

THE EFFECTS OF OSIS ON FSL

THE EFFECTS OF ONTARIO SCHOOLS: INTERMEDIATE AND  
SENIOR DIVISIONS ON FRENCH AS A SECOND LANGUAGE  
IN ONTARIO'S SECONDARY SCHOOLS

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## ABSTRACT

The late 1970's saw a rise in the "back to the basics" movement in education, which was critical of the loss of standards and the permissive program requirements in Ontario's secondary school system. The most recently published Ministry of Education document to promulgate tighter controls over the curriculum is Ontario Schools: Intermediate and Senior Divisions.

Because I agree that there has been a need for a more prescriptive curriculum in high schools, more consistent standards in program requirements and tighter controls over courses offered, I applaud the Ministry's attempt in OSIS to bring back a basic common curriculum for most secondary students and tighter prescriptions for a graduation diploma.

In this project I have chosen to trace the cycle of the loosening and tightening of the Ministry's control over courses offered in French as a second language in Ontario, and to outline the effects that OSIS has had and will have on the teaching of French in high school. In order to illustrate the positive and negative effects that OSIS will have on FSL, I have examined a grade 9 basic level French course recently created because of OSIS, and the new Ontario Academic Courses in French which are scheduled to be offered in the 1987-88 academic year. When one weighs the problems in FSL created by OSIS against the overwhelming positive changes that it has initiated in the field of second language learning, one can only conclude that this document will improve the quality of education in Ontario's secondary schools.

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*"On ne voit bien qu'avec le coeur. L'essentiel est invisible pour les yeux."*

Antoine de Saint-Exupéry, Le Petit Prince.

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LIST OF ABBREVIATIONS

<u>FSL:</u>	French as a Second Language
<u>IPRC:</u>	Identification, Placement and Review Committee
<u>OAC:</u>	Ontario Academic Course
<u>OISE:</u>	The Ontario Institute for Studies in Education
<u>OSIS:</u>	<u>Ontario Schools: Intermediate and Senior Divisions</u>
<u>OSSD:</u>	Ontario Secondary School Diploma
<u>ROSE:</u>	The Renewal of Secondary Education in Ontario
<u>SERP:</u>	The Secondary Education Review Project

## CHAPTER I

### INTRODUCTION

Even though Ontario has a highly decentralized system of education, with approximately 140 school boards, the Ministry of Education still maintains considerable control over what is offered in the schools. Some ways in which it accomplishes this are: by establishing guidelines in different subject areas, by incentive funding, and by conducting periodic reviews which lead to the revision of program requirements. One such review was initiated by the Minister of Education in April 1980 when she launched the Secondary Education Review Project (SERP) for the purpose of conducting a thorough study of the province's secondary school system. The Ministry responded to SERP's recommendations by publishing in November 1982 The Renewal of Secondary Education in Ontario (ROSE) and in 1984 its definitive circular, Ontario Schools: Intermediate and Senior Divisions (OSIS). Such sweeping and far-reaching changes have not been proposed for the province's education system since the Hall-Denis Report (1968) started a chain reaction of reforms that reached right into the high schools.

OSIS sets out the goals, policies and requirements that govern the programs in the intermediate and senior divisions of Ontario's schools. It has consolidated many important changes in direction in education that have been spawned in the 1970's, and through its prescriptions it proposes changes in the programs of all the subject areas



in the curriculum. In my opinion, it will continue to emphasize these trends and to bring about changes in education well into the next century. In this project, I will outline how these trends and changes in programs will affect French as a second language (FSL) in Ontario's high schools.

I have identified five trends in OSIS that will have definite effects on the teaching of French in Ontario, as its prescriptions are fully implemented in the 1980's and 1990's. Because of its insistence on a large number of compulsory credits (16 out of 30) and because of its prescriptions for a basic common curriculum in grades 9 and 10, OSIS proposes a more general education with few choices of subjects, as opposed to the previous system which emphasized many choices. With its requirements of 5 credits in English, one in French and 2 in mathematics, OSIS has pointed the way "back to the basics", especially in language and mathematical skills. A third trend in OSIS may be found in its emphasis on the broad goal of preparing young people to enter the work place, over and above the secondary school's traditional task of preparing adolescents to continue on to post-secondary studies. One can see this trend in the offering of a Certificate of Education to a student who decides to leave school before earning an Ontario Secondary School Diploma (OSSD). In addition, OSIS promotes such programs as Co-operative Education, work experience within a credit course, as well as the Linkage program. A fourth trend found in OSIS is its emphasis on bilingualism. Not only are students required to become proficient in their first national language (English/*français*), but they are also to have some proficiency in their second (French/*anglais*). Therefore, for Anglophone

students, one credit in French and 5 credits in English are now required for an OSSD. The last trend that I have identified in OSIS places a great deal of emphasis on the policy of multiculturalism officially adopted by the federal government in 1971. One can identify this trend in the broad goals of education outlined by OSIS as well as in the objectives for the French courses that will be offered under OSIS. (See Chapter IV, p. 38 for these goals.)

In addition to these broad trends, there are also specific changes in the program requirements in the intermediate and senior divisions which will have direct effects on the teaching methods and content in FSL. For most sequential subjects like French the high school curriculum will be compressed from 5 courses to 4. Grade 13 will be eliminated and replaced by Ontario Academic Courses (OACs). Under the requirements of OSIS, students will have to earn 16 compulsory credits and 14 elective credits in order to make up the total of 30 credits required for an OSSD. One of these compulsory credits is French. New programs and courses have been introduced under OSIS to make it easier for students to gain job-related training in the schools. In its program requirements, in its goals and objectives, and in many related sections of OSIS, there is support and encouragement for bilingualism and biculturalism. FSL courses have a great deal to contribute to these two concepts. Because of the diploma requirements in many subject areas, including French, new courses will have to be offered at three levels of difficulty -- advanced, general and basic -- in order to meet the needs of many high school students who in past years never attended secondary school or who might have attended alternative schools.

By introducing all of these changes in programs, the Ontario Ministry of Education has sought to extend its control over the curriculum in all subject areas in Ontario's secondary schools, including FSL. OSIS states the official government position on all aspects of education in Ontario at the intermediate and senior divisions. It is the result of four years of extensive research, as well as commissions, committees, and reports which have received input from various groups of educators and from the general public.

The Secondary Education Review Project had begun the process of examining the province's secondary school system by stating that "the mandate of the Project was to examine almost every aspect of secondary schools, focusing in particular on the credit system, content and organization of the curriculum, standards and discipline, and the role of the schools in preparing students for employment."<sup>1</sup> When the Chairman submitted his report to the Minister of Education on October 31, 1981, it contained recommendations for changing the secondary school system. The Ministry responded to SERP in November, 1982 when it published The Renewal of Secondary Education in Ontario -- Response to the Report of the Secondary Education Review Project (ROSE). As a result of all of this input and of these recommendations, the groundwork was laid by the Ministry for the publication of OSIS in 1984.

To some extent, OSIS represents the reaction of the government, prodded on by some educators and by the general public, to certain criticisms about secondary education in the 1970's. According to three surveys of public opinion taken in 1978, 1979 and 1980 by Livingston and Hart for the Ontario Institute for Studies in Education, the general

perception by the public was that the educational system in Ontario had grown too permissive, too reliant on programs that offered a wide choice of subjects rather than an emphasis on core programs that stressed basic skill development, and was too reliant on an academic education and preparation for post-secondary education rather than on job training and career preparation.<sup>2</sup> Anyone who has taught in the high schools of Ontario during this period of time would be able to substantiate these criticisms. Students, especially in the early grades of high school, were allowed a wide choice of subjects. As a result of this, their basic language and mathematical skills suffered. One indication of this lack of basic skills in graduates of secondary schools is the fact that universities and other post-secondary institutions have had to introduce entrance examinations for many of their applicants. As a result of these tests, they have been forced to offer remedial English and mathematics courses. When the Ministry of Education established SERP and when it published its final program requirements in OSIS, it took these criticisms into consideration.

The Ministry has taken a positive step in improving education in the secondary school system by requiring a more basic common curriculum in the early grades of high school and by making more subjects compulsory. During my 18 years of teaching in secondary schools, I have observed that students in grade 9 are better able to cope with the new experience of high school if they are required to take a basic core program in their first year -- a general course of studies including English, French, mathematics, science, geography, history, a credit in the arts and a credit in business or technological studies.<sup>3</sup> This

allows students the opportunity to acquire a background in core subject areas in order to be better able to choose areas of specialization in the senior grades. It has also been my experience that this common course of studies in grade 9 makes it easier to timetable students into specific classes with which they can identify, while making the difficult transition from elementary to high school.

In establishing SERP, the Ministry of Education was very interested in finding out what the general public expected from the province's secondary school system. The general expectations of the public during the latter part of the 1970's were: that schools should provide students with a "solid, useful, basic education that prepares them either for direct entry into employment or post-secondary education"; that "the curriculum be more prescriptive, particularly in the early grades of secondary school...."; that "schools ought to impose much stricter discipline than they are imagined to do at present"; and finally that "standards....be maintained."<sup>4</sup> The Ministry recognized that French is a part of this "solid, useful, basic education" expected by the public when it required a minimum of one credit in French as a second language for an OSSD, even though French was an optional subject under the previous requirements. French has long been recognized as an important academic subject in Ontario's secondary school system. (See Chapter II for a discussion of this point.)

Here is a comment about FSL by a French teacher from outside the province:

Ontario has traditionally set a high standard for the teaching of French as a secondary school academic subject. Graduates have been well versed in grammar and French literature.<sup>5</sup>

The criticisms and general expectations of the public and of educators themselves concerning the educational system in Ontario have been addressed by most of the prescriptions in OSIS. The proposed changes in OSIS are designed to help high school students achieve the goals for which the secondary school system exists. OSIS identifies four of these broad goals. The primary role of secondary education is directed "to prepare young adolescents both to develop the independence they need to act as concerned and compassionate citizens" and "to continue on to post-secondary studies wherever they have the interest or capability to do so". In addition to these traditional goals of the high schools, OSIS identifies two other tasks: "the preparation of young people to enter the world of work" and "the need for schools to work along with parents to nurture students through the adolescent years...."<sup>6</sup> Traditionally, French has contributed to the realization of the first two goals of education as outlined by OSIS, especially in the preparation of students for university. Before it was changed in the late 1960's, most Ontario universities demanded a second language requirement for entrance into Arts and Science courses. We shall see later, in Chapter IV, the role that OSIS has suggested for French and other subjects in preparing students for the world of work. The role of "nurturing students through the adolescent years" has been forced upon the school system due to the changing role of the family in our society, but it has been almost impossible for the schools to duplicate the parents' contribution to this very important task.

In Chapter II of this project I will give a brief history of the teaching of French in Ontario schools, with particular emphasis on the Ministry of Education documents which have affected FSL and led to

the publishing of OSIS in 1984. In order to better understand where the trends and requirements in OSIS originated, Chapter III will be devoted to a discussion of public attitudes towards the teaching of French in the late 1970's and to an outline of what recommendations SERP and ROSE made about FSL. In Chapter IV, I will examine in detail the five broad trends that I have identified in OSIS and their effects on FSL, and also the specific diploma requirements as they relate to FSL. A basic level French course and the French OAC will be examined to illustrate these changes.

In this project, I will trace the development of FSL courses, especially in the 1960's and 1970's when many changes were made in their content and methodology, and I will point out the broad trends in education that were started by the Ministry in the late 1970's. I will thereby show how OSIS has consolidated and furthered these trends by making specific changes in the program requirements for secondary school courses, specifically in FSL.

