

TEACHER REACTION TO 1989 CURRICULUM CHANGE
IN NEWFOUNDLAND AND LABRADOR ELEMENTARY
CORE FRENCH

CENTRE FOR NEWFOUNDLAND STUDIES

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HAROLD J. WARR



**TEACHER REACTION TO 1989 CURRICULUM CHANGE
IN NEWFOUNDLAND AND LABRADOR ELEMENTARY CORE FRENCH**

by

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ABSTRACT

The aim of this study was to determine teacher reaction to a curriculum change in elementary core French. In most cases a particular curriculum is changed and a new one implemented without a formal evaluation of whether or not the implementation was successful. As a result of informal discussions with teachers it was learned that the change in curriculum in elementary core French was successful, but that there were some difficulties with the new program. This study is, therefore, an example of how to evaluate a program that has already been implemented.

In order to determine exactly the successes and difficulties with the new program, a survey was developed using the new elementary core French curriculum guide as a source for the questions to be posed. The survey was composed of two sections. The first consisted of fifteen items and asked teachers for demographic information. The second required teachers to rate on a scale of five to zero forty-four statements which were based on program objectives. The survey was administered to all teachers of elementary core French in schools operated by the Pentecostal Assemblies Board

of Education. The Pentecostal Assemblies Board of Education is a provincial board with schools representative of the types that are found in Newfoundland and Labrador.

Out of a total of forty-one surveys sent out, there were thirty-five completed and returned. Although a descriptive study, SPSS, a comprehensive, integrated system for statistical analysis, was used to determine frequency distributions of the variables on which the survey was based. As well, Pearson correlation coefficients were calculated to determine what linear relationships exist between the variables.

As a result of this survey analysis it was learned that teachers are favourably impressed with the curriculum change. However, they feel that there are some difficulties with the authorized resource at the grade six level. Teachers have stated that the grade six resource does not provide for continuity from grade five to grade six and that many of the suggested activities in the grade six resource are not suitable for students who have previously studied core French for only two years.

The challenge facing teachers who use this curriculum is to make certain that the objectives outlined in the curriculum guide are met even if it means considerable adaptation of the resource that has been authorized for use in grade six. If the resource-based learning and teaching philosophy of the Department of Education is followed by the teachers, students should have a successful experience in elementary core French no matter what resources are used.

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Chapter 1

Introduction

In September 1989, the Department of Education in Newfoundland and Labrador introduced a new curriculum guide and learning resources into the elementary core French curriculum. The curriculum guide entitled, Learning French as a Second Language, A Guide for Teachers Grades 4 - 6, replaced the Elementary French Teaching Guide, Grades 4 - 6 dated August, 1981. The learning resource chosen to complement the curriculum guide is entitled Aventures, a commercially produced resource-based kit of materials. The materials include a student text, workbook, flashcards, audio cassettes and puppets. Aventures was chosen as a result of a provincial pilot during which time other commercially produced resources were experienced by selected classes across the province. As a result of pilot teacher comment, Aventures was selected as the resource that could best meet the needs of students in our schools. As well, Aventures correlated very well with the provincial curriculum guide.

Since its introduction in 1989 at the grade 4 level, the new resource has been introduced one year at a time to grade 5 in 1990 and grade 6 in 1991. It should be noted as well that the implementation of a new core French program has continued throughout the intermediate level and into the

senior high. The introduction of the new curriculum guide and learning resources in 1989 was an important point in the teaching and learning of French in Newfoundland and Labrador Schools. It marked the end of a decade of rapid introduction of core French to our elementary schools to the point where core French is accepted as an established part of the elementary school program with grade 4 as the official entry point to the core French program.

With elementary core French firmly established as an official part of the school program, the aim of the changes in elementary core French was to consolidate and improve the entire elementary core French program.

This multi-dimensional elementary core French program has been in use in schools for five years at the grade 4 level, four years at the grade 5 level and three years at the grade 6 level. For the most part, teacher attitude and reaction to the changes have been determined informally. The program has been accepted, and most practioners seem to agree that the program is meeting the needs of the French curriculum. However, it is now time to make a more detailed assessment of the reaction of teachers who are using the program.

The teachers' point of view is important, and this study is an attempt to give teachers an opportunity to express their views or perceptions. Anderson (1970) states that teachers

are the greatest of all influences on the curriculum, and that their views of curriculum content, of the children, and of their own values are the major determiners of the classroom experience. The classroom experience of children is the curriculum.

The question of what should be included in the school curriculum is a continuing one. It is a question to which each generation must find its own answer, drawing upon the past for what is appropriate and making changes to reflect contemporary needs. Curriculum planners must continuously reassess the curriculum with reference to the kind of world in which our children will live in the years ahead.

Some of the forces which have created a need for reassessment of the curriculum include the global economy, conflicts between differing value systems and national needs. They also include the explosion of knowledge and the growth of expectations. These very factors were among those that led the Newfoundland Department of Education to implement a new curriculum guide beginning in 1990. The views of the elementary core French teachers, with respect to the different aspects of the curriculum, may be of great interest. The ways that they perceive the various aspects of the curriculum may well be key determining factors for the success or failure in achieving the goals and objectives of the elementary core

French program.

This descriptive study is therefore an example of how a program and curriculum change can be evaluated after official implementation. The survey that teachers were asked to complete gave them an opportunity to react to a curriculum change after several years of using the authorized resources in their classrooms. Based on the teacher responses, the implementation and feasibility of the program is discussed. Fullan (1991) states that educational change depends on what teachers do and think. This study gave teachers the opportunity to express their thoughts on a curriculum change in elementary core French.

Chapter 2

Statement of the Problem

One of the major problems with any major change to school curriculum is the lack of evaluation of that curriculum once it has been implemented. Teachers continuously evaluate their students through various means such as observations, rating scales, checklists and unit tests. Often the collective evaluations of students serve as an evaluation of the curriculum itself. In most cases, this sort of curriculum evaluation may be sufficient. If students are attaining program objectives, it might be possible to generalize that the program is adequate. However, the actual attitudes and observations of teachers with regard to the curriculum cannot be overlooked. Their evaluation of the curriculum, whether positive or negative, must be considered with a view to improving the curriculum or confirming that the curriculum is acceptable for intended objectives.

Curriculum implementation according to Fullen (1982) requires several years. It is, therefore, appropriate that teacher observation of and attitude towards the new curriculum be studied five years after the initial implementation at the grade 4 level.

The purpose of this descriptive study will therefore be to determine teacher reaction to changes in curriculum in elementary core French. Informal discussions with teachers

reveal that there is overall satisfaction with the change. However, some aspects of the curriculum are problematic. For example, some teachers have stated that the learning activities of the grade 6 learning resource, Aventures 3, do not fit the objectives of the curriculum guide as well as they had hoped. It is hoped that an analysis of teacher reaction will demonstrate the actual topics of concern so that adjustments can be made in the curriculum.

By analyzing teacher attitudes and concerns toward curriculum change, it will be possible to improve the teaching and learning situation in elementary core French classes. The recommendations that result from the study should, if implemented, create worthwhile changes in the classroom.

Chapter 3

Selected Review of the Literature

Attempts at Change

The literature suggests that school districts which are willing to disperse power so that there is more involvement and decision-making closer to the point of delivery are more successful in implementing change (Fullen, 1983; Rutherford, 1986). Initiatives relying more on cross-level participation and collaborative planning, with central monitoring and support, are more successful. Therefore the capacity of an implementation plan to influence teaching strategies, organizational patterns, and basic beliefs about instruction is essential to any attempt at planned change.

Common (1980) observes that school reforms that were described in scholarly articles, government documents, and school board policies, for the most part, were not implemented in classrooms: "teachers were able to put the weather stripping on the classroom door and effectively shut out the cold winds of change" (p. 1). In reviewing the results of attempted innovations, Mann (1978) concludes, "It turns out, in a sense, that all those school people who have been saying you don't know my teachers, or my school, or my district, were right" (p. xx).

Traub, Weiss, Fisher and Musella (1972) commented that "the history of education is littered with the remains of

program innovations that have ... all but disappeared" (p. 69). Leithwood and Montgomery (1987) conclude that "pedagogical innovations" aimed at influencing instruction have been extremely short-lived and less successful than attempts at organizational and administrative changes. Leithwood and Montgomery (1987) regard this as a "sobering experience" (p. 2) since classroom instructional experiences are so crucial to shaping students' learning. The consequences of even the best developed and well funded curriculum initiatives depend on "what happens as individuals throughout the system interpret and act on them" (McLaughlin, 1987, p. 172).

