

CORE FRENCH PILOT PROJECT:
AFFECTIVE/CONNATIVE ASSESSMENT

Prepared for the
Bureau de l'Education Française

Release of the report is to be
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M.P. Yakimishyn
Director of Research

LIST OF PARTICIPATING SCHOOLS

<u>Division #</u>	<u>CORE Schools</u>	<u>Other Participating Schools</u>
1	Montrose Carpathia John Dafeo William Osler Harrow Rockwood Gladstone Earl Grey LaVerendrye Florence Nightingale Shaughnessy Park Garden Grove Tyndall Park Sir John Franklin Lansdowne Lord Nelson Robertson	Grosvenor Queenston Riverview Ashland Robert H. Smith Fort Rouge Margaret Scott Inkster Ralph Brown King Edward
2	Alexander Ross Linwood	Lakewood Strathmillan
4	Marion	Frontenac
6	Minnetonka St. George Varennes	Glenwood Victor Mager
9	Bertrun E. Glavin John Pritchard (Control School)	John deGraff
12	Bernie Wolfe Radisson (Control School) Regent Park Westview (Control School)	
16	Roseau Valley	Emerson Elementary
20	Elie St. Francois-Xavier	Oak Point Elementary
23	Ashern Alf Cuthbert	Eriksdale
38	Birtle Elementary	Shoal Lake
47	Morden Elementary Maple Leaf (Control School)	

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS	i
LIST OF PARTICIPATING SCHOOLS	ii
LIST OF TABLES	iv
I. Introduction	1
II. Methodology	2
A. Operational Definitions	2
B. Instrument Design	3
C. Sample Selection	4
D. Field Methods and Response Rate	4
E. Limitations	6
III. Results and Discussion of Findings	7
A. Sample Characteristics	7
B. Overall Student Attitudes	9
C. Student Attitudes Towards Cultural (French) Activities	10
D. Student Attitudes Towards Learning and Using French	17
IV. Conclusions and Implications	27

LIST OF TABLES

<u>Table Number</u>	<u>Title</u>	<u>Page</u>
1	Breakdown of Student Groups by Urban/Rural and Stratification Unit	5
2	Sample Composition and Provincial Enrollment by Sex	7
3	Sample Composition by Type of Student	8
4	The Type of Program the Student Was In by Whether One Parent Speaks French	8
5	Students' Sex by Type of Program	8
6	Comparison of the Significant Levels of Student Responses to the Cultural and Learning Components (CULTURE, LEARN)	9
7	Overall Student Attitudes Towards Cultural Activi- ties by Type of Student (CULTURE)	11
8	The Mean Scores of the Different Student Groups Towards Cultural Activities (CULTURE)	11
9	Student Attitudes Towards Cultural Activities In Which They Participate by Type of Student	13
10	The Mean Scores of the Different Student Groups Towards Cultural Activities in Which They Partici- pate	14
11	Student Attitudes Towards Future Participation in Cultural Activities by Type of Student	16
12	The Mean Scores of the Different Student Groups Towards Future Participation in Cultural Activities	16
13	Overall Student Attitudes Towards Learning and Using French by Type of Student (LEARN)	19
14	The Mean Scores of the Different Student Groups Towards Learning/Using French Overall (LEARN)	19
15	Student Attitudes Towards Using French by Type of Student: Affective	20
16	Student Attitudes Towards Using French by Type of Student: Connative	21
17	The Mean Scores of the Different Student Groups Towards Using French: Affective	23

III. RESULTS AND DISCUSSION OF FINDINGS

A. Sample Characteristics

It was revealed that the sample consisted of 48% females and 52% males. Compared to the Grade 4 enrollments the sample was representative of sexual makeup of the total Grade 4 population (Table 2).

All students in the CORE French Pilot Project were surveyed and they comprised 70% of the total sample. Of the remaining students, 21% were in the Conversational program and approximately 9% took no French at all (Table 3).

When students were asked whether one of their parents spoke French, it was noted that all students had similar responses regardless of their program (Table 4). While the sexual makeup of the CORE and Conversational respondents was similar, there was a larger percentage of females in the Non-French group (Table 5).

Therefore, it was decided that the groups were of similar composition and, as such, allowed for comparative analysis.

TABLE 2
SAMPLE COMPOSITION AND PROVINCIAL
ENROLLMENT BY SEX

Sex	Sample %	Provincial Enrollment*
Female	52%	51%
Male	48%	49%
TOTAL N =	1745	634

*Source: Statistics Canada 1980.

TABLE 3

SAMPLE COMPOSITION BY TYPE OF STUDENT

Program	Percentage
CORE	70%
Conversational	21%
Non-French	9%
TOTAL N =	1745

TABLE 4

THE TYPE OF PROGRAM THE STUDENT WAS IN BY WHETHER
AT LEAST ONE PARENT SPEAKS FRENCH

One Parent Speaks French	Type of Program		
	CORE %	Conversational %	No French %
No	76%	77%	77%
Yes	24%	23%	23%
TOTAL N =	1124	340	148

TABLE 5

STUDENTS' SEX BY TYPE OF PROGRAM

Sex	Program		
	CORE %	Conversational %	Non-French %
Female	47%	47%	54%
Male	53%	53%	46%
TOTAL N =	1208	364	152

C. Student Attitudes Towards Cultural (French) Activities

The objectives to be addressed in this section of the study were as follows:

1. To observe student attitudes towards cultural (French) activities in which they participate; and,
2. To observe student attitudes towards future participation in cultural (French) activities.

The first objective is affective in nature, while the second cultural objective is connative.

(i) Overall

As mentioned previously, a scale was constructed to observe students' overall (affective and connative) attitudes towards French cultural activities (CULTURE). This scale which consisted of 13 items from the instrument, met both face and factorial validity.

Culture ranged from a lowest (very negative) student score of 13, to a highest (very positive) score of 39.¹ The scale was then broken into five parts: very negative (13-17); negative (18-22); mid-range (23-29); positive (30-34); and, very positive (35-39).²

As Table 7 indicates, a majority of both CORE and Conversational French students have positive attitudes towards cultural activities. However, a higher percentage of CORE students had very positive attitudes. Approximately 30% of the Non-French students had negative attitudes, as compared with 15% and 18% of the CORE and Conversational French students respectively.

¹ A score of 39 would be achieved if a student answered "yes" to each of the 13 questions (13 x 3 = 39). A "yes" answer equals a score of three; a "don't know" answer a score of 2; and, a "no" answer a score of one.

² For frequencies of student responses on this scale, see Cultural Appendix.

TABLE 7
 OVERALL STUDENT ATTITUDES TOWARDS CULTURAL
 ACTIVITIES (CULTURE) BY TYPE OF STUDENT

Overall Attitudes Towards Cultural Activities	Type of Student		
	CORE %	Conversational %	Non-French %
Very negative	5%	7%	14%
Negative	10%	11%	15%
Mid-range	25%	32%	32%
Positive	22%	19%	25%
Very positive	38%	31%	14%
TOTAL N =	1222	368	154

TABLE 8
 THE MEAN SCORES OF THE DIFFERENT STUDENT GROUPS
 TOWARDS CULTURAL ACTIVITIES (CULTURE)

<u>Mean for CORE Students</u>	<u>Mean for Conversational Students</u>	<u>Mean Difference</u>
30.29	28.94	1.35***
<u>Mean for CORE Students</u>	<u>Mean for Non-French Students</u>	<u>Mean Difference</u>
30.29	26.38	3.91***

*** Significant at the .001 level; that is, these differences would occur by chance once out of a thousand times.

Regarding overall attitude scores towards cultural activities, it was found that a statistically significant difference appeared between the means of CORE French students and students in the other two groups (Table 8). This illustrates that students taking CORE French had significantly more positive attitudes towards French cultural activities than did other students. The mean difference was found to be greatest when comparing CORE and Non-French students.