## CHAPTER II

### THE PRE-OSIS STATE OF THE TEACHING OF FRENCH AS A SECOND LANGUAGE IN THE HIGH SCHOOLS OF ONTARIO

#### 1. Introduction

The Ministry of Education's influence on the teaching of French as a second language in Ontario has been considerable from the time of grammar schools in Upper Canada right up to the present. A glance at Appendix A demonstrates that the Department of Education had a tight control (illustrated by a narrow pathway) over the curriculum and the methodology of French programs, especially from 1876 to 1967 when Departmental Examinations were required in French and every other subject as a prerequisite for entrance into university. The Ministry started to loosen control (shown by a wider pathway) when these Grade 13 Departmental Examinations were abolished in 1967. This trend continued in the early 1970's when the credit system was introduced into Ontario high schools. This system allowed a wider choice of subjects and reduced the number of compulsory credits. The Ministry of Education's control over the curriculum in the high schools began to increase in 1984 when OSIS was published. More compulsory subjects were introduced, a basic common curriculum was set up for the early grades of high school, and a common course of studies for OACs was required. This has led to speculation on the part of some educators



that the Ministry will once again institute some sort of Departmental Examinations at least in a few selected subjects. I believe that the Ministry will never return to a set of common examinations for all subjects as requirements for entry into university, as it had done before 1967. The costs involved would be prohibitive; the difficulties in administering and marking such examinations would be an overwhelming task; and finally, high schools today are not mainly concerned with preparing students for entry into university -- they have many other goals and objectives that did not exist two decades ago. (See Chapter I for these goals as outlined by OSIS.)

OSIS marks a real turning point in the teaching of French. Its emphasis on a general education and basic skill development, its credit requirements, and its elimination of Grade 13 are all changes that will affect the content and methodology of all the subjects in the curriculum, including FSL. In order to better understand what kind of an impact OSIS will have on what is taught in FSL and how it is taught, I will trace in the rest of this chapter the Ministry of Education's influence on French, beginning with the early grammar schools up until 1986 when the Ministry published Ontario Academic Courses -- French as a Second Language.<sup>7</sup>

## 2. French in the Early Grammar Schools of Ontario

// The teaching of French in the secondary schools of Ontario has been a part of the curriculum ever since the middle of the last century. As early as 1854,<sup>//</sup> French was prescribed for the grammar schools of the province. Since French was not at that time required for university

entrance and since teachers were scarce, only about one third of the students took it.<sup>8</sup> French was, therefore, not really a compulsory subject in these grammar schools.<sup>9</sup>

These schools were modelled after the classical grammar schools of England which were originally set up to teach the classics and some mathematics. A look at Appendix B will give the reader an idea of exactly what was taught in the French class in the early grammar schools of Upper Canada. As one will notice, the emphasis in French as in the other languages (Latin and Greek) was on the learning of the basic grammar of the language and on the translation from English into the target language. The only practice in oral skills in French classes came in the "oral" translations mentioned for each of the three years of study of French and the only practice in reading French literature came in the fifth class with the reading of Voltaire's Histoire de Charles XII. In those days, French was taught in an analytical manner like Latin and Greek, so that the students could analyse the patterns of grammar and syntax of the target language in order to be better able to translate from English into the second language.<sup>10</sup> This fixed content and methodology gave rise to the grammar-translation method of teaching a second language which was the dominant method of teaching French in Ontario until well into the 1960's.

From 1876 to 1967, grade 13 Departmental Examinations in French as well as other subjects were set by the Ministry of Education and marked by master grade 13 teachers approved by the Ministry. These common external examinations administered to all grade 13 students throughout the province were used as entrance requirements for Ontario's

universities. Because the content and even the methodology of French were fixed, due to these external examinations, there was an overwhelming emphasis on the teaching of French grammar, on translation from English into French and on written communication. The emphasis in French courses of the time from grade 9 to grade 13 was on teaching the language skills of reading and writing with very little attention, if any, given to listening or speaking skills. The curriculum in French from grades 9 to 12 (including textbooks) was prescribed by the Ministry in order to prepare the students to write the two grade 13 Departmental Examinations -- one in French composition and one in French authors.

### 3. Changes that Affected FSL in the 1960's

It was not until the late 1960's that substantial changes in the teaching of FSL in Ontario schools took place. Some of these changes were brought about directly by the Ministry of Education, while others took place because of outside influences. Because of both of these forces, there was a definite shift in emphasis in FSL courses from teaching mainly the skills of writing and reading to the teaching of the oral skills of listening and speaking.

It became increasingly more obvious to educators and students alike that a strictly analytical knowledge of the grammar and syntax of French was no longer sufficient for the majority of high school graduates. In order to train students to work in government agencies and in private enterprise, French courses would have to devote more time to teaching oral skills. The federal government was looking for more bilinguals to work in foreign offices as well as in national placements.

Canadians were becoming increasingly aware of the advantages of being bilingual in a country that was founded by two different peoples who had distinct languages and cultures.<sup>11</sup>

Because the Departmental Examinations of the time, which fixed the content and the methodology of French courses from grades 9 to 13, were written and not oral, there was an emphasis on written communication in the teaching of French. A first step that the Ministry of Education took in changing the emphasis from written to oral communication in FSL came in the mid 1960's when a *Dictée* was introduced as a part of the Departmental Examinations. The teaching of French, with particular emphasis on oral skills, became established in elementary schools in 1966 when the Department of Education published its Grade 7 program.<sup>12</sup> Another step in the shifting of emphasis from written to oral communication took place when the Departmental Examination system was finally discontinued in 1967. No longer did written external examinations fix the content and methodology of French courses in all grades of the high schools. There was now room in the curriculum for the teaching of both the spoken and written language.

These new developments led to a proliferation of new programs in French which required a different view of language teaching and a radically different methodology -- one that would accommodate the new emphasis on listening and speaking skills. During the latter 1960's and well into the 1970's, this new audio-lingual approach to teaching a second language gradually replaced the grammar-translation method in FSL in Ontario as the dominant methodology. When the custom of prescribing texts ceased with the Grade 13 Departmental Examinations in

1967, secondary school teachers began turning to contemporary publications, especially ones from French Canada.<sup>13</sup> Throughout this period, as prescriptions and requirements in all subjects in high school, including French, were being relaxed in favour of a less restrictive and more individualistic approach to education, the Ministry was gradually loosening its tight control over the programs that were offered in secondary schools in Ontario.

In 1969 the federal government passed an Act which officially made Canada a bilingual country. This was a further incentive to study French as a second language for succeeding generations of students. By this Act and because of its system of per capita grants for students who study French, the federal government has been putting pressure on the provinces to follow suit in becoming officially bilingual. Up until the present, Ontario has not followed the federal lead, but it has since then been pressured by Francophone Ontarians, and by groups like the Ontario Modern Language Teachers' Association and the Canadian Parents for French, to make the study of French compulsory in high school. The question of compulsory French was one that was constantly being debated in all of the curriculum documents, surveys and reports that preceded the publishing of OSIS in 1984.

There were two changes in the late 1960's and early 1970's that decreased the traditionally high enrolment in French in the secondary schools of Ontario.<sup>14</sup> The first factor was the abolition of the second language requirement for entry into universities and post-secondary institutions.<sup>15</sup> The second change came in the early part of the 1970's when the Ministry introduced the credit system in the high schools.

Under this system a student had few compulsory credits and a wide choice of subjects, some of which had never been previously offered in the secondary school curriculum. This last change put French into direct competition with other high interest subjects such as business and technical courses; drama, music, film study, etc., and thus contributed to a drop in enrolment.

4. Ministry Reports and Guidelines on FSL in the 1970's

Following this period of turmoil and rapid change in the teaching of French as a second language, the Ministry of Education wanted to find out exactly what was happening in FSL. Therefore, it established a Ministerial Committee on the teaching of French in 1973. After this Committee made its report and recommendations, the Ministry wanted to inform the general public about what was going on in FSL, and so it published in 1977 Teaching and Learning French as a Second Language: A New Program for Ontario Students. These two documents laid the foundations for the Ministry's most comprehensive and practical guideline ever published concerning French -- French, Core Programs 1980. This guideline not only sets the goals and objectives of core French programs in Ontario, but it also gives practical suggestions about how to teach the four different skills in language learning. Many of the trends and innovations suggested in this guideline were consolidated in OSIS. One can see from these three documents that the Ministry of Education was attempting to gain back some of the control over FSL that it had given up in the late 1960's and early 1970's.

This Ministerial Committee was established "to develop improved curriculum and techniques for teaching French to the English-speaking students of Ontario, and at the same time to review the aims and objectives of French language courses".<sup>16</sup> The Committee was instructed to do three things:

- (1) to review the existing curriculum guidelines in French, study the most recent research on and evaluation of French instruction, study briefs submitted by any interested party, and prepare recommendations towards a curriculum guideline for French programs of varying length and intensity, K to 13;
- (2) to provide advice to the Ministry of Education on all aspects of the French Programs K to 13;
- (3) to suggest basic and supplementary support material, available or needed for effective programs in French.<sup>17</sup>

When this Committee finally made its report (the Gillin Report), Ontario had its first in-depth statement on the current situation of FSL in its schools and also had a number of concrete recommendations on the teaching of French.

Many of the recommendations of the Gillin Report have influenced the teaching of French right up to the present and have found an echo in some of the prescriptions in OSIS. The Committee recommended that the study of French be compulsory at some point in the curriculum of Ontario's English language schools, for historical, cultural, political and educational reasons.<sup>18</sup> It recommended that French be included in the list of "highly recommended" subjects for students choosing their programs for year 1 of secondary school.<sup>19</sup> The input of this Committee had some influence on the Ministry's decision 11 years later in OSIS

to require one compulsory credit in French to be taken, ordinarily in year 1 of secondary school. The three levels of difficulty suggested for most subjects under OSIS can be found in the Committee's recommendation that various courses -- General, Remedial, Advanced or Enriched -- be offered so that students may enroll in courses appropriate to their level of achievements.<sup>20</sup> These correspond to the general, basic and advanced levels of difficulty in most courses mentioned in OSIS.

In addition to these three levels of difficulty for each course, the Committee outlined three levels of achievement or proficiency in programs for students who study French -- a top level, a middle level and a basic level. These levels define specifically what language skills a student should acquire and they give certain minimum requirements of vocabulary and sentence patterns. These three levels of proficiency correspond to the level of language skill that a student would be expected to acquire after completing the corresponding program: a basic level of proficiency after completing a regular program, that is, instruction in French as a second language per se (what we now call core program); a middle level after completing an extended program, where at least one or two other subjects are taught in French; a top level after completing an immersion program, where all subjects are initially taught entirely in French with several years of language maintenance when the time devoted to French is reduced to about 40% of the school day.

The emphasis in OSIS on encouraging bilingualism and biculturalism also has its roots in this Committee's report. The Committee



recognized that "not all students who begin the study of French will continue long enough to achieve any recognized degree of bilingualism; the Committee believes, however, that a satisfying experience in the study of the language will result in a healthy attitude towards French and a sympathetic understanding of the people who speak it."<sup>21</sup>

The Committee also recommended government support of travel and exchanges so that English-speaking students could live within a French *milieu*, more widespread use of French language radio and television programs in the classroom, more intensive teacher training in French, and more opportunities for teachers to upgrade their qualifications in French.

All in all, the Gillin Report provided an excellent review of the state of the teaching of FSL in Ontario and it made many concrete recommendations about the content and methodology of French courses being offered. Most important of all, it outlined three different levels of proficiency in French programs which eventually developed into core, extended and immersion French. It also provided for the Ministry of Education ammunition with which to explain and defend the FSL curriculum of Ontario to the general public.