Teacher Impact

The teacher variable has been identified as greatly influencing the success (or failure) of many programs (Fried, 1974). Teachers are one of the essential constituents of the educational process, and therefore it is important to learn about their perceptions regarding various aspects of the curriculum. Teachers' perceptions may be of great significance in determining the success of any particular program. Knowing how the teachers perceive themselves in relation to the different components of a curriculum could be very valuable when determining goals and curricular activities

in a cooperative process.

The purpose of a study by Barnette and Thompson (1979) was to examine teacher perceptions of the effects of program evaluation, teacher evaluation, and student evaluation in improving instruction. Their results provided evidence that student evaluation appears effective in improving instruction, while teacher and program evaluation appear not to be as effective. Student performance evaluation, as a facilitator of instructional change, seems to be positive since teachers, students and parents want good academic performance. The findings of this area of evaluation lead us to believe that the majority of teachers are reviewing, modifying, and revising their instruction to meet the needs of their students, whereas we cannot conclude that the same impetus for change is generated from program or teacher evaluation. Teachers modify a program so that their students do well.

The strength and major contributions of a curriculum developer are that he/she can present course materials in a useful form for teachers and students. However, the curriculum developer cannot assign let alone account for, the full range of teaching situations that arise. It is here that the teachers' experience and wisdom enter into curriculum planning in a way that cannot adequately be replaced (Saber and Miron, 1980, p. 205). Teachers have the flexibility to

modify curriculum as long as they teach from prescribed objectives. The greater the amount of modification that is necessary, the greater the workload for teachers. However, experienced teachers adapt to meet the needs of their students so as to ensure that success is attained.

The teachers are the individuals who actively put a program into practice. They can either go through the motions or genuinely give their best effort. Teacher understanding of the nature of the program can be a major determinant of how it is implemented. Hughes and Keith (1980) concluded that the degree of success in implementation was greater when teachers perceived the innovation positively from four perspectives. Is it an improvement over the previous curriculum? Does it suit the teacher's existing values, past experiences, and needs? Does it allow the teacher to experiment with it on a limited basis? Will others clearly recognize the results of the new program? Whether teachers adequately implement a new program depends on their perceptions of that program. Their perceptions are not discernable from their choice to use the program or even their seemingly accurate use of terminology. Their thoughts must be investigated much more deeply to determine their level of understanding.

Change Models

Fullen (1982) states "educational change depends on what teachers do and think - it's as simple and as complex as that" (p. 107). Leithwood (1982) believes "it is the classroom teacher who possesses the information (about particular students in a particular class) necessary to make the innovation work. The decisions of the classroom teacher will determine the classroom success of the innovation" (p. 250). Rutherford (1986) states "the process of change in schools cannot be studied in a meaningful way without attending to the role of the teachers" (p. 1).

The Concerns-Based Adoption Model (C-BAM) is a model of change which describes the stages through which educators move as an innovation comes into a school. This model traces levels of concerns about an innovation from the stages of little or no knowledge to the point at which the individual teacher becomes a fluent user and finally an evaluator of the innovation (Hall, Wallace, and Dossett, 1973, p. 2). According to Loucks (1983), this model describes the changes individual teachers go through as they adopt new programs, and how they can be helped to make the necessary changes "in an effective, efficient and humanistic manner" (p. 3).

The C-BAM Model is based on certain assumptions that set the perspective from which change in schools is viewed. This

model was developed in response to the failure of other models in bringing about successful change within the school system. The developers argued that the lack of successful change within the school system resulted from the lack of consideration of the individual in the adoption process (Hall, Wallace, and Dossett, 1973, p. 8).

The following assumptions help to form an understanding of the C-BAM Model:

- (1) Educational change is a process and not an event. Often school administrators and sometimes even teachers assume that change is the result of an administrative decision or a new curriculum acquisition. They assume that teachers will put aside their old strategies or textbooks and immediately apply an individualized program with great sophistication. They also assume that with the introduction of a new program, teachers will blend their talents into effective teams. As indicated in the C-BAM Model, change takes time and is achieved only in stages (Hall and Loucks, 1978, pp. 37-38).
- (2) The individual must be the primary target of any intervention designed to facilitate change within the school system. The C-BAM Model emphasizes working with individual teachers and administrators in relation to their roles in the implementation of the innovation. According to this theory, institutions cannot change until the individuals within them

change (Hall and Loucks, 1978, p. 38).

(3) Change is a very personal experience. Staff developers, administrators and other change facilitators often emphasize the technology of the innovation and ignore the feelings or concerns of the individuals experiencing the change process. In the C-BAM Model, the personal dimension is not only emphasized but considered to be important to the success or failure of the innovation. Since change is brought about by individuals, their personal satisfaction, frustration and concerns in general all play a part in determining the success or failure of an innovation (Hall and Loucks, 1978, p. 38).

(4) As individuals experience the process of change, they move through identifiable stages or levels. They move through these identifiable stages or levels as they develop sophistication in using the innovation (Hall, 1978, p. 4).

(5) Many in-service workshops address the needs of trainers rather than trainees. When planning staff development, administrators should use a client-centered diagnostic, prescriptive model. To deliver effective staff development, administrators or change facilitators need to find out where their clients are in the change process and then address those needs in the in-service (Hall and Loucks, 1978, p. 38).

(6) Change facilitators need to work in a systemic way. They need to constantly evaluate the progress of the individual

within the larger context of the total organization that supports the change. As they evaluate the process of change, they have to be constantly ready to adopt interventions in accordance with the information received from the evaluation. However, change facilitators must always be aware of the "ripple effect" that change may have on other parts of the educational system (Hall and Loucks, 1978, p. 38).

(7) A complete description of the innovation in operation is important. Very often change facilitators are not clear or complete in the operational definitions of the innovations they are implementing. Frequently, teachers do not know what the innovation is supposed to look like when it is implemented. A consumer-based change requires a complete description of what is involved in the innovation when it is in full operation (Hall, 1978, p. 4).

Resource-based Learning

The Department of Education's document entitled Learning to Learn states that the philosophy of resource-based learning shall guide the development of the curriculum in the province of Newfoundland and Labrador. The elementary core French curriculum guide, Learning French as a Second Language: A Guide for Teachers Grades 4 - 6 is supportive of this philosophy of resource-based learning. The guide states that

besides contributing to students' general knowledge, learning French also helps them develop their reasoning skills and their ability to infer, deduce, and observe. The core French program relates to students' experience, drawing on that experience whenever possible. The topics (themes) of the program should be of interest to elementary students since they relate well to students of this particular age group. The program is meant to be student-centered, providing opportunities for group activity, movement, music, and drama. Students are given opportunities to talk about themselves. Learning a language is a holistic venture involving changes in attitudes, knowledge, and skills. By providing resource-based learning opportunities in French classes, students in core French learn language but, at the same time, acquire skills in the access of information that will be beneficial in future learning.

The development of the elementary core French curriculum has reflected the need to broaden the resources, activities, and strategies which students experience, thus meeting a variety of learning needs and styles.

National Core French Study

The National Core French Study was a four-year curriculum project that published its final report in 1990. It puts forth a multi-dimensional curriculum model based on a communicative/experiential approach. The implications of this model for professional development, program design, and student evaluation are examined in the National Study.

The multi-dimensional curriculum was proposed as a possible solution to perceived weaknesses of the various types of core French programs in Canada. Stakeholders in education had been demanding better results from the core French programs and the National Study examined research in second language teaching as a means of improving core French offerings in Canadian schools. The multidimensional curriculum is made up of four syllabuses: language, communicative/experiential, culture, and general language education, the key to the success of this project being the integration of the various components (LeBlanc, 1990). The authors of the National Study felt that the implementation of the multidimensional curriculum would give core French a higher profile in the curriculum since in recent years French immersion has become the program of choice for students and parents who wanted second language ability.

