NOTICE

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Canada

Production and Formative Evaluation of a Learning Package
on Business Communication
in Inuttitut

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A Thesis Equivalent

in

The Department

of

Education

Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Arts
Concordia University
Montréal, Québec, Canada

January 1988

Vorrei dedicare questo lavoro

ai miei genitori

Luigi e Elvira Mastroianni

ABSTRACT

This thesis describes the production and formative evaluation of a learning package on Business Communication written in Inuttitut and developed for the Northern Quebec Management Training Program of the Kativik School Board Adult Education Services. The study is intended to assist the administrators in assessing the effectiveness of the learning package. Informal evaluation of school programs is continually being carried out by students and local educators. However, acceptance of Provincial support for curriculum development carries with it the responsibility for the implementation of carefully planned formal evaluation techniques. The instruments used to collect data on performance were a pretest and a posttest. Evaluation questionnaires for the students and for the tutor were used to gather attitudinal data. Through analysis, the data were converted to information that was used as guidelines for revision to the learning package prior to final distribution. The learners who provided feedback are the Centre Directors of the Kativik School Board. The Centre Directors represent a specific group within the Management Training Program clientele. The results of the study indicate that learning did take place when considering final posttest scores. The criterion for mastery was met; that is, 80% of the participants received a final score of 60% or more. However, since the aim of this formative evaluation was the identification of specific areas in the instructional material where improvement was needed, an objective-by-objective analysis was performed. The results of the individual objective analysis yielded more useful information for the purpose of revision.

ACKNOWLEDGEMENTS

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CHAPTER 1

Introduction

In April, 1986, the Director of the Kativik School Board's Adult Education Services approached the author to co-ordinate the development of a course on Business Communication. The learning package was to be the first written in Inuttitut, designed specifically for the clientele within the Northern Québec Management Training Program.

The aim of this course was to help the participants improve their written communication skills, while at the same time promoting Inuttitut in the business place. Some controversy arose among Kativik School Board staff about the feasibility of developing such a course in Inuttitut. Their concern was that a "Southern" style of writing would be imposed on the Inuttitut language. The purpose of the course, was, in fact, not to impose a "Southern" style of writing but to encourage the use of Inuttitut in the workplace. The survival of any language is based on its everyday use -- at home as well as at work.

A committee was formed to oversee the development of this course. The committee consisted of an official translator, a pedagogical counsellor, an executive secretary, a translator for the project, a typist and the author. The official translator, pedagogical counsellor and the executive secretary acted as evaluators, each within their own fields of expertise: language, pedagogy and content. The development team consisted of the translator of the project, the typist and the author.

The role of the author was that of project co-ordinator, instructional designer, and instructor. The project began with a trairing session for the translator in instructional design and subject content. The typist was given an introductory course on the Apple® MacIntosh Plus computer system's word processing program, MacWrite.

The committee was consulted in order to determine the content and design of the course. The Director of Adult Education gave us the following guidelines to follow: (a) the text was to be in Inuttitut, (b) the course was to be self-paced, (c) print was to be the delivery medium, (d) objectives from the Administration Program of the Ministère de l'Éducation de Québec were to be adhered to as closely as possible.

The course was developed during the summer and fall of 1986. Final corrections were done in Northern Quebec in January, 1987. An experimental edition was tested in April, 1987. Final revisions were begun during the summer of 1987 and are nearing completion as this thesis is being finalized.

From the outset, formative evaluation was an important component in the development of the instructional material because of the novelty of using Inuttitut as the language of instruction. The formative evaluation was conducted in the two sequential phases. The first phase was an expert review evaluation which involved the three Kativik School Board employees previously mentioned. The second phase was a small group evaluation which involved the Centre Directors of Kativik School Board -- a specific group within the target clientele of the Northern

Quebec Management Training Program.

The course structure is as follows:

Unit 1:   Introduction to Letters

Unit 2:   Characteristics of Effective Written Communication

Unit 3:   Strategies for Writing Business Letters

Unit 4:   The Envelope

Unit 5:   Letters for Employment

Unit 6:   The Memorandum

Unit 7:   The Business Meeting

The learning package described in this study, although not part of a distance education plan, was designed to integrate some of the characteristics of distance education; in particular, self-paced learning with limited tutor involvement.

The complete learning package went through the two phases of formative evaluation. However, for the purpose of this study, the author will report on the findings of the first three units. This study details the procedures, results, and recommendations of this formative evaluation process.

CHAPTER 2

Literature Review

Historical Notes

To explain the context of this thesis for readers, the author includes a brief historical background to prominent Inuit organizations in the following sections.

International Setting

The Inuit Circumpolar Conference (ICC) was founded in 1977. As an international Inuit organization, it is dedicated to protect and advance Inuit rights and interests internationally. The Alaskan Inuit led the way in establishing an east-west communication network in addition to the north-south network (Figure 1). The need for solidarity was recognized as a long term objective and one of the ICC's first priorities has been the development of an Inuit Arctic policy. Inuit Circumpolar Conference now covers issues such as economic development, education, culture, languages, communications, health, transportation and environment for the Inuit at an international level.

There are approximately 100,000 Inuit in four countries. The breakdown of the population is as follows:

Greenland	50,000	
United States (Alaska)	20,000	
Canada	25,000	
Russia (Siberia)	3-4,000	(Rencontre, 1986)

Detailed
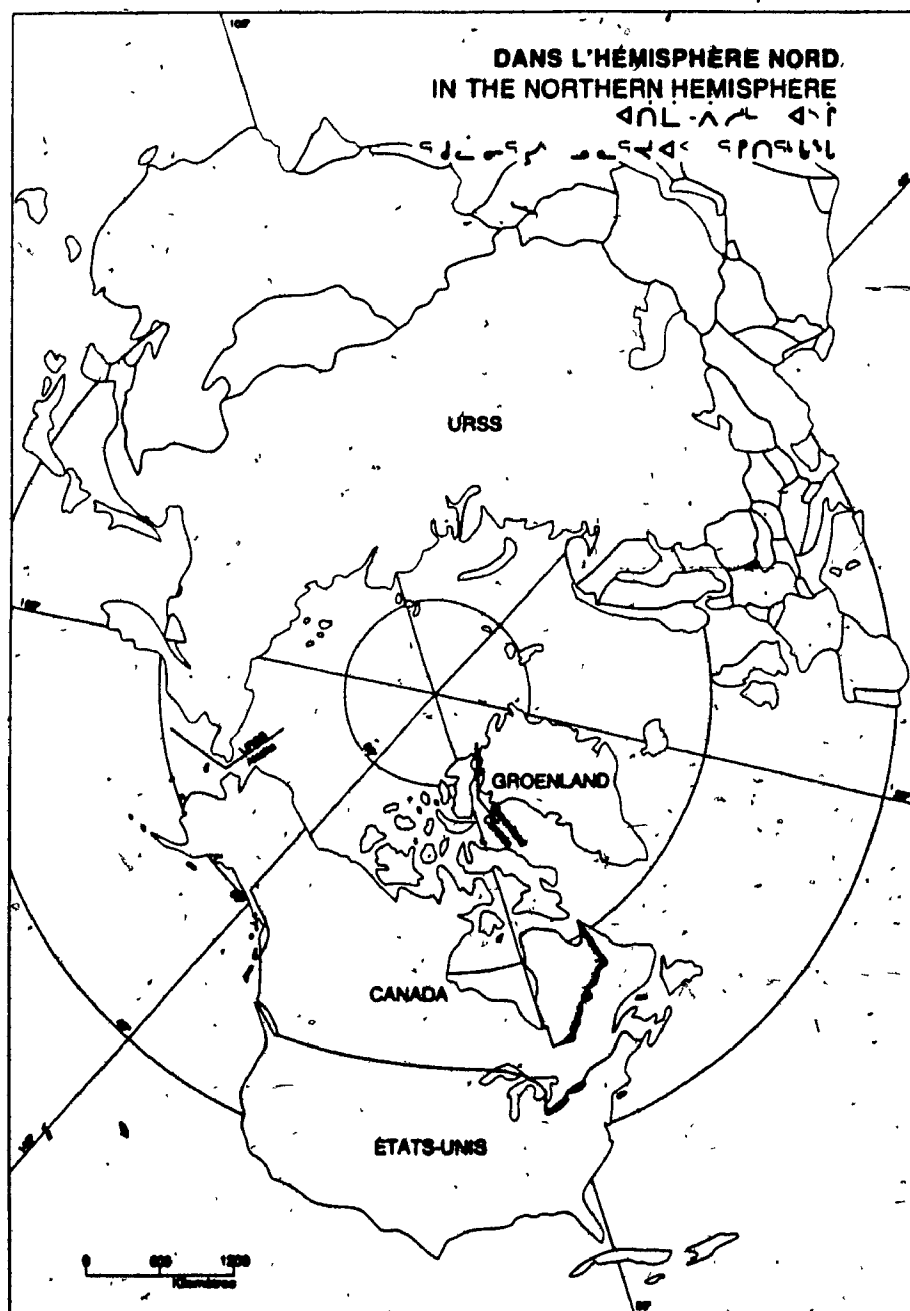
Figure 1. The International Setting.

(reprinted from Le Nord du Québec: profil régional, p.7, Québec: Ministère des Communications, 1983)

The organigram of the Executive Committee is presented in Figure 2.
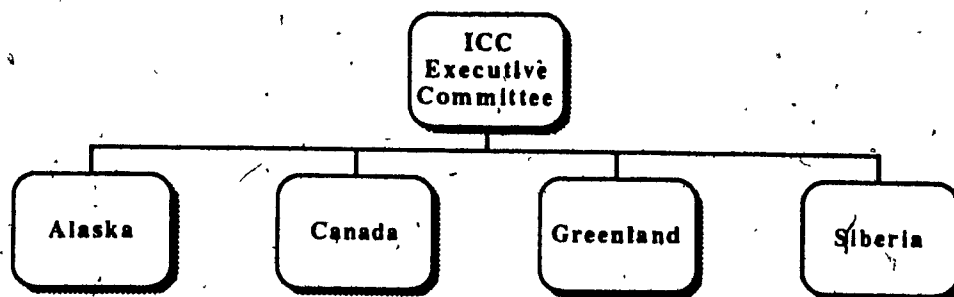
Figure 2. Organigram of the Inuit Circumpolar Conference Executive
Committee.

The goals of the Inuit Circumpolar Conference are:

1. to strengthen the unity among the Inuit of the circumpolar
   region

2. to promote Inuit rights and interests at the international
   level

3. to ensure adequate Inuit population in political, economic
   and social institutions which the Inuit deem relevant

4. to promote greater self sufficiency of Inuit in the
   circumpolar region

5. to ensure the endurance and growth of Inuit culture and
   societies for both present and future generations

6. to promote long term management and protection of the Arctic
   and Sub-Arctic wildlife and biological productivity

7. to promote wise management and use of non-renewable resources
    in the present, and future development of Inuit economics
    taking into account other Inuit interests (Taqralik, 1983,
    p. 18)..

For the past two decades, the Inuit across the Arctic have sought
to increase their political and financial independence. The Inuit
Circumpolar Conference is an organization that arose from coalitional
goals in the interest of all Inuit. By bridging the long distances,
ICC has generated international interest in the Inuit cross-culturally,
and among the Inuit themselves across the Arctic.

National Setting - Canada

The Canadian Inuit are represented by Inuit Tapirisat of Canada
(ITC). The regions represented are Labrador, Quebec and the Northwest
Territories (Figure 3).

Inuit Tapirisat of Canada was founded in 1971 by a committee of
Inuit to provide an avenue for the Inuit in the Arctic to speak with a
united voice (Valaskakis et al, 1981). The organigram for the ITC
Executive Committee is presented in Figure 4.
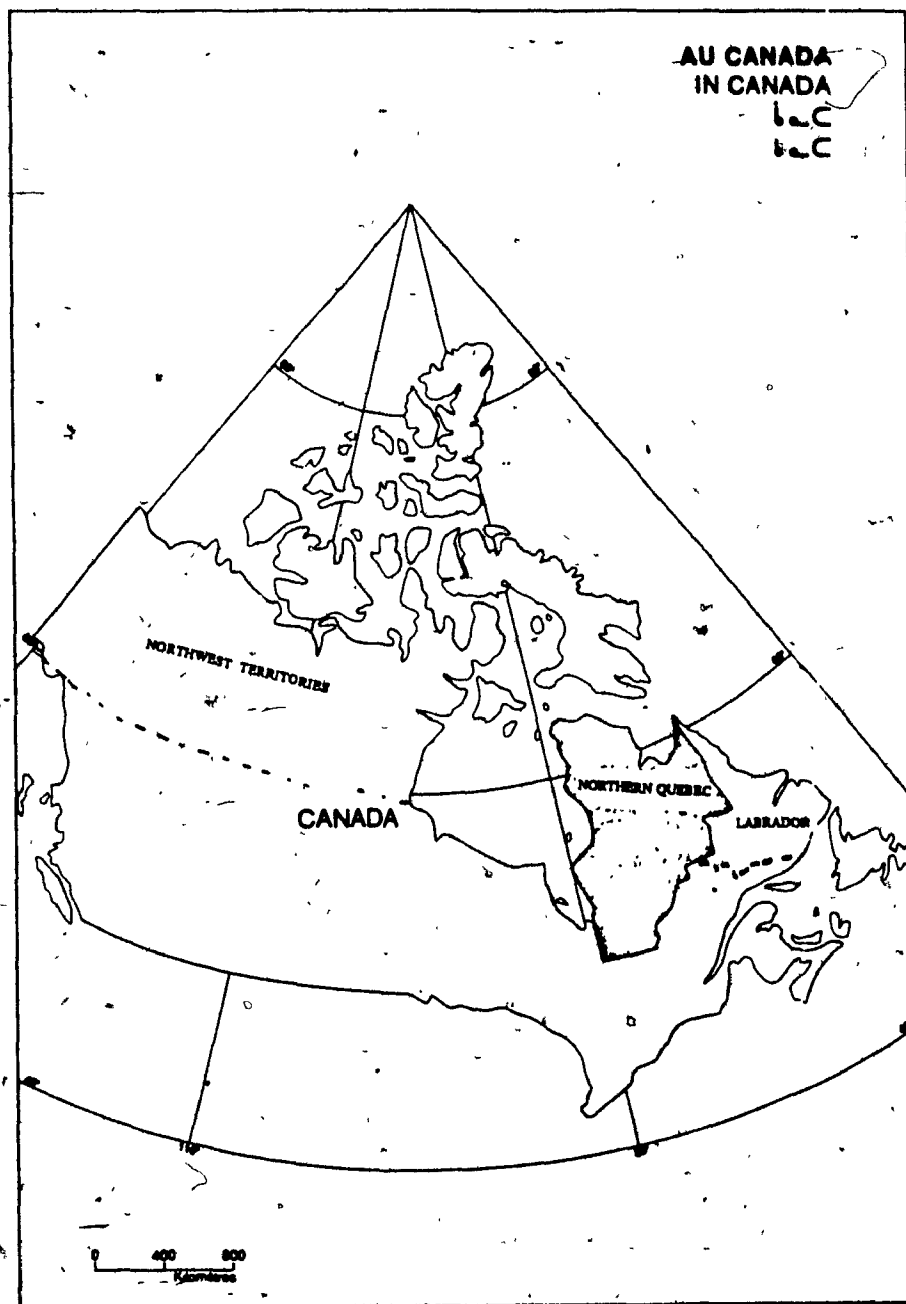
Figure 3. The National Setting: Canada.
        (reprinted from Le Nord du Québec: profil régional, p. 7,
        Québec: Ministère des Communications, 1983)

ITC Executive Committee

| Keewatin Inuit Association | Committee for Original People's Entitlement | Makivik Corporation | Labrador Inuit Association | Kitikmeot Inuit Association | Baffin Region Inuit Association |
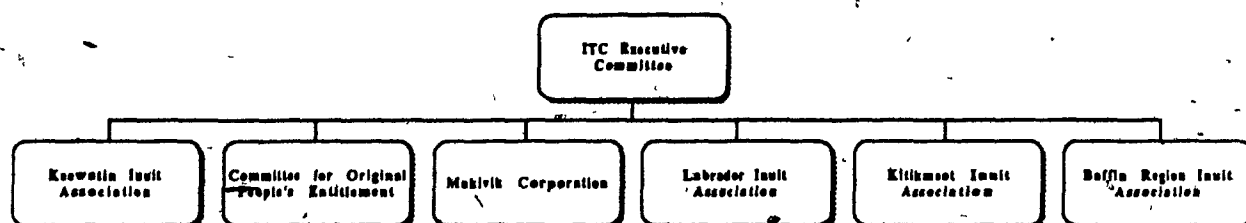
Figure 4. Organigram of the Inuit Tapirisat of Canada Executive
Committee.

