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**Production and Evaluation  
of a Filmstrip for  
French as a Second Language  
in Elementary School**

**Barbara Crelinsten**

**A Thesis-Equivalent  
in  
The Department  
of  
Education**

**Presented in Partial Fulfillment of the Requirements  
for the Degree of Master of Arts at  
Concordia University  
Montreal, Quebec, Canada**

**October 1985**

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## ABSTRACT

### Production and Evaluation of a Filmstrip for French as a Second Language in Elementary School

Barbara Crelinsten

This thesis-equivalent consists of an evaluation both formative and summative conducted on a filmstrip for the National Film Board of Canada to teach French as a Second Language. The target audience for which the filmstrip was written, was grade 3 students studying in the French Core program. These students received from a half hour to one hour of French instruction a day. They were of mixed ethnic background, lived in a predominantly English milieu and had between 400-600 hours of previous French instruction. The sample for the evaluation was representative of the target audience.

The filmstrip was designed to elicit a discussion in the target language. A problem with several solutions was presented to the students through the medium of filmstrip. The story was about a little boy who loses his pet rabbit. The object of the exercise was to discuss which solutions were or were not appropriate and why.

The evaluation was conducted according to the Dick and Carey (1978) method to determine whether the target audi-

ence possessed enough language proficiency to discuss the ideas presented in the filmstrip, whether the format of the filmstrip elicited discussion, and whether the theme, vocabulary and language level were appropriate for the target audience.

The findings from the formative evaluation suggested that the filmstrip had achieved its objectives. The format elicited communication in a group which had between 500-550 hours of previous French instruction. The theme, vocabulary and language level were appropriate for this sample.

The summative evaluation was conducted on a sample of the target audience who had between 400-450 hours of previous French instruction. It was found that the majority of this group lacked sufficient language proficiency to express opinion in French about what they had seen in the filmstrip.

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## Chapter 1

### Introduction

#### Background

The National Film Board of Canada has a mandate to produce educational materials for use in schools across Canada. It produces films, filmstrips and slide/tape productions. The materials produced are generally about Canadians and Canadian culture, and are produced as supplementary material to be used in geography, history and social science classes.

In February of 1983 the National Film Board's Multi-Media Studio, which produces slide/tape presentations and filmstrips, decided to produce materials for French as a Second Language. Before embarking upon production, a questionnaire survey was administered across Canada to determine the need for supplementary audio-visual materials, in the Core French and French Immersion programs. The findings showed that there was an overwhelming need in the Core French program especially at the Elementary school level. Very little audio-visual material designed specifically for French as a Second Language students existed. Of the material that was available, the language proficiency of the students did not match their interests. Either the language level was appropriate but the subject matter and visuals were too immature for the audience, or the subject matter was appropriate but the language level



too difficult.

The findings also indicated that the medium of sound filmstrip would be most useful for it is cost effective and the majority of schools were equipped for this medium. On the basis of these findings the studio decided to develop a series of sound filmstrips for the Elementary school level.

The author's role was to design and script a series of three filmstrips. Since they were to be used as supplementary material in classes using different methods, they were designed to elicit communication in the target language about subject matter of interest to the target audience. The objective was to allow students to practice previously acquired structures and vocabulary. The filmstrips were not designed to teach syntax or specific grammar points. This latter type of audio-visual material accompanied the specific methods the various schools were following.

The object of this project was to conduct a formative and summative evaluation on one of the filmstrips designed for the National Film Board. The evaluation was conducted to determine the extent to which students could express opinion in the target language; to assess the appropriateness of the theme and language level of the filmstrip for the target audience; and finally to assess the validity of using the medium of filmstrip to elicit communication in the target language.

### Rationale for Production Design

The goal of second language instruction in elementary and high schools today is for students to achieve enough language proficiency to be able to communicate in the target language. Two approaches to second language teaching which attempt to achieve this goal are the audio-lingual method and the communicative approach. The philosophy regarding language acquisition and teaching techniques differ in the two approaches.

The audio-lingual approach which is influenced by Skinner's S-R approach to learning, is based on the belief that language acquisition is based on habit formation (Knop, 1981). As a result grammar and vocabulary are learned through memorizing dialogues and through practicing pattern drills. The premise of the audio-lingual approach is that if students practice structures by parroting what they hear, through the use of pattern drills, these structures will automatically be acquired. It is essential that the students' responses be correct, however it is not necessary that they understand what they are saying, nor that what they repeat is meaningful to them (Knop, 1981).

This approach has its roots in the Structural Method which was designed by linguistic scientists during the Second World War (Hammerly, 1982). At that time there was a need for interpreters and therefore speaking a foreign language and understanding it were of paramount importance

(Rivers, 1972). The technique used was as follows: dialogues were used to introduce students to new vocabulary, intonation, and grammatical patterns. These dialogues were memorized and grammatical structures were learned through memorizing and practicing pattern drills. A native speaker presented the dialogue so that the intonation would be correct, and explanations of grammar were given by a linguist. It was a team teaching method. The native language was used as little as possible. The program was developed according to analyses of language structure (Hammerly, 1982).

This method was adapted in the 1950's by a group of American teachers (Hammerly, 1982). Some changes were made to meet the needs of the school system. Reading and writing were added to the curriculum. With this method the teacher presents the material and makes any explanations rather than working with a native speaker. The method lost a lot of its effectiveness due to large class size. There was little time for individual attention and group responses became a technique to adapt to the larger number of students in a class (Hammerly, 1982).

The communicative approach developed by Halliday a British linguist is an approach which tries to remedy the weakness of the audio-lingual method (Hammerly, 1982). Although communication in the target language was the goal of the audio-lingual method, students found that they were not able to communicate in real life situations. The

patterns and vocabulary they had learned could not always be applied to the situation in which they found themselves trying to communicate (Knop, 1981).

Halliday sees the function of language as having to do with what is said rather than how it is said. Therefore the communicative approach emphasizes the function of language rather than the form of language. The curriculum is designed according to communication acts reflecting the communication needs of students, rather than on structures or grammar (Munby, 1982). Communication acts as described by Halliday are groups of expressions for agreeing, disagreeing, praising, complaining, etc. (Hammerly, 1982).

The proponents of the communicative approach feel that in order to acquire communicative competence students must be free to develop communication strategies which best suit them. They should be encouraged to communicate in situations as close to real life as possible (Knop, 1981). It is impossible for students to be able to use the language creatively when they have only been exposed to structures. Proponents of this approach feel that students will acquire vocabulary and structures through the experience they have in interpreting meaning in both spoken and written discourse (Savignon, 1983). For language acquisition to occur students must interact in the target language in natural communication in which they are not concerned with the form of their utterances but with the messages they are conveying and understanding

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(Krashen, 1981). If students are encouraged to try acquired skills they will better learn to communicate in real life situations. Once students realize they are actually communicating successfully in the target language, they will be encouraged to try their new skills on peers and native speakers (Reiss, 1983).

The acquisition and development of communication strategies is dependent upon practice for learning takes place when an individual takes an active part in the learning process (Ellis, 1972; Estes, 1975). Therefore students must engage in communicative activities in which they are required to interact in the target language. They must initiate as well as respond in order to develop communication skills (Knop, 1981). When the teacher directs the speech of the class too directly there is little opportunity for the learner to utilize and practice his own communication strategies. The teacher should provide learners with ample opportunity to use the language for themselves. A good communicative exercise is discussion. Since in this case students would be required to initiate conversation, the topics should focus on real problems and information, to which the learner can relate and that are within his experience (Knop, 1981). People enjoy talking about themselves and their problems, and talking about the learner's world would motivate communication.

There are drawbacks to this approach. It is very

difficult to make an accurate detailed analysis of communication needs and a curriculum organized around communicative acts provides no valid criteria for gradation in a second language course. Finally grammar is a basic element of sentence structure, and cannot be ignored. It should therefore be integrated into the curriculum.

The rationale for the production design was based on the communicative approach to learning a second language. The rationale for producing a situational exercise was to allow students to express their opinion, and use their own particular communication strategies to convey their thoughts in the target language.

Rationale for Media Selection

The rationale for using filmstrip to attain the goal of practicing communication strategies and eliciting oral production is based as follows in the literature on media research.

Twenty years of media comparison studies seem to indicate that one medium is not better than another (Clark, 1983). Both Clark (1983) and Winn (1984) feel that the medium is simply a device which delivers information. Winn (1984) goes further to say that it is not the medium itself which makes a difference in learning. Instead we should try to determine how students learn and then try to apply the appropriate learning techniques to various media.

Winn (1982) proposes the idea that individuals learn through the use of learning strategies. Individuals have mental skills or processes with which they decipher material. These skills are particular to an individual and a task. When the learner applies the mental skill to a task it is then called a learning strategy. Learning strategies can be evoked by instructional strategies which are used by the teacher or present in the material. If they are present in the material they would be called "embedded", if they are independent of the subject matter they are "detached" (O'Neill, 1979). The learning technique or strategy which would be used in this exercise is the use of communication strategies to convey ideas in the target language. The instructional strategy is the use of questions which would elicit opinion and the presentation of a "open-ended" story, one which has no predetermined conclusion. Therefore what was explored in this project was whether or not a story, delivered through the medium of filmstrip, and which required students to put forth their opinion, would effectively:

- 1) elicit communication strategies,
- 2) be effective in encouraging students to elaborate on ideas presented in the filmstrip.

For this project, the medium of slide/tape was used because it is the first stage in designing a filmstrip. Once the filmstrip has been story-boarded, slides are taken by a photographer, and then they are edited to

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produce the final filmstrip. Since part of this project was to be a formative evaluation it was thought wise to leave the production in this format, so that it would be easier to make changes, and less costly than reproducing an entire filmstrip.

The National Film Board chose filmstrip because it is cost effective, and in the cross Canada survey it was found that the majority of schools was equipped for this medium.



## Chapter 2

### Production

#### Production Design

Both the production and evaluation of the filmstrip were based on Dick and Carey's (1978) systems approach to design, for their approach provides a systematic means in which to design instruction, be it individualized or conveyed through a mass medium.

Dick and Carey's (1978) systems approach implies that each step in the process is interconnected producing an output which serves as an input for the next phase. In 1985 Dick and Carey modified their model. Evaluation became an integral part of the whole process, and as such is performed at each stage of development. This creates an interactive movement, where depending upon the results of the evaluation one can move forward to the next phase, or back again to the previous step. This process provides the necessary feed back to produce a product which will effectively meet the learning needs of the students, and the situation for which the instruction was designed.

The steps that were followed based on Dick and Carey (1978) were:

- 1) identifying an instructional goal: that is, what students will be able to do after instruction;
- 2) conducting an educational analysis: analyzing sub-skills to achieve the goal;

3) identifying entry behaviors and learner characteristics: skills needed to begin instruction and general learner characteristics;

4) writing performance objectives: what students will be able to do after the exercise;

5) developing an instructional strategy: what strategy will be used to reach the terminal objective;

6) designing and evaluating the formative evaluation.

Dick and Carey's (1978) approach can be summarized as follows; decide what the instructional goal is, how the instruction will be designed to achieve this goal, considering the characteristics of the target audience, and the type of instruction, and finally decide how to test what the individual has acquired. Evaluation of the product is performed at each phase, as well as when the instruction has been completed. This makes evaluation an integral part of the process (Dick and Carey, 1985).