In order to accomplish its goals the National Study's

objectives were: (a) to examine the policies, programs, and activities of core French teaching across Canada; (b) to develop and organize a curriculum on the basis of national cooperation and exchange of ideas based on experience and research; (c) to identify means of improving core French in a substantial way so that it could contribute more significantly to the school curriculum (Poyen, 1990).

The elementary core French program, Aventures, is a commercially produced resource-based teaching program which incorporates the research upon which the National Core French Study is based.

Chapter 4

Design of the Study

In this study all elementary core French teachers in the Pentecostal School District were administered a Likert-style questionnaire to determine their reaction to recent changes in the elementary core French curriculum. A separate section of the questionnaire determined demographic information. The questionnaire was developed by using the learning objectives that are contained in Learning French as a Second Language: A Guide for Teachers, Grades 4-6, the curriculum guide for elementary core French. Using a scale of five to zero teachers were asked to state the degree to which they agreed or disagreed with each statement. A copy of the questionnaire is attached as Appendix A. Permission to survey all teachers of elementary core French was given by the Superintendent of Schools in a letter dated February 13, 1995. A copy of the letter is attached as Appendix B. The Pentecostal School District covers the entire province of Newfoundland and Labrador and has schools in rural and urban centres. Some of its schools are small with multiage classes while others are large with as many as three streams at certain grade levels. Some of these schools have specialist elementary core French teachers while others have generalist teachers with a limited background in French teaching the French classes. The district therefore includes the full range of possibilities

that is likely to be found in the province. For these reasons, I have decided to limit my survey to teachers within this district.

Information from the questionnaires was summarized by frequency distributions. The frequency distributions were then used to calculate the percentage of teachers who responded either positively or negatively to the variables on the questionnaire. The positive categories (values 4 and 5) in the frequency distributions were collapsed in order to calculate the percentages. As a result, overall comments have been made instead of separate comments on those who strongly agree (value 5) and those who sometimes agree (value 4).

The Pearson Product Moment Correlation Coefficient was used to measure the closeness of the linear relationship between responses to the various items. According to Cohen and Cohen (1983) this coefficient is the standard measure of the linear relationship between two variables and has the following properties: (i) It is a pure number and independent of the units of measurement. (ii) Its absolute value varies between zero, when the variables have no linear relationship and one, when each variable is perfectly predicted by no other. The absolute value thus gives the degree of relationship. (iii) Its sign indicates the direction of the relationship. A positive sign indicates a tendency for high

values of one variable to occur with high values of the other, and low values to occur with low. A negative sign indicates a tendency for high values of one variable to be associated with low values of the other.

Limitations of the Study

Research suggests that school principals are in a key position of influence. Berman and McLaughlin (1977) found that with the active support of the principal, projects would most likely be successful. The principal can either provide a tremendous amount of help or hindrance to a new program. Their passive indifference, while not a direct negative influence, can also slow the implementation process. Understanding their perception is therefore a worthwhile task when studying the success of a new program. Principal reaction will not be examined in this study.

Students are often neglected when implementing a new program even though their opinions, values, and needs can be useful. Fullen (1982) expressed the following: "...But what about the student?" Innovations and their inherent conflicts often become ends in themselves, and students often get thoroughly lost in the shuffle. When adults do think of students, they think of them as the potential beneficiaries of change. They think of achievement, results, skills, attitudes,

and jobs. They rarely think of students as participants in a process of change and organizational life.

If students demonstrate interest and enthusiasm towards one program they can provide a strong motivation for the teachers. If they show no interest and even discontent with a program the teacher can become frustrated in attempting to do an effective teaching job regardless of how dedicated he/she is to the innovation. Leithwood and MacDonald (1981) discovered that over 60% of teachers they studied used student interest as the basis for curriculum choices and methods of teaching. It would therefore be appropriate to consult students in an attempt to understand their needs as well as their perceptions of an innovation in practice. This study of teacher reaction to curriculum change thus raises many questions and suggests directions for future research.

Further limitations:

- (1) An interview study of a random sample would produce information of greater depth, while an observation study of a random sample of subjects would provide the best picture of how the new program is perceived and used.
- (2) An observation study of this scope would require a team of trained observers to visit the schools selected. A provincial questionnaire, interview or observation study is not feasible because of the cost and time required.

Chapter 5

Results

Demographic Results

The survey which is attached as Appendix A was sent to all teachers of elementary French in schools operated by the Pentecostal Assemblies Board of Education. Out of a total of 41 surveys sent, 35 were completed and included in this study. This translates into an 85% response rate.

An examination of frequency distributions generated from data collected in the study indicates that 57.1% of the teachers surveyed are less than 35 years old. There are approximately equal numbers of males and females teaching elementary French. 48.6% are male and 51.4% are female. 51.4% of the teachers have a Teaching Certificate 5 with 28.6% holding a Teaching Certificate 6. None of the teachers surveyed held less than a Teaching Certificate 4. Of the teachers surveyed 48.6% reported more than 10 years of teaching experience. 57.1% have taught Aventures 1 for more than three years. 42.9% have taught Aventures 2 for more than three years and 20% have taught Aventures 3 for more than three years. Since the Aventures materials were phased in one year at a time over three years it is to be expected that fewer teachers would have taught Aventures 3 for more than three years than teachers would have taught Aventures 1 and

Aventures 2 for more than three years. In addition to teaching elementary French, 48.6% of the teachers surveyed also teach primary French. A lesser number, 22.9%, teach intermediate French. Only 2.9% of the teachers surveyed also teach senior high French.

The majority of the teachers surveyed work in small schools with less than 100 students. 20% were teaching in schools with populations of 101 to 200 students. This reflects the nature of the school district from which the teachers were surveyed. The Pentecostal Assemblies Board of Education is a district of small schools and since the province is largely rural, the board is in many ways representative of the entire province. There were however responses from teachers in small, medium, and large schools. 62.9% of the teachers said that their elementary classes have less than 20 students. As well, 60% of the teachers surveyed reported that they taught elementary French in a multigrade setting. Nearly all the teachers who taught in a multigrade setting used a thematic approach instead of trying to teach two separate levels of the resource at a time. The majority of the teachers surveyed felt that the recommended 10% of instructional time is being allotted to core French.

Specific training for teaching French varied considerably amongst the teachers who were surveyed. 34.3% of the teachers reported having only 2 or 3 one semester university French credits. 25.7% stated that they have between 4 and 6 credits in French. 31.4% reported more than six credits in French. These numbers indicate that approximately 57% of the teachers presently teaching French are qualified. A teacher is defined as qualified if he/she has the equivalent of a concentration in French as defined by the Faculty of Education at Memorial University of Newfoundland at the time of the initial implementation of Aventures. Since the initial implementation, the university has redefined its requirements for a concentration making the requirements more stringent. Many however do not possess the minimum acceptable qualifications for French instruction. The lack of suitably qualified teachers of French was reported in the Report of the Policy Advisory Committee on French Programs in December of 1986. 74.3% of the teachers surveyed have not taken a methods course in the teaching of French. This is possibly a reflection of the present situation where tenured teachers are upgrading their qualifications in French language in order to maintain job security. These teachers however have little opportunity to take courses in the teaching of French since most of them would be studying the French language and in most

cases teachers must have a certain minimum background in the language before they can pursue methods courses in the teaching of French.

Even though approximately 34% of the teachers surveyed have a minimum of training in French, 71% of all teachers stated that they are comfortable or very comfortable with using the French language. The degree of comfort is presented in Table 1. When questioned about the usefulness of the inservice that they had received for the elementary program, 34.3% stated that they had received no inservice. This is a reflection of the large number of teachers who have begun to teach French since the initial implementation of the Aventures programs. Most of these teachers would be new to the profession or they may be experienced teachers who have recently begun to teach French.

Table 1. Teacher Level of Comfort using French

Value	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	2	5.7	5.7	5.7
2.00	8	22.9	22.9	28.6
3.00	19	54.3	54.3	82.9
4.00	6	17.1	17.1	100.0
Total	35	100.0	100.0	

Valid Cases 35
Mean 2.83

Missing Cases 0
Standard Deviation .79

63% of the teachers surveyed felt that their inservice had been useful. Teacher comments however revealed the need for more inservice. One teacher commented that there was a need for inservice in the integration of culture and another said that inservice was needed in Aventures 3 methods. One respondent stated that there was a need for inservice in the teaching of French in a multi-grade classroom and another teacher would like to be inserviced on the criterion-referenced test that the Department of Education is requiring all students to write in June of 1996. Still another requested inservice on ways to span the gap between Aventures 2 and Aventures 3. Obviously, work must be done to meet teacher requests for inservice.