The goals of Inuit Tapirisat of Canada are:

1. to help preserve language and culture

2. to promote a sense of dignity and pride in Inuit heritage

3. to provide a focal point for determining the needs and wishes
of all Inuit

4. to represent Inuit on matters affecting their well being

5. to improve communications to and between Inuit settlements

6. to help Inuit achieve full participation in Canadian Society
(Taqralik, 1983; p. 16)

Provincial Setting - Northern Quebec

The James Bay and Northern Quebec Agreement was signed on November
11, 1975. The Agreement provided for the settlement of comprehensive
Inuit and Indian land claims of Northern Quebec (see Figure 5). It
established a framework for the economic and social advancement of the

Inuit people. This push towards self-determination resulted in the creation of prominent regional organizations such as Makivik Corporation, the Kativik Regional Government, the Kativik School Board, and a series of local organizations.
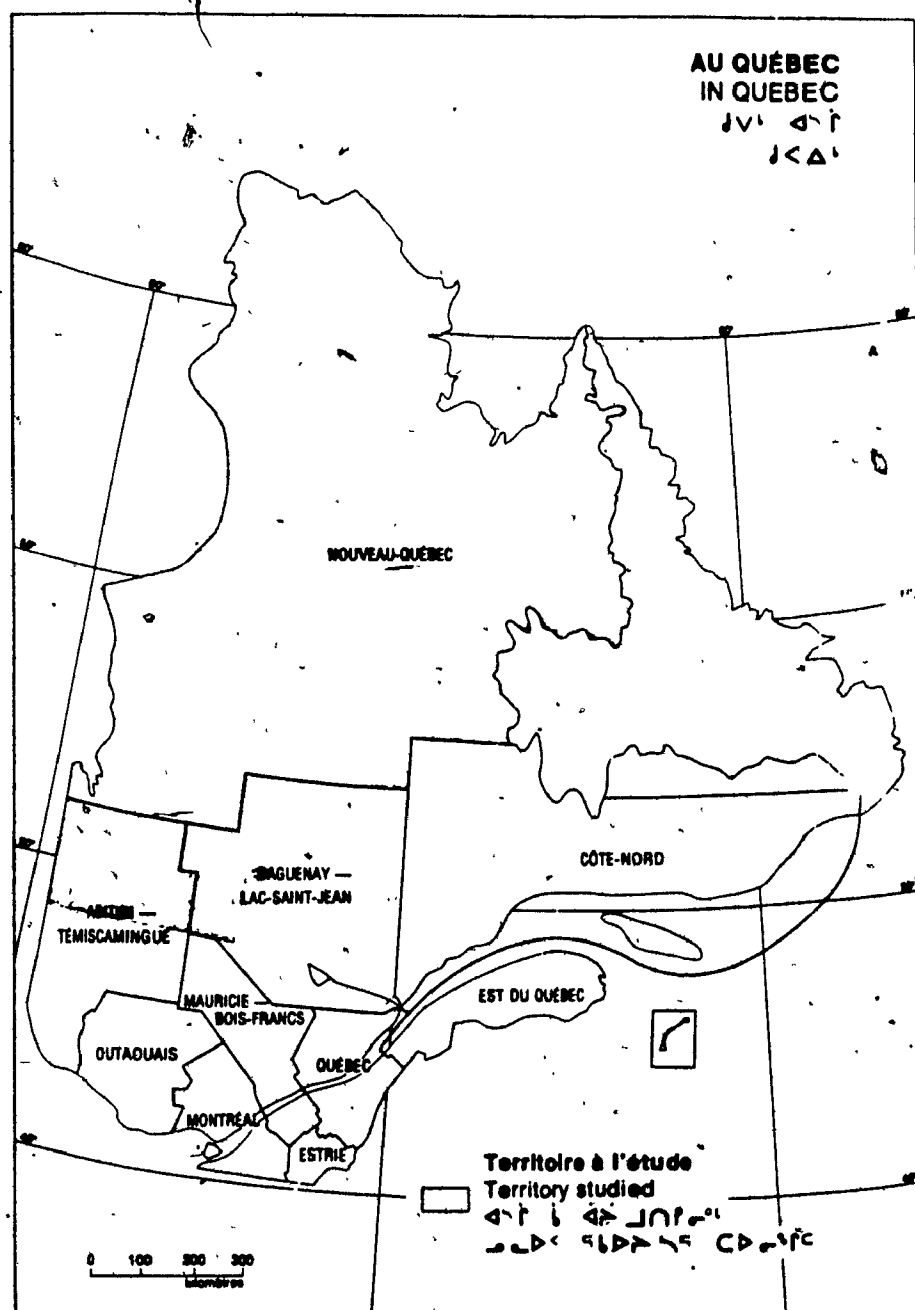
Figure 5. Provincial Setting: Northern Québec.

(reprinted from Le Nord du Québec: profil régional, p. 7, Québec: Ministère des Communications, 1983)

Educational services for the Inuit of Northern Quebec began in the middle of the twentieth century, with the opening of the first Hudson Bay store and the arrival of the first missionaries. The federal government established the first schools in this region at the end of the 1940's, at a time that Inuit society was still strongly influenced by a semi-nomadic lifestyle. Provincial takeover started in 1963 with the school under the Direction Général du Nouveau Québec. In 1971, a new school municipality was established -- La Commission Scolaire du Nouveau Québec under the jurisdiction of le Ministère de l'Education du Québec (Kativik School Board Report, 1985).

The Kativik School Board (KSB) was formed in July 1978; consequently, the Inuit of Northern Quebec took control of their own education. The KSB's mandate is to meet the educational needs of the fourteen active Inuit communities north of the 55th parallel.

The Kativik Region (see Figure 6) covers an area of 563,515 km², approximately one third of Quebec's total land mass (Lemire, 1987). With a population of 6,200 (both Inuit and non-Inuit) the population density is approximately 1 to 90 km². The communities are linked by regularly scheduled airline transport, as well as telephone, mail and satellite utilities.
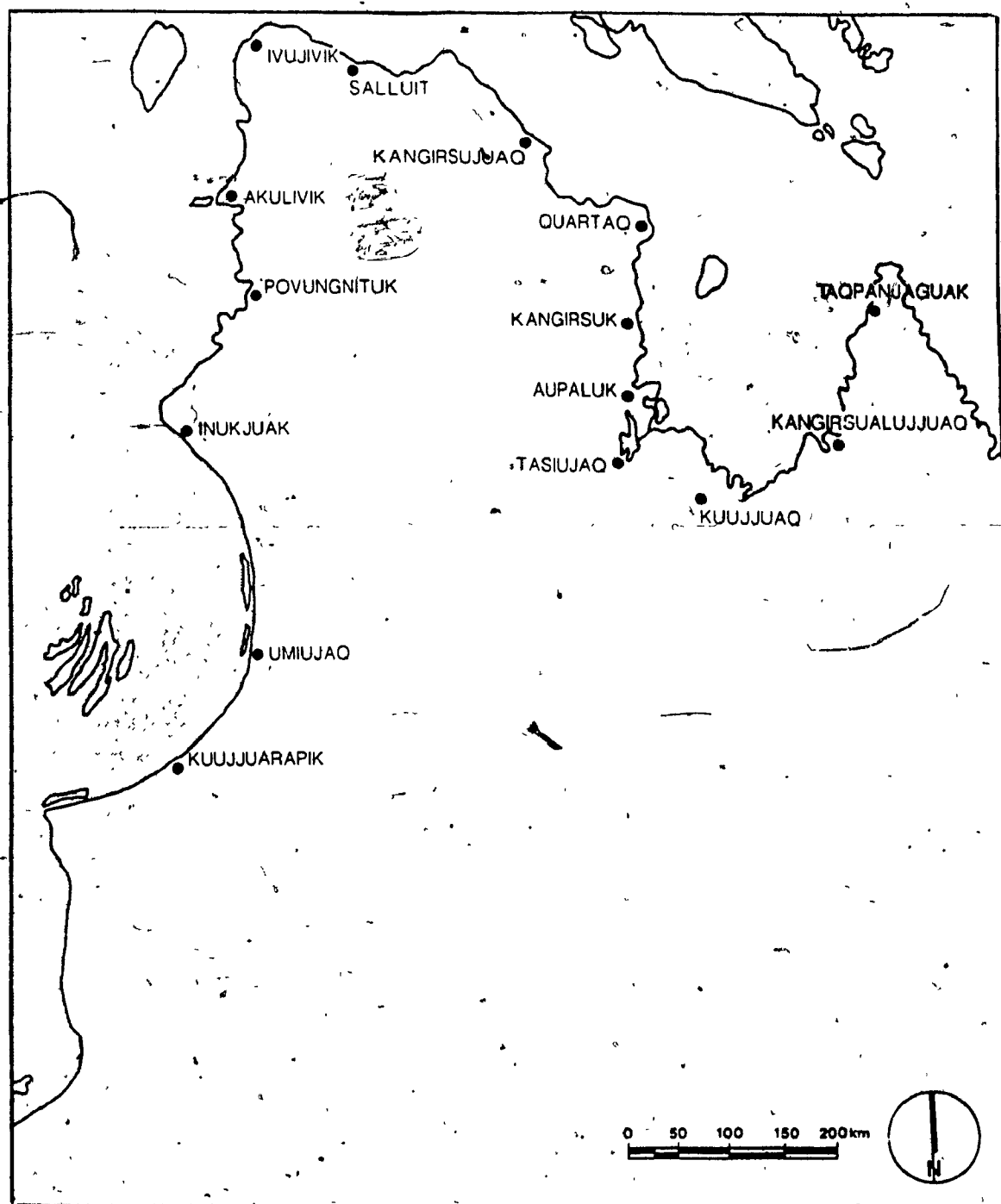
Figure 6. The Kativik Region.
(reprinted from Relocation of the Kativik School Board
Feasibility Study - Phase I Report, by D. Arbour and
Associés. Dorval: Kativik School Board, 1985)

The Northern Quebec Management Training Program

As a result of the 1975 James Bay Agreement, the Inuit living in Northern Quebec established different local and regional organizations. Ensuring that these agencies are efficiently operated requires substantial management expertise. The Kouri Report (1984) articulated the "...urgent need to provide management training programs for Inuit so that they would be better able to control their own education, political and socio-economic development" (p.1). The report evaluated the training needs of the following five types of Northern Quebec Inuit managers: Secretary-Treasurers and Housing Managers of Municipalities, Landholding Corporation Managers, Managers of Cooperatives and School Centre Directors. The target clientele consisted of about sixty people. The report found that, to a large degree, Inuit managers in native organizations were unaware of the extent of their duties and responsibilities. A lack of professional management training was identified by Inuit managers themselves as a factor which prevented them from performing their work with greater effectiveness. The conclusions proposed by this document led to the formation of a Northern Quebec Management Training Program.

As the first in a series of training activities, between March and May, 1985, 128 Northern Quebec managers, assistant managers and aspiring managers registered in the Introductory Course on Management. It was offered by four teachers in ten of the fourteen Inuit villages for intensive two week sessions.

After these initial offerings were completed, a second document

entitled   Northern Quebec Management Training Program: A   Plan   of
Action, was published by the Kativik School Board in July, 1985. This
serves -as a report of activities and a plan of action for the
Management Training Program which "...tried to define...the program
goals and objectives, proposed pedagogical method and approach, and
components of the pedagogical system to be put into place" (p. 2). The
principal elements of the pedagogical system proposed in the plan of
action and defined for the Management Training Program are:

1.   technical and academic learning activities given through distance
     education methods such as learning packages, tele-teaching/
     tele-conferencing, video and interactive (two-way) microcomputer
     technologies

2.   follow up on each person's apprenticeship training and on the job
     support

3.   workshop organization for certain general interest courses when
     requested by Inuit communities

4.   intensive training integrated by job group for the Inuit currently
     holding management positions (target-clientele)

     The aforementioned pedagogical system was developed for the
Management Training Program in response to the following criteria: the
availability and the dispersement of clientele.

     According to the original proposal, training would primarily

involve two or three specialized courses per year as well as on-the-job training. However, the authors of the study stated that "it is rather risky to base an entire program on such a small amount of training" (Kativik School Board, 1985b; p. 15). This observation was not intended to minimize the importance of on-the-job training. It was an acknowledgement that clients must be able to have the time to assimilate management and office work knowledge, techniques and methods; if they are to be successful Management Training Program participants.

The second problem, as stated by the report, arose concerning the proposal of getting the client group together on a geographical basis. Participants living outside the communities where the courses were being held, had to travel from scattered areas along the coasts to a central location. The transportation and accommodation expenses were prohibitive.

It was clear that meeting all the needs of every client was not easy. However, the KSB came up with what it believed to be a flexible compromise that would "...provide good service in terms of basic training, as well as individual assistance in improving job performance. Far from hindering the Management Training Program, the constraints (communication, transportation and lack of access to the clientele) have played a large part in determining the choice of strategy for the Management Training Program" (Kativik School Board, 1985b; pp 15-16).

Distance Education in Northern Quebec

In order to help develop an appropriate strategy needed to implement the Management Training Program, a feasibility study on distance education was undertaken in 1985. The purpose of the study was to determine the implications of establishing a distance education system within Inuit communities served by the Northern Quebec Management Training Program.

The utility of a distance education methodology within the Management Training Program is to provide an alternative to Inuit managers and clerical personnel for whom intensive sessions are too inconvenient to pursue in terms of lost work time. The advantages offered by a distance education system are:

- Students can study individually or in small groups.
- Students can register at any time of the year.
- Students can take as much time as they need to complete homework assignments, working at their own pace.
- Students can select subjects that are beneficial to their careers, personal needs and abilities.
- Students can use materials with the support of the KSB and their employers. — -
- Students can pursue learning within the Management Training Program regardless of minimal enrollment figures. (Kativik School Board, 1986c, p. 14)

It was soon discovered, however, that the conventional elements of a fully developed distance education system are too expensive to

justify in the context of Northern Quebec. For example, Télé-Université operates in full distance mode. In 1980, they reported a student clientele of about 26,000 (Mémoire de la Télé-Université à la Commission d'Étude sur la Formation des Adultes, 1981). The Management Training Program, on the other hand, consists of a projected clientele of 150 students in 14 active communities. The study suggested that the transition from a traditional to a distance education delivery system would be difficult, but not impossible to achieve.

The proposed distance education component of the Management Training Program is really a hybrid of the following two elements: present traditional adult education methodology and some elements of established distance education methodology.

The distance education aspect of the Management Training Program would involve the following three elements: learning centres, learning packages and tutors. The learning centres would be rooms, probably in the local school, dedicated to the needs of the Management Training Program. The learning packages would be designed for individual, self-paced learning with limited tutor involvement. The tutors would not necessarily have to be subject matter experts. The tutors' role would be that of a facilitator and co-learner -- to administer the course and provide support to the learner. Paulo Freire (1976) describes this 'dialogical' relationship between the learner and the instructor as education that results in confident, efficacious "subjects" results from dialogue, from the interaction of equals striving to better understand themselves and their relationship with their world.

This formula is particularly attractive in a Northern Quebec context because past experience has shown that the use of textual materials without the use of backup personnel, such as instructors, is unsuccessful. A high level of motivation needs to be maintained -- particularly when distance education requires that control of the educational process rests almost entirely with the student. The independent study concept will be a prominent feature during the program's present phase. For this reason, the study recommended that for the time being the Management Training Program maintain its conventional training format. However, as the Management Training Program evolves, it must increase the amount of student independence -- a process not yet established. This independence, fostered by specialist instructors flown into local communities offering intensive sessions, could be coupled with the training activities directed by community tutors. Both of these are elements that provide the foundation of the Management Training Program.

Inuttitut ... The Written Language

Not too long ago, Inuit society was predominately oral. Inuit culture was transmitted from generation to generation by storytelling and song. Survival skills were passed on by observation and imitation.

The earliest attempts to reduce the Inuttitut language to written form were made by missionaries in the late 1800s in Northern Canada. A syllabic system was created by the Reverand James Evans for the Ojibway language and later was adapted for the Cree language (Harper, 1983). In the Eastern Arctic, Reverand Edmond J. Peck modified and promoted

this syllabic system among the Inuit in the 1870s (Murdoch, 1985).

Almost all early publications in Inuttitut dealt with religious writings until 1949 when the federal government published The Book of Wisdom for Eskimos in syllabics. This Book of Wisdom represented the government's new role as legal guardian of the Inuit. It was an attempt to give the Inuit a new outlook on life in the north under such titles as: "The Clean Igloo"; "What to do When Frozen"; "Planning for Periods of Scarcity" (as cited in Murdoch, 1985).

By 1960, the orgothographic situation for the Canadian Inuit was close to chaotic. Mallon (1985) summarizes the situation as:

a) Labrador. A Roman system developed originally by Moravian missionaries. Phonemically not very precise, but accepted by most older people.

b) Quebec and N.W.T. Eastern Arctic. A syllabic system introduced by missionaries. Potentially precise, but not standardized. A Roman system had been developed, but had not gained wide acceptance.

c) Western Arctic. The Roman alphabet was used, but not systematically. Compounding the problem was the lack of adequate phonological and grammatical description of the western dialects (p. 137).

It is well documented that the maintenance and development of a

minority language is directly linked to an effective writing system. The first attempt to standardize Inuttitut came from the federal government. It tried to replace Inuit syllabics by a roman orthography. Alex Spaulin, who was engaged by the féderal government in 1959 to look into the issue of the Inuttitut language, stated in his report:

> We may think the Eskimo themselves are our authority (for the Inuit language). Certainly, it is from them that all others have learned - for they were originally the sole repository of the language. They also know the language thoroughly, speak and understand it thoroughly. The only stumbling block over which they would fall in calling them our authority is that they cannot -- due to no fault of their own - at least at present, explain the language thoroughly or show how its blocks are built up into a whole. For this necessary reason we cannot allow them to be our authority.

> The very fact that times are becoming confusing and difficult is all the greater reason we should give them a better instrument to cope with them. If the inferior crutch was good enough for the patient when walking through the meadows of his sequestered world, how inadequate it will now be when we ask him to begin climbing the mountains of our dynamic one! He needs this new cultural aid as greatly as the economic and social aid we are now fashioning for him. (cited in Murdoch, 1985;p.128)

However, the change was not well accepted by the Inuit because

they felt it as another "Southern" intrusion. They had become deeply attached to the syllabic system and saw it as part of Inuit culture.

The next attempt to standardize the language came from the Inuit Tapirisat of Canada (ITC). In 1974, ITC set up the Inuit Language Commission to find out what the Inuit themselves wanted. The study was conducted over the next two years whereby the commission consulted almost all the communities in Northern Canada. The conclusion was that Inuit did want a standarized writing system, but they did not want a standardized language. Some regions wanted the syllabic system, others the roman system. As a result, a technical subcommittee was set up to produce a dual orthography, "one in which the basic phonemic features of Inuktitut could be translated with equal ease into roman or syllabics, or from one to the other" (Mallon, 1985; p. 138). The syllabic writing system established by ITC Language Commission, is called ‗ᖃᓄᐃᔪᐊᕐᐸᐃᑦ‗ (qaniujaapait). This orthography is a spelling system designed so that it can be used with any Inuit dialect.

The ITC Language Commission also studied the linguistic variations in Northern Canada. They identified six broad regions of Inuttitut dialect variation as perceived by the Inuit themselves. These are: Labrador, Northern Quebec, Keewatin, Baffin, Central Arctic and the Western Arctic (Inuktitut Magazine, 1983)[1]. Furthermore, each region has sub-regional dialects. For example, in Northern Quebec; the two sub-regional dialects are: Hudson Bay dialect and Ungava Coast dialect

Note: In the North West Territories, Inuktitut is spelled with a k; in Northern Quebec Inuttitut is spelled with a t. In this thesis, I shall use the spelling of Northern Quebec when referring to the language...Inuttitut.

