

LA PECHE A TERRE-NEUVE: AN  
INSTRUCTIONAL MODULE FOR IMPARTING  
LEXICAL INFORMATION WITH SPECIFIC  
REFERENCE TO THE FISHERY AS IT IS  
PROSECUTED ALONG THE COASTS OF NEWFOUNDLAND

FOR NEWFOUNDLAND STUDIES

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LA PÊCHE A TERRE-NEUVE: AN INSTRUCTIONAL MODULE FOR IMPARTING  
LEXICAL INFORMATION WITH SPECIFIC REFERENCE TO THE FISHERY  
AS IT IS PROSECUTED ALONG THE COASTS OF NEWFOUNDLAND



by

Alan Frederick Goodridge

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#### ABSTRACT

In the light of the lack of materials on Newfoundland and Labrador, its people and its way of life, available to students in the classrooms of Newfoundland and Labrador, and especially in the French-as-a-second-language classrooms, the purpose of this project was to develop a module in French on one aspect of the province of Newfoundland and Labrador--its fishery. The objective of the module was primarily cognitive, and concentrated on the two passive skills of listening and reading. Using these skills, students would be provided with a basic vocabulary on the fishery, which they should be able to recognize in aural and written form. It was also hypothesized that students' attitudes towards French and learning French would improve as a result of being exposed to the module.

To test the module, three classes were chosen, one regular grade XI class and two grade IX honours classes. A pretest was given to each class; the module was presented; a posttest was given. The data collected were analyzed and t-tests for differences between means were applied. The major findings indicated that there was a significant difference between the means of the pretests and posttests for each grade on acquisition of the lexical items, but not on the attitudinal questionnaire.

This type of module proved a reliable means of imparting information, but may not be helpful in improving the attitudes of students towards French.



DEDICATION

To my sons

#### ACKNOWLEDGEMENTS

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## CHAPTER I

### INTRODUCTION

#### A. Statement of Problem

Most of the materials in use in our Newfoundland schools have been produced outside the province. In spite of the interest in Canadian materials, there is still very little in the school curriculum that could be considered to be of Newfoundland content. This lack is especially so in the case of French, where the majority of the programs are produced in Central Canada. Even though the situations and events portrayed in these programs have a certain universality, the content is not as relevant to Newfoundland students as would be the case with materials based on the lives and activities of fellow Newfoundlanders, and on descriptions of the province.

Moreover, students are, for the most part, unable to discuss in French many aspects of their own Newfoundland culture since they are not equipped with the necessary vocabulary to do so. This lack is very evident in the case of the Newfoundland fishery. Students generally know the French word for "fish", but that is as much as most of them can communicate about one of the primary industries of Atlantic Canada in general, and Newfoundland in particular. The aim of this module then is to provide students

with the basic vocabulary necessary to communicate in French about one of the primary industries of Newfoundland--the fishery.

#### B. Characteristics of Existing Modules

In recent years, teachers in many fields have accepted modules, or multi-media kits, as aids in teaching new content to students. Most of these materials prepared for French as a second language, however, are merely audio-visual presentations, and, except for a few modules, have very little prepared material that can be used for follow-up or reinforcement.

The most extensive work in the development of the module for use with French as a second language has been undertaken at the Modern Language Center of the Ontario Institute for Studies in Education (OISE). Ullman has provided a practical guide to the creation of modules. She defines a module as "a unit or kit, independent of existing programs, that deals with one specific aspect of learning a language."<sup>1</sup> She goes on to say that a module "can present information on a given subject, teach a linguistic feature, provide practice or arouse interest."<sup>2</sup> Furthermore, the module "should be self-contained, requiring no extra research on the part of the teacher, and therefore easily usable."<sup>3</sup> In addition,

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<sup>1</sup>Rebecca Ullman. Module Handbook. Toronto: OISE, Modern Language Center, informal publication, p. 1.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 5.

the module "should have procedures for evaluation as an essential component in its development."<sup>4</sup>

The modules produced by the OISE follow this guide. The aims of the modules vary from improving listening skills and encouraging interest in French-language broadcasts, to presenting cultural material on such things as how Christmas is spent in a French-Canadian home. One module introduces some aspects of the city of Quebec through reading, another some aspects of Montreal through listening comprehension, and a third acquaints students with some aspects of French-Canadian popular music and poetry. These are only a few examples of the types of modules produced at the OISE.

The materials in these modules also vary. All have a teacher's guide, and most have tapes. Some include slides and some have reading materials, whereas others have such items as maps, flashcards, puzzles, student newspapers, and even directions for such simple projects as easily prepared French dishes. They all provide the teacher with a well-developed package of materials that contains adequate practice and follow-up materials.

However, except for these modules from the OISE, there are very few others available that are developed as extensively. Teacher-prepared materials which are distributed through the auspices of the American Council for the Teaching of Foreign

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<sup>4</sup> Ibid., p. 6.

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Languages are not as complex as those developed at the Modern Language Institute of the OISE, although they are well-organized for effective instruction. Each module contains carefully determined objectives, as well as an evaluation component. With the exception of Vous Désirez?, which also has a filmstrip and an audiotape, these modules consist of a booklet only. They are designed for use as independent study components as well as for use in the classroom.

Even commercially produced modules are not, for the most part, developed as extensively as those from the OISE. Jackdaw Publications has published a series of modules for the teaching of French as a foreign language. These modules contain various activities designed to help the students have fun while they are learning the language. The modules are self-contained packages, with the option being left to the teacher of whether or not he would like to add to the module. These modules contain primarily "realia" to help create an atmosphere in the classroom. There is, however, a question as to whether or not there is enough practice material, and there is little consideration of evaluating the achievement of the students. These packages could not be used for independent study.

Other materials available could hardly be considered as full-fledged modules, at least not in the sense of the term as defined by Ullman. In particular, they do not contain the practice material and the evaluation components so necessary to make the most effective educational use of the audio and visual components.

These materials are basically audio-visual presentations, which need to be developed further to be effective. The classroom teacher can rarely find time amongst the many responsibilities of each day to extend these materials, or to do the necessary research to relate them to a particular teaching situation.

The development of this module was undertaken to respond to this problem. In particular, the aim of the preparation of the module was to provide the teacher of French in Newfoundland with teaching materials on the Newfoundland fishery.

#### C. Target Group and Purpose

This program was designed for high school anglophone students about 16 years of age. It was designed for both rural and urban children, but it was conceivable that the rural outport student could find himself more at home with the content.

The student would have received at least two years' apprenticeship in French at the high school level. While it was not expected that the student be bilingual to make use of the program, previous exposure to the development of all four skills--listening, speaking, reading, and writing, in whichever French program he had participated, was expected. It was also expected that the student would possess a basic vocabulary, which he would be able to comprehend in both the aural and written forms. He would also be familiar with, and be able to use, the present, future, passé composé and imparfait tenses.



The major objective of this module was to provide the student with the vocabulary necessary to comprehend material on the fishery in Newfoundland and Labrador. The purpose of the supplementary activities was to provide the student with other material to give him further practice in the use of the vocabulary which was necessary in order to understand the French tape. It was anticipated that this practice would aid the student in acquiring the necessary words to enable him to speak and write to a limited extent in French about the Newfoundland fishery. It was hoped that the individual teacher would develop the speaking and writing skills to the extent that was appropriate for his or her classroom.

The objective of this module, then, was primarily a cognitive one: the acquisition of appropriate lexical items and the development of the listening and reading skills in order to be able to comprehend information given in French on the Newfoundland fishery. At the same time, it was hoped that, through learning more about his heritage, and being able to use French to learn, as well as talk and write about it, the student would develop a greater interest in the learning of French.

Language is a means of communication, and undoubtedly the most positive motivational factor is that of success in communicating with other people in the second language. This module was designed to provide the vocabulary necessary to enable students to communicate about the Newfoundland fishery. Burstall stated that

"undoubtedly the most powerful incentive to learn French, from the pupils' point of view, was the prospect of being able to establish contact with French-speaking people."<sup>5</sup> This module would provide the Newfoundland student with the vocabulary necessary to impart some of Newfoundland's cultural heritage to a French speaker. It was also hoped that this module might make French more relevant to some students, since it dealt with a topic familiar to them.

In a 1975 report on French as a second language, Gardner and Smythe<sup>6</sup> gave 16 motivational characteristics associated with learning a second language, including the student's attitudes towards the French course and his response to the French-class situation. Although not a specific aim of the module, it was hoped that this module would help to create a more positive attitude towards the French program and the study of French in general.

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<sup>5</sup>Burstall, C. et al. Primary French in the Balance. Windsor: NFER Publishing Company Limited, 1974, p. 244.

<sup>6</sup>Gardner, R.C. and Smythe, P.C. "Motivation and Second Language Acquisition," Canadian Modern Language Review, XXXI, January 1975, p. 223.

## CHAPTER II

### DEVELOPMENT OF MATERIALS

#### A. Rationale for Choice of Media and Materials

Much of Newfoundland's history is of the sea, and even today the sea and its resources are vital to the province. However, Newfoundland French courses pay little attention to what the sea offers. Not only is this topic rarely developed in any texts for the teaching of French, but teachers, even in rural environments, rarely have the materials to develop communication skills on this subject. In response to the need for materials on the fishery for use in the schools, the Newfoundland Department of Education prepared a slide-tape presentation entitled Our Fisheries . . . An Introduction. However, this production was available only in English.

Upon consultation with representatives at the Department of Education, specialists at the Media Centre of the Department, and the Provincial French Consultant, there seemed to be a definite interest in converting this program into a bilingual one. The program would then be available for use in English and French classrooms where it would be used primarily for its content. It would also be available for use in French-as-a-second-language classrooms as a vehicle for teaching language skills as well as

content. This procedure coincided with the desire of the Media Centre to have a number of its programs in a bilingual format.

Further discussions with both teachers and students supported the original proposal of making the program bilingual. Teachers expressed interest in being able to obtain materials on the fishery in French. Students also showed an interest in being able to communicate in French about one of the major industries of Newfoundland. It was felt that the topic would be of considerable interest to all students, and that it might be a major motivational subject in areas where dependence on the fishery was predominant.

The project was then discussed with professors at Memorial University of Newfoundland in both the areas of curriculum and media, as well as with the Provincial Consultant for French. After these discussions, it was decided that the original slide-tape presentation, and the message of this presentation, would be retained, as far as possible. The aim of the project would then be to assist the student to develop sufficient vocabulary and language skills in French to be able to learn from the slide-tape presentation.

In these discussions, the possibility of easy access to the module by the teachers of Newfoundland and Labrador was also considered. The slides were already available in the Media Centre of the Department of Education, and were ready for distribution to schools in the province on request. There was already an English

soundtrack on the tape; the French soundtrack could be recorded on the reverse side of the tape, thus making the package relatively simple and economical for production and distribution. The overall cost of the materials to the school or school board would not be excessive, as the only additions to the already existing English slide-tape presentation would be the dubbing of a French track onto the tape, and the production of some transparencies and print materials. The program, then, would be quite economical.

#### B., Content Development

Once the decisions about the format of the project had been made, the French version of the production had then to be developed.

The first problem was to translate the original English script, ensuring that the message conveyed by the French version was essentially the same as the English one. The preparation of the French script was a difficult task, as words for certain types of fish and boats, although quite common in English to most Newfoundlanders, do not have French equivalents that are as common. A search was made through a number of dictionaries and encyclopedias, a number of French-speaking people were questioned, and the Fisheries and Marine Division of Environment Canada in Ottawa was contacted for the official French equivalents of many words. Upon receipt of these materials, the translation was undertaken and then verified by a number of native French speakers.



The next task was the development of activities to assist the student in acquiring the most important lexical items pertaining to the Newfoundland fishery. Several oral/aural exercises were developed. A number of supplementary activities were also developed in order to reinforce the auditory image of the vocabulary items through the printed word. Such activities included multiple-choice completions, word puzzles, and simple questions to answer in French. As further reinforcement, and to assist in the retention of longer passages of prose and the development of general sense comprehension of material related to the fishery, a short reading passage was also developed. This material included the lexical items to be mastered, and was supplemented by questions. In addition, a directed composition on the topic of the fishery was included to assist students in mastering the major lexical items for comprehension of the slide-tape production.

Once the material had been prepared, specialists in the field of media were consulted to ensure that the materials were comparable. A bilingual person was also consulted to ensure that the French script gave the same message as the original English version and several teachers were consulted in order to ensure that the material contained in the supplementary activities was appropriate.

### CHAPTER III

#### SUMMATIVE EVALUATION

##### A. Areas of Investigation

The objective of this module was primarily a cognitive one: the acquisition of appropriate lexical items and the development of the listening and reading skills in order to comprehend information given in French on the Newfoundland fishery. A secondary objective of the module was to motivate the student towards the learning of French. The module was tested in a classroom situation, and evaluated in order to determine to what extent these aims had been achieved. In addition, some information about the module itself was sought in order to assist in modifications to make it a more effective teaching instrument, where possible.

The evaluation of the aims of the module was undertaken by the use of a pretest/posttest format. The pretest was developed in order to sample the knowledge and attitudes of the pupils before the use of the module. The posttest sampled knowledge and attitudes after use of the module. It was hypothesized that significant differences which occurred between the periods of testing might in some respects at least be attributable to the use of the module.

From the point of view of cognitive learnings, it was hypothesized that pupils using the module would learn vocabulary associated with the fishery, and would be able to understand these words when spoken and when seen in print form. The questions addressed by this section of the testing were as follows:

- 1) Are pupils who have used the module able to understand the major vocabulary items when spoken?
- 2) Are pupils who have used the module able to recognize the major vocabulary items when given in print form?
- 3) Are pupils who have used the module able to write the major vocabulary items correctly?

From the point of view of attitudinal and motivational considerations, the questions addressed by this section of the testing were as follows:

- 1) Do pupils who have used the module develop more positive attitudes towards the learning of French?
- 2) Do pupils who have used the module develop positive attitudes towards the use of the module as a means of learning content?

In a third section of the evaluation, some information was sought about the module itself. The questions asked were designed to give information about the construction of the module, and addressed two areas as follows:

- 1) What parts of the module do the students find most (or least) interesting?
- 2) What parts of the module do the students find most (or least) difficult?

A pretest and posttest were designed in order to collect information to answer the questions raised in the two areas of major concern, cognitive learning and attitudinal considerations. A questionnaire was developed to collect information with regard to the construction of the module. These instruments were then given to the student sample chosen before and after use of the module. Answers were tabulated and analysed in order to obtain responses to the questions posed. The instruments and procedures are discussed in more detail in the following section.

#### B. Evaluation Questionnaire--Content

The pretest consisted of two parts, the first being five items given orally to determine if students could associate the items with corresponding pictures shown to them, and the second being five multiple-choice items which were written to see if students could determine the correct word to match the meaning given in printed form.

The posttest consisted of three parts, the first being items given orally in the same manner as in the pretest, the second being 10 multiple-choice items given in the same manner as in the pretest, and the third being written completions. As for the first two parts, more items were included in the posttest than in the pretest, but all items of the pretest were included in the posttest. The other items were included for two reasons: firstly, to test more completely the vocabulary learned in the module, and

secondly, to help avoid chance recall of the answers given on the pretest. If all items had been given in exactly the same form as on the pretest, students might have chosen the same answer as on the pretest because that answer was familiar from having written it on the pretest, and not familiar from having learned it from the module.

The third part of the posttest tested the students' ability to recall the correct word and to write it properly. It was designed to determine if the student had acquired not only the meaning of the word, but also its written form. There was no corresponding part on the pretest for this part of the posttest, since it was felt that students who had no prior exposure to these words would not be able to write them.

#### C. Evaluation Questionnaire--Attitudinal

A section on both the pretest and posttest was an attitudinal study, which consisted of 15 items that were identical on both pretest and posttest. Although not a primary aim of the module, it was hoped that the module might develop a greater interest in the learning of French. These 15 items were included to help discover if, indeed, a greater interest in the study of the language had occurred.

An addendum of five items was included on the posttest. These five items were based on the module itself, and were designed to help discover whether or not students' attitudes towards the



module were favourable.

Following the posttest were two short questionnaires.