(ii) Objective 1: Student Attitudes Towards the Cultural Activities in Which They Participate

The questionnaire contained five items which specifically related to the first cultural objective.³ Using these items a cultural subscale was constructed which ranged from a low (very negative) score of five to a high (very positive) score of 15. This scale was also broken into five parts.

CORE French students were most likely to have positive or very positive attitudes towards the cultural (French) activities in which they presently participate (Table 9). Students in the Non-French groups were the least likely to have positive attitudes. This is to be expected as they are the group least likely to participate in French cultural activities.

CORE French students had significantly more positive attitudes than any other group towards the cultural activities in which they participate (Table 10). However, the largest difference in mean scores was between CORE French students and those students who did not take French this year.

The first cultural objective was also analyzed on the following bases: students' sex; whether students reported having a parent who speaks French; and, geographic (urban-rural) area.⁴

³These were questions 6, 10, 22, 27 and 31.

⁴Tables relating to this discussion can be found in the Cultural Appendix, Objective 1.

TABLE 9
 STUDENT ATTITUDES TOWARDS CULTURAL ACTIVITIES
 IN WHICH THEY PRESENTLY PARTICIPATE BY TYPE OF STUDENT*

Attitudes Towards Cultural Activities in Which They Participate	Type of Student		
	CORE %	Conversational %	Non-French %
Very negativet	5%	6%	15%
Negative	11%	10%	19%
Mid-range	26%	34%	33%
Positive	23%	22%	23%
Very positive	35%	27%	10%
TOTAL N =	1223	368	154

*Questions used in this scale were: 6, 10, 22, 27 and 31.

+For this scale: very negative = 5-6; negative = 7-8; mid-range = 9-11; positive = 12-13; and very positive = 14-15. Frequencies for the complete scale are found in the Cultural Appendix; Objective 1.

TABLE 10
 THE MEAN SCORES OF THE DIFFERENT STUDENT GROUPS TOWARDS
 CULTURAL ACTIVITIES IN WHICH THEY PRESENTLY PARTICIPATE

<u>Mean for CORE Students</u>	<u>Mean for Conversational Students</u>	<u>Mean Difference</u>
11.74	11.34	.4**

<u>Mean for CORE Students</u>	<u>Mean for Non- French Students</u>	<u>Mean Difference</u>
11.74	9.88	1.86***

** Significant at the .01 level.

*** Significant at the .001 level.

These comparisons indicated that 39% of females had very positive attitudes towards their present participation in cultural activities, as opposed to 24% of males. Also, students who reported having a parent who spoke French were more likely to have positive attitudes. Very little difference surfaced between the attitudes of urban and rural students.

(iii) Objective 2: Student Attitudes Towards Future Participation in Cultural (French) Activities

It should be noted that this objective is connative in nature; that is, it refers to students' predisposition to participate in cultural activities in the future. Nine questionnaire items related to this objective. A second cultural sub-scale was constructed which ranged from nine to 27.⁵

Sixty-two percent of CORE French students were positive or very positive about their future participation in cultural activities (Table 11). This compares to 52% of Conversational students and 44% of students who did not take French. Although CORE students were the most likely to be positive, it appears that either French program positively increases the positive attitudes of Grade 4 students.

Again, significant differences appeared between the means for CORE French and other students (Table 12). The average score for CORE French students was higher and therefore, more positive. However, differences between the CORE and Conversational groups were smaller than between the CORE and Non-French groups. Overall, it appears that the CORE French program is more likely to increase

⁵The items used in this sub-scale were questions: 7, 12, 14, 16, 18, 19, 20, 26 and 28.

TABLE 11

STUDENT ATTITUDES TOWARDS FUTURE PARTICIPATION
IN CULTURAL ACTIVITIES BY TYPE OF STUDENT

Attitudes Towards Future Participation in Cultural Activities	Type of Student		
	CORE %	Conversational %	Non-French %
Very negative ⁺	4%	4%	12%
Negative	10%	14%	14%
Mid-range	24%	31%	30%
Positive	33%	30%	30%
Very positive	29%	22%	14%
TOTAL N =	1223	368	154

⁺For this scale the divisions were as follows: very negative = 9-12; negative = 12-15; mid-range = 16-20; positive = 21-24; and very positive = 25-27.

TABLE 12

THE MEAN SCORES OF THE DIFFERENT STUDENT GROUPS TOWARDS
FUTURE PARTICIPATION IN CULTURAL ACTIVITIES

Mean for CORE Students	Mean for Conversational Students	Mean Difference
21.06	20.19	.87***
Mean for CORE Students	Mean for Non- French Students	Mean Difference
21.06	18.98	2.08***

Significant at the .001 level.

<u>Table Number</u>	<u>Title</u>	<u>Page</u>
18	The Mean Scores of the Different Student Groups Towards Using French: Connative	23
19	Student Attitudes Towards Learning French in the Future by Type of Student: Affective	24
20	Student Attitudes Towards Learning French in the Future by Type of Student: Connative	24
21	The Mean Scores of the Different Student Groups Towards Learning French in the Future: Affective	26
22	The Mean Scores of the Different Student Groups Towards Learning French in the Future: Connative	26

Appendices

1:1	Student Attitudes Towards Cultural Activities in Which They Participate by Sex
1:2	Student Attitudes Towards Cultural Activities in Which they Participate by Whether at Least One Parent Speaks French
1:3	Student Attitudes Towards Cultural Activities in Which They Participate by Urban or Rural Area
2:1	Student Attitudes Towards Future Participation in Cultural Activities by Sex
2:2	Student Attitudes Towards Future Participation in Cultural Activities by Whether at Least One Parent Speaks English
2:3	Student Attitudes Towards Future Participation in Cultural Activities by Urban or Rural Area
3:1	Student Attitudes Towards Using French by Sex: Affective
3:2	Student Attitudes Towards Using French by Sex: Connative
3:3	Student Attitudes Towards Using French by Whether at Least One Parent Speaks French: Affective
3:4	Student Attitudes Towards Using French by Whether at Least One Parent Speaks French: Connative
3:5	Student Attitudes Towards Using French by Urban or Rural Area: Affective
3:6	Student Attitudes Towards Using French by Urban or Rural Area: Connative

students' positive attitudes towards future participation in cultural activities.

Females appeared to be more willing to participate in cultural activities in the future (34% very positive) than were males (20% very positive).⁶ Students who had at least one parent who spoke French also tended to be more positive than students who did not. Fewer differences appeared between rural and urban students, although five percent more rural students fell into the mid-range.

D. Student Attitudes Towards Learning and Using French

This section will commence with a discussion as to students' overall attitudes towards learning and using French. Following this, the specific objectives to be addressed are as follows:

3. To observe student attitudes towards using French; and
4. To observe student attitudes towards learning French in the future.

(1) Overall

As mentioned in the methodology, a scale was developed to measure the overall student attitudes towards learning and using French (LEARN). This scale, (LEARN) consisted of 13 questionnaire items and met face and factorial validity.

The scale (LEARN) had a range of 13 to 39 and the closer the students score was to 13 the more negative it was seen as being. Conversely, as the score approached 39 it was interpreted as being more positive.⁷

⁶ Tables relating to this discussion may be found in the Cultural Appendix, Objective 2.