(some people consider Hudson Strait as a third dialect). In fact, each community has slight variations in their local dialects.

Although the spelling system is now standardized, regional dialects remain. Kativik School Board has taken a strong stand in developing a language policy (see Table 1). However, since Inuttitut is not yet widely used as a working language, it is difficult to get a consensus on language policy from the communities (Kativik School Board Report, 1985a). Within this context, curriculum development in the native language poses a problem. Which dialect should be used in developing and producing instructional materials for Northern Quebec? The author incorporated this question into the formative evaluation of the learning package.

Table 1

Principles Regarding Education for the Kativik School Board and the Inuit Circumpolar
Conference: Subjects 8 and 9.

SUBJECT	KATIVIK SCHOOL BOARD OPERATING PRINCIPLES REGARDING EDUCATION.	INUIT CIRCUMPOLAR CONFERENCE DRAFT PRINCIPLES REGARDING EDUCATION
8. Inuktitut and other languages of instruction	As demonstrated through research inside and outside the Kativik School Board, a solid base in the mother tongue is extremely important for success and easier learning in any second language. It is for this reason that all of our schools are encouraged to offer Inuktitut during the first three years of school, before beginning instruction in one of the other two official languages and why extensive amounts of funds are spent on development of quality material for the teaching of Inuktitut.	Inuit in circumpolar regions should be taught in their own language, beginning at the earliest possible age. Steps must also be taken to ensure proficiency in one or more second language, particularly if they are official languages within their Nation-State.
9. Encouraging use of Inuktitut	While Kativik School Board makes every effort (through its language policies, hiring procedures and training programs) to have Inuktitut as the working language in the school both administration and in the class-room, our efforts must be combined with those of other Inuit organisa-tions pursuing the same goals.	Inukitut should be a working language in Inuit schools. Further, it is essential that parents aid the learning process by using Inukitut at home with their children.

Note: reprinted from Annguttvik 1986, Vol.2, p. 5,
        Dorval: Kativik School Board...

Educational Framework

Kativik School Board subscribes to the general thrust and particular commitments of the ICC. The principles regarding education as defined by ICC (see Table 2) provide the orientation for all programs developed for the Inuit of Northern Quebec.

Table 2

Principles Regarding Education for the Kativik School Board and the Inuit Circumpolar Conference: Subjects 13, 14, 15 and 16.

SUBJECT	KATIVIK SCHOOL BOARD OPERATING PRINCIPLES REGARDING EDUCATION	INUIT CIRCUMPOLAR CONFERENCE DRAFT PRINCIPLES REGARDING EDUCATION
13. Full development of Young People	Kativik School Board curricula places a heavy emphasis on language development, both in Inuttitut and in the chosen second language.	Skill training for the labour force is an important objective of education. It should also be recognized that a major responsibility of the northern education system must include the development of language and communication skills, exploration and development of culture, and encouraging young people to become self-reliant, sensitive and critical members of a democratic society.
14. Flexible and Diverse Education System	Cultural, traditional and economic programs are developed within the communities and are offered right through to the end of Secondary V. Some job skill training is offered however we recognize that training for the very critical, highly skilled positions in our region can only be successful if they are built upon a strong educational base.	It is important that northern education systems be able to adapt to changing requirements and circumstances in circumpolar regions. Within such a framework students should be taught the attitudes, skills and knowledge necessary to achieve success both in subsistance and wage economies.

SUBJECT	KATIVIK SCHOOL BOARD OPERATING PRINCIPLES REGARDING EDUCATION	INUIT CIRCUMPOLAR CONFERENCE DRAFT PRINCIPLES' REGARDING EDUCATION
15. Need for Life-long Learning	Concentrated efforts have been made to ensure access to continuing education and re-training through the Kativik School Board's Adult Education Services. This is an area where Kativik School Board's efforts have met a large degree of participation and response from Inuit of all ages.	It must also be recognized that learning and new educational experiences are increasingly becoming necessary during the whole of one's lifetime. As a result of changing socio-economic circumstances and new technologies in the North, ongoing learning may take the form of re-education or re-training.
16. Innovative Education strategies and Proper Transition to the Workplace	Both younger and older adults can now follow vocational job skills training, on the job training, or courses leading to high school graduation. Traditional skills are taught for better participation in the subsistance economy.	To create a vibrant, relevant and successful northern education system, innovative strategies will be vital. Too many young people are leaving school early, before they have sufficient skills to participate adequately in either the subsistance or wage economy. For those students who leave school either before or immediately after acquiring a secondary school graduate diploma, a proper transi- tion to the workplace will be required. Additional measures such as on-the-job training (including apprenticeships) and vocational training should be worked out in the public and private sectors.

Adults and Education

Knowles' (1980) definition of adults is all encompassing: people who are performing social roles typically assigned to them by their culture and people who perceive themselves to be essentially responsible for their conduct and economic well-being. Adults do not learn the same way as children or teenagers do. They do not have the same needs, expectations, or reasons for being in a learning situation as other groups of students. Therefore, any course for adults must take their specific traits and requirements into consideration. It is extremely important to respect the rhythm and style of learning of adults and to develop in them their own particular abilities: skill in integrating, interpreting and applying their knowledge, rather than the simple quantitative acquisition of knowledge.

Training for adults is similar to the functional role of education in general, which can be thought of as an investment by a nation or a region in its human capital (Lowe, Grant & Williams, 1971). By increasing the qualifications and knowledge of the adult population, adult education helps make that investment more productive. Education enables adults to act more effectively on the problems of their community. It also makes it easier for them to adapt to the effects of social change and technological innovation. In some cases, more particularly in industrialized countries and urban areas, adult education also responds to a "demand" generated by the increase in leisure time.

These functions of adult education can only be fulfilled if the

policy-makers and administrators are convinced that the effort is worthwhile and are prepared to make all the necessary resources available.

Definition and Role of Adult Education

Education, in the broadest sense, consists of combining various resources and techniques to train and contribute to the development of human beings. Adult education has its own set of defining characteristics. Liveright and Haygood (1969) defined Adult Education as:

A process whereby persons who no longer attend school on a regular and full-time basis (unless full-time programmes are especially designed for adults) undertake sequential and organized activities with a conscious intention of bringing about changes in information, knowledge, understanding or skill, appreciation and attitudes; or for the purpose of identifying and solving personal and community problems. (cited in Lowe, 1975; p.22)

Adult education is not compulsory. Adults, themselves, decide what, when, and how to learn. More importantly, they decide whether or not they will learn at all. Adults do not participate in adult education programs merely to replace or prolong their basic schooling. In registering, they are making a voluntary effort to get the training they need to develop their skills in vocational and general areas.

Learner Characteristics

The following principles of adult learning were taken from Knox

(1977). Similar principles are listed by Kidd (1973), Dickinson (1973), Brundage and Mackeracher (1980), and Huey (1983).

1. Performance:

   Adult learning usually entails change and integration of knowledge, skills and attitudes to produce improved performance. Adults typically engage in a continuing education activity because they want to use what they learn soon after they learn it.

2. Motivation:

   The educational goals, sources of encouragement, and barriers that characterize an adult's life, shape one's reasons for participation. Motives are multiple and varied in their specificity and in the extent to which the learner is aware of them. Overly intensive motivation becomes anxiety, which interferes with learning.

3. Meaning:

   Adult learning is more effective when it entails an active search for meaning and discovery of relationships between current competence and new learnings.

4. Experience:

   An adult's experience influences one's approach and effectiveness in a learning episode. Between 20 and 60 years of age, the range of individual differences increases. Prior education may facilitate, interfere with, or be unrelated to new learnings.

5. <u>Learning Ability:</u>

Learning ability is relatively stable between 20 and 50 years of age, with a gradual decline. afterwards. Abilities that are associated with adult experience (such as vocabulary) are best maintained and enhanced; and the initially most. able adults tend to increase their ability so that the range in abilities increases with age. Adults with the greatest learning ability tend to learn more rapidly and to learn more readily complex tasks.

6. <u>Memory:</u>

An adult's ability to remember information depends on the strength of the registration and on the factors operating to erase the registration. The strength of registration depends on intensity, frequency, and importance to the learner. The factors that erase the registration include the passage of time and the activity that follows the exposure. Recall is best under conditions that are similar to the original registration.

7. <u>Condition:</u>

An adult's ability to learn can be substantially reduced by poor physical and mental health. Condition and health include both gradual decline into old age and temporary problems. The decline for older adults in their ceiling capacity of sensory input, especially vision and hearing, can effect learning. Much can be corrected by glasses, better illumination, hearing aids and sound amplification.

8. **Pacing:**

Adults typically learn most effectively when they set their own pace, when they take a break periodically, and when the distribution of learning episodes is fitted to the content. Adults vary greatly in the speed at which they learn best. Older learners tend to reduce the speed of learning and to give greater attention to accuracy.

9. **Complexity:**

An adult typically learns best when the learning task is complex enough not to be boring, but not so complex that it is overwhelming.

10. **Content:**

The process of effective learning by adults varies with the content or nature of the learning task.

11. **Feedback:**

Adults learn more effectively when they receive feedback regarding how well they are progressing. This applies to learners of any age. Immediate feedback, recognition and reward helps to shape and reinforce new learning.

12. **Adjustment:**

Adults typically learn less when they experience substantial social or personal maladjustment. When adults believe they can cope with a situation, it may represent a challenge; when they do not, it may be perceived as a threat.

Teaching Methods and Adults

The effectiveness of any course for adults depends on synergistically adapting the teaching methods used to the specific characteristics of adult students. Adults learn by relating information to their like experience and their perception of reality. Students must therefore be involved in the learning process. Muchielli (1972) stated that we retain 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear at the same time, 80% of what we say, and 90% of what we say while doing something related to what we are thinking about and involved in. This active approach to learning favours the development of the individual's ability to understand, interpret, and analyze as opposed to simple memorization and storage of data.

The first characteristic of this approach is personal involvement. The learner must be not only intellectually interested, but feel personally concerned and implicated. The need for a conscious decision about getting involved or not participating is the reason why it is important to make the learner aware of the content of the course, its objectives and the effort it will require.

The instructor's role is functional, it may change in nature and form. Interactive communication is based on the feedback principle that enables the instructor to determine whether or not the content has been properly conveyed and understood. This feedback determines what kind of adjustments may be needed as the course proceeds. Feedback may be obtained in various ways -- questions or comments, group evaluation, non-verbal signs such as movement and expression that indicate

restlessness, loss of attention, and other student behaviours.

Association with, and participation in, the group is also heightened. Participation can also be useful when integrating students who are experiencing learning problems. Rather than drawing attention to the students who are having difficulty, they are encouraged to take part in discussion or work groups. Work groups, should always have clearly defined assignments, are limited to two or four people, so that the number of interactions between members does not prevent the groups from functioning.

Adults should be able to perceive the relevance of their courses and the progress they are making. They must, therefore, have input into how their courses unfold developing new attitudes towards problems rather than randomly memorizing data which remains unconnected to their daily experience. Adults do not respond well to strictly compartimentalized information, because they have enough experience to perceive reality as something complex and "transdisciplinary".

Adults should also be able to evaluate the progress they have made, since adults, like all students, learn better when they feel they are actually getting somewhere. This evaluation is achieved through practical sessions in which the knowledge gained can be applied and evaluated by the students themselves.

The aforementioned active approach, which may use a variety of techniques, is well suited for all learners. It is not confined to any culture. This active approach is a method allowing cross-cultural

communication, because it is learner-centered -- not teacher-centered.

Related Research on Formative Evaluation

Scriven (1967) writes that the role of formative evaluation is "to discover the difficiencies and successes in the intermediate versions of a new curriculum" (p. 51). The emphasis of formative evaluation is on the collection of data in order to revise the instructional materials. The role of summative evaluation is to determine the effectiveness of a finished product when modifications are no longer possible (Dick and Carey, 1978).

Most instructional design models strongly recommend the use of formative evaluation in order to revise materials before final production and distribution. The different formative evaluation approaches all have a common goal, that is, to increase the efficiency and effectiveness of the instructional material. However, no single method of gathering feedback is found to be invariably superior. After extensive research into the area of formative evaluation approaches, Weston (1986) presents a summary of the range of recommendations for the type of learner, roles of the learner and the developer, and the kinds of data to collect when trying out instructional materials with learners (Table 3).

Table 3

Range of Recommendations for Obtaining Student Feedback

Type of Learner	Role of Learner	Role of Developer	Data Collection
-Representative	Passive	Administrator	Written or audio
	-works through	-administers	records of:
	materials	session	-learner
-Enthusiastic,	-takes test		questions
verbal		Passive	comments
	Semi-passive	-observer	suggestions
-Not timid	-responds to	-recorder	
	tester's		-developer
-High, medium	-asks questions	Active intervener	explanations
and low	when necessary	-responds to	suggested
aptitude	-comments	verbal and non-	revisions
	occasionally	verbal cues	teaching
		-probes for	required
	Active	difficulty	
	-questions	-suggests	Pretest
	-comments	revisions	
	-explains		Posttest
	problem	Tutor	
		-revises	Attitude Survey
	Critic	-remediates	
	-suggests	-teaches	Debriefing
	revisions		
	-makes notes and		
	revisions on		
	materials		

Note: reprinted from "Formative evaluation of instructional materials: an overview of approaches" by C.B. Weston, 1986, Canadian Journal of Educational Communication, 15,(1) p. 12.

The literature reveals that a combination of formative evaluation strategies will improve the effectiveness of the instructional materials. The use of student feedback, although highly recommended, is not the only source of attaining information. Dick and Carey (1978) suggest the use of content experts as an alternative source in providing feedback. Montague, Ellis and Wulpeck (1983) find that the use of editing guidelines produce significant results in material revision.

The most appropriate approach selected is usually based on practical constraints like time, personnel, facilities and, of course, money. In the case of the present study, geographical constraints were of primary concern. The decision as to which type of approach chosen was restricted by the fact that the target population lives in Northern Quebec -- above the 55th parallel. In addition, the population is dispersed among 14 communities.

The language constraint was the final deciding factor in developing a model for the formative evaluation process. Kativik School Board employees in Dorval were asked to review the units as they were being developed. This constituted Phase One of the formative evaluation process. The one-to-one phase was not retained because of the novelty of using a written form of the Inuttitut language. The KSB was looking for consensus of terms and concepts.

After consultation with the committee and the Director of Adult Education, the small group evaluation was reported to be the most feasible formative evaluation approach -- in terms of efficiency and

economy -- for this particular study. The small group evaluation constituted Phase Two of the formative evaluation process. A field test as well as summative evaluation were recommended as future phases in the evaluation process.

The following evaluation model was therefore suggested:
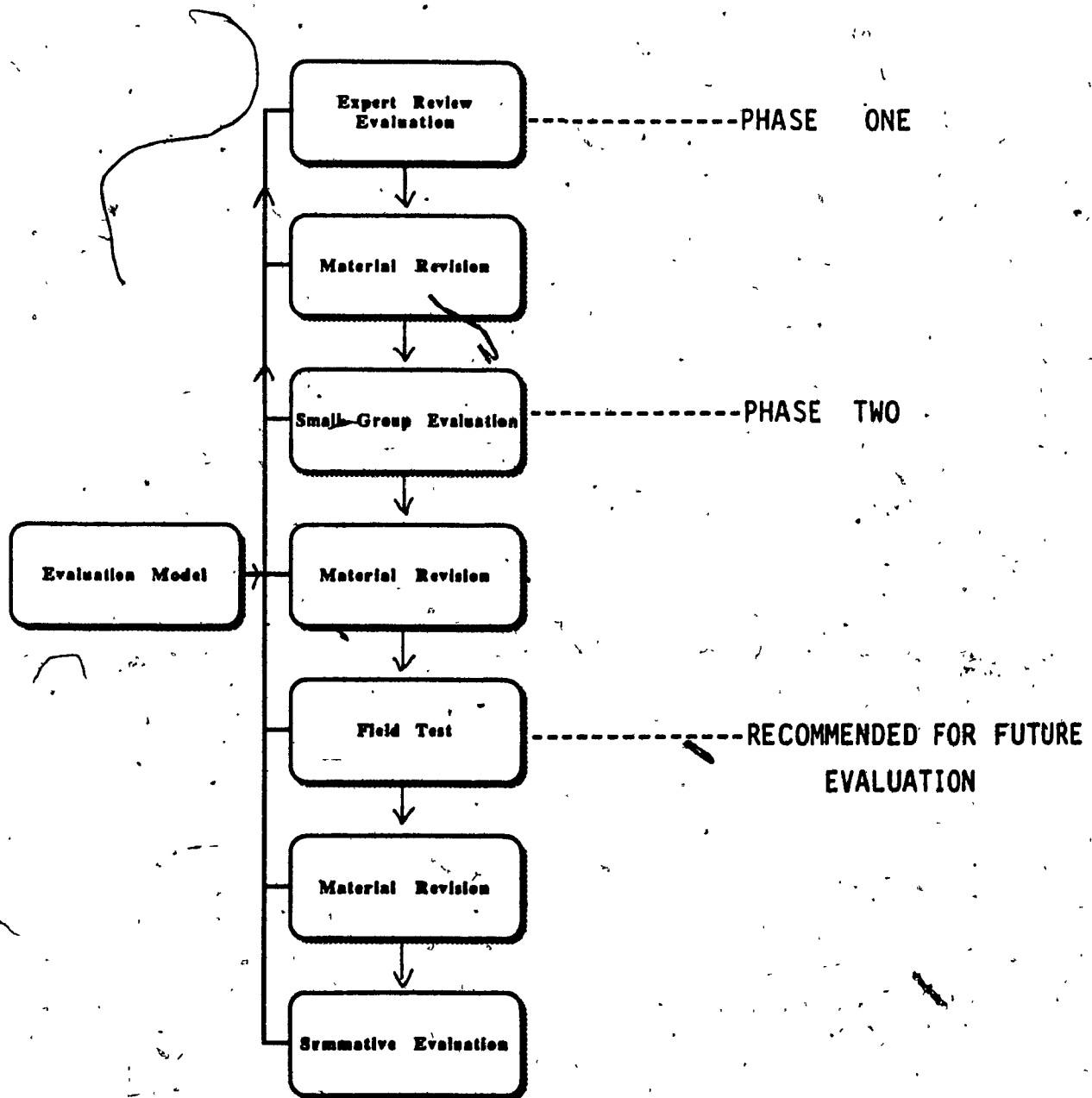
Figure 7. The evaluation model.