#### Educational Objective

The instructional goal was to encourage elementary school students to utilize and practice communication strategies already acquired. A filmstrip was designed so as to elicit utterances in the target language, which would express opinion about situations in the filmstrip. The vocabulary used by the students would be from the filmstrip and from their past experience.

### Target Audience

The target audience for which the filmstrip was designed were students in grade 3 or 4 who had approximately 400-600 hours of French. This figure was determined by the cross-Canada survey where elementary school children have between a half hour to an hour of French instruction a day. These students are representative of the Core French program as opposed to the French Immersion program where students receive all instruction in French. Core French curricula from across Canada in which suggested vocabulary to be acquired and grammar objectives are outlined, were consulted to determine the language level and vocabulary for the filmstrip.

The specific capabilities the target audience required in French were the ability to understand and produce questions beginning with "est-ce que", or questions formed with an inverted verb and subject, and the capacity to answer such questions using appropriate vocabulary but not necessarily correct syntax.

### Outline of the Content

An effective means to produce oral communication is to provide a situation in which the student is encouraged to speak (Reiss, 1983). An example of such a situation would be the presentation of a problem, thereby compelling students to assess various solutions from amongst those presented to them. Thus the filmstrip was designed to

provide a problem with various solutions, so as to enable students to practice communication strategies through discussion.

The object of the filmstrip was to promote discussion concerning the merits of various solutions regarding how to find a lost pet. The storyline is centered on a little boy who loses his pet rabbit, and includes possible solutions to his problem. The students are asked to express their opinion on the various solutions presented.

The filmstrip consists of 26 visuals, two titles, one symbol and 23 photographs. These were taken by a photographer specifically for the filmstrip. The first four photographs set the scene, the next nine portray the solutions. These nine are repeated for the discussion phase.

The soundtrack consists simply of the narrator. There is neither musical background nor sound effects, for it was felt these would distract the students from what was being said, and in acquiring a second language it is important that students be able to attend carefully to the spoken word. The dialogue corresponds as closely as possible to what is being portrayed in the photograph, and usually consists of only one sentence. For example one solution is the putting up of a notice in the neighbourhood about the lost rabbit. The visual is a medium close-up of a boy hammering a notice onto a tree. The notice is clear enough to be read by the students. The background is a

street with houses on it, symbolizing a neighbourhood.

The sound track that corresponds to this visual is "Je peux aussi afficher dans le voisinage" - "I can also put up a notice in the neighbourhood."

The presentation of the problem and the various solutions lasts 2 minutes 42 seconds after which the teacher stops the projector. The students then discuss each solution and the teacher advances to the next solution once she feels the class has sufficiently discussed each issue. A sample of the script appears in appendix F.

The story was written bearing in mind that in order to motivate children to speak, the topic should be meaningful to them and one to which they can relate (Fleming and Levie, 1978).

## Chapter 3

### The Evaluation Questions

#### Evaluation Method

Two types of evaluation were performed for this project. The first type of evaluation performed was a formative evaluation. In 1967, Michael Scriven (Popham, 1974) coined the terms formative and summative evaluation. Formative evaluation takes place during the development of instructional materials so that they can be improved. Many information gathering methods are used such as written tests, questionnaires and discussion with content experts and students.

The second type of evaluation performed was summative i.e. one which takes place after instruction has been completed and materials have been totally revised. It is performed to determine whether or not a unit of instruction or a program is ultimately worthwhile, whether or not students learn from it.

The procedure that was followed in conducting the evaluation is consistent with that of Dick and Carey (1978). Their procedure is divided into 4 stages.

The first stage is a one-to-one formative evaluation during which an evaluator works with one student at a time to determine any difficulties with the materials. The student works through the materials with the examiner and discussion of any problems takes place. The evaluation is

more effective if students from high, medium, and low capabilities work with the materials (Wager, 1983). During this initial phase of evaluation content experts may be consulted.

The second phase is also formative, in which one presents the materials to a small group of students approximately 10-20, who are representative of the target audience. At this stage too, a small group discussion with approximately 6 students should be conducted to decipher any difficulties encountered.

The third stage of the formative study is the field study, where the materials are presented in a "learning situation which is, or closely resembles that intended for the instructional materials" (Dick and Carey, 1978, p.162). According to the Dick and Carey (1978) method, the purpose of the field study is to collect data for further revision of the materials.

The next and final stage of evaluation is the summative study, where the materials are presented to a group representative of the target audience. The difference between this stage and the preceding one, is that all changes have been made to the product, and no further revisions are made.

#### Purpose of Evaluation

The evaluation was conducted to assess the merits of the educational objective, the content, and the production

design, all in relation to the target audience.

Educational objective. The educational objective of the production was to provide a forum for children who have had approximately 400-600 hours of French and who lived in a predominantly Anglophone area, to utilize and practice communication strategies, using vocabulary from the filmstrip and their own past experience. Thus, in relation to this population questions of particular interest were the following:

1) Does the sample audience possess enough vocabulary to answer questions related to specific incidents in the filmstrip using nouns and verbs appropriate to the questions in their answers?

2) Do they possess enough vocabulary to expound on ideas that may have been evoked by the filmstrip which are related to their past experience?

3) Do they use communication strategies e.g. the use of paraphrase, circumlocution, synonyms and antonyms.

4) If so which ones and how often?

5) Is a situational story presented through the medium of filmstrip an effective instructional strategy to elicit communication strategies?

Target audience. The questions asked in relation to the target audience were the following:

1) Do students enjoy the activity?



2) Is the subject matter appropriate for the target audience?

3) Are the solutions appropriate for the age group? if not which ones?

4) Is the vocabulary level appropriate for the target audience?

5) Is the verb and sentence structure appropriate?

Production design. The questions asked were the following:

1) Does the fact that the teacher has to stop and start the program result in confusion, disinterest or interruption of conversation?

2) Is the order of presentation appropriate?

3) Are all the solutions appropriate for the age group?

4) Is the pacing of the slide production appropriate?

5) Is the pace of the narrator's speech appropriate?

## Chapter 4

### Formative Evaluation

#### Sample

The sample consisted of 13 students, in grade 3 who had between 500-550 hours of previous French instruction. They were representative of the target audience in that they were of mixed ethnic background, lived in a predominantly English milieu, and had between 400-600 hours of previous French instruction.

#### Instrumentation

The objective in designing the filmstrip was to provide a forum for students to communicate in the target language. In order for them to communicate however they required a certain degree of language proficiency. In order to evaluate whether or not the students possessed enough French background to discuss the issues in the filmstrip, their communicative ability was measured. The specific language capability assessed was the students' communicative competence defined by Knop (1979) as a functional language proficiency: the expression, interpretation and negotiation of meaning involving interaction between two or more people of the same linguistic community. This definition is consistent with the communicative approach to second language instruction. Secondly to determine whether the design of the filmstrip

achieved its objective, namely to provide a forum to practice communication strategies, the students use of communication strategies was assessed. A communication strategy is the use of synonyms and antonyms, description, circumlocution, guessing, repetition, hesitation, if the exact word one wishes to express in a foreign language is unknown (Knop, 1981).

The evaluation of communicative competence and communication strategies was based on the coding procedure of Naiman, Frolich, Stern, & Todesco (1978). The purpose of their study was to determine learning strategies of both successful and poor learners of French as a Second Language, plus any differential treatment they may have received from the teacher. They therefore developed a coding procedure to record teacher-student speech interactions as well as the types of utterances each produced. Their assumption was that in the classroom the teacher initiates the interaction by eliciting information from either the whole class or a student, that the student responds and that the teacher, then evaluates the response. This was not the assumption of this project.

In this project communicative competence and teacher-student behavior were measured via discussion. Thus the assumption was that the teacher may or may not participate in the discussion, and that there would be many interactions amongst the students. The marking scheme was slightly revised to accommodate the types of utterance

which might occur in a free discussion. The headings used by Naiman, Frolich et al (1978) were Elicitative for the teacher, Responsive for the student and Evaluative. The three categories for this project were Teacher Utterances, Student Utterances, and Teacher Evaluation. (See Appendix A.)

All discussions, individual or class, were recorded on a tape recorder, and later transcribed onto paper. The evaluator, a French teacher, coded each utterance using the communicative codes which appear in Appendices A & B. Once all utterances had been coded, they were categorized and the frequencies of each were noted.

Vocabulary test. (See Appendix C) The vocabulary test was presented after the vocabulary had been taught and before the presentation of the filmstrip, in order to verify if the students had adequate knowledge of vocabulary for the discussion. This test was recorded on audio cassette. The student heard a word in French followed by 3 English words, one of which corresponded to the French word. On a sheet with letters A B C beside each number, the student marked the letter which correctly corresponded to the French word.

Teacher questionnaire. (See Appendix D). This was administered to determine the appropriateness of the content, vocabulary level, class interest, format, order of presentation, and mechanics of presentation, (e.g. stopp-

ing and starting the machine.)

Student opinion questionnaire: (See Appendix D)

This was designed to determine if the students enjoyed the activity, found they learnt something, felt the content and vocabulary were appropriate, felt they could answer questions, and felt they could elaborate on ideas.

Student information questionnaire. (See Appendix D)

This was written to obtain demographic information, and cultural background to determine native tongue, and exposure to French.

Form of the Presentation

The production was in the form of a slide/tape with an audio cassette. The audio and video portions were synchronized and once turned on proceeded automatically, presenting first the story or problem followed by the solutions. Once this portion had been viewed, each solution was presented again one at a time. The teacher at this point was in control of the production, for she had to advance each slide and the tape. When the slide appeared, the students heard a question which related to the solution presented on the screen. For example, "Do you think it was a good idea to...?" Class discussion ensued and the teacher advanced the slide/tape according

to her discretion.

### Procedure

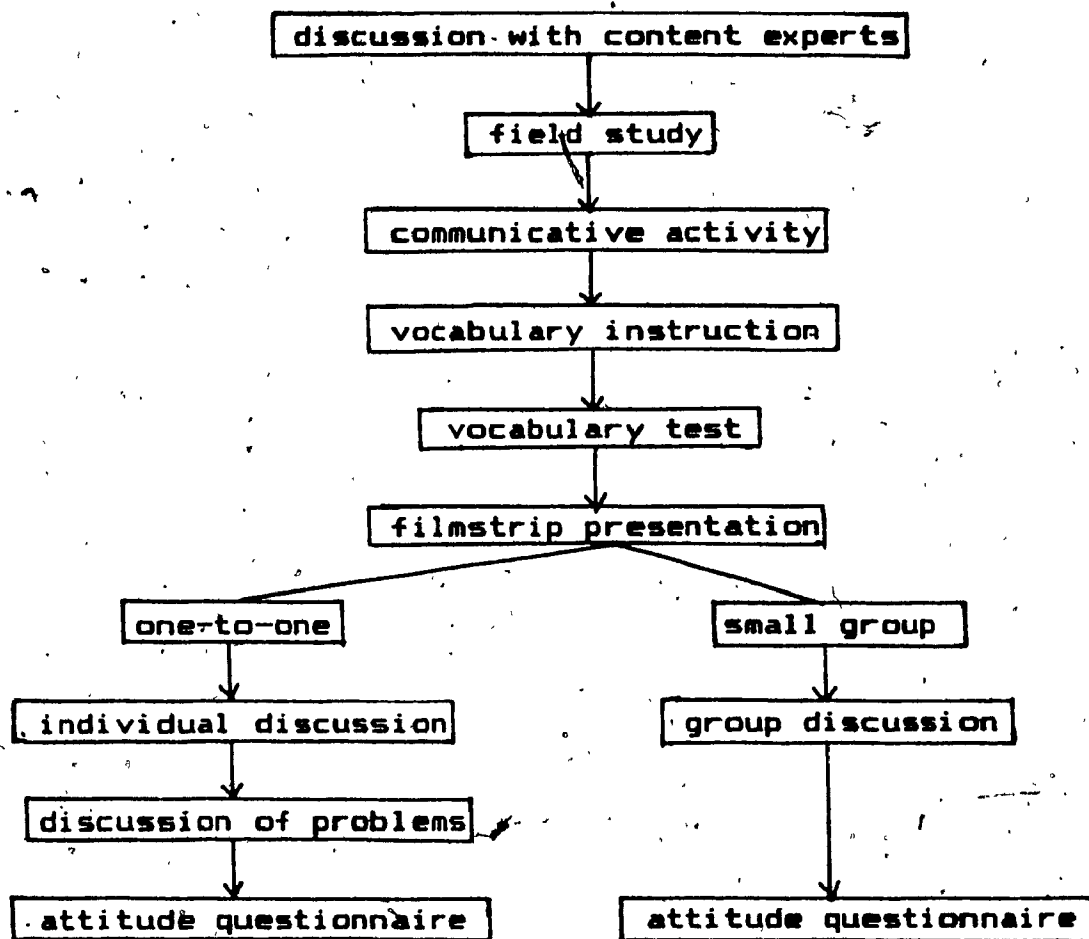
All steps suggested by Dick and Carey (1978) were carried out.