This justification for the French programs came four years later in 1977 when the Ministry of Education published its pamphlet entitled, Teaching and Learning French as a Second Language: A New Program for Ontario Students. The major recommendations of the Gillin Report were clarified and promulgated in this document. It further defined the three different instructional programs which were based upon the accumulation of instructional time in French as a second language. Core

programs designated a basic pattern of instructional time in FSL whereby students take a period of instruction in French each day, usually 20 to 40 minutes per day. The extended programs were defined as those which included a core program in French as a second language as well as one or two other subjects in which French is the language of communication. Immersion programs were defined as those in which most of a student's instruction is given using French as the language of communication. Time allotments varied: a frequent pattern was to expose students to heavy immersion in the first year or two of the program, then to reduce the immersion time in subsequent years.

An attempt was made in this pamphlet to correct the misunderstanding of the word "bilingual".<sup>22</sup> Specific hours of instruction in French were assigned to each of the three levels of proficiency as outlined in the Ministerial Committee's Report: basic level -- at least 1200 hours of French instruction; middle level -- 2100 hours of instruction; top level -- 5000 hours.

There was in this pamphlet an explanation of how the government was going to allocate funds for these FSL programs based on the accumulated hours of instruction. Curriculum changes were outlined, provisions for facilities like French rooms in elementary schools were encouraged and a plan was submitted for training and re-training teachers to implement these new programs.<sup>23</sup>

One can see from some of the recommendations and even the title of this pamphlet that the teaching of French in Ontario schools had become a political as well as an educational issue. This pamphlet was aimed at the general public and it was presented as a new program for

Ontario students, which is to imply that there was something lacking in the old program. The Ontario Ministry of Education felt that it had to justify its prescriptions for the study of French in Ontario. Why were students who had successfully completed five years of study of high school French not completely "bilingual"? The Ministry could answer that these students had only completed the basic level or core program -- only 1200 hours of French instruction, as compared to 5000 hours for students who had completed an immersion program and who would therefore more likely be "bilingual" than the former group.

Ever since the 1960's the federal government had been actively pursuing a policy of bilingualism and biculturalism. What was the province of Ontario doing in its FSL programs to support this trend? The Ministry could counter that French was compulsory in elementary schools at least in grades 7 and 8, and that it was on the list of "highly recommended" subjects in high schools.

Francophone Ontarians might well ask the government to explain why English was compulsory for a graduation diploma in the French schools of the province, but why French was not compulsory in the English schools. The Ministry could point to the "highly recommended" status of French in the high schools and also to the fact that students had a choice of three levels of proficiency in which to pursue their study of French -- core, extended or immersion. The Ministry could also hold up this pamphlet as concrete proof to the French-speaking people of Quebec who might be looking for indications from Ontario and the other provinces that they were serious about making Quebecers full partners in Confederation. This was a means of countering the

independence initiatives of the Parti Québécois.

Following the two documents mentioned above, and to some extent as a result of them, the Ministry of Education in 1980 published its most extensive and practical French guideline ever -- French, Core Programs 1980. This guideline provides direction for the organization of courses of study in core French programs in the primary, junior, intermediate and senior divisions. It emphasizes the importance of the study of French in Ontario schools, by suggesting that school boards choose a common starting point for core French programs (beginning in grades 1, 4, 7 or 9); that full participation of all students with special needs (for example, students identified as special by an Identification, Placement and Review Committee (IPRC)) participate, if it is to their advantage; that principals and counsellors be encouraged to bring to the attention of the students and their parents the benefits of developing competence in both English and French.

This last point about having competence in the two official languages is one that is particularly emphasized by OSIS:

Core programs are not designed to make students fully bilingual; rather, they offer students a valuable educational experience and the opportunity to develop a basic usable command of the language, which can be expanded through further study or contact with French-speaking people.<sup>24</sup>

One can see from the aim of these core programs that the Ministry is once again concerned about the interpretation of the term "bilingual". It is not the purpose of these core programs to produce completely "bilingual" students, but to give them "a basic usable command of the language". Compared to FSL courses offered in Ontario before the 1960's,

these courses outlined by French, Core Programs 1980 are more practical in nature, emphasizing the basic skills of communication. They not only prepare students for further study in French, but they also enable students to communicate more proficiently with French-speaking people. This stress on communicative competence in FSL is the greatest single factor which has influenced programs and methodology in teaching French throughout the 1980's. OSIS stresses this trend by emphasizing proficiency in language -- both in English and French -- and by emphasizing basic practical skills taught in high schools.

A reference to the biculturalism and multiculturalism emphasized in OSIS can also be seen in the following objectives of the core French programs:

to become familiar with the customs, geography, history, institutions, traditions and arts of French Canada and the other French-speaking regions of the world;

to develop a sensitivity to other cultures and peoples, and a critical awareness of their own culture.<sup>25</sup>

The three levels of difficulty for courses which were outlined in Teaching and Learning French as a Second Language: A New Program for Ontario Students, are further developed in this guideline. Specific suggestions are given as to how to set up these courses, especially at the advanced and general levels. The section on basic level courses, however, is not very detailed or developed. This is one of the reasons why the Ministry is in the process of preparing French for Basic Communication, a resource document for grade 9 and 10 basic level FSL courses.

## 5. Conclusion

During the 1970's the Ministry of Education produced three major documents which were designed to give it more control over the FSL programs -- the Gillin Report, Teaching and Learning French as a Second Language: A New Program for Ontario Students, and French, Core Programs 1980. They started trends in FSL that were to continue into the 1980's when they were consolidated and modified by OSIS. The three levels of difficulty -- general, remedial, advanced or enriched -- that were suggested by the Gillin Report gradually evolved into the general, basic and advanced levels of difficulty stressed in OSIS. By making French compulsory in Year 1 of secondary school, OSIS made it mandatory to offer FSL at these three levels of difficulty at least in grade 9 and in any other grade that was necessary to meet the needs of the students. The three levels of proficiency -- top, middle and basic -- outlined by the Gillin Report were gradually expanded into immersion, extended and core French. These programs were given encouragement to expand not only in the elementary, but also in the high schools, because of OSIS' insistence on a level of proficiency in both official languages. The bilingualism, biculturalism and multiculturalism that were given support in these three Ministry documents were especially emphasized in OSIS in many of its sections and in its program requirements. Finally, all of these documents, and especially French, Core Programs 1980, gave an outline of what the objectives of the FSL programs in Ontario were to be, and also gave some practical suggestions about how to achieve these objectives. When the Ministry came out with OSIS in 1984, it

used the foundations that had been laid in these three former documents to bring about changes in FSL by proposing specific program requirements.

During this same decade, when the Ministry was reviewing the state of the teaching of French in Ontario, the entire secondary school system was coming under scrutiny. The task of conducting this complete review fell upon Duncan Green and his Committee who were commissioned by the Minister of Education to produce recommendations for improving secondary education in the province. When the Committee published its Report of the Secondary Education Review Project on October 30, 1981, the groundwork was laid for the publication of OSIS three years later.

### CHAPTER III

#### THE SECONDARY EDUCATION REVIEW PROJECT AND THE RENEWAL OF SECONDARY EDUCATION IN ONTARIO

In order to better understand the trends and changes proposed by OSIS, and how they affect FSL, I will outline in this chapter the recommendations made about French by the two reports (SERP and ROSE) that laid the foundations for OSIS. Also, in order to give the reader an understanding of where the recommendations in SERP and ROSE originated, I will review two OISE surveys that summarize the opinions of the general public in the late 1970's concerning the education system in Ontario in general and the teaching of French in particular.

Throughout the turmoil and changes in the education system in Ontario in the 60's and 70's, the general public gradually became dissatisfied with certain aspects of secondary education. In a survey of public attitudes towards education in Ontario prepared for the Ontario Institute for Studies in Education in 1978, D.W. Livingston reached the following conclusions:

Despite a stagnant economy and declining enrolments, education appears to have retained its importance as a public priority in the minds of the Ontario public over the past five years. There is a surprisingly high degree of satisfaction with school services in general, even though few people now see the quality of education as improving and there are many complaints over specific concerns such as student discipline problems and education taxes.<sup>26</sup>



Some other concerns of the public noted by Livingston were that new educational policy initiatives should be related to jobs; that more attention in elementary school should be paid to developing basic reading, writing and number skills and to promoting a strong foundation in moral education; and that teachers should have greater authority over students in the classroom.<sup>27</sup>

In the same sort of survey taken just one year later, Livingston and Hart found a marked increase in dissatisfaction with the school system. A bare majority of the respondents said that they were satisfied with the school system in general (as compared to 66% in 1978). As a matter of fact, 33% said that they were dissatisfied with the system. The authors noted in this survey some of the same concerns as the 1978 survey had identified: increasing basic reading, writing and number skills; more occupational preparation at the secondary level; and school authority structures being too permissive. The biggest single problem with the educational system according to this survey was the lack of student discipline.<sup>28</sup> These were certainly not the types of statistics that the Ministry of Education wanted to be given about the public's general dissatisfaction with the educational system. The Ministry knew at that time that something would have to be done to reverse this trend of negative attitudes. The time was right for the Ministry to institute a complete review of the secondary system and to begin to regain some of the control over the programs that it had given up in the 1960's and 1970's. This review came in 1980 when the Minister established the Secondary Education Review Project and the tighter controls came in 1984 when the Ministry published its requirements in OSIS.

One finding in the 1979 survey of particular importance for the teaching of FSL was that the general public expressed a desire for some form of restructuring of the commitment to teaching French. The following are the results of the answers to this question about FSL:

In Ontario over the last few years children have been taking instruction in French as a second language in elementary school but have been permitted to drop it in the first year of high school. Which of the following statements is closest to your own view about the teaching of French in schools? -

- The students should demonstrate a basic knowledge of French to graduate from high school ..... 19%
- French should be a required subject in high school to grade 10 ..... 18%
- The situation is right as is ..... 10%
- There should be an increased emphasis in elementary school, but French should remain optional at high school ..... 20%
- French should be optional in elementary and high school ..... 31%
- Not stated ..... 2%<sup>29</sup>

That the public wanted a change in how FSL was taught can be deduced from the mere 10% of the respondents who opted for the *status quo*. 57% of the respondents showed support for some kind of restructuring of the teaching of FSL and 67% showed support for the compulsory teaching of French at least in elementary school.<sup>30</sup> This is a definite indication that the majority of the general public was interested in having French taught at least in elementary school and that they were interested enough in FSL to suggest restructuring the present system of teaching French. Only 31% responded that they felt French should be optional in

elementary and secondary school. 61% indicated that French should be optional at the high school level. Likewise, Gallup polls of the time showed a decline in support for compulsory French language instruction in public schools in the period of 1974 to 1978. Except for the province of Quebec, the public in Canada who had supported inclusion of French as a compulsory subject had dropped in that period from 50% to 42%.<sup>31</sup> If one looks at the participation rate of students taking French in secondary schools between 1970 and 1980, one will notice a steady decrease -- from 48.9% to 31.9%.<sup>32</sup> The authors of the SERP Report were no doubt aware of these statistics when they failed to recommend French as one of the compulsory credits for an OSSD.