CHAPTER 3

The Instructional Design

The components found within the instructional design model were extrapolated from many sources. Their scope is broad enough to include multi-faceted criteria which, when integrated, provides a virtually ideal framework for presenting the material to its intended audience. The instructional design of the learning package was based on the model developed by Dick and Carey (1978). The characteristics of adult learners as identified by Knox (1977) and the uniqueness of the learning environment of Northern Quebec was incorporated into the instructional design of the learning package. KSB administrators set out the following specific requirements for the learning package:

1. Inuttitut was to be the language of instruction used in the text.

2. The delivery medium was to be print.

3. The materials were to be self-instructional; to be completed on an individual basis or in voluntarily created groups of learners.

4. The testing was to be a combination of self-evaluation and formal evaluation.

5. The learning package would be introduced by a non-specialist tutor.

6. The learning package had to follow MEQ guidelines in order to be accredited by the Ministère de l'Education de Québec.

Educational Objectives

The content of the learning package was developed from the terminal objectives from the following two courses within the MEQ Administration Program:

1. Business English -- Letters (CEC 254)

2. Business English -- Reports (CEC 255)

Since this was the first time a course in Adult Education was being developed in Inuttitut, the co-ordinator of the Administration dossier at la Direction Générale de l'Éducation des Adults gave the KSB permission to adapt the existing courses to suit the specific needs of our clientele. After examining the objectives from the above two courses, we retained the following terminal objectives:

Unit 1: Introduction to Letters

The learners will:

1. include the six main parts of a business letter in their letter.

2. use standard formats to prepare effective business letters.

3. use punctuation correctly in their letters.

Unit 2: Characteristics of Effective Written Communication

The learners will:

4. revise their own writing so that it demonstrates the five characteristics of effective communication.

Unit 3:   Strategies for Writing Business Letters

   The learners will:

   5.   write the following kinds of business letters:

         -   letters requesting information

         -   letters giving information

Unit 4:   The Envelope

   The learners will:

   6.   prepare an envelope with the necessary information.

Unit 5:   Letters for Employment

   The learners will:

   7.   write the following types of communication forms and letters

         -   application forms

         -   resumés

         -   covering letters

Unit 6:   The Memorandum

   The learners will:

   8.   write effective memoranda

Unit 7:   The Business Meeting

   The learners will:

   9.   write a notice of a meeting incorporating an appropriate agenda

   10.   write the minutes of a meeting

The instructional materials evaluated in this study constituted the

first three units within the course structure.

Instructional Analysis

The instructional goal for the first three units of <u>Business</u> <u>Communication</u> was identified as:

> The learner will be able to write effective business letters in Inuttitut using standard formats and correct punctuation.

An instructional analysis was then developed to further identify prerequisite subskills for each terminal objective required for the learner to master the instructional goal. The result was a combination of a procedural and heirarchical analysis (See Figure 8). The subskills were then translated into the intermediate objectives.

The final project (the posttest) was developed to incorporate the knowledge and skills the learner has acquired in the first three units. The grading criteria was designed according to MEQ guidelines set out in the Administration Certification Test for both programs. It was constructed to evaluate mastery of the terminal objectives.

The MEQ grading criteria was based on a pass/fail strategy. We decided to keep the same strategy in order to emphasize the importance of professionalism in business correspondence. There is a difference between school and the world of work: school is more forgiving. An instructor may pass a letter that is good except for a sloppy format. In business, the letter may be considered totally unsatisfactory, consequently, not achieve the writer's goal.
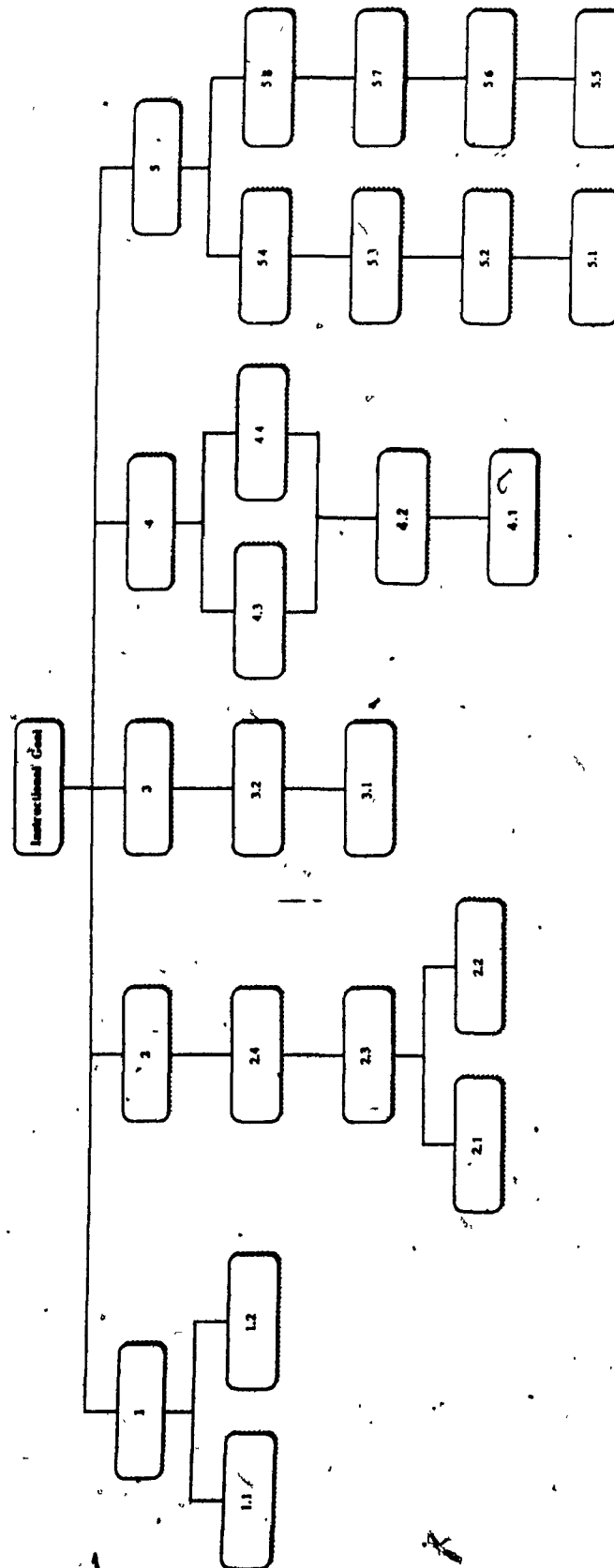
Figure 8. Instructional analysis for the first three units of Business Communication. Refer to Appendix A for a list of corresponding terminal and intermediate objectives.

Target Audience

The learning package was designed for the Inuit in Northern Quebec who are participants of the Management Training Program (MTP). The MTP's potential clients have managerial responsibilities which can include clerical responsibilities. Inuttitut is the first language for the majority of them. They hold demanding jobs and have equallly demanding lifestyles. Their educational backgrounds are diverse.

The participants involved in the MTP had requested a course on Business Communication in a first needs analysis researched by Kouri (1984). They recognized the importance of effective written communication skills in their job. Kouri included a course on Business Letter Writing as part of the Core Subjects within the first MTP training plan.

Rationale for Media Selection

The findings of the feasibility study on distance education revealed that print shows the highest cost benefit ratio while audio-visual media are very expensive to produce in terms of both time and money (KSB, 1986c). When considered within the context of distance education, written material is the primary medium of delivery in most institutions -- even those which are heavily electronic media-oriented such as Télé-Université. The reason is simple -- printed material is both easy and cheap to produce and reproduce.

Schumacher (1970) coined the term "intermediate technology" in

relation to the introduction of technology into developing countries. He stated that the exportation of sophisticated technology from developed countries to the developing countries tends to create cultural conflicts. "Intermediate Technology" aims at mobilizing local resources and encouraging the people to discover the implements of their own development. In practice, this means that efforts are made to give priority to using locally available raw materials as well as human resources. True development, Schumacher continues, must be based primarily on the satisfaction of the needs of the people it is to serve:

"to make men self-reliant and independent by the generous supply of the appropriate intellectual gifts, gifts of relevant knowledge on the methods of self-help" (p.197).

These principles are particularly relevant within the context of Northern Quebec. The "wildcat" introduction of varying technologies (from radio to satellite disks) has had detrimental effects (Coldevin and Wilson, 1983). The equipment is satisfactory but human resources using the sophisticated technology is lacking. The presence of "Southern Programming" in a culturally different setting such as Northern Quebec introduces an interaction system involving alternative sets of values, customs, benefits, behaviour patterns and conceptual orientations. A report by UNESCO (1975) on education in rural development stated that unfamiliarity with the message's codes of reference may lead to 'mental pollution and alienation' if the individual has not been trained to interpret them properly. Insufficient foresight in introducing the technology is usually the source of the problem, rather than the technology itself.

Unfortunately, research in the developed world is generally directed towards the most complicated techniques available and is, therefore, ill equipped for reorienting itself toward low-cost or stripped-down techniques (Dieuzeide, 1974). Beyond any doubt, students can and do learn from print. Print has been and will remain the primary medium of delivery for instructional materials. Carroll (1974) states that facts and information that have already been amassed and, perhaps, well-analyzed by others are most efficiently learned from print. Anderson (1976) gives the following advantages of print-based material: (a) Print in its many forms can be sent to remote locations and can be used by individuals on a self-instructional basis; and (b) print-based materials can be easily retained and resequenced.

At this point in time, print is the medium of choice for the Management Training Program. Integration of audio-visual technologies into the teaching environment has been inhibited for the following reasons: teachers are not always trained on how to use the equipment, nor is the software readily adaptable to client needs. The existing situation would tend to limit the use of audio-visual materials within the MTP. But this is not to suggest that the situation will remain stagnant. It is hoped that within the not too distant future, audio-visual materials will have an important role to play in maximizing students' opportunities for learning.

Inuttitut...Language of Instruction

Early in the design of the learning package, the fundamental issue of language was raised. A decision was taken by the Kativik School

Board Adult Education Services along with representatives of the regional organizations. Inuttitut was chosen as the language of instruction for the learning package on Business Communications. The aim was twofold: to promote the use of the written language in an east-west communication network; and to make the learning package available to a wider audience.

English would have obviously been the most economical choice given the practically unlimited materials that are available in that language, including human resources -- potential tutors. However, English has the serious disadvantage of restricting the potential clientele for the course. The use of Inuttitut would, at least, potentially make it possible to reach a much wider group of adults and at the same time enrich the language itself by extending it to encompass a broader universe of ideas and concepts. The design of the course and the material upon which it is based was undertaken by a translator and the author. Careful consideration was given to the Inuttitut language used in the instructional material.

Although some attempts have been made to initiate a national Inuttitut dialect, the idea as yet has not been realized. Many Inuit believe that choosing a standard dialect would eventually result in the extinction of their regional dialect (Harper, 1983).

The Inuit have used a writing system for over 100 years, but it is not until recently that material has been written in Inuttitut. There is, however, no standard Inuttitut dialect to use for official purposes, for publication or for broadcasting in Canada. Northern

Quebec alone has two distinct dialects: Ungava Coast dialect and Hudson Coast dialect. There are slight variations even in the dialects of neighbouring communities.

The translator of the project is a native of Salluit and has a good background in the two major dialects. Our aim was to make the learning package as accessible as possible to both coasts. The text was written mainly in Ungava Coast dialect. The differences, however, were not seen by the language expert as major barriers to understanding.

A typist was hired and trained to use MacWrite software with the Apple Mackintosh Plus. Makivik had just recently developed an Operating System which included syllabic fonts. Therefore, she was able to use the word processing program to enter the text in syllabics. A laser printer was used to output the text.

Nonetheless, a question remained when considering the issue of language -- Can the Inuttitut language accommodate concepts like "business" or is it likely to become distorted when the writer attempts to transmit information about such concepts? The evaluation model, as a result, focused on the quality of the language used in the instructional materials, consequently, the evaluation questionnaire included a section on language.

Content Outline

Unit 1 discusses the importance of the appearance of a letter.

While the content of a message is certainly more important than its appearance, an appropriate appearance increases the likelihood of its being read. A written message must meet certain expectations if it is to be read and seriously considered. Unit 1 focuses on those expectations and what the learner should do to meet them. The main objective of this unit is to present information on the overall appearance of a letter. The unit explains that since the message content is of primary importance, the appearance of the letter should not call attention to itself. Instead, by meeting the reader's expectations, the appearance of a message should subtly aid communication.

Unit 2 discusses the five characteristics of effective written communication suggested by Huseman, Stockmayer, Lahiff and Hatfield (1984). A written message should be clear, concise, correct, courteous and complete. The main objective of this unit is to help the reader learn to analyze the communication of others and, in doing so, become a better communicator. The message in this unit is that readable material is understandable because of its clear style of writing.

Unit 3 introduces the learner to two kinds of letters: letters requesting information and letters giving information. Writing letters is not an easy task, but it can be simplified through a systematic approach. The primary purpose of this unit is to provide such a systematic approach to simplify and clarify the task of the writer. The approach for each type of letter is described in terms of the strategy upon which each is based.

Instructional Strategy

It has often been the mistake of educators to treat adult instruction the same way instruction for children is presented (Bonner, 1982). In designing the instructional events, careful attention was given to integrate the characteristics of adult learners.

Course Structure

Business Communication is a modular, self-paced learning package. It is designed for individual learning with limited tutor involvement. As Dickinson (1987) suggests: "The label 'self-instruction' is used to refer to situations in which a learner, with others, or alone, is working without the direct control of a teacher" (p. 5). The learner is encouraged to work in small groups. This provides peer commitment to learn and to progress within the course timetable. The tutor plays a key role in introducing the course, monitoring the learning events and most importantly, motivating the learners.

The learning package consists of:

1. student text/workbook (content and exercises)
2. tutor's guide
3. evaluation kits

The tutor provides the learners with a unit test when the learner is prepared to be tested.

Student Text/Workbook

All units have the same design. This design ensures that the learner is able to recognize the learning objectives specified for each unit. Each unit is designed as follows:

- . learning objectives specified at the beginning of each unit.

- review of previous unit with emphasis on key concepts learned.

- conversational tone of language, which makes the learning package "user-friendly" and promotes interaction..

- content is presented in small sequential steps that logically build upon themselves to realize the concepts and ultimately the unit's learning objectives.

- review questions and check points are included to ensure the orderly progression of each step mastered or understood. They provide learner self-evaluation of unit content.

- exercises parallel the sequential development of the unit concept: short answer exercise material for low level cognitive material, and case study exercise for higher level cognitive material.

- letter writing concepts and practices are presented within a Northern context. Accordingly, all case studies and exercises involve Northern situations.

- layout conforms to research findings (Lauback and Koschnick, 1977) on the readability of instructional material for adult learners.

  - ample white space
  - type size
  - leading
  - width of margins

- additional activities were included to reach the interest of learners of all ability levels. They can be used as either remedial or enrichment activities. Local organizations have been identified, where possible, as potential resource centres.

The uniqueness of the Northern environment has been considered in the overall design of the learning package. Accordingly, the learner's commitment to completing the course was addressed. Given that this course is self-paced and designed as individual learning, it is important that the tutor establish in the learner a contractual sense of time commitment to the course. A suggested course schedule appears at the beginning of the learning package. The learner is encouraged to use the schedule to organize and plan a personal weekly study schedule. In making up the schedule, the learner is asked to consider other commitments such as family, work, leisure, hunting and fishing, etc.

The tutor and the learner regularly review how well the completion dates are being met. This monitoring of the study schedule encourages continuation and recognizes the reality of changing commitments on the part of the learner. Ongoing changes to the study schedule will eliminate the learner's sense of slipping irrevocably behind a rigid schedule to the point where dropping out is seriously considered.

Tutor's Guide

The guide was designed to help the tutor administer the course. It describes the course structure and provides a number of suggestions in presenting and monitoring the course, and in motivating the learners. Score sheets and correction keys for each unit test have been included in the tutor's guide in order to facilitate record keeping of student marks.

Evaluation Kits

The tutor presents the learner with a unit test at key junctures in the learning package. Each unit test allows the learner to be evaluated as to how well terminal objectives have been realized. The evaluation kits include two case studies as well as the requirements for successful completion of the unit test.

CHAPTER 4

Method

The purpose of the formative evaluation was to collect data in order to increase the efficiency and effectiveness of the instructional materials. Feedback was obtained from an official translator, an executive secretary, a pedagogical counsellor as well as potential users of the learning package.

The formative evaluation was conducted in two successive phases: Phase One was an expert review evaluation and Phase Two was a small group evaluation. The formative evaluation process is presented in Figure 9.

Phase One: Expert Review Evaluation

The expert review evaluation phase involved three Inuit employees at KSB - a pedagogical counsellor, an executive secretary and an official translator. They were asked to review the instructional material while still in draft form and judge those factors which fell within their area of expertise. These factors included instructional design, content and language. Editing guidelines suggested by Laubach and Koschnick (1977) were used to help the evaluators with the review. An example checklist can be found in Appendix B.