During the first phase of evaluation the designer discussed the materials with two content experts, two teachers of the target audience, and the French producer at the National Film Board. After this had been done, the evaluation with the target population was conducted.

The procedure for the field study was as follows (See Figure 1). The students had a class before seeing the slide/tape in which the teacher was asked to conduct a communicative activity, defined by Knop (1981) as an "open-ended activity wherein students actually supply, obtain, and exchange information." The students create sentences in the target language according to their specific abilities, instead of producing utterances which have been cued by the teacher.

The communicative activity in this project was a discussion of how best to relay a story through pictures. Twelve pictures representing a story about going on a picnic, were placed in front of the class in random order. The students were to tell the teacher how to arrange the pictures so that they created a sequence, and to tell her the reason for their choice. This activity complies with

Figure 1

Formative Evaluation Procedure

the definition of a communicative activity, in that the students were free to express themselves according to their own capabilities. Their responses were not controlled or cued by the teacher. The communicative activity served as a means of comparison with the filmstrip in assessing student-student interaction, teacher-student interaction, as well as the communicative competence and the use of strategies by the students.

A few days later the students were presented with any vocabulary from the slide/tape that was new to them and then tested on it. This was done to assure that the students were familiar enough with the vocabulary in order to comprehend it and then utilise it in the exercise. Once tested on the vocabulary they saw the slide/tape. Before the viewing the students were told by the author that a new slide/tape was being developed and that their assistance was needed to improve it. They would see the slide/tape production, and would be asked some questions about what they saw. If they had any difficulty in answering questions, they must not necessarily think it was due to their French and should indicate any difficulties they might be having. The classroom teacher then presented the slide/tape production to a group of approximately 13 students. Once the presentation of the problem had been viewed, 3 students chosen by the teacher, one each of high, medium, and low capabilities,



left the room with the author and proceeded to a different location.

The class discussion with the teacher was recorded on a cassette. After the discussion the teacher administered the questionnaire which had been previously evaluated by her to assure that the language level was appropriate. The questionnaire was read aloud to the students and conducted one question at a time, to make certain the questions were understood.

While the class discussion was in progress, the author conducted the one-to-one evaluation by questioning each of the previously selected students of the three levels of aptitude, one at a time. The author received them in random order and did not know their capabilities. She showed each student a slide of a solution in the order of appearance in the production, and asked the corresponding question. These were the same questions the students in the classroom were discussing with the teacher. After all the solutions had been viewed and talked about, the author then questioned the students as to any difficulties they may have had. The marking scheme and questions appear in Appendix B. Once the students had been tested they filled out the attitude questionnaire. A supervisor was present and administered the questionnaire using the same procedure as the classroom teacher.

The one-to-one evaluation served two functions: first it provided an independent measure of communicative com-

petence of high, medium, and low capabilities, and as such served as a control for the fact that in group discussion a few students may dominate conversation. Secondly the data from these students served as a basis for revision of the materials.

The small group evaluation in this study provided feedback for the learners' attitudes toward the slide/tape as well as a measure of communication in a group for which the materials were designed.

Conducting the one-to-one evaluation at the same time as the small group evaluation is a deviation from Dick and Carey's approach (1978). They suggest doing a one-to-one evaluation with students of the target population, revising the material, then showing it to a small group and revising it again. Due to the time consuming nature of this procedure and its resultant disruption of class routine, the one-to-one evaluation, as well as the small group evaluation were conducted on the same day. Wager (1983) has shown that a one-to-one evaluation alone is effective in revising materials, which would support this procedure and the fact that one revision instead of two was performed. In following the Dick and Carey (1978) method, Wager (1983) did an experiment to determine the efficiency of a one-to-one plus small group evaluations, versus one-to-one evaluation or small group only evaluation. This was done for formative evaluation is costly and time consuming, and instructional designers and form-

ative evaluators felt the need to refine the process. Her subjects were 9th grade students using an instructional module on mathematics. She found that a one-to-one evaluation if it included low, medium, and high capabilities to be superior to small group only, and as effective as one-to-one plus small group.

## Chapter 5

### Results

The data obtained in the formative evaluation were used to assess the following:

- 1) the effectiveness of presenting a story which elicits opinion, delivered through the medium of filmstrip, in producing practice for communication strategies in the target audience;
- 2) the communicative competence of the target audience;
- 3) the appropriateness of the vocabulary, verb tenses, sentence structure and content for the target audience;
- 4) production variables such as pacing, the mechanics of the production, the order of the content.

The formative evaluation was divided into two phases. The first phase was a discussion with content experts, the second was the one-to-one and small group evaluations. This chapter begins with a discussion of the content experts' evaluation, and proceeds to the one-to-one and small group evaluations.

#### Content Expert Evaluation

After reading curricula from British Columbia, Alberta, Ontario and New Brunswick to determine what vocabulary, sentence structures and verb tenses might be appropriate, the author wrote a script using the "imparfait" and

"conditionnel" tenses. It was written in the third person, having a narrator describe what was happening. Once written, the script was shown to the French Producer of the National Film Board to be evaluated. The producer felt that in order to have the students relate better to the situation and therefore interact with the material, it would be advisable to have the boy talking about himself, rather than having the story narrated. The author accordingly rewrote the script in the first person. ( A copy of this script appears in Appendix E ). Once the script had been revised, it was then shown to two teachers of French as a Second Language. They were to assess the language level and the grade level taking into consideration the theme of the filmstrip, namely a little boy who loses his rabbit. The content experts felt that the theme would be appropriate for the age level of a grade 2 or 3 class, and bearing this in mind, only the "present" and "imparfait" tenses should be used. They felt that the students would know most of the vocabulary but that there were some unfamiliar words as well. They both felt once the verb tenses were changed, the sentence structure would be appropriate for the age level.

The author revised the script once more and it was again evaluated with the help of the French Producer at the National Film Board. At this stage of script development, both the author and the producer, viewed the slides which had been chosen for the production with the

script, to determine if the narration and the image flowed well together. The producer felt that as the script stood, it was not clear that the boy was trying to decide amongst various solutions. To try to resolve this problem the author decided to add this question to the script; "Que penses-tu de ces idées? Aide-moi à trouver une solution." The author also decided to ask questions at the end, rather than just have the boy state what he was doing. She felt that by asking a question the student would become more actively involved in the exercise. (The revised script appears in Appendix F). Once this initial phase of the formative evaluation was performed, the production was ready for the second phase.

#### One-to-One and Small Group Evaluations

The second phase of the formative evaluation involved two parts, the one-to-one evaluation, and the small group evaluation.

One-to-one evaluation. The one-to-one evaluation was performed to assess communication strategies and the communicative competence of grade 3 French as a Second Language students of low, medium, and high capabilities, as well as to decipher any difficulties they may have had with the material. Specifically evaluated were:

- 1) whether or not students would be able to elaborate on the ideas presented in the filmstrip,

2) what communication strategies if any, they used to attain this goal.

There were three types of answer assessed to determine if the student could elaborate:

1) a complete response to a question without an elaboration, i.e. giving a reason.

2) a complete response to a question using the verb and subject of the question plus an elaboration.

3) a partial response to the question, which was an elaboration, but the subject and verb of the question were not repeated.

The frequencies of the utterances were calculated and then changed into percentages. The results are summarized in Table 1.

The student deemed of low competence answered 100% of the time using a partial response, indicating he elaborated 100% of the time.

The student of medium competence answered questions without an elaboration 21% of the time. She answered 29% of the time using a complete sentence plus elaboration, and 50% of the time using a partial response with elaboration. These data show she used elaborations 79% of the time.

The student of high competence answered 7% of the questions with no elaboration, 50% with a complete response and 43% with a partial response. She therefore elaborated

Table 1

Proportion of Student Utterances

Category	1	2	3	4	5	6	7	8	Total
High Ability									
Frequency	1	7	6	-	-	-	-	-	14
%	7	50	43	-	-	-	-	-	100
Medium Ability									
Frequency	3	4	7	-	-	-	-	-	14
%	21	29	50	-	-	-	-	-	100
Low Ability									
Frequency	-	-	10	-	-	-	-	-	10
%	-	-	100	-	-	-	-	-	100

## Code

- 1 Complete response-no elaboration.
- 2 Complete response-with elaboration.
- 3 Partial response-"parce-que" with elaboration.
- 4 Elaborates - talks about own experience.
- 5 Asks teacher to repeat the sentence.
- 6 Doesn't finish the thought.
- 7 Repeats words supplied by the teacher.
- 8 Answers simply "oui" or "non".



83% of the time.

To determine the use of communication strategies by the students, the frequency of each strategy used was calculated and changed into percentages. The results are summarized in Table 2.

The students used four communication strategies when vocabulary was unknown to them. They were the use of English vocabulary interspersed in the sentence, repeating of words just before the word which was unknown, asking how to say the word they didn't know, and hesitation.

The student of low capability used only three of these strategies. He never used English vocabulary in his sentence to express what he wanted. He would either hesitate, ask for the word, or repeat himself until he could think of what he wanted to express. He hesitated 42% of the time, repeated himself 25%, and asked for a word he didn't know 33% of the time.

The student of medium ability used all four strategies. She asked for words 21% of the time, interspersed English words 34%, hesitated 40% of the time, and repeated herself only 5%.

The student of high ability asked for words 37% of the time, interspersed English words in her answers 23% of the time, hesitated 30%, and repeated herself 10%.