The Secondary Education Review Project invited individuals and organizations to contribute their comments and proposals to the Project in writing, for consideration by the four committees which were broadly representative of the Ontario education community and other important sectors of the public.<sup>33</sup> In May, 1981, the Project published a Discussion Paper containing 101 recommendations. This Paper was widely distributed throughout the province in order to elicit the reaction of interested parties. There were about 600 written submissions to the Project prior to the release of the Paper. However, in reaction to the Discussion Paper, the Project received about 2400 submissions in the form of individual letters or briefs and over 2000 signed form letters or petitions.<sup>34</sup> The Steering Committee, which was responsible for reviewing the responses to the Discussion Paper and formulating the final recommendations, submitted its final report to the Minister of Education on October 31, 1981.

The Report contained 98 recommendations to the Ministry of Education about how to improve the secondary school system in Ontario. Among these recommendations were four that dealt specifically with the teaching of French: Recommendation 8 dealt with compulsory and elective credits for an OSSD (French was on the list of elective credits); Recommendation 9 dealt with substituting elective credits for compulsory ones (one credit in French could be used instead of one of 5 compulsory credits in English); Recommendation 18 outlined the requirements for first and second national languages (French would be a compulsory subject in at least grades 4 to 8 and optional in grades 9 to 12); Recommendation 84 dealt with repealing Section 265 of The Education Act, 1974, which made English obligatory for students enrolled in grades 9 to 12 of French language schools. (See a discussion of this point later in this chapter.)<sup>35</sup>

The SERP Report did not recommend that French be included in the list of compulsory credits for an OSSD for two reasons:

First, most current research indicates that a second language is more easily acquired by students at an earlier age than that of many students entering secondary schools. Second, for many students in Ontario, French (or English) is not a second but a third language and the imposition of it in secondary school not only would inhibit their program choices but, for many, pose a considerable burden.<sup>36</sup>

No one who has looked at the evidence could deny that a second language is more easily acquired at an early age, but what kind of proficiency in French would a student have after only 4 years of study of French at the elementary level? (SERP recommended compulsory French only in grades 4 to 8 -- Recommendation 18.) Even if a student were

to take French for 8 years (grades 1 to 8), he would still not be close to a proficiency level that could be considered "bilingual". The Ministerial Committee on the teaching of French (1973) recommended that a minimum of 5000 hours of study of French would be required for a student enrolled in an immersion program. According to this Committee, that would allow a student to be considered bilingual. The fact that a command of both of the national languages is socially and politically essential for most Canadians is quickly being realized by many people. H.H. Stern, a professor at OISE, quotes an article from MacLean's that makes this point:

An article which appeared last July in MacLean's (Diebel 1983) and which was based on census data and interviews across the country was equally symptomatic. It referred to "the rise of a bilingual Canadian elite"; it observed that this new elite is "able to speak fluently both of Canada's official languages". The article regarded this "as one of the most dramatic social and political changes that the country has ever witnessed" (p. 22); and concluded that "increasingly, it appears, a command of both languages will be essential to the future of all Canadians." (p. 24)<sup>37</sup>

In response to SERP's second reason for not putting French on the list of compulsory subjects, one should look at the advantages of learning a second (or third) language, which far outweigh the disadvantages. The above-mentioned article from MacLean's points out one advantage of being bilingual in Canada. Wallace E. Lambert, of McGill University, after reviewing many studies of bilingualism in Canada, points out other linguistic advantages of being bilingual:

There is then an immense array of evidence accumulating that argues plainly against the common sense notion that becoming bilingual, i.e., having two strings in one's bow or two linguistic systems

within one's brain, naturally divides a person's cognitive resources and reduces his efficiency of thought. Instead, one can now put forth a very persuasive argument that there is a definite cognitive advantage enjoyed by bilingual children in the domain of cognitive flexibility.<sup>38</sup>

There is also evidence to support the argument that ethnic students who may be learning a second (or third) language in school in addition to their mother tongue, suffer very little interference with that language, and in fact benefit from learning another language.

Lambert cites two such studies:

For example, the research of Padilla and Long (University of New Mexico) indicates that Spanish American children and adolescents can learn English better and adjust more comfortably to America if their linguistic and cultural ties with the Spanish speaking world are kept alive and active from infancy on ....

... Peal and Lambert came to a similar conclusion when they found that French-Canadian young people who are given opportunities to become bilingual are more likely than monolinguals to be advanced in their schooling in French schools, to develop a diversified and flexible intelligence, and to develop attitudes that are as charitable towards the other major Canadian cultural groups as their own.<sup>39</sup>

It has also been my experience in teaching FSL courses that ethnic students who may be learning French as a third language certainly do not find it "a considerable burden" as the SERP Report suggests, but in fact they benefit from the transfer of language concepts. It is my conclusion, therefore, that the SERP Report put forth very weak arguments for not including French in the list of compulsory subjects required for an OSSD.

In addition to the specific recommendations in the SERP Report

concerning FSL, there were several trends in the Report which were favourable to French language study. I have already mentioned the fact that the SERP Report's recommendation number 9 would allow a student to substitute one credit in French for one of the five compulsory credits in English. Even if it did not recommend compulsory French in high school, SERP has still recognized the value of studying a second language.

One of the trends which is evident in OSIS that can trace its roots to the SERP Report is its emphasis on the role that bilingualism and biculturalism have in shaping students' attitudes towards their own culture and other cultures and peoples. The Project listed as goal number 7 for the secondary students "respect the customs and beliefs of others in their society."<sup>40</sup> This goal closely parallels the above-mentioned aim of the core French program as stated in French, Core Programs 1980: "to develop a sensitivity to other cultures and peoples, and a critical awareness of their own culture."<sup>41</sup> This trend is stressed in the goals for education stated in OSIS as well.

Many Canadians are coming to realize the important role that learning a second language (and culture) has in developing students' esteem for the customs, cultures and beliefs of other ethnic groups. Stuart Beaty, the Director of Policy and Liaison at the Office of the Commissioner of Official Languages recently made this same point in an address given in British Columbia:

Fluent, well-grounded functional French, for instance, is something one could hardly have too much of in the Canadian population, but not surely just as a down payment on better-paying bilingual jobs. Unless a knowledge of French (or "mutatis

mutandis" Japanese, German, Portuguese or whatever) raises our appreciation of French or other values, and our sensitivity to the concerns of sometimes distant neighbours and fellow citizens, we are not really enlarging our linguistic and cultural "patrimoine". It is excellent that we Canadians have begun to see our linguistic pluralism as an opportunity and not as something that comes a close second to original sin.<sup>42</sup>

Another trend which was initiated by SERP and consolidated in OSIS was to stress the importance of reaching at least a minimum level of proficiency in both national languages by the end of secondary school. In spite of the fact that the SERP Report did not recommend a compulsory credit in French, it did emphasize the importance of both national languages. It recommended that school boards provide programs in both national languages as follows:

- (a) a first national language would be offered in all grades K-12;
- (b) from at least Grade 4 to 8, the second national language would be compulsory for all students, except for those granted exemption in extenuating circumstances;
- (c) from Grades 9 to 12, the second national language would be offered to assist students to meet the compulsory requirements for the OSSD.<sup>43</sup>

After the SERP document was submitted to the Minister of Education on October 31, 1981, a team of Ministry officials analysed the Report, as well as the many detailed submissions stimulated by it from the teacher federations, trustee groups, civic associations and administrators. The Ministry finally responded to SERP's 98 recommendations in November, 1982 when it published The Renewal of Secondary Education in Ontario -- Response to the Report of the Secondary Education Review Project (ROSE).



The Ministry accepted most of SERP's recommendations, amended a few, but only rejected three. In the ROSE document and later in OSIS, the Ministry of Education showed even greater support for the teaching of French as a second language than did SERP. The Ministry demonstrated this support for political as well as educational reasons. In my opinion, the Ministry wanted to encourage FSL in order to collect more of the *per capita* grants that the federal government was giving to the provinces for students who studied French. It also wanted to show support for the federal government's official policy of bilingualism and biculturalism without really making Ontario officially bilingual. By showing support for FSL in the schools, the Ministry would also be showing support for the linguistic and cultural aspirations of Francophone Ontarians and the French-speaking people of Quebec.

In Part 3 of The Renewal of Secondary Education in Ontario, entitled, "Curriculum Foundations", one finds a clear statement of the Ministry's support for FSL:

The study of French is important in Ontario. At present core French studies are normally begun in the elementary grades, then continued in a sequential program. As well, immersion French programs in which the students use the French language for up to 50% of their studies, frequently developing superior proficiency, are increasingly popular. The Ministry of Education will encourage boards to ensure that both immersion and extended French programs can be continued into the secondary years. Funds will be identified in the General Legislature Grants for such programs and action will be taken to ensure that qualified teachers will be available to provide instruction.<sup>44</sup>

This support can also be seen in the way in which the Ministry responded to two important Recommendations in SERP dealing with FSL.

First of all, in response to Recommendation number 8 of SERP, concerning the list of compulsory and elective credits for completing an OSSD, the Ministry added one compulsory credit in French. Second, in response to Recommendation 18, concerning requirements for a second national language, the Ministry amended it to read that one course of French would be compulsory in grades 9 to 12.

In a political move to balance the impact of requiring one compulsory French credit in high school against the wishes of the SERP Report, the Ministry rejected the Report's Recommendation number 84, which would have repealed section 265 of The Education Act, 1974. By rejecting this Recommendation, the Ministry retained the regulation "that English or *anglais* shall be an obligatory subject of instruction for every pupil of grades 9 to 12 who is enrolled in a French language school and shall be a required subject for a certificate or diploma issued to such a pupil."<sup>45</sup> The SERP Report argued that making English or *anglais* compulsory for French-speaking students in secondary schools would create an extra obligation for students who, under Recommendation 8, were already involved in French language studies. (Recommendation 8 requires that French-speaking students take 4 credits in *français* and an additional one credit in either *anglais* or *français*).

In reacting to the SERP Report by publishing the ROSE document, the Ministry of Education showed that it was prepared to take tighter control of the programs in Ontario's secondary schools. It also showed that it was willing to give even more support than it had in the past to FSL. These two trends were consolidated even more in 1984 when the Ministry published OSIS.

## CHAPTER IV

### THE EFFECTS OF OSIS ON FRENCH AS A SECOND LANGUAGE

#### I. Introduction

In publishing its circular, Ontario Schools: Intermediate and Senior Divisions in 1984, the Ministry of Education was reacting to the general public's criticisms in the late 1970's that the education system was too permissive, lacked an emphasis on basic skill development, and did not put enough stress on job training and career development. (See a discussion of these criticisms in Chapters I and II.) In this chapter, I will discuss the five trends in OSIS that I have identified in Chapter I and will show how these trends are endorsed in the goals and objectives of the FSL courses in Ontario's secondary schools. I will also point out how the program requirements that have been prescribed by the Ministry of Education in OSIS will affect the French courses that are being offered in the high schools of Ontario. A grade 9 basic level French course and the French OAC will be examined in order to illustrate some of these changes.

In an effort to consolidate its control of the programs offered in Ontario's high schools, the Ministry is in the process of publishing other curriculum documents that outline requirements for specific courses, in addition to the general prescriptions of OSIS. There are

two such documents that concern FSL. The first document that was published in draft form in August 1985, is French for Basic Communication. This is a resource document for grade 9 and 10 basic level French as a second language courses. This document also outlines the aims, objectives, content, teaching techniques and evaluation procedures for basic French courses that may be offered under the requirements of OSIS. In 1986 the Ministry also published Ontario Academic Courses: French as a Second Language. This document outlines the aims, objectives, prerequisites, content and evaluation procedures for Ontario Academic Courses that may be offered in core, extended and immersion French, in order to fulfill the requirements of OSIS.