The instructional materials were revised based on feedback gathered during the expert review evaluation phase. The revisions made to the original material are presented in the following chapter.
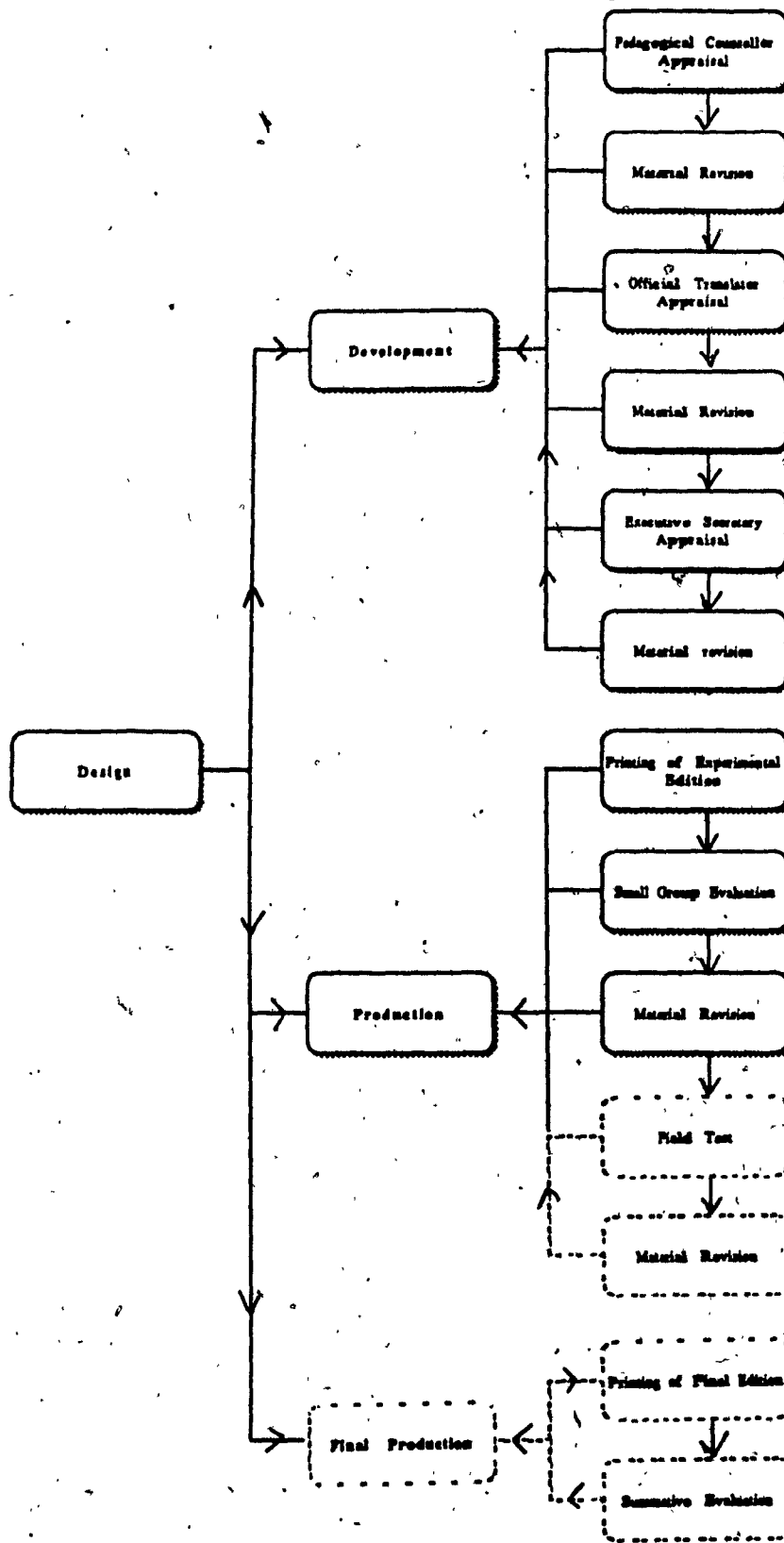
Figure 9. The formative evaluation process

Phase Two: Small Group Evaluation

The revised learning package was then tested with the Centre Directors of Kativik School Board during a workshop on Written Communications held in April, 1987.

The objectives of the small group evaluation were:

1. to determine whether mastery learning was attained for each of the terminal objectives for Units 1, 2 and 3

2. to evaluate the instructional design of Units 1, 2 and 3

3. to evaluate the quality of the language

4. to determine the feasibility of future development of instructional packages in Inuttitut at the KSB Adult Education Department.

Sample and Sampling Procedure

The geographical distance between the target population and the centre of program development limited the author in selecting the subjects for the small group evaluation. A workshop on the topic of Written Communications was being organized for the Centre Directors of the Kativik School Board by the author of this study; at the same time as the learning package was ready for Phase Two of the formative evaluation. The timing and situation seemed appropriate for the small

group evaluation of the instructional materials. With the cooperation of the Staff Training Committee at KSB, the author was able to organize the workshop to include the evaluation of the learning package. The workshop was to be given over a period of seven days -- 45 hours. This schedule did pose a problem in that there would not be enough time for the learner to truly reach mastery learning. They would not have the opportunity to take the test over in order to attain mastery.

The participants in this study were 10 (out of 14) Centre Directors of Kativik School Board. The Centre Directors represent a specific group within the Management Training Program clientele. The position of Centre Director is unique within Northern Quebec. It was created to ensure adequate participation by the Inuit in all aspects of education in the community. The Centre Directors provide the day-to-day administration link between the community and the head office. They help to put the Education Committee decisions into effect; while ensuring that Board policies are met. Periodic training sessions are held in order to perfect the Centre Directors' administrative skills. (Kativik School Board Report, 1985a).

The demographic data collected in the evaluation questionnaires helped to further identify the subject's background and present status. The Centre Directors who participated in this study represented the spectrum of possible learners expected in the target population. They ranged in age from 25 to 44 years old. Table 4 summarizes the group's language profile.

Table 4

Profile of Learners' Competencies in Different Languages and Inuttitut

Dialects

Languages	Spoken		Written	
	some	fluent	some	fluent
Inuttitut		10		10
- Hudson Coast dialect		5		5
- Ungava Coast dialect	3	6	3	5
English	3	7	2	8
French	3		1	

N = 10

The varying levels of education achieved by the participants is shown in Table 5. Eight of the subjects had participated in previous training programs. The types of courses they had pursued ranged from Adult Education upgrading (for example, Mathematics and English) to job-related training sessions (for example, Personnel Management). Eight of the participants followed the training session because it was seen as part of their job. One learner saw the course as a means of attaining a better position; another saw the course as a means to gain more knowledge. Participants' length of job experience ranged from one week to seven years.

Table 5.

Levels of Education Achieved by Learners

Education Level		Number of Learners
	self taught	1
Secondary:	one	1
	two	3
	three	2
	four	1
	five	1
College:	one	-
	two	1
	three	-
	TOTAL:	10

Tutor Background

In order to economize time and money, the KSB Staff Training Committee suggested that the translator of the project take on the role of tutor for the learning package during the training session for the Centre Directors. The experience she gained working on the project was valuable and would save time training someone else as tutor. Her background experience readily lent iself to the role of tutor. She was fluent in both dialects. She had gone to a secretarial college in Quebec City. She also had three years of Northern teaching experience.

The author coached her in a tutorial role prior to the training session.

Instrumentation

The instruments used to collect the data were (a) a pretest, (b) a posttest, (c) a learner evaluation questionnaire and (d) a tutor evaluation questionnaire. The purpose of the pretest was to provide baseline data and to determine whether the subjects were suitable candidates for the evaluation. The purpose of the posttest was to find if the subjects achieved mastery learning. The evaluation questionnaires were designed to provide demographic information as well as feedback on the instructional design, language and feasibility of program development in Inuttitut for KSB Adult Education.

Pretest and posttest. A pretest and posttest were developed according to the terminal objectives set out in the M.E.Q. Administration Program. In the pretest, the learners were asked to write either a letter requesting information or a letter giving information. The learners, in the posttest, were asked to write the same kind of letter as they had written in the pretest. The topics for the kind of letters were similar but not identical in order to avoid the problem of testing effect. A copy of the pretest can be found in Appendix C; a copy of the posttest can be found in Appendix D.

The criterion for mastery learning was set at 60% in the M.E.Q. Administration Certification Test (1984). Since the course will eventually be recognized by the Ministry, the same criterion for mastery

was used by the author. For the purpose of this study, the percentage of learners to acquire mastery was set at 80% (Briggs and Wager, 1981). Therefore, in order for the learning package to be considered effective, 80% of the learners had to obtain a score of 60% or more in the posttest.

Table 6 presents the mastery criterion score for each terminal objective. The pass/fail strategy was adopted from M.E.Q. guidelines. The weighting system reflects the importance of mastering the corresponding terminal objective. The correction keys for the tests can be located in Appendix E.

In order to attain mastery for the particular objective, the learner had to include the specific points listed under each test item. The learner should have included all five parts of a business letter in order to score mastery for "Presentation" (terminal objective one). The "Format" (terminal objective two) should have been adhered to throughout the letter. No more than two mistakes were allowed for "Punctuation" (terminal objective three). The learner received the ten points for "Style" (terminal objective four) if the letter was clear, concise, correct, complete and courteous. Mastery for "Content" (terminal objective five) was based on the organization of the letter into an opening paragraph, a body and a closing paragraph. The letter had to include pertinent information regarding the request or the answer.

Table 6

Test Item and Mastery Criterion for Each Terminal Objective

Terminal Objective	Test Item	Mastery Score on Pre and Posttest
Unit 1		
1	Presentation	5/5
2	Format	8/8
3	Punctuation	5/5
Unit 2		
4	Style	10/10
Unit 3		
5	Content	12/12
	TOTAL:	40 points

Note:

Pass: 24/40 or higher

Fail: 23/40 or lower

Evaluation Questionnaire. An evaluation questionnaire was developed for the learner as well as the tutor. The questionnaires included the following components:

1. demographic data
2. instructional design
   - information presentation
   - student participation
3. language
4. general comments

Refer to Appendix F for a sample copy of the Learner Evaluation Questionnaire and Appendix G for the Tutor Evaluation Questionnaire.

Evaluation Procedure

Weston (1986) states that the role of the learner in a formative evaluation process can range from passive to very active. She describes potential learner roles as:

A passive learner would be asked simply to work through the materials and take tests .... the student is passive in regards to giving intentional feedback. At the other end of the continuum a student in the critic's role would ask questions actively, make comments and suggest or actually make revisions on the materials. (p.10)

During the small group evaluation, the author encouraged the

participants to take on active learner roles because of the novelty of the text being written in Inuttitut. The author explained that the instructional materials were in the formative stage of development and that it was necessary to obtain feedback on how they may be improved for future use. The tutor then took over the sessions. She administered the pretest to the group. The learners were asked to circle any vocabulary which was unclear to them and to place a check mark next to directions or questions that were unclear. The learners were also asked to include personal comments pertinent to the material. During the test, the learners were not interrupted.

Upon completion, the tutor passed out the instructional materials. The learners went through the instructional materials in two small groups. The tutor went from one group to the other providing assistance as necessary. The learning package was designed to be used in a similar setting. As previously mentioned, past experience has shown that the use of textual materials alone cannot take the place of conventional human-assisted instruction, whether it is provided by a tutor or by another learner. Because of the novelty of using Inuttitut as the language of instruction, the two groups were brought together after each unit for two reasons: First, in order to arrive at a common consensus of terms; Second, in order to complete the evaluation questionnaire. During the debriefing session, all modifications agreed upon by the group were recorded on the tutor's copy.

The posttest was administered at the end of the three units. Again, the learners were instructed to circle unclear vocabulary, and place a check mark next to unclear directions, questions or

information. The time to complete the pretest and the posttest was
recorded.

During the workshop, the author observed the process. Notes were
taken about the difficulties encountered and the number of
interventions made by the tutor. A discussion period was organized at
the end of the session in order to allow the participants, the tutor
and the author to voice their opinions. All comments and questions
were recorded. The discussion mainly focused around the language
issue. Their comments have been included in the results section of
this study.

Data Analysis

Performance evaluation was based on the pretest and the posttest.
Scores on the pretest provided baseline data. Scores on the posttest
helped to determine whether mastery learning was achieved. Descriptive
statistics were calculated to obtain an overall view of the gains.
Because the purpose of the formative evaluation was to identify
instructional problems, an objective by objective analysis was also
performed. The 30%/80% convention described by Briggs and Wager (1981)
was used to evaluate the performance on the overall pretest and
posttest scores as well as each terminal objective.

The Learner's Evaluation Questionnaire and the Tutor's Evaluation
Questionnaire helped to identify the strengths and weaknesses of the
instructional materials. A five-point Likert scale was used to collect

the data. The descriptors were:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

Responses of 4 and 5 were combined and they were considered positive findings. Responses of 2 and 1 were combined and they were considered negative findings. Responses of 3 were considered neutral findings. Decisions for modification were based on a majority (50% or more) of responses that indicated revision to be necessary. If for any one of the items, the majority of responses was "neutral", then that particular aspect of the instructional material was further analysed by the author and the translator, and a decision was made whether or not to modify the corresponding instruction. The same procedure was taken if there was no majority.

CHAPTER 5

Results and Discussion

The study describes the production and formative evaluation of a learning package on Business Communication, the text of which was written in Inuttitut. Such a project was the first undertaken by the KSB's Adult Education Services. The novelty of using Inuttitut as the language of instruction reinforced the necessity of evaluating the learning package.

Phase One: Expert Review Evaluation

The initial phase of formative evaluation focused on the language, the content and the instructional design of the learning package. A pedagogical counsellor, an executive secretary and an official translator reviewed the instructional material. These three KSB employees along with the translator of the project, the typist and the author constituted the evaluation committee.

When discussing the translation, the issue of dialect was brought up. The committee insisted that unless a standard writing system is accepted by all Inuit, a form of linguistic colonialism will develop. But, as with any language change or development, everyone has different opinions. These subjective views are usually based on emotions (as can be seen in the results of the evaluation questionnaire).

Revisions from Phase One

All members of the committee felt that the information presented in Units 1, 2 and 3 was interesting and challenging. One member recommended that the section on punctuation be emphasized. It was the first time she had read about punctuation usage in Inuttitut.

The subsequent revisions made to Phase I were:

1. Typographical errors were corrected.

2. Omission of content was rectified.

3. Missing pages were located.

4. Unclear vocabulary was rectified. . .

    It was decided to use the English terms for the different styles of format and punctuation.

5. Unclear passages were rewritten.

6. Sections were dropped:

    - Letters requesting credit

    - Collection letters

    - Claim letters

    - Adjustment letters

    The committee concluded that the learning package as a 45 hour course covered too many different kinds of letters. They chose to retain the following:

    - letters requesting information

    - letters giving information

7. The instructional material was reorganized.

    There were originally 5 units. After the initial evaluation, it was recommended that the instructional units be shortened.

We, therefore, reorganized the material into 7 units.

8. The Inuttitut was checked for consistency.

9. Bolding and different size syllabic fonts were used to distinguish headings from subheadings.

10. Key words and concepts were highlighted in example letters using a screen.

The instructional materials were consequently revised and final corrections were made in the North in January, 1987 (the typist had to return to her community). Evaluation objectives and instruments for collecting data were developed. The revised learning package was then tested by the Centre Directors during a workshop on Written Communications in April, 1987.

Phase Two: Small Group Evaluation

The purpose of the small group evaluation was to identify instructional problems in the learning package for revision purposes. The author will present the results and discussion for each evaluation objective in this chapter.

Evaluation Objective 1: to determine whether mastery learning was attained for each of the terminal objectives for Units 1, 2 and 3

The results of the pretest and the posttest are presented in Table 7. The analysis showed an overall gain with regard to pretest versus posttest scores. The results on performance fell within the 30%/80% convention; that is less than 30% of the participants passed the

pretest while 80% of the participants passed the posttest. As predicted, the criterion for mastery was met by posttest scores -- 80% of the participants obtained a final score of 60% or more.

Table 7

Final Scores on Pre-and Posttest

Learners	Average Scores	
	Pretest	Posttest
1	5	32*
2	5	28*
3	0	40*
4	5	40*
5	0	28*
6	8	40*
7	17	35*
8	0	18
9	0	40*
10	0	18

Note: Maximum score = 40 on pre-and posttest.

*Mastery was achieved

Descriptive statistics were calculated to give an overall view of the gains realized by the participants (see Table 8). However, the purpose of the testing was instructional material evaluation not learner evaluation. Tuckman (1985) states that the proper unit of analysis for formative evaluation is the <u>objective.</u> Since the aim of this formative evaluation was the identification of specific areas in the instructional material where improvement was needed, an objective-by-objective analysis was performed. The results yielded more useful information than the overall pretest and posttest scores.

Table 8

<u>Descriptive Statistics on Pre-and Posttest Scores</u>

	Median	Mode
Pretest	2.5	0
Posttest	33.5	40

Table 9 displays the summary of pretest and posttest performance for the 10 participants on each of the terminal objectives.