Changes in Materials and Methodology Results

In this section of the survey, teachers were asked to rate their reaction for each of the three levels of the learning resource. For each variable teachers responded separately for Aventures 1, Aventures 2, and Aventures 3. This approach was taken since teachers have indicated informally that there are differences in the three levels of the resource.

Teachers were asked to rate their students' enthusiasm for the study of French. 68.5% of the students were

enthusiastic in Aventures 1; 61.4% were enthusiastic in Aventures 2; and 28.6% were enthusiastic in Aventures 3. Another question asked teachers to rate the interest level of students for the various topics, themes, and units of the three levels of Aventures. 77.2% of the teachers surveyed felt that the topics, themes, and units of Aventures 1 were of interest to the students. 74.2% felt that the topics, themes, and units of Aventures 2 were of interest to the students. For Aventures 3 only 37.2% felt that the topics, themes, and units were of interest to their students. These findings are presented in Table 2 and Table 3. One teacher who had taught all three levels of the resource for more than three years commented:

Overall, I have enjoyed using the Aventures program with my French students. The various activities are interesting and enjoyable. Students even mention how fast each class seems to go.

Table 2. Student Enthusiasm for the Study of French

Aventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	6	17.1	17.1	17.1
1.00	1	2.9	2.9	20.0
2.00	2	5.7	5.7	25.7
3.00	2	5.7	5.7	31.4
4.00	11	31.4	31.4	62.9
5.00	13	37.1	37.1	100.0
Total	35	100.00	100.0	

Valid Cases 35
Mean 3.43

Missing cases 0
Mean 1.85

Aventures 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
1.00	4	11.4	11.4	31.4
2.00	4	11.4	11.4	42.9
3.00	2	5.7	5.7	48.6
4.00	14	40.0	40.0	88.6
5.00	4	11.4	11.4	100.0
Total	35	100.0	100.0	

Valid Cases 35
Mean 2.69

Missing Cases 0
Standard Deviation 1.79

Aventures 3

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	14	40.0	40.0	40.0
1.00	3	8.6	8.6	48.6
2.00	6	17.1	17.1	65.7
3.00	2	5.7	5.7	71.4
4.00	9	25.7	25.7	97.1
5.00	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 1.77

Standard Deviation 1.75

Table 3. Student Interest in Aventures UnitsAventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
2.00	2.00	2.9	2.9	22.9
4.00	8	22.9	22.9	45.7
5.00	19	54.3	54.3	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 3.69

Standard Deviation 1.97

Aventures 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
2.00	2	5.7	5.7	25.7
4.00	11	31.4	31.4	57.1
5.00	15	42.9	42.9	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 3.51

Standard Deviation 1.93

Aventures 3

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	12	34.3	34.3	34.3
1.00	3	8.6	8.6	42.9
2.00	5	14.3	14.3	57.1
3.00	2	5.7	5.7	62.9
4.00	10	28.6	28.6	91.4
5.00	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 2.11

Standard Deviation 1.88

Teachers also responded to many statements regarding the use of the authorized learning resources. The Teacher's Manual for each of the three levels of the resource contains highly organized lesson plans for all aspects of the program. It is the teacher who decides whether or not he/she will follow the lesson plans as outlined. However, teachers do

appreciate this aspect of the resource because of the amount of time that it saves. With regard to the three levels of Aventures, 96% are able to follow the lesson plans as outlined for the first level. A teacher who teaches the first level but not the other two stated, "Excellent program - I love the organized way that it is set up." For Aventures 2, 86% are able to follow the lesson plans as outlined. 68% can follow the lesson plans as provided for Aventures 3.

On another item teachers were asked to give their reaction to the need to supplement the authorized resources with teacher-made and other commercially produced resources. 57% felt it was necessary for Aventures 1; 64% felt it was necessary for Aventures 2, and 74% felt that it was necessary for Aventures 3. One teacher responded, "The games and activities are frequently the same in each unit. Maybe more variety in this area is needed. The children are getting bored of the same games and activities." This particular teacher would obviously need to supplement the authorized resources with other resources. Another similar comment was, "Some activities in the resource book are repetitive."

Teachers were also asked to indicate their reaction to how well the three levels of the authorized learning resource correlated with the Department of Education's elementary core French curriculum guide. This information is presented in

Table 4. 72% felt that the correlation between Aventures 1 and the guide was adequate. 68% felt that there was adequate correlation between Aventures 2 and the guide. 45% felt that there was good correlation between Aventures 3 and the curriculum guide.

Table 4. Correlation of Curriculum Guide and Resource
Aventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	10	28.6	28.6	28.6
2.00	4	11.4	11.4	40.0
3.00	3	8.6	8.6	48.6
4.00	4	11.4	11.4	60.0
5.00	14	40.0	40.0	100.0
Total	35	100.0	100.0	

Valid Cases 35
Mean 2.94

Missing Cases 0
Standard Deviation 2.13

Aventures 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	10	28.6	28.6	28.6
2.00	3	8.6	8.6	37.1
3.00	5	14.3	14.3	51.4
4.00	3	8.6	8.6	60.0
5.00	14	40.0	40.0	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 2.94

Standard Deviation 2.11

Aventures 3

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	13	37.1	37.1	37.1
1.00	1	2.9	2.9	40.0
2.00	4	11.4	11.4	51.4
3.00	7	20.0	20.0	71.4
4.00	4	11.4	11.4	82.9
5.00	6	17.1	17.1	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 2.17

Standard Deviation 1.95

The authorized learning resource incorporates a spiral approach in its methodology which allows for a continuous reentry and review of previously learned materials. According to 62.8% of the teachers surveyed, this is true for Aventures 1. 60% of the teachers say that there is a spiral approach in

Aventures 2. 31.5% of the teachers agree that there is a spiral approach in Aventures 3. One teacher commented that there is a large gap between Aventures 2 and Aventures 3. Another stated, "Aventures 3 is too difficult."

The majority of teachers feel that the authorized learning resources emphasize primarily the skills of listening and speaking; and to a lesser extent, reading and writing in all three levels of the Aventures program. Likewise they feel that the authorized learning resources adequately allow for the development of a knowledge of the structure of the French language in all three levels of Aventures. One teacher, however, commented that, "I believe students find the grade 6 program too overwhelming for this development of a knowledge of the structure to take place."

Teachers have also indicated that the learning resources provide for continuity from grade to grade for Aventures 1 and 2 but not for Aventures 3. A frequency distribution of this information is presented in Table 5. Only 35% felt that there was grade to grade continuity provided by Aventures 3 whereas for Aventures 1 and 2 87% felt that there was grade to grade continuity. One respondent stated that there is too much variety in Aventures 3 and that continuity is lost at the price of variety. Another responded, "Grade 6 French (Aventures 3) tends to cause some problems for teachers."

Table 5. Continuity Between Grades

Aventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
1.00	1	2.9	2.9	22.9
2.00	1	2.9	2.9	25.7
3.00	1	2.9	2.9	28.6
4.00	3	8.6	8.6	37.1
5.00	22	62.9	62.9	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 3.66

Standard Deviation 2.06

Aventures 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
1.00	1	2.9	2.9	22.9
2.00	2	5.7	5.7	28.6
3.00	1	2.9	2.9	31.4
4.00	7	20.0	20.0	51.4
5.00	17	48.6	48.6	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 3.46

Mean 2.01

Aventures 3

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	13	37.1	37.1	37.1
1.00	8	22.9	22.9	60.0
2.00	3	8.6	8.6	68.6
3.00	3	8.6	8.6	77.1
4.00	6	17.1	17.1	94.3
5.00	2	5.7	5.7	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 1.63

Standard Deviation 1.72

Approximately 65% of teachers felt that the three levels taught information from other subject areas as well as French. 51% of those surveyed felt that Aventures 1 and 2 do a good job teaching the culture of the people who speak the French language whereas 40% believe that Aventures 3 does a good job teaching culture. For Aventures 1 58% believe that the resource helps students develop their reasoning skills and their ability to infer, deduce, and observe. For Aventures 2 the number increases to 62%. 50% felt that Aventures 3 helps students to develop their reasoning skills and their ability to infer, deduce, and observe. Overall, teachers felt that the authorized learning resources did a good job relating to students' experience and drew on that experience whenever

possible at the three levels of Aventures. Teachers find that the authorized resources provide opportunities for students to talk about themselves to a very high degree in Aventures 1 and 2 and to a slightly lesser degree in Aventures 3.

