, which is currently used by the Province, was only familiar to 25 percent of the principals. Those employed with the Roman Catholic school boards appeared to be less familiar with the newer approaches for second language teaching than the traditional and audio-lingual approaches. Principals employed with the Integrated school boards tended to be more familiar with the older grammar/translation approach than with any other. Those employed with the Pentecostal Assemblies Board of Education were equally familiar with the communicative approach and the grammar/translation approach.

In general, the principals were predominately male and were teachers of English, social studies or all subject areas. The majority of the principals had themselves received some French language instruction and in terms of teaching approaches in French, were more familiar with the older grammar translation and audio-lingual approaches than with newer methods.

Data Analysis

Results of the questionnaires were tabulated according to the four major categories:

- (1) Language Study and the Aims of Education
- (2) Reasons for Decline in Language Study
- (3) Reasons for Teaching Languages in Schools
- (4) General Statements Concerning Language Learning

In addition, each category of response was studied in terms of sex, community size, religious affiliation, and school type. Results were reported in terms of percentages since it was felt that this would be the most effective way of demonstrating similarities and differences between the groups being studied.

Answers to the questionnaire were tabulated, and tables prepared indicating the percentage of responses to each question. Cross tabulations were made with respect to sex, religious affiliation, school type, and size of community for each of the four sections of the questionnaire.

Summary

The aim of the study was to ascertain principals' perceptions of instruction in French in the schools of Newfoundland and Labrador. A questionnaire was designed based on an Australian study by McLean and Van Der Touw (1984). Modifications were made to adapt the questionnaire to the Newfoundland context. Sections involving religious denominations, gender differences, type of school and community size were added.

Specifically, principals were asked questions related to French and:

- (1) aims of education for Newfoundland and Labrador;
- (2) reasons for decline in French language study;
- (3) reasons for teaching French in the schools; and
- (4) controversial issues related to learning French.

The questionnaire was sent to 471 out of 618 school principals in the Province. Two hundred and forty-three, or fifty-two percent, responded to the questionnaire. Responses were tabulated and presented as percentages. A discussion of these results is presented in the following chapter.

Definition of Terms

All Grade School: schools which consisted of grades from Kindergarten to Level III.

Elementary School: schools which consisted of grades from Kindergarten to 8.

High School: schools which consisted of grades 7 to, Level III.

Rural Community: for the purpose of this study, rural communities were defined as communities with total populations of under one thousand people. (Statistics Canada, 1987)

Significant: for the purpose of this study, significant is used to refer to a notable difference in percentages between factors studied. No statistical tests of significance were performed.

CHAPTER IV

ANALYSIS OF RESULTS

The results of the study are presented in sequence according to the four major sections of the questionnaire:

- (1) Language Study and the Aims of Education
- (2) Reasons for the Decline in Language Study
- (3) Reasons for Teaching Languages in School
- (4) General Issue Statements Concerning Second Language Learning

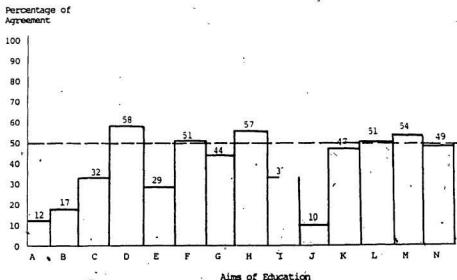
Language Study and the Aims of Education

Section B of the questionnaire solicited principals' views concerning the relationships of second language programs to the purposes of schooling. This section presented the fourteen general aims of education for the Province of Newfoundland, and principals were asked to indicate their perception of the extent to which the study of French promoted the achievement of each aim. Figure 1 provides a summary indicating the extent to which principals felt that the study of French made a significant contribution to the achievement of each of the aims of education.

The most interesting finding of this section was that principals in Newfoundland and Labrador do not appear to feel that the study of French makes a very important contribution to any of the aims of education. This

Figure 1

Percentage of Principals Indicating their perceptions of the Contribution of French to the Achievement of the Aims of Education



- KEY:
- A) Christian principles
 - B) Moral values
 - C) Democracy
 - D) Mental maturity
 - E) Emotional maturity
 - F) Skills of learning
 - G) Critical thinking
 - H) Appreciate other disciplines
 - I) Leisure time
 - J) Good health
 - K) Harmony with others
 - L) Career
 - M) Work ethic
 - N) Special talents

finding is similar to that of Koppel (1982). The major difference, however, is that Koppel's study was done in the United States where there is not the same emphasis on bilingualism, nor are there two official languages.

As may be seen from Figure 1, there were three aims to which slightly more than fifty percent of the principals felt that the study of French did make some contribution. These aims were:

- (1) helping students to mature mentally (57 percent)
- (2) appreciating other disciplines (56 percent)
- (3) developing the work ethic/good work habits (54 percent)

There were two further aims which about half of the principals felt were attained by the study of French. These aims were:

- (1) career guidance (51 percent), and
- (2) developing the fundamental skills of learning (50 percent)

Mental Maturity

Principals employed at the high school level were the strongest supporters of the view that the study of French contributed to the development of mental maturity (79 percent). Principals working in urban areas (61 percent) and those employed by the Integrated boards (58 percent) also indicated the development of mental maturity to be one of the areas where the influence of French was

greatest. This finding suggests that many principals perceive French to be important for its intellectual or academic value. This finding may corroborate the findings of the Pack and Canadian Parents for French studies which suggest that the academic nature of the study of French may be somewhat overemphasized in the schools of the Province.

It is generally accepted that the view of the principals is somewhat different from that of the Department of Education which proposed, in the development of the Revised High School Program, that the study of French be included with courses which contribute to personal development. It may be that principals, more than the Department of Education, are emphasizing the academic nature of the course. Other reasons often advanced for the study of French in the Canadian context are good use of leisure time and living in harmony with others. These aims received some support from principals.

This finding is also somewhat inconsistent with the research conducted by Koppel (1982) and Beard (1984) who reported that administrators felt the study of French was extremely important to the attainment of broader educational goals, such as general education, development of pride, self-understanding and positive attitudes toward learning; and the growth of cultural awareness and understanding.

Appreciation of Other Disciplines and Development of Cultural Awareness

Principals in rural communities (61 percent) indicated that the study of French made an important contribution to the development of an appreciation of cultural understanding. This perception is also shared by principals working in elementary schools (55 percent) as well as those employed in all grade schools (57 percent). These findings suggest that the majority of principals in these groups tend to see French, not so much for its cognitive value, but as an interesting discipline to add to the curriculum, and a vehicle by which to give cultural instruction. This finding would be consistent with those of Koppel (1985) and Beard (1984) who reported that administrators perceive French to be important to the growth of cultural awareness and understanding.

Fundamental Skills of Learning/Good Work Habits

About 3/5 of both rural principals and principals employed at the high school level indicated that the study of French contributed to the promotion of fundamental learning skills. The terms "fundamental skills of learning" are difficult to define, and may encompass what some principals identified as "good work habits".

These findings tend to corroborate somewhat more the findings of Koppel (1985) and Beard (1984), and suggest that there are some principals in Newfoundland who feel that the study of French does contribute to broader

educational goals, particularly the development of pride, self-understanding and a positive attitude toward learning.

Career Guidance

While the percentages are lower than might have been anticipated (50 percent), the results indicated that principals believed that the study of French contributed somewhat to better career opportunities. These findings suggest that the economic rewards of knowing French are not widely believed to be a reason for studying the language in Newfoundland. These findings are consistent with those of Lippmann (1974) and Rivers (1976), to a certain extent, who contended that overly extravagant claims have been made about the career opportunities available to those who study French.

Religious Affiliation

An interesting trend was detected in this analysis, as is shown by Table 4.1. More than half of the principals with the Pentecostal Assemblies Board of Education (56 percent) regarded the major contribution of French to be to help pupils appreciate their privileges and responsibilities as members of their families and the wider community and so live in harmony with others. This aim was selected as being more important than any other in the contribution made by the study of French. This long

Table 4.1

Perceived Reasons for Decline in Second Language Study Based on
Sex, Community Size, Religion, and School Type
(Percentage of Principals Indicating Agreement)

Aim	Help Students to Mature Mentally	Mastery of Fundamental Learning Skills	Appreciation of Other Disciplines	Career Guidance	Develop and Appreciate Work Ethic
Sex					
Male	59	53	57	51	57
Female	55	47	55	53	45
Community Size					
Rural	53	57	61	50	55
Urban	61	49	54	51	52
Religion					
R.C.	56	51	60	55	52
Integrated	58	50	53	50	55
Pentecostal	44	44	48	44	48
School Type					
Elementary	53	47	55	53	49
High	79	60	59	50	65
All Grade	43	49	57	45	47

term humanistic goal was significantly different from the more cognitive, school-oriented contribution of French as perceived by principals employed with other boards. This broader educational aim is more often cited in the literature as a major reason for learning French (DeFelippis, 1979 and Beard, 1984).

It is interesting to note that the principals associated with the Integrated School Boards and the Roman Catholic School Boards perceived the study of French to be important primarily for its intellectual value. It was also these principals who expressed greater familiarity with the grammar/translation approach, and for some of whom at least, Latin had been the second language studied.