The first asked students to rate each of the various components of the module as to the degree of interest aroused in the student by each separate component. The second asked students to rate the components and activities as to the degree of difficulty perceived by the student in performing or experiencing these components and activities. These questionnaires were designed to help find the strong points as well as the weak points in the module. This information could be used later to make any further changes in the module to make it more interesting and appealing to the student, to make it more or less difficult, or to make it more effective.

#### D. Student Characteristics

This module was designed for both rural and urban high school students about 16 years of age. The student was expected to have already spent about two years' apprenticeship in French at the high school level, and to have been exposed to the development of all four skills--listening, speaking, reading and writing. It was expected that the student would be able to comprehend a basic vocabulary in both the aural and written forms, and be familiar with, and able to comprehend, the present, future, passé composé, and imparfait tenses.

It was the intention to have students in grade XI in both urban and rural areas as samples to test the module; however, it was discovered that certain other students met most of the criteria stated for students for whom the module was intended. Students in honours grade IX classes had had at least two years' prior exposure to French at the high school, albeit at the junior high level; they had been exposed to the development of the four skills; they could comprehend, both in aural and written form, a vocabulary more extensive than a basic one; and they were familiar with, and able to use, the present, future, passé composé, and, to a lesser extent, the imparfait, tenses.

Moreover, it was intended to have the module tested in full classes, not with small groups. This presented another problem, since, of the grade XI teachers who were willing to commit the time to present the module, only one had groups big enough to be considered as a full class, and these groups were in an all-girls' school in an urban area. Within the rural areas close to St. John's, the grade XI classes of those teachers willing to present the module were too small. This presented two more reasons for accepting the honours grade IX classes; firstly, there were too few full grade XI classes available; and secondly, the grade IX classes under consideration consisted of a combination of both rural and urban students, although with a predominance of urban students and in an urban setting.

#### E. Teacher Characteristics

The teachers chosen were proficient in French, both having spent considerable time in French-speaking areas, including French-speaking universities, and each having at least 10 years' experience teaching French as a second language. Moreover, both were extremely interested in presenting new material to their students, and were always interested in new programs, approaches and aids that might interest their students. As well, both were involved with curriculum development in French as a second language within their own schools.

#### F. Procedures

Very few instructions were given to the teachers except to mention that the procedures for the presentation of the module were given in the teacher's manual, and that the presentation without preview was to be used. As well, it was explained that the presentation was to be conducted strictly in French and any instructions concerning the actual presentation were to be given in the same language.

Instructions for the evaluation of the module for the purpose of this study were also given to the teachers. Any instructions that had to be given to the students to enable them to complete the evaluation were to be given in English, since it was considered imperative that the students understand how to do each part of the pretest and posttest. The use of English was not

to apply to the explanation of any French words on the tests, rather to the way the tests were to be answered.

The pretest was given on the day prior to beginning the module, and was presented by stating that it was designed to determine how much students knew about the Newfoundland fishery in French, and how they felt about French and the French program. Students were reminded that the purpose of the pretest attitudinal study was not to find what individual students thought about the program, but rather the overall class reaction. They were reminded as well that the classroom teacher would not have access to the data of each individual student. These remarks were considered to be necessary since some of the questions could have been considered by students as expressing opinions about the teacher, and some students' answers could have been influenced if they felt that the teacher was going to see the questionnaires.

The instructions for the posttest were similar to those for the pretest as to the procedure for each part. This test was administered immediately upon completion of the module. Again, students were advised that their teacher would not have access to individual questionnaires.

The pretest was administered to all classes starting May 26 to May 28, followed in subsequent classes by the presentation of the module, and, finally, the posttest. All French classes were devoted to the module until its completion, and the posttest was administered from May 30 to June 4. In all class periods the

full time was devoted to the module except for that period during which the pretest was presented. This required a maximum of 10 minutes, and was given at the end of the class period prior to the day the actual presentation of the module was begun.

## CHAPTER IV

### DISCUSSION OF RESULTS OF SUMMATIVE EVALUATION

#### A. Content Evaluation

Before beginning the module, students were given a 10-item pretest on the major items to be covered in the presentation. Upon completion of the module, students were again tested, this time using a longer test of 30 items, including the 10 items on the pretest. A copy of the pretest and the posttest are presented in Appendix A.

Upon completion of testing, the responses were collected and tabulated, and t-tests performed to determine if performance changed on the 10 common items between the testing periods. The results of the t-tests are presented in Table 1. Significant differences were recorded for both groups of students indicating better performance in the posttest after the module had been used to assist in learning the content pertaining to the fishery.

The pretest was composed of five items which were designed to test the listening skill of the students, and five items to test reading comprehension on the part of the students.

The posttest consisted of 15 items which were designed to test listening comprehension, and 10 items to check reading comprehension. In addition, the posttest contained a five-item section



TABLE 1

Comparison of Scores Obtained on Pretests and Posttests  
for Common Lexical Items

Group	N	Mean Scores**		t
		Pretest	Posttest	
Total	91	7.22	9.20	9.99*
IX's	67	7.54	9.13	7.12*
XI's	24	6.33	9.38	9.64*

\*Significant at the 0.001 level of confidence

\*\*Total possible score = 10

to check both reading skills and the ability to write lexical items correctly. Figure 1 represents the number of students answering the 10 common items correctly in each grade and the group as a whole on both pretest and posttest. All groups scored higher on each individual item on the posttest, with the exception of the grade IX group. In that group, on each of the first two items, there were two more responses given incorrectly on the posttest than on the pretest. For the grade XI group, all items had more correct responses on the posttest than on the pretest, and for all students as a group, the same result occurred. The range of scores, as well, as shown in Table 2, indicate a general improvement. The maximum score changed little, if any, since some students scored very well on the pretest. However, there was a marked improvement

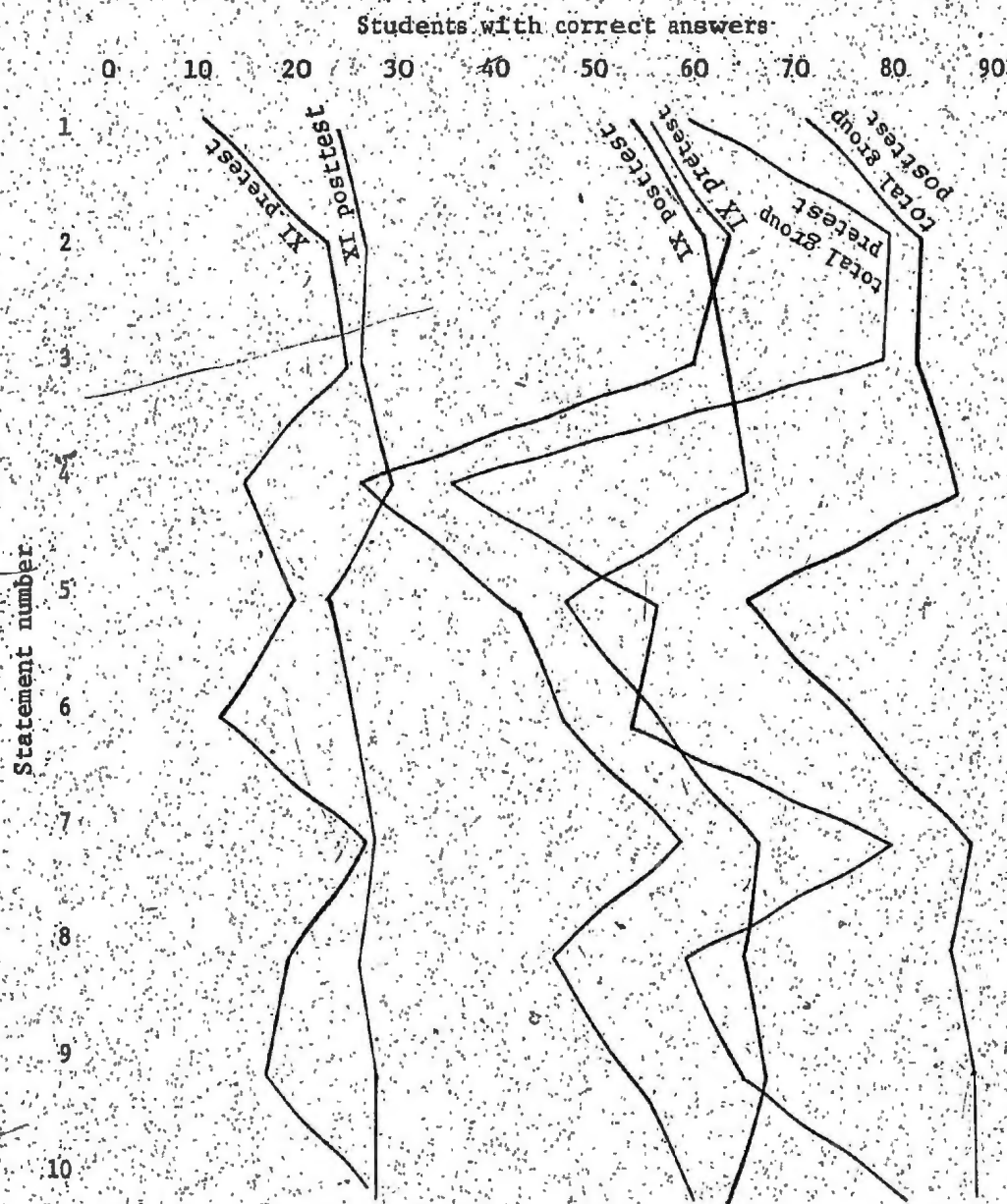


FIGURE 1. Comparison of correct responses on pretest and posttest for common lexical items.

TABLE 2  
Range of Scores on Pretest and Posttest  
for Common Lexical Items

Group	Range of Scores	
	Pretest*	Posttest*
IX	3 - 10	6 - 10
XI	5 - 9	7 - 10
Total	3 - 10	6 - 10

\*Total possible score = 10

in the minimum scores.

It can be concluded from these results that the module made a significant difference to the ability of the students to comprehend aurally and in print the lexical items associated with the Newfoundland fishery.

The results of the writing section of the posttest also indicated that students developed the ability to write words from the lexicon correctly. The writing section of the posttest was a fill-in-the-blank type question of five parts. Students were asked to supply the missing word and write it correctly. This aspect (i.e., writing of the words associated with the fishery) was not examined in the pretest as it was assumed that students who were not familiar with the lexical items would not be able to

write them correctly. The question in the posttest sampled representative items from the vocabulary to determine if the various exercises which the students had completed in learning the meaning of the words had also assisted them in learning to spell the words correctly. The results of this question are reported in Table 3.

TABLE 3

Percentage of Correct Answers on the Writing Posttest

Question	IX's	Group	Total
		XI's	
1	43.28	37.50	41.76
2	61.19	66.67	62.64
3	71.64	29.17	60.44
4	47.76	16.67	39.56
5	40.30	25.00	36.26

As may be seen from the results only about half of the students developed the ability to write the words of the lexicon correctly. It may be concluded that while the exercises in the module assisted some students in developing the ability to write these words correctly, not sufficient practice was given to assist most students in learning to write the words of the lexicon correctly.

The data provided other information as well. Both grades scored high on the pretest, with grade IX's having a mean score of 7.54 or 75.4% and grade XI's 6.33 or 63.3%. In both cases it was discovered that teachers involved had previously given the students some vocabulary on the fishery. It can be noted that very little difference was recorded between scores on pretest and posttest for vocabulary that is frequently used pertaining to fishing, whereas a larger difference was noted for less frequently used vocabulary. It was also learned that grade XI students had been exposed to less vocabulary on the fishery prior to introduction to this module, and thus received a lower score than grade IX's on the pretest.

A further analysis of the data revealed that all groups improved in each part of the test. Listening scores had a pretest range of scores from 1 to 5 and 2 to 5 for grades IX and XI, respectively. Posttest scores of 2 to 5 and 3 to 5 were recorded. Reading scores were 1 to 5 and 2 to 5 for pretest and 3 to 5 and 4 to 5 on the posttest.

A study of the percentage of answers given correctly for each group in both listening and reading also showed higher readings for the posttest. These results are given in Appendix B. On the listening test the pretest percentages of correct answers were 72.54% and 60% for grades IX and XI respectively, and 86.57% and 91.67%, respectively on the posttest. The reading test also showed lower percentages for grade XI's as compared to grade IX's on the

pretest, but higher percentages on the posttest. The percentage scores were 78.21% and 66.67% for grades IX and XI, respectively, on the pretest and 95.28% and 96.67%, respectively, on the posttest.

#### B. Evaluation of Attitudinal Questionnaire

Before beginning the module, students were given a 15-item questionnaire on their attitudes towards French, a copy of which may be found in Appendix C. Upon completion of the module, students were again given the attitudinal questionnaire, this time with five additional items based on the module alone. These additions may also be found in Appendix C. In addition, there was a questionnaire which requested information on the degree of difficulty which students attributed to the various components of the module. This questionnaire is presented in Appendix D. A further questionnaire which requested information on the amount of interest which the students felt was stimulated by the various sections of the module was given, and may be found in Appendix E.

The results of the pretest and the posttest for the attitudinal questionnaire, considering only the items that were the same on both tests, were collected and tabulated. Since the tabulated data showed letters only, the information was converted to numerical form, each response being given a value from 1 to 5, with 5 being the most positive response. The comparison of the data from the 15 common items on both pretest and posttest is shown in Table 4.

TABLE 4

Comparison of Scores Obtained on Pretests and Posttests  
for Attitudinal Questionnaire

Group	N	Mean Scores*		t
		Pretest	Posttest	
IX's	67	54.61	56.18	1.16
XI's	24	60.50	60.25	-0.14
Total	91	56.16	57.25	0.94

\*Total possible score = 75

There was no significant difference in attitude towards the learning of French brought about by the use of the module as indicated by an analysis of the results of the test scores.

The data on the five other items on the posttest were also tabulated, converted to numerical form, and the average scores recorded. These results are given in Table 5. In response to these questions, which were based on the attitude towards the module itself, students indicated an overall positive attitude towards the module.

From the distribution of the scores, which is included in Appendix F, it may be seen that only six of the grade IX students answered item 16 negatively and considered the module uninteresting. Only one student in grade IX did not consider the module a good way



TABLE 5  
Mean Scores\* on Attitudes Towards the Module

Question	Group		Total
	IX	XI	
16	3.72	4.08	3.81
17	4.10	4.25	4.14
18	3.49	3.38	3.46
19	4.19	4.54	4.29
20	3.19	3.21	3.20

\*Minimum score of 1 indicating a negative attitude; maximum score of 5 indicating a positive attitude.

to learn new words (item 17), and only two of the grade IX students felt that they had not learned anything from the module (item 19). Forty-one of the 67 grade IX students, but only 10 of the 24 grade XI students felt they could communicate more in French as a result of having been presented with the module (item 18). Fifteen grade IX students and 11 grade XI students were undecided. Students in both groups also were undecided as to whether they felt that their attitudes about the study of French had improved as a result of the module (item 20). However, of those that made a decision, 26 grade IX students and nine grade XI students felt that their attitudes had improved, while only 13 grade IX students and five grade XI students felt that they had not.



Data on the questionnaire concerning degrees of difficulty of the components were also tabulated and recorded. The average scores are presented in Table 6.

TABLE 6  
Components Rated According to Degree of Difficulty

Component	Mean Scores* by Group		
	IX's	XI's	Total
Tape	2.25	2.71	2.37
Oral questioning	2.76	3.58	2.98
Unscramble the words	3.69	3.96	3.76
Mots-clefs	3.88	4.08	3.93
Word placement puzzles	4.01	4.25	4.08
Mots croisés	3.69	3.79	3.71
Complete the sentence	2.94	2.96	2.95
Rejoinders	3.27	3.54	3.34
Reading passage	2.64	3.08	2.76

\*Highest possible score = 5, indicating very easy.

The most difficult component was comprehension of the tape and the easiest was the word placement puzzles. However, no components fitted into the categories "very difficult" or "very easy". Grade IX students, on the average, found each component

more difficult than did grade XI students, with the exception of the exercise entitled "complete the sentence", which was rated almost identically by both grades. Grade IX students found the oral questioning much more difficult than did the students in grade XI. An analysis of the level of difficulty for each item is included in Appendix G.

Finally, data on the questionnaire concerning degrees of interest stimulated in the students by the various components were tabulated and recorded. The results of the questionnaire are reported in Table 7.