At the elementary level, approximately 80% of class time should be allotted to listening and speaking skills. Teachers feel that this is the case at all three levels of Aventures but that for Aventures 3 there is slightly less possibility to allot this amount of time to listening and speaking skills.

Teachers feel that the authorized learning resources provide for the opportunity to use visuals and concrete examples to introduce new material in all three levels of Aventures. The numbers who responded positively to this statement ranged from a high of 100% for Aventures 1 to a low of 77% for Aventures 3. Teachers state that the authorized learning resources provide for the presentation of the French language in context. However again in this case, Aventures 1 and 2 are rated higher than Aventures 3. 85% feel that Aventures 1 and 2 provide for the presentation of the French language in context whereas 70% feel that Aventures 3 provides for the presentation of the French language in context. Teachers responded positively to the statement that the authorized learning resources provide for the use of a variety of activities in every lesson so as to maintain interest and

to ensure that every student enjoys a measure of success. Again however in this case, Aventures 1 and 2 were rated much more highly than Aventures 3. 93% of respondents stated that Aventures 1 and 81% of respondents stated that Aventures 2 maintained interest and allowed students to enjoy success. Only 65% stated this for Aventures 3.

The authorized learning resources should provide for the proper sequencing of intense activities and moderate activities. Teachers feel that this is the case for Aventures 1 and 2 but not so much so for Aventures 3. 88% felt that there was a proper sequencing of intense and moderate activities in Aventures 1 ; 79% in Aventures 2 ; and 43% in Aventures 3. Teachers felt that all three levels of the resource provide for the participation of all students in class activities. 93% of respondents felt that Aventures 1 provides for the participation of all students in class activities. 82% felt that Aventures 2 provides for the participation of all students in class activities and 78% felt that Aventures 3 provides for the participation of all students in class activities. Teachers stated that the resources provide for the introduction of some new content in every lesson. However, again in this case, teachers felt that this was the situation to a greater extent in Aventures 1 and Aventures 2 than in Aventures 3. The authorized learning

resources provide students with opportunities to work with the language in a meaningful way in all three levels of Aventures. However, most felt that this was the situation to a much greater extent in levels one and two than in level three. Table 6 presents this information as a frequency distribution. Only 8.6% strongly agreed with this statement for Aventures 1. The majority of those surveyed felt that the authorized resources provide for regular opportunities for incorporating material and experience into students' daily lives in both Aventures 1 and Aventures 2. This was not true for Aventures 3. Only 17% felt that this was true for Aventures 3. With regard to the maintenance of an appropriate pace, teachers felt that the first two levels of the program did this well with 96% stating that Aventures 1 maintained an appropriate pace. Only 38% agreed that Aventures 3 maintained an appropriate pace. Table 7 presents the frequency distribution of teacher attitude towards the maintenance of appropriate pace. The majority of teachers felt that the authorized learning resources allow for continuous provision of feedback to ensure that students are aware of their progress. 89% felt that this was so for Aventures 1. 86% felt that this was true for Aventures 2. 61% felt that Aventures 1 provides for continuous provision of feedback to ensure that students are aware of their progress. 100% of teachers felt

that the organization of the learning resources allows for ease of long-range planning, medium-range planning, and short-term planning for both Aventures 1 and Aventures 2. 74% felt that this was so for Aventures 1.

Table 6. Meaningful Language Opportunities

Aventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
2.00	2	5.7	5.7	25.7
3.00	1	2.9	2.9	28.6
4.00	8	22.9	22.9	51.4
5.00	17	48.6	48.6	100.0
Total	35	100.0	100.0	

Valid Cases 35

Mean 3.54

Missing Cases 0

Standard Deviation 1.96

Aventures 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
2.00	4	11.4	11.4	31.4
3.00	1	2.9	2.9	34.3
4.00	10	28.6	28.6	62.9
5.00	13	37.1	37.1	100.0
Total	35	100.0	100.0	

Valid Cases 35

Mean 3.31

Missing Cases 0

Standard Deviation 1.92

Aventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	12	34.3	34.3	34.3
1.00	2	5.7	5.7	40.0
2.00	4	11.4	11.4	51.4
3.00	3	8.6	8.6	60.0
4.00	11	31.4	31.4	91.4
5.00	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 2.23

Standard Deviation 1.90

Table 7. Learning/Teaching Pace

Aventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
1.00	1	2.9	2.9	22.9
4.00	7	20.0	20.0	42.9
5.00	20	57.1	20.0	42.9
Total	35	100.0	100.0	

Valid Cases 35

Missing Values 0

Mean 3.69

Standard Deviation 2.01

Aventures 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
1.00	1	2.9	2.9	22.9
2.00	1	2.9	2.9	25.7
3.00	2	5.7	5.7	31.4
4.00	7	20.0	20.0	51.4
5.00	17	48.6	48.6	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 3.49

Standard Deviation 1.99

Aventures 3

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	12	34.3	34.3	34.3
1.00	5	14.3	14.3	48.6
2.00	3	8.6	8.6	57.1
3.00	6	17.1	17.1	74.3
4.00	6	17.1	17.1	91.4
5.00	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 1.94

Mean 1.80

Teachers were asked if they needed to create materials for use in their classes. 68% felt that this was necessary for Aventures 1. 71% felt that this was necessary for

Aventures 2. 91% felt that this was necessary for Aventures 1. Results were similar when teachers were asked if it was necessary to devise appropriate activities for use in their classes. 56% felt that this was necessary in Aventures 1. 59% felt it necessary in Aventures 2. However for Aventures 1 95% of respondents felt that it was necessary to devise activities for use in class. When asked the converse, the results were similar. 39% of respondents felt that Aventures 1 provides all the activities that they need for their classes. 71% felt that Aventures 2 provides all the activities that they need for their classes and 89% of respondents felt that Aventures 1 provides all the activities that they need for their classes. Similar results were stated when teachers were asked if the activities found in the authorized learning resource required adaptation before they could be used in their classes. 57% felt that it was necessary to adapt activities at least some of the time for both Aventures 1 and 2. For Aventures 1, 82% of teachers felt that it was necessary to adapt activities at least some of the time. Tables 8, 9, and 10 represent this information.

Table 8. Need to Devise Activities

Aventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	8	22.9	22.9	22.9
1.00	9	25.7	25.7	48.6
2.00	1	2.9	2.9	51.4
3.00	2	5.7	5.7	57.1
4.00	13	37.1	37.1	94.3
5.00	2	5.7	5.7	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 2.26

Standard Deviation 1.80

Aventures 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	8	22.0	22.9	22.9
1.00	8	22.9	22.9	45.7
2.00	1	2.9	2.9	48.6
3.00	2	5.7	5.7	54.3
4.00	14	40.0	40.0	94.3
5.00	2	5.7	5.7	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 2.34

Standard Deviation 1.81

Aventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	13	37.1	37.1	37.1
3.00	1	2.9	2.9	40.0
4.00	16	45.7	45.7	85.7
5.00	5	14.3	14.3	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 2.63

Standard Deviation 2.09

Table 9. All Activities Needed in Resource

Aventures 1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
1.00	3	8.6	8.6	28.6
4.00	15	42.9	42.9	71.4
5.00	10	28.6	28.6	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 3.23

Standard Deviation 1.94

Aventures 2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
1.00	5	14.3	14.3	34.3
2.00	2	5.7	5.7	40.0
3.00	1	2.9	2.9	42.9
4.00	11	31.4	31.4	74.3
5.00	9	25.7	25.7	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 2.89

Standard Deviation 1.97

Aventures 3

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	12	34.3	34.3	34.3
1.00	7	20.0	20.0	54.3
2.00	5	14.3	14.3	68.6
3.00	2	5.7	5.7	74.3
4.00	8	22.9	22.9	97.1
5.00	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 1.71