These results indicate that all 3 students who represented a sample of high, medium, and low capabilities were able to elaborate on ideas presented in the film-

Table 2

Communication Strategies

Category	A	B	C	D	E	F	G	H	I	J	Total
High Ability											
Frequency	-	-	-	-	-	-	7	9	3	11	30
%	-	-	-	-	-	-	23	30	10	37	100
Medium Ability											
Frequency	-	-	-	-	-	-	13	15	2	8	38
%	-	-	-	-	-	-	34	40	5	21	100
Low Ability											
Frequency	-	-	-	-	-	-	-	5	3	4	12
%	-	-	-	-	-	-	-	42	25	33	100

## Code

- A Use of circumlocution.
- B Use of description.
- C Use of paraphrase.
- D Use of synonym.
- E Use of antonym.
- F Use of guessing.
- G Use of English.
- H Hesitation.
- I Repetition.
- J Asks how to say a word.

strip. In fact they did so for a minimum of 79% of their answers. The filmstrip also evoked the use of communication strategies in all four students.

It is interesting to note that the student rated as being of low capability seemed more proficient than the other two students, in that he elaborated 100% of the time and never used English. The students in this class were not assessed on their oral proficiency through discussion on a one-to-one basis. The teacher evaluated oral proficiency through a series of cued grammatical exercises in class and through class discussion. The latter type of evaluation is a non-objective form. This coupled with the fact that this student was a shy person and not assertive in class discussion, may have resulted in an inaccurate assessment of his oral proficiency.

After the students had completed the filmstrip activity, they were asked questions in order to evaluate if they had had any difficulties with the exercise. They were also asked what they thought of the activity, and the various solutions presented. When asked which solutions they found easiest or hardest to talk about all three chose different solutions. The students of low and middle speaking ability, indicated that they were easy or difficult, because they knew or didn't know the vocabulary related to the solution they were to talk about. However the student of high speaking ability, related "easy" or "difficult" to the solution itself. For example she found looking for

the rabbit around the house would be difficult because the rabbit liked vegetables and also grass, therefore he would be hard to find. When asked specifically which were easy or difficult to speak about in French, she again identified with the solution saying it would be hard to ask your neighbour "if you don't have the words." She didn't relate the question to her own ease or difficulty in answering the questions in French.

All three students answered that the story was "good". They all three enjoyed talking about it, and felt that they had learnt some new French words through doing the exercise. When asked what they thought of the boy, the students of low and medium speaking ability identified with him, one saying that "he felt quite sad and was really attached to his rabbit", the other saying "he had no reason to stop eating or go buy a new fish." He should "just eat and continue looking." The third student, who was of high speaking ability felt the boy was "ok".

Small group evaluation. The small group evaluation provided a measure of communication in a group for which the materials were designed. It evaluated teacher and student behavior, and also provided more feedback as to the communicative competence of the students, and their use of communication strategies.

To determine whether or not the filmstrip itself affected the teacher and student behavior, the utterances

for both the pre-communicative activity and the post-filmstrip activity were compared. The assumption was that the teacher's elicitive behavior in the pre and post conditions would be the same, for she was not informed of the variables under study and would therefore have no basis for changing her strategy. It was feasible that the filmstrip itself could affect her teaching strategy in the post-filmstrip condition, for in fact the filmstrip was designed to facilitate more effective teacher-student and student-student interaction. As long as the teacher was not consciously manipulating these effects one can attribute them to the filmstrip.

The frequency of each category of utterance was tabulated for the two activities using the coding scheme of Naiman, Frolich et al. (1978) and then changed into percentages. The percentages served as a means of comparison for the discussion. To control for the varied length of discussion in the two activities, the first 10 minutes of utterances for each activity was calculated and then transcribed onto paper. This was done by playing the tape and calculating 10 minutes of utterances with a stop watch, eliminating reprimands and other interruptions. A one-variable chi square test for significance of change from pre to post activity for each utterance was performed, to determine if there were any significant changes in behavior from the pre-communicative activity to the post-filmstrip activity. Observed scores were compared with

the scores expected according to the null hypothesis of no change.

The utterances which indicate that the student was elaborating on the ideas presented in the filmstrip are, numbers 2,3,9 and 11 (See key to table 3).

In the pre-communicative activity 76% of the utterances were elaborative type statements, whereas for the post-filmstrip activity 64% of the utterances were elaborative. Using the chi square procedure there was no significant difference found in the use of this type of utterance between the pre-communicative activity and the post-filmstrip activity.

Non-elaborative statements are number 1- Responds "Oui, c'est une bonne idee" or "Non, ce n'est pas une bonne idee" or number 5- "Oui" or "non". The students answered "oui" or "non" 2% of the time in the pre-communicative activity, 10% in the filmstrip activity. Using the same chi square procedure it was found that there was no significant difference between the pre-communicative activity and the post-filmstrip activity in the use of non-elaborative statements. However students made significantly more elaborative statements than non-elaborative statements in both activities  $p < 0.01$ .

Table 3

Proportion of Student Utterances

Pre-activity			Post-activity		
category	frequency	(%)	category	frequency	(%)
1	-	-	1	-	-
2	23	45	2	17	27
3	3	6	3	9	15
4	-	-	4	-	-
5	1	2	5	6	10
6	-	-	6	-	-
7	8	16	7	11	18
8	1	2	8	4	6
9	-	-	9	-	-
10	12	23	10	10	16
11	3	6	11	5	8
12	-	-	12	-	-
<b>Total</b>	<b>51</b>	<b>100</b>	<b>Total</b>	<b>62</b>	<b>100</b>

## code

1. Gives complete response to the question.
2. Gives complete response to the question with elaboration.
3. Gives partial response just the answer without repeating the subject and verb of the question.
4. Gives no response or "I don't know".
5. Answers "oui" or "non" without elaboration.
6. Asks the teacher to repeat the question.
7. Repeats the word the teacher has supplied.
8. Elaborates on the question.
9. Continues responding.
10. Comments on preceding statement.
11. Calls out.
12. Doesn't finish the thought.

The students used six different communication strategies. They were A,E,H,J,K,L (See key to table 4).

The students asked for vocabulary 3% of the time in the pre-activity and 17% in the filmstrip activity. This was significantly different  $p < 0.05$ . When the chi square was performed for the other five communication strategies, there was no significant difference in the use of communication strategies between the pre-communicative activity and the ~~post-filmstrip~~ activity.

In summary these findings show that the students in the sample population possessed sufficient communicative competence to be able to elaborate and discuss ideas presented in the filmstrip. In fact they used significantly more elaborative utterances than non-elaborative utterances. The two communicative activities evoked the use of communication strategies, however the students used the strategy of asking for vocabulary significantly more in the filmstrip activity than in the communicative activity.



Table 4

Communication Strategies

category	A	B	C	D	E	F	G	H	I	J	K	L	Total
Total													
Pre-													
frequency	6	-	-	-	11	-	-	12	-	2	3	1	35
%	17	-	-	-	31	-	-	34	-	6	9	3	100
Post													
frequency	9	-	-	-	12	-	-	13	-	-	9	9	52
%	17	-	-	-	24	-	-	25	-	-	17	17	100

## Code

- A Repetition of words.
- B Circumlocution.
- C Guessing.
- D Description.
- E English-answers completely in English.
- F Use of antonym.
- G Use of synonym.
- H Hesitation.
- I Self-correction.
- J Uses French words interspersed.
- K Uses English words interspersed.
- L Asks how to say a word.

The teacher utterances are summarized in Table 5. The teacher asked significantly more specific questions in the pre-communicative activity  $p < 0.05$ , whereas she asked significantly more opinion or elaborative kinds of questions in the filmstrip activity  $p < 0.01$ . She supplied significantly more vocabulary in the filmstrip activity  $p < 0.05$ . The results show that the children spoke 63% more than the teacher in the filmstrip activity and 46% more in the communicative activity. A one-variable chi square was performed to see if there was a significant difference between these two frequencies. The chi square was  $p=0.099$  which is approaching significance but not significant.

Table 5

**Proportion of Teacher Utterances**

Pre-activity			Post-activity		
category	frequency	(%)	category	frequency	(%)
1	11	20	1	2	3
2	1	2	2	10	15
3	6	11	3	5	7
4	-	-	4	-	-
5	-	-	5	-	-
6	4	7	6	-	-
7	5	9	7	3	5
8	2	4	8	4	6
9	1	2	9	5	7
10	6	11	10	18	27

**Evaluative Utterances**

1	7	13	1	8	12
2	3	6	2	3	5
3	8	15	3	9	13
<b>Total</b>	<b>54</b>	<b>100</b>	<b>Total</b>	<b>67</b>	<b>100</b>

**Code**

- 1 Elicits specific information.
- 2 Elicits general information.
- 3 Elicits elaboration.
- 4 Paraphrases.
- 5 Elicits a complete response.
- 6 Elicits correction.
- 7 Comments on ideas or questions proposed by students.
- 8 Answers specific question of a student.
- 9 Completes a thought for a student.
- 10 Supplies vocabulary.

**Evaluative Utterances**

- 1 Simple reinforcement eg. Très Bien.
- 2 Reinforces and repeats student's answer.
- 3 Corrects the student.

Student Opinion Questionnaire (See Table 6)

The student opinion questionnaire was administered after viewing the filmstrip and was designed to determine:

- 1) the appropriateness of the vocabulary, and verb and sentence structure;
- 2) the appropriateness of the theme;
- 3) the appropriateness of the individual solutions;
- 4) the student's enjoyment of the activity;
- 5) the pacing of the narration;
- 6) the pacing of the filmstrip itself;
- 7) whether or not students felt they had learned from the activity.

The frequencies for each choice within a question were tabulated and then transformed into percentages. The results for each question are summarized in Table 6.

There were 13 students in the class. However the results only reflect the responses of 12 students. One child had been in Canada only 9 months and was not at the level of the class.

The students were asked two questions to assess whether the language level was appropriate. When asked whether they knew the meaning of the words presented in the filmstrip 55% said they knew most of the words, 18% knew many of the words, and 27% knew few words. Fifty-five percent found it easy to talk about the story in French and 45% found it difficult.

Table 6

Proportion of Responses to Student Opinion Questionnaire

Question	Response	(%)
I thought the story was...	very interesting.	9
	interesting.	55
	boring.	36
I knew the meaning of...	most of the words.	55
	many words.	18
	few words.	27
I think the story was... to talk about in French.	easy	55
	difficult	45
	very difficult	0
I learned ... new words after watching the filmstrip.	many	18
	some	64
	no	18
I liked ... of the solutions.	all	40
	some	60
	none	0
I would like to see... stories like this.	more	64
	no more	36
I thought the boy was...	likeable.	18
	a bit likeable.	36
	not likeable.	46
In the first part of the filmstrip the boy was...	trying to decide how to solve his problem.	46
	actually tried	27
	all the solutions.	
	I'm not sure.	27
The boy spoke...for me to understand him.	too quickly	9
	just right	64
	too slowly	27
The filmstrip moved... for me to remember what the boy said.	too quickly	18
	just right	55
	too slowly	27
The filmstrip moved... for me to see the pictures well.	too quickly	18
	just right	46
	too slowly	36

When asked whether they felt they had learned new vocabulary 18% said they learnt many new words, 64% said they learnt some, and 18% said they learnt none.

On the questions posed to determine likeability of the activity and the content, 9% of the students found the story very interesting, 55% found it interesting, and 36% found it boring. When asked whether or not they liked the solutions 40% said they liked all the solutions and 60% liked some. There were no students who disliked any of the solutions. Sixty-four percent of the students said they would like to see more stories like the one they had seen, and 36% said they wouldn't like to see more.