⁷ A frequency of responses to this scale may be found in the Learning/Using French Appendix.

For purposes of analysis LEARN was divided into a five part⁸ scale. CORE students were observed as being the least likely to have negative attitudes towards learning/using French (Table 13). Approximately 65% of CORE students were positive about learning/using French, as compared to 55% and 45% for Conversational and Non-French students respectively.

Also, while the mean score of all students on LEARN were positive, it was determined that statistically significant differences did exist. That is, CORE students were found to have more positive attitudes towards learning and using French when compared to other students (Table 14). However, the mean difference between CORE and Non-French students was greater than between CORE and Conversational students.

(ii) Objective 3: Student Attitudes Towards Using French

In order to measure Objective 3, two "using" sub-scales were developed from the questionnaire items relating to useage of the French language (Affective, Connative). These scales were used to calculate student attitudes towards using French.

When analyzing the affective component of students' attitudes towards using French, it surfaced that CORE students were more likely to be positive. This tendency was also exhibited when analyzing their connative component (Tables 15 and 16). However, while 65% of the CORE students had positive affective responses, approximately 20% were found to have similar connative tendencies. This decline in positive responses was seen regardless of the student's program. This would suggest that students, while professing an "emotional" committment to speaking French, appear to be less predisposed to actually using the language outside of the classroom.

⁸Very negative = 13-17; negative = 18-22; mid-range = 23-29; positive = 30-34; very positive = 35-39.

TABLE 13

OVERALL STUDENT ATTITUDES TOWARDS LEARNING AND
USING FRENCH (LEARN) BY TYPE OF STUDENT

Overall Attitudes Towards Learning/Using	Type of Student		
	CORE %	Conversational %	Non-French %
Very negative	11%	11%	17%
Negative	8%	10%	16%
Mid-range	18%	23%	22%
Positive	28%	24%	25%
Very positive	35%	31%	20%
TOTAL N=	1222	368	154

TABLE 14

THE MEAN SCORES OF THE DIFFERENT STUDENT GROUPS
TOWARDS LEARNING/USING FRENCH OVERALL (LEARN)

Mean for CORE Students	Mean for Conversational Students	Mean Difference
30.05	29.13	.92**
Mean for CORE Students	Mean for Non- French Students	Mean Difference
30.05	26.97	3.08***

**Significant at the .01 level.

***Significant at the .001 level.

TABLE 15
 STUDENT ATTITUDES TOWARDS USING FRENCH
 BY TYPE OF STUDENT: AFFECTIVE*

Attitudes Towards Using French	Type of Student		
	CORE %	Conversational %	Non-French %
Very negativet	15%	17%	27%
Negative	10%	16%	18%
Mid-range	11%	13%	15%
Positive	18%	19%	21%
Very positive	47%	35%	19%
TOTAL N =	1222	368	154

*This affective component resulted from combining questions 5, 11, 24.

+The ranges for these categories were: very negative = 3-4; negative = 5; mid-range = 6; positive = 7; very positive = 8-9.

TABLE 16
 STUDENT ATTITUDES TOWARDS USING FRENCH
 BY TYPE OF STUDENT: CONNATIVE*

Attitudes Towards Using French	Type of Student		
	CORE %	Conversational %	Non-French %
Very negative†	23%	33%	33%
Negative	22%	23%	19%
Mid-range	34%	28%	38%
Positive	10%	10%	4%
Very positive	11%	7%	6%
TOTAL N =	1221	368	154

*This connative component resulted from combining questions 2, 8, 17, 23 and 29.

†The ranges for these categories were: very negative = 5-6; negative = 7-8; mid-range = 9-11; positive = 12-13; very positive = 14-15.

When looking at student affective responses, it was found that differences between student groups were statistically significant in a positive direction (Table 17). The same tendency was observed for student connotative responses (Table 18). Furthermore, the larger mean difference appeared between the CORE and the Non-French students in both cases.

Females were more likely than males to have positive affective and connotative responses when questioned about using French.⁹ Once again, however, a shift in student responses, regardless of sex, towards the negative end of the connotative scale was observed.

Also, students indicating that at least one parent spoke French, were more likely to have positive (affective and connotative) attitudes towards using French than were other students.

When compared to rural students, urban students more frequently had positive affective attitudes towards using French. In comparison, rural students were similar in their connotative responses to their urban counterparts. Again, both rural and urban students were less likely to respond positively to the connotative component.

(ii) Objective 4: Student Attitudes Towards Learning French in the Future

Once again, two "learning" sub-scales were developed in order to measure Objective 4 (affective, connotative). These scales allowed for observation of student attitudes and were comprised of questionnaire items which dealt specifically with Objective 4.

CORE students were found to be the group least likely to have negative (affective and connotative) attitudes towards learning French in the future (Tables 19 and 20). It was noted, that the Non-French students were the most likely to have negative responses in both cases. Moreover, the same percentage of CORE and Conversational students had positive connotative responses.

9

For tables relating to this discussion see Learning/Using French Appendix: Objective 3.

TABLE 17

THE MEAN SCORES OF THE DIFFERENT STUDENT GROUPS
TOWARDS USING FRENCH: AFFECTIVE

<u>Mean for CORE Students</u>	<u>Mean for Conversational Students</u>	<u>Mean Difference</u>
6.78	6.40	.38***
<u>Mean for CORE Students</u>	<u>Mean for Non- French Students</u>	<u>Mean Difference</u>
6.78	5.77	1.01***

***Significant at the .001 level.

TABLE 18

THE MEAN SCORES OF THE DIFFERENT STUDENT GROUPS
TOWARDS USING FRENCH: CONNATIVE*

<u>Mean for CORE Students</u>	<u>Mean for Conversational Students</u>	<u>Mean Difference</u>
9.11	8.52	.59***
<u>Mean for CORE Students</u>	<u>Mean for Non- French Students</u>	<u>Mean Difference</u>
9.11	8.35	.76***

***Significant at the .001 level.

**Significant at the .01 level.

TABLE 19

STUDENT ATTITUDES TOWARDS LEARNING FRENCH
IN THE FUTURE BY TYPE OF STUDENT: AFFECTIVE

Attitudes Towards Future Learning	Type of Student		
	CORE %	Conversational %	Non-French %
Very negative/negative	20%	24%	28%
Mid-range	16%	17%	18%
Very positive/positive	64%	60%	54%
TOTAL N =	1221	368	153

TABLE 20

STUDENT ATTITUDES TOWARDS LEARNING FRENCH
IN THE FUTURE BY TYPE OF STUDENT: CONNATIVE

Attitudes Towards Future Learning	Type of Student		
	CORE %	Conversational %	Non-French %
Very negative/negative	19%	21%	32%
Mid-range	13%	11%	12%
Very positive/positive	68%	68%	56%
TOTAL N =	1221	368	154

Furthermore, it was noted that while the mean differences on the affective component were statistically significant, the mean difference between CORE and Conversational students was marginal (Table 21).

When the connative means for the CORE and Conversational students were subjected to analysis, no statistically significant difference was revealed (Table 22). That is, when compared to Conversational students CORE French students were not more predisposed to learning French in the future.

Although it was observed that the majority of students had positive responses regarding both attitudinal components, females were more often positive than were males.¹⁰ Furthermore, students with one French-speaking parent, were more likely to be positive in their attitudes towards learning French in the future than were other students.

The majority of both rural and urban students had positive attitudes towards learning French in the future. While urban students' attitudes remained fairly constant on the affective/connative scales, the frequency of rural students' positive responses increased on the connative scale by approximately 10%.

10

See: Learning/Using French Appendix, Objective 4, for the tables discussed here.