TABLE 7  
Components Rated According to Degree of Interest Stimulated

Component	Mean Scores*		
	IX's	XI's	Total
Slides	2.37	1.83	2.23
Tape	2.73	2.71	2.73
Transparencies	2.09	2.21	2.12
Oral questioning	2.75	2.33	2.64
Unscramble the words	2.18	2.17	2.18
Mots-clefs	2.06	2.17	2.09
Word placement puzzle	2.06	2.33	2.13
Mots-croisés	2.06	2.17	2.09
Complete the sentence	2.67	2.33	2.58
Rejoinders	2.49	2.46	2.48
Reading passage	2.72	2.17	2.57

\*Highest score = 5, indicating not interesting.

The mean scores indicate that none of the components were considered "unbearable" or even "boring" by the students. However, none were considered "most interesting" either. There was very little difference in the mean scores for grade IX students and grade XI students except that the students in grade XI found the slides and the reading passage more interesting than did the students in grade IX. Details of the responses to this questionnaire are given in Appendix H. It may be concluded from this questionnaire that most students found the module moderately interesting.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Overview

There is very little material for teaching French as a second language that has been produced in Newfoundland for Newfoundland students, and, consequently, there is very little material designed for teaching French that deals with Newfoundland, its cultural heritage, or even its way of life. This module was designed to help fill a part of that vacuum, by providing teachers and students with a multi-media kit on the fishery of Newfoundland and Labrador.

Once the preparation of the module had been completed, it was presented and tested in two schools in an urban centre in Newfoundland, in one school at the grade IX level, and in the other in grade XI. The data from this testing were then tabulated and analysed, and several conclusions drawn.

#### B. Conclusions

From the analysis of the data collected, a significant positive relationship between the use of the module and improvement in listening and reading skills was evident. The module did fulfill its purpose of aiding to teach students basic French vocabulary

pertaining to the Newfoundland fishery. The testing indicated that students were better able to recognize these words when they were heard or seen in print. There were also indications that the module assisted students in learning to write these words correctly.

The data also indicated that the grade XI students profited more from this module than the grade IX students. They received higher posttest scores; and, in general, the gain from pretest to posttest was also higher in the grade XI classroom. While both student characteristics and individual teaching styles cannot be excluded from an explanation for this result, it may be suggested that the module in its present form is more suitable to the senior high school student than the students in the junior high school grades.

The comments of the teachers involved with the presentation and testing concurred with those of the analysis of the data. Both teachers felt their students benefitted from the module, but the grade XI teacher was more interested in including the module in her program of studies for future classes.

The module seemed to do little, if anything, to improve the overall attitudes of students towards learning French. In response to the item on the questionnaire (item #20, Appendix C) as to whether the module was an influence in improving their attitude towards French, the average score of 3.2 indicated that students were undecided.

Similarly, on the comparison of the similar items used in both pretest and posttest, there was no significant difference between average scores on the attitudes towards French scale. One reason for this result might be the group of students tested. Two classes were honours grade IX students, and the third a grade XI class for whom French is an optional subject pursued primarily by those who are already motivated to learn French. It can be noted that the pretest scores were themselves quite high.

Another reason for the lack of a change in attitude is that the students who tested the module were primarily urban children, in large urban schools. Students in rural areas, where the fishery is a more integral part of the economy, might be more motivated by the material presented in the module.

It might also be mentioned that the period of time taken for the use of the module may not be long enough to occasion any general change in attitudes. A further consideration might be that motivational devices of this nature, that is, the use of material associated with the students' way of life, have more impact at an earlier age. As already mentioned, these students who have selected to study French at the high school level, already possess a considerable degree of motivation.

While attitudes towards the learning of French did not appear to be positively influenced by the use of the module, attitudes towards the module itself were generally favourable. Students reported that they found the use of the module an

interesting way to learn new vocabulary.

It may be that the use of a module of this sort is more suited to the development of the receptive skills of listening and reading. It is apparent that students did not feel that they had significantly improved their abilities to communicate in French from the use of the module.

With regard to difficulty level, grade XI students seemed to find all components easier. This finding would suggest that the present module is more geared towards the older, more mature student. For more successful use with younger students, even though academically capable, other activities would need to be developed.

From the results of the testing it may be concluded that the module achieved its primary aim of teaching appropriate lexical items to comprehend information given in French on the Newfoundland fishery. Some degree of competence in the receptive skills of listening and reading comprehension was developed. However, the use of the module did not make any significant changes in attitudes towards the study of French. The module itself was regarded as an interesting way of learning new vocabulary, and of developing some degree of competence in the receptive skills areas.

### C. Recommendations

As a result of the analysis of the data obtained upon testing the module, several recommendations have been considered.

These recommendations fall into two categories, as follows:

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

1. That this module be presented and tested in other areas, and, in particular, rural areas.
2. That it be presented to students with different academic backgrounds, especially those having a greater knowledge of French, including, possibly, students in French immersion classes.
3. That teachers be encouraged to use techniques that develop more speaking and writing skills with students who are interested in this module.

B. For French education in general it is recommended:

1. That modules be considered as a useful way of developing the receptive skills in second language learning.
2. That modules be used to provide an interesting way of presenting new vocabulary.
3. That a similar module, but more simplified, be developed for use in the elementary grades, to determine if modules of this sort have greater motivational effects at an earlier age.
4. That there be further study as to whether the use of materials relevant to the students' way of life assists in motivating students.



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APPENDIX A

PRETEST AND POSTTEST FOR CONTENT

## PRETEST

(Teacher's copy)

1. LISTENING: (Using the transparencies indicated, ask the following questions. Students will answer either "oui" or "non").

TRANSPARENCY	QUESTION	ANSWER
14	a. C'est un palangrier?	non
10	b. C'est un homard? (point to crab)	non
9	c. C'est un poisson plat? (point to any one of the fish)	oui
15	d. C'est une goélette?	oui
21	e. C'est un filet maillant?	non

2. READING: (Students are to choose the correct completion to each sentence and underline it).

- a. Le plus grand de ces trois bateaux de pêche est  
 i) le palangrier  
 ii) le doris  
 iii) le chalutier
- b. Le plus connu de nos petits bateaux de pêche est  
 i) le palangrier  
 ii) le doris  
 iii) le chalutier
- c. Le plus important de nos poissons est  
 i) le saumon  
 ii) la morue  
 iii) le capelan
- d. Le turbot, le flétan, la sole et le flet sont des poissons  
 i) énormes  
 ii) plats  
 iii) minuscules
- e. Un crustacé très délicieux est  
 i) le crabe  
 ii) le hareng  
 iii) le capelan

## PRETEST

(Student's copy)

1. Referring to the transparency shown for each question, choose the answer "oui" or "non"...

- a.   oui    non
- b.   oui    non
- c.   oui    non
- d.   oui    non
- e.   oui    non

2. Choose the correct completion to each sentence and underline it:

- a. Le plus grand de ces trois bateaux de pêche est
  - i) le palangrier
  - ii) le doris
  - iii) le chalutier
- b. Le plus connu de nos petits bateaux de pêche est
  - i) le palangrier
  - ii) le doris
  - iii) le chalutier
- c. Le plus important de nos poissons est
  - i) le saumon
  - ii) la morue
  - iii) le capelan
- d. Le turbot, le flétan, la sole et le flet sont des poissons
  - i) énormes
  - ii) plats
  - iii) minuscules
- e. Un crustacé très délicieux est
  - i) la crabe
  - ii) le hareng
  - iii) le capelan



## POSTTEST

(Teacher's copy)

1. LISTENING: (Using the transparencies indicated, ask the following questions. Students will answer either "oui" or "non").

TRANSPARENCY	QUESTION	ANSWER
14	a. C'est un palangrier?	non
11	b. C'est un doris?	oui
2	c. C'est un saumon?	non
10	d. C'est un homard? (point to crab)	non
8	e. C'est un phoque?	oui
9	f. C'est un poisson plat? (point to any one fish)	oui
16	g. C'est une ligne à main? (point to the line)	oui
18	h. C'est une turlutte? (point to jigger)	oui
5	i. C'est un hameçon?	non
13	j. C'est un hareng?	non
7	k. C'est un lompe?	oui
15	l. C'est une goélette?	oui
21	m. C'est un filet maillant?	non
19	n. C'est une seine?	non
6	o. C'est une crevette?	non

2. READING: (Students are to choose the correct completion to each sentence and underline it).

- a. le plus grand de ces trois bateaux de pêche est.
- i) le palangrier
  - ii) le doris
  - iii) le chalutier

- b. Le plus connu de nos petits bateaux de pêche est  
i) le palangrier  
ii) le doris  
iii) le chalutier
- c. Le plus important de nos poissons est  
i) le saumon  
ii) la morue  
iii) le capelan
- d. Le turbot, le flétan, la sole et le flet sont des poissons  
i) énormes.  
ii) plats  
iii) minuscules
- e. De longues lignes d'hameçons appâtés s'appellent  
i) des palangres  
ii) des trappes  
iii) des filets
- f. Un des petits bateaux de pêche terre-neuviens est  
i) la turlutte  
ii) la plate  
iii) le chalutier
- g. Deux poissons pêchés dans les eaux fraîches par les Esquimaux sont le saumon et  
i) la morue  
ii) le hareng  
iii) l'omble arctique
- h. Un crustacé très délicieux est  
i) le crabe  
ii) le flet  
iii) le capelan
- i. Les pêcheurs qui halent les trappes préfèrent  
i) un chalutier  
ii) une yole  
iii) une goélette
- j. Un très petit bateau avec un nom comme celui d'un garçon est  
i) le doris  
ii) le rodney  
iii) le palangrier

3. WRITING: (Students are to complete each of the following sentences using one word for each).

- a. Le palangrier est un bateau de pêche maintenant utilisé pour toutes sortes de pêche.
- b. Un chalutier est un bateau de pêche avec un équipage de quatorze à dix-huit hommes.
- c. Le capelan est notre poisson le plus abondant.
- d. Une trappe est un grand filet en forme de carré, utilisé surtout à attraper la morue.
- e. Le plus grand de nos poissons plats est le flétan.

## POSTTEST

(Student's copy)

1. Referring to the transparency shown for each question, choose the answer "oui" or "non".

- |            |            |
|------------|------------|
| a. oui non | i. oui non |
| b. oui non | j. oui non |
| c. oui non | k. oui non |
| d. oui non | l. oui non |
| e. oui non | m. oui non |
| f. oui non | n. oui non |
| g. oui non | o. oui non |
| h. oui non |            |

2. Choose the correct completion to each sentence and underline it:

- a. Le plus grand de ces trois bateaux de pêche est
  - i) le palangrier
  - ii) le doris
  - iii) le chalutier
- b. Le plus connu de nos petits bateaux de pêche est
  - i) le palangrier
  - ii) le doris
  - iii) le chalutier
- c. Le plus important de nos poissons est
  - i) le saumon
  - ii) la morue
  - iii) le capelan
- d. Le Turbot, le flétan, la sole et le flét sont des poissons
  - i) énormes
  - ii) plats
  - iii) minuscules
- e. De longues lignes d'hameçons appâtés s'appellent
  - i) des palangres
  - ii) des trappes
  - iii) des filets

f. Un des petits bateaux de pêche terre-neuviens est

- i) la turlutte
- ii) la plate
- iii) le chalutier

g. Deux poissons pêchés dans les eaux fraîches par les Esquimaux sont le saumon et

- i) la morue
- ii) le hareng
- iii) l'omble arctique

h. Un crustacé très délicieux est

- i) le crabe
- ii) le flet
- iii) le capelan

i. Les pêcheurs qui halent les trappes préfèrent utiliser

- i) un chalutier
- ii) une yole
- iii) une goélette

j. Un très petit bateau avec un nom comme celui d'un garçon est

- i) le doris
- ii) le rodney
- iii) le palangrier

3. Complete each of the following sentences using one word for each:

a. Le \_\_\_\_\_ est un bateau maintenant utilisé pour toutes sortes de pêche.

b. Un \_\_\_\_\_ est un bateau avec un équipage de quatorze à dix-huit hommes.

c. Le \_\_\_\_\_ est notre poisson le plus abondant.

d. Une \_\_\_\_\_ est un grand filet en forme de carré, utilisé surtout à attraper la morue.

e. Le plus grand des poissons plats est le \_\_\_\_\_.

APPENDIX B

DISTRIBUTION OF SCORES ON CONTENT  
PRETEST AND POSTTEST

TABLE 8  
Percentage of Correct Answers: Listening Section

Grade /	Pretest			Posttest		
	IX's	XI's	Total	IX's	XI's	Total
Item a	82.09	25.00	67.03	79.10	83.33	80.22
Item b	95.52	79.17	91.21	92.54	100.00	94.51
Item c	91.04	87.50	90.11	94.03	95.83	94.51
Item d	34.33	41.67	36.26	98.51	100.00	98.90
Item e	59.70	66.67	61.54	68.88	79.17	71.43
Average	72.54	60.00	69.23	86.57	91.67	87.91

TABLE 9  
Percentage of Correct Answers: Reading Section

Grade	Pretest			Posttest		
	IX's	XI's	Total	IX's	XI's	Total
Item a	68.66	29.17	58.24	83.58	91.67	85.71
Item b	88.06	95.83	90.11	98.51	100.00	98.90
Item c	65.67	62.50	64.84	97.01	91.67	95.60
Item d	79.10	50.00	71.43	100.00	100.00	100.00
Item e	89.55	95.63	91.21	100.00	100.00	100.00
Average	78.21	66.67	75.16	95.82	96.67	96.04



TABLE 10  
Average Scores for Lexical Items

Item	Pretest			Posttest		
	IX's	XI's	Total	IX's	XI's	Total
Reading	78.21	66.67	75.16	95.82	96.67	96.04
Listening	72.54	60.00	69.23	86.57	91.67	87.91
Combined	75.37	63.33	72.20	91.19	94.17	91.98

TABLE 11

Percentage of Correct Answers on Posttest:  
Listening Section

Grade	IX's	XI's	Total
Item a	79.10	83.33	80.22
Item b	85.07	100.00	89.01
Item c	86.57	83.33	85.71
Item d	92.54	100.00	94.51
Item e	98.51	100.00	98.90
Item f	94.03	95.83	94.51
Item g	98.51	87.50	95.60
Item h	86.57	70.83	82.42
Item i	100.00	20.83	79.12
Item j	100.00	100.00	100.00
Item k	100.00	91.67	97.80
Item l	98.51	100.00	98.90
Item m	68.66	79.17	71.43
Item n	67.16	70.83	68.13
Item o	98.51	91.67	96.70

TABLE 12  
Percentage of Correct Answers on Posttest:  
Reading Section

Grade	IX's	XI's	Total
Item a	83.58	91.67	85.71
Item b	98.51	100.00	98.90
Item c	97.01	91.67	95.60
Item d	100.00	100.00	100.00
Item e	88.06	50.00	78.02
Item f	94.03	79.17	90.11
Item g	94.03	100.00	95.60
Item h	100.00	100.00	100.00
Item i	70.15	54.17	65.93
Item j	92.54	100.00	94.51

APPENDIX C

PRETEST AND POSTTEST FOR ATTITUDES

## PRETEST

Circle one of the abbreviations following each of the following sentences, making sure that your choice best reflects your feelings:

SA strongly agree  
A agree  
U undecided  
D disagree  
SD strongly disagree

1. Learning French vocabulary is interesting. SA A U D SD
2. Studying French in class is boring. SA A U D SD
3. I would welcome an alternate and more interesting approach to the teaching of French. SA A U D SD
4. Learning French grammar is interesting. SA A U D SD
5. I like learning to write in French. SA A U D SD
6. Learning French is impossible for me. SA A U D SD
7. In French class I am completely bored. SA A U D SD
8. I like reading in French. SA A U D SD
9. I never listen in French class. SA A U D SD
10. I like learning new words in French class. SA A U D SD
11. I learn nothing interesting in French class. SA A U D SD
12. Hardly anything interesting ever happens in French class. SA A U D SD
13. Studying French is useless. SA A U D SD
14. I can't speak about anything in French. SA A U D SD
15. I love French. SA A U D SD

## POSTTEST

Circle one of the abbreviations following each of the following sentences, making sure that your choice best reflects your feelings:

SA strongly agree  
A agree  
U undecided  
D disagree  
SD strongly disagree

1. Learning French vocabulary is interesting. SA A U D SD
2. Studying French in class is boring. SA A U D SD
3. I would welcome an alternate and more interesting approach to the teaching of French. SA A U D SD
4. Learning French grammar is interesting. SA A U D SD
5. I like learning to write in French. SA A U D SD
6. Learning French is impossible for me. SA A U D SD
7. In French class I am completely bored. SA A U D SD
8. I like reading in French. SA A U D SD
9. I never listen in French class. SA A U D SD
10. I like learning new words in French class. SA A U D SD
11. I learn nothing interesting in French class. SA A U D SD
12. Hardly anything interesting ever happens in French class. SA A U D SD
13. Studying French is useless. SA A U D SD
14. I can't speak about anything in French. SA A U D SD
15. I love French. SA A U D SD

- |   |             |
|---|-------------|
| 16. This module is interesting.   | SA A U D SD |
| 17. This module is a good way to learn new words.   | SA A U D SD |
| 18. I now feel I can communicate more in French.  | SA A U D SD |
| 19. I didn't learn one thing from this module.  | SA A U D SD |
| 20. After studying this module, my attitude and feelings about the study of French have improved. | SA A U D SD |



## APPENDIX D

## QUESTIONNAIRE: LEVEL OF DIFFICULTY



Rate according to the following scale each of the language activities and components listed below:

1. Very difficult
2. Difficult
3. Average
4. Easy
5. Very easy

- |                                 |   |   |   |   |   |
|---------------------------------|---|---|---|---|---|
| a. Tape .....                   | 1 | 2 | 3 | 4 | 5 |
| b. Oral questioning .....       | 1 | 2 | 3 | 4 | 5 |
| c. Unscramble the words .....   | 1 | 2 | 3 | 4 | 5 |
| d. Mots-clefs .....             | 1 | 2 | 3 | 4 | 5 |
| e. Word placement puzzles ..... | 1 | 2 | 3 | 4 | 5 |
| f. Mots-croisés .....           | 1 | 2 | 3 | 4 | 5 |
| g. Complete the sentences ..... | 1 | 2 | 3 | 4 | 5 |
| h. Rejoinders .....             | 1 | 2 | 3 | 4 | 5 |
| i. Reading passage .....        | 1 | 2 | 3 | 4 | 5 |

APPENDIX E

QUESTIONNAIRE: MOST INTERESTING ASPECTS  
OF MODULE

Rate according to the following scale each of the language activities and components listed below:

1. Most interesting
2. Interesting
3. Neutral
4. Boring
5. Unbearable

a. Slides .....	1	2	3	4	5
b. Tape .....	1	2	3	4	5
c. Transparencies .....	1	2	3	4	5
d. Oral questioning .....	1	2	3	4	5
e. Unscramble the words .....	1	2	3	4	5
f. Mots-clefs .....	1	2	3	4	5
g. Word placement puzzles .....	1	2	3	4	5
h. Mots-croisés .....	1	2	3	4	5
i. Complete the sentences .....	1	2	3	4	5
j. Rejoinders .....	1	2	3	4	5
k. Reading passage .....	1	2	3	4	5

APPENDIX F

DISTRIBUTION OF SCORES ON ATTITUDINAL QUESTIONNAIRE  
FOR PRETEST AND POSTTEST

TABLE 13  
Distribution of Pretest and Posttest Responses  
for Grade IX Students

	Pretest					Posttest				
	SA	A	U	D	SD	SA	A	U	D	SD
1.	4	43	11	9	0	7	43	11	5	1
2.	3	7	20	32	5	2	8	12	38	7
3.	11	24	17	9	6	13	21	15	14	4
4.	3	28	19	12	5	4	33	17	10	3
5.	7	43	11	6	0	10	47	5	4	1
6.	0	3	6	42	16	0	1	6	37	23
7.	5	4	8	37	13	1	0	10	39	17
8.	2	37	11	13	4	5	32	12	16	2
9.	1	0	5	39	22	0	0	3	43	21
10.	3	37	18	7	2	4	46	6	11	0
11.	0	1	7	37	22	2	1	3	41	20
12.	3	9	3	33	19	1	7	10	32	17
13.	1	0	2	29	35	0	0	1	29	37
14.	2	0	5	51	9	2	0	5	52	8
15.	2	17	27	17	4	2	17	27	15	6
16.						8	39	14	5	1
17.						12	51	3	1	0
18.						3	38	15	11	0
19.						1	1	5	37	23
20.						1	25	28	12	1

N = 67 students

TABLE 14  
Distribution of Pretest and Posttest Responses  
for Grade XI Students.

	Pretest					Posttest				
	SA	A	U	D	SD	SA	A	U	D	SD
1.	4	20	0	0	0	6	18	0	0	0
2.	0	3	3	12	6	0	2	1	16	5
3.	3	10	8	2	1	5	11	5	2	1
4.	0	10	6	8	0	2	11	2	9	0
5.	11	10	2	1	0	8	14	1	1	0
6.	0	0	3	8	13	0	0	1	9	14
7.	0	2	1	9	12	0	0	3	13	8
8.	6	15	1	1	1	5	15	2	2	0
9.	1	0	0	13	10	0	1	1	14	8
10.	3	19	1	0	1	3	20	0	1	0
11.	0	1	0	9	14	0	0	0	11	13
12.	0	2	1	10	11	0	1	2	14	7
13.	1	0	0	4	19	0	0	0	7	17
14.	0	2	1	13	8	0	2	1	11	10
15.	6	12	3	2	1	5	11	4	4	0
16.						3	20	1	0	0
17.						6	18	0	0	0
18.						2	8	11	3	0
19.						0	0	0	11	13
20.						1	8	10	5	0

N = 24 students

TABLE 15

Distribution of Pretest and Posttest Responses  
for Total Group

	Pretest					Posttest				
	SA	A	U	D	SD	SA	A	U	D	SD
1.	8	63	11	9	0	13	61	11	5	1
2.	3	10	23	44	11	2	10	13	54	12
3.	14	34	25	11	7	18	32	20	16	5
4.	3	38	25	20	5	6	44	19	19	3
5.	18	53	13	7	0	18	61	6	5	1
6.	0	3	9	50	29	0	1	7	46	37
7.	5	6	9	46	25	1	0	13	52	25
8.	8	52	12	14	5	10	47	14	18	2
9.	2	0	5	52	32	0	1	4	57	29
10.	6	56	19	7	3	7	66	6	12	0
11.	0	2	7	46	36	2	1	3	52	33
12.	3	11	4	44	30	1	8	12	46	24
13.	1	0	2	33	54	0	0	1	36	54
14.	2	2	6	64	17	2	2	6	63	18
15.	8	29	30	19	5	7	28	31	19	6
16.						11	59	15	5	1
17.						18	69	3	1	0
18.						5	46	26	14	0
19.						1	1	5	48	36
20.						2	33	48	17	1

N = 91 students

APPENDIX G

DISTRIBUTION OF RESPONSES:  
LEVEL OF DIFFICULTY QUESTIONNAIRE



TABLE 16

Distribution of Responses: Degree of Difficulty of Components  
for Grade IX Students

	1	2	3	4	5
a. tape	13	26	26	2	0
b. oral questioning	4	15	41	7	0
c. unscramble the words	4	2	19	28	14
d. mots-clefs	3	1	18	25	20
e. word placement puzzles	2	2	13	26	24
f. mots-croisés	3	3	18	35	8
g. complete the sentences	0	14	44	8	1
h. rejoinders	0	6	43	12	6
i. reading passage	5	22	32	8	0

N = 67 students

TABLE 17

Distribution of Responses: Degree of Difficulty of Components  
for Grade XI Students

	1	2	3	4	5
a. tape	2	7	11	4	0
b. oral questioning	0	1	11	9	3
c. unscramble the words	0	1	6	10	7
d. mots-clefs	0	1	4	11	8
e. word placement puzzles	0	0	5	8	11
f. mots-croisés	0	0	9	11	4
g. complete the sentences	1	3	17	2	1
h. rejoinders	0	1	10	12	1
i. reading passage	0	5	13	5	1

N = 24 students

TABLE 18

Distribution of Responses: Degree of Difficulty of Components  
for Total Group

	1	2	3	4	5
a. tape	15	33	37	6	0
b. oral questioning	4	16	52	16	3
c. unscramble the words	4	3	25	38	21
d. mots-clefs	3	2	22	36	28
e. word placement puzzles	2	2	18	34	35
f. mots croisés	3	3	27	46	12
g. complete the sentences	1	17	61	10	2
h. rejoinders	0	7	53	24	7
i. reading passage	5	27	45	13	1

N = 91 students

APPENDIX H

DISTRIBUTION OF RESPONSES:  
MOST INTERESTING ASPECTS QUESTIONNAIRE

TABLE 19

Distribution of Responses: Level of Interest in Components  
for Grade IX Students

	1	2	3	4	5
a. slides	9	31	20	6	1
b. tape	4	25	24	13	1
c. transparencies	20	25	19	2	1
d. oral questioning	2	26	31	3	5
e. unscramble the words	18	30	12	3	4
f. mots-clefs	20	30	10	7	0
g. word placement puzzles	19	32	9	7	0
h. mots-croisés	19	28	17	3	0
i. complete the sentences	4	25	29	7	2
j. rejoinders	5	28	30	4	0
k. reading passage	8	20	23	13	3

N = 67 students

TABLE 20

Distribution of Responses: Level of Interest in Components  
for Grade XI Students

	1	2	3	4	5
a. slides	10	11	1	1	1
b. tape	1	10	10	1	2
c. transparencies	4	12	7	1	0
d. oral questioning	3	10	11	0	0
e. unscramble the words	7	11	3	1	2
f. mots-clefs	7	8	7	2	0
g. word placement puzzles	6	8	8	0	2
h. mots-croisés	6	12	3	3	1
i. complete the sentences	4	12	5	2	1
j. rejoinders	1	14	7	1	1
k. reading passage	5	13	4	1	1

N = 24 students.

TABLE 21

Distribution of Responses; Level of Interest in Components  
for Total Group

	1	2	3	4	5
a. slides	19	42	21	7	2
b. tape	5	35	34	14	3
c. transparencies	24	37	26	3	1
d. oral questioning	5	36	42	3	5
e. unscramble the words	25	41	15	4	6
f. mots-clefs	27	38	17	9	0
g. word placement puzzles	25	40	17	7	2
h. mots-croisés	25	40	20	5	1
i. complete the sentences	8	37	34	9	3
j. rejoinders	6	42	37	5	1
k. reading passage	13	33	27	14	4

N = 91 subjects

APPENDIX I

MODULE



LA PÊCHE A TERRE-NEUVE: AN INSTRUCTIONAL MODULE FOR IMPARTING  
LEXICAL INFORMATION WITH SPECIFIC REFERENCE TO THE FISHERY  
AS IT IS PROSECUTED ALONG THE COASTS OF NEWFOUNDLAND

by

Alan Frederick Goodridge

TEACHER'S MANUAL

Content of module:

This module contains:

- i) 1 Teacher's Manual containing background information, content of the module, suggestions for use, vocabulary list, transcript of tape, key to exercises and puzzles, list of transparency masters, and suggestions for evaluation.
- ii) 1 film strip.
- iii) 1 cassette tape in French.
- iv) 21 transparency masters.
- v) 26 masters to be duplicated for students, including written exercises, puzzles, reading passage and testing material.

Background Information:

Most of the materials in use in our Newfoundland schools have been produced outside the province, and in spite of the interest in Canadian material, there is very little in the school curriculum that could be considered to be of Newfoundland content. This is especially so in the case of French, where the majority of the programmes are produced in Central Canada. Even though the situations and events portrayed in the programmes have a certain universality, the content is not as relevant to Newfoundland students as would be the case with materials based on the lives and activities of Newfoundlanders, and on descriptions of the province. Moreover, students are, for the most part, unable to discuss in French many aspects of their own Newfoundland culture since they are not equipped with the necessary vocabulary to do so. This is particularly true of the Newfoundland fishery, where the students are generally unable to communicate even a limited amount of information to people questioning them on the topic.

This module has been prepared to help impart some information and to provide students with the necessary vocabulary to be able to communicate information both in oral and written form about the Newfoundland fishery. However, since the number of vocabulary items on such a topic is quite vast, the items given at the beginning of each of the two sections are the items suggested for mastery. This does not mean that other words need not be added, but mastery of those words alone should enable each student to transmit considerable information in spoken and written form

on the Newfoundland fishery.

This module is designed primarily for senior high school, anglophone students who already have a knowledge of the present, future, passé composé and imparfait tenses, and have had some exposure to spoken French at the high school level. They need not be bilingual, but the more French they know, the more quickly they will grasp the full content of the programme. It is conceivable, therefore, that the module could be used in French-immersion classes in association with the social studies programme.

#### Suggestions for Use:

##### A. Introduction

The primary aim of this module is the mastery of the vocabulary listed to enable the student to understand and appreciate the message of the French slide/tape presentation La Pêche à Terre-Neuve. However, it is hoped that the teacher will use the new vocabulary learned to assist students to communicate in French about one of the primary industries of Newfoundland. This exchange of information may take place in brief exchanges during oral and written composition activities, or it may develop into a more extended unit of work.

While the major aim of the module is the aural comprehension of the selected vocabulary items, activities have been presented to encourage both teachers and students to use all four skill areas in mastering the lexical material. Consequently, activities have been prepared, and suggestions given, for exercises that should

develop the ability of the student to recognize the words in their printed forms, and to write them correctly, as well as suggestions and materials for the development of aural comprehension. This process has been followed deliberately in order to assist the student in learning the lexical items, and in retaining them, as it is felt that the print reinforcement of the oral stimulus is helpful to high school students. The development of the ability to read and write the lexical items should assist the teacher in making further use of this vocabulary in other activities in the classroom centered on the topic of the Newfoundland fishery.

#### B. Presentation of the Material

It is suggested that this module be presented in a series of five class periods of 40 minutes each. This presentation could be in consecutive periods, or might be spread out over a much longer period such as a month. More review and time will be necessary if the latter course is taken.

Generally speaking, the lexical items have been divided into two categories. The first section treats the different types of fish, the second treats the types of boats and the ways fish are caught. These two areas can be treated somewhat independently.

There are two possible ways of approaching the material:

##### 1. Presentation of slide/tape with no pre-teaching:

- Day 1:
- a. Discussion of the fishery in English
  - b. Presentation of slide/tape
  - c. Discussion of student reactions

Day 2: a. Presentation and practice of words in Section 1.

b. Follow-up activities of words in Section 1.

Day 3: a. Presentation and practice of words in Section 2.

b. Review and practice of words in Section 1.

Day 4: a. Follow-up activities of words in Section 2.

b. Review and practice of words in Sections 1 and 2.

Day 5: a. Use of the lecture (optional).

b. Further oral activities conducted by the teacher.

The slide/tape presentation should then be shown again in order for the students to experience improved comprehension of the material. It would even be possible, if the teacher wished to take more time for the module, to show again a portion of the presentation at the end of each section of work, i.e., after completing the first section on types of fish, the first slides might be shown to the students. After the second section on the ways of catching fish, slides 57 to the end might be shown to the students. The slides could be shown once more in their entirety after the work of the module has been completed.

## 2. Presentation of slide/tape with pre-teaching:

Day 1: a. Introduction of topic (English or French).

b. Presentation and practice of words in Section 1.

- Day 2: a. Review and practice of words in Section 1.  
b. Follow-up activities of words in Section 1.
- Day 3: a. Presentation and practice of words in Section 2.  
b. Follow-up activities of words in Section 2.
- Day 4: a. Review and practice of words in Sections 1 and 2.  
b. Use of the lecture (optional) or other materials prepared by the teacher.
- Day 5: a. Presentation of the slide/tape.  
b. Discussion of the module in French.

#### C. Suggestions for Further Use

While the aim of this module is the mastery of the selected vocabulary items from the point of view of oral comprehension of the slide/tape presentation, this work could also be undertaken as a means of introducing the topic of the Newfoundland fishery for a more detailed study of the topic. It is hoped that teachers will make use of the learned vocabulary on the topic of the fishery to conduct various activities in the classroom on an ongoing basis. These activities could vary from the simple inclusion of the lexical items learned in oral questions done in the class on a daily basis (for example, as part of a warm-up for a lesson) to the creation of dialogues requesting information about the fishery, or oral and written descriptions of the Newfoundland fishery.