It may be worthy of note that principals with the Pentecostal Assemblies Board of Education did not feel that the study of French contributed particularly to better career opportunities for students. Principals associated with the Roman Catholic school boards tended to support the study of French for its contribution to the development of an appreciation of other disciplines and of cultural awareness.

Sex

As also indicated in Table 4.1 the responses revealed that little difference existed between male and female principals with regard to four of the five prominent aims of education to which second language study was perceived to have provided a significant contribution. Differences were detected primarily on the issue concerning the role of second language study on the development of good work habits and appreciation of the work ethic. Approximately three-fifths of male principals (57 percent) indicated agreement with this issue while less than half of their female counterparts (45 percent) indicated agreement. For male principals, more than females, the study of French appears to be a pursuit that requires a lot of hard work. This finding is interesting in that there may be more male principals representing the high schools, where the study of French is perhaps more academically oriented than at the elementary school levels. However, it may be that this finding reflects the fact that more females tend to pursue the study of languages than males (Pack, 1974). This information does raise the question of whether females find the study of languages easier than do their male peers.

Community Size

Differences with respect to community size, shown in Table 4.1 were detected on two of the five aims chosen as being achieved by the study of French. There was a tendency for urban principals (61 percent) to feel that second language study helped students to mature mentally whereas only 53 percent of rural principals indicated agreement on this point. On the other hand, there was a tendency for rural principals to indicate a positive correlation between second language study and mastery of fundamental learning skills. This finding may suggest that urban principals see the study of French as contributing more towards the cognitive development of pupils than do the rural principals. Principals in rural areas tended to support the view that the study of French contributed most to the development of cultural awareness.

However, the more interesting difference here is in the area of career opportunities. As mentioned earlier, principals with the Pentecostal Assemblies and also principals of all-grade schools appear to see less connection between the attainment of career opportunities and the study of French than principals in other sub-groups. Since most Pentecostals, and all-grade schools tend to be in rural areas, it may be suggested that job opportunities associated with the study of French are more obvious in urban rather than rural areas. Such a finding would not be unexpected.

School Type

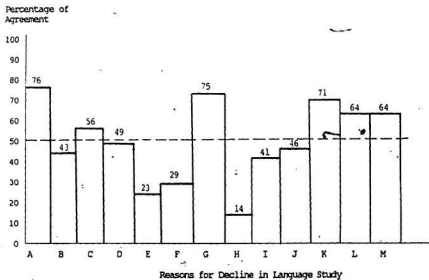
The aims of education which stressed cognitive learning were ranked highest by principals at the high school level, as may also be seen in Table 4.1. Principals working in elementary schools and all-grade schools tended to support the view that the appreciation of other disciplines and the development of cultural awareness were the aims of education most supported by the study of French. This finding seems to support the contention that the French program is more academically oriented at the high school level.

Reasons for Decline in Second Language Study

This section examined possible reasons which might contribute to the decline in the number of students taking French at the senior high school level relative to the total student population. Section C of the questionnaire delineated a number of concerns, and principals were asked to indicate on the Lichart scale their perception concerning the influence of each of these reasons on the decline in percentage of student enrollment in French courses at the high school level. Figure 2 provides an overview of the percentage of principals indicating agreement with each of the reasons presented. It may be seen that only six of the reasons presented received the support of over half of the principals.

Figure 2

Percentage of Principals Indicating Agreement with Reasons
for Decline in Second Language Study



- KEY:
- A) Removal of French as a matriculation requirement
 - B) Poor teaching
 - C) Negative parental attitude
 - D) Inappropriate curriculum materials
 - E) Examination requirements
 - F) Conflict because of timetable offerings
 - G) Lack of pupil interest/motivation
 - H) Lack of time available for study
 - I) Problems with continuity of staffing
 - J) Too many 'easy' alternatives in the curriculum
 - K) Students' perception of irrelevance of French
 - L) Need for more oral work
 - M) Low achievement in French

The reasons which, according to at least 50 percent of principals, have contributed most to the decline in the percentages of French enrollments at the high school level are presented in Table 4.2.

Table 4.2
Reasons Contributing to the Decline
in Language Study

Reason	Percentage of Principals Indicating Agreement
Removal of French as a matriculation requirement	76
Lack of pupil interest/ motivation	75
Student's perception of irrelevance of French	71
Low achievement	64
Need for more oral work	64
Negative parental attitudes	56

These reasons appear to be divided into three groups with respect to their importance:

- (1) Removal of the matriculation requirement, with lack of interest/motivation and a perception of the irrelevance of French (about 74 percent)
- (2) Low achievement levels and the need for more oral work (about 60 percent)
- (3) Negative parental attitudes (about 50 percent)

Removal of Matriculation Requirement

Table 4.2 reveals that in general, principals viewed the removal of French as a matriculation requirement to be one of the most important factors contributing to the decline in enrollment. This finding is supported by the literature in the United States. Principals surveyed in studies by Defelippis (1979) and Crawford-Lange (1984) indicated the same concern regarding the removal of French as a matriculation requirement on the enrollment in second language programs. However, one would assume that extrinsic motivation, such as academic requirements, would be more necessary in a country that does not place a priority on bilingualism. However, as Newfoundland is separated geographically from areas where French is used, studies have suggested (Pack, 1979) that external motivators may be important.

Lack of Interest/Motivation

Nearly as important was the perception among principals that there is a lack of pupil interest/motivation in the study of French. There appears to be a high degree of consensus among principals with regard to the impact of lack of student interest/motivation on French enrollment.

However, in contrast to the findings of Crawford-Lange (1985), principals did not find timetabling and curricular restrictions as important factors contributing

6

to the decline in enrollments. In addition, contrary to studies by DeFelippis (1979) and Weatherford (1982), principals in the present study indicated that teacher related problems did not contribute largely to whether or not students enroll in second language programs. Principals did not view such factors as poor teaching, inappropriate curriculum materials, and problems associated with staff continuity as significant reasons contributing to the decline in percentage of enrollment in French. Yet, the studies conducted by Pack (1979) and CPF (1982) indicated that students feel these issues to be of considerable importance in making their decision to continue French.

Student's Perception of Irrelevance

Student's perception of irrelevance was also seen by the majority of principals surveyed to be a significant factor contributing to the decline in French enrollment. Principals working in rural areas felt that the negative impact of student's perception of irrelevance of French to be as important as the removal of French as a matriculation requirement on the decline in percentage of French enrollment at the high school level.

Need for More Oral Work

Of somewhat less importance, but still of interest were the findings with respect to oral work. The concern

by principals over the irrelevance of French to the student population was further reflected in their responses concerning the need for more oral work. Responses indicated that nearly two-thirds of the principals (64 percent) felt that more emphasis should be placed on the vital skill of oral communication. When asked to indicate the main objective of French instruction, 98 percent of principals viewed oral competency as the prime goal. As might be expected, this view is somewhat inconsistent with studies conducted in the United States (Beard, 1984; Crawford-Lange, 1985).

It is worthy of note that the need for more oral work was cited by students surveyed in the C.P.F. study (1982), as well as the studies by Pack (1979) and the Pentecostal Assemblies Board of Education (1985), as one of the most important changes desired in French programs. The view of the principals would appear to be similar to that of the students on this issue.

Low Achievement

Nearly two-thirds of the principals (64 percent) indicated that low achievement did prove to be a problem in retaining students in the French course. These findings are similar to those of Crawford-Lange (1985) as well as Pack (1979), C.P.F. (1982), and the Pentecostal Board of Assemblies (1985).

Negative Parental Attitudes

More than half the principals (56 percent) also felt that negative parental attitudes contributed somewhat to the decline in French enrollment. Similar concerns are reflected in studies by Gardner (1960), Pack (1979), and C.P.F. (1982). This factor may also influence the student's perception concerning the irrelevance of French instruction and the low achievement levels.

Religious Affiliation

As is shown in Table 4.3, both Integrated and Pentecostal principals tended to view the removal of the matriculation requirement and lack of interest/motivation to be the two most important reasons for the decline in French enrollments, whereas principals employed with the Roman Catholic boards perceived irrelevance to be more important.

Secondly, principals employed with the Pentecostal Assemblies Board of Education tended to give higher rankings than the principals from other school boards to all of the factors presented, except on the issue of the need for more oral work. Pentecostal principals indicated that they considered the need for more oral work to be of less importance in contributing to students' decisions to drop French than did principals from any of the other respondent groups.

Table 4.3

Perceived Reasons for Decline in Second Language Study Based on Sex,
Community Size, Religion, and School Type
(Percentage of Principals Indicating Agreement)

Reason	Removal as Matriculation Requirement	Negative Fundamental Attitude	Lack of Interest	Irrelevance	More Oral Work	Achievement
<u>Sex</u>						
Male	76	56	74	70	59	64
Female	80	55	75	73	82	63
<u>Community Size</u>						
Rural	73	54	70	73	61	57
Urban	78	57	78	70	65	68
<u>Religion</u>						
R.C.	76	55	77	79	65	64
Integrated	74	56	72	65	64	65
Pentecostal	88	60	84	80	52	64
<u>School Type</u>						
Elementary	85	58	71	72	67	65
High	68	60	91	72	59	68
All Grade	67	47	67	67	61	59

Sex

An examination of Table 4.3 revealed that very few differences existed between male and female principals with regard to five out of the six major reasons for decline in second language study. Differences were detected only on the issue concerning the need for more oral work. The vast majority of female principals (82 percent) indicated that the need for more oral work contributed significantly to the decline in enrollments in French while only 59 percent of their male counterparts agreed with this statement.