TABLE 21

THE MEAN SCORES OF THE DIFFERENT STUDENT GROUPS
TOWARDS LEARNING FRENCH IN THE FUTURE: AFFECTIVE

<u>Mean for CORE Students</u>	<u>Mean for Conversational Students</u>	<u>Mean Difference</u>
4.81	4.66	.15*
<u>Mean for CORE Students</u>	<u>Mean for Non- French Students</u>	<u>Mean Difference</u>
4.81	4.41	.40***

*Significant at the .05 level.

***Significant at the .001 level.

TABLE 22

THE MEAN SCORES OF THE DIFFERENT STUDENT GROUPS
TOWARDS LEARNING FRENCH IN THE FUTURE: CONNATIVE

<u>Mean for CORE Students</u>	<u>Mean for Conversational Students</u>	<u>Mean Difference</u>
4.95	4.89	.06+
<u>Mean for CORE Students</u>	<u>Mean for Non- French Students</u>	<u>Mean Difference</u>
4.95	4.51	.44***

+Not Significant.

***Significant at the .001 level.

Table
Number

Title

4:1	Student Attitudes Towards Learning French in the Future by Sex: Affective
4:2	Student Attitudes Towards Learning French in the Future by Sex: Connative
4:3	Student Attitudes Towards Learning French in the Future by Whether at Least One Parent Speaks French: Affective
4:4	Student Attitudes Towards Learning French in the Future by Whether at Least One Parent Speaks French: Connative
4:5	Student Attitudes Towards Learning French in the Future by Urban or Rural Area: Affective
4:6	Student Attitudes Towards Learning French in the Future by Urban or Rural Area: Connative

IV. CONCLUSIONS AND IMPLICATIONS

The conclusions and implications relating to each objective will be presented in this section. Also, implications of a more general nature will be discussed at the end of the section.

The reader should remember that these conclusions/implications refer only to the assessment of student attitudes. THIS REPORT IS ONE PART OF A TOTAL EVALUATION. THEREFORE, FOR DECISION-MAKING PURPOSES, ITS FINDINGS SHOULD BE CONSIDERED IN CONJUNCTION WITH THOSE OF THE "SKILLS ASSESSMENT" AND THE "IMPLEMENTATION ASSESSMENT."

If an objective of CORE French is to increase positive student attitudes towards cultural (French) activities in which they participate, the following should be noted:

- Exposure to either French program increased positive student attitudes towards cultural activities in which they participate.
- It was concluded, however, that exposure to CORE French was more likely to result in positive attitudes. On this basis, the CORE French program met this objective.

However, because exposure to either French program results in more positive attitudes, it must be decided whether the attitudinal differences between these two groups warrants the implementation of a new French program.

If an objective of CORE French is to increase positive student attitudes towards future participation in Cultural (French) activities, the following should be noted:

- CORE French students were more likely to have positive attitudes than were other students. Consequently, the CORE French program met this second cultural objective.
- In every group, a higher percentage of students were more positive about future participation in cultural activities, than they had been regarding their present participation.

Again, CORE French students demonstrated the most positive attitudes but decisions are required to determine if the size of these attitudinal differences justify the Program.

If an objective of CORE French is to increase positive student attitudes towards using French, the following should be noted:

- CORE students more frequently indicated that they liked using French than did other students. On the basis of this objective, the CORE French Program was successful.
- The majority of all students, including those in the CORE French program, did not have positive attitudes (connotative) concerning their projected French useage. On the basis that CORE French students were less negative, the Program achieved a degree of success.

If the objective of the CORE French Program is to make CORE French students more positive than other students the Program is successful; however, if an objective is to encourage positive attitudes towards use of the French language outside the school setting, this has not been achieved with the majority of CORE students.

If an objective of CORE French is to increase positive student attitudes towards learning French in the future, the following should be noted:

- CORE French students were least likely to be negative about learning French in the future. On this basis, the CORE French Program was successful.
- While differences between CORE and Non-French students existed, there was no significant difference between CORE and Conversational French students' desired level of future French language competency. That is, both CORE and Conversational students indicated the same predisposition towards improving their French language skills to the level of their English ones. It was concluded that exposure to French, rather than to a specific program, was the influencing factor.

Therefore, if the CORE French Program, in comparison to other programs, is specifically designed to increase students' predisposition to improve their French language competency in the future, it is not successful at this point in time.

In conclusion, the greatest differences in attitudes appeared when CORE French students were compared to Non-French students. When comparing student attitudes significant differences occurred on both the cultural and using/learning French components. These differences might increase if sex were controlled for when comparing the CORE French and Non-French groups.

When compared to the Conversational Program, it would appear that the CORE Program had more influence on the cultural attitudes of students than on their learning/using attitudes. While some statistically significant differences did appear on the learning/using component, it should be recognized that they were marginal.

Given the nature of the implementation of CORE French, (i.e., the increased in-services, the support materials and the nature of teacher selection), the relative differences between CORE and Conversational students' attitudes must be carefully considered. If the CORE French program is implemented on a larger scale, without implementation procedures comparable to the Pilot Project, the attitudinal differences attributable to the CORE French program may decrease.

As no data is currently available to indicate the importance of each of the program elements unique to CORE, it might be useful to examine the effects of changing each independently. For example, rather than target for increasing the time to 40 minutes per day, the Conversational model could be implemented with the resources and supports that were available to CORE, as well as a structured curriculum akin to CORE. As cost of instruction varies with teacher time, this might prove to be a more cost effective means of improving attitudes towards French.

In conclusion, based on the student attitudinal data, the CORE French Pilot Project appears to have achieved its objectives of increasing students' positive attitudes towards French cultural activities and towards learning/using French.

I. INTRODUCTION

The CORE French Pilot Project was implemented during the 1980-81 school year by the Bureau de l'Education Française. The pilot year was initiated in selected schools on the understanding that the participating Grade 4 classes would receive forty minutes of daily French instruction.

As part of the Pilot Project, the Research Branch was requested by the Bureau to undertake two related assessments. Data arising from these assessments were for use in future policy and program decisions. One assessment was to deal with the implementation process, while the other was to focus on the attitudes of the Grade 4 students towards various aspects of French culture and language. The latter assessment is the basis of this study.

The intent of the CORE program is not to produce bilingual students, but rather to provide an alternative to the French programs currently in Manitoba. The two CORE program objectives pertaining to the attitudinal assessment were as follows:

1. Upon completion students will be capable of resuming the study of French in later life; and
2. Will have developed a basic knowledge and appreciation of the culture of French-speaking Canadians.

The attitudinal (affective and connative) components of the above program objectives were the focus of the Research Branch assessment. As such, the research objectives of this study were:

1. To observe student attitudes towards cultural (French) activities in which they participate;
2. To observe student attitudes towards future participation cultural (French) activities;
3. To observe student attitudes towards using French; and
4. To observe student attitudes towards learning French in the future.

¹
Source: CORE Curriculum Guides, BEF.

II. METHODOLOGY

A. Operational Definitions

For purposes of this study, the following definitions will apply.

Affective - This refers to the emotional component of attitudes.

Connative - This refers to the predisposition to undertake a certain act. It is another component of attitudes.

Conversational French students - These are students who took French, other than the CORE French program, at the Grade 4 level.

CORE French students - This refers to Grade 4 students who participated in the CORE French program within the Pilot Project. This group is also referred to as the "experimental group."