Standard Deviation 1.67

Table 10. Need to Adapt Activities

Aventures_1

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
1.00	10	28.6	28.6	48.6
2.00	1	2.9	2.9	51.4
3.00	1	2.9	2.9	54.3
4.00	12	34.3	34.3	88.6
5.00	4	11.4	11.4	100.0
Total	35	100.0	100.0	

Valid Cases 35

Mean 2.37

Missing Cases 0

Standard Deviation 1.86

Aventures_2

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	7	20.0	20.0	20.0
1.00	10	28.6	28.6	48.6
2.00	2	5.7	5.7	54.3
4.00	13	37.1	37.1	91.4
5.00	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Valid Cases 35

Mean 2.31

Missing Cases 0

Standard Deviation 1.83

Aventures 3

Value	Frequency	Percent	Valid Percent	Cumulative Percent
0.00	12	34.3	34.3	34.3
1.00	3	8.6	8.6	42.9
3.00	1	2.9	2.9	45.7
4.00	12	34.3	34.3	80.0
5.00	7	20.0	20.0	100.0
Total	35	100.0	100.0	

Valid Cases 35

Missing Cases 0

Mean 2.54

Standard Deviation 2.12

At all three levels, 78% of teachers felt that it was necessary to evaluate the affective factors. However, they felt that it was much easier to foster the development of positive attitudes by using Aventures 1 and 2 rather than Aventures 3. With regard to the assessment of speaking skills that must be done individually, 64% of respondents felt that this was easily accomplished in Aventures 1. 57% felt that this was easily accomplished in Aventures 2 and 50% felt that this was easily accomplished in Aventures 3. One teacher expressed the concern that in larger groups children get bored so the individual assessment must be done over a period of time. This teacher also commented that this is very time consuming. Yet another commented that this is extremely difficult, if not impossible, in large classes. 40% of

respondents felt that a teacher could be expected to complete a profile of oral achievement for each student in both Aventures 1 and 2. 53% felt that this was possible for Aventures 3. 61% of respondents felt that the unit tests provided in the student workbooks are adequate for assessing the skills of listening, reading, and writing in Aventures 1. 64% felt that they are adequate in Aventures 2 and 43% felt that they are adequate in Aventures 3. One teacher stated, "I feel that they provide partial evaluation, but I find it necessary to supplement."

In accordance with the Special Education Policy of the Department of Education, special needs students must have the opportunity to participate in the Core French Program, Grades 4 - 6, if approved by their program planning team. The majority of teachers stated that there were special needs students in their classes at all three levels. 91% of respondents had special needs students in their classes in Aventures 1. 82% of respondents had special needs students in their classes in Aventures 2. 73% had special needs students in their classes in Aventures 3. When asked if the core French program is appropriate for special needs students, 82% felt that it was appropriate for Aventures 1. 63% felt that it was appropriate for Aventures 2. 41% felt that it was appropriate for Aventures 3. Furthermore, they felt that there

was an appropriate variety of activities in Aventures 1 and 2 so that special needs students could be accommodated in their classes. A teacher who is teaching Aventures 1 and Aventures 2 but not Aventures 3 commented that the program is good for weaker students. Another stated that written tasks can be frustrating for special needs students and that at times the level of French is too high for these students. Teachers did not feel that there were sufficient activities in Aventures 3 to accommodate special needs students. When asked if they had participated as a member of a program planning team for special needs students who have been placed in their classes, very few teachers stated that they had participated.

When asked if French is integrated into other areas of the curriculum such as music or art, 52% stated that this was so in Aventures 1. 40% stated that integration takes place at Aventures 2. 42% stated that integration takes place in Aventures 3. One teacher commented that because French is taught by a French teacher and not the homeroom teacher, it is difficult to integrate French into other areas of the curriculum. Another teacher responded, "I am able to switch back and forth as I deem practical." Opportunities for integration thus vary greatly depending on who teaches French in a particular class. It is much more likely for integration to take place if classroom teachers can teach French in their

own classroom.

82% and 74% respectively stated that Aventures 1 and 2 contain sufficient numbers of songs however only 45% felt that Aventures 3 contained a sufficient number. One teacher commented that the students do not like the Aventures 2 and Aventures 3 songs. With regard to the use of activity centres, few teachers used computer or listening centres in their classes. However the use of games centres and crafts centres was more common. The majority of teachers felt that the authorized learning resources provide students with regular opportunities to be physically active through singing, movement, games, action songs, dramatizations, and classroom routines except that most stated that action songs and movement were not provided for in sufficient quantities in Aventures 3.

There are therefore some difficulties with the program. For example, less than 30% of teachers felt that their students were enthusiastic about the study of French if they were using Aventures 3 as their learning resource. However, nearly 70% of students who were using Aventures 1 were enthusiastic about the study of French according to their teachers perceptions. This may be explained by the fact that French is new to students who use Aventures 1 since grade 4 is the entry point for many students who study French. The lack

of enthusiasm at the grade 6 level may be a result of frustration with the level of difficulty of the authorized resource. It might also be as result of developmental changes in students. Many students in grade 6 are at a stage in their development where they are entering their adolescent years. Often students at this stage are negative towards much of their schooling. It would be interesting to survey grade 6 students regarding their attitudes towards their French program. Such a survey is outside the scope of this study but could be the subject of further research.

Teachers reaction to the learning resource for grade 6 was not positive in many respects. For example only 45% felt that Aventures 3 correlated well with the province's curriculum guide for elementary core French. Only 31.5% felt that a spiral approach existed in Aventures 3. 35% felt that there was no grade to grade continuity in Aventures 3. Informally some teachers who also teach French at the intermediate level feel that the grade 7 program is less academically challenging than the grade 6 program. Only 8.6% of respondents reported that Aventures 3 provides students with opportunities to work with the language in a meaningful way. Teachers also reported that Aventures 3 did not provide for a proper sequencing of intense and moderate activities. Very few teachers felt that Aventures 3 provides students with

opportunities to work with the language in a meaningful way. As well, the teachers surveyed felt that Aventures 3 does not provide for the maintenance of an appropriate pace and that it does not allow for the incorporation of program material and experience into the students' daily lives. When asked about the need to create materials for classes and the need to devise learning activities outside those provided by the resources, a very high percentage of teachers felt that this was necessary for classes that used Aventures 3 as the learning resource but that this was not necessary for the other two levels of the resource. Teachers also felt that special needs students could be accommodated in classes that used Aventures 1 and 2 but that these students were not well accommodated by the Aventures 3 material.

The generation of Pearson Product Moment Correlation Coefficients revealed interesting relationships between various variables. For example there is a high positive correlation (.5664) between the use of arts and crafts centres and providing for the participation of all students in class activities in Aventures 1. There is also a high positive correlation (.6901) between the number of years of teaching the Aventures resources and providing for the participation of all students in class activities in Aventures 3. Another high positive correlation (.7238) exists between the need to adapt

materials and providing for the needs of all students in class activities in Aventures 3.

A strong positive correlation (.5023) exists between the appropriateness of Aventures materials for special needs children and the need to adapt materials before they can be used in class in Aventures 3. There is a strong relationship (.6337) between the maintenance of an appropriate teaching/learning pace and the need to adapt materials for class use in Aventures 3. A strong positive correlation is indicated by the coefficients calculated for grade to grade continuity and the need to adapt materials for classroom use. The correlation in Aventures 1 is .5097; in Aventures 2 it is .4011; and in Aventures 3 it is .5988.

These relationships between variables indicate that if the needs of students are to be accommodated, teachers must be willing to adapt classroom activities so that the students can have a positive experience in the French class. This is especially true in Aventures 3 but is also the case in Aventures 1 and Aventures 2. Such a finding demonstrates the importance of using learning objectives and adapting curriculum materials so that they fit the objectives. The importance of using a resource-based approach in the teaching of elementary core French is emphasized by these results.