Further use may be made of the material contained in this module on a more extensive basis. The teacher could supply the students with copies of the lexicon and tape script to be studied either as a class activity or on an individual or group basis. The lexicon could be used in order to learn considerably more vocabulary items related to the slide/tape presentation, or to the prosecution of the fishery in general. A number of these vocabulary items could then be included in the active vocabulary of the classroom. The teacher could also permit students to follow the script as they listen to the tape.

Further suggestions include getting students to make their own statements or give their own script as they look at the slides, writing a short essay on the Newfoundland fishery, or giving an oral presentation in class on the topic.

#### D. General Comments

It must be remembered that the information provided in this section on suggestions for use of the module are meant only as suggestions. Teachers may prefer to use other approaches or other activities, and, should these be more effective, they would have made the correct choice. The final decision is with the teacher.

# Section 1: Les Poissons:

## A. Vocabulary

un poisson

la pêche

un pêcheur

la morue

le saumon

le capelan

un hareng

l'omble arctique

des poissons plats

le turbot

le flétan

le flet

la sole

le lompe

un homard

un crabe

une crevette

un phoque

## B. Suggestions for the Teacher

1. Each word is explained using overhead transparencies where possible.
2. Oral quizzing using overheads where possible:  
Sample questions:

C'est un(e) \_\_\_\_\_?

Qu'est-ce que c'est?

Qu'est-ce qu'un pêcheur attrape?

Nommez quelques poissons.

3. Give the names of the different fish and ask students to correlate the names with the appropriate images as they are shown using the overhead transparencies.

4. Questions requiring "oui" or "non" answers.  
Examples:

- a. Est-ce que le capelan est un poisson énorme?  
(non)
- b. Est-ce que le turbot est un poisson plat?  
(oui)
- c. Est-ce qu'on pêche l'omble arctique sur les bancs de Terre-Neuve? (non)
- d. Est-ce que le phoque est un poisson? (non)
- e. Est-ce que la lompe est bon à manger? (non)
- f. Est-ce que le saumon est un poisson plat?  
(non)
- g. Est-ce que la morue est plus grande que le capelan? (oui)
- h. Est-ce que le crabe est un vrai poisson?  
(non)

### C. Student Activities

The following sections are the answers to the student activities. The masters for the activities themselves are found in the module.

#### Exercise 1: Unscramble the words

- |           |             |
|-----------|-------------|
| a. turbot | e. capelan  |
| b. hareng | f. crevette |
| c. saumon | g. phoque   |
| d. crabe  | h. morue    |

#### Exercise 2: Mots-Clefs

- |            |             |
|------------|-------------|
| a. poisson | e. homard   |
| b. capelan | f. crabe    |
| c. hareng  | g. crevette |
| d. lompe   | h. phoque   |

## Exercise 3: Complete the puzzle

## Horizontally

- a. crabe
- b. lompe
- c. poissons
- d. turbot

## Vertically

- e. morue
- f. saumon
- g. sole

## Exercise 4: Mots-croisés

## Horizontally

- 1. poissons
- 4. omble
- 6. sole
- 7. capelan

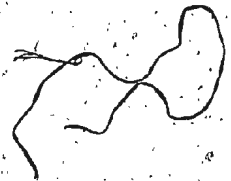
## Vertically

- 1. pêche
- 2. saumon
- 3. plats
- 5. flétan

## Exercise 5: Complete the sentences

- a. omble
- b. capelan
- c. morue
- d. plats

- e. lompe
- f. phoques
- g. crevettes
- h. saumon



## Section 2: Les Moyens

### A. Vocabulary

un doris

une plate

un rodney

une yole

un palangrier

un chalutier  
(à pêche arrière)

un hameçon

un appât

une ligne à main

une palangre

une turlutte

un filet

un filet maillant

une trappe

une seine

### B. Suggestions for the Teacher

1. Each word explained using overhead transparencies where possible.

2. Oral quizzing using overheads where possible:  
Sample questions:

C'est un(e) \_\_\_\_\_ ?

Qu'est-ce que c'est?

Quel bateau est plus grand, le palangrier ou la yole?

3. Give the names of the different boats and ask students to correlate name and image on overhead. Repeat this exercise for the fishing materials.

4. Questions requiring "oui" or "non" answers:  
Sample questions:

a. Est-ce que le doris est un grand bateau? (non)

b. Est-ce qu'une seine est un filet? (oui)

c. Est-ce qu'une palangre a beaucoup d'hameçons?  
(oui)

- d. Est-ce qu'une turlutte est très moderne? (non)
- e. Est-ce qu'une yole est plus grande qu'une goélette? (non)
- f. Est-ce qu'un palangrier est plus grand qu'un rodney? (oui)
- g. Est-ce qu'un chalutier à pêche arrière est le plus grand des bateaux de pêche terre-neuviens? (oui)
- h. Est-ce qu'une ligne à main est un filet? (non)

5. Rejoinders: initial statement by the teacher can be given orally, and the students can determine the correct answer on their papers. The student copy of this exercise is Exercise 6 of the sheets provided as masters.

- a. Que fait la plupart des pêcheurs terre-neuviens? (ii)
- b. Quel est peut-être le meilleur petit bateau du monde? (iii)
- c. Quel bateau est le plus grand de ces trois? (i)
- d. Quel bateau est utilisé à haler une trappe? (i)
- e. A quoi sert un palangrier? (i)
- f. Quel est le plus grand des bateaux de pêche terre-neuviens? (i)
- g. Quel poisson est le plus populaire des pêcheurs terre-neuviens? (iii)
- h. Lequel de ces trois n'est pas un vrai poisson? (ii)

### C. Student Activities

Following are the answers to the student activities, Section 2. The masters for the activities themselves are found in the module.

## Exercise 7: Unscramble the words.

- |               |              |
|---------------|--------------|
| a. doris      | e. turlutte  |
| b. barque     | f. trappe    |
| c. palangrier | g. seine     |
| d. goélette   | h. chalutier |

## Exercise 8: Mots-clefs

- |           |             |
|-----------|-------------|
| a. trappe | e. seine    |
| b. rodney | f. doris    |
| c. plate  | g. yole     |
| d. filet  | h. turlutte |

## Exercise 9: Complete the puzzle

- | Horizontally | Vertically  |
|--------------|-------------|
| a. palangre  | g. bateau   |
| b. yole      | h. rodney   |
| c. doris     | i. turlutte |
| d. filet     | j. seine    |
| e. trappe    |             |
| f. plate     |             |

## Exercise 10: Mots-croisés

- | Horizontally | Vertically |
|--------------|------------|
| 1. doris     | 2. seine   |
| 3. ligne     | 5. appât   |
| 4. bateau    | 6. yole    |
| 7. trappe    | 8. plate   |
| 10. goélette | 9. filet   |

## Exercise 11: Complete the sentences

- |               |             |
|---------------|-------------|
| a. doris      | e. trappe   |
| b. palangrier | f. maillant |
| c. hameçon    | g. yolé     |
| d. turlutte   | h. palangre |

Reading Passage:

The use of the reading passage is optional. However, it has been prepared in order to assist the students in using the vocabulary which they have learned, and in extending their skills in relation to vocabulary dealing with the fishery.

The passage is included with the master sheets to be duplicated for the students.

Evaluation:

## A. General

Teachers should evaluate their students' reactions to the module. This may be done in an informal fashion by being alert to the reactions of the students, and their comments, during and just after class. In particular, reactions to the tape and slides should be noted. Ability to complete the follow-up activities correctly may also be used as a measure of achievement.

## B. Specific

Some more detailed evaluation of the ability of the students to use the lexical items taught should also be undertaken.

Exercises such as Exercise 5 on page 16 of this manual may also be developed by the teacher, focussing on the material which the teacher has stressed in his own classroom. This exercise may be used to check oral comprehension, in which case the teacher would read both the question and the responses, and the student would record only the number of the correct responses on his sheet.



The student would not have the script in front of him.

The exercise might also be used to check reading comprehension. For this purpose the entire exercise would be presented to the student and he would read both the question and the answer, selecting and indicating the correct response.

While it is suggested that exercises of this type may be used to evaluate both listening comprehension and reading, it is not generally recommended that the same exercise be used to test both skills.

Another use of this rejoinder-type of exercise is explained on page 16 of this teacher's manual, where the questions are intended to be read by the teacher, and the students are to correctly select the response from the three possible answers before them. An example of an answer sheet for this type is given in the sheets provided as student masters under the title of Exercise 6, Rejoinders.

In addition, suggested material for testing the content of the module is included following this page. In the listening section of the evaluation, reference is given to the overhead transparencies, for which masters are provided at the end of this module. As well, only the teacher's copy of the evaluation is provided here; the student's copy is provided in the section of master sheets to be duplicated for the students.

1. LISTENING: (Using the transparencies indicated, ask the following questions. Students will choose either "oui" or "non" as a response.

TRANSPARENCY	QUESTION	ANSWER
14	a. C'est un palangrier?	non
11	b. C'est un doris?	oui
2	c. C'est un saumon?	non
10	d. C'est un homard? (point to crab)	non
8	e. C'est un phoque?	oui
9	f. C'est un poisson plat? (point to any one of the fish)	oui
16	g. C'est une ligne à main? (point to the line and hook)	oui
18	h. C'est une turlutte? (point to jigger)	oui
5	i. C'est un homeçon?	non
13	j. C'est un hareng?	non
7	k. C'est un lompe?	oui
15	l. C'est une goélette?	oui
21	m. C'est un filet maillant?	non
19	n. C'est une seine?	non
6	o. C'est une crevette?	non

2. READING: Students are to choose the correct completion to each sentence and underline it.

- a. Le plus grand de ces trois bateaux de pêche est
- i. le palangrier
  - ii. le doris
  - iii. le chalutier

- b. Le plus connu de nos petits bateaux de pêche est
- i. le palangrier
  - ii. le doris
  - iii. le chalutier
- c. Le plus important de nos poissons est
- i. le saumon
  - ii. la morue
  - iii. le capelan
- d. Le turbot, le flétan, la sole et le flet sont des poissons
- i. énormes
  - ii. plats
  - iii. minuscules
- e. De longues lignes d'hameçons appâtés s'appellent
- i. des palangres
  - ii. des trappes
  - iii. des filets
- f. Un des petits bateaux de pêche terre-neuviens est
- i. la turlutte
  - ii. la plate
  - iii. le chalutier
- g. Deux poissons pêchés dans les eaux fraîches par les Esquimaux sont le saumon et
- i. la morue
  - ii. le hareng
  - iii. l'omble arctique
- h. Un crustacé très délicieux est
- i. le crabe
  - ii. le flet
  - iii. le capelan
- i. Les pêcheurs qui halent les trappes préfèrent
- i. un chalutier
  - ii. une yole
  - iii. une goélette
- j. Un très petit bateau avec un nom comme celui d'un garçon est
- i. le doris
  - ii. le rodney
  - iii. le palangrier

3. WRITING: Students are to complete each of the following sentences using one word for each.

a. Le palangrier est un bateau de pêche maintenant utilisé pour toutes sortes de pêche.

b. Un chalutier est un bateau avec un équipage de quatorze à dix-huit hommes.

c. Le capelan est notre poisson le plus abondant.

d. Une trappe est un grand filet en forme de carré, utilisé surtout à attraper la morue.

e. Le plus grand de nos poissons plats est le flétan.

List of Transparencies:

1. carte de la province
2. une morue (cod).
3. un saumon
4. un capelan
5. un hareng
6. un omble arctique (arctic char)
7. un lompe (lumpfish)
8. un phoque (seal)
9. des poissons plats
  - le flétan (halibut) --top, largest
  - le turbot (turbot) --middle
  - le flet (flounder) --bottom
  - la sole (sole) --bottom, smallest
10. des crustacés
  - un homard (lobster) --top
  - un crabe (crab) --bottom, left
  - une crevette (shrimp) --bottom, right
11. un doris (dory)
12. un plate (punt) --top
  - un rodney (rodney) --left
  - une yole (skiff) --bottom
13. un palangrier (longliner)
14. un chalutier à pêche arrière (stern dragger/stern trawler)
15. une goélette (schooner)
16. un hameçon (hook)
  - un appât (bait)
  - une ligne à main (handline)
17. une palangre (trawl) --two trawls are shown, one on surface, one on bottom
18. une turlutte (jigger)

Note: The handline is the whole apparatus consisting of line, hook, and, sometimes, weight.

19. un filet maillant (gillnet)
20. une trappe
21. une seine position 1: (largest drawing): steaming and  
position 2: open                      hauling  
position 3: half-closed  
position 4: net closed for hauling aboard

MASTERS OF MATERIALS TO BE PRESENTED TO STUDENTS  
(Distribution of Lexicon and Tapescript Optional)

Lexicon:

accroché: attaché

affaires (f): activité commerciale, industrielle ou financière

Antilles: des îles au sud des Etats-Unis, parmi lesquelles on trouve le Cuba

appareil (m): une machine ou un instrument

appareillage (m): ensemble d'appareils et d'accessoires

appât (m): quelque chose fixée à un hameçon pour attraper les poissons

appâté: qui a des appâts

archaïque: ancien

attirail (m): choses nécessaires à certains usages

attraper: prendre

avenir (m): le futur

banal: commun, ordinaire

banc (m): i) terrain de pêche (les bancs de Terre-Neuve)  
ii) groupe de poissons

barque (f): un petit bateau

besoin (m): ce qui est nécessaire

bord (m): (à bord = dans un bateau)

capelan (m): un petit poisson qui arrive dans les eaux terre-neuviennes vers la fin de juin

carré (m): qui a une forme quadrangulaire

chalut (m): le filet de pêche d'un chalutier

chalutier (m): un grand bateau de pêche

chalutier à pêche arrière: un chalutier dont le chalut est derrière le bateau



comptabilité (f): le profession où les personnes qui y travaillent s'occupent de l'argent et de l'enregistrement des opérations commerciales dans les livres

comptes (m): l'argent dépensé et reçu

congelé: conservé par le froid

connaître (s'y): être expert

conte (m): récit d'aventure

côte (f): la partie de la terre qui est touchée par la mer

côtier: de la côte

couler: aller d'un endroit à un autre, en parlant d'un liquide

cours d'eau (m): une rivière, etc.

coûteux: qui coûte beaucoup

coutume (f): manière ordinaire de faire des choses, de parler, etc.

crevette (f): un petit crustacé très bon à manger

davantage: plus

denrée (f): quelque chose à manger

divers: qui sont différents

doris (m): un petit bateau à fond plat très populaire à Terre-Neuve

doué: très intelligent

dresser: mettre

efficace: qui produit l'effet désiré

effrayant: qui donne du peur

égout (m): système utilisé à transporter l'eau sale, etc.