CORE French Pilot Project - This refers to the 1980-81 CORE French program which is being offered at the Grade 4 level in various schools throughout Manitoba. Participating schools, designated by the Bureau de l'Education Française, received additional funding for their involvement in the Project.¹

Culture - This was defined by the Bureau de l'Education Française as being "a composite of the elements of the shared life of a community. It includes its language, music, art, history, social customs, traditions and values and the physical environment." For purposes of this research it was agreed that the definition would be used as "a general orientation or guideline."

Non-French students - This refers to Grade 4 students who did not receive any French instruction during the 1980-81 school year.

Statistical significance - This term is used throughout the report to indicate which groups are not likely to differ by chance alone.

Statistical tests - Two general statistical methods were used to determine statistically significant differences among groups.

The first was a multivariate analysis of variance which tested differences among treatment groups, as a function of a set of measured variables (eg. all items dealing with culture). Harris (1980) has indicated that multivariate analysis of variance is sufficiently conservative to identify effects other than those due to repeated questioning of the same subject.

The second statistical method was the T-test. This indicated whether the mean differences between groups were statistically significant. The mean score was used owing to a concern with the direction of students' change in attitude.

¹ For a list of participating schools, please see General Appendix.

B. Instrument Design

The student attitudinal instrument was developed by members of the Research Branch in consultation with staff from the Bureau de l'Education Francaise. The instrument underwent a series of field tests. These included testing with Grade 4 CORE, Conversational and Non-French students.

At the time of questionnaire construction, factors influencing validity were considered.² For example, as the questionnaire was only administered once, factors such as maturation of the population did not apply. It was determined, therefore, that the test was a valid instrument.

The test was also constructed so the questionnaire could be split into two equal halves for the purposes of testing reliability. Using Spearman's rho, it was found that a .88 correlation existed which accounted for 77% of the variance between the two halves of the test. This confirmed the reliability of the instrument.

For purposes of analysis twenty-eight items appearing on the questionnaire were subjected to factor analysis.³ Two factors, consisting of thirteen items each, appeared. As a result, two scales were developed which allowed for the overall analysis of the stated research objectives.

Both scales, CULTURE (which included all items relating to the cultural objectives) and LEARN (which included all items relating to the learning/using objectives) ranged from a low of 13 to a high of 39.

²Other factors considered included history, testing and selection. For a further explanation of these factors please see: Isaac, Stephen and W.B. Michail, Handbook in Research Evaluation, San Diego: Edits Publishers, 1971; and, Campbell, Donald T. and J.C. Stanley, Experimental and Quasi-experimental Designs for Research, Chicago: Rand McNally and Co., 1966.

³See General Appendix for the two components resulting from the factor analysis.

C. Sample Selection

The sample was composed of Grade 4 CORE French, Conversational French and Non-French students. The first group (experimental group) consisted of all students involved in the CORE French Pilot Project. The control group consisted of both selected Conversational and Non-French students.

The experimental group contained approximately 1200 Grade 4 CORE French students, while the control group numbered approximately 350 Conversational and 150 Non-French students. The control group was chosen to be as similar to CORE French students as possible. For example, the control group was stratified by rural-urban and by division. Also, schools selected from within Winnipeg School Division #1 were stratified on a North-South basis. Where possible, schools with similar CORE and control group students were used. An attempt was made to consider school and class size, as well as geographic area.⁴ A rural-urban comparison of groups on the basis of division, school, class and student percentage breakdowns is found in Table 1.

The reader should note that for purposes of analysis the control group was broken into its two component parts: Conversational and Non-French students.

D. Field Methods and Response Rate

The test instruments were mailed to principals of the CORE and control group schools for administration during the two weeks immediately following Spring Break. In order to maintain a constant testing situation among all groups, principals were asked to have the Grade 4 classroom (homeroom) teacher administer the test.

⁴ For a list of control group schools, see General Appendix.

TABLE 1
 BREAKDOWN OF STUDENT GROUPS BY URBAN/RURAL
 AND STRATIFICATION UNIT

<u>Group Area</u>	<u>Stratification Units</u>			
	<u>Divisions %</u>	<u>Schools %</u>	<u>Classes %</u>	<u>Students %</u>
<u>CORE Students</u>				
Urban	55%	86%	85%	86%
Rural	45%	14%	15%	14%
TOTAL N =	11	35	53	1223
<u>Control Group Students</u> (Conversational & Non-French)				
Urban	55%	79%	81%	86%
Rural	45%	21%	19%	14%
TOTAL N =	11	24	26	522

Response rate was calculated on the basis of the number of classrooms in which the test was administered. It was decided that due to student mobility, illness, etc., a response rate based on individual students would be misleading. Therefore, the classroom level was chosen. Tests for all of the 53 CORE French classrooms and 26 selected control group classrooms were returned, for a response rate of 100%. This totalled 1745 student responses.⁵

E. Limitations

Due to the fact that the CORE French Pilot Project Evaluation was begun in November, it was not possible to pre-test Grade 4 students. As such, the data reported in this study reflect student attitudes at one particular point in time.

It should also be remembered that the results represent student attitudes and perceptions. For example, if students reported they had a parent who spoke French, this would indicate that the students perceived themselves as having a French-speaking parent. In actuality, this may or may not have been the case.

The CORE group, unlike the Conversational sample, received increased materials and support (financial/consultant), as well as increased instructional time. Also, as a volunteer for the Pilot Project, the CORE group may not be representative of the Conversational sample in terms of the method of selecting students, schools and teachers.

It should be noted that, as in any attitudinal assessment, many factors may influence the answers of the respondents. For example, the attitudes of their peers and parents may influence student responses. However, these extraneous influences were not taken into consideration in the study design due to various constraints.

⁵This total represents 1223 CORE students, 368 Conversational students and 154 Non-French students. Frequencies of student response for each questionnaire item by type of student may be found in the General Appendix.

GENERAL APPENDIX

CORE FRENCH PILOT PROJECT SCHOOLS
1980/81

<u>Division #</u>	<u>School Name</u>
1	Montrose Carpathia John Dafoe William Osler Harrow Rockwood Gladstone Earl Grey LaVerendrye Florence Nightingale Shaughnessy Park Garden Grove Tyndall Park Sir John Franklin Lansdowne Lord Nelson Robertson
2	Alexander Ross Linwood
4	Marion †
6	Minnetonka St. George Varennes
9	Bertrun E. Glavin John Pritchard
12	Bernie Wolfe Radisson Regent Park Westview
16	Roseau Valley
20	Elie St. Francois-Xavier
23	Ashern Alf Cuthbert
38	Birtle Elementary
47	Morden Elementary Maple Leaf

	<u>CORE</u>	<u>Conver- sational</u>	<u>Non- French</u>
26. IN CLASS WOULD YOU LIKE TO SEE MORE FILMS OR FILMSTRIPS IN FRENCH?			
No	17%	21%	34%
Don't Know	11%	10%	18%
Yes	<u>72%</u>	<u>69%</u>	<u>47%</u>
TOTAL N =	1218	368	152
27. DO YOU LIKE SINGING FRENCH SONGS IN CLASS?			
No	26%	29%	43%
Don't Know	7%	9%	20%
Yes	<u>67%</u>	<u>62%</u>	<u>37%</u>
TOTAL N =	1218	368	151
28. WOULD YOU GO TO SEE A PLAY WHERE THE PEOPLE SPEAK IN FRENCH?			
No	30%	37%	41%
Don't Know	18%	20%	17%
Yes	<u>53%</u>	<u>43%</u>	<u>41%</u>
TOTAL N =	1217	367	152
29. AT RECESS DO YOU SOMETIMES SPEAK TO OTHER STUDENTS IN FRENCH?			
No	77%	85%	85%
Don't Know	5%	3%	4%
Yes	<u>17%</u>	<u>12%</u>	<u>11%</u>
TOTAL N =	1218	368	152
30. DO YOU THINK EVERYONE SHOULD BE ABLE TO SPEAK FRENCH?			
No	38%	38%	39%
Don't Know	21%	20%	27%
Yes	<u>41%</u>	<u>42%</u>	<u>34%</u>
TOTAL N =	1217	368	152
31. AT SCHOOL DO YOU LIKE TO READ STORIES ABOUT FRENCH PEOPLE?			
No	32%	35%	41%
Don't Know	18%	22%	25%
Yes	<u>50%</u>	<u>43%</u>	<u>34%</u>
TOTAL N =	1215	367	152