The results of the question asked to ascertain whether the students related to the boy in the filmstrip showed that, 18% found him likeable, 36% a bit likeable, and 46% unlikeable.

When asked whether or not the boy was trying to think of ways in which to solve his problem, or actually doing each solution, 46% said he was trying to decide how to solve his problem, 27% said he actually tried them all, and 27% said they weren't sure.

The majority of students felt the narrator spoke at a pace at which they could understand him. Sixty-seven percent felt he spoke just right, 27% felt he spoke too slowly, and only 9% felt he spoke too quickly.

They felt the pacing of the filmstrip was appropriate for them to remember what was said. Fifty-five percent

said the pacing was just right, 27% too slow, and 18% too fast.

As concerned the pacing of the visuals, 18% felt they changed too quickly, 46% felt the pace was just right, and 36% said it was too slow.

### Teacher Questionnaire

The teacher's questionnaire was designed to assess;

- 1) the appropriateness of the language level,
- 2) the appropriateness of the subject matter,
- 3) the pacing of the filmstrip and the narration,
- 4) the interest and participation of the target audience.

The teacher had six years of teaching experience, all spent in teaching non-immersion French to elementary school children. This teacher had all the equipment for showing filmstrips or slide/tape presentations available to her, yet replied she showed filmstrips only 1-3 times a year. She indicated however that there are not many suitable filmstrips available to her. When asked if she felt that filmstrip was a good teaching tool, she responded "Je ne croyais pas avant d'en faire l'experience."

The teacher found that the vocabulary level, as well as the sentence structure and verb tenses were appropriate for the age level. She thought the theme was appropriate for the age of a grade 3 class, but was not suitable for

older students.

She felt the format, i.e. a situation with solutions presented, elicited conversation, and that the students were able to expound well on the ideas presented in the filmstrip. She said that the class had enough French background to expound on the ideas.

As concerned the production variables, the teacher indicated that the pictures were appropriate for the age level, and that both the pacing of the filmstrip and narration were just right. She felt the students were not confused by the format of the presentation, and that the solutions were appropriate for the age level.

The teacher said the presentation was easy to execute, and felt the stopping and starting of the machine did not disturb the flow of conversation. She indicated that the students seemed to enjoy the activity, and that she would use the situational format in a filmstrip or slide/tape production again.

#### Student Information Questionnaire

The student information questionnaire was designed to acquire demographic information, as well as information on students' exposure to French.

The formative evaluation comprised 6 boys and 7 girls. All participants but one, were born in Canada. This one student was born in China, and had been in Canada only 9 months.



Of the 13 member sample, 10 students had begun their education in the particular school where the formative evaluation was conducted. These students therefore had had 500 hours of previous French instruction, starting with a prekindergarten class. Two students had begun in kindergarten and had 450 hours of previous French instruction.

Six students of the target population spoke only English at home, and one student spoke only Chinese. Of the 6 remaining students, 3 spoke English and French at home. None were of Francophone origin, but had French speaking babysitters with whom they spoke French. Two of these students also spoke another language at home, one German, the other Italian. The 3 remaining students spoke English plus Lithuanian, Indian, and Pakistan respectively. (See Table 7).

Table 7

Proportion of Languages Spoken at Home

<u>Language</u>	<u>Number</u>
English only	6
Chinese only	1
English and 1 other	3 *
English and French	1
English, French, and 1 other	2

\*other = Lithuanian, Pakistan, Indian, German, Italian

Seventy-seven percent of the target sample spoke only one language fluently, 53% spoke two languages fluently.

Questions 1-5 were designed to determine how much French was spoken outside the classroom, other than in the home environment. ( See Table B ). The results show that 38% of the students spoke French to their friends inside and outside of school, whereas 62% did not. Question 3 asked the students if they spoke French to a salesperson in French if it was known they were French speaking. Thirty-nine percent said in this case they always spoke French, 46% sometimes did, and 15% never did. Of the 77% who had French neighbours, only 30% spoke to them in French, whereas 70% did not.

Questions 6-11 were written to assess how much French the students read or listened to. Fifteen percent of the sample read a lot in French, 54% sometimes read in French, and 31% never did. All the students said they read a lot in English. When asked if they listened to French songs, 46% said they sometimes did, and 54% said they never did. Ninety-two percent listened a lot to English songs, and 8% said they sometimes did. None indicated that they never listened to English songs.

In this sample the students did watch French television. Eighty-five percent said they watched from 1-5 hours a week and 15% said they watched no French television. The students watched much more English television however, 69% watching between 11-15 hours a week,

Table 8

Proportion of Responses to Student InformationQuestionnaire

Question	Response	%
I speak French to my friends in school.	all the time	0
	sometimes	38
	never	62
I speak French to my friends outside school.	all the time	0
	sometimes	38
	never	62
I speak French when I go buy something if the salesperson is French.	always	39
	sometimes	46
	never	15
I have many French speaking neighbours.	yes	77
	I don't know	0
	no	23
I talk to the neighbours in French if they are Francophone.	yes	30
	sometimes	70
	no	0
I read comics, books, or magazines in French.	a lot	15
	sometimes	54
	never	31
I read comics, books, or magazines in English.	a lot	100
	sometimes	0
	never	0
I listen to French songs on the radio or stereo.	a lot	0
	sometimes	46
	never	54
I listen to English songs on the radio or stereo.	a lot	92
	sometimes	8
	never	0
I watch ... hours of French T.V. a week.	0	15
	1-5	85
	6-10	0
	11-15	0
I watch ... hours of English T.V. a week.	0	0
	1-5	0
	6-10	31
	11-15	6

31% watching 6-10 hours a week.

### Summary

In summary the students' language proficiency was advanced enough so that they were able to expound on ideas presented in the filmstrip. The filmstrip did provide a forum for the practice of communication strategies as did the communicative activity. There was one significant difference however in the use of communication strategies, namely that the students asked for significantly more vocabulary in the filmstrip activity. There were two other effects that the filmstrip had on the teacher's and students' behavior. The students spoke more than the teacher in both activities but more so in the filmstrip activity, and the teacher asked significantly more elaborative questions for the filmstrip activity. Finally, as concerned the content of the filmstrip, the students and teacher felt the theme, vocabulary and language level to be appropriate.

## Chapter 6

### Discussion

The formative evaluation in this study was designed to assess the appropriateness of the educational goal, the content, and design of the filmstrip, all in relation to the target audience.

The analysis of the data would indicate that the filmstrip achieved its instructional goal, and that the design and content were appropriate for an audience of mixed ethnic background, who had some exposure to French outside the classroom.

### Educational Objective

The educational objective was to provide a forum for discussion, where students would use and practice communication strategies using vocabulary from the filmstrip and their past experience. The product was designed on the basis of the communicative approach to learning a second language, where theorists stress that communicative competence seems to be acquired through the development of strategies, which are used to negotiate meaning (Littlewood, 1981; Yalden, 1981). It is therefore essential that learners practice speaking the language in realistic contexts. Proponents of the communicative approach state that if students are given the opportunity to interpret, to express and negotiate meaning in real life situations,

they will develop the ability to communicate in the target language (Savignon, 1983). However before they can be expected to converse they must possess enough vocabulary relevant to the context.

The findings show that the students did have a sufficient prior knowledge of French to be able to expound on ideas presented in the filmstrip. All three students in the one-to-one evaluation gave reasons for their answers more than 79% of the time. In the class discussion the students answered significantly more questions, stating the reasons for their response, indicating they had enough vocabulary and language proficiency to express themselves. Since not all the vocabulary used in their utterances were presented in the filmstrip, it must be assumed they had already had acquired it.

The findings from both the one-to-one evaluation and the class discussion indicate that the students used communication strategies to express what they wanted to say when the vocabulary was unknown to them. There was one communication strategy, asking for vocabulary, which was used significantly more in the filmstrip activity. The reason for this may have resulted from the design of the filmstrip.

The filmstrip activity, deciding what to do if one loses ones pet, was designed so that students would have to rely on their own resources, for they were asked whether or not they agreed or disagreed with a particular

solution portrayed in the filmstrip, and why. The reasons for changing a picture from one position to another in the communicative activity would involve a description of the picture. The ideas for the change would be represented in the picture. However giving a reason for agreeing or disagreeing with a particular solution in the filmstrip, would not necessarily relate to what was depicted on the screen. The fact that the students asked for significantly more vocabulary during the filmstrip activity, would indicate that they were encouraged to try to explore their capabilities and practice what they had learnt previously, and that they were not solely relying on ideas represented in the filmstrip. The teacher in fact was surprised at how effective the filmstrip was in getting the students to use vocabulary from the filmstrip and their past experience to express their ideas. She was surprised to see how much they knew and how they were able to express themselves with vocabulary she had taught earlier in the year. For this reason she felt she would use a situational story presented through a filmstrip again.

The teacher's utterances were different for both activities. In the communicative activity she asked significantly more specific questions, whereas in the filmstrip activity she asked significantly more opinion questions. Therefore the design of the filmstrip achieved its goal in eliciting significantly more elaborative questions from the teacher, which encourages students to use communication

skills already acquired. However in this particular group it would appear that the students were accustomed to elaborating on their answers. Although the teacher asked significantly more specific questions in the communicative activity, the students replied with elaborative statements, that is giving a reason for their answer, although this was unsolicited from the teacher.

The filmstrip was designed to create a minor role for the teacher for questions which would elicit opinion were incorporated into the filmstrip itself. It was therefore expected that the teacher's elicitive behavior would be less than in other types of communicative activity. This was done because research has shown that in order to learn the individual must interact with the material (Estes, 1975). Therefore for students to communicate ideas, especially in a second language classroom, the teacher should be able to play a lesser role (Littlewood, 1981; Reiss, 1983). The findings show that the students did speak more than the teacher in both communicative activities, but more so in the filmstrip activity.

It has been shown in the literature that in order to learn, one must be motivated (Gagné, 1975). Individuals are motivated to learn and retain information longer, if they can relate to the material, and if the information is emotionally charged rather than neutral (Fleming & Levie, 1978; Reiss, 1983; Chastain, 1980). In creating a communicative activity for a group of students, the realism of



the situation and the relevance of the language help to sustain the learners' motivation. It makes the activity more appropriate to the students' communicative needs in the future (Littlewood, 1981). Therefore the theme of the filmstrip was written so that the students would relate to it. The students were asked to express their opinion about a situation that had a relevance to their lives. A lot of children of this age have pets, some may even have had the experience of losing one. In fact all 3 children in the one-to-one evaluation had pets, two of whom had the experience of losing one.

The findings show that the theme was appropriate and one to which the students could relate. The findings from the one-to-one evaluation show the students identified with the boy, expressing emotions he may have felt in losing his pet, and criticising him for certain actions portrayed in the filmstrip. However the results on the student opinion questionnaire concerning the likeability of the boy show that 18% found him likeable, 46% not likeable. These results are difficult to interpret. It may be that the majority of the students related to the actions he took rather than to his personality. In the one-to-one evaluation the students strongly identified with the boy on two levels. One student identified with him on an emotional level, saying he must feel sad because he lost his rabbit. Another student was critical of him, because he took some actions which this particular

student did not approve of and which he himself would not have done. Therefore perhaps the high negative response to the likeability of the boy was due to the actions he took, rather than to his personality which was not developed in the filmstrip.