Table 9

Pre-and Posttest Performance of Terminal Objectives Mastered by the Learners

Learners	Terminal Objectives									
	1		2		3		4		5	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	+	+		+				+		+
2	+	+		+		+		+		
3		+		+		+		+		+
4	+	+		+		+		+		+
5		+		+		+		+		
6		+		+	+	+		+		+
7	+	+		+		+			+	+
8		+				+		+		
9		+		+		+		+		+
10		+				+		+		

Note: (+) indicates mastery was achieved

The author had also expected the 30%/80% convention to apply to performance on individual objectives; that is, less than 30% of the learners to master each individual objective on the pretest and 80% or more to master the same objective on the posttest. As shown in Figure 10, objective number one and five did not meet these expectations.
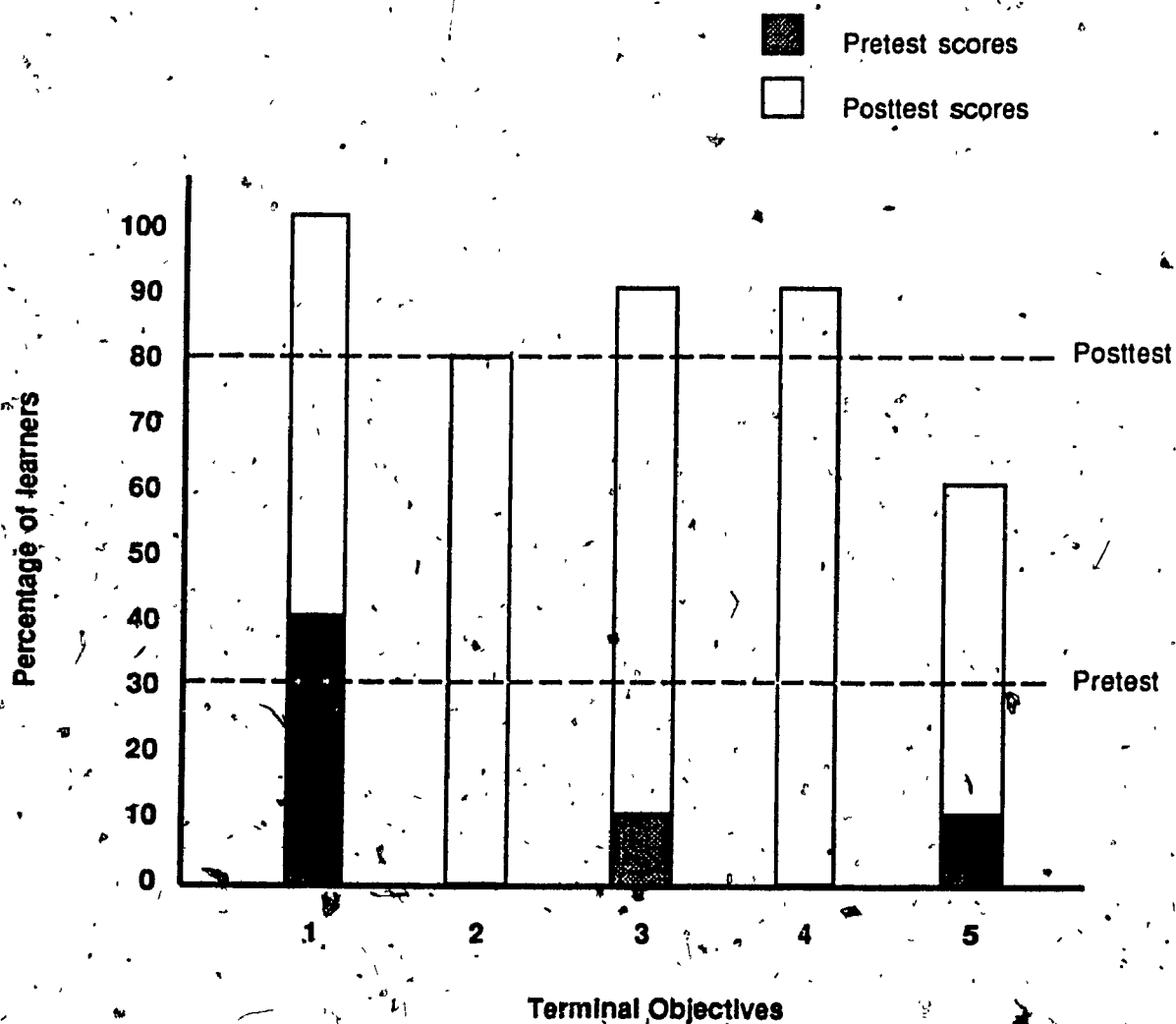
Figure 10 - Percentage of learners mastering terminal objectives on the pretest and posttest.

The previous findings indicate that learning took place as a result of instruction. The criterion for mastery learning (80% of the participants should receive 60% or more) was achieved when looking at final posttest scores. However, the author avoided putting too much importance on the overall posttest results because the purpose of this study was to identify instructional problems. Useful information emerged upon a detailed examination of individual objectives. The findings will be discussed in the following sections.

Unit 1: Introduction to Letters. All participants mastered objective one on the posttest. Four of the participants had also mastered it on the pretest. The learners were to include the six main parts of a business letter in their letter. Although writing a business letter in Inuttitut was a new experience for all of the participants; most of them had previously written English business letters.

Eight of the 10 participants mastered objective two on the posttest. They adhered to the format specifications. The format used more frequently by the learners were full block style and traditional style. The appearance of all the letters improved dramatically.

Nine of the participants mastered objective three on the posttest. Two of them had also mastered it on the pretest. Two of the letters written in the pretest had no punctuation whatsoever. It was noted by some of the learners that punctuation is usually not dealt with when studying Inuttitut in school. The learners were required to use the

punctuation style (open, closed or mixed) that accompanied the format style they had chosen.

Unit 2: Characteristics of Effective Written Communication. Nine of the participants mastered objective four on the posttest. They were required to demonstrate the five characteristics of effective written communication in their letters. The learners paid careful attention to the use of finals in the posttest. One participant who had not used finals at all in the pretest used them extensively in the posttest.

Unit 3: Strategies for Writing Business Letters. Six of the participants mastered objective five in the posttest. One participant had also passed this objective on the pretest. In all, four particpants failed the pretest and posttest for this objective (see Table 10).

The learners experienced difficulty in organizing their letters into an opening paragraph, a body and a closing paragraph. The four participants who failed this objective wrote their letter in one paragraph. They did not include an introduction, they went straight to either their request or the information the potential reader sought. Although the letters were understandable, the ideas were not well organized.

The results on student performance seem to suggest that:
1.   The concepts of presentation, format and punctuation which are dealt with in Unit 1 are easy to understand and to translate into Inuttitut.

2. The content of Unit 1 was already known to the learners in English and was therefore easier to internalize.

3. The learners began to experience language difficulty with Unit 2, which deals with the characteristics of effective written communication. The concepts dealt with are abstract and thus more difficult to translate into Inuttitut.

4. The information in Unit 3 proved to be the most difficult to internalize. It deals with writing strategies. Possible explanations are:

   a) There are a number of exercises in this Unit where the learner is asked to write different types of letters. However, because of the time constraint, the participants did not do the practice exercises. Perhaps the weakness in the content of their letters was simply due to lack of practice.

   b) Personal observation and learner feedback suggested that the content of the Unit may not be easily translated into Inuttitut. Further explanations are presented under Evaluation Objective 4: the feasibility of the development of instructional materials in Inuttitut.

   c) The grading criteria may have weak validity. According to the tutor's comments, the scoring for the first three terminal objectives was easy because either the learner

included the given points or not. Terminal objective four and five posed more of a problem in scoring reliability. Rater subjectivity might have influenced the scores. Due to the difficulty in obtaining rater reliability -- the tutor was the only person qualified and available to score the tests -- the questionableness of these scores remain. It must be pointed out, however, that in the case of terminal objective five the determination of pass/fail was based stringently on the organization of ideas and the inclusion of pertinent information. Many of the learners did not organize their letters into an opening paragraph, a body, and a closing paragraph. These learners therefore lost the marks.

Evaluation Objective 2: to evaluate the instructional design of Units 1, 2 and 3

The evaluation questionnaire was developed to collect data concerned with the instructional design regarding the following components:

a) Information Presentation

b) Student Participation

The response frequencies for Unit 1 questionnaire are given in Appendix H, Unit 2 in Appendix I and Unit 3 in Appendix J. The items marked by an asterix (*) identify those areas in the instructional materials that need improvement.

<u>Unit 1: Introduction to Letters</u>. Overall, the participants had a positive attitude towards Unit 1. They found the Unit informative and interesting. Most felt that the instruction component of the Unit was well organized and easy to understand. It was (correctly) noted that one of the examples was not placed next to the appropriate information section.

The majority of learners pointed out that there were not enough practice exercises and additional activities. They suggested that more exercises on punctuation, as well as recognition of different formats should be included. An activity called "Check Point" was included in Unit 1. Here, the participants answered questions on whether or not they understood the information presented in the Unit. A sample question is:

Do I know the parts of a business letter?   Yes   No

They enjoyed this activity very much and suggested that a Check Point be included after each unit.

The recommended revisions for Unit 1 are:

.1.   There will be additional practice exercises on punctuation.

.2.   Exercises on matching punctuation to corresponding format styles will be included.

3. / The learner will be asked to identify different formats.

4.   Careful attention will be paid to the layout of the text.

5.   An answer key will be developed for the learning package.

Unit 2: Characteristics of Effective Written Communication.

Overall, the learners had positive attitudes towards Unit 2. They found the Unit interesting. Several learners pointed out that more examples of effective writing should be included. Because this unit deals with language style, the participants had difficulty finding suitable terms acceptable to both coasts. The issue of language is further discussed under Evaluation Objective 3 of this study. Most of the learners encountered difficulty with exercise 2 where they were asked to rewrite statements that contained varying kinds of errors. The participants had a difficult time in identifying the errors especially those errors which dealt with grammar or spelling. They commented that the syllabic orthography cannot be manipulated the same way that the Roman orthography can. They argued that a word cannot be misspelled in syllabics.

The recommended revisions for Unit 2 are:

1. Examples of good writing as well as examples of poor writing for each of the five characteristics will be included.

2. The topic on "correctness" will include sections on the use of a) punctuation, b) paragraphs and c) syllabics and finals. Further consultation will be needed on the use of punctuation and paragraphs in Inuttitut.

3. Examples of writing will represent both sub-regional dialects.

4. Exercise 2 will be rewritten to conform to syllabic orthography.

Unit 3: Strategies for Writing Business Letters. On the whole, Unit 3 proved to be the most difficult unit. Feedback from the learners and in-depth discussions revealed that learners were experiencing problems with the instructional material in this unit. Although many positive comments were received about the instructional strategy, the high number of "undecided" responses are significant (see Appendix J). Possible explanations are:

1. The instruction may not have been adequate. Perhaps letters requesting information and letters giving information should be discussed in separate units.

2. Important ideas were not repeated often enough.

3. Because the participants were not used to writing business letters in Inuttiut, the Unit was seen by some as being culturally irrelevant.

The recommended revisions for Unit 3 are:

1. The Unit will be further analyzed for relevancy.

2. Letters requesting information and letters giving information will be reorganized into two sections.

3. Important ideas will be highlighted.

4.   Additional examples of letters will be included.

5.   Examples of writing will represent both coasts.

Evaluation Objective 3:   to evaluate the quality of the language

The evaluation questionnaire was developed to collect data pertaining to the quality of the language. The participants went through the instructional material in two groups coming together for discussion at the end of each unit. According to Weston (1986), their role in this aspect of the study would be that of critic. They proofread and edited the instructional material so that the language in the learning package would accomodate the dialects of both coasts. They suggested revisions concerning the language in general. All the suggested changes were recorded on the tutor's copy.

The response frequencies for Section C of Unit 1 are given in Appendix H, Unit 2 in Appendix I and Unit 3 in Appendix J. The items marked by an asterix (*) identify those areas in the language that need to be rewritten. Nine out of the 10 participants answered this section on language. One of the participants felt that her knowledge of the Inuttitut language was not strong enough to evaluate it.

The comments concerning the quality of language are similar for the three units. The majority of participants found the units well written in Inuttitut. They were able to understand the information. Three participants pointed out that the examples of effective business letters should represent Inuttitut dialects from both coasts.

The section on content in Unit 3 stressed a linear organization of ideas. During discussion, some of the participants pointed out that the Inuttitut language could not be manipulated in the same way as the English language. They stated that the Inuttitut language is not as precise as the English language. Terms that refer to an abstract concept are coined within a concrete use of images. For example, the word "secretary" is translated as "the person who writes with a machine" or "the person who sits at a desk".

The number of "undecided" responses in regard to the quality of language was high. The author presumes that the participants did not feel comfortable in the role of critics. They constantly referred to the differences in the Inuttitut dialects and consensus of terms was difficult to reach.

Evaluation Objective 4: to determine the feasibility of the development of instructional materials in Inuttitut

The evaluation questionnaire for Unit 3 included a section on General Comments. The participants were asked questions concerning the feasibility of the development of instructional materials in Inuttitut. The response frequencies for Section D are given in Appendix J.

There was no strong consensus among the participants whether learning packages should be written in Inuttitut. They found that reading in Inuttitut is a slow and long process. The reader must rely entirely on the context for the precise meaning of a word. Some found themselves translating the information back to English in order to

better understand the concepts. One participant suggested that future learning packages should be written in Inuttitut and English.

Another participant commented that unilingual adults may find the learning package difficult simply because they are not used to reading instructional material in Inuttitut. She stated that the learning package would be more beneficial for those people who had attended school and who knew how to manipulate a book.

There was also no consensus reached as to which Inuttitut dialect would be preferable as a standard system for instructional material. The participants were asked to choose between the two major dialects found in Northern Quebec -- Hudson Coast dialect and Ungava Coast dialect. The responses were split 3/3. Three other respondents added a third choice. They suggested that learning packages should be written in both dialects. One respondent added the Hudson Strait dialect as a fourth option.

While the majority enjoyed the first three units of the learning package; two particpants stated that they did not find that the information would be helpful to them in their jobs. They both added that they do not perform extensive letter writing.

Tutor's Evaluation Questionnaire

Feedback from the tutor about the instructional design of the learning package confirmed the comments made by the participants (see Appendix K). She felt that the learning package should be re-written

in order to incorporate the suggested changes. Recommendations made by the tutor are:

1. The instructional material should include:

    -   more illustrations to break up written text .
    -   a bilingual glossary of terms (Inuttitut-English)
    -   an answer key to reinforce the concept of self-study.

2. The tutor's guide should include:

    -   more suggestions on teaching activities.

3. Although she found the grading criteria clear and easy to follow, she found the pass/fail strategy too stringent. She suggested allowing partial marks.

4. The concepts of syllabic writing should be included under "Style"; for example, the use of finals in the written language.

5. The concepts of punctuation and paragraphs should also be included in the unit of "Style".

CHAPTER 6

Conclusion and Recommendations

Although the KSB has acquired a considerable amount of both experiences and data in the course of the formative evaluation phase, the learning process is not finished. Many efforts in the upcoming year will be devoted to revision and further evaluation. This chapter will highlight the experiences obtained thus far, suggest recommendations for the learning package and for future curriculum development in Inuttitut.

The results of the small group evaluation suggest that the instructional materials were effective. The criterion for mastery was met when considering the overall posttest scores. A detailed examination of individual objectives along with the evaluation questionnaires yielded more useful information which helped to identify specific areas for revision.

The majority of responses concerning information presentation, student participation and language were positive. Areas that were identified for possible revision have been listed in Chapter 5.

Recommendations for Learning Package

In light of the findings of this study, the following section contains some suggestions for action. First, it is recommended that revisions be made to the areas of weakness in the learning package as identified in Chapter 5. Unit 3 should be further analyzed to

determine if the information can be reworked to better suit the discourse system of the native language. After revision, the learning package should go through a field test and subsequent summative evaluation following Dick and Carey's three stage model (Figure 7). Second, a workshop for potential tutors should be organized on how to administer the learning package. Finally, the learning package should also be tried out with secondary students to determine whether the material may be applicable to a wider population.

Recommendations for Future Curriculum Development in Inuttitut

During informal discussions among the participants and the debriefing session at the end of the workshop, the comments concerning the issue of language led to emotional debates. Each participant would have preferred the instructional material to be written in their particular dialect. Our experience strongly reinforces research findings on Native language development (Indian and Inuit) in various parts of Canada. Certain issues, such as the need for standardization, the development of instructional materials, and the encouragement of Native language use in new functions are mentioned by Chambers, Mallon, Hess, Mailhot, Drapeau, Sawyer, and Clarke and MacKenzie (Burnaby, ed. 1985). They all suggest the establishment of orthographic conventions which would permit speakers to share materials across dialect boundaries.

On the other hand, Murdoch suggests that "Standardization beyond the need of Native consumption should not be viewed as necessary, proper or even good... (p. 131). Continued efforts by Euro-Canadians

to promote native cultural change premised on Euro-Canadian priorities or values of progress or improvement are more likely to undermine Native initiatives and participation in cultural changes critical to their socio-ecological adaptation" (p. 135).

A number of important lessons emerge from the aforementioned analysis which can be applied to other curriculum development projects in the Native language. First, further research is needed in Native language acquisition with adults; in this case, Inuttitut in Northern Quebec. Second, the question of linguistic variation among Inuit communities should be further researched. The findings could help establish a language policy and procedures in curriculum development in the Native language. Avataq, the cultural institute for Northern Quebec has endorsed the idea of a language commission that will look into the problem of language and the writing system (Mallon, 1985).

Third, the curriculum development team should consist of at least two writers (representing both coasts). Future curriculum development of Inuttitut programs at KSB Adult Education should be designed and produced in collaboration with KSB regular sector. They have developed an Inuit education system whereby "to train Inuit teachers in Inuktitut «they» also have to train Inuit instructors and this has helped «them» eliminate the danger of having meaningless course content and instructor styles that clash with the needs and learning styles of the students" (Padlayat and Winkler, 1986; p.128).

Finally, the development team should design appropriate native curricula that incorporates educational, cultural and economic

approaches to real world problems faced by adult students. There is an urgent need for the establishment and development of new and innovative learning situations and facilities which will give access to learning to many native adults who want to study and learn, but who cannot take advantage of conventional opportunities because of inhibitions, constraints, financial limitations, remote geographic locations, and inability to leave home. More and more adults are interested in training because of the need for further study to update their knowledge and skills.

Some of the above recommendations for action result from this specific experience and may not apply to other situations. However, the recommendations presented here are intended to stimulate further dialogue and experimentation. The valuable experience gained during this project by all participants should be used as reference to further curriculum development in Native languages.

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Appendix A: Terminal   and   Intermediate   Objectives   for   Business
Communication

Terminal Objective	Intermediate Objective	Objective
1		the learners will include the six main parts of a business letter in their letters
	1.1	identify the main parts of a letter .
	1.2	identify additional letter parts most commonly used
2		use standardized formats to prepare effective business letters
	2.1	recognize the importance of the appearance of letters
	2.2	use white space to make information more accessible
	2.3	identify three popular formats

Terminal Objective	Intermediate Objective	Objective
	2.4	recognize the advantages and disadvantages of the three popular formats
3		use correct punctuation in their letters
	3.1	include correct punctuation in the body of their letters
	3.2	use the punctuation styles commonly associated with the particular format chosen
4		revise their own writing so that it demonstrates the five characteristics of effective written communication
	4.1	list and describe the five characteristics of effective written communication
	4.2	correct writing that does not have the five characteristics

Terminal Objective	Intermediate Objective	Objective
	4.3	write with a purpose
	4.4	write with the receiver in mind
5		write the following kinds of business letters: -letters requesting information -letters giving information
	5.1	identify the characteristics of a letter requesting information
	5.2	identify whether it's a special request or a routine request
	5.3	recognize the strategic decisions that must be made in planning a letter requesting information
	5.4	make effective requests through letters
	5.5	identify the characteristics of a letter giving information

Terminal Objective	Intermediate Objective	Objective
	5.6	identify whether it is a good-news letter or a letter of refusal
	5.7	recognize the strategic decisions that must be made in planning a letter giving information
	5.8	develop appropriate written responses to the requests of others

Appendix B: Editing Guidelines taken from Using Readability: Lauback and Koschnick (1977).