	<u>CORE</u>	<u>Conver- sational</u>	<u>Non- French</u>
32. DO YOU LIKE LEARNING FRENCH?			
No	17%	20%	25%
Don't Know	7%	8%	24%
Yes	<u>77%</u>	<u>72%</u>	<u>51%</u>
TOTAL N =	1217	366	150
33. SEX:			
Female	47%	47%	54%
Male	<u>53%</u>	<u>53%</u>	<u>46%</u>
	1208	364	152

CULTURAL APPENDIX

FREQUENCIES

STUDENT CULTURAL ACTIVITIES SCALE

	<u>Code</u>	<u>N</u>	<u>%</u>
Very negative = 13-17	13	31	1.8%
Negative = 18-22	14	11	.6%
Mid-point = 23-29	15	22	1.3%
Positive = 30-34	16	19	1.1%
Very positive = 34-39	17	34	1.9%
	18	24	1.4%
	19	47	2.7%
	20	30	1.7%
	21	52	3.0%
	22	35	2.0%
	23	65	3.7%
	24	44	2.5%
	25	65	3.7%
	26	51	2.9%
	27	87	5.0%
	28	61	3.5%
	29	94	5.4%
	30	65	3.7%
	31	123	7.0%
	32	77	4.4%
	33	109	6.2%
	34	69	4.0%
	35	88	5.0%
	36	83	4.8%
	37	110	6.3%
	38	73	4.2%
	39	175	10.0%
TOTAL N =		1744	100%

Cultural Appendix: Objective 1

TABLE 1: 1

STUDENT ATTITUDES TOWARDS CULTURAL ACTIVITIES
IN WHICH THEY PARTICIPATE BY SEX

Attitudes Towards Cultural Activities in Which They Participate	Sex	
	Female %	Male %
Very negative	4%	8%
Negative	9%	13%
Mid-range	25%	32%
Positive	23%	23%
Very positive	39%	24%
TOTAL N =	821	903

TABLE 1: 2

STUDENT ATTITUDES TOWARDS CULTURAL ACTIVITIES IN WHICH THEY PARTICIPATE BY WHETHER AT LEAST ONE PARENT SPEAKS FRENCH

Attitudes Towards Cultural Activities in Which They Participate	One Parent Speaks French		
	No %	Don't Know %	Yes %
Very negative	7%	5%	5%
Negative	11%	8%	12%
Mid-range	29%	33%	24%
Positive	24%	25%	21%
Very positive	29%	30%	39%
TOTAL N =	1230	132	382

TABLE 1: 3

STUDENT ATTITUDES TOWARDS CULTURAL ACTIVITIES IN WHICH THEY PARTICIPATE BY URBAN OR RURAL AREA

Attitudes Towards Cultural Activities in Which They Participate	Area	
	Urban %	Rural %
Very negative	6%	6%
Negative	11%	10%
Mid-range	29%	28%
Positive	23%	26%
Very positive	31%	30%
TOTAL N =	1497	248

Cultural Appendix: Objective 2

TABLE 2: 1

STUDENT ATTITUDES TOWARDS FUTURE PARTICIPATION
IN CULTURAL ACTIVITIES BY SEX

Attitudes Towards Future Participation in Cultural Activities	Sex	
	Female %	Male %
Very negative	3%	6%
Negative	8%	14%
Mid-range	22%	29%
Positive	33%	31%
Very positive	34%	20%
TOTAL N =	821	903

CORE FRENCH PILOT PROJECT
CONTROL GROUP SCHOOLS

<u>Division</u> <u>#</u>	<u>School</u> <u>Name</u>
1	Grosvenor Queenston Riverview Ashland Robert H. Smith Fort Rouge Margaret Scott Inkster Ralph Brown King Edward
2	Lakewood Strathmillan
4	Frontenac
6	Glenwood Victor Mager
9	John Pritchard (CORE)* John de Graff
12	Westview (CORE) Radisson (CORE)
16	Emerson Elementary
20	Oak Point Elementary
23	Eriksdale
38	Shoal Lake
47	Maple Leaf (CORE)

*This (CORE) indicates that the school had students in the experimental as well as the control group.

TABLE 2: 2

STUDENT ATTITUDES TOWARDS FUTURE PARTICIPATION
IN CULTURAL ACTIVITIES BY WHETHER AT LEAST
ONE PARENT SPEAKS FRENCH

Attitudes Towards Future Participation in Cultural Activities	One Parent Speaks French		
	No %	Don't Know %	Yes %
Very negative	6%	1%	4%
Negative	12%	10%	9%
Mid-range	27%	30%	21%
Positive	32%	40%	29%
Very positive	23%	20%	38%
TOTAL N =	1230	132	382

TABLE 2: 3

STUDENT ATTITUDES TOWARDS FUTURE PARTICIPATION
IN CULTURAL ACTIVITIES BY URBAN OR RURAL AREA

Attitudes Towards Future Participation in Cultural Activities	Area	
	Urban %	Rural %
Very negative	5%	6%
Negative	12%	8%
Mid-range	25%	30%
Positive	32%	33%
Very positive	27%	23%
TOTAL N =	1497	248

LEARNING/USING FRENCH APPENDIX

FREQUENCIES

STUDENT LEARNING/USING SCALE

	<u>Code</u>	<u>N</u>	<u>%</u>
Very negative 13-17	13	54	3.1%
Negative 18-22	14	32	1.8%
Mid-point 23-29	15	48	2.8%
Positive 30-34	16	28	1.6%
Very positive 35-39	17	34	1.9%
	18	27	1.5%
	19	35	2.0%
	20	32	1.8%
	21	40	2.3%
	22	25	1.4%
	23	36	2.1%
	24	40	2.3%
	25	58	3.3%
	26	41	2.3%
	27	50	2.9%
	28	38	2.2%
	29	79	4.5%
	30	68	3.9%
	31	104	6.0%
	32	78	4.5%
	33	125	7.2%
	34	95	5.4%
	35	136	7.8%
	36	74	4.2%
	37	130	7.4%
	38	57	3.3%
	39	180	10.3%
TOTAL N =		1744	100%

Learning/Using French Appendix: Objective 3

TABLE 3: 1
 STUDENT ATTITUDES TOWARDS
 USING FRENCH BY SEX;
 AFFECTIVE*

Attitudes Towards Using French	Sex	
	Female %	Male %
Very negative†	10%	21%
Negative	10%	13%
Mid-range	12%	12%
Positive	18%	18%
Very positive	50%	35%
TOTAL N =	821	903

*This affective component resulted from combining questions 5, 11, 24.

†The range for these categories were: very negative = 3-4; negative = 5; mid-range = 6; positive = 7; very positive = 8-9. Both question numbers and ranges apply to all affective tables dealing with objective 3.