It is interesting to note, however, the perceptions of female principals with regard to the reasons for decline in French enrollments in the senior high school grades. Female principals regarded staffing problems (51 percent) and inappropriate curriculum materials (66 percent) as two of the more important reasons for enrollment decline. Male principals indicated these areas to be of considerably less importance (40 percent and 53 percent, respectively). As already indicated, most of the female principals surveyed in this study were employed at the elementary school level. It may be that these views reflect problems which are more apparent in the elementary school. It may also be that these problems at this level create student dissatisfaction which results in students dropping French at the high school level when they are able to do so.

Community Size

Principals for rural and urban areas differed little in their perception of the reasons for decline in language study, as indicated in Table 4.3. Only on the issue of the role of low achievement in contributing to decline in enrollment was there any noticeable variation. Principals employed in urban areas (68 percent) tended to feel that low achievement was a somewhat more important contributing factor than did rural principals (57 percent) in determining French enrollment. Rural principals appeared to be more concerned about students' perception of the irrelevance of the program and the need for external motivation, such as the matriculation requirement.

School Type

Reference to Table 4.3 also indicates that several differences were revealed by responses according to school type. Elementary principals (85 percent) indicated that removal of matriculation requirement was the most significant factor contributing to decline in language study. High school principals (91 percent) thought that lack of interest/motivation by students was the prime contributing factor for lower enrollments. Principals employed at the all grade school level gave equal weight (67 percent) to both removal of matriculation requirement and lack of interest/motivation.

It is interesting to note that approximately 60 percent of high school principals and 58 percent of elementary principals felt that negative parental attitudes played an important role whereas only 47 percent of principals employed at the all grade school level indicated agreement on this issue.

The only other noticeable difference was detected on the issue of whether or not there was a need for more oral work. About two-thirds (67 percent) of principals employed at the elementary school level felt that there was a definite need for increased oral work. This issue was perceived differently, however, by principals employed at the high school and all grade school levels who did not feel quite as strongly that there was a need for more oral work.

Reasons for Teaching Second Languages in Schools

In order to get a more realistic appraisal of principals' perceptions of the study of French as a whole, an examination of their views concerning the value or outcome resulting from such study was viewed as essential. Principals were presented with some thirteen possible beneficial outcomes or reasons for the study of French. They were asked to indicate whether or not each reason could be regarded as very important, important, or unimportant. Figure 3 provides the degree of agreement

with each of the reasons presented. It may be seen from Figure 3 that, while most reasons received a considerable percentage of agreement, seven items received over 90 percent.

These findings would seem to suggest that the main reasons perceived by principals for teaching French in schools are those associated with the following:

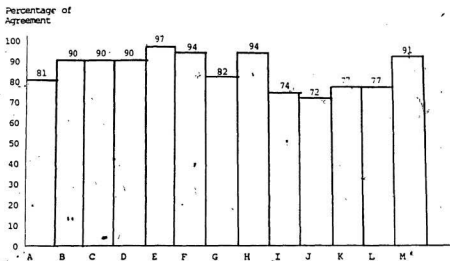
- (1) attaining communicative competence,
- (2) understanding others better, and
- (3) personal satisfaction.

Other reasons for teaching French, such as increased job opportunities and the ability to read newspapers and magazines, were also ranked fairly high by principals in the present study.

Communicative Competency

Examination of the survey results indicated that to be able to "hold conversations with native speakers", or the oral component, was perceived by 97 percent of principals as one of the most important reasons for teaching French. In addition to acquiring the ability to communicate orally, 94 percent of principals felt that being able to communicate in writing was also a very important goal of French instruction. Therefore, it would appear that the major goal of French instruction for most principals in Newfoundland is communicative competency.

Figure 3
Perceived Reasons for Teaching Second Languages in Schools



Perceived Reasons for Teaching Languages in Schools

- KEY:
- A) To be able to read newspapers and magazines and summarize information
 - B) To be able to "survive" when in French Canada.
 - C) To gain personal satisfaction and enjoyment through music, art, etc., encountered in the study of the language
 - D) To be able to understand radio broadcasts, t.v. programs and/or films in the language
 - E) To be able to hold conversations with native speakers of the language
 - F) To increase one's understanding of people from different backgrounds
 - G) To obtain an interesting job
 - H) To be able to communicate in writing of the language
 - I) To develop one's capacity for creative thinking
 - J) To be able to read literary texts (e.g., short stories, novels, etc.)
 - K) To serve as a basis for learning other languages by providing insights into the structure and functions of language
 - L) To give insight into the working of one's own language
 - M) To help benefit society by equipping members with an appreciation of a Francophone society

These views are similar to those reported by Weatherford (1984).

It is also interesting to note that having the ability to read newspapers (81 percent) and books (71 percent) was not regarded by principals amongst the most important reasons for learning French. It appears, therefore, that principals view the oral and writing components as the primary goals if communication is to be achieved, whereas the reading of newspapers and books is a goal of lesser significance in achieving communication. This belief is further substantiated by the fact that 90 percent of principals believed that a knowledge of French was essential for survival in French Canada. This view seems to indicate that most principals regarded "surviving" as essentially comprising the ability to speak and to write. Reading the written word, especially books, appears to be considered a lesser survival tool. It is also interesting to note, however, that the ability to understand radio programs, T.V. and other films does appear to be rated as important by many principals. As a result, comprehending the electronic media is perceived to play a more important role in developing communicative competence or "survival" skills than the print media in the view of most Newfoundland principals.

Empathy With Other People

In addition to communicative competency, 94 percent of principals perceived the study of French as an important means of developing empathy with other people. Studies by Beard (1984) and Crawford-Lange (1984) also stress the importance of French in the development of empathy with other cultures. In fact, Beard (1984), contrary to the findings of the present study, found it to be ranked first, ahead of the ability to communicate.

Crawford-Lange (1984) also contends that a general exposure to the language and culture is more beneficial than concentration on communication skills. In fact, she maintains that oral competency is an unrealistic goal for many students, especially in a restricted time frame.

However, principals in Newfoundland appear to place considerable emphasis on the goal of oral competence. It is a goal which many educators feel cannot be reached with our present curriculum materials and time allotments. It is an aim which may be more difficult to attain in schools, as indicated by the Department of Education in its list of the aims of French instruction, than many principals realize.

Personal Satisfaction

Personal satisfaction through the study of a second language was ranked amongst the most important reasons for studying French by Newfoundland principals. They

perceived that, in order to have a viable French program, students must experience success with the curriculum materials presented. In addition, a sense of relevancy must be a desired goal of the curriculum. If such is the case, personal satisfaction in terms of achievement and relevancy becomes integrated with the two aforementioned goals of communicative competency and empathy with other people. With desired communicative skills developed through the curriculum and teaching methodology, the student not only has a sense of personal satisfaction, but is better able to identify with and appreciate the culture of other peoples.

Sex

Table 4.4 reveals that somewhat more female principals (88 percent) than males viewed the ability to read and write, in addition to the potential for finding an interesting job, as two important reasons for second language study. On the other hand, approximately 80 percent of male principals shared this perception. The difference between the sexes on this issue may suggest that female principals see more possibilities for careers in French where competence in all four language skills is viewed as essential. There has been a tendency in the past for more females than males to find employment using French. In recent years, however, the study of French has led to increased job opportunities for both sexes.

Table 4.4

Perceived Reasons for Teaching Second Languages in Schools Based on Religious Affiliation, Sex, Community Size, and School Type
(Percentage of Principals Indicating Agreement)

	Information* From Media	Oral* Communication	Personal Satisfaction	Cultural Understanding	Employment	Read* and Write	Creative Thinking	Structure of Language
Religion								
R.C.	85	93	92	91	85	81	75	76
Integrated	86	94	89	94	80	84	73	77
Protestant	88	98	92	92	80	84	80	80
Sex								
Male	85	93	89	93	80	81	73	76
Female	88	97	92	93	88	88	75	80
Community Size								
Rural	83	95	89	90	73	82	72	91
Urban	85	93	89	93	86	82	74	75
School Type								
Elementary	85	94	89	91	81	82	76	77
High	85	93	90	93	85	81	72	76
All Grade	84	92	88	93	77	85	69	76

*For the purposes of this table certain similar reasons are grouped together.

Community Size

As shown in Table 4.4 the possibility of obtaining an interesting job was indicated by 86 percent of urban principals as compared to only 73 percent of rural principals as a reason for studying a second language. In contrast, 81 percent of rural principals indicated that understanding the structure and function of the language was a major reason for French study, while only 75 percent of urban principals indicated agreement with this statement. It appears, therefore, that rural principals are more concerned with the learning of French for academic or cognitive reasons than with perceived increased job opportunities. However, the reverse is true for urban principals. It may be that in urban areas principals are more cognizant of possible opportunities for graduates with second language study than their rural colleagues.

School Type

Whereas 85 percent of the principals employed at the high school level tended to place more emphasis on job opportunities this was the case for only 77 percent of the principals employed at the all grade school levels, as indicated in Table 4.4. This finding is not surprising considering the fact that high schools are probably more career oriented than the all grade school, which may also be located in a rural area.