Chapter 6

Conclusion

The Aventures learning resources are based on the findings of the National Core French Study which was published in the spring of 1990. The National Core French Study was undertaken because of perceived weaknesses in the existing core French program which was in place in schools across the country. As well, the core French program was becoming a sort of 'poor cousin' to the French immersion programs which were becoming more and more popular. Many people were of the opinion that any parents who were serious about having their children learn French had no choice but to enrol them in French immersion. For many Canadian children, immersion programs would never be an option. In many rural areas, the school populations could never support such a program and as well in some urban areas there was the difficulty of finding French immersion teachers. The purpose of the National Core French Study was, therefore, to examine the current research in the teaching of French as a second language and to suggest means whereby the core French programs could be improved to the extent where graduates of the program would have a much better background in French than was possible previously. Stern (1983) suggested a multidimensional curriculum as a possible solution to weaknesses in the core

French programs. This curriculum was made up of four syllabi: language, communicative/experiential, culture, and general language education, the key to the success of this project being the integration of the various components. It is to this multidimensional curriculum that nearly all core French curriculum developers, writers, and implementers have subscribed in the last decade.

The Aventures learning resources were introduced to the province's schools as part of a pilot that began in 1986. Province-wide implementation of the resources began with the introduction of Aventures 1 to all grade four students in September 1989. The next two levels of the program were introduced over the following two years. Reaction to the pilot at the grade 4 level was extremely positive and enthusiasm for Aventures 2 in grade five was also very high. At the time that the piloting was taking place, it appeared obvious that the Aventures materials were superior to resources that were being piloted from other publishers. By the time that Aventures 3 had reached the pilot stage, the momentum from the two other levels was strong enough so that province-wide implementation would begin. However, some of the pilot teachers had expressed serious reservations about the usefulness of Aventures 3 for elementary students. These reservations were expressed in surveys submitted to the

Department of Education and during conference call meetings during the pilot period. Their concern was that students using the Aventures 3 materials would be required to retain 100% of all the information that they had been exposed to in grades 4 and 5 French in order to be able to accomplish many of the Aventures 3 activities. Nevertheless, Aventures 3 was prescribed as the authorized learning resource for grade 6 French beginning in September 1991.

With official implementation of the new elementary curriculum all teachers of elementary core French had the opportunity to experience the new authorized learning resources. Reaction was favourable and even though some teachers noted an apparent lack of continuity between Aventures 2 and 3, it was felt that by relying more on the new curriculum guide, Learning French as a Second Language: A Guide for Teachers Grades 4 - 6, than on the resources as a guide for lesson preparation the difficulties with the new resource would be minimized.

Now that these resources have been a part of the curriculum for at least five years, teachers have had ample time and experience to react. The results of the survey indicate that teachers are very satisfied with the elementary core French program and that on most variables presented their reaction has been positive. Teachers feel comfortable using

the French language and in general they feel that the inservice that they received prior to the introduction of the new program prepared them adequately for implementation.

Survey results allow us to possibly conclude that teachers who are using Aventures 3 must spend a considerable amount of time adapting the activities and materials in the resource before they can use them in their classes. In many cases the materials presented in the resource are not appropriate for elementary students who have two years of core French experience. It may be appropriate that the Department of Education request a revision of this resource in order that it would better correlate with the curriculum guide for elementary core French. If the Aventures 3 resource could provide for greater grade to grade continuity and if the vocabulary and activities were more grade and age appropriate, it could be improved greatly. Teachers have emphasized that Aventures 1 and Aventures 2 meet the needs of their students extremely well because of the appropriate expectations and level of difficulty. One teacher commented:

Aventures 1 and 2 are quite good, easy to adapt, and easily presentable. Students generally enjoy them. Aventures 3 requires a lot of teacher explanation before students can participate orally or complete written assignments.

Another teacher who teaches only grade 6 and uses Aventures 3 stated:

On the whole the program is good, although at times there seems to be a breakdown in the suitability of certain activities in meeting objectives. As well, I have encountered at least one incident, where it was difficult to link one activity to the next. Activities should be clear in meeting objectives, not confusing.

It might also be interesting to conduct a survey of teachers from all school boards to determine their level of comfort with the Aventures materials. Different models of core French delivery could be experimented with in order to determine if different instructional time frames would influence teacher reaction to their perception of student success in core French. A recent study by Lapkin, Harley, and Hart (1995) suggests that alternative models of core French program delivery could influence student success and, therefore, teacher satisfaction.

As one teacher commented in the survey, there is a need for further inservice of Aventures 3. It may be that with further guidance, support and suggestions from colleagues, teachers would experience a more positive reaction to the resource. However, even after three years of experience using

the materials, for many teachers there are many frustrations. All elementary teachers in the district in which the survey was done have been inserviced in assessment and evaluation so that aspect of teaching should not be problematic. As well, an introductory inservice was conducted for each of the three levels of Aventures over a three year period. All of the teachers who have received inservice for Aventures have received the same amount of inservice no matter at what level they teach. Nevertheless, it is obvious that further support is necessary for teachers of Aventures 3. It could be that the recent removal from district offices of many of the program support positions is having a negative impact on teaching at the classroom level. There is certainly much less opportunity to follow up inservice that has been provided not only in French but in all subject areas.

Notwithstanding the above, it must be kept in mind that teachers are expected to use the curriculum guide as their source of objectives as they plan for their classes. If certain of the activities and materials found in Aventures 3 do not match with the objectives, teachers are expected to devise their own or use other sources. The Department of Education document, Learning to learn: Policies and guidelines for the implementation of resource-based learning in Newfoundland and Labrador schools, recommends this very

approach. As a result, in the future it will be very common for teachers to be provided with many resources that they will use to develop their lesson plans instead of following one authorized resource. The problem with this approach for many teachers will be lack of preparation time and the necessity to break with the textbook approach to teaching. Provision of daily preparation periods to teachers and adequate inservice in the area of resource-based learning and teaching should overcome these problems.

The completion of this survey and the interpretation of the results are steps in the implementation process as outlined in the C-BAM Model. As Fullen (1982) has stated, the views of teachers must not be overlooked in the implementation and evaluation of curriculum. The task at hand is to act on its findings. Teachers are obviously pleased with the authorized resources for elementary core French. The shortcomings identified however need to be addressed by all the stakeholders in French education in the province. It is obvious that a curriculum support system is essential in core French. It would be interesting to survey teacher reaction to curriculum change in other areas to determine their concerns. Such findings could have implications for the model of the delivery of educational services to teachers in the future.

Educational change depends to a great extent on what teachers do and think. As a result of the teacher responses to the questionnaire it has been possible to determine their thoughts with regard to many aspects of the new elementary core French program. Many of the actual strategies used by teachers have also been determined as a result of examining their responses. This study has thus shown a means whereby a program that has been used in a classroom can be evaluated. By formally using a curriculum guide as a source of questionnaire variables and asking teachers to respond to the objectives contained therein, it has been possible to comment on the effectiveness of an authorized learning resource that is intended to be used to meet program objectives.

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APPENDICES

APPENDIX A
QUESTIONNAIRE

QUESTIONNAIRE**Personal Information**

Please answer the following questions by placing a circle around the number that applies to your situation.

1. Age:

- 1 ... less than 25 years
- 2 ... 26 - 30 years
- 3 ... 31 - 35 years
- 4 ... 36 - 40 years
- 5 ... over 40 years

2. Sex:

- 1 ... male
- 2 ... female

3. Teaching certificate:

- 1 ... less than Certificate IV
- 2 ... Certificate IV
- 3 ... Certificate V
- 4 ... Certificate VI
- 5 ... Certificate VII

4. Years of teaching experience:

- 1 ... less than 1 year
- 2 ... 1 - 3 years
- 3 ... 4 - 7 years
- 4 ... 8 - 10 years
- 5 ... more than 10 years

5. Number of years you have taught Aventures 1:

- 1 ... not teaching Aventures 1
- 2 ... less than 1 year
- 3 ... 1 - 3 years
- 4 ... more than 3 years

6. Number of years you have taught Aventures 2:

- 1 ... not teaching Aventures 2
- 2 ... less than 1 year
- 3 ... 1 - 3 years
- 4 ... more than 3 years

7. Number of years you have taught Aventures 3:

- 1 ... not teaching Aventures 3
- 2 ... less than 1 year
- 3 ... 1 - 3 years
- 4 ... more than 3 years

8. Other French being presently taught by me:

- 1 ... primary
- 2 ... intermediate
- 3 ... senior high
- 4 ... immersion

9. Number of (one semester or equivalent) university French courses to my credit:

- 1 ... 0
- 2 ... 1
- 3 ... 2 - 3
- 4 ... 4 - 6
- 5 ... more than 6

10. Number of university French methods courses to my credit:

- 1 ... 0
- 2 ... 1
- 3 ... 2
- 4 ... 3
- 5 ... 4 or more

11. The total school enrollment:

- 1 ... less than 100
- 2 ... 101 - 200
- 3 ... 201 - 300
- 4 ... 301 - 400
- 5 ... greater than 400