The Ministry has also published documents such as Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980's, in order to keep the public informed about what is happening in FSL. In this pamphlet, the Ministry has attempted to answer such practical questions as "Why study French?", "How is French taught in Ontario?", "What type of French do the students learn?", etc. Once again, as it had done in its 1977 pamphlet, the Ministry outlined what constitute the three different levels of achievement -- basic, middle and top; how extended and immersion programs are organized and how the school boards' French programs are funded. The new requirements in FSL for students entering secondary school in September 1984 or later, as outlined in OSIS, are explained in detail.

The Ministry is fully aware of its responsibility to explain new programs to the general public. Just as it had published its pamphlet, Teaching and Learning French as a Second Language: A New

Program for Ontario Students in 1977 following the Gillin Report, so it has published the above-mentioned pamphlet following the SERP Report. Because French has become such a major political issue in education, the Ministry has felt it necessary to justify its position on FSL to the public, and thus to justify its changes and prescriptions.

## 2. Trends in OSIS that Affect FSL

One of the trends in OSIS that is evident in its goals of education and in its program requirements is a return to an emphasis on a general type of education that stresses a few core subjects as opposed to a stress on individualism and a wide choice of diverse subjects. Of the 13 goals of education listed in OSIS, more than half of them (7) are concerned with a general life skills approach to education:

- (1) develop a responsiveness to the dynamic process of learning;
- (2) develop resourcefulness, adaptability, and creativity in learning and living;
- (5) gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression;
- (9) develop a sense of personal responsibility in society at the local, national, and international levels;
- (10) develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups;
- (12) develop respect for the environment and a commitment to the wise use of resources;

- (13) develop values related to personal, ethical or religious beliefs and to the common welfare of society.<sup>46</sup>

These goals refer in a general sense to developing attitudes and values that will be useful for students throughout their lifetime, in comparison to the other goals that do refer to the development of specialized skills.

If one looks at section 4.10 of OSIS, "Diploma Requirements (OSSD)", one will notice that there is a definite attempt on the part of the Ministry to create a common course of studies for grades 9 and 10 at least. (See Chapter I for a discussion of the advantages of this type of program.) By glancing at Appendix D, one will get an idea of what a typical year's course load might look like for a student in grade 9 or 10 under the requirements of OSIS. One will notice in my example that the choices of subjects, especially in grade 9, are very limited.<sup>47</sup>

After following this course of studies in grades 9 and 10, a student will have completed only 12 out of the 16 compulsory credits needed for an OSSD. Not only are there very few choices, but the list of courses tends to be of a more general nature than formerly. The role that learning a second language like French plays in this education is emphasized, especially in grade 9 when one credit in French is compulsory. Given that some of the purposes of a general education are to broaden one's horizons and to develop respect for the customs, cultures and beliefs of other nationalities, then French has a definite role to play in meeting these goals. If this trend in OSIS towards a broader type of education continues, I can envisage at least one more

credit in French becoming compulsory for a graduation diploma in high school.

In answer to the criticism of the late 1970's that the education system in Ontario should put more stress on core programs that emphasize basic skills in mathematics and language (see Chapter I), OSIS has placed particular emphasis on improving the literacy of secondary school students. Not only does OSIS stress this basic skill development in English, but for the first time in a curriculum document, it also stresses it for the second national language (French, in the case of English-speaking students). Thus one finds a clear statement of this intent in section 2.4, "National Languages":

It is essential that all students reach full functional literacy in at least one national language and have some knowledge of the second national language by the time that they have completed secondary school. School boards are therefore required to make a program of study of both national languages available to all secondary school students to the end of Grade 12.

In English-language secondary schools, in addition to five credits in English, students are required to earn one credit in French as a second language for an OSSD.<sup>48</sup>

This emphasis on the importance of language, especially in developing basic skills, is continually alluded to in OSIS. In section 2.5, "Language Across the Curriculum", one reads that "...language plays a central role in learning. No matter what the subject area, students assimilate new concepts largely through language..." In section 2.9, "Life Skills", one sees that the very first skill listed is "to use language with clarity and accuracy." In section 3.2, "The Learning Process", there is another reference to the importance of language:

Learning in school occurs most often through the medium of language. The specialized knowledge and language of subjects can be understood by the individual learner only in terms of his/her own vocabulary.<sup>49</sup>

The importance of this acquisition of language skills is recognized by the guideline, French, Core Programs 1980, when it lists among its aims: "to develop learning skills pertinent to language study; and to perfect their (the students') use of language through study, practice, and communication."<sup>50</sup>

There is evidence to support the view that language skills in one's mother tongue are not hampered by learning a second language, but in fact they are enhanced by such learning, because of a transfer of these skills. In a study of grade 4 English-speaking students enrolled in French schools, Genesee et al. reached the following conclusions:

These findings indicate that when native English-speaking children attend French school during the early school years, they have little difficulty transferring to English whatever skills they develop through the second language, even though formal instruction in English in school is limited to 2 1/2 hours per week.<sup>51</sup>

The authors made the observations that children in the experimental group revealed an amazing ability to transfer second language skills to their first language. They concluded the report of their study with the following comments:

There are two general points that can be made about the performance of the children in the Experimental group: first, their English language skills at the beginning of Grade 4 appeared to be on par with children in all-English school since kindergarden, except in spelling. The second important finding concerns the French proficiency of the Experimental children.<sup>52</sup>



It is understandable that the experimental group would be weak in spelling skills in English, but this skill can be easily learned in later grades. This weakness is more than compensated for by the increase in proficiency in French that this group has gained.

Another study conducted in Vancouver by Dank and McEachern reached similar conclusions about the reading skills of grade 3 French immersion students. They found out that studying a second language does not interfere with the skill of reading in the mother tongue, but as a matter of fact it helps the students. They conclude that:

...the French immersion group is in no way hampered in reading development as a result of being instructed in a second language. Based on the results of this study, it can be stated that the French immersion group was quite proficient at interrelating graphophonemic, syntactic, and semantic strategies and thus demonstrated success in the effective communication of meaning which can be considered the primary purpose of reading.<sup>53</sup>

Lambert also reached some interesting conclusions about the linguistic advantages of learning a second language after he had reviewed all of the available studies:

All of these studies (and we found no others in the recent literature to contradict them) indicate that bilingual children relative to monolingual controls, show definite advantages on measures of "cognitive flexibility", "creativity" or "divergent thought".<sup>54</sup>

It has also been my experience in 18 years of teaching FSL in grades 8 to 13, that learning a second language definitely helps students in acquiring similar language skills in English. My colleagues in the English department have also reported that students who are studying a second language (e.g. French, Latin, Italian, etc.) have

a greater knowledge of the syntax and grammar of their native language. It is very important, therefore, that OSIS places so much emphasis not only on proficiency in English, but also on proficiency in French as a second language.

A third trend that runs throughout OSIS is its emphasis on the preparation of students for the work place. This emphasis is in answer to the general public's criticism that secondary education in the 1970's was too reliant on an academic education and preparation for post-secondary institutions rather than on job training and career preparation. (See Chapter I.) OSIS states quite clearly at the very beginning in section 1.2, "Curriculum Priorities", that "the preparation of young people to enter the world of work equipped with the attitudes and skills that will make them productive and successful is an essential task that must complement the traditional functions of secondary education."<sup>55</sup> FSL has played an important role from the days of the grammar schools in fulfilling the "traditional" functions of preparing good citizens and getting students ready for university, because up until recently French has been considered as an academic subject.<sup>56</sup> However, in light of OSIS' emphasis on preparing students for the world of work, this traditional function is changing.

One place where this change has been seen is in the programs being offered in FSL. Up until the late 1970's, French in the high schools was offered only at the advanced level of difficulty, for students who were heading for university. Recently, and partly because of the requirement of one compulsory French credit in OSIS, FSL has been offered at the basic and general levels also. There has been a

change in emphasis in these types of programs from the traditional objectives of FSL of teaching language skills and culture, to also considering the personal growth of the students. A clear statement of the role that these personal growth objectives must play in basic level French courses is outlined by the Ministry in the support document,

French for Basic Communication:

Personal growth objectives should be given particular emphasis. Teachers should design the course in French to give students a successful experience that will build their self-esteem and help to prepare them for adult life.<sup>57</sup>

In the grade 9 basic level French courses that I have taught in the past two years, these personal growth skills have been fostered and evaluated along with language skills and a cultural component.<sup>58</sup>

In the general level courses there is a similar emphasis on these personal growth objectives. This change in emphasis has contributed to making these French courses just as concerned with life skills that would prepare students for the work world and for society in general, as with language and study skills that would prepare them for post-secondary education. A glance at the personal growth objectives in Appendix G will give the reader an idea of just what these basic level French courses are attempting to achieve.<sup>59</sup>

Another area in OSIS that shows emphasis on preparing students for the work place is outlined in section 5.11:

Co-operative education courses can develop skills that are needed in a social-service activity, business, a vocational pursuit, or some special activity or study in the community, provided that the out-of-school learning enhances the educational experience of the students involved.<sup>60</sup>

Co-operative education provides students with the practical on-the-job experience that is needed for their chosen occupation or profession. Any subject area, including French, could be involved in such programs. For example, two French students in our school had such an out-of-school component of their grade 12 advanced level French course. One student worked as a teacher's aide in one of our elementary feeder schools, helping the grade 7 and 8 French teacher with her students. The other student was employed as a secretary-receptionist in an office of one of the federal ministries where a bilingual person was needed. At a time when opportunities for employment are very limited and the competition for jobs is intense, experience such as these two students received under the Co-operative education program in our school will be invaluable in their search for employment. Students who have been involved in such Co-operative education experiences will have the advantage of being able to list on their job applications at least some practical experience in the field of employment that they are pursuing.

Another trend in OSIS in which FSL will have a large part to play is in supporting the bilingualism and biculturalism which is officially sanctioned in law by the federal government.<sup>61</sup> Closely related to this trend is the emphasis which OSIS places on encouraging multiculturalism. Under the requirements of OSIS, FSL will play an important part in these three interconnected trends.

There are many sections in OSIS where the encouragement of bilingualism, biculturalism and multiculturalism is evident. In section 1.3, "The Goals of Education", OSIS lists as goal number 10:

...develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups...

This goal is related to social concord and individual enrichment. In Canada it includes regard for:

- a) the Native peoples;
- b) the English and French founding peoples;
- c) multiculturalism;
- d) national identity and unity.<sup>62</sup>

In section 1.4, "Interaction Between the School and Community", OSIS mentions that one of the important learning experiences that can be provided to students through interaction with the community is "the demonstration of respect for other races, cultures, languages, and religions."<sup>63</sup> Students are encouraged in section 2.8, "Multiculturalism", to "begin to understand and appreciate the points of view of ethnic and cultural groups other than their own."<sup>64</sup> The same sentiment is emphasized again in section 5.3, "Planning a Program to Meet Students' Goals", where students are encouraged to choose programs to develop their sense of multiculturalism:

In addition, students should be informed of educational and societal priorities that support national objectives such as personal fitness and health, an understanding and appreciation of English and French as official languages, the benefits of multiculturalism, and an awareness of Canada's cultural heritage.<sup>65</sup>

These sections in OSIS support what has already been stated in the aims for the French core program in French, Core Programs 1980, namely that the study of French as a second language helps students to appreciate the customs and beliefs of the French founding peoples. In doing

so, it not only helps them to appreciate the many other cultures and societal groups that make up the cultural mosaic that is the Canada of today, but also gives them a critical awareness of their own culture.<sup>66</sup>

It is important to note from the evidence of some studies that students tend to be motivated more to learn a second language if they first know something about the culture, customs and beliefs of that language community. D. Anthony Massey reports on one such study about French:

Gardner and Lambert (1959) conducted a factor analysis of measures of attitudes, motivation, language aptitude, and achievement in second language learning.... The results of their study showed that success in learning French was most closely related to interest in learning more about, and integrating socially with the French-speaking community.<sup>67</sup>

This study indicates that the cultural component of FSL courses is important not only because it teaches students about the French-speaking people (related to the goal of biculturalism), but it also motivates them to learn the language. This makes OSIS' emphasis on encouraging bilingualism and biculturalism all the more significant for the role that FSL has in promoting the achievement of these two goals.