General Issue Statements Concerning Language Learning

Section E of the questionnaire sought to identify the areas of agreement among principals relative to issues in second language learning. The eleven issue statements presented in the survey dealt with the following aspects of the language learner:

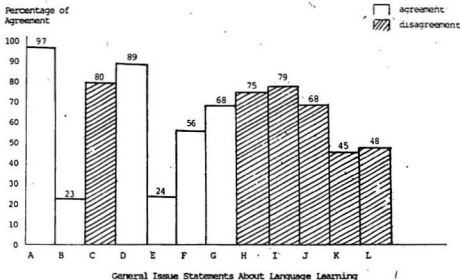
- (1) age
- (2) sex
- (3) ability
- (4) compulsory study
- (5) fluency in the second language

Principals were asked to indicate on the Likert scale the extent to which they agreed with the various issue statements. Figure 4 provides an overview of the percentage of agreement by principals with each of the issue statements presented.

Table 4.5 provides a summary of principals' responses and indicates areas upon which at least 50 percent of principals expressed either agreement or disagreement.

Figure 4

General Issue Statements About Language Learning
Percentage of Principals Indicating Agreement



- KEY:
- A) All students should be given the opportunity to study a language other than English if they so desire.
 - B) The study of a language other than English should be compulsory throughout high school.
 - C) Students who are of "average or of below average intelligence" should be discouraged from studying a language other than English.
 - D) The optimum time for beginning French is in the primary school.
 - E) The optimum time for beginning French is in the elementary school.
 - F) Language learning becomes increasingly difficult after the age of 12-14 years.
 - G) Anyone can learn a language other than English provided enough time is made available.
 - H) Only students who have a good achievement record in French in Grade 9 should be allowed to continue in Senior High.
 - I) It is necessary for a student to have a good achievement record in English to be allowed to do French in Senior High.
 - J) Students who begin languages in Level II can become as proficient by the end of Level III as those who begin in Grade 4.
 - K) In general, girl students make better language students than boys.
 - L) It is impossible for non-native speaker students to achieve anything like native fluency in French by the end of high school study.

Table 4.5

General Issue Statements About
Language Learning

Statement	Percentage of Principals Indicating Agreement or Disagreement
All students should be given the opportunity to study a language other than English if they so desire.	97
The optimum time for beginning French is in the primary school.	89
Students who are of "average or below average" intelligence should be discouraged from studying a language other than English.	80*
It is necessary for a student to have a good achievement record in English to be allowed to do French in senior high.	79*
Only students who have a good achievement record in French in Grade IX should be allowed to continue in senior high.	75*
Students who begin languages in Level II can become as proficient by the end of Level III as those who begin in Grade IV.	68*
Anyone can learn a language other than English provided enough time is made available.	68
Language learning becomes increasingly difficult after the age of 12-14.	56

*Issue statements on which principals indicated disagreement.

Opportunity to Study Other Languages

Analysis of the results indicated that there was almost unanimous agreement (97 percent) among principals surveyed that all students should be given an opportunity

to study a language other than English if they so desired. Consistent with this sentiment was disagreement with the statement that students of "average or below average" intelligence should be discouraged from learning a second language. Approximately 80 percent of principals indicated that intelligence is not necessarily a prerequisite for second language study. This trend is further evidenced from views expressed in statement six in which approximately 68 percent of principals agreed that anyone is capable of learning a second language provided enough time is made available. Similar views were expressed by administrators in studies conducted by DeFelippis, (1979), Herron (1982), Beard (1984), and Crawford-Lange (1984).

An examination of issue statements which dealt exclusively with second language ability revealed that, as with general ability issues, there was a fairly high degree of consensus among principals. Approximately 75 percent disagreed with the statement that only students who performed well in Grade IX French should be allowed to continue French in senior high school. Principals in Newfoundland would seem to agree that the study of French should not be reserved for an academic elite, and that all students should be exposed to the study of French, regardless of their ability.

Statement eight dealt with the transferability of language skills from English performance to performance in

a second language. Approximately 79 percent of principals indicated disagreement with the contention that a good achievement record in English was a prerequisite for continuation of French study at the senior high school level.

Optimum Time to Begin French

Principals were also requested to indicate the optimum time for beginning second language study. The vast majority (89 percent) proposed that second language study should begin in the primary school. In statement nine, however, only 68 percent of principals expressed disagreement with the view that students who begin French in Level II can become as proficient in the language by the end of Level III as those who begin in Grade IV. In addition, approximately half (56 percent) of the principals agreed that language learning becomes increasingly difficult after the age of 13-14 years. These findings would seem to suggest that some principals believe that students who begin French in the senior high school can learn as much as those who begin in the elementary school. It also raises questions as to what principals consider constitutes "proficiency" in French.

Degree of Proficiency in French

The issue of whether or not second language learners could achieve the degree of proficiency of native speakers

during their high school program was also explored. Approximately half (48 percent) of respondents agreed that it was possible for second language learners to achieve native-like fluency in French by the end of high school. Only 23 percent of principals disagreed with this statement. This finding seems to indicate a lack of awareness on the part of principals with regard to both the purpose and structure of the French language program in our schools and what constitutes native-like fluency. The statement of purpose for French 3200 states that the objective for the course is "to provide students with sufficient oral competency to make themselves understood in conversations" (Department of Education, Course Description, French 3200, p. 2). Furthermore, the course objectives state that the students will learn:

- (1) to converse with others on prepared topics within the realm of common experience.
- (2) to provide simple information and give simple descriptions of objects and events in nonstructured situations within the realm of common experience.

(Department of Education, Course Description; French 3200; p. 5)

Working with these objectives in mind, one would not expect second language learners to achieve anything like native fluency in French before graduating from high

school. In this respect, the views of some principals may be somewhat unrealistic, or the concept of native-like fluency in French is not well understood.

Religious Affiliation

As may be seen in Table 4.6, an examination of the results according to religious affiliation revealed several interesting trends. Firstly, principals employed with the Integrated and Pentecostal school boards indicated (72 percent and 84 percent agreement respectively) that anyone can learn a second language provided enough time was available. However, only 56 percent of the principals employed with the Roman Catholic School Board indicated agreement with this issue. Secondly, principals employed with the Integrated (58 percent) and Roman Catholic school boards (60 percent) indicated that language learning becomes increasingly difficult after the age of 12-14 years. Principals employed with the Pentecostal Assemblies Board of Education, on the other hand, indicated some skepticism regarding this issue. This finding may suggest that relatively fewer principals in the Pentecostal schools accept the need for an early introduction of the study of French.

An interesting finding, although not evident from Table 4.5 emanated from responses to the issue of whether or not it was possible for non-francophone native students

Table 4.6

General Positive Issue Statements About Language Learning Based on Sex,
Community Size, Religion, and School Type
(Percentage of Principals Indicating Agreement)

Statement	Opportunity to Study Other Languages	Primary School Optimum time to begin	Anyone can learn a second language if time is available	Difficulty of Language Learning after 12-14 years
Sex				
Male	96	88	67	55
Female	100	94	71	57
Community Size				
Rural	95	89	73	61
Urban	98	91	65	54
Religion				
R.C.	97	87	56	60
Integrated	98	85	72	58
Pentecostal	92	88	84	44
School Type				
Elementary	97	92	70	60
High	97	88	61	46
All Grade	98	88	71	61

to achieve native-like fluency in French by the end of high school study. Considerably more principals employed with the Roman Catholic school boards (55 percent) compared to those employed with the Integrated (46 percent) and Pentecostal school boards (40 percent) stated that students could become functionally bilingual. These responses, related to those reported in the first paragraph in this section, may indicate that principals in Roman Catholic schools anticipate that the students in the French program will achieve considerable fluency, but apparently do not believe that the numbers of students in these programs will be very large. They also appear to assume that the pupils who are studying French will have begun at an early age. The response may also indicate a different understanding of what functional bilingualism entails.

Community Size

As shown in Table 4.6 differences among principals according to community size were evident on the issue of whether or not anyone can learn a second language, if time is available, and the issue of the difficulty of language learning after 12-14 years of age. Even though 73 percent of the principals employed in rural areas tended to agree that anyone can learn a second language if time is available, 61 percent of these same principals indicated that language learning becomes increasingly difficult

after 12-14 years of age. These findings may suggest that rural principals may have greater sympathy for permitting students who achieve poorly in French to drop the subject at the high school level, or sooner.

Although not evident from Table 4.5, it is interesting to note that 35 percent of principals employed in rural areas, as compared to only 18 percent of principals employed in urban areas, agreed that second language study should be compulsory throughout school.

School Type

As indicated in Table 4.6, responses revealed that principals employed at the three school types differed little regarding two of the four positive issue statements about language learning. Differences were detected on the following two issues:

- (1) that anyone can learn a language other than English provided enough time is made available, and
- (2) that language learning becomes increasingly difficult after the age of 12-14 years.

There was little difference between the responses of both elementary and all grade school principals to these two issue statements. High school principals, on the other hand, gave a much lower percentage of agreement with the issues presented. On the issue of whether or not anyone can learn a second language if enough time is available,

61 percent of high school principals indicated agreement compared to approximately 70 percent of elementary principals and 71 percent all grade school principals. High school principals, on the other hand, indicated reservations about the perception that language learning becomes increasingly difficult after 12-14 years of age. Only 46 percent of those surveyed agreed with this statement. This percentage of agreement is considerably lower than that detected among elementary and all grade school principals who indicated 60 percent and 61 percent agreement respectively.