As you evaluate the units, ask yourself the following questions about the writing:

- Is the material organized in a logical sequence? Or does it seem to skip around in a confusing fashion?
- Are ideas explained clearly?
- Are basic concepts explained? Or does the writer assume knowledge the reader may not have?
- Are hard words for the most part confined to technical words necessary to the subject? Are unfamiliar technical words explained, or does the context give enough clues so that the reader can probably guess their meaning? Or, would it be very hard to tell wheat they mean?
- Are words used economically?
- To the best of your knowledge, is the information accurate and up-to-date?
- Does the writing seem personal? Is it clearly directed to the reader's interests and needs?
- Is the tone of the writing what you might call "equal to equal"?
- Is the writing interesting?
- Is there consistency in the terms? Or are different words used to describe the same term?

Pretest
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ᐃᓐᓂᓂᐊᓐᐊᑦᓕᐅᑉᕙ

Write a letter. You can choose Topic A or Topic B.

TOPIC A:

You are presently working at KRG. You are interested in attending CEGEP in Montreal. You want information about programs, schedules, financing, etc. from Student Services at KSB. You need the information as soon as possible.

Address your letter to: Student Services

                                 Kativik School Board

                                 331 Mimosa Avenue

                                 Dorval, Quebec

                                 H9S 3K5

Use the rest of this page to draft your letter

TOPIC B

You are the president of TNI. You received a letter inviting you to attend a CRTC meeting that will be held in Ottawa September 26, 1987. You are unable to attend. Write a letter explaining why you can't attend.

Address your letter to: CRTC

Ottawa, Ontario

K1A ON2

Use the rest of this page to draft your letter

Posttest
ᐊᐅᶜᑐᑕᑕᐃᒥᐳᑎ
ᐃᒡᓂᐊᕆᑕᒪᑎᐳ

Write a letter. You can choose Topic A or Topic B.

TOPIC A

You are a teacher in your community school. You are intersted in getting information about your family background for a course you are preparing in social sciences. You want to know about your ancestors, where they come from, their names, etc. You need the information as soon as possible.

Address your letter to: Avataq

Cultural Institute Inc.

General Delivery

Inukjuak, Quebec

JOM 1MO

Use the rest of this page to draft your letter

TOPIC B·

You are the manager at Landholding Corporation. You received a letter asking about renting a trailer for one month. You have one that is available in the village. Include pertinent information such as availability, cost, location etc.

Address your letter to: Manager of LHC

General Delivery

Salluit, Quebec

JOM·1SO

Use the rest of the page to draft your letter

Appendix E: Correction Keys

LETTERS REQUESTING INFORMATION

CORRECTION KEY

Grading Criteria	Scoring

1. Presentation:
   The following parts must be included:
   - heading
   - date
   - inside address
   - salutation
   - writer's name and signature
   (no mistakes allowed)

   5 or 0

2. Format:
   (no mistakes allowed)

   8 or 0

3. Punctuation:
   (2 mistakes allowed)

   5 or 0

4. Style:
   - clear
   - concise
   - correct
   - complete
   - courteous
   (1 mistake allowed)

   -10 or 0

5. Content:
   - Opening paragraph:
     * introduce yourself
     * explain why you are requesting information from that particular person

   - Body:
     * state your request
     * reason for request
     * explain when you need information/service

   - Closing:
     * express your appreciation
     * complimentary closing

   (no mistakes allowed)

   12 or 0

40 points

Pass: 24 /40 or higher
Fail: 23 /40 or lower

LETTERS GIVING INFORMATION

CORRECTION KEY

Grading Criteria	Scoring

1. **Presentation:**
   The following parts must be included:
   - heading
   - date
   - inside address
   - salutation
   - writer's name and signature
   (no mistakes allowed)

   6 or 0

2. **Format:**
   (no mistakes allowed)

   8 or 0

3. **Punctuation:**
   (2 mistakes allowed)

   5 or 0

4. **Style:**
   - clear
   - concise
   - correct
   - complete
   - courteous
   (1 mistake allowed)

   10 or 0

5. **Content:**
   - Opening paragraph:
     · reference to request

   12 or 0

   - Body:

Affirmative Answer	Negative Answer
giving the required information	buffer statement
adding any related or useful information	reasons for not giving the information
asking for confidentiality (if needed)	refer writer to another source of information, if possible
	offering an alternative if possible

   - Closing:
     · complimentary closing
       (no mistakes allowed)

   40 points

Pass: 24 /40 or higher
Fail: 23 /40 or lower

Evaluation Questionnaire

For

Business Letter Writing

Evaluation of
Business Letter Writing

Business Letter Writing was developed and written during the summer of 1986. A first draft was completed in February 1987. This was the first time that a learning package was completely written in Inuttitut and word-processed in syllabics. The project was the result of the efforts and energies of many people. Future curriculum development in Inuttitut will rely heavily on how this book is received.

Your co-operation is, therefore, requested in helping us evaluate this learning package. Your comments and suggestions will help us to improve Business Letter Writing for future use.

To help us gather this information, we will ask you to complete an evaluation questionnaire after each unit. You can write your comments and suggestions in Inuttitut or English, whichever you prefer.

Thanks for your help!

Demographic Information for the learner

1. Last name: _____   First name: _____

2. Community: _____

3. Age: _____

4. Sex: M _____ F _____

5. Mother Tongue:

	Spoken		Written	
	Some	Fluent	Some	Fluent
Inuttitut	_____	_____	_____	_____
English	_____	_____	_____	_____
6. Hudson Coast dialect	_____	_____	_____	_____
Ungava Coast dialect	_____	_____	_____	_____

7. Other Languages:

	Spoken		Written	
	Some	Fluent	Some	Fluent
English	_____	_____	_____	_____
French	_____	_____	_____	_____
Other	_____	_____	_____	_____

8. Highest Grade Completed:

    a. self-taught   ☐

    b. elementary   1 2 3 4 5 6

    c. secondary   1. general: 1 2 3 4 5

                      2. professional: 1 2 3 4 5

    d. College   1. general: 1 2

                      2. professional: 1 2 3

    e. University   1 2 3 4 5

9. Have you followed other training programs?

   yes _____

   no _____

10. If yes, which one?

Type of training	Type of Courses	Not Completed	Completed/ Year
Ad. Education-upgrading	_____	_____	_____
Ad. Education-part time	_____	_____	_____
On-the-job training	_____	_____	_____
Correspondence courses	_____	_____	_____

11. Why did you follow this training program?

   a. Part of my job   _____

   b. to get a job   _____

   c. to get a better job   _____

   d. to travel   _____

   e. to be with friends   _____

   f. other:_____

   _____

12. a. Name of organization you work for: _____

     b. Title:_____

     c. How long have you worked in this position?: _____

Business Letter Writing

Learner's Evaluation Questionnaire

Thank you for taking the time to help us!

We would like to know your comments about the material in Business Letter Writing. The information requested will help us identify and correct problems you may have encountered, thereby improving it for future use.

Please answer each question completely.

Name: _____

Remember:
- Please fill out an evaluation questionnaire after completing each unit.
- If you need help answering the questions, ask the tutor.
- Answer every question.
- Write out what you really think - you can use the back of the page if you need more space. Make sure to write the number of the question you are answering.

Circle the number of the unit you have just finished:

1   2   3   4   5   6   7

A. Information Presentation

1. The goal of this unit was clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

2. The objectives of this unit were clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

3. The concepts were well explained.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

4. The division between objectives, instruction and exercises was clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

5. The instruction was too long.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

6. The instruction was well organized.

Strongly Agree	Agree	Undecided	Desagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

7. Important ideas were repeated often enough.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

8. I found this unit interesting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

9. I had enough background knowledge to prepare me for this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

10. I was confused as to what I was supposed to be learning.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

11. The examples in this unit were relevant to the North.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

12. There were enough examples in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

13. The print was clear and easy to read.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

14. There was too much written information on each page.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

15. There were enough illustrations in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

16. I was more interested in the subject after reading this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

17. I found the subject matter in this unit difficult.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

B. **Student Participation**

1. The review questions helped me to prepare myself for the exercises.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

2. There were enough practice exercises.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

3. The practice exercises were interesting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

4. The practice exercises were easy.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

5. I could follow the instructions and answer the questions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

6. I had to ask the tutor for help often.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

7. An answer-key would have helped me a lot.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

8. The additional activities allowed me to practice what I learned in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

9. There were enough additional activities for this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

10. The grading criteria used to evaluate my work is clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

C. Language

This section will be used to evaluate the Inuttitut.

1. I was able to understand the information in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

2. This unit was well written in Inuttitut

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

3. I did not understand what was going on because the vocabulary contained many unfamiliar words.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

4. There was too much direct translation in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

5. The unit has to be re-written before it can be used with other learners.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

6. Rate the Inuttitut for the following sections of this unit:

I   Goal

Excellent				Weak
5	4	3	2	1

II   Objectives

Excellent				Weak
5	4	3	2	1

III   Instruction

Excellent				Weak
5	4	3	2	1

Iv   Examples

Excellent				Weak
5	4	3	2	1

v   Review Questions

Excellent				Weak
5	4	3	2	1

vi   Exercises

Excellent				Weak
5	4	3	2	1

vii   Additional Activities

Excellent				Weak
5	4	3	2	1

7. The most useful sections were:

_____

_____

_____

_____

_____

8. The least useful sections were:

_____

_____

_____

_____

_____

9. How would you change this unit, if you could?

_____

_____

_____

_____

_____

10. Any other comments?

_____

_____

_____

_____

_____

D. General Comments

1. I believe more instructional packages should be written in Inuttitut.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

2. Words that do not have an Inuttitut version should be left in English.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☑	☐	☐

Comments: _____

_____

3. Which dialect is preferable as a standard writing system for instructional material:

Ungava Coast ☐

Hudson Coast ☐

4. I personally enjoyed this course.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

5. I found this course helpful for my job.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

6. Any other comments?

_____

_____

_____

_____

_____

_____

Evaluation Questionnaire

For

Business Letter Writing

Evaluation of
Business Letter Writing

Business Letter Writing was developed and written during the summer of 1986. A first draft was completed in February 1987. This was the first time that a learning package was completely written in Inuttitut and word-processed in syllabics. The project was the result of the efforts and energies of many people. Future curriculum development in Inuttitut will rely heavily on how this book is received.

Your co-operation is, therefore, requested in helping us evaluate this learning package. Your comments and suggestions will help us to improve Business Letter Writing for future use.

To help us gather this information, we will ask you to complete an evaluation questionnaire after each unit. You can write your comments and suggestions in Inuttitut or English, whichever you prefer.

Thanks for your help!

Demographic Information for the tutor

1. Last name: —————————————— First name: ——————————————

2. Community: ——————————————

3. Age: ————

4. Sex: M ———— F ————

5. Mother Tongue:

	Spoken		Written	
	Some	Fluent	Some	Fluent
Inuttitut	————	————	————	————
English	————	————	————	————
6. Hudson Coast dialect	————	————	————	————
Ungava Coast dialect	————	————	————	————

7. Other Languages:

	Spoken		Written	
	Some	Fluent	Some	Fluent
English	————	————	————	————
French	————	————	————	————
Other	————	————	————	————

8. Highest Grade Completed:

a. self-taught   ☐

b. elementary   1 2 3 4 5 6

c. secondary   1. general: 1 2 3 4 5

  2. professional: 1 2 3 4 5

d. College   1. general: 1 2

  2. professional: 1 2 3

e. University   1 2 3 4 5

9. Have you taught before?

    no _____

    yes _____

    If yes, how many years?   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    (to the closest year)

10. How much experience have you had with self-instructional material?

    _____

    _____

    _____

Business Letter Writing

Tutor's Evaluation Questionnaire

Thank you for taking the time to help us!

We would like to know your comments about the material in Business Letter Writing. The information requested will help us identify and correct problems you may have encountered, thereby improving it for future use.

Please answer each question completely.

A. Information Presentation

1. The objectives are clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

If not, which objectives are unclear?

	Terminal objectives	Intermediate objectives
Unit 1	_____	_____
Unit 2	_____	_____
Unit 3	_____	_____
Unit 4	_____	_____
Unit 5	_____	_____
Unit 6	_____	_____
Unit 7	_____	_____

2. The content of the course relates closely to the objectives.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

3. The learners had the prerequisite knowledge.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

4. A Tutor's Guide would be helpful.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

5. The information is organized to help learning.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

6. The time allotted for each unit is appropriate.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

If not, rate each unit:

	Under	Over
Unit 1	_____	_____
Unit 2	_____	_____
Unit 3	_____	_____
Unit 4	_____	_____
Unit 5	_____	_____
Unit 6	_____	_____
Unit 7	_____	_____

7. New concepts were well explained

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

8. The sequence of concepts makes sense.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

9. The language level is appropriate for the intended clientele.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

10. Important ideas were repeated often enough.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

If not, rate each unit:

	Under	Over
Unit 1	_____	_____
Unit 2	_____	_____
Unit 3	_____	_____
Unit 4	_____	_____
Unit 5	_____	_____
Unit 6	_____	_____
Unit 7	_____	_____

11. The unit effectively uses appropriate illustrations.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

12. The examples and cases studies are relevant to the North.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

If not, identify the ones which did not work:

	Pages /	Exercises number
Unit 1	_____	_____
Unit 2	_____	_____
Unit 3	_____	_____
Unit 4	_____	_____
Unit 5	_____	_____
Unit 6	_____	_____
Unit 7	_____	_____

13. The learners had difficulty in understanding the material.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

14. The print was easy to read.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

15. The learners found the material too easy.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

B. Student Participation

1. The activities are appropriate and manageable to the learners.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

2. The learners were able to do the exercises without additional help from the tutor.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

3. The self-evaluation exercises satisfactorily measure the learning objectives.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

4. An answer key would be a useful tool for the learner as well as for the tutor.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

5. The answer key should be included in the student workbook.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

6. The learner was given enough opportunities to practice the new concepts.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☒	☐	☐	☐

Comments: _____

_____

7. The learner was given enough feedback.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

8. The additional activities are appropriate for remediation as well as for

enrichment.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

9. The case studies are relevant to the North.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

10. There are enough case studies for the learner to use the knowledge and perform the skills at an acceptable level.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

C. Testing

1. The unit test satisfactorily measures the terminal objectives.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments:

2. The learners felt the grade assigned to their work was fair.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

3. The grading criteria for the test was easy to follow.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

D. Language

1. The units were well written in Inuttitut.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

2. The vocabulary contained many unfamiliar words.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

3. There was too much direct translation.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

4. The learning package has to be re-written before it can be used with other learners.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

E. **Overall Comments**

1. The materials are easy to handle, use and file.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

2. The learners' reactions to the method of study, to the activities, to the materials used, to the evaluation methods are positive.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

3. I believe more learning packages should be written in Inuttitut.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

4. Words that do not have an Inuttitut version should be left in English.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Comments: _____

_____

5. Which dialect is preferable as a standard writing system for instructional material:

Ungava Coast ☐

Hudson Coast ☐

Instructional material should be written ☐

in both dialects

6. What is your general reaction to the instructional materials?

_____

_____

_____

_____

7. What suggestions do you have for improving the instructional materials?

_____

_____

_____

_____

8. How do you rate the self-study concept as a learning experience?

_____

_____

_____

_____

Evaluation Questionnaire

For

Business Letter Writing

Demographic Information for the learner

1. Last name: ——————————— First name: ———————————

2. Community: ———————————

3. Age: ages ranged from 25-44

4. Sex: M _3_ F _7_

5. Mother Tongue:

	Spoken		Written	
	Some	Fluent	Some	Fluent
Inuttitut	——	10	1	9
English	——	——	——	——
6. Hudson Coast dialect	——	5	——	5
Ungava Coast dialect	3	6	3	5

7. Other Languages:

	Spoken		Written	
	Some	Fluent	Some	Fluent
English	3	7	2	8
French	3	——	1	——
Other	——	——	——	——

8. Highest Grade Completed:

    a. self-taught   1

    b. elementary   1 2 3 4 5 6

    c. secondary   1. general: 1 2 3 4 5

                        2. professional: 1 2 3 4 5

    d. College   1. general: 1 2

                        2. professional: 1 2 3

    e. University   1 2 3 4 5

9. Have you followed other training programs?

    yes   8

    no   2

10. If yes, which one?

Type of training	Type of Courses	Not Completed	Completed
Ad. Education-upgrading	Math, English Community Development		
Ad. Education-part time	Management		
On-the-job training	Personal Management (3)		
Correspondence courses	Business		

11. Why did you follow this training program?

    a. Part of my job   9

    b. to get a job   _____

    c. to get a better job   1

    d. to travel   _____

    e. to be with friends   _____

    f. other: __to gain more knowledge__

12. a. Name of organization you work for: __Kativik School Board__

    b. Title: __Centre Director__

    c. How long have you worked in this position?: __time ranged from 1 week to 4 years__

Business Letter Writing

Learner's Evaluation Questionnaire

Thank you for taking the time to help us!

We would like to know your comments about the material in Business Letter Writing. The information requested will help us identify and correct problems you may have encountered, thereby improving it for future use.

Please answer each question completely.

Name: _____

Remember:
- Please fill out an evaluation questionnaire after completing each unit.
- If you need help answering the questions, ask the tutor.
- Answer every question.
- Write out what you really think - you can use the back of the page if you need more space. Make sure to write the number of the question you are answering.