OSIS recognizes that being proficient in French is one of the important objectives of the secondary school system. Many Canadians are beginning to realize that at least a basic knowledge of French is essential for living in Canada and for relating effectively with other countries in the world. Philippe Garigue of Glendon College, York University, stresses this point for Ontarians:

The search for excellence in bilingualism in Ontario starts now from the fact that English and French are basic world languages, comprising

groups which total many hundreds of millions in population. Whether it is in industry, scientific research, commerce and trade, intellectual achievement and the other types of dominant activities in our contemporary world, being bilingual is to participate in the coming of a pluralistic world in which being unilingual is being automatically handicapped in one's capacity to achieve things.... The basic reason to become bilingual in Ontario today is to be found in what is happening in our global-village type of activities. It comes from the fact that knowledge of these two languages is now required to participate in every major world institution.... Insofar as the basic international network of Canada is linked to certain countries, bilingualism in English and French remains the best starting point for Canadians in their efforts to communicate with the rest of the world.<sup>68</sup>

The study of French increases students' appreciation of the culture, customs and beliefs of French-speaking people and of their own culture. Lambert mentions a study which outlines these advantages:

A similar conclusion is drawn from the recent work of Lambert and Tucker (1972) where English-Canadian youngsters are given most of their elementary training via French. These children too seem to be advanced, relatively, in their cognitive development, their appreciation for French people and French ways of life, and their own sense of breadth and depth as Canadians.<sup>69</sup>

All of the trends in OSIS which have been outlined in this chapter point to an ever more important role for FSL in the secondary system of Ontario. The support and encouragement which OSIS gives to FSL is one of the factors which points out Ontario's growing support for the federal government's official policy of bilingualism and biculturalism.

### 3. Changes in Program Requirements in OSIS that Will Affect FSL

Besides these five trends found in OSIS that I have outlined in this chapter, there are changes in the specific program requirements which have already begun to affect French courses offered in the high schools of Ontario, and which will continue to affect them for at least the next two decades, unless the Ministry radically changes these requirements. The one change in program requirements for a high school diploma which affects FSL the most is the introduction of one compulsory credit in French for an OSSD. After much debate for and against compulsory French in the high schools (see a discussion of this point in Chapter III), the Ministry decided to include one French credit in the list of 16 compulsory credits for an OSSD. In effect, French has become a part of every student's program in grade 9 of high school. This emphasis on the study of French begins in elementary school, where OSIS prescribes the minimum amount of instructional time for language arts in the program of grades 7 and 8 in preparation for high school -- first language: English/*français* - 150 hours per year; and second language: French/*anglais* - 60 to 120 hours per year. In section 3.4 of OSIS, "The Instructional Program in Grades 7 and 8", one finds the following support for FSL:

A range of times is provided for the "second language" to provide time for school boards to work towards the objectives of 120 hours per year in French as a second language in each of grades 7 and 8. French is recognized as an integral part of the Grade 7 and 8 programs.<sup>70</sup>

In section 4.10, "Diploma Requirements", it is suggested that



the one compulsory credit in French be earned in grade 9 so that the student's French program is continuous from its starting grade. There are two instances where French does not count as a compulsory credit. First of all, in granting a Certificate of Education for a student who decides to leave school before earning an OSSD, OSIS does not prescribe French as one of the 6 compulsory credits out of the 14 required. In the second instance, the principal may reduce the 16 compulsory credits by a maximum of 4 in order to meet the special needs of some exceptional pupils. It is understood, however, that the vast majority of secondary students after September, 1984 will take at least one credit in French. Experience in my high school has shown, in the first three years of operation under OSIS, that very few students have been exempted from this compulsory French credit in grade 9. All students who entered grade 9 in September, 1984 and every one since then, have taken at least one credit in French at the basic, general or advanced level. Not even students who have been designated as exceptional by an Identification, Placement and Review Committee have been automatically excused from taking this French credit.

One of the most obvious results of the compulsory French credit will be an increase in enrolment in FSL at the grade 9 level. This will be a big boost to the sagging numbers of students who have chosen French courses at the secondary level in the 1970's and 1980's. This drop in enrolment in French has closely paralleled a drop in total secondary school population in the same period of time.<sup>71</sup> The Ministry of Education wants to show more support for FSL in the high schools than it has in the past, for political as well as educational reasons.

(See Chapter III for a discussion of these reasons.)

We do not yet know what kind of an effect this increase in enrolment in grade 9 French will have on the numbers of students who will choose French in grades 10 to 12. I expect that this one year of exposure to a high school French course in grade 9 will encourage more students to further their study of French in order to attain a higher level of proficiency and to achieve the other objectives for which the French program is intended. (See Chapter II for a discussion of these objectives contained in French, Core Programs 1980.)

Because of this encouragement in OSIS for FSL and because of an increasing awareness by Canadians of the important role of the French language in domestic as well as world affairs, I expect that the total enrolment in FSL in the high schools will increase. One need only mention here the obvious financial benefits and opportunities for employment for bilingual Canadians. I would even go so far as to say that if this trend continues, a stronger argument could be made for making French compulsory in one or more of the other grades of high school. The French and English-speaking peoples in Canada are beginning to move towards a closer relationship and understanding after the divisive separatist movement in Quebec during the 1970's. Quebecers have rejected the separatist Parti Québécois government in favour of a more moderate Liberal government, and the country as a whole has elected a Prime Minister from Quebec. What better way is there to encourage this trend toward reconciliation of English and French-speaking Canadians than by introducing more courses in FSL in the largest English-speaking province in the country?

Another change in program requirements in OSIS which will have a profound effect on FSL in the high schools is the compression of five years of study of French into four. Before OSIS, the high school French program consisted of five years -- grades 9 through 13. With the removal of grade 13 and the replacement of it with OACs, a student will be able to gain the 30 credits necessary for an OSSD in 4 or 4 1/2 years. For a sequential subject like French, this means that the program is reduced to 4 courses -- grade 9, grade 10, grade 11 and OAC. This has meant that for most boards, the French curriculum has had to begin no later than grade 4, in order that the same content might be completed in the high schools in only four years. Most of the school boards in Ontario are expected to begin French in at least grade 4 or earlier in order to give the students the required number of instructional hours to gain an OAC in French (1080 hours of French instruction for a core program by the end of the fourth credit no later than 1995). This added emphasis on FSL in the elementary school will take advantage of the evidence that students at an early age acquire a second language more easily. It is also hoped that students will be better prepared for the high school program. What looks like a loss of one year of study of French could be compensated for by an increased concentration on the French program in elementary school.

Another change that OSIS appears to bring about is the elimination of grade 13 -- the fifth year of study of a sequential subject. In the case of French, for example, in order to take an OAC which is required for entrance into language courses at university, a student need only take three previous French courses, one of which must be at

the Senior Division. However, in the recently published guideline, Ontario Academic Courses - French as a Second Language (1986), the Ministry makes provision for two distinct OACs to be offered in French. If students take both of the OACs, they will be provided with a fifth course in FSL at the secondary school level. This document outlines the course planning for these two OACs as follows:

In each type of program -- core, extended and immersion French -- two distinct OACs may be offered. Students may take one credit or two credits of the same type, and the second OAC can provide a fifth course in French in secondary school....

Each of the two OACs must be a balanced, four-skill course that includes all of the objectives outlined in this document and the basic grammatical content specified for that type of OAC. Each course will be based on different reading materials and cultural content. This will create a difference in the additional grammatical content that students will need clarified.<sup>72</sup>

Therefore, one cannot say that in all cases OSIS has reduced the French program in the high school from five courses to four, since students have the opportunity of taking a second OAC in French before entering a post-secondary institution. This program would be the one pursued by any student who intends to specialize in French at university. With an additional course in French, not only would students have the opportunity to increase their communicative competence in the language, but also they would be better prepared for university, with more study skills and a richer background in the literature and cultural components of FSL.

Another very important effect of OSIS on FSL is the proliferation of French courses offered at the three different levels of difficulty.

Up until the appearance of OSIS, most French courses in the secondary schools were offered at the advanced level, and a few at the general level. However, with the introduction of one compulsory French credit in grade 9, French has had to be offered at all three levels of difficulty in that one year (and in every subsequent year as the needs of the students require). The Ministry of Education has therefore recognized the need to publish a resource document for grade 9 and 10 basic level French courses in order to complement its guideline, French, Core Programs 1980, and in order to provide practical classroom suggestions for these grades. This document, French for Basic Communication, recognizes the importance that FSL will play in the program of every student in the secondary schools under the new requirements of OSIS. In its introduction one reads the following statement about the importance of FSL to all students:

Offering French at advanced, general and basic levels gives all students the opportunity to earn a French credit. It avoids singling out some students by denying them access to the French program.<sup>73</sup>

This last point underlines the emphasis in OSIS that proficiency in both national languages is important to every student in the secondary schools of Ontario. It also implies that the stigma that was once attached to students' programs that did not include French will be removed under the requirements of OSIS. Such students include those who twenty years ago would never have been attending a high school, or who might have attended an alternative school, or those students who have been designated as exceptional by an IPRC.

It is significant that the Ministry of Education has published this resource document for both grades 9 and 10. Even though OSIS requires only one compulsory French credit, usually taken at the grade 9 level, the Ministry recognizes the need for courses at the three levels of difficulty even beyond this compulsory year. OSIS has thereby opened a new era for French as a second language in the secondary schools of Ontario. Much more than in the past two decades, the Ministry has recognized FSL as an integral part of every student's program in high school.

In the support document, Ontario Academic Courses -- French as a Second Language, the Ministry of Education has made provision to offer OACs in French at three different achievement levels. An OAC may be offered in immersion, extended or core French according to the level of achievement of the student -- top, middle or basic. This provides an opportunity for students who have enrolled in extended or immersion programs in elementary school to pursue their study of French at these two levels of proficiency throughout high school right up to the OACs, which are prerequisites for university entrance into certain language courses. One can conclude, therefore, that OSIS has expanded the number and types of courses which may be offered in French at the secondary level.

#### 4. Two Examples of FSL Courses under OSIS

In order to give the reader an idea of what effects the program requirements in OSIS have had and will have on FSL courses in

secondary schools, I would like to examine the course objectives, content, methodology, and evaluative procedures for two French courses that may be offered under OSIS. The first one, a grade 9 basic level French course, was introduced in our school in September, 1984 in order to comply with the requirement of OSIS that the one compulsory French credit be offered at three different levels of difficulty. Up until then, we only offered French courses at the general and advanced levels. One can see, therefore, that the requirements of OSIS made it necessary to set up a new course in order to meet the needs of all students who were starting their high school years under OSIS.