These findings would seem to suggest that principals in high schools have more positive perceptions than those in elementary or all-grade schools with respect to the learning of French by older students.

Summary

The findings of the questionnaire suggest that French is not generally perceived as making an important contribution to the achievement of any one of the provincial aims of education. The contribution attributed to French was mainly cognitive, rather than social, political, or vocational. Reasons for the decline in the percentage of enrollment in French at senior high school levels, as compared with elementary, were primarily attributed to factors outside the control of the school.

These factors included the removal of the matriculation requirement, the irrelevance of French or negative parental attitudes, rather than to factors associated with curriculum, timetabling, or staffing, which could be modified within the school system. Many principals did, however, feel that there was a need for more oral work. It is interesting to note that, for most principals, the main goal of the study of French was the ability to communicate in French, or to "survive" in French Canada. Principals also expressed the view that pupils of all academic abilities should be encouraged to study French, and that French instruction should begin in the primary or elementary grades. There was less agreement as to whether the study of French became more difficult with age, and, in general, principals seemed to feel that pupils who began their study of French in high school could achieve the same level of proficiency as those who began earlier. In addition, principals generally felt that native-like fluency was attainable by the end of the high school program for most pupils. These views give rise to several apparent inconsistencies, both internally and with respect to the views of others associated with French education.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SummaryIntroduction

The present study was established to investigate the attitudes of school principals and their perceptions of the importance of second language programs in the schools of Newfoundland and Labrador. The study focused specifically on the attitudes of school principals, rather than other administrators within the educational system, since it is felt that their interest and attitudes toward the various subject matters plays a significant role in the selection and utilization of programs to be included within a school's curriculum. In addition, the principal has a crucial role in establishing an harmonious and supportive atmosphere in his/her school. It is evident, therefore, that an understanding of the principal's attitudes toward French could do much to facilitate better second language programs within the schools of Newfoundland and Labrador.

A questionnaire, consisting of five sections, was designed to gather information on the following areas:

- (1) the contribution of French language study to the achievement of the aims of education,
- (2) the reasons for the decline in numbers enrolled in French in the senior high school as compared to the earlier grade levels.

- (3) the reasons for teaching French in the school system, and
- (4) the attitudes of principals to certain general issue statements concerning second language learning.

A fifth section gathered some personal information about the responding principal. The purpose of the questionnaire was:

- (1) to examine factors that might influence principals' attitudes, and
- (2) to focus attention on the attitude of principals to current issues and programs in French.

It was hoped that this information might provide insights into the way in which French programs are articulated in the schools of the Province.

To ascertain information pertaining to the attitudes of principals concerning French language instruction, the ~~modified~~ questionnaire was sent to 471 school principals. These principals were representative of all thirty-five school boards in Newfoundland and Labrador. Principals surveyed represented both urban and rural areas, schools from diverse geographical regions, different religious denominations, and schools which varied in terms of student population and facilities.

Of these principals, 243 or 52 percent responded to the questionnaire.

Principal's Characteristics

A total of 243 principals consisting of 193 males and 50 females, responded to the questionnaire. Of these, 45 percent were employed at the elementary school level, 22 percent at the high school level, and 29 percent at the all grade school level.

The present teaching area of the surveyed principals consisted mainly of English (25 percent), social studies (21 percent), and a combination of subject areas (22 percent). Only 3 percent of all principals indicated any teaching experience in the area of French. It is interesting to note, however, that 64 percent of all principals had studied French at some time during their formal education.

Responses to questions concerning second language methodology revealed that only 25 percent of principals were cognizant of the eclectic or basic skills approach which is currently used by the Province.

Principals' Perception of Second Language Study

Results of the present study tend to indicate that Newfoundland principals view the teaching of French as important in achieving five of the Province's fifteen aims of education, but not essential to the achievement of any specific aim. Helping students to mature mentally was seen as the most beneficial result. Other aims such as helping students to appreciate other disciplines and

encouraging the work ethic were also seen as important, as were career guidance and opportunities to master the fundamental skills of learning. Helping students to live in harmony with others was seen as the most important goal of the study of French by principals with the Pentecostal Assemblies Board of Education.

Reasons for Decline in Enrollment

The study also explored several factors as possible reasons why the percentage of students enrolled in French at the high school level was lower than that for the elementary level. Respondents indicated that the removal of French as a matriculation requirement was one of the most important factors contributing to this decline. Other important factors were the level of pupil interest/motivation and students' perception of irrelevance. Low academic achievement, too little oral work, and negative parental attitudes were also given high rankings. Poor teaching, inappropriate curriculum materials, and problems associated with staff continuity were viewed by only forty percent of principals as important factors contributing to the decline in French enrollment, although these factors have been indicated by students as being of considerable importance in their decisions not to continue French. These factors were, however, given more importance by female than by male principals.

Reasons for Teaching French

While the need for more oral work was ranked fifth as a reason for decline in French enrollment, the ability to hold conversations with native speakers was regarded as the most important reason for teaching French as a second language. Having an understanding of people from different backgrounds, communicating in writing, appreciating francophone society, and surviving in French Canada were also ranked highly by principals as reasons for teaching French.

Although 97 percent of all principals perceived oral competency as the main aim of French instruction, only 82 percent recognized the career importance of being functionally bilingual. It is also interesting to note that while principals regarded communicative competence and the ability to "survive" in French Canada as the main reason for French instruction, mental maturity was viewed as the aim of education best satisfied by such study. The development of communicative competence, however, would not necessarily comprise a large segment of a course designed to help students mature mentally.

General Issue Statements Regarding Second Language Learning

A further aim of the present study was to evaluate principals' perceptions of the various issue statements relative to the study of French. Ninety-seven percent of principals indicated that all students should be given the

opportunity to study a language other than English if they so desired. Consistent with this is their belief that the average or below average students, as a group, and particularly those with poor achievement in English and those who did not perform well in Grade IX French, should not be discouraged from studying French in senior high school. These findings seem to point to an egalitarian outlook on the part of principals.

Differences Amongst the Various School Levels

Principals employed at the three school levels were surveyed in the present study: elementary, high, and all grade schools. Differences between the three groups were detected on perceptions of the aims of education satisfied by the study of French, reasons for decline in French enrollment, and responses to general issue statements concerning language study. No differences existed regarding the reasons for including French in the school curriculum.

The aims of education which stressed cognitive learning were ranked highest by principals at the high school level. Of these aims, helping students to mature mentally and developing the work ethic were ranked highest. In comparison, principals at both the elementary and all grade school levels indicated that an appreciation of other disciplines was one of the aims best promoted by the study of French.

The removal of French as a matriculation requirement was viewed by principals working at the elementary level and the all grade school level to be one of the most significant factors contributing to the decline in French enrollment. Principals employed at the high school level, however, viewed the impact of lack of student interest/motivation as being more significant.

Skepticism regarding the issue that language learning become increasingly difficult after the age of 12-14 years was evident from responses of principals working at the high school level. Other principals indicated a fairly high degree of agreement with this particular issue statement.

Differences Amongst Denominational Groups

Principals employed with the Pentecostal Assemblies Board of Education consistently gave lower percentages of agreement when requested to indicate the influence of French on the achievement of the aims of education. Principals with this board regarded the contribution of French to be greatest in areas which would help pupils appreciate their privileges and responsibilities as members of their families and the wider community. These views were somewhat different from those expressed by principals employed with other boards. Principals employed with the Integrated and Roman Catholic school boards regarded mental maturity, mastery of fundamental

learning skills, and developing an appreciation of the work ethic as being more important. Those employed with the Roman Catholic school boards indicated that French contributed most to the appreciation of other disciplines and cultures.

The removal of French as a matriculation requirement was viewed by all principals as being a most important factor contributing to the decline in enrollments, as was the lack of student interest/motivation. Principals employed with the Pentecostal Assemblies Board of Education gave a much higher ranking to this factor than did those employed with other boards, while principals with the Roman Catholic School Boards gave a high ranking to student perceptions of irrelevance.

Denominational differences were also detected in responses to the various issue statements presented to principals for consideration. First, Pentecostal principals, more than any other group, indicated that they felt second language learning did not necessarily become more difficult with age. Principals employed with the Integrated and Pentecostal school boards appeared to agree that all students could learn French, while those with the Roman Catholic school boards disagreed.

Differences Between the Sexes

With respect to the aims of education, differences in responses according to sex were detected primarily concerning the role of second language study in the development of the work ethic. Fifty-seven percent of male principals viewed French as a subject which requires a lot of hard work. Only 45 percent of female principals agreed with this assessment.

An examination of the reasons for the decline in second language study indicated that differences between the sexes were also evident on the issue concerning the need for more oral work. More female principals than males indicated that the desire for increased oral work is a factor in students' decisions about continuing the study of French. Staffing problems and inappropriate curriculum materials were also cited by female principals.

In addition, a higher percentage of female principals than males viewed the ability to read and write French, as well as the potential for finding an interesting job as two fairly important reasons for French language study.