ému: touché par l'émotion

engrais (m): matière utilisée à fertiliser les terres

entreprise (f): une source de production économique

entretenir: faire ce qui est nécessaire pour que quelque chose marche bien

équipage (m): les hommes qui travaillent sur un bateau

équipier (m): un homme qui travaille sur un bateau

espèce (f): sorte

farine de poisson (f): matière qui est préparée des poissons pulvérisés, et qui a l'apparence de la farine

filet (m): un tissu utilisé pour prendre les poissons, les oiseaux, etc., et aussi utilisé au milieu du terrain de tennis et de volley-ball

filet maillant (m): un long filet utilisé pour prendre des poissons

flet (m): poisson plat jusqu'à 50 cm. de long

flétan (m): poisson plat jusqu'à 3 m. de long

fond (m): la partie la plus basse

fréquenter: aller souvent à un endroit

frigorigique (m): usine où le poisson est préparé et congelé

genre (m): sorte

gibier (m): animaux, poissons et oiseaux qu'on chasse

goélette (f): un bateau à voile

haler une trappe: tirer les cordes d'une trappe pour la mettre près de la surface afin de prendre les poissons qui sont là-dedans

hameçon (m): utilisé pour prendre des poissons

hareng (m): un poisson à dos bleu-vert

haute mer (f): la mer loin de la terre

homard (m): un crustacé très bon à manger

hors-bord (m): un bateau avec un moteur fixé à l'extérieur

intéressant: cher à acheter

large: (au large = sur l'océan)  
 lieu de pêche (m): endroit où on pêche  
 lômpe (m): poisson désagréable à regarder  
 maillant: fait avec des mailles  
 maille (f): une partie d'un filet. Un filet est composé de mailles  
 mariner: mettre dans une solution de sel, etc.  
 millier (m): un très grand nombre  
 mode (m): la forme, la méthode  
 morue (f): le poisson préféré des pêcheurs de Terre-Neuve  
 moyen (m): méthode  
 navire (m): un bateau  
 nourriture (f): choses à manger  
 ombre arctique (m): poisson du nord  
 palangre (f): une corde à laquelle sont fixées des lignes munies d'hameçons  
 palangrier (m): un bateau de pêche  
 pêcher: chercher et attraper des poissons  
 pélagique: utilisé dans la mer  
 phoque (m): un animal chassé surtout au printemps sur la glace près du Labrador  
 piège (m): quelque chose pour attraper des animaux ou des poissons  
 plat: contraire de "rond"  
 plate (f): un petit bateau moins grand qu'une yole  
 prise (f): les poissons attrapés  
 recherché: très en demande  
 récolte (f): les produits de la terre et de la mer

rejeté: retourné

remailler: réparer un filet

rendre compte (se): comprendre

rentable: qui donne un bénéfice satisfaisant

reperage (m): l'action de chercher et trouver

salé: préparé avec du sel

saumon (m): un poisson très bon à manger

séché: fait sec

seine (f): un filet de pêche triangulaire

siècle (m): période de cent ans

soin (m): exactitude, attention

sole (f): un poisson plat, ovale

subsister: continuer d'exister

tenir au courant (se): être informé

trappe à morue (f): le moyen le plus populaire utilisé par les pêcheurs près des côtes pour attraper la morue

traiter: préparer et nettoyer

turbot (m): un poisson plat jusqu'à 80 cm. de long

turlutte (f): ustensile de pêche, formé d'un morceau de plomb et des hameçons

váloir la peine: avoir une certaine importance

yole (f): un bateau ouvert équipé d'un moteur et utilisé surtout pour la pêche à la trappe

Tapescript:

Il serait impossible de trouver un autre endroit au monde où l'océan a plus d'importance sur le mode de vie de la population qu'ici à Terre-Neuve.

Même si la plupart d'entre nous ne vivent plus de la mer, elle exerce toujours son influence sur nous; elle est toujours présente; elle fait partie de nous.

Notre façon de parler, notre façon de penser, nos chants, nos contes, nos coutumes viennent de la mer.

Ce n'est pas étonnant: nos ancêtres sont arrivés pour pêcher et pendant les siècles suivants les seuls moyens de subsister venaient de la pêche. Ce n'est qu'au début du siècle que nous nous sommes intéressés aux autres ressources.

Il y a quand-même toujours des milliers de pêcheurs tout le long des côtes de Terre-Neuve et du Labrador, et pour eux, la mer est toujours aussi importante. Dans un village comme celui-ci, les traditions ne mourront jamais.

Parce que les hommes qui vivent de la mer doivent être prêts à tout. Ils doivent être capable de tout faire.

Il y a toujours des bateaux à construire et à réparer, des moteurs à entretenir, et des filets à remailler.

Il faut se tenir au courant des nouvelles méthodes de pêche, et du nouveau matériel.

Et il y a aussi les comptes à tenir, car la comptabilité est une chose que le pêcheur d'aujourd'hui ne peut pas négliger.

Un bon pêcheur doit faire ses comptes chaque jour avec soin, car de nos jours la pêche est toute une entreprise, et une entreprise compliquée en plus.

Prenez par exemple ce nouveau bateau de pêche: un palangrier. Certains, tout équipés, coûtent plus de cent mille dollars. C'est le prix de vingt nouvelles voitures.

Il faut être doué, et s'y connaître en affaires pour que la pêche soit rentable. Et un peu de chance ne fait pas de mal.

Mais il est difficile de décrire les pêcheurs de Terre-Neuve avec des généralités, car il y en a de toutes sortes.

La plupart sont des pêcheurs côtiers qui font la pêche près des côtes dans divers petits bateaux.

Quand ces bateaux sont équipés d'un moteur hors-bord ils sont rapides et facilement manoeuvrables,

utiles pour la pêche au homard et au saumon, et pour la chasse aux phoques, et aux oiseaux.

On dit que le doris est la meilleure barque du monde, et il est sans doute le plus connu de nos bateaux.

Pendant des générations il a été utilisé pour la pêche en goélette sur les bancs de Terre-Neuve.

Les histoires incroyables de ces pêcheurs en doris, et de leurs exploits en haute mer pendant les tempêtes pourraient remplir un livre entier.

Mais même si cette pêche en goélette n'existe plus, le doris ne disparaît pas.

On l'utilise surtout maintenant équipé d'un moteur pour la pêche le long des côtes.

Pour d'étranges raisons les pêcheurs des baies du nord de la province n'ont jamais eu confiance dans le doris.

Ils se sentent beaucoup plus à l'aise dans une yole, ou encore dans une plate, ou dans ce qu'on appelle à Terre-Neuve un "rodney".

L'une des raisons en est que ces hommes qui habitent le nord de notre province n'ont pas la tradition de la pêche en doris sur les bancs de Terre-Neuve. Une autre, qu'ils ont toujours fait la pêche à la morue à l'aide d'une trappe.

Pour haler une telle trappe il faut un bateau plus long et plus gros parce qu'il y a davantage d'équipiers à bord,

et quelquefois énormément de poissons à traiter.

De nos jours beaucoup de pêcheurs utilisent des palangriers. Ces bateaux plus grands peuvent donc aller plus loin en mer.

Il y en a qui ont jusqu'à vingt mètres de long, certains d'autres sont un peu plus grands que les bateaux qui halent les trappes.

Beaucoup sont équipés d'appareils électroniques chers et modernes pour la navigation, mais aussi pour le repérage des poissons.

Les premiers de ces bateaux utilisaient de longues lignes de palangres appâtés, de là le nom de palangrier. Plus tard ils utilisaient des filers maillants, mais l'ancien nom est resté.

En réalité maintenant le palangrier est utilisé pour toutes sortes de pêche: la pêche au hareng à la seine dans la baie de Conception;

la pêche au crabe à l'est de la péninsule d'Avalon;

la pêche à la crevette sur la côte Nord-Ouest;

la chasse au phoque dans les baies du Nord de l'île et le long des côtes du Labrador.

Même si quelques-uns de nos palangriers sont grands et chers, ils ne sont pas comparables aux énormes et coûteux chalutiers modernes à pêche arrière.

Il y a à peu près quatre-vingts de ces grands chalutiers qui pêchent actuellement au large de Terre-Neuve et les derniers coûtent presque trois millions de dollars.

Ces navires ont un équipage de quatorze à dix-huit hommes, dont la plupart viennent des ports de la côte Sud.

Ils pêchent toute l'année sur les bancs de Terre-Neuve et dans le Golfe du St-Laurent.

Nous avons maintenant vu les principaux bateaux de pêche utilisés à Terre-Neuve. Quels genres de poissons attrapent-ils?

Le plus important de tous est sans aucun doute la morue.

La plupart de la prise est congelée dans les frigorifiques et envoyé aux Etats-Unis,

mais une grande quantité en est encore salée, séchée, et exportée à nos anciens clients des Antilles, d'Amérique du Sud, et d'Europe.

Dans les eaux de Terre-Neuve on trouve différentes sortes de poissons plats--turbot, flétan, sole et flet. Il n'y a pas si longtemps ces poissons étaient rejetés à l'eau; aujourd'hui la pêche au large en dépend.

Un des poissons les plus intéressants est le saumon. Les pêcheurs côtiers le pêchent tout le long de la côte.

Le hareng devient de plus en plus important depuis quelques années. On le marine pour l'exportation vers l'Europe, et on l'utilise encore comme appât pour le homard.

Le capelan est notre poisson le plus abondant. On l'utilise de différentes façons: appât, engrais, farine de poisson,

et on le mange aussi: congelé, frais ou séché au soleil.

Ces dernières années on exporte des capelans femelles vers le Japon, où ses oeufs sont très recherchés.

Les crustacés aussi sont très importants, surtout le homard, la crevette, et le crabe.

Maintenant on utilise même le banal lompe: ses oeufs sont transformés en caviar, une des denrées les plus chères du monde.

Mais malgré la diversité de ce qu'on peut pêcher, la plupart des pêcheurs terre-neuviens dépendent encore de la morue.

La plus grande partie de la morue est prise dans les trappes dressées près de la côte par les pêcheurs côtiers. Ces pièges sont de grands filets en forme de carré avec un autre long filet attaché devant l'entrée qui sert à guider les poissons vers la trappe.

Beaucoup de pêcheurs utilisent des filets maillants. Ces filets sont dressés près du fond pour attraper la morue, le turbot et d'autres poissons du fond, et près de la surface pour le saumon et le hareng.

De temps en temps, surtout vers la fin de l'été et pendant l'automne, les pêcheurs utilisent des palangres. Ce sont de longues lignes d'hameçons appâtés accrochées au fond.

Quelques pêcheurs utilisent de simples lignes à main appâtées ou même une turlutte. Ces méthodes de pêche sont archaïques, mais elles sont toujours efficaces.

A l'opposé on a le chalut pélagique--un énorme filet trainé derrière un chalutier, et contrôlé électroniquement, à n'importe quel profondeur.

Nous avons donc vu la grande diversité de la pêche terre-neuvienne.

Nos pêcheurs utilisent toutes sortes de bateaux, des petits hors-bords aux énormes chalutiers modernes à pêche arrière,

et toutes sortes d'attirail de pêche: de la simple ligne à main à l'appareillage électronique cherche-poissons des chalutiers les plus chers.



Oui, le pêche terre-neuvienne est variée et les pêcheurs aussi. Les hommes de la côte Sud qui travaillent les chalutiers ne semblent rien avoir en commun

avec les pêcheurs de la partie nord de la province. Chaque printemps le pêcheur esquimau ou inuit amène tout sa famille

dans un fjord isolé de la côte Nord du Labrador pour pêcher l'omble arctique et le saumon.

Il vit de la terre et de la mer. Les phoques et le gibier sont une partie importante de sa nourriture.

Pêcher n'est qu'une partie de son mode de vie, mais c'est encore une partie importante,

car certaines traditions se perdent: les besoins changent.

Il y a vraiment une grande variété de pêcheurs dans la province de Terre-Neuve et Labrador, et ils pêchent en utilisant des moyens différents. Mais ils ont tous une chose en commun:

ils comptent sur l'océan Atlantique pour gagner leur vie.

Nous sommes venus ici comme pêcheurs il y a bien des années, et nous nous sommes bâtis une réputation d'hommes de la mer.

La mer autour de nous était riche, des millions innombrables de poissons voyageaient par bancs dans les célèbres eaux terre-neuviennes.

Nous pensions qu'ils étaient illimités et indestructibles, car l'océan était immense

et nous étions peu nombreux.

Mais tout cela a changé, car la population du monde a augmenté et a faim.

D'autres pays ont découvert nos riches lieux de pêche. Des bateaux viennent ici de tous les coins du monde.

Nous les avons regardé pêcher jusqu'à ce que certaines espèces de poissons disparaissent presque.

Nous y avons contribué aussi, attrapant le poisson sans penser au futur.

Dans le monde entier, l'homme menace l'océan de pollution;

beaucoup de cours d'eau qui y coulent ne sont déjà plus que des égouts.

Ce n'est que récemment que nous avons commencé à nous rendre compte que les eaux du monde sont un environnement vivant et fragile.

La mer cache toujours des milliers de mystères, et les savants travailleront longtemps avant de nous les expliquer;

ils n'y arriveront peut-être jamais.

Mais nous en savons assez pour contrôler et réglementer la pêche, et nous commençons à le faire.

Nous commençons enfin à préparer l'avenir--à voir l'océan comme un jardin--un jardin qui doit être entretenu avec soin.

Dans un sens, l'Atlantique est notre jardin. Nous en faisons la récolte;

nous nous y amusons;

nous le fréquentons à cause de sa paix et de sa beauté;

nous sommes émus par son humeur changeante et par sa force effrayante.

Et dans cette province il y a toujours des milliers de pêcheurs et leurs familles

pour qui la mer est tout cela, et même plus. C'est un mode de vie,

et un mode de vie qui vaut la peine d'être préservé.

Exercise 1: Unscramble the words:

- a. borttu \_\_\_\_\_
- b. aeghne \_\_\_\_\_
- c. amnosu \_\_\_\_\_
- d. abcer \_\_\_\_\_
- e. aacelnp \_\_\_\_\_
- f. ceeerttv \_\_\_\_\_
- g. ehopqu \_\_\_\_\_
- h. emouv \_\_\_\_\_

Exercise 2: Mots-Clefs

Example:  $\frac{m}{1} \frac{o}{2} \frac{r}{3} \frac{u}{4} \frac{e}{5}$

a.  $\frac{6}{1} \frac{2}{2} \frac{7}{3} \frac{8}{4} \frac{8}{5} \frac{2}{6} \frac{9}{7}$

e.  $\frac{13}{1} \frac{2}{2} \frac{1}{3} \frac{11}{4} \frac{3}{5} \frac{19}{6}$

b.  $\frac{10}{1} \frac{11}{2} \frac{6}{3} \frac{5}{4} \frac{12}{5} \frac{11}{6} \frac{9}{7}$

f.  $\frac{10}{1} \frac{3}{2} \frac{11}{3} \frac{15}{4} \frac{5}{5}$

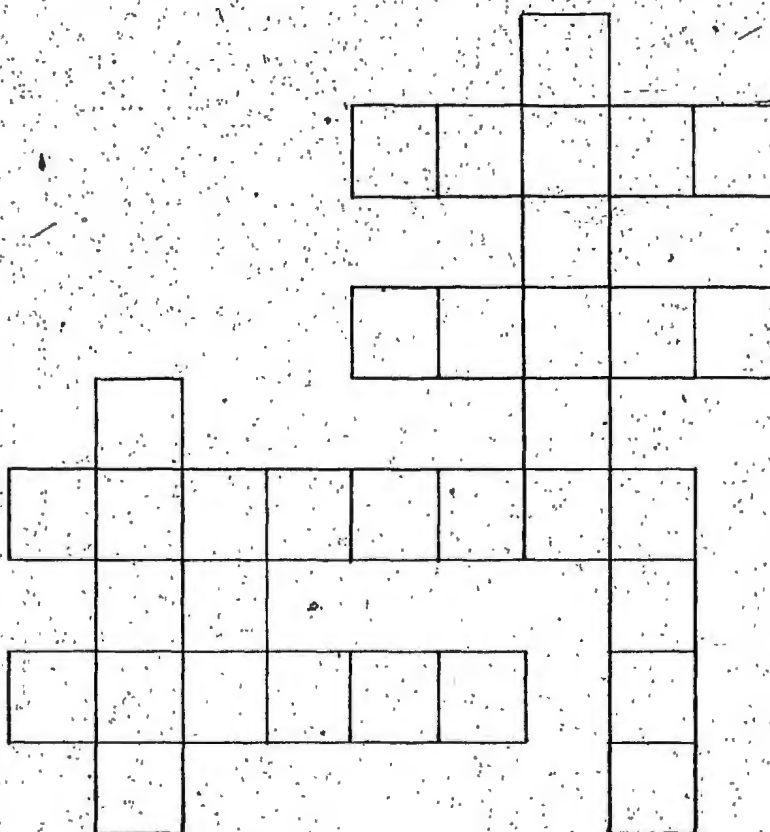
c.  $\frac{13}{1} \frac{11}{2} \frac{3}{3} \frac{5}{4} \frac{9}{5} \frac{14}{6}$

g.  $\frac{10}{1} \frac{3}{2} \frac{5}{3} \frac{16}{4} \frac{5}{5} \frac{17}{6} \frac{17}{7} \frac{5}{8}$

d.  $\frac{12}{1} \frac{2}{2} \frac{1}{3} \frac{6}{4} \frac{5}{5}$

h.  $\frac{6}{1} \frac{13}{2} \frac{2}{3} \frac{18}{4} \frac{4}{5} \frac{5}{6}$

Exercise 3: Put each of the words below into the puzzle:



POISSONS

SAUMON

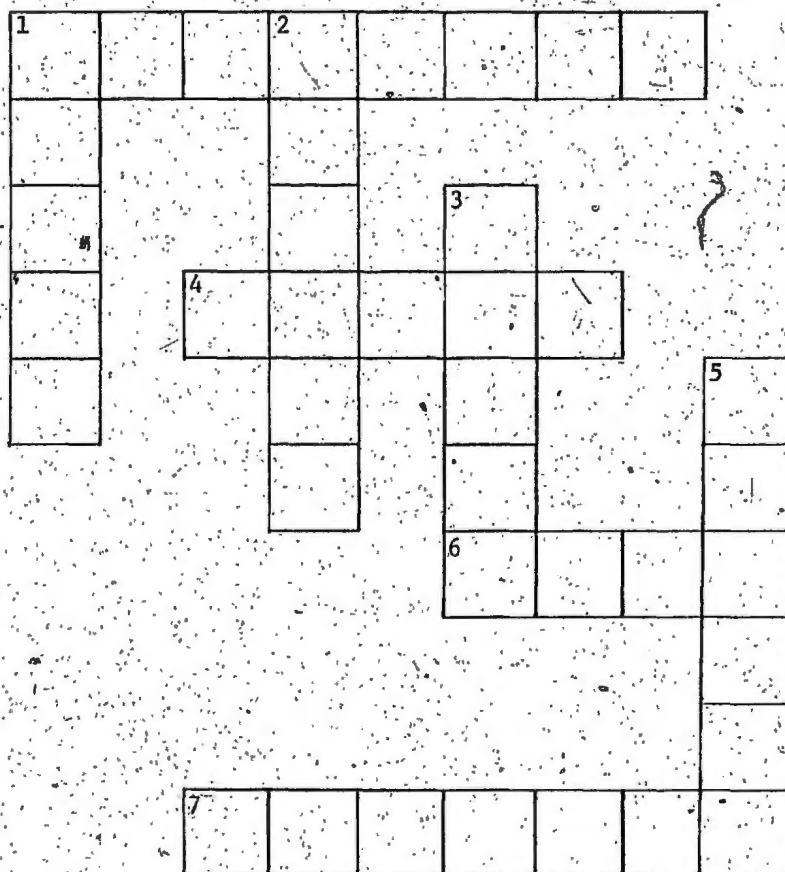
SOLE

CRABE

MORUE

TURBOT

LOMPE

Exercice 4: Mots-Croisés

## HORIZONTALEMENT:

1. Un pêcheur attrape des \_\_\_\_\_.
4. L' \_\_\_\_\_ arctique.
6. Un poisson plat.
7. Un petit poisson.

## VERTICALEMENT:

1. Un pêcheur fait de la \_\_\_\_\_.
2. Un poisson délicieux.
3. Les poissons comme le flet.
5. Un autre poisson plat.

Exercise 5: Complete each sentence with one word for each:

a. L' \_\_\_\_\_ arctique est pêché par les Esquimaux.

b. Le \_\_\_\_\_ est notre poisson le plus abondant.

c. Le poisson le plus populaire à Terre-Neuve est la \_\_\_\_\_.

d. Le turbot et le flétan sont des poissons \_\_\_\_\_.

e. Un poisson dont les oeufs sont transformés en caviar est  
le \_\_\_\_\_.

f. Brian Davies dispute la chasse aux \_\_\_\_\_.

g. Les homards, les crabes et les \_\_\_\_\_ ne sont pas des  
poissons, mais des crustacés.

h. Un poisson qu'on peut pêcher dans l'océan et dans les  
rivières est le \_\_\_\_\_.

Exercise 6: Circle the correct answer to the questions read to you by your teacher:

- a.    i) la pêche au saumon  
      ii) la pêche en petit bateau  
      iii) la pêche en chalutier
  
- b.    i) la yole  
      ii) le chalutier  
      iii) le doris
  
- c.    i) la yole  
      ii) la plate  
      iii) le rodney
  
- d.    i) la yole  
      ii) le chalutier  
      iii) la goélette
  
- e.    i) à toutes sortes de pêche  
      ii) à haler les trappes seulement  
      iii) à utiliser les palangres seulement
  
- f.    i) le chalutier à pêche arrière  
      ii) le palangrier  
      iii) la yole
  
- g.    i) le capelan  
      ii) le hareng  
      iii) la morue
  
- h.    i) le saumon  
      ii) le homard  
      iii) l'omble arctique



Exercise 7: Unscramble the words:

a. diors \_\_\_\_\_

b. abeqru \_\_\_\_\_

c. aaegilnpr \_\_\_\_\_

d. eeeglott \_\_\_\_\_

e. elruuttt \_\_\_\_\_

f. aepprt \_\_\_\_\_

g. eeins \_\_\_\_\_

h. acehiltu \_\_\_\_\_

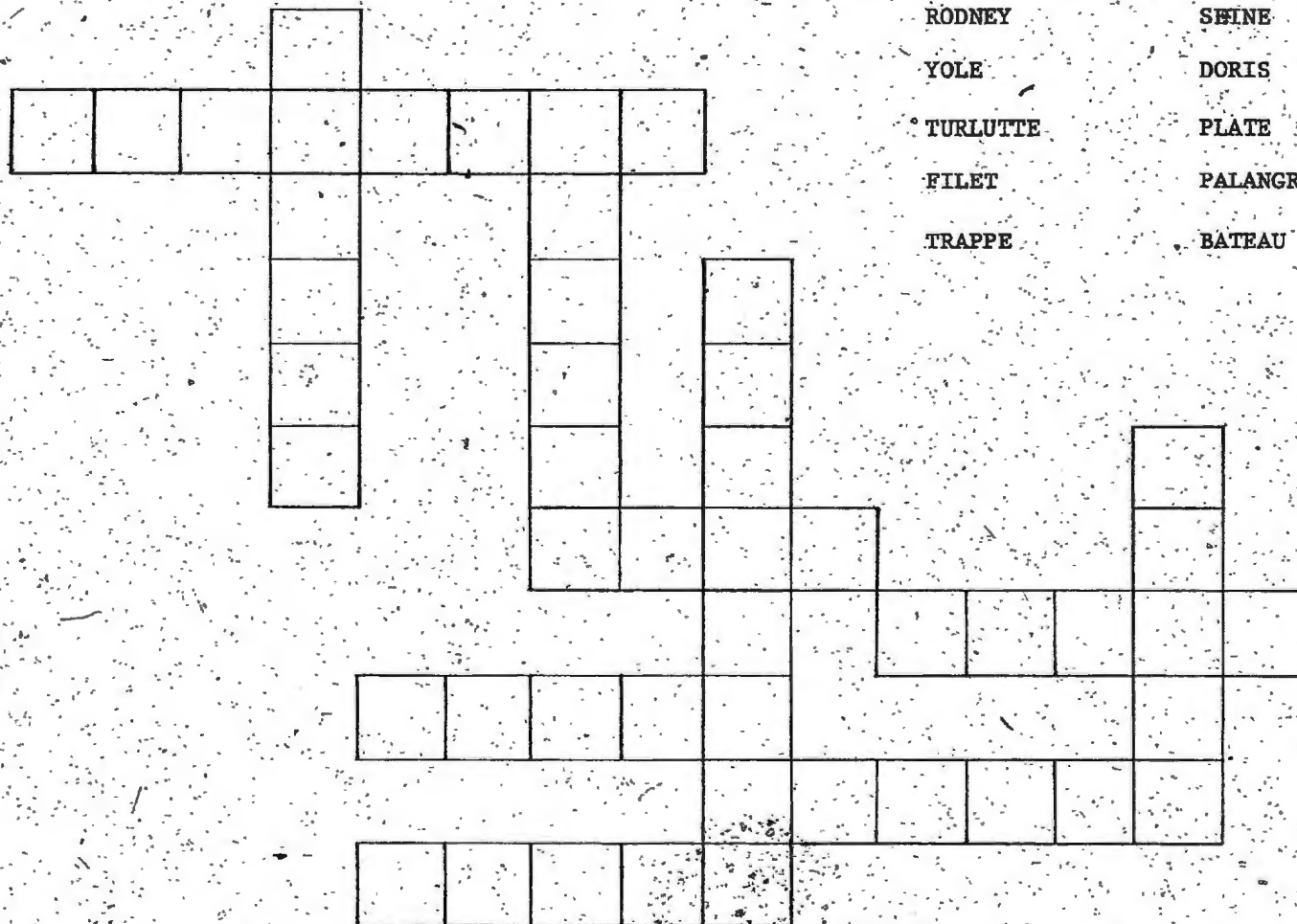
Exercise 8: Mots-Clefs

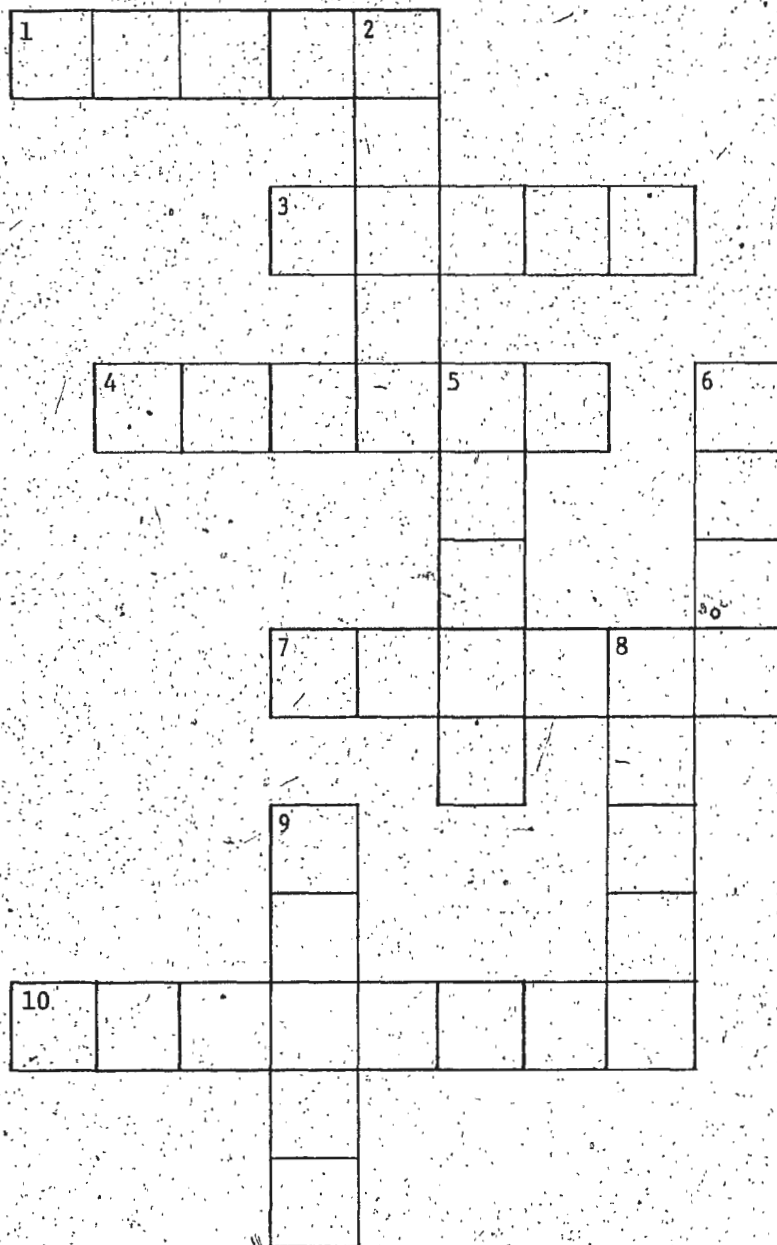
Exemple:  $\frac{b}{1} \frac{a}{2} \frac{t}{3} \frac{e}{4} \frac{a}{2} \frac{u}{5}$

a.  $\frac{3}{6} \frac{2}{7} \frac{7}{4}$ e.  $\frac{15}{4} \frac{14}{10} \frac{4}{4}$ b.  $\frac{6}{8} \frac{9}{10} \frac{4}{11}$ f.  $\frac{9}{8} \frac{6}{14} \frac{15}{15}$ c.  $\frac{7}{12} \frac{2}{3} \frac{4}{4}$ g.  $\frac{11}{8} \frac{12}{4}$ d.  $\frac{13}{14} \frac{12}{4} \frac{3}{3}$ h.  $\frac{1}{5} \frac{6}{12} \frac{5}{3} \frac{3}{4}$



Exercise 9: Put each of the words below into the puzzle:



Exercise 10: Mots-Croisés

Clues on next page.

Exercise 10 (continued)

HORIZONTALEMENT:

1. Peut-être le meilleur petit bateau du monde.
3. Une \_\_\_\_\_ à main.
4. Un chalutier est un \_\_\_\_\_.
7. Un filet carré utilisé surtout à prendre de la morue.
10. Un bateau de haute mer.

VERTICALEMENT:

2. Un filet utilisé surtout à prendre des poissons comme le hareng.
5. Ce qu'on affixe à un hameçon.
6. Un bateau ouvert.
8. Un petit bateau.
9. Un \_\_\_\_\_ maillant.

Exercise 11: Complete each sentence with one word for each:

- a. Le \_\_\_\_\_ est peut-être le meilleur petit bateau du monde.
- b. Le \_\_\_\_\_ est un bateau de tout usage.
- c. Un \_\_\_\_\_ appâté se trouve au bout d'une ligne à main.
- d. Une \_\_\_\_\_ a des hameçons, mais pas d'appât.
- e. Un filet carré utilisé surtout à attraper la morue est une \_\_\_\_\_.
- f. Le filet \_\_\_\_\_ est utilisé par beaucoup de pêcheurs.
- g. Le bateau préféré des pêcheurs qui halent les trappes est la \_\_\_\_\_.
- h. Une \_\_\_\_\_ est une longue ligne d'hameçons appâtés.

## Lecture:

L'histoire de la province de Terre-Neuve et Labrador est une histoire aussi intéressante que l'histoire de n'importe autre province du Canada. Quand John Cabot y est arrivé en 1497, il a trouvé que des millions de poissons voyageaient dans les eaux autour de la nouvelle terre, et que ces poissons étaient faciles à attraper. Peu après ce découvert, des pêcheurs d'Europe ont commencé leurs voyages, et les eaux terre-neuviennes sont devenues très vite célèbres à cause de ces poissons abondants.

Ces premiers pêcheurs ne restaient pas toute l'année à Terre-Neuve; ils ne passaient que quelques mois dans le nouveau monde avant de revenir en Europe avant l'hiver. Mais avant longtemps, de petits nombres de pêcheurs quittaient leurs bateaux pour rester sur la terre, et ont commencé la colonisation de Terre-Neuve.

C'est donc à cause de la pêche que les premiers hommes sont venus ici, et tout le long de notre histoire, les pêcheurs européens ont continué leurs voyages. Même de nos jours, les eaux terre-neuviennes sont le lieu de pêche préféré d'un grand nombre de bateaux, surtout de l'Espagne et du Portugal. Mais d'autres nationalités aussi sont bien représentées, et parmi elles, la Russie et le Japon.

Mais la pêche n'est pas réservée aux pêcheurs d'autres pays; elle est toujours une des plus importantes industries de notre province. Et cette pêche est pratiquée par toutes sortes

d'hommes, de ceux qui prennent la mer chaque matin pour revenir au port la même journée, à ceux qui font partie de l'équipage d'un grand bateau et qui restent peut-être plus d'une semaine en haute mer.

Ils utilisent une grande variété de bateaux. Les pêcheurs qui pêchent près de la côte utilisent de petits bateaux comme la yole. Cette barque est un bateau ouvert, équipé d'un moteur et c'est le bateau préféré de beaucoup de pêcheurs qui font la pêche à l'aide d'une trappe. D'autres pêcheurs utilisent des plates, qui sont plus petites que les yoles et sont couvertes. Cette barque est plus convenable pour la pêche à la ligne ou à la turlutte.