TABLE 3:2
 STUDENT ATTITUDES TOWARDS
 USING FRENCH BY SEX:
 CONNATIVE*

Attitudes Towards Using French	Sex	
	Female %	Male %
Very negative†	20%	32%
Negative	19%	24%
Mid-range	36%	30%
Positive	12%	7%
Very positive	13%	6%
TOTAL N =	821	903

*This connative component resulted from combining questions 2, 8, 17, 23 and 29.

†The range for these categories were: very negative = 5-6; negative = 7-8; mid-range = 9-11; positive = 12-13; very positive = 14-15. Both question numbers and categories apply to all connative tables dealing with objective 3.

TABLE 3: 3

STUDENT ATTITUDES TOWARDS USING FRENCH BY WHETHER
AT LEAST ONE PARENT SPEAKS FRENCH:
AFFECTIVE

Attitudes Towards Using French	One Parent Speaks French		
	No %	Don't Know %	Yes %
Very negative	19%	15%	10%
Negative	12%	14%	10%
Mid-range	13%	8%	9%
Positive	17%	15%	23%
Very positive	39%	48%	48%
TOTAL N =	1229	132	382

TABLE 3: 4

STUDENT ATTITUDES TOWARDS USING FRENCH BY WHETHER
AT LEAST ONE PARENT SPEAKS FRENCH:
CONNATIVE

Attitudes Towards Using French	One Parent Speaks English		
	No %	Don't Know %	Yes %
Very negative	29%	27%	15%
Negative	24%	20%	15%
Mid-range	31%	35%	39%
Positive	8%	10%	13%
Very positive	7%	8%	17%
TOTAL N =	1228	132	382

TABLE 3: 5

STUDENT ATTITUDES TOWARDS USING FRENCH
BY URBAN OR RURAL AREA:
AFFECTIVE

Attitudes Towards Using French	Area	
	Urban %	Rural %
Very negative	16%	22%
Negative	11%	14%
Mid-range	12%	13%
Positive	19%	13%
Very positive	43%	38%
TOTAL N =	1496	248

TABLE 3: 6

STUDENT ATTITUDES TOWARDS USING FRENCH
BY URBAN OR RURAL AREA:
CONNATIVE

Attitudes Towards Using French	Area	
	Urban %	Rural %
Very negative	26%	28%
Negative	22%	19%
Mid-range	33%	32%
Positive	10%	8%
Very positive	9%	13%
TOTAL N =	1495	248

Learning/Using French Appendix: Objective 4

FACTOR LOADINGS OF THE ITEMS USED
IN CONSTRUCTING CULTURE AND LEARN

Question Number	LEARN Factor Loading (13)	CULTURE Factor Loading (13)
2	.26	.23
4	.72	.27
5	.69	.28
6	.23	.53
7	.26	.51
8	.43	.31
9	.64	.32
10	.06	.50
12	.30	.52
13	.45	.16
14	.36	.55
15	.70	.24
16	.26	.40
17	.48	.34
19	.26	.41
20	.45	.46
21	.57	.26
22	.32	.51
23	.65	.30
24	.50	.32
25	.64	.27
26	.13	.57
27	.32	.54
28	.31	.53
29	.20	.23
30	.42	.14
31	.36	.56
32	.70	.33

TABLE 4: 1
 STUDENT ATTITUDES TOWARDS LEARNING FRENCH
 IN THE FUTURE BY SEX:
 AFFECTIVE*

Attitudes Towards Future Learning	Sex	
	Female %	Male %
Very negative/negative†	15%	27%
Mid-range	14%	18%
Very positive/positive	71%	55%
TOTAL N =	820	901

*This affective component resulted from combining questions 4 and 15.

†The range for these categories were: very negative/negative = 2-3; mid-range = 4; very positive/positive = 5-6. Both question numbers and categories apply to all affective tables dealing with objective 4.

TABLE 4: 2

STUDENT ATTITUDES TOWARDS LEARNING FRENCH
IN THE FUTURE BY SEX:
CONNATIVE*

Attitudes Towards Future Learning	Sex	
	Female %	Male %
Very negative/negative+	16%	24%
Mid-range	10%	15%
Very positive/positive	74%	61%
TOTAL N =	821	903

*This connative component resulted from combining questions 21 and 25.

+The range for these categories were: very negative/negative = 2-3; mid-range = 4; very positive/positive = 5-6. Both the question numbers and categories apply to all connative tables dealing with objective 4.

TABLE 4: 3
 STUDENT ATTITUDES TOWARDS LEARNING FRENCH IN THE FUTURE
 BY WHETHER AT LEAST ONE PARENT SPEAKS FRENCH:
 AFFECTIVE

Attitudes Towards Future Learning	One Parent Speaks English		
	No %	Don't Know %	Yes %
Very negative/negative	24%	20%	13%
Mid-range	17%	21%	13%
Very positive/positive	59%	59%	74%
TOTAL N =	1228	132	381

TABLE 4: 4
 STUDENT ATTITUDES TOWARDS LEARNING FRENCH IN THE FUTURE
 BY WHETHER AT LEAST ONE PARENT SPEAKS FRENCH:
 CONNATIVE

Attitudes Towards Future Learning	One Parent Speaks French		
	No %	Don't Know %	Yes %
Very negative/negative	24%	19%	10%
Mid-range	14%	10%	10%
Very positive/positive	63%	71%	80%
TOTAL N =	1229	132	381

TABLE 4: 5
 STUDENT ATTITUDES TOWARDS LEARNING FRENCH
 IN THE FUTURE BY URBAN OR RURAL AREA:
 AFFECTIVE

Attitudes Towards Future Learning	Area	
	Urban %	Rural %
Very negative/negative	20%	29%
Mid-range	16%	16%
Very positive/positive	64%	55%
TOTAL N =	1494	248

TABLE 4: 6
 STUDENT ATTITUDES TOWARDS LEARNING FRENCH
 IN THE FUTURE BY URBAN OR RURAL AREA:
 CONNATIVE

Attitudes Towards Future Learning	Area	
	Urban %	Rural %
Very negative/negative	20%	25%
Mid-range	13%	11%
Very positive/positive	68%	64%
TOTAL N =	1495	248

STUDENT LEARNING/USING SCALE (LEARN)

Items Used In Student Learning/Speaking Scale:

Question #

- | | |
|----|---|
| 4 | Do you want to learn French next year? |
| 5 | Do you like to speak French? |
| 8 | Outside the school would you like to have a friend you could talk to in French? |
| 9 | Do you like French class? |
| 13 | Do you think everyone should learn French? |
| 15 | Would you like to listen to a French record at home? |
| 17 | Outside school would you like to talk to other people in French? |
| 21 | Would you like to read French as well as you read English? |
| 23 | Would you like to speak French more often? |
| 24 | In class do you like to answer questions in French? |
| 25 | Would you like to speak French as well as you speak English? |
| 30 | Do you think everyone should be able to speak French? |
| 32 | Do you like learning French? |

STUDENT CULTURAL ACTIVITIES SCALE (CULTURE)

Items Used In Student Cultural Activities Scale:

Question #

- 6 Do you like to listen to stories about French people in class?
- 7 Would you like to sing more French songs in class?
- 10 In class do you like to see films or filmstrips in French?
- 12 Would you go to hear people sing songs in French?
- 14 Would you like to listen to a French record at home?
- 16 Would you like to visit a French museum in Manitoba?
- 19 Would you like to watch French TV programs at home?
- 20 In class would you like to find out more about French people?
- 22 In class do you like to read books about French people?
- 26 In class would you like to see more films or filmstrips in French?
- 27 Do you like singing French songs in class?
- 28 Would you go to see a play where the people speak in French?
- 31 At school do you like to read stories about French people?