The fact that the students in the one-to-one evaluation identified with the boy and the situation would indicate that the story was appropriate for the age level, and that they related to it. The findings of the teacher and student opinion questionnaires support this assumption. The teacher felt the story and all the solutions were appropriate. The students said they thought the story was interesting and none disliked any of the solutions. On the student opinion questionnaire 36% of the students indicated that the story was boring. When asked why they felt it was boring they said it was because they had to look at some of the pictures again. This happened because there was a breakdown in the equipment and after the fourth slide was shown the projector got stuck, and the presentation had to be started over again. These particular students obviously were adversely affected by the interruption. It was these same students who indicated that the pictures moved too slowly when questioned about the pacing of the visuals.

The findings also show that the students enjoyed the activity and that they would like to see more filmstrips like the one they had seen. Again 36% of the students

said they would not like to see more filmstrips like the one they had seen. In examining the questionnaires, it was found to be the same students who had found the filmstrip boring who indicated they would not like to see any more filmstrips. The class discussion lasted 40 minutes and students called out answers indicating they were motivated to talk. In the one-to-one evaluation, the students said they enjoyed talking in French about the various solutions. The findings from the student opinion questionnaire indicate that the majority of the students enjoyed the activity and would like to see more such filmstrips.

#### Content and Design

The findings indicate that the vocabulary and sentence structure of the script were at the level of the target audience. The majority of the students felt they knew most of the words in the filmstrip. There was almost an even split however concerning the ease in talking about the story in French. The findings from talking to the students in the one-to one evaluation would indicate it was difficult because of a lack of vocabulary. The vocabulary test results indicate the students had mastered the vocabulary presented in the filmstrip, and the results of the student opinion questionnaire show that the majority knew the vocabulary in the filmstrip, therefore it must be assumed they lacked vocabulary to express their ideas

concerning whether or not it was a good idea for the boy to try a particular solution in order to find his rabbit. The fact that they asked for significantly more words in the filmstrip activity would support this. Also the majority of the students said they learnt new vocabulary after watching the filmstrip, and in the one-to-one evaluation one student felt this to be a good activity because she learnt a lot of French. These findings suggest that perhaps an exercise which elicits opinion on a topic which is relevant to the age group, and for which they have the basic vocabulary, would assist them in acquiring new vocabulary.

### Conclusion

On the basis of the data collected in the formative evaluation, it was decided that the objectives had been met and that there was no need to make further revisions. The students in the one-to-one evaluation were able to expound on the ideas presented in the filmstrip, they did not dislike any solutions and they identified with the theme of the story. They felt the vocabulary and sentence structure in the filmstrip presented no difficulties. The class discussion lasted 40 minutes, the students were motivated to talk and were able to expound on their ideas. Therefore the third step of Dick and Carey's (1978) method, namely the field study where more revisions to the product are made was not carried out. Instead a summative

evaluation was performed on the students of the target population who had less French than the sample. At this final stage of evaluation no revisions are made to the product (Dick and Carey, 1978).

## Chapter 7

### Summative Evaluation

Since no revisions to the production were necessary following the formative evaluation, it is seen to have served a summative function. The new evaluation (this chapter) will therefore aim to pose questions about the format, design and educational objectives of the product for a new target audience. In this respect, the evaluation is "quasi-formative." The function of the evaluation will be to assess whether the revised materials are effective as a learning tool to a sample of the target audience of the same age level, but with less exposure to French, than the sample for the formative evaluation.

#### Sample

The sample consisted of 11 students in grade 3 who had between 400-450 hours of previous French instruction. They were representative of the target population in that they were of mixed ethnic background, lived in a predominantly English milieu, and had at least 400 hours of previous French instruction.

#### Instrumentation

As in the formative evaluation it was important to determine whether or not the students possessed enough language proficiency in the target language, to be able to

expound on ideas presented in the filmstrip. To achieve this objective, the students communicative competence and use of communication strategies was assessed using the coding of Naiman, Frolich et al. (1978). (See Appendix A). The frequencies of each utterance were calculated and changed into percentages, so that the behavior of the teacher and students could be discussed.

The teacher and student questionnaires, as well as the student information questionnaire were the same as those used in the formative evaluation (See Appendix D).

Procedure

The students were taught the vocabulary before viewing the slide/tape, and then tested on it. They were then presented the filmstrip and discussion ensued. The teacher was told to conduct the class as she normally would, and was shown how to operate the slide/tape. After the discussion the students and the teacher-filled out an attitude questionnaire. The important aspect of the summative evaluation, is to present the materials in a natural environment to assess whether or not students learn from the materials (Dick and Carey, 1978).

Results

Class discussion. The entire discussion was recorded,

and later transcribed onto paper. The frequencies of the utterances were tabulated and changed into percentages. The results are summarized in Table 9 & 10.

The students answered questions 15% of the time without elaboration, i.e. giving a reason for their response, 6% of their answers were a simple "oui" or "non", and 52% of their responses included an elaboration. Finally 15% of the utterances were those in which students did not finish a thought.

The students used three types of communication strategy, repetition of words before the word which is unknown, the use of English and hesitation. The students hesitated 75% of the time, used repetition 20% and English only 5%. The teacher used four types of elicitive utterance 1) asking for specific information; 2) asking for the opinion of the student; 3) asking for an elaboration of an answer; 4) eliciting a correction.

Fifty-seven percent of her utterances were questions to which students could elaborate, whereas only 10% were specific questions. Twenty-three percent of her utterances were reinforcement, and she supplied vocabulary 6% of the time. The teacher talked 10% more of the time than did the students.



Table 9

Proportion of Student Utterances

<u>Student Utterances</u>			<u>Communication Strategies</u>		
Category	Frequency	(%)	Category	Frequency	(%)
1	5	15	A	4	20
2	7	22	B	-	-
3	9	27	C	-	-
4	-	-	D	-	-
5	2	6	E	1	5
6	-	-	F	-	-
7	3	9	G	-	-
8	1	3	H	15	75
9	-	-	I	-	-
10	-	-	J	-	-
11	1	3	K	-	-
12	5	15	L	0	-
Total	33	100	Total	20	100

Code for Student Utterances

1. Complete response—no elaboration.
2. Complete response with elaboration.
3. Partial response with elaboration.
4. No response or "I don't know".
5. Answers "oui" or "non".
6. Asks for repetition of question.
7. Repeats word teacher has supplied.
8. Elaborates on the question presenting original ideas.
9. Continues responding.
10. Comments on preceding statement.
11. Calls out.
12. Doesn't finish the thought.

Code for Communication Strategies

- A Repetition of words.
- B Circumlocution
- C Guessing
- D Description.
- E Answers completely in English.
- F Use of antonyms.
- G Use of synonyms.
- H Hesitation.
- I Self-correction.
- J Uses French interspersed in an answer.
- K Uses English interspersed in an answer.
- L Asks how to say a word.

Table 10

Proportion of Teacher UtterancesElicitative Utterances

Category	Frequency	(%)
1	5	10
2	19	36
3	11	21
4	-	-
5	-	-
6	2	4
7	-	-
8	-	-
9	-	-
10	3	6

Evaluative Utterances

1	1	2
2	9	17
3	2	4
<b>Total Utterances</b>	<b>52</b>	<b>100</b>

CodeElicitative Utterances

- 1 Elicits specific information.
- 2 Elicits general information.
- 3 Elicits elaboration.
- 4 Paraphrases.
- 5 Elicits complete response.
- 6 Elicits correction.
- 7 Comments on ideas of students.
- 8 Answers student's question.
- 9 Completes student's thought.
- 10 Supplies vocabulary.

Evaluative Utterances

- 1 Reinforcement-Tres Bien.
- 2 Reinforces and repeats student's answer.
- 3 Corrects student.

Student opinion questionnaire. The results summarized in Table 11 show that the class found the story interesting. Seventy-three percent felt it was very interesting, 27% said it was interesting.

Forty-six percent of the students indicated they knew most of the words in the filmstrip, 18% knew many of the words and 36% said they knew few. Sixty-four percent of the class said it was easy to talk about the story in French, 36% found it difficult, none found it very difficult.

When asked whether the students felt they had learned new vocabulary, 18% said they learned many new words, 73% felt they had learnt some, and 9% said they learned no new words.

Forty-five percent of the students liked all the solutions, 55% liked some. All the students said they would like to see more stories like the one they had seen.

When asked what they thought of the boy 55% indicated he was likeable, 36% a bit likeable, and 9% said he wasn't likeable.

Forty-six percent of the students knew that the boy was trying to decide how to solve his problem, 18% said he actually tried all the solutions and 36% said they weren't sure.

As concerned the pacing of the narration, 45% felt the narrator spoke too quickly for them to understand him, and

Table 11

Proportion of Responses to Student Opinion Questionnaire

Question	Response	(%)
I thought the story was...	very interesting.	73
	interesting.	27
	boring.	0
I knew the meaning of...	most of the words.	46
	many words.	18
	few words.	36
I think the story was... to talk about in French.	easy	64
	difficult	36
	very difficult	0
I learned...new words after watching the filmstrip.	many	18
	some	73
	no	9
I liked...of the solutions.	all	45
	some	55
	none	0
I would like to see... stories like this.	more	100
	no more	0
I thought the boy was...	likeable.	55
	a bit likeable.	36
	not likeable.	9
In the first part of the filmstrip the boy was...	trying to decide how to solve his problem.	46
	actually tried all the solutions.	18
	I'm not sure.	36
The boy spoke...for me to understand him.	too quickly	45
	just right	55
	too slowly	0
The filmstrip moved... for me to remember what the boy said.	too quickly	18
	just right	82
	too slowly	0
The filmstrip moved... for me to see the pictures well.	too quickly	0
	just right	100
	too slowly	0

55% indicated he spoke just right. Eighteen percent felt the pacing of the slide/tape itself was too quick for them to remember what was said, and 82% felt the pacing was just right.

All the students felt that the pacing was just right for them to see the pictures well.

Teacher questionnaire. The teacher had 11 years teaching experience of French as a Second language, non-immersion at the Elementary school level. She had never used filmstrips in her class saying she preferred films. However, the equipment for sound filmstrip was not available in her school. She indicated that she felt filmstrip was a good teaching tool to elicit conversation.

The teacher felt the structure and verb tenses were appropriate for the age group. She felt that the vocabulary level was very difficult for her class but once it had been taught to them they had no difficulty in understanding the filmstrip. In other words her students were not familiar with the vocabulary before it had been taught specifically for the viewing.

She felt the theme was appropriate for the age group and that the format elicited conversation. However she felt that the students were not able to expound well on the ideas presented in the slide/tape, and that only the better students had enough French background to expound well on the ideas. She wrote that the weaker students,

didn't have enough French background to express what they wanted to say.

The teacher replied that the pictures were appropriate for the age group, and that the pacing of the filmstrip and narration were appropriate. She felt the solutions corresponded to the age level of the group.

She found the presentation easy to execute and that starting and stopping the machine didn't disturb the flow of the discussion.

She indicated that the students seemed to enjoy the activity and that she would use a situational story presented through filmstrip again.

Student information questionnaire. The sample comprised 11 students, 4 boys and 7 girls. All participants but one were born in Canada. The one student was born in Kenya but had had all her schooling in Canada. Only one student in the group spoke another language other than English at home. This language was an Indian dialect.

The entire sample had had all their education in the particular school where the summative evaluation was conducted. Eight students had 400 hours previous French instruction, 2 students had 450 hours of French beginning in prekindergarten, and 1 had only 200 hours previous French instruction.