OSIS outlines the following objectives for these courses:

Basic-level courses are designed to focus on the development of personal skills, social understanding, self-confidence, and preparation for the world of work. The academic work and related skills should be perceived by the student as being personally useful.... These courses should serve the needs of the student who may not participate in post-secondary education and provide a good preparation for entry into employment.<sup>74</sup>

If one compares these course characteristics to the typical grade 9 French course which has been traditionally offered in Ontario high schools in the 1960's and 1970's, one will notice very many differences in emphasis. The traditional French course was set up to teach students the four basic language skills of listening, speaking, reading and writing, along with a cultural component, in order to prepare them for university. The whole emphasis of these basic level courses has shifted away from academic skills to life skills that are "personally useful" to the students. It has been a big adjustment for a teacher who was trained to cope with a traditional-type French course to learn new

methods and to modify expectations. There are many teachers like myself, who have been trained to teach traditionally academic courses like French, who have had to re-train themselves to cope with these new basic level courses.

The biggest change in objectives for these types of courses is in the introduction of personal growth skills and the emphasis placed on them. French for Basic Communication states that:

The objectives of the basic-level French courses have been divided into three areas:

- personal growth,
- language skills,
- culture.

Personal growth objectives should be given particular emphasis. Teachers should design the course in French to give the students a successful experience that will build their self-esteem and help prepare them for adult life.<sup>75</sup>

A look at Appendix G will give the reader an idea of exactly what is involved in these personal growth objectives. There is a very great danger in these basic level French courses of concentrating too heavily on attaining these objectives to the detriment of the four basic language skills which are the bases for all FSL courses at all grades and at all levels. In attempting to achieve these personal growth objectives, the teacher of basic French must avoid the temptation to give the impression that the course is a watered-down version of an English/life skills course with a few French words and cultural topics interspersed for interest's sake.

The content of basic level French courses should contain the



essential items for basic communication that any beginning second language course might contain. The structures to be taught must be chosen "for their relevance to the needs of the students and for their usefulness as these students begin to develop communication skills in French".<sup>76</sup> A glance at Appendix I (pp. 92-101) will show the reader how a module of work may be set up for a basic level French course. Since basic level courses focus on the development of personal skills, social understanding, self-confidence, and preparation for the world of work, "the activities in the French class should develop these skills as well as a positive attitude to the French language and French-speaking people."<sup>77</sup> The course materials must be individualized as much as possible to become relevant to the students. For example, instead of presenting the students with a model of a house with the names of the rooms in French, have the students identify the rooms in their own home and find out the appropriate name in French. Individual lesson plans must be flexible enough and have enough variety of activities and of resources that they can be changed and modified during the lesson to react to the needs and readiness to learn of the students. Students must be evaluated on all aspects of the course frequently so that they may be given as much positive feed-back from the teacher as possible. The tasks that the teacher requires of the students must be challenging and interesting, but must be within their capabilities to complete, in order that they meet with some degree of success during the period. Every means possible must be employed as far as the resources of the school board and of the teacher can allow, to accommodate the many different learning

styles that are represented in individual students and in the class as a whole. Most importantly, the course materials must be presented to the students in such a way that they perceive clearly that they are learning something of value to them personally, not just a re-hash of what they may be receiving in other courses. In short, the students must be convinced that they are learning real French that they will meet in everyday life situations and that they may use confidently within the limits of their abilities. It is important to develop this positive attitude in all grades and levels of French courses, but it is even more essential in basic level courses. This may be the students' last exposure to formal education in French and this course may leave the students with a lasting impression of what French is and who French-speaking people are.

If it is true that the objectives, content and teaching strategies for basic level French courses are completely different from the traditional French course, then it is equally true that the evaluation practices for student achievement are completely different. No longer are students to be evaluated solely on the achievement of linguistic objectives. French for Basic Communication outlines the following evaluation practices:

Expectations should be adjusted so that some measure of success is attainable by all students. Students in basic-level programs have already been evaluated as working below grade level. Unrealistic expectations will only result in continued failure. At the basic level, expectations and standards should be based on commitment and on completion of tasks as well as on actual achievement in terms of language acquisition.<sup>78</sup>

The traditional means of evaluating student performance in the French classroom which emphasized exclusively the achievement of pre-established linguistic objectives is no longer applicable to a basic level class. If one looks at Appendix F, one will see that this evaluation sheet differs immensely from the traditional evaluation of language skills. Up to 50% of the total marks could possibly be assigned to what the Ministry documents term personal growth objectives. These objectives may even be evaluated by the students themselves in conjunction with the teacher by using the kind of self-evaluation sheet that is illustrated in Appendix J. On this sheet, each personal growth objective is phrased in such a way that the student can answer a question about his/her performance in ten different areas. Not one of these areas even mentions the word "French", or any linguistic skill connected with learning a second language.

The suggestion of the Carere and Guerrieri text, Pourquoi Pas, that up to 50% of the evaluation in basic level French courses be allotted to personal growth is too high in my opinion. One cannot justify calling a course a "French" course if up to 50% of the content is concerned with non-linguistic materials and objectives. However, because of the special needs of the students who opt for a basic level course, at least some of the class time must be spent on the achievement and the evaluation of these personal growth skills. The Ministry seems to strike a happy balance by suggesting that 25% of the course time be devoted to personal growth, 50% to listening and speaking skills and 25% to reading and writing skills.<sup>79</sup> This system has worked well in the basic level French courses that I have taught. Having the

student do a self-evaluation of these personal growth skills is a good idea, but only if it is done very frequently and is tempered by a comparison with the teacher's evaluation of the same skills for the same period of time.

The introduction of basic level courses by OSIS in September, 1984 has created some problems and difficulties for the French teacher. One that has already been mentioned is the fact that teachers who have been trained to teach an academic subject meant to prepare students to enter university are now required to teach less academically oriented courses for which they may not be trained. There is, therefore, a need for more support documents, like French for Basic Communication from the Ministry, more professional development activities, and courses at the board and Ministry level, in order to help these teachers cope with new basic and general level French courses. It may take a decade before the re-training of teachers catches up with the course demands, especially since there are very few younger teachers entering the teaching profession in specialized areas like secondary school FSL.

Another problem created by these new basic level courses is the possibility of bi-level or bi-grade classes with all their accompanying difficulties. In small secondary schools or in the case of an insufficient number of students choosing a particular course, a single class may be organized to serve two or even three groups of students. For example, a bi-level class may be necessary which combines students taking basic and general level French in the same grade; or a bi-grade class may be organized which combines students taking basic level

French in two successive grades. Speaking from experience from such classes, there is a great strain on the classroom resources and on the teacher. Basically, the teacher is forced to divide his/her time between the two groups so that they receive only about one half of the instructional time allotted for the course. Also, because students in basic (and general) level courses need much individual instruction, the teacher's ingenuity is taxed when balancing group activities and individual activities for two different groups of students.

Another problem that has arisen as the result of introducing basic level French in our school is that students who would benefit from taking a general or even an advanced level French course opt for a basic level course in order to fulfill their requirement for one compulsory credit in French. Since the student, along with the parent, ultimately has the responsibility of choosing the level of difficulty for each subject, the teacher can only recommend which level he/she thinks would be beneficial for the student. More problems can be caused by two or three such students who have been misplaced in a basic level French course than by two or three students misplaced in a general or advanced level course. Very frequently such misplaced students become discipline problems in the basic level French class because their ability is far above many of the other members of the class and therefore, they are not challenged enough by the content or the teaching methods of the course.

The temptation is also present in a basic level French course to make it less of a course in the French language and more of a course in life skills and in the English language. While the amount of English

used in the basic level French courses is much greater than in general or advanced courses, the students must still be made to feel that they are receiving instruction in the French language, not learning about the French language in English. Therefore, it is imperative that as much French as possible be used in the classroom at all times by the teacher and by all of the students. It is a constant challenge to the teacher of basic level French to find means of teaching the four basic language skills using methods and strategies that meet the needs of the students, while at the same time giving them at least some feeling of accomplishment and achievement.

By introducing basic level French courses into the high schools, OSIS has on the one hand increased the enrolment in French and made FSL available to a wider cross-section of students, but at the same time it has created many problems and has certainly opened up new challenges for French teachers as a whole. One will have to wait and see whether the introduction of this grade 9 basic level French course will have any great effect on the enrolment in FSL in grades 10 to 12, and on the attitude toward FSL and Francophones by the students who take these courses.

At the other end of the high school curriculum, OSIS has created courses in all subject areas known as Ontario Academic Courses (OACs). These courses are meant to replace the traditional grade 13 courses as prerequisites for entrance into university. In FSL the Ministry has just recently published its curriculum guideline, Ontario Academic Courses -- French as a Second Language (1986), in order to help school boards to comply with the requirements of OSIS that credits in OACs

may first be granted in the school year 1987-88.

Our school board, as well as many other boards in Ontario, is now in the process of developing courses of study for these OACs. Therefore, a committee of high school heads and the language consultant of our board has been set up to work on the OAC in FSL. For the time being, our board will be offering OACs in core French, with the possibility of offering such courses in extended and immersion French whenever the need arises. We will be able to offer an OAC in core French in the 1987-88 academic year because students who have studied French as a second language (starting in grade 5) will have accumulated 720 hours of French instruction by the end of that credit.<sup>80</sup>

Since we have not fully developed a course of studies for OACs in French in our board, I would like to examine the guideline, Ontario Academic Courses -- French as a Second Language, in order to outline the statements of the document about what the objectives, content, teaching strategies and evaluation procedures should be for these courses.

That these new OACs have very similar goals to the traditional grade 13 French courses can be seen from the following excerpts:

The OACs in core, extended, and immersion French are preuniversity courses and are intended both for those who plan to continue the study of French and those who will pursue other areas of study. They are designed to extend the students' knowledge and appreciation of the French language and culture and to contribute to their intellectual development and academic preparation.<sup>81</sup>

These goals are consistent with the goals of secondary education as outlined by OSIS in section 1.2. (See page 7 of this project.)

The objectives that one finds for these OACs in French reflect both the principles of second-language learning set out in the curriculum guideline, French, Core Programs 1980 and also many of the trends that one finds in OSIS. The following is a statement of aims for these OACs:

The principle aim of these three types of OACs in French is to develop students' communication skills in the French language. In addition, the OACs in French will contribute to the effort across the total curriculum to foster the exact use of language and the orderly presentation of ideas. They also involve the mastering of a complex system of knowledge and skills -- an important process in students' overall academic experience in preparation for further study.<sup>82</sup>

It is particularly significant that these aims stress communicative competency in French, because this aspect of language acquisition has been emphasized in all of the curriculum documents, textbooks, professional development activities and seminars on teaching strategies in FSL throughout the 1980's. One trend in OSIS that can be identified in this statement of aims is "the effort across the total curriculum to foster the exact use of language". (See section 2 earlier in this chapter.) It is also evident that the OACs will still have an important part to play in the preparation of students for further study, especially at the university level.

It is in the Content section of the OACs in French that one sees the biggest divergence from the grade 13 French course of the late 1960's and 1970's. The content of the OAC has become more prescriptive in its requirements for specific assignments. The Ministry has done this in response to the public's desire to make the curriculum



throughout high school more prescriptive (see Chapter II), and in order to meet the criticisms of the universities that students in French were coming out of grade 13 courses from different high schools with diverse abilities, skills, grammatical knowledge and proficiency in the language. This trend can be seen especially in the reading, writing, vocabulary and grammar sections of the Content in Ontario Academic Courses -- French as a Second Language.