Et puis, il y a le doris, peut-être la meilleure barque du monde. Pendant des générations il a été utilisé pour la pêche en goélette sur les bancs de Terre-Neuve, comme les Portugais l'utilisent toujours. Et les Terre-Neuviens s'en servent toujours aussi, surtout équipé d'un moteur pour la pêche le long des côtes, mais aussi comme bateau supplémentaire pour haler les trappes.

Pour les pêcheurs qui veulent voyager un peu plus loin, il y a un bateau qui est plus récent que ces autres bateaux et qui s'appelle le palangrier. Les premiers de ces bateaux utilisaient de longues lignes de palangres, de là le nom palangrier, mais, de nos jours, ils sont utilisés pour toutes sortes de pêche, surtout la pêche à l'aide des filets maillants.

Puis il y a le plus grand des bateaux de pêche terre-neuviens--le chalutier à pêche arrière. Ces navires ont un équipage

de quatorze à dix-huit hommes, et ils peuvent aller très loin en mer pour y rester quelques jours ou même des semaines. En effet, il faut que ces bateaux passent beaucoup de temps à pêcher et qu'ils attrapent beaucoup de poissons, car un seul chalutier coûte quelques millions de dollars.

Et quels genres de poissons ces navires attrapent-ils?

Le plus important de tous est sans doute la morue, dont la plupart de la prise est congelée dans les frigorifiques, mais dont une grande quantité en est toujours salée et séchée. Mais d'autres genres deviennent de plus en plus important, par exemple les poissons plats comme le turbot, le flétan, la sole et le flet. Et il y a aussi le saumon, le hareng, le capelan, et dans le Nord, l'omble arctique. Même le lompe est pêché, pas parce qu'il est bon à manger, mais parce que ses oeufs sont transformés en caviar. Et il y a la pêche au crabe, la pêche à la crevette, la pêche au homard, et la chasse au phoque.

Avec une telle variété de choses à attraper et avec les genres de bateaux utilisés, il est évident que les moyens de faire le pêche ne sont toujours pas les mêmes. Les pêcheurs côtiers en ont une très grande diversité. Les plus simples sont la ligne à main (une simple ligne avec un hameçon appâté au bout) et la turlutte (formé d'un morceau de plomb et des hameçons). Un peu plus compliquée est la palangre (une série d'hameçons appâtés).

Et puis il y a les filets, dont il y en a de toutes sortes. Le plus commun en est la trappe à morue utilisée par beaucoup de nos pêcheurs côtiers; un autre, qui devient de plus en plus préféré,

le filet maillant; et un troisième, la seine. Mais le filet qui attrape plus de poissons que les autres, c'est le chalut. Ce filet est utilisé par nos plus grands bateaux de pêche, les chalutiers, et peut prendre presque toutes sortes de poissons.

Avec une variété de bateaux, de poissons, et de moyens de les attraper, une description complète de la pêche dans les eaux de Terre-Neuve pourrait remplir des livres entiers. Depuis l'arrivée des premiers pêcheurs jusqu'à nos jours, la pêche change continuellement, et elle ne peut que continuer à changer et à devenir de plus en plus moderne. La pêche a été la première industrie de cette province; c'était à cause d'elle que la province a été habitée; et cette pêche fera toujours partie de notre avenir.

Testing material:

1. Referring to the transparency shown for each question, choose either the "oui" or "non" answer:

- |            |            |
|------------|------------|
| a. oui non | i. oui non |
| b. oui non | j. oui non |
| c. oui non | k. oui non |
| d. oui non | l. oui non |
| e. oui non | m. oui non |
| f. oui non | n. oui non |
| g. oui non | o. oui non |
| h. oui non |            |

2. Choose the correct completion to each sentence and underline it.

a. Le plus grand de ces trois bateaux de pêche est \_\_\_\_\_.

- i) le palangrier
- ii) le doris
- iii) le chalutier

b. Le plus connu de nos petits bateaux de pêche est \_\_\_\_\_.

- i) le palangrier
- ii) le doris
- iii) le chalutier

c. Le plus important de nos poissons est \_\_\_\_\_.

- i) le saumon
- ii) la morue
- iii) le capelan

d. Le turbot, le flétan, la sole et le flet sont des poissons \_\_\_\_\_.

- i) énormes
- ii) plats
- iii) minuscules

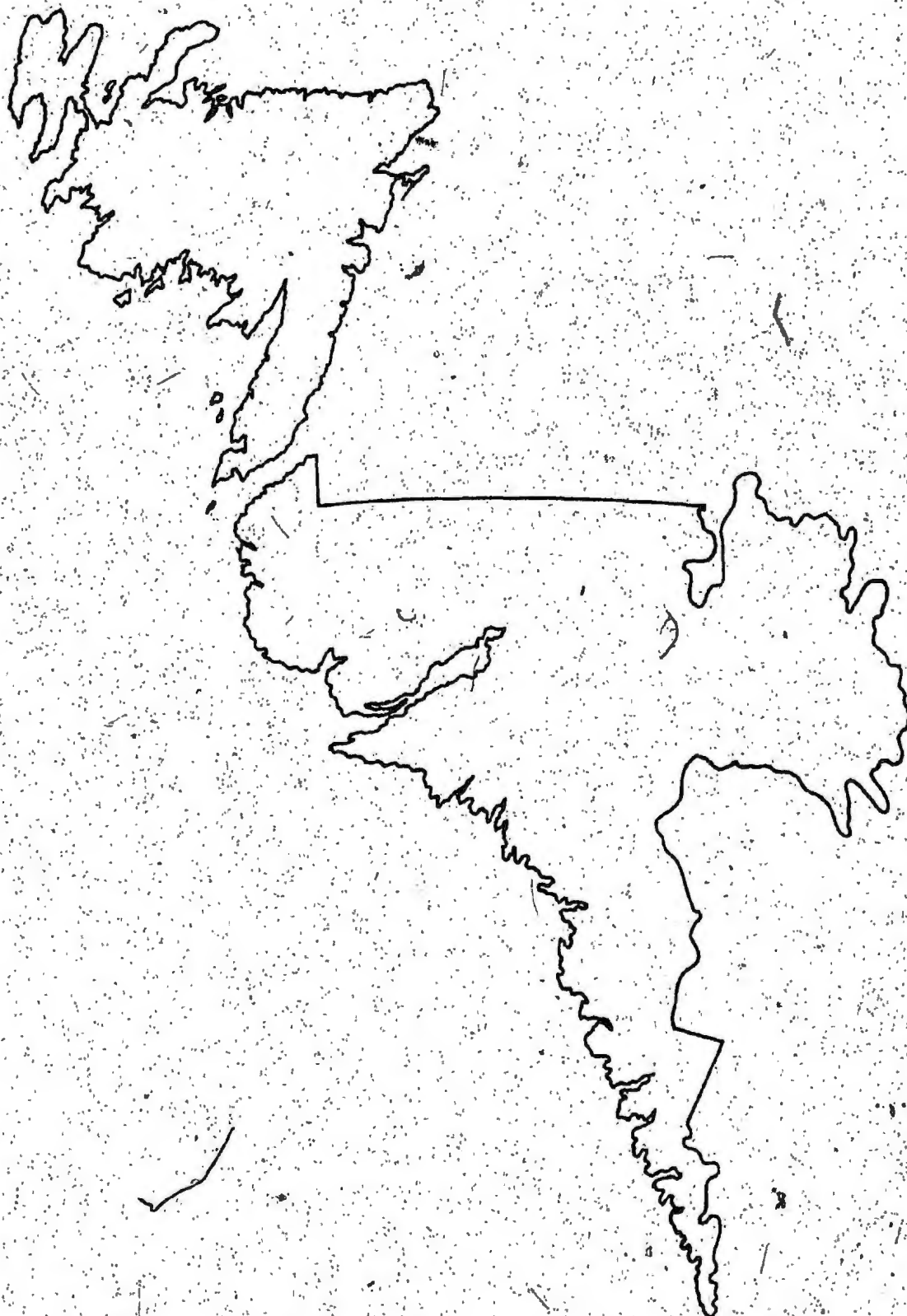


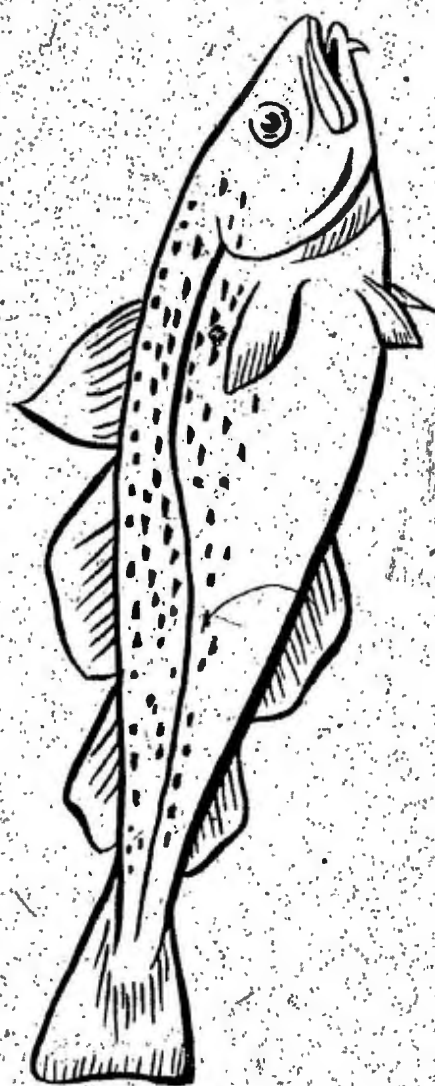
- e. De longues lignes d'hameçons appâtés s'appellent \_\_\_\_\_.  
 i) des palangres  
 ii) des trappes  
 iii) des filets.
- f. Un des petits bateaux de pêche terre-neuviens est \_\_\_\_\_.  
 i) la turlutte  
 ii) la plate  
 iii) le chalutier
- g. Deux poissons pêchés dans les eaux fraîches par les Esquimaux sont le saumon et \_\_\_\_\_.  
 i) la morue  
 ii) le hareng  
 iii) l'omble arctique
- h. Un crustacé très délicieux est \_\_\_\_\_.  
 i) le crabe  
 ii) le flet  
 iii) le capelan
- i. Les pêcheurs qui halent les trappes préfèrent utiliser \_\_\_\_\_.  
 i) un chalutier  
 ii) une yole  
 iii) une goélette.
- j. Un très petit bateau avec un nom comme celui d'un garçon est \_\_\_\_\_.  
 i) le doris  
 ii) le rodney  
 iii) le palangrier

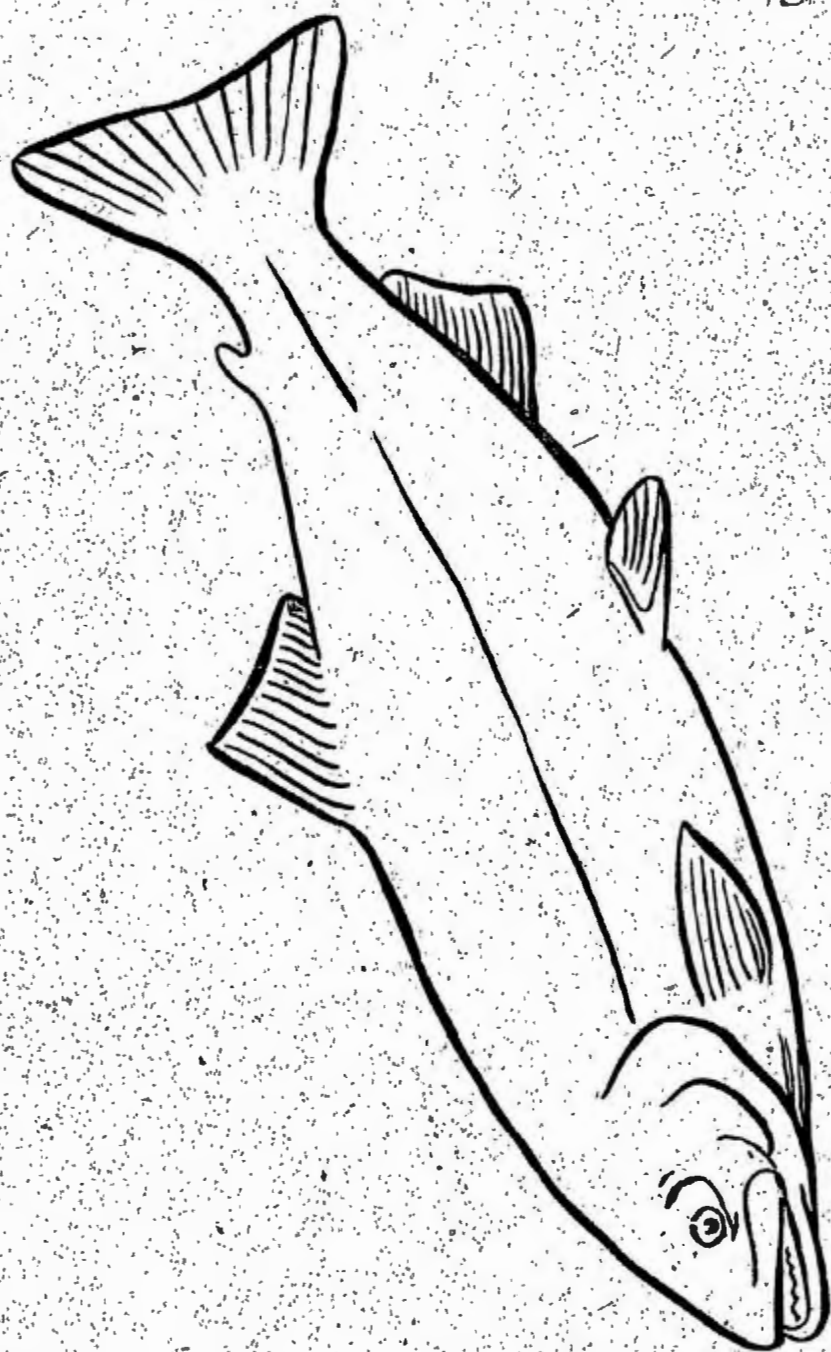
3. Complete each of the following sentences using one word for each:

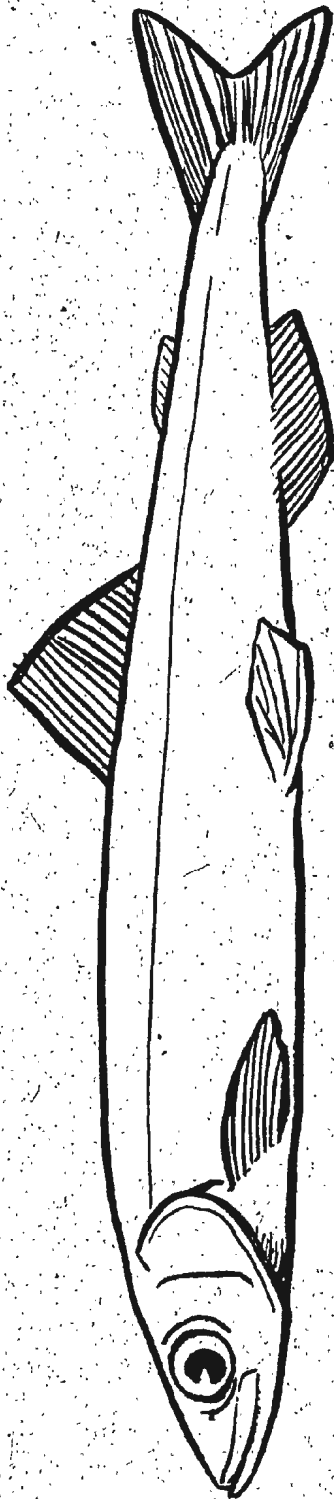
- a. Le \_\_\_\_\_ est un bateau maintenant utilisé pour toutes sortes de pêche.
- b. Un \_\_\_\_\_ est un bateau avec un équipage de quatorze à dix-huit hommes.
- c. Le \_\_\_\_\_ est notre poisson le plus abondant.
- d. Une \_\_\_\_\_ est un grand filet en forme de carré, utilisé surtout à attraper la morue.
- e. Le plus grand des poissons plats est le \_\_\_\_\_.

TRANSPARENCY MASTERS









sa