Conclusions

Language Study and the Aims of Education

Overall, it appears that respondent principals at all levels of the school environment reflect a generally positive attitude toward the study of French as a second

language. However, contrary to the findings of Koppel (1982), who discovered that principals perceived French as being extremely important to the attainment of specific educational goals, principals in the present study perceived French to contribute to the achievement of the aims of education generally, but not as essential to the achievement of any specific aim. Results of the present study tend to indicate that most principals in Newfoundland and Labrador seem unaware of the holistic dimension of this discipline. Many seem to suggest that the most beneficial results from the study of French would be those related to the aims of education associated with the immediate school and intellectual concerns of the students. Seldom did principals refer to the long term humanistic benefits emanating from second language study. Such benefits, however, must be made known for they play a significant role in including French language study in the curriculum and developing the attributes of good citizenship.

Reasons for Decline in Language Study

When asked to indicate reasons for decline in the proportion of students enrolled in French at the high school level compared with that at the elementary level, principals suggested that the removal of French as a matriculation requirement was the most significant contributing factor. If such is the case, principals

appear to place emphasis only on extrinsic motivation for French language study. As a result, it would appear that external motivators, such as the matriculation requirement, are needed in this Province.

The need arises, therefore, for a more realistic approach to presenting a rationale for the study of French. Until now, however, it appears that students have been only instrumentally motivated by a rationale suggesting that French study was a prerequisite for university entrance. Gardner and Lambert (1959, 1960, and 1972) concluded that students who were "integratively" oriented, as opposed to "instrumentally" oriented, were more successful in second language acquisition. A change in student motivational orientation would require a concentrated effort by both principals and teachers in presenting students with a more positive approach stressing the many beneficial outcomes from such a study rather than merely informing students that it is required for matriculation status.

Most principals did not cite poor teaching, or inappropriate curriculum materials as reasons for the decline in enrollment in French. These are, however, some of the major areas cited in recent studies by C.P.F. on declining enrollments in French courses in the schools of Newfoundland and Labrador:

The results of the survey indicate that pupils are dissatisfied with the French program insofar

as it is not teaching them to speak the language. They want more and better oral work.

There also appears to be consensus among all students that French is not as interesting as it could be.⁶ In addition, the present French course does not offer as much cultural content as students feel they should have. (C.P.F.,

1982, pp. 63-65)

Principals in the present study do not seem to be aware of the conclusions of the C.P.F. studies, but also do not seem to be aware of the feeling of their pupils towards the French program.

Principals, however, did suggest that the lack of an adequate oral component contributed to the decline of enrollment in French courses. While the Department of Education has encouraged the development of oral skills in each course of the school's French program, there has been little emphasis placed on the formal evaluation of such skills. Due to the lack of an evaluation instrument the individual teacher ultimately uses his/her own discretion regarding the extent to which an oral component is included in the French program. However, the current adoption by the Department of Education of the oral interview for French 3200 should greatly assist in improving the emphasis on the oral component. No doubt this trend will have a rippling effect that may permeate the entire structure of the French program. This new

emphasis on the evaluation of the oral component may, however, have serious implications with regard to the level of competency for many French teachers. Many are teaching French without a strong oral background in the language. In such an instructional environment, the goal of oral communication remains rather distant.

The majority of French Co-ordinators and teachers would probably feel that communicative competence cannot be met with the present curriculum materials, time allotment, and teacher qualifications. Most principals, however, did not identify inappropriate curriculum materials, inadequate time, or staffing qualifications as being problems when discussing the decline in French enrollment. In addition the present text prescribed for use in the schools treats the development of the four language skills, but does not generally include culture or empathy towards others. These goals cannot be met without appropriate methodology and materials. Some materials are available for the teaching of culture at the elementary grade levels, but the existence of these materials does not seem to be widely known.

Reasons for Teaching Second Languages in Schools

It can be concluded from the data that principals perceived oral competency as one of the main aims of French language study. Ninety-seven percent of principals viewed the ability to communicate with native speakers as

the prime concern of the French program. In addition, empathy with other people and personal satisfaction were also viewed as important reasons for French language study.

It is interesting to note that principals place more emphasis on the oral component than any of the other three language skills. The Department of Education stresses the development of all four language skills: listening, speaking, reading, and writing. While oral skills should form an integral part of any French program in our schools across the Province, it is not generally felt that the school program can educate students to the point where they would become fluent enough to communicate freely with native speakers. It appears that this is different from the perception held by principals with regard to the development of native language proficiency. This view seems to indicate the need for more awareness on the part of principals with regard to language proficiency and the French language program in our high schools. As noted in Chapter IV, the statement of purpose for French 3200 states that, orally, students should be able to "converse with others on prepared topics...to provide simple information and simple descriptions of objects and events...within the realm of common experience" (Course Description, French 3200, p. 5). If these objectives are satisfied, students would still not be expected to be as

fluent as native speakers in their second language at high school graduation.

It is also interesting to note that principals appear to rank the skills to be taught in French in the order of speaking, writing, listening, then reading. This rank order is not consistent with that of the aims of the French program as perceived by most teachers. There appears to be a need for discussion between principals and teachers to determine realistic aims for the French programs in our schools.

General Issue Statements Concerning Language Learning

Another interesting conclusion from the study was the detection of an egalitarian outlook on the part of principals with regard to the academic level of students who should be encouraged to study French. According to the majority of principals, all students, regardless of academic potential, should be encouraged to participate in French courses. It must be borne in mind, however, that according to studies conducted by C.P.F. (1980 and 1982), the present French courses tend to be highly academic in nature. If the principals' egalitarian outlook were applied, there would possibly be a higher rate of failure experienced by students. The high failure rate in turn would affect not only enrollment but also students' motivation to study French. Thus, the aim of higher

enrollment, through this avenue, would become self-defeating unless there were major changes in methodology.

With respect to reasons for teaching French, principals stressed the need for oral competence. Again, regarding reasons for decline, two-thirds of principals indicated the need for more oral work as one of the more important factors influencing declining enrollments. These concerns, coupled with the expressed desire of principals to see all students, regardless of academic level, participate in French courses needs to be addressed. The recent trend requiring oral interviews in French 3200 may be an indication that the Department of Education is also concerned with the level of communicative skills achieved. However, course structures may have to be changed, teacher's qualifications upgraded and appropriate in-service provided for those already in the field before principals' views reach fruition.

Recommendations and Implications for Further Study

It is evident, from the present study, that there is much room for discussion among all those involved in the educational arena with regard to improving the quality of French education provided in the schools of Newfoundland and Labrador. The Department of Education, French consultants and French coordinators have an important role to play in these discussions. Principals need more

information about the learning of French and a consistent and realistic rationale for French study needs to be developed. At present, principals are not as able to provide effective leadership if they are not fully informed about the goals of the French program methodology, and the problems which now exist.

Until now, principals, in general, have been looking beyond the school for help with the problem of generally low enrollments at the high school level. In the past stimulation was provided by the matriculation requirement which was a prerequisite for university entrance. Since this extrinsic motivator has been removed, principals, as leaders of the instructional team, now have to encourage ways of motivating students. Becoming familiar with the French curriculum materials and teaching practices, and developing and implementing a consistent and realistic French program, in conjunction with others in the educational field, would make a valuable contribution to improving French programs in the province.

The following is a list of recommendations designed to assist principals in developing more in-depth understanding of the French program, and hopefully facilitate more effective instructional leadership:

- (1) Principals need to be made aware, perhaps through systematic in-service programs, of the inclusion of the new aim of education respecting French, and of its significance for the role of

French in the total education of the child. This in-service should be undertaken by the Department of Education with respect to:

- (a) informing principals of new methodologies and how curriculum materials should be used,
 - (b) informing principals of actual levels of achievement (particularly oral) being reached in the Province,
 - (c) informing principals of the findings of studies conducted in the area of French in Newfoundland (Pack, C.P.F., etc.) and elsewhere,
 - (d) assisting principals to develop a more realistic view of what French programs in our schools can achieve,
 - (e) assisting principals to understand (and perhaps to be able to recognize) what native-like fluency in French really is, and
 - (f) assisting principals to evaluate the French programs in their schools more effectively.
- (2) Principals should be enabled to make more informed judgments about the French program in their schools particularly with respect to:
- (a) actual amount of oral work that is done,

- (b) amount of cultural teaching that is done,
and
- (c) amount of time given to French,
particularly for low achievers.

Recommendations for Further Research

Although it is hoped that the present study will result in increased understanding of the French language programs within the schools of Newfoundland and Labrador, there are still many areas of the French curriculum which remain to be investigated. Such investigations would be helpful in answering the following questions:

- (1) What are principals' perceptions of oral proficiency in a second language?
- (2) Why do the majority of principals propose that second language study should begin in the primary school?
- (3) Why are principals' perceptions regarding reasons contributing to the decline in French enrollment different from that of the students as indicated by Pack (1979) and the Canadian Parents for French (1982).
- (4) Do females find the study of languages easier than their male peers?

The information gathered in these studies could do much to facilitate more effective second language programs in the schools of this Province.

As professionals we must continually self-examine and re-evaluate our role(s) in an effort to be more effective in the school environment. For the principal, as leader of the educational organization, this self-examination is particularly imperative. It is hoped that being cognizant of the findings of this study should help principals in their self-examination process and result in assisting them to become more effective and knowledgeable leaders of the instructional team. Principals serve very important roles in curriculum selection and implementation and with the proper perspective of the French program, their influence in this most important area can create improved educational opportunities for the pupils in their schools.