While specific texts are not prescribed provincially, as had been the case under the system of Departmental Examinations up until the late 1960's (see Chapter II, section 3), specific numbers of pages are prescribed for intensive and extensive reading. According to this document students enrolled in the OAC in French will read:

- a balanced selection from a minimum of three genres, such as novels, plays, short stories, essays, poetry, and articles from magazines and newspapers;
- a balance of French-Canadian and other French writing, at least 50 per cent of which has been written in the twentieth century;
- intensely, for critical study and discussion in class, a minimum of:
  - a) 200 pages in core French,
  - b) 300 pages in extended French,
  - c) 400 pages in immersion French;
- extensively, for information and enjoyment, a minimum of:
  - a) 200 pages in core French,
  - b) 300 pages in extended French,
  - c) 400 pages in immersion French.<sup>83</sup>

Likewise, in the writing component of the OACs, specific requirements are outlined for each of the three types. Students are expected to practise different genres of writing, share their assignments with peers, edit and revise their writings, and write at least one assignment for a real audience. The minimum writing assignments for evaluation purposes are as follows:

- a) core French: five short assignments (50-100 words)  
two longer assignments (200-400 words)
- b) extended French: six short assignments (100-200 words)  
three longer assignments (400-600 words)
- c) immersion French: six short assignments (100-200 words)  
four longer assignments (400-600 words).<sup>84</sup>

Specific vocabulary requirements are also given for core French students. They must have at their command a basic vocabulary for the majority of the topics listed in French, Core Program 1980 (pp. 59-60). In the grammar section, specific sentence patterns are listed for students, who have enrolled in core, extended or immersion OACs. These structures are listed according to the numbers used to identify them on pages 34 to 44 of French, Core Programs 1980.

For the first time since the days of the Departmental Examinations in the late 1960's, students who successfully complete OACs in core, extended or immersion French will have a common background in FSL. Even though students from various high schools who will be entering university French courses after completing OACs, will still have different levels of proficiency in the language, there will be at least common ground on which universities may base their first year French

courses.

Most of the learning experiences outlined in Ontario Academic Courses -- French as a Second Language are taken from activities for the Senior Division as outlined in French, Core Programs 1980 (pp. 6-27). However, there are some notable changes in these learning strategies because of the prescriptions in OSIS. For example, students are now required to prepare at least one independent assignment to be presented orally to other students and to be evaluated as part of their final mark. (See Appendix K for evaluation weighting.) There is also a section under "Learning Experiences" that outlines how the OACs may be adapted for exceptional students, as defined in OSIS. The program and evaluation of student achievement must be adapted as necessary for students identified as exceptional by an IPRC, for hearing-impaired students, for gifted students and for other exceptional students. The traditional grade 13 French course of the 1960's and before lacked this flexibility to meet the individual needs of the students because of its prescribed content and methodology. One can conclude that this aspect of the OACs is beneficial because it will make these courses more appropriate for a wider cross-section of students.

Another area where these OACs in French depart from the old grade 13 courses is in the evaluation of student achievement. For the first time since the province-wide Departmental Examinations were used to evaluate grade 13 students, there will be a common, province-wide system of student evaluation. (See Appendix K for the weighting factors for final marks in OACs). Also in each OAC in FSL all students must

complete at least one formal examination, except for those students who have been identified as exceptional by an IPRC. Both of these measures are positive steps in attempting to return some standardized evaluation procedures for the whole province. They will also promote a standard of education in FSL across the province because every school in Ontario will be following at least a minimum course requirement and because the evaluation procedures and weighting of marks will be the same. This fact can be used by the Ministry to counter the criticisms of the late 1970's that the standards in education were slipping. (See Chapter II, section 4.) This should also help to answer the criticisms of the universities that students of different boards, and even in different schools within the same board, were being evaluated in FSL courses using diverse methods. For example, some high schools have always used a formal examination in their student evaluation, while others have done away with examinations and have relied solely on term tests and assignments for final marks. The uniformity in content and evaluation procedures that is required for these OACs under OSIS will bring about more common standards and therefore will improve the effectiveness of the secondary school system in meeting its stated goals, especially in preparing adolescents for post-secondary education. (See Chapter II, section 4.)

I applaud the Ministry's attempt at some standardization of course content and evaluation procedures in the OACs in French. The requirement of at least one formal examination, the allocation of 10% of the final mark in core and extended OACs for an independent assignment, and the specific prescriptions of reading and writing materials

will all prove to be measures that will give the OACs a common basis throughout the province. These measures will help to give students across the province who are entering language courses at universities a common background and will also facilitate the transfer of students from one board to another.

I find, however, some aspects of these new OACs in French difficult to implement. There is a very real problem in the fact that in effect, under OSIS, 5 courses of French have been reduced to 4 in the high schools. It is unrealistic to expect students to achieve the same proficiency in French in 4 courses that they used to receive in 5 under the previous system. Even extending the French program earlier into the elementary school does not entirely compensate for this loss of one year of study at the high school level. The only way that a student who wants to major in French at university can be adequately prepared, is by taking two OACs in French before entering university. It remains to be seen whether school boards will take this into consideration when planning courses at various high schools.

Another aspect of the new OACs in French which will be difficult for the classroom teacher to implement is the specific requirements in the reading and writing components of the courses (e.g. in core French: 200 pages for intensive reading and 200 for extensive; five short writing assignments (50-100 words) and two longer ones (200-400 words)). It is unrealistic to expect students to be able to read 400 pages of French and write seven assignments if they have only had three years of preparation at the high school level (grades 9, 10 and 11). This will be especially difficult for schools that operate under a semester system, because they only have half a year (September to January or

February to June) to develop and practise these reading and writing skills with their students.

Unless the system of opting for two OACs in French is accepted and implemented in most boards across the province, students who enter French courses at university may be more poorly prepared than the students who have come to the universities from grade 13 French courses.

## 5. Conclusions

In conclusion, we have seen in this chapter how the five broad trends that I have identified in OSIS have been encouraged by FSL courses. I have also noted how some of these trends can be traced back to the curriculum documents and guidelines that the Ministry promulgated in the 1970's. The FSL courses under OSIS have contributed to the consolidation and acceptance of these trends by the general public and educators alike.

We have also seen how the specific requirements of OSIS have modified FSL courses to a great extent. A compulsory credit in French has been introduced in the high schools. Three different levels of difficulty in French courses in grade 9 and beyond have been initiated and fostered. The movement which began in the early 1970's to teach FSL at three distinct levels of proficiency -- top, middle and basic -- has been further developed and refined by OSIS and by the subsequent curriculum guidelines. Therefore, we now have an operational definition of immersion, extended and core French from the earliest exposure in

elementary school to the OAC level. The positive and negative effects on FSL of compressing 5 courses of French into 4 have been examined. A consequence of this change is the elimination of grade 13 French courses and replacing them with OACs.

In order to show what specific changes have and will take place in FSL because of the requirements in OSIS, I have analysed in this chapter new developments in a grade 9 basic level French course and the OACs in French. I have also presented some practical suggestions about how to make this guideline operational in a classroom setting, given the various requirements. An example of a module of work for a grade 9 basic level French course was used to illustrate this. Some of the problems confronted by the teacher in grade 9 basic level French class have been outlined and some suggestions for their resolution have been presented.

OSIS has truly proven to be a pivotal point in the secondary school system of Ontario. It not only drew upon the reports and guidelines of the past, but it has also spawned many specific subject guidelines after it was published: French for Basic Communication and Ontario Academic Courses -- French as a Second Language are two examples. The criticisms of the general public about the educational system in the late 1970's have been addressed and answered by the prescriptions of OSIS. SERP and ROSE may have diagnosed some of the problems in the secondary system and recommended some solutions, but it was OSIS that provided the life-saving transfusion to the ailing educational system.

The secondary school system in the 1980's seems to be heading

towards a balance between the strict control of programs exercised by the Ministry up until the late 1960's (see Chapter II, section 3) and the permissive, *laissez-faire* attitude towards education that was prevalent in the late 1960's and early 1970's.<sup>85</sup> OSIS has finally brought back some stability and standards to the secondary school system in Ontario. The employers and professors of post-secondary institutions will be able to indicate whether the system set up by OSIS is truly effective, when the high school graduates who have followed its requirements reach the job markets, and the college and university classrooms starting in 1988.

Even though the system of education proposed by OSIS tends to be restrictive in its requirements, especially in grades 9 and 10, there is still a great deal of flexibility and choice. Students have the opportunity to specialize in their chosen field of study, especially in the senior grades (see Appendix E), to learn any given subject at a level of difficulty (advanced, general or basic) that meets their needs, and to become well prepared for whatever post-secondary institution they may have the desire and the capability to attend.

In the field of French as a second language, an especially positive facet of OSIS is the Ministry's support for the various French language courses. Because of its one compulsory credit in French in grade 9 and because of its support and encouragement of FSL throughout the document, OSIS has sent the message to English-speaking students and parents in Ontario that acquiring at least a basic proficiency in Canada's other national language is important for all Ontarians.



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2. D. Livingston and D.J. Hart, Public Attitudes Towards Education in Ontario (Toronto: OISE Press, 1978, 1979, 1980).
3. Ontario Ministry of Education, Ontario Schools: Intermediate and Senior Divisions -- Program and Diploma Requirements, 4.10, "Diploma Requirements (OSSD)", (Toronto: 1984), p. 18. See Appendices D and E for examples of course loads for grade 9 and 10 students and for students who might specialize in languages in their senior years under OSIS.
4. The Report of the Secondary Education Review Project, Section 1.3, "Secondary Education and Public Opinion", p. 3.
5. Janet Poyen, "Core French Programs Across Canada: An Overview," The Canadian Modern Language Review, 42, no. 2 (November 1985): 253. Janet Poyen, a former secondary French teacher in Edmonton and Calgary, is currently Schools Project Co-ordinator of the National Core French Study.
6. Ontario Schools: Intermediate and Senior Divisions, p. 2.
7. A reference to Appendix A will give the reader an overview of the events and documents that have affected FSL in Ontario schools over the past 130 years. The Ministry of Education's role in these trends and changes is highlighted with a narrow pathway (tight control) and a wide pathway (loose control). Also the curves in the pathway indicate major shifts in emphasis of the content and the methodology of French language courses.
8. Compare this 33.3% enrolment in French in the early grammar schools (the equivalent to the modern high schools) to the total enrolment in French as a second language in Ontario secondary schools in 1981-82 -- 33.4%! In 12 years the enrolment in French had dropped from a high of 48.9% in 1970-71 to the same level that it was 128 years ago! (See Appendix C for statistics.)
9. Ontario Ministry of Education, The Report of the Ministerial Committee on the Teaching of French, "French as a second Language in Ontario's Schools: Historical Summary," (Toronto: 1973), pp. 15-16.

10. See Appendix B for an example of the "Programme of Studies in the Grammar Schools of Upper Canada".
11. The Report of the Ministerial Committee on the Teaching of French, p. 16.
12. Ibid., p. 17.
13. For further information on the history of the teaching of French in Ontario, see The Report of the Ministerial Committee on the Teaching of French, "French as a Second Language: Historical Summary," pp. 15-19.
14. In 1970-71 almost half (48.9%) of all secondary school students in Ontario were studying French. This figure does not include students enrolled in French immersion. (See Appendix C.)
15. At least one Ontario university would like to re-instate this requirement. As of September 1985, every first-year student who enrolls in the Humanities at Brock University must take at least one course in a second language other than English. A majority of the freshmen students have opted for French.
16. The Report of the Ministerial Committee on the Teaching of French, p. 1.
17. Ibid.
18. Ibid., Recommendations 1-5, pp. 27-29.
19. Ibid., Recommendation 6, p. 29.
20. Ibid., Recommendation 7, p. 29.
21. Ibid., p. 3.
22. In a general sense, the term "bilingual" refers to a person who is fluent in two languages (i.e. French and English in the Canadian context). In the context of FSL, the Gillin Report wanted to define this term by levels of proficiency in French (i.e. number of hours of instruction). Therefore, a student who has successfully completed an immersion program (top level -- 5000 hours of instruction) would be technically considered