The results of the questions to determine use of French outside the classroom are summarized in Table 12.

Table 12

## Proportion of Responses to Student Information

## Questionnaire

Question	Response	%
I speak French to my friends in school	all the time	0
	sometimes	64
	never	36
I speak French to my friends outside school.	all the time	0
	sometimes	27
	never	73
I speak French when I go buy something if the salesperson is French.	always	0
	sometimes	55
	never	45
I have many French speaking neighbours	yes	46
	I don't know	27
	no	27
I talk to the neighbours in French if they are Francophone.	yes	60
	sometimes	20
	never	0
I read comics, books, or magazines in French.	a lot	0
	sometimes	9
	never	91
I read comics, books, or magazines in English.	a lot	100
	sometimes	0
	never	0
I listen to French songs on the radio or stereo.	a lot	0
	sometimes	82
	never	18
I listen to English songs on the radio or stereo.	a lot	55
	sometimes	45
	never	0
I watch...hours of French T.V. a week.	0	55
	1-5	36
	6-10	9
	11-15	0
I watch...hours of English T.V. a week.	0	0
	1-5	55
	6-10	9
	11-15	36

The questions designed to determine use of French outside the classroom showed that 64% of the students sometimes spoke French to their friends in school, 36% never did. None of the sample indicated they always did. Outside of school 27% sometimes spoke French to their friends, 73% never did.

When asked if they spoke French to a French salesperson, 55% said they did, 45% said they didn't.

Forty-six percent of the sample indicated they had French neighbours, 27% said they didn't know, and 27% said they didn't. Of the students who had French neighbours, 60% said they spoke French to their neighbours, 20% sometimes did, and 20% never did.

When asked about reading in French 91% replied they never read in French and 9% said they sometimes did. One hundred percent answered they read a lot in English.

Eighty-two percent of the students said they sometimes listened to French songs on the radio or stereo, and 18% never listened to French songs. Fifty-five percent listened a lot to English songs on the radio or stereo, 45% said they sometimes did.

The results showed that 55% of the students watched no French television at all. Thirty-six percent watched from 1-5 hours a week, and 9% watched from 6-10 hours a week. However 55% of the students watched from 1-5 hours of English T.V. a week, 9% watched from 6-10 hours a week, and 36% from 11-15 hours a week.



## Discussion

The findings from the summative evaluation indicate that the students had difficulty in expressing their opinion in French, and made a minimum use of communication strategies. The reasons for this appear to be twofold: first the students lacked sufficient language proficiency; secondly, they had no previous exposure to a communicative activity, that is one which is uncued.

The findings show that the students did not possess sufficient language proficiency to be able to express opinion in French. The entire discussion of the nine solutions took 10 minutes, which would indicate there was not much discussion. This was not because the students were not interested or motivated to speak, for the results of the student opinion questionnaire indicate the majority found the story interesting and they all wanted to see more filmstrips like the one they had just seen. However, an analysis of the data from the class discussion show that the students were able to elaborate just 50% of the time, which is not a high level of proficiency. The teacher in fact felt that the students did not have enough French background to expound on the ideas presented in the filmstrip and that only the more gifted students were able to do so. The findings also show that 15% of the utterances were those in which students were not able to finish their thoughts, indicating they most likely lacked

the vocabulary to be able to express their ideas. Evidence for this is found in the student opinion questionnaire where the majority of students indicated that they knew many or most of the words from the filmstrip. The vocabulary test results indicate the students had mastered the vocabulary from the filmstrip. Therefore it must be assumed that they lacked vocabulary to express why they felt a particular solution was appropriate or not. Also the majority of students felt they learnt only some new vocabulary after watching the filmstrip. Since there was little discussion and the students didn't ask for vocabulary, the acquisition of new vocabulary would be minimal.

The second reason the students did not succeed in expressing their opinion in French is the fact that the teacher adhered uniquely to the audio-lingual method, which doesn't incorporate uncued discussion as a technique for second language acquisition as does the communicative approach.

In discussing the project the teacher indicated she didn't use the communicative approach to language teaching. She used the audio-lingual approach where the answers are cued by the teacher and there is a lot of repetition of phrases, first by the entire class then individually. This was observed in the discussion, for when a question was asked the class would first answer it in chorus saying either "oui, c'est une bonne idee," or

"non, ce n'est pas une bonne idee." They weren't accustomed to a free discussion type of activity, nor was the teacher. Sixty-seven percent of the teacher's utterances were questions which indicates that she was cueing the students, and 23% were reinforcement statements. This combination of cueing and reinforcement is indicative of the audio-lingual approach to second language teaching. The reason she asked so many questions may be twofold. First she may not have been used to an activity where students freely exchange ideas, and therefore had to motivate the class to speak by asking questions, because they were not used to "being on their own." Secondly, they may have lacked the vocabulary to express what they wanted to say and therefore the teacher had to keep asking questions to keep the class talking. The students used few communication strategies, hesitation being the one most commonly used. The teacher supplied vocabulary only 6% of the time. These two facts would indicate that neither the teacher nor the students were used to an uncued type activity where students are free to develop and utilise communication strategies. Finally just under half the class found the narrator spoke too quickly. This could be due to the fact the teacher used few audio-visual aids and the students did not have much opportunity to listen to native speakers in normal communication.

In summary the results of the summative evaluation would indicate that a group of students who have 400 hours

of French instruction, use French very little outside the classroom, and who are exposed only to the audio-lingual method of second language instruction find expressing their ideas difficult. However since the more proficient students were able to succeed in elaborating the filmstrip has the potential to be effective in producing communication strategies in a group with this background. If this kind of activity were used in conjunction with the audio-lingual method, students would develop more effective communication strategies, and the teacher's instructional strategies would be enhanced.

#### Conclusion

The results of this evaluation indicate that a situational story presented through the medium of filmstrip, in which students are asked to express opinion about various solutions to a problem, is an effective tool to elicit communication in the target language. The particular filmstrip evaluated was appropriate for grade 3 students who had had between 500-550 hours of previous French instruction and some exposure to French outside the classroom.

The filmstrip itself produced some interesting effects on the teacher and students' behavior. During the filmstrip activity the teacher spoke less than did the students. This is important according to the proponents of the communicative approach for it encourages more natural

communication where students can also address their classmates, rather than simply answering the teacher's questions. This did in fact occur, students corrected each other, and sometimes addressed comments to each other. Secondly, the results would indicate some support for the principles of the communicative approach namely that students learn vocabulary through talking in the target language, and if students are free to express themselves they will acquire effective communication strategies (Savignon, 1983; Reiss, 1983).

The students asked for significantly more vocabulary during the filmstrip activity and felt they had learned new vocabulary after watching the filmstrip.

The students in this study who were most successful in communicating their ideas were those who had been exposed to other audio-visual aids, who used the language outside the classroom, and whose teacher used some methodology of the communicative approach to second language teaching. She used communicative activities in which students had to rely on their inner resources, and had to devise communication strategies so that they could relay what they wanted to say when they lacked the necessary vocabulary. In fact this group had developed the strategy of asking for vocabulary, whereas the second group had not. The second group of students experienced a minimal amount of French communication outside the classroom, had little exposure to audio-visual aids, and their teacher

used the audio-lingual approach exclusively. As a result these students did not have enough language proficiency to express opinion for this particular filestrip. It is true that this group had less prior instruction than the first group, however the more proficient students were able to express their ideas to a degree. If the group had had prior exposure to communicative activities, it is feasible that they would have developed more effective communication strategies.

The teacher in the formative evaluation used a combination of methodology from both the communicative and audio-lingual approaches to second language instruction. Therefore it would appear from the results that a combination of the communicative approach and some methodology of the audio-lingual approach is effective in developing communicative proficiency in the target language.

It is important to point out however, that these comments are observations only, since this was not a controlled study to determine the merits of the two different approaches to second language instruction. Further empirical research would have to be conducted to compare the effectiveness of the different methodologies of these two approaches.

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Appendix A

## Coding Scheme for Oral Production

### Code

#### Teacher Utterances

1. Elicits specific information - narrow question to which there is only one correct answer.
2. Elicits general information - elicitation of views, opinions, or general information.
3. Elicits elaboration - asks student to elaborate on an answer by asking a question, or simply telling the student to elaborate.
4. Paraphrases a question or gives a clue as to meaning.
5. Elicits a complete response.
6. Elicits correction.
7. Comments on ideas or questions proposed by a student.
8. Answers specific question of a student.
9. Completes a thought for a student.
10. Supplies vocabulary for a student, either solicited or unsolicited.

#### Student Utterances

1. Gives complete response to the question (no elaboration) .e.g. Oui, c'est une bonne idee.
2. Gives complete response to the question with elaboration. e.g. Oui, c'est une bonne idee parce que...
3. Gives partial response just the answer without repeating the subject and verb of the question.  
Example: parce que...
4. Gives no response or " I don't know ".

5. Answers "oui" or "non" without elaboration.
6. Asks the teacher to repeat the question.
7. Repeats the word the teacher has supplied.
8. Elaborates on the question ( i.e. gives own ideas or talks about own experiences using vocabulary from own experience.)
9. Continues responding - student may have been interrupted by the teacher or the teacher may have already indicated that she accepts the student's answer, but the student continues responding.
10. Comments on preceding statements - non-elicited reaction.
11. Calls out - the student calls out the answer without being called upon.
12. Doesn't finish the thought.

#### Aspects of Response

- a) Repetition of words
- b) Circumlocution.
- c) Guessing
- d) Description.
- e) English - answers completely in English.
- f) Antonym.
- g) Synonym.
- h) Hesitation.
- i) Self-correction.

- j) Uses French words interspersed in an answer.
- k) Uses English words interspersed in an answer.
- l) Asks how to say a specific word through questioning or inflection.

#### Teacher Evaluation

1. Simple reinforcement. e.g. Tres bien, c'est correct, or bonne idee.
2. Reinforcement (tres bien, oui) and repeats the student's answer.
3. Corrects what the student has said, e.g. Student "Il est dans le cage" Teacher "Il est dans la cage."

Appendix B

### Marking Scheme for one-to-one

Mark the occurrence of any of the following

1. Complete response to the question. (no reason)  
eg. oui, c'est une bonne idee  
non, ce n'est pas une bonne idee
2. Complete response to the question with reason.  
eg. C'est une bonne idee parce que...
3. Partial response i.e answers without repeating the  
subject and verb of the question. eg. parce que...
4. Elaborates - talks about own experience in reference to  
the situation.
5. Asks to repeat the sentence because
  - (1) didn't hear correctly
  - (2) didn't understand
  - (3) which word not understood
6. Doesn't finish the thought.
7. Repeats the word supplied by the teacher.
8. Answers simply "oui" or "non".

#### Aspects of Response

- a. Use of circumlocution.
- b. Use of description (doesn't know the word but describes  
it).
- c. Use of paraphrase.
- d. Use of synonym.
- e. Use of antonym.
- f. Use of guessing.
- g. Use of English.
- h. Hesitation.
- i. Repetition of words.
- j. Asks how to say a word.

**Questions for One-to-One Evaluation**

1. Which solution was easiest to talk about?
2. Which solution was most difficult to talk about?
3. Did you find the story interesting?
4. Did you enjoy discussing the boy's problem?
5. Do you think you can learn French by doing this kind of activity?
6. What did you think of the boy?