Circle the number of the unit you have just finished:
(1)   2   3   4   5   6   7

A.   Information Presentation

1.   The goal of this unit was clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
[1]	[8]	[1]	[ ]	[ ]

Comments: _would have been easier in English_
_____

2.   The objectives of this unit were clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
[1]	[9]	[ ]	[ ]	[ ]

Comments: _____
_____

3. The concepts were well explained.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2	7		1	

Comments: concepts were difficult to understand because the Inuttitut language does not

have the words to express the concepts

4. The division between objectives, instruction and exercises was clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2	7	1		

Comments: _____

_____

5. The instruction was too long.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		2	8	

Comments: _____

_____

6. The instruction was well organized.

Strongly Agree	Agree	Undecided	Desagree	Strongly Disagree
	8	2		

Comments: _____

_____

7. Important ideas were repeated often enough.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	6	3	1	

Comments: group interaction helped to understand

_____

8. I found this unit interesting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	[9]	☐	[1]	☐

Comments: _____

_____

9. I had enough background knowledge to prepare me for this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
[1]	[6]	[1]	[2]	☐

Comments: _____

_____

10. I was confused as to what I was supposed to be learning.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	[1]	[8]	[1]

Comments: _____

_____

11. The examples in this unit were relevant to the North.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	[8]	[1]	☐	[1]

Comments: _____

_____

12. There were enough examples in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	[9]	[1]	☐	☐

Comments: one of the examples was not placed next to the appropriate
instruction

13. The print was clear and easy to read.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	10	☐	☐	☐

Comments: _____

_____

14. There was too much written information on each page.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	1	9	☐

Comments: _____

_____

15. There were enough illustrations in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	7	2	1	☐

Comments: _____

_____

16. I was more interested in the subject after reading this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	5	2	1	1

Comments: had it been taught in English: it would have been interesting and

easier to understand

17. I found the subject matter in this unit difficult.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	9	1

Comments: _____

_____

B.   Student Participation

1.   The review questions helped me to prepare myself for the exercises.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	1	3	☐

Comments: _____

** 2.   There were enough practice exercises.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	4	4	2	☐

Comments: more exercises on punctuation (colon,semi-colon)

more exercises on formats

3.   The practice exercises were interesting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	8	1	1	☐

Comments: _____

4.   The practice exercises were easy.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	2	2	☐

Comments: _____

5.   I could follow the instructions and answer the questions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	2	2	☐

Comments: _____

6. I had to ask the tutor for help often.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	4	☐	6	☐

Comments: _____

_____

** 7. An answer-key would have helped me a lot.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	3	4	3	☐

Comments: _____

_____

8. The additional activities allowed me to practice what I learned in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	3	☐	1

Comments: doing it with the group helped

not enough activities

** 9. There were enough additional activities for this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	3	5	2	☐

Comments: _____

_____

C. Language

This section will be used to evaluate the Inuttitut.

1. I was able to understand the information in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	8	☐	☐	1

Comments: no Inuttitut terms for some words

2. This unit was well written in Inuttitut

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	5	4	☐	☐

Comments: because of different dialects

3. I did not understand what was going on because the vocabulary contained

many unfamiliar words.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	2	1	6	☐

Comments:

** 4. There was too much direct translation in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	1	5	3	☐

Comments:

** 5. The unit has to be re-written before it can be used with other learners.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
[1]	[4]	[ ]	[4]	[ ]

Comments: _____

_____

6. Rate the Inuttitut for the following sections of this unit:

I Goal

Excellent				Weak
5 [ ]	4 [6]	3 [2]	2 [1]	1 [ ]

II Objectives

Excellent				Weak
5 [ ]	4 [6]	3 [3]	2 [ ]	1 [ ]

** III Instruction

Excellent				Weak
5 [1]	4 [3]	3 [5]	2 [ ]	1 [ ]

Iv Examples

Excellent				Weak
5 [2]	4 [4]	3 [1]	2 [2]	1 [ ]

v Review Questions

Excellent				Weak
5 [1]	4 [4]	3 [4]	2 [ ]	1 [ ]

vi Exercises

Excellent				Weak
5 [2]	4 [2]	3 [4]	2 [1]	1 [ ]

vii Additional Activities

Excellent				Weak
5 [1]	4 [3]	3 [3]	2 [1]	1 [ ]

7. The most useful sections were:

-formats (block, semi-block, full)

-examples, exercices, and objectives

8. The least useful sections were:

9. How would you change this unit, if you could?

- teach it in English

- place examples closer to instruction

10. Any other comments?

-should also be given to secretaries

-more of it should have been done individually

-would have been easier in English. The ideas are very new in Inuttitut and are therefore confusing

-does not use traditional culture

Evaluation Questionnaire

For

Business Letter Writing

Business Letter Writing

Learner's Evaluation Questionnaire

Thank you for taking the time to help us!

We would like to know your comments about the material in Business Letter Writing. The information requested will help us identify and correct problems you may have encountered, thereby improving it for future use.

Please answer each question completely.

Name: _____

Remember:
- Please fill out an evaluation questionnaire after completing each unit.
- If you need help answering the questions, ask the tutor.
- Answer every question.
- Write out what you really think - you can use the back of the page if you need more space. Make sure to write the number of the question you are answering.

Circle the number of the unit you have just finished:

1   ②   3   4   5   6   7

A. Information Presentation

1. The goal of this unit was clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	2	2	☐

Comments: _____

_____

2. The objectives of this unit were clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	9	☐	☐	☐

Comments: _____

_____

3.   The concepts were well explained.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	7	2	☐	☐

Comments: _____

_____

4.   The division between objectives, instruction and exercises was clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	8	☐	1	☐

Comments: If you are used to working in a book; maybe its clear but since it is in Inuttitut most

participants were either slow or confused; most people were not used to Inuttitut

Instructions

5.   The instruction was too long.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	2	1	5	2

Comments: _____

_____

6.   The instruction was well organized.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	5	3	1	☐

Comments: _____

_____

7.   Important ideas were repeated often enough.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	5	1	3	☐

Comments: _____

_____

8. I found this unit interesting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	8	☐	2	☐

Comments: I found this unit helpful; much too long; would have been more interesting if you

can write fluently in Inuttitut

9. I had enough background knowledge to prepare me for this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	5	3	2	☐

Comments: not enough; in English

10. I was confused as to what I was supposed to be learning.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	3	☐	7	☐

Comments: term concise was confused with writing small letters

difficult when you can't read Inuttitut too well

11. The examples in this unit were relevant to the North.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	6	2	1	☐

Comments:

12. There were enough examples in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	8	1	1	☐

Comments: more examples of good writing

13. The print was clear and easy to read.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	2	2	☐

Comments: _____
_____

14. There was too much written information on each page.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	1	3	5	☐

Comments: _____
_____

15. There were enough illustrations in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	3	4	1	1

Comments: _____
_____

16. I was more interested in the subject after reading this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	☐	4	☐

Comments: _____
_____

17. I found the subject matter in this unit difficult.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	1	4	5	☐

Comments: _____
_____

B. Student Participation

1. The review questions helped me to prepare myself for the exercises.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	8	2	☐	☐

Comments: _____

_____

2. There were enough practice exercises.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	7	☐	3	☐

Comments: more practice exercises

_____

3. The practice exercises were interesting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	9	☐	1	☐

Comments: _____

_____

** 4. The practice exercises were easy.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	2	5	3	☐

Comments: exercise # 2 was too confusing in Inuttitut

_____

5. I could follow the instructions and answer the questions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	2	2	☐

Comments: _____

_____

** 6. I had to ask the tutor for help often.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	2	2	☐

Comments: _____

_____

** 7. An answer-key would have helped me a lot.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	5	2	3	☐

Comments: _____

_____

8. The additional activities allowed me to practice what I learned in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	3	1	☐

Comments: _____

_____

9. There were enough additional activities for this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	5	3	☐	1

Comments: _____

_____

C. Language

This section will be used to evaluate the Inuttitut.

1. I was able to understand the information in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	4	4	☐	☐

Comments: _____

_____

2. This unit was well written in Inuttitut

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	7	2	☐	☐

Comments: _____

_____

3. I did not understand what was going on because the vocabulary contained many unfamiliar words.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	1	2	5	☐

Comments: _____

_____

4. There was too much direct translation in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	4	4	1

Comments: _____

_____

5. The unit has to be re-written before it can be used with other learners.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	1	5	2	☐

Comments: each community has their own dialect since each community has their own dialect

6. Rate the Inuttitut for the following sections of this unit:

I Goal

Excellent   Weak

5 ☐   4 [6]   3 [3]   2 ☐   1 ☐

II Objectives

Excellent   Weak

5 [1]   4 [6]   3 [2]   2 ☐   1 ☐

III Instruction

Excellent   Weak

5 [3]   4 [2]   3 [4]   2 ☐   1 ☐

Iv Examples

Excellent   Weak

5 [1]   4 [4]   3 [3]   2 [1]   1 ☐

v Review Questions

Excellent   Weak

5 [1]   4 [2]   3 [5]   2 [1]   1 ☐

vI Exercises

Excellent   Weak

5 [1]   4 [5]   3 [3]   2 ☐   1 ☐

vII Additional Activities

Excellent   Weak

5 [1]   4 [4]   3 [3]   2 [1]   1 ☐

7. The most useful sections were:

- 5 characteristics

- explanation of objectives

- instructions in improving letters

8. The least useful sections were:

9. How would you change this unit, if you could?

10. Any other comments?

- every community has its own dialect

- difficulty of standardizing the language

- should be taught in English

Evaluation Questionnaire

For

Business Letter Writing

Business Letter Writing

Learner's Evaluation Questionnaire

Thank you for taking the time to help us!

We would like to know your comments about the material in Business Letter Writing. The information requested will help us identify and correct problems you may have encountered, thereby improving it for future use.

Please answer each question completely.

Name: _____

Remember:

- Please fill out an evaluation questionnaire after completing each unit.
- If you need help answering the questions, ask the tutor.
- Answer every question.
- Write out what you really think - you can use the back of the page if you need more space. Make sure to write the number of the question you are answering.

Circle the number of the unit you have just finished:

1   2   ③   4   5   6   7

A.   Information Presentation

1.   The goal of this unit was clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	[9]	☐	[1]	☐

Comments: some words that were translated into Inuttitut were not clear _____

2.   The objectives of this unit were clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	[9]	☐	[1]	☐

Comments: _____

3. The concepts were well explained.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	4	☐	☐

Comments: _____

_____

4. The division between objectives, instruction and exercises was clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	8	2	☐	☐

Comments: _____

_____

5. The instruction was too long.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	3	7	☐

Comments: _____

_____

6. The instruction was well organized.

Strongly Agree	Agree	Undecided	Desagree	Strongly Disagree
☐	6	3	1	☐

Comments: _____

_____

** **7.** Important ideas were repeated often enough.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	4	4	1	1

Comments: _____

_____

8. I found this unit interesting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	1	2	1

Comments: would have preferred to learn it in English

9. I had enough background knowledge to prepare me for this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	1	3	☐

Comments:

10. I was confused as to what I was supposed to be learning.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	3	2	5	☐

Comments: difficult to internalize when the concepts are written in Inuttitut

11. The examples in this unit were relevant to the North.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	9	☐	1	☐

Comments:

12. There were enough examples in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	7	2	1	☐

13. The print was clear and easy to read.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	8	2	☐	☐

Comments: _____
_____

14. There was too much written information on each page.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	1	3	6	☐

Comments: _____
_____

15. There were enough illustrations in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	2	2	☐

Comments: _____
_____

16. I was more interested in the subject after reading this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	8	1	1	☐

Comments: _____
_____

17. I found the subject matter in this unit difficult.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	4	6	☐

Comments: _____
_____

B. Student Participation

1. The review questions helped me to prepare myself for the exercises.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	7	1	2	☐

Comments: _____

_____

** 2. There were enough practice exercises.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	4	4	2	☐

Comments: _____

_____

3. The practice exercises were interesting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	7	1	2	☐

Comments: _____

_____

** 4. The practice exercises were easy.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	4	5	1	☐

Comments: _____

_____

5. I could follow the instructions and answer the questions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	7	1	2	☐

Comments: _____

_____

6. I had to ask the tutor for help often.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	3	2	5	☐

Comments: _____

_____

** 7. An answer-key would have helped me a lot.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	2	2	☐

Comments: _____

_____

8. The additional activities allowed me to practice what I learned in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	7	2	1	☐

Comments: _____

_____

9. There were enough additional activities for this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	6	2	2	☐

Comments: _____

_____

10. The grading criteria used to evaluate my work is clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	5	2	1	1

Comments: _____

C. Language

This section will be used to evaluate the Inuttitut.

1. I was able to understand the information in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	7	1	1	☐

Comments: _____

2. This unit was well written in Inuttitut

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	5	4	☐	☐

Comments: _____

3. I did not understand what was going on because the vocabulary contained many unfamiliar words.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	1	3	5	☐

Comments: _____

** **4.** There was too much direct translation in this unit.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2	1	4	2	☐

Comments: _____

** 5. The unit has to be re-written before it can be used with other learners.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
[2]	[3]	[1]	[3]	[ ]

Comments: _____

6. Rate the Inuttitut for the following sections of this unit:

I Goal

Excellent				Weak
5 [ ]	4 [5]	3 [3]	2 [1]	1 [ ]

II Objectives

Excellent				Weak
5 [ ]	4 [6]	3 [2]	2 [1]	1 [ ]

** III Instruction

Excellent				Weak
5 [2]	4 [2]	3 [4]	2 [1]	1 [ ]

Iv Examples

Excellent				Weak
5 [3]	4 [2]	3 [3]	2 [1]	1 [ ]

v Review Questions

Excellent				Weak
5 [ ]	4 [5]	3 [3]	2 [1]	1 [ ]

** vI Exercises

Excellent				Weak
5 [1]	4 [2]	3 [5]	2 [1]	1 [ ]

** vII Additional Activities

Excellent				Weak
5 [ ]	4 [3]	3 [5]	2 [1]	1 [ ]

7. The most useful sections were:

  - requisitions

  - activities

8. The least useful sections were:

9. How would you change this unit, if you could?

10. Any other comments?

  - learned new words in Inuttitut

  - some words were too closely translated from English to Inuttitut

D. General Comments

** **1.** I believe more instructional packages should be written in Inuttitut.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	4	2	3	1

Comments: _____

_____

2. Words that do not have an Inuttitut version should be left in English.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	5	2	2	☐

Comments: _____

_____

** **3.** Which dialect is preferable as a standard writing system for instructional

material:

Ungava Coast   3   *Both*   ③

Hudson Coast   3   *Hudson Strait*   ①

4. I personally enjoyed this course.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3	5	2	☐	☐

Comments: _____

_____

5. I found this course helpful for my job.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	7	☐	2	☐

Comments: _____

_____

6. Any other comments?

_____

_____

_____

_____

_____

Evaluation Questionnaire

For

Business Letter Writing

Business Letter Writing

Tutor's Evaluation Questionnaire

Thank you for taking the time to help us!

We would like to know your comments about the material in Business Letter Writing. The information requested will help us identify and correct problems you may have encountered, thereby improving it for future use.

Please answer each question completely.

A.   Information Presentation

1.   The objectives are clear.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments:_____

_____

If not, which objectives are unclear?

	Terminal objectives	Intermediate objectives
Unit 1	_____	_____
Unit 2	_____	_____
Unit 3	_____	_____
Unit 4	_____	_____
Unit 5	_____	_____
Unit 6	_____	_____
Unit 7	_____	_____

2. The content of the course relates closely to the objectives.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☑	☐	☐

Comments: _____

_____

3. The learners had the prerequisite knowledge.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☑	☐

Comments: one or two had background knowledge _____

_____

4. The Tutor's Guide was helpful.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: It should have more suggestions on teaching activities _____

_____

5. The information is organized to help learning.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

6. The time allotted for each unit is appropriate.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☑	☐	☐

Comments: _____

_____

If not, rate each unit:

	Under	Over
Unit 1	_____	_____
Unit 2	_____	_____
Unit 3	_____	_____
Unit 4	_____	_____
Unit 5	_____	_____
Unit 6	_____	_____
Unit 7	_____	_____

7. New concepts were well explained

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☑	☐	☐

Comments: _____

_____

8. The sequence of concepts makes sense.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: the example should be closer to the explanation _____

_____

9. The language level is appropriate for the intended clientele.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☑	☐	☐

Comments: _glossary of terms should be included in the back of the book_

10. Important ideas were repeated often enough.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

If not, rate each unit:

	Under	Over
Unit 1	_____	_____
Unit 2	_____	_____
Unit 3	_____	_____
Unit 4	_____	_____
Unit 5	_____	_____
Unit 6	_____	_____
Unit 7	_____	_____

11. The unit effectively uses appropriate illustrations.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☑	☐	☐	☑	☐

Comments: _not enough illustrations_

12. The examples and cases studies are relevant to the North.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

If not, identify the ones which did not work:

	Pages	/	Exercises number
Unit 1	_____		_____
Unit 2	_____		_____
Unit 3	_____		_____
Unit 4	_____		_____
Unit 5	_____		_____
Unit 6	_____		_____
Unit 7	_____		_____

13. The learners had difficulty in understanding the material.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☑	☐

Comments: _____

14. The print was easy to read.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☑	☐	☐	☐	☐

Comments: _____

15. The learners found the material too easy.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☑	☐

Comments: _____

_____

B. Student Participation

1. The activities are appropriate and manageable to the learners.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

2. The learners were able to do the exercises without additional help from the

tutor.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

3. The self-evaluation exercises satisfactorily measure the learning

objectives.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

4. An answer key would be a useful tool for the learner as well as for the tutor.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

5. The answer key should be included in the student workbook.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☑	☐

Comments: _____

_____

6. The learner was given enough opportunities to practice the new concepts.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

7. The learner was given enough feedback.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

8. The additional activities are appropriate for remediation as well as for

enrichment.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

9. The case studies are relevant to the North.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

10. There are enough case-studies for the learner to use the knowledge and perform the skills at an acceptable level.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

C. Testing

1. The unit test satisfactorily measures the terminal objectives.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments:

2. The learners felt the grade assigned to their work was fair.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

3. The grading criteria for the test was easy to follow.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

D. Language

1. The units were well written in Inuttitut..

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

2. The vocabulary contained many unfamiliar words.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☑	☐

Comments: _____

3. There was too much direct translation.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

4. The learning package has to be re-written before it can be used with other

learners.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

E. **Overall Comments**

1. The materials are easy to handle, use and file.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

2. The learners' reactions to the method of study, to the activities, to the

materials used, to the evaluation methods are positive.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☑	☐	☐

Comments: _____

3. I believe more learning packages should be written in Inuttitut.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

4. Words that do not have an Inuttitut version should be left in English.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☑	☐	☐	☐

Comments: _____

_____

5. Which dialect is preferable as a standard writing system for instructional material:

Ungava Coast	☐
Hudson Coast	☐
Instructional material should be written in both dialects	☑

6. What is your general reaction to the instructional materials?

a learning experience- fustrating sometimes especially

in the beginning because of the language.

_____

_____

7. What suggestions do you have for improving the instructional materials?

revise according to participant's comments

_____

_____

8. How do you rate the self-study concept as a learning experience?

It's a good idea- will help students to set their own schedule and pace of

learning