BIBLIOGRAPHY

Bibliography

- Ainsfield, M. and Lambert, W.E. (1961). Social and psychological variables in learning Hebrew. Journal of Abnormal and Social Psychology, 18, 524-529.
- Ariano, A.A. (1975). Foreign language instruction: A closer look in South-Western Manitoba schools. (Eric Document Reproduction Service No. 122 640)
- Bartley, D. (1969). A pilot study of aptitude attitude factors in language drop-out. California Journal of Educational Research, 20, 48-55.
- Beard, J. L. (1984). Attitudes of secondary school counselors and superintendents toward foreign language teaching: A descriptive study. Foreign Language Annals, 17, (1), 29-32.
- Bennis, W.G. (1966). Changing organizations. Toronto: McGraw-Hill Book Company.
- Blumberg, A. & Greenfield, W. (1980). The effective principal. Boston: Allyn and Bacon.
- Brown, A.G. (1967). Reactions to leadership Educational Quarterly, 3, 63-73.
- Bryce, A.G. (1983). The changing role of the principal. The Canadian School Executive, 3 (4), 3-6.
- Buffenton, R.L., & Medster, L.L. (1955). Teachers and parents describe the effective principal's behaviour. Administrator's Notebook, 4 (1), 1-4.
- Burstall, C. (1974). Primary French in the balance. Atlantic Highlands, N.J.: Hillary House - Fernhill House.
- Burstall, C. (1974). French in the primary school: The British experiment. In J. Netten (Ed.), Book of readings for Education 3050 (pp. 38-54). St. John's: Memorial University of Newfoundland.
- Byrne, D.R., Susan, A., and McCleary, L. The senior high school principalship: The national survey. Rexton, Va.: NASSP.

- Champdoizeau, M. (1975). An historical study of the development of the teaching of French in the schools of Newfoundland to 1974. Unpublished master's thesis, Memorial University of Newfoundland, St. John's.
- Cobb, Joseph. (1978). The role of principals as viewed by principals, teachers and prospective teachers. American Secondary Education, 8 (1), 14-19.
- Course Description French 3200. (1982) St. John's: Government of Newfoundland and Labrador.
- Crawford-Lange, L.M.. (1984). Minnesota senior high school principals' perceptions of foreign language programs. The Modern Language Journal, 68 (4), 344-353.
- Crawford-Lange, L.M. (1985). Foreign language enrollments: Why are they declining? What can be done? NASSP Bulletin, 69 (478), 14-21.
- Croft, J.C. (1969). The principal as supervisor: Some descriptive findings and important questions. Educational Administrative Abstracts, 4, 71-76.
- DeFelippis, D. (1979). Views of secondary school superintendents on foreign language study: A support-constraint analysis. Foreign Language Annals, 12 (2), 139-144.
- DeRoche, E.F. (1981). An administrator's guide for evaluating programs and personnel. Boston: Allyn and Bacon.
- Downey, L.W. (1963). The secondary school principal. In D.J. Leu & H.C. Rudman (Eds.), Preparation programs for school administrators, (pp. 129-134). East Lansing: Michigan State University.
- Durward, M. L. (1980). Issues in elementary French as a second language program: A British Columbia perspective. Burnaby, B.C.: Simon Fraser University.
- Edwards, H.P., & Casserly, M.C. (1976). Research and evaluation of second language (French) programs. Ottawa: University of Ottawa Press.
- A foundation goes to school. (1972). New York: The Ford Foundation, 1972.

- Gardner, R.C. (1966). Motivational variables in second-language learning. International Journal of American Linguistics, 32, 24-44.
- Gardner, R.C. (1976). Second-language learning: A social psychological perspective. Canadian Modern Language Review, 32 (3), 198-213.
- Gardner, R.C. and Lambert, W.E. (1959). Motivational variables in second-language acquisition. Canadian Journal of Psychology, 13, 266-272.
- Gardner, R.C. and Lambert, W.E. (1972). Attitudes and motivation in second language learning. Massachusetts: Newbury House Publishers.
- Gardner, R.C. and Santos, E.H. (1970). Motivational variables in second language acquisition: A Philippine investigation. Research Bulletin: University of Western Ontario, (149), 7-15.
- Gardner, R.C., and Smythe, P.C. (1976). Motivation and second-language acquisition. Canadian Modern Language Review, 31, (3), 218-230.
- Getzels, Jacob W., Lipham, James M., and Campbell, R.F.. (1966). Administration as a social process: Theory, research and practice. New York: Harper and Row.
- Gibbs, C.A. (1969). Leadership. In G. Lindsay & E. Aronson (Eds.), The handbook of social psychology, (pp. 205-209). Reading, Mass.: Addison-Wesley.
- Green, Marie-Louise. (1980). Où allons-nous? St. John's, Newfoundland: Canadian Parents for French.
- Grittner, F. (1978). Effects of foreign language study on other subject matter: Selected, annotated footnotes. Information/The WAFLT Bulletin, 6, 10.
- Gross, N., & Herriott, R. (1965). Staff leadership in public schools: A sociological inquiry. New York: Wiley.
- Gue, L.R. (1977). An introduction to educational administration in Canada. Toronto: McGraw-Hill Ryerson Limited.
- Halpin, A.W. (1966). Theory and research in administration. New York: The Macmillan Company.
- Halpin, A.W. & Croft, D.C. (1963). The organizational climate of schools. Chicago: University of Chicago.

- Herron, C. (1982). Who should study a foreign language: The myth of elitism. Foreign Language Annals, 15 (6), 441-449.
- Huebener, T. (1963). How to teach foreign languages effectively. New York: New York University Press.
- Isabelle, E. (1976). What's what for children learning French. Ottawa: Mutual Press Limited.
- Jakobovits, L.A. (1970). Foreign language learning. Rowley, Mass.: Newbury House Publishers.
- Johnson, T.J. (1982). Theoretical logical foundation for the assessment of instruction. Conference paper, School of Education, Boston University.
- Jones, J. P. (1981). Toward better second language programs. The Canadian Modern Language Journal, 37 (2), 226-232.
- Klayman, N. (1975). Views of secondary school educators on the foreign language requirements in higher education. The Canadian Modern Language Journal, 59, 168-177.
- Koppel, I.E. (1982). The perceived contribution of foreign language to high priority educational goals. Foreign Language Annals, 15, (6), 435-439.
- LeBlanc, J. C. (1984). The core french program: Proposals for change. Education Canada, 6, 5-11.
- Lipham, J.M., & Hoeh, J.A. (1974). The principalship: Foundations and functions. New York: Harper and Row.
- Lippmann, J.N. (1974). Rationale for language study. In G.A. Jarvis (Ed.), ACTFL foreign language education series: Volume VI. Skokie, Ill.: National Textbook Company.
- Littlewood, W.T. (1984). Foreign and second language learning. New York: Cambridge University Press.
- Olson, P., & Burns, G.E. (1981). Immersed for change: Politics and planning in French immersion. Orbit, 12 (5), 7-14.
- McInnis, C.E., & Donoghue, E.E. (1976). Research and evaluation of second language programs. Ottawa: University of Ottawa Press.

- Morphet, E.L., Johns, R.L., & Reller, T.L. (1967). Educational organization and administration. Englewood Cliffs, N.J.: Prentice-Hall, Incorporated.
- Netten, J. (1982). Bilingual education in Newfoundland. The Morning Watch, 10, (2), 33-41.
- Nida, E.A. (1956). Motivation in second language learning. Language Learning, 7, 11-16.
- Pack, H.P. (1979). A study of factors affecting enrollment in French in the senior high school: A comparison of variables of sex, achievement, attitude and motivation of two groups of grade ten students. Unpublished master's thesis, Memorial University of Newfoundland, St. John's, Newfoundland.
- Papalia, A. (1975). Attitudes of students, teachers, and administrators toward ability grouping for individualizing instruction. Foreign Language Annals, 8, (1), 54-55.
- Pillet, R.A. (1974). Foreign language study perspective and prospect. Chicago: University of Chicago Press.
- Reid, M. & Fouillard, C. (1982). Où allons-nous? St. John's, Newfoundland: Canadian Parents for French.
- Rivers, W.M. (1964). The psychologist and the foreign-language teacher. Chicago: University of Chicago Press.
- Rivers, W.M. (1968). Teaching foreign language skills. Chicago: University of Chicago Press.
- Rivers, W.M. (1976). Speaking in many tongues: Essays in foreign language teaching, (2nd ed.). Rowley, Mass.: Newbury House.
- Roe, W.H. & Drake, T.L. (1974). The principalship. New York: Macmillan Publishing Company.
- Savignon, S.J. (1976). On the other side of the desk: A look at teacher attitude and motivation in second language learning. Canadian Modern Language Review, 32 (3), 295-301.
- Saxe, R.W. (1968). Perspectives on the changing role of the principal. Springfield, Illinois: Charles A. Thomas Publisher.