12. Average elementary core French class size in my school:

- 1 ... less than 20
- 2 ... 21 - 25
- 3 ... 26 - 30
- 4 ... 31 - 35
- 5 ... greater than 35

13. My level of comfort using the French language:

- 1 ... very uncomfortable
- 2 ... uncomfortable
- 3 ... comfortable
- 4 ... very comfortable

14. Rate the usefulness of the inservice that you have received for the Aventures program.

- 1 ... no inservice received
- 2 ... very useful
- 3 ... useful
- 4 ... not useful

Comment specifically on any inservice that you feel is presently required in the area of elementary core French:

15. If you teach any multigraded core French classes, indicate which of the following best applies to your situation:

- 1 ... In my multigraded core French classes, I teach more than one level of the program (eg., Lessons from Aventures 1 and Aventures 2 are taught in the same class at the same time.)
- 2 ... In my multigraded core French classes, I teach thematically, trying to keep all students on the same unit/theme/textbook at a time.
- 3 ... In my multigraded core French classes, one group of students learn French while another group is learning another subject.

General Comments: _____

CHANGES IN MATERIALS AND METHODOLOGY

Using a scale of 5 to 1, please respond to each of the following statements. If you strongly agree with the statement give it a ranking of 5; if you strongly disagree, give it a ranking of 1. If your answer is "sometimes" select 4; if your feelings regarding the statement are neutral choose 3; if you are uncertain choose 2. For some statements, a response of 3 or 2 will be inappropriate. If the statement does not apply to you, please choose 0.

Strongly Agree5
 Sometimes4
 Neutral3
 Uncertain2
 Strongly Disagree ..1
 Not applicable0

1. My students are enthusiastic about their study of French in
- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

2. I am able to follow the lessons as they are outlined in the Teacher's Manual of
- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

3. It is necessary to supplement the resource materials with teacher-made and commercial resources for:
- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

4. The new teaching resource and the Department of Education's curriculum guide entitled Learning French as a Second Language: A Guide for Teachers Grades 4-6 correlate well for:
- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

5. The learning resources incorporated a spiral approach in their methodology allowing for a continuous process of reentry and review of previously learned materials. This spiral approach is evident in

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

6. It is important to evaluate the affective (attitudinal) factors in elementary core French.

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

7. The assessment of speaking skills must be done individually. In my classes, this task is easily accomplished.

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

8. A student profile is an effective way of recording oral achievement; before class the teacher identifies the students to be observed and the task they are to perform. Observations should be recorded immediately. It is realistic that a teacher be expected to complete a student profile for each student in his/her core French classes.

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

9. The unit tests provided in the student workbooks are adequate for assessing the skills of listening, reading, and writing in

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

10. In accordance with the Special Education Policy of the Department of Education, special needs students must have the opportunity to participate in the core French Program, Grades 4-6, if approved by their program planning team.

There are special needs students presently in my core French classes in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

11. The core French program is appropriate for special needs students in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

12. I have participated as a member of a program planning team for special needs students who have been placed in my classes in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

13. In my school, French is integrated into other areas of the curriculum such as music, art, etc. in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

14. Songs and music are valuable teaching resources in French classes. The learning resources provide a sufficient number of these resources in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

15. I use the following types of activity centres in my core French classes:

- (A) Computer Centre in:
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0
- (B) Listening Centre in:
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0
- (C) Games Centre in:
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0
- (D) Arts and Crafts Centre in:
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0

Comment: _____

16. My authorized learning resources help me to foster the development of positive attitudes towards francophones and their language in:

- (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0

Comment: _____

17. The authorized learning resources allow me to provide students with regular opportunities to be physically active through:

- (A) Singing in:
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0
- (B) Movement in:
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0
- (C) Games in:
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0

- (D) Action songs in
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0
- (E) Dramatizations in
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0
- (F) Classroom routines in
 (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0

Comment: _____

18. There is an appropriate variety of activities in the authorized learning resource so that all students, including special needs students, can feel that they have been accommodated in the French class in:

- (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0

Comment: _____

19. The recommended 10% of instructional time is being allotted to core French in my classes. (10% of instructional time = 150 minutes in a 5-day cycle or 200 minutes in a 6-day cycle, i.e., 4, 40-minute periods in 5 days or 5 40-minute periods in 6 days in:

- (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0

Comment: _____

20. The authorized learning resources emphasize primarily the skills of listening and speaking; and to a lesser extent, reading and writing skills in:

- (a) Aventures 1, Grade 4 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (b) Aventures 2, Grade 5 5 ... 4 ... 3 ... 2 ... 1 ... 0
 (c) Aventures 3, Grade 6 5 ... 4 ... 3 ... 2 ... 1 ... 0

Comment: _____

21. The authorized learning resources adequately allow for the development of a knowledge of the structure of the French language in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

22. The authorized learning resource provides for continuity from grade to grade in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

23. The authorized learning resources teach information from other subject areas as well as French in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

24. The authorized learning resources introduce students to the culture of the people who speak the French language in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

25. The authorized learning resources help students develop their reasoning skills and their ability to infer, deduce, and observe in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

26. The authorized learning resources relate to students' experience and draw on that experience whenever possible in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

27. The topics/themes/units of the authorized learning resources are of interest to elementary students in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

28. The authorized learning resources provide students with the opportunity to talk about themselves in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

29. The use of the authorized learning resources allows me to allot approximately 80% of class time for listening and speaking skills in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

30. The authorized learning resources provide for the opportunity to use visuals and concrete examples to introduce new materials in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

31. The authorized learning resources provide for the presentation of the French language in context in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

32. The authorized learning resources provide for the use of a variety of activities in every lesson so as to maintain interest and to ensure that every student enjoys a measure of success in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

33. The authorized learning resources provide for the proper sequencing of intense activities and moderate activities in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

34. The authorized learning resources provide for the participation of all students in class activities in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

35. The authorized learning resources provide for the introduction of some new content in every lesson in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

36. The authorized learning resources provide students with opportunities to work with the language in a meaningful way in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventuras 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventuras 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventuras 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

37. The authorized learning resources provide regular opportunities for incorporating material and experiences into students' daily lives in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventuras 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventuras 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventuras 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

38. The authorized learning resources allow for the maintenance of an appropriate learning/teaching pace in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventuras 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventuras 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventuras 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

39. The authorized learning resources allow for continuous provision of feedback to ensure that students are aware of their progress in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventuras 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventuras 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventuras 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

40. The organization of the learning resource allows for ease of long-range planning, medium-range planning, and short-term planning in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventuras 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventuras 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventuras 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

41. I need to create materials for use in my classes in:
- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

42. I need to devise appropriate activities for use in my classes in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

43. The Aventures program provides all the activities that I need for my classes in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

44. The activities contained in the Aventures program require adaptation before I can use them in my classes in:

- | | |
|----------------------------------|---------------------------------|
| (a) <u>Aventures 1</u> , Grade 4 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (b) <u>Aventures 2</u> , Grade 5 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |
| (c) <u>Aventures 3</u> , Grade 6 | 5 ... 4 ... 3 ... 2 ... 1 ... 0 |

Comment: _____

General Comments: _____

APPENDIX B

LETTER OF PERMISSION TO SURVEY



Pentecostal Assemblies Board of Education

34 BOND STREET, GRAND FALLS-WINDSOR, NEWFOUNDLAND, CANADA A2B 1J4
Telephone (709) 489-5751 • Fax (709) 489-7129

February 13, 1995

Mr. Harold Warr
1 Dawe Crescent
Grand Falls-Windsor, NF
A2A 2T2

Dear Mr. Warr:

In response to your letter dated February 13, 1995 permission is hereby granted for you to survey teachers of elementary core French in the Pentecostal School District as part of your data collection for a Master's Degree thesis. It is understood that it is the teacher's individual decision whether or not to complete and return the questionnaire.

We wish you well with your study.

Sincerely,

R.D. Wilkins
Superintendent of Schools

RDW/jp

cc: Elementary and All-Grade School Principals