Appendix C

## Vocabulary Test

- |                         |                         |                    |          |
|-------------------------|-------------------------|--------------------|----------|
| 1) un lapin             | a rabbit                | a lamb             | a bird   |
| 2) il s'est sauvé       | he jumped               | he escaped         |          |
|                         | he drank                |                    |          |
| 3) autour               | under                   | over               | around   |
| 4) la voisine           | the window              | the neighbour      |          |
|                         | the house               |                    |          |
| 5) afficher             | to announce             | to put up a notice |          |
|                         | to stop                 |                    |          |
| 6) le voisinage         | the neighbourhood       | the neighbour      |          |
|                         | the neighbour's husband |                    |          |
| 7) un poste de radio    | the radio               | the announcer      |          |
|                         | the radio station       |                    |          |
| 8) la disparition       | the disappearance       | the ghost          |          |
|                         | the appearance          |                    |          |
| 9) une annonce          | an ounce                | an announcement    |          |
|                         | a newspaper             |                    |          |
| 10) des poissons rouges | redherring              | fish               | goldfish |
| 11) le journal          | a journal               | a newspaper        | a day    |

## Vocabulary Test

Name \_\_\_\_\_

- |    |   |   |   |
|----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |
| 6. | A | B | C |
| 7. | A | B | C |
| 8. | A | B | C |

Appendix D



## Teacher Questionnaire

Please answer the following questions.

1. Do you use filmstrip in French class?

if yes, how many times a year?      1-3      4-7      8-10

if no, why not? \_\_\_\_\_  
 \_\_\_\_\_

2. Are there filmstrips in French available to you?

3. Do you feel filmstrip is a good teaching tool to elicit conversation?

4. Do you have equipment in the school to use sound filmstrip?

5. How many years of experience do you have in teaching French as a Second Language?

6. How many years of experience do you have teaching French as a Second Language in Elementary school?

\_\_\_\_\_ immersion      \_\_\_\_\_ non-immersion

Please circle the answer which most reflects your feelings.

1. The sentence structure and verb tenses were . . . for my class.

difficult      appropriate      easy

2. I found the vocabulary level to be . . .  
 difficult            appropriate            easy
3. The theme was . . . for the age level.  
 too mature            appropriate            too immature
4. The format (situation with solutions presented) . . .  
 conversation.  
    elicited    didn't elicit
5. The students were able to expound . . . on the ideas  
 presented.  
    well            not so well            not at all
6. The class . . . enough French background to expound  
 on the ideas.  
    had enough    didn't have
7. I found the pictures to be . . . for the age level.  
 too mature            appropriate            too immature
8. The pace of the filmstrip was . . .  
 too fast            just right            too slow
9. The narrator spoke . . .  
 too quickly            just right            too slowly
10. The students were . . . by the format of the  
 presentation.  
    confused            not confused            don't know if confused

11. The solutions were . . . for the age level.

too mature      appropriate      too immature

if inappropriate, which one or ones were not suitable

-----  
-----

12. I found the presentation . . . to execute.

awkward      easy

13. Stopping and starting the machine . . . the flow  
of the activity.

disturbed      didn't disturb

14. Sugestions for improvement

-----  
-----  
-----  
-----

15. The students seemed to . . . the activity.

enjoy      not enjoy

16. I would . . . the situational format in a filmstrip  
or slidetape production again.

use      not use

if not, why not?

-----  
-----  
-----



Student Questionnaire

name \_\_\_\_\_

Please circle the answer which most applies to you.

- 1. I thought the story was . . .  
     very interesting      interesting      boring
- 2. I knew the meaning of . . .  
     most of the words      many words      few words
- 3. I think the story was . . . to talk about in French.  
     easy      difficult      very difficult

If difficult, why? \_\_\_\_\_

- 4. I learned... new words after watching the filmstrip.  
     many      some      no
- 5. I liked . . . of the solutions.  
     all      some      none

If some or none, which ones and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6. I would like to see . . . stories like this.

more            no more

Please give a reason for your answer. \_\_\_\_\_

7. I thought the boy was . . .

likeable        a bit likeable        not likeable

8. In the first part of the filmstrip the boy was . . .

a) trying to decide how to solve his problem.

b) actually tried all the solutions.

c) I'm not sure.

9. The boy spoke . . . for me to understand him.

too quickly        just right        too slowly

10. The filmstrip moved . . . for me to remember what

the boy said.

too quickly        just right        too slowly

11. The filmstrip moved . . . for me to see the

pictures well.

too quickly        just right        too slowly

12. Any comments on how you felt about the activity.

-----  
-----

Name \_\_\_\_\_

**General Information**

Please circle the answer which applies to you.

1. I am a ... boy girl
2. I speak ... languages fluently. 1 2 3 4 more
3. I speak ... at home. French English Greek  
Russian Italian Spanish  
Vietnamese Chinese Arabic  
Other \_\_\_\_\_

Fill in the blank

1. My birthdate is \_\_\_\_\_  
month year
2. I was born in \_\_\_\_\_
3. I have studied French in school for \_\_\_\_\_  
years months

Circle the answer which applies to you.

1. I speak French to my friends in school.  
all the time sometimes never
2. I speak French to my friends outside school.  
all the time sometimes never

3. I speak French when I go buy something if the salesperson is French.

always sometimes never

4. I have many French speaking neighbours.

yes I don't know no

5. I talk to the neighbours in French if they are francophone.

yes sometimes no

6. I read comics, books or magazines in French.

a lot sometimes never

7. I read comics, books or magazines in English.

a lot sometimes never

8. I listen to French songs on the radio or stereo.

a lot sometimes never

9. I listen to English songs on the radio or stereo.

a lot sometimes never

10. I watch \_\_\_\_\_ hours of French T.V. a week.

0 1-5 6-10 11-15

11. I watch \_\_\_\_\_ hours of English T.V. a week.

0 1-5 6-10 11-15

Appendix E

1.

LA DISPARITION D'OSCAR

2.

UN GARÇON QUI DONNE À  
MANGER UN LAPIN

Je m'appelle Christophe. Mon lapin s'appelle Oscar.  
Je l'aime beaucoup.

3.

MÊME IDÉE

Je lui donne à manger tous les jours.

4.

LA CAGE VIDE

Un jour...quelle horreur! Oscar s'est sauvé!

5.

LE GARÇON ET LA CAGE  
VIDE

Qu'est-ce que je vais faire maintenant?

6.

LE GARÇON CHERCHE DANS  
LES BUISSONS

Je peux chercher Oscar dans les buissons...Il n'est pas là.

7.

LE GARÇON ET UNE FILLE

Alors, je vais blâmer ma soeur.

8.

LE GARÇON ET UNE DAME

J'ai une autre idée. Je vais demander à la voisine si elle l'a vu.

9.

LE GARÇON A TABLE

Je peux aussi refuser de manger...

10.

LE GARÇON QUI PLEURE

ou me mettre à pleurer...

11.

LE GARÇON QUI APPOSE  
UNE AFFICHE

ou afficher dans le voisinage...

12.

LE GARÇON AU TÉLÉPHONE

ou je peux demander à un poste de radio d'annoncer  
la disparition d'Oscar.

13.

LE GARÇON ÉCRIT UNE  
ANNONCE

Peut-être que je vais mettre une annonce dans le journal.

14.

LE GARÇON REGARDE DES  
POISSONS

Mais enfin...est-ce qu'il n'est pas mieux...

15.

IL ACHÈTE LES POISSONS

d'acheter des poissons rouges? Les poissons rouges ne peuvent pas se sauver.

16.

TU AS UNE SOLUTION?

Qu'est-ce que tu en penses? Tu as une solution?



17.

LE GARÇON CHERCHE DANS  
LE BUISSON

Je cherche dans les buissons.

18.

LE GARÇON ET UNE FILLE

Je blâme ma soeur.

19.

LE GARÇON ET UNE DAME

Je demande à la voisine si elle a vu Oscar.

20.

LE GARÇON À TABLE

Je refuse de manger.

21.

LE GARCON QUI PLEURE

Je pleure.

22.

LE GARCON ET UNE AFFICHE

J'appose une affiche.

23.

LE GARCON AU TELEPHONE

Je téléphone au poste de radio.

24.

LE GARCON ECRIT UNE  
ANNONCE

LE GARCON REGARDE DES  
POISSONS ROUGES

J'écris une annonce.

Je décide d'acheter des poissons rouges.

Appendix F

1.

**LA DISPARITION D'OSCAR**

2.

**UN GARÇON DONNE À  
MANGER A UN LAPIN**

Je m'appelle Christophe. Mon lapin s'appelle Oscar.  
Je l'aime beaucoup.

3.

**MÊME IDÉE**

Je lui donne à manger tous les jours.

4.

**LA CAGE VIDE**

Un matin...mais où est Oscar? Il s'est sauvé!

5.

LE GARÇON ET LA CAGE  
VIDE

Qu'est-ce que je vais faire maintenant?

6.

Que penses-tu de ces idées? Aide-moi à trouver une solution.

7.

LE GARÇON CHERCHE DANS  
LES BUISSONS

Je peux chercher Oscar autour de la maison.

8.

LE GARÇON ET UNE DAME

Je peux aussi demander à la voisine si elle l'a vu.

9.

**LE GARÇON ET UNE FILLE**

Ou bien...je peux blâmer ma soeur.

10.

**LE GARÇON À TABLE**

Peut-être que je dois refuser de manger...

11.

**LE GARÇON QUI PLEURE**

...ou me mettre à pleurer.

12.

**LE GARÇON APPOSE UNE  
AFFICHE**

Je peux aussi afficher dans le voisinage.

13.

LE GARÇON AU TÉLÉPHONE

...ou demander à un poste de radio d'annoncer la disparition d'Oscar.

14.

LE GARÇON ÉCRIT UNE  
ANNONCE

Peut-être que je vais mettre une annonce dans le journal.

15.

LE GARÇON REGARDE DES  
POISSONS

Enfin...si j'avais des poissons rouges...

16.

IL ACHÈTE DES POISSONS

Les poissons rouges ne peuvent pas se sauver.

17.

**TU AS UNE SOLUTION?**

Toi, qu'est-ce que tu en penses?

Tu as une solution?

18.

**LE GARÇON CHERCHE DANS  
LE BUISSON**Est-ce que c'est une bonne idée de chercher Oscar  
autour de la maison?

19.

**LE GARÇON ET UNE DAME**Est-ce que c'est une bonne idée de demander à la  
voisine si elle a vu Oscar?

20.

**LE GARÇON ET UNE FILLE**

Est-ce que Christophe doit blâmer sa sœur?



21.

**LE GARÇON À TABLE**

Est-ce que Christophe doit refuser de manger?

22.

**LE GARÇON QUI PLEURE**

Penses-tu qu'il doit se mettre à pleurer?

23.

**LE GARÇON APPOSE UNE  
AFFICHE**

Est-ce que c'est une bonne idée d'afficher dans le voisinage?

24.

**LE GARÇON AU TÉLÉPHONE**

Penses-tu qu'il doit téléphoner au poste de radio?

25.

LE GARÇON ÉCRIT UNE  
ANNONCE

Est-ce que c'est une bonne idée de mettre une  
annonce dans le journal?

26.

LE GARÇON REGARDE DES  
POISSONS ROUGES

Est-ce que Christophe doit tout simplement acheter  
des poissons rouges?