- Sergiovanni, T.J. & Elliott, D. (1965). Educational organization: Leadership in elementary schools. Englewood Cliffs, New Jersey: Prentice-Hall Incorporated.
- Stern, H.H. (1983). Fundamental concepts of language teaching. Oxford: Oxford University Press.
- Stogdill, R.M. (1974). Handbook of leadership: A survey of theory and research. New York: Free Press.
- Strong, M. (1984). Motivation cause or result of successful language acquisition. Language Learning, 34 (3), 1-15.
- Stryde, S.J. (1980). The role of the principal in curriculum planning and development. Paper presented to a workshop of school principals of the Avalon Consolidated School District, St. John's, Newfoundland.
- Warren, P.J., The principal as an educational leader. St. John's: Memorial University of Newfoundland.
- Weatherford, H. J. (1982). Foreign language attitudes survey: Georgia superintendents and high school principals. Foreign Language Annals, 15, (1), 29-34.
- Weldy, G.R. (1970). Principals: What they do and who they are. Reston, Virginia: National Association of Secondary School Principals.
- Williams, L. (1986). Principals' perceptions of their instructional leadership role. St. John's: Memorial University of Newfoundland.
- Wood, C.L., Nicholson, E.W., & Findley, D.G. (1979). The secondary school principal: Manager and supervisor. Toronto: Allyn and Bacon Incorporated.
- Yasmeen, L. (1972). Motivation to learn and learning proficiency. Language learning, 22, 261-272.

APPENDIX I

AIMS OF PUBLIC EDUCATION FOR THE PROVINCE
OF NEWFOUNDLAND AND LABRADOR

- A. To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.
- B. To help pupils to develop moral values which will serve as a guide to living.
- C. To acquaint pupils with the principles of democracy and to provide opportunities for the practice of these principles.
- D. To help pupils to mature mentally.
- E. To help pupils to mature emotionally.
- F. To ensure that all pupils master the fundamental skills of learning to the limit of their abilities.
- G. To provide opportunities for the development of pupils' abilities to think critically.
- H. To help pupils to understand, appreciate and benefit from what is good and valuable in history, literature, science and the arts.
- I. To help pupils make the best of their leisure time.
- J. To help pupils understand the human body and practice the principles of good health.
- K. To help pupils appreciate their privileges and responsibilities as members of their families and the wider community and so live in harmony with others.

- L. To give pupils guidance in the choice of a career and to provide opportunities to begin preparation for occupational life.
- M. To encourage pupils to strive for high standards in their work and to develop an appreciation and respect for the work of others.
- N. To seek out and develop pupils' special talents and potentialities and to assist them in developing their strengths and in overcoming or adjusting to handicaps and weaknesses.

APPENDIX II

FRENCH PROJECT: QUESTIONNAIRE FOR SCHOOL PRINCIPALS

Instructions: Some questions require a number to be put in a blank, or a blank to be ticked. Others ask you to write comments in the spaces provided.

A. School Data & Personal Background

1. School Type:

Please tick the space applicable to your school:

a) Religion:

Integrated ☐
Catholic ☐
Pentecostal ☐
Seventh Day ☐
Adventist ☐

b) Level:

Primary ☐
Elementary ☐
Secondary ☐

c) In which community is your school located?

d) What is the population of your community?

e) Is French taught in your school?

Yes ☐ No ☐

2. Background Data

a) Sex: Male ☐ Female ☐

b) What is your own teaching area?

(e.g., English/Mathematics) _____

c) Have you ever learnt a language other than English? Yes ☐ No ☐

d) If YES, indicate:

i) Which language? _____

ii) Where studied? _____

iii) For how long? _____

iv) Do you believe it was worthwhile?
Yes ☐ No ☐

v) Why ? _____

e) Are you familiar with the following language teaching approaches?

- i) Grammar Translation Yes ___ No ___
- ii) Audio-Lingual Yes ___ No ___
- iii) Direct Method Yes ___ No ___
- iv) Eclectic/Basic Skills Yes ___ No ___
- v) Communications Approach Yes ___ No ___

B. Language Study and the Aims of Education

1. The following statements reflect current aims in education. Please indicate whether or not you think that the study of French contributes to the achievement of those particular aims.

Aims	If French makes a contribution to this aim, tick the blank
a) to help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living	___
b) to help pupils to develop moral values which will serve as a guide to living	___
c) to acquaint pupils with the principles of democracy and to provide opportunities for the practice of these principles	___
d) to help pupils to mature mentally	___
e) to help pupils to mature emotionally	___
f) to ensure that all pupils master the fundamental skills of learning to the limit of their abilities	___

If French makes a contribution to this aim, tick the blank

Aims

- | | | |
|----|--|---|
| g) | to provide opportunities for the development of pupils' abilities to think critically | — |
| h) | to help pupils to understand, appreciate, and benefit from what is good and valuable in history, literature, science, and the arts | — |
| i) | to help pupils make the best of their leisure time | — |
| j) | to help pupils understand the human body and practice the principles of good health | — |
| k) | to help pupils appreciate their privileges and responsibilities as members of their families, and the wider community and so live in harmony with others | — |
| l) | to give pupils guidance in the choice of a career and to provide opportunities to begin preparation for occupational life | — |
| m) | to encourage pupils to strive for high standards in their work and to develop an appreciation and respect for the work of others. | — |
| n) | to seek out and develop pupils' special talents and potentialities and to assist them in developing their strengths and in overcoming or adjusting to handicaps and weaknesses | — |

Reasons for Decline of Second Language Study

- C. Reasons normally given in the past for the decline in the proportion of students studying French as a second language are shown below. Indicate the level of your agreement or disagreement with each reason by ticking the appropriate box.

The following have made a significant contribution to the decline of French at school:

Strongly Agree	= SA
Agree	= A
Neither Agree nor Disagree	= NAD
Disagree	= D
Strongly Disagree	= SD

	SA	A	NAD	D	SD
1) Removal of French as a matriculation requirement	—	—	—	—	—
2) Poor teaching	—	—	—	—	—
3) Negative parental attitude	—	—	—	—	—
4) Inappropriate curriculum materials	—	—	—	—	—
5) Examination requirements	—	—	—	—	—
6) Conflict because of timetable offerings	—	—	—	—	—
7) Lack of pupil interest/motivation	—	—	—	—	—
8) Lack of time available for study	—	—	—	—	—
9) Problems with continuity of staffing	—	—	—	—	—
10) Too many "easy" alternatives in the curriculum	—	—	—	—	—
11) Students' perception of irrelevance of French	—	—	—	—	—
12) Need for more oral work	—	—	—	—	—
13) Low achievement in French	—	—	—	—	—

D. Reasons for Teaching Languages in Schools

The following are possible outcomes or aims of teaching French as a Second language. Please read through the list and rate each item according to your opinion of its importance, or otherwise, by putting 1, 2, or 3 in the corresponding blank:

- 1 = very important
2 = important
3 = unimportant

Importance

- | | |
|--|---|
| 1. To be able to read newspapers and magazines and summarize information. | — |
| 2. To be able to "survive" when in French Canada. | — |
| 3. To gain personal satisfaction and enjoyment through music, art, etc., encountered in the study of the language. | — |
| 4. To be able to understand radio broadcasts, T.V. programs and/or films in the language. | — |
| 5. To be able to hold conversations with native speakers of the language. | — |
| 6. To increase one's understanding of people from different backgrounds. | — |
| 7. To obtain an interesting job. | — |
| 8. To be able to communicate in writing of the language. | — |
| 9. To develop one's own capacity for creative thinking. | — |
| 10. To be able to read literary texts (e.g., short stories, novels, etc.). | — |
| 11. To serve as a basis for learning other languages by providing insights into the structure and functions of language. | — |
| 12. To give insight into the workings of one's own language. | — |
| 13. To help benefit society by equipping members with an appreciation of a Francophone society. | — |

E. Issues in Second Language Learning

Below are some statements with which you may agree or disagree. After reading each statement, indicate your choice by ticking one of the five options.

Strongly Agree	= SA
Agree	= A
Neither Agree nor Disagree	= NAD
Disagree	= D
Strongly Disagree	= SD

	SA	A	NAD	D	SD
1) All students should be given the opportunity to study a language other than English if they so desire.	—	—	—	—	—
2) The study of a language other than English should be compulsory for all students at high school:					
a) for at least 1 year	—	—	—	—	—
b) or at least 2 years	—	—	—	—	—
c) or at least 3 years	—	—	—	—	—
d) throughout	—	—	—	—	—
3) Students who are of "average or of below average intelligence" should be discouraged from studying a language other than English.	—	—	—	—	—
4) The optimum time for beginning French is:					
a) in primary school	—	—	—	—	—
b) in the elementary school	—	—	—	—	—
c) in first or second year of high school	—	—	—	—	—

- d) as an adult when the learner has specific motivation
- 5) Language learning becomes increasingly difficult after the age of 12-14 years.
- 6) Anyone can learn a language other than English provided enough time is made available.
- 7) Only students who have a good achievement record in French in Grade 9 should be allowed to continue in Senior High.
- 8) It is necessary for a student to have a good achievement record in English to be allowed to do French in Senior High.
- 9) Students who begin languages in Grade 11 can become as proficient by the end of Level III as those who begin in Grade 4.
- 10) In general, girl students make better language students than boys.
- 11) It is impossible for non-native speaker students to achieve anything like native fluency in French by the end of high school study.

Please accept my thanks for the time you have taken to complete these questions.

I appreciate the help you have given.