GRADE 4 STUDENT QUESTIONNAIRE
FREQUENCIES

	<u>CORE</u>	<u>Conver- sational</u>	<u>Non- French</u>
1. ARE YOU LEARNING FRENCH AT SCHOOL?			
No	2%	1%	66%
Don't Know	2%	1%	3%
Yes	<u>97%</u>	<u>98%</u>	<u>31%</u>
TOTAL N =	1222	368	153
2. OUTSIDE OF CLASS DO YOU SOMETIMES SPEAK FRENCH TO OTHER STUDENTS?			
No	70%	79%	88%
Don't Know	3%	3%	2%
Yes	<u>27%</u>	<u>18%</u>	<u>10%</u>
TOTAL N =	1223	368	154
3. DOES ONE OF YOUR PARENTS SPEAK FRENCH?			
No	70%	71%	74%
Don't Know	8%	8%	4%
Yes	<u>22%</u>	<u>21%</u>	<u>22%</u>
TOTAL N =	1222	368	154
4. DO YOU WANT TO LEARN FRENCH NEXT YEAR?			
No	18%	20%	22%
Don't Know	14%	21%	21%
Yes	<u>68%</u>	<u>60%</u>	<u>56%</u>
TOTAL N =	1220	368	153
5. DO YOU LIKE TO SPEAK FRENCH?			
No	22%	27%	34%
Don't Know	9%	13%	20%
Yes	<u>68%</u>	<u>59%</u>	<u>46%</u>
TOTAL N =	1217	368	154
6. DO YOU LIKE TO LISTEN TO STORIES ABOUT FRENCH PEOPLE IN CLASS?			
No	22%	23%	34%
Don't Know	14%	21%	26%
Yes	<u>64%</u>	<u>56%</u>	<u>40%</u>
TOTAL N =	1221	368	154

	<u>CORE</u>	<u>Conver- sational</u>	<u>Non- French</u>
7. WOULD YOU LIKE TO SING MORE FRENCH SONGS IN CLASS?			
No	28%	35%	47%
Don't Know	10%	13%	14%
Yes	<u>62%</u>	<u>52%</u>	<u>40%</u>
TOTAL N =	1219	368	154
8. OUTSIDE OF SCHOOL WOULD YOU LIKE TO HAVE A FRIEND YOU COULD TALK TO IN FRENCH?			
No	39%	43%	39%
Don't Know	17%	18%	19%
Yes	<u>44%</u>	<u>39%</u>	<u>42%</u>
TOTAL N =	1221	365	154
9. DO YOU LIKE FRENCH CLASS?			
No	18%	20%	33%
Don't Know	8%	10%	36%
Yes	<u>74%</u>	<u>70%</u>	<u>31%</u>
TOTAL N =	1219	365	154
10. IN CLASS DO YOU LIKE TO SEE FILMS OR FILMSTRIPS IN FRENCH?			
No	13%	16%	33%
Don't Know	12%	11%	21%
Yes	<u>75%</u>	<u>73%</u>	<u>46%</u>
TOTAL N =	1222	368	154
11. DO YOU THINK OTHER STUDENTS LIKE HEARING YOU SPEAK FRENCH IN CLASS?			
No	24%	29%	38%
Don't Know	55%	55%	46%
Yes	<u>21%</u>	<u>15%</u>	<u>16%</u>
TOTAL N =	1221	367	154
12. WOULD YOU GO TO HEAR PEOPLE SING SONGS IN FRENCH?			
No	29%	36%	38%
Don't Know	19%	20%	16%
Yes	<u>52%</u>	<u>44%</u>	<u>46%</u>
TOTAL N =	1223	368	154
13. DO YOU THINK EVERYONE SHOULD LEARN FRENCH?			
No	30%	34%	34%
Don't Know	22%	21%	25%
Yes	<u>47%</u>	<u>44%</u>	<u>42%</u>
TOTAL N =	1222	368	154

		CORE	Conver- sational	Non- French
14. WOULD YOU LIKE TO LISTEN TO A FRENCH RECORD AT HOME?	No	37%	44%	46%
	Don't Know	17%	16%	18%
	Yes	<u>47%</u>	<u>40%</u>	<u>36%</u>
	TOTAL N =	1220	368	154
15. DO YOU WANT TO GO ON LEARNING FRENCH IN THE FUTURE?	No	24%	22%	33%
	Don't Know	20%	27%	26%
	Yes	<u>56%</u>	<u>51%</u>	<u>42%</u>
	TOTAL N =	1220	364	154
16. WOULD YOU LIKE TO VISIT A FRENCH MUSEUM IN MANITOBA?	No	10%	11%	21%
	Don't Know	9%	14%	15%
	Yes	<u>81%</u>	<u>75%</u>	<u>64%</u>
	TOTAL N =	1222	368	154
17. OUTSIDE SCHOOL WOULD YOU LIKE TO TALK TO OTHER PEOPLE IN FRENCH?	No	45%	51%	46%
	Don't Know	18%	15%	19%
	Yes	<u>37%</u>	<u>34%</u>	<u>35%</u>
	TOTAL N =	1219	368	154
18. WOULD YOU LIKE TO GO TO A RESTAURANT IN MANITOBA WHERE YOU COULD ORDER FRENCH FOOD?	No	17%	13%	20%
	Don't Know	14%	16%	12%
	Yes	<u>69%</u>	<u>72%</u>	<u>69%</u>
	TOTAL N =	1222	368	154
19. WOULD YOU LIKE TO WATCH FRENCH TV PROGRAMS AT HOME?	No	44%	52%	58%
	Yes	15%	16%	13%
	No	<u>41%</u>	<u>32%</u>	<u>28%</u>
	TOTAL N =	1220	367	153

	<u>CORE</u>	<u>Conver-</u> <u>sational</u>	<u>Non-</u> <u>French</u>
20. IN CLASS WOULD YOU LIKE TO FIND OUT MORE ABOUT FRENCH PEOPLE?			
No	21%	20%	25%
Don't Know	13%	17%	12%
Yes	<u>66%</u>	<u>63%</u>	<u>63%</u>
TOTAL N =	1221	367	154
21. WOULD YOU LIKE TO READ FRENCH AS WELL AS YOU READ ENGLISH?			
No	21%	23%	29%
Don't Know	9%	13%	12%
Yes	<u>70%</u>	<u>64%</u>	<u>60%</u>
TOTAL N =	1220	367	154
22. IN CLASS DO YOU LIKE TO READ BOOKS ABOUT FRENCH PEOPLE?			
No	30%	34%	42%
Don't Know	25%	27%	25%
Yes	<u>44%</u>	<u>38%</u>	<u>33%</u>
TOTAL N =	1218	368	154
23. WOULD YOU LIKE TO SPEAK FRENCH MORE OFTEN?			
No	32%	38%	43%
Don't Know	16%	15%	18%
Yes	<u>52%</u>	<u>48%</u>	<u>40%</u>
TOTAL N =	1215	368	154
24. IN CLASS DO YOU LIKE TO ANSWER QUESTIONS IN FRENCH			
No	26%	33%	46%
Don't Know	10%	11%	21%
Yes	<u>64%</u>	<u>57%</u>	<u>33%</u>
TOTAL N =	1220	368	154
25. WOULD YOU LIKE TO SPEAK FRENCH AS WELL AS YOU SPEAK ENGLISH?			
No	21%	21%	32%
Don't Know	8%	10%	13%
Yes	<u>71%</u>	<u>67%</u>	<u>55%</u>
TOTAL N =	1217	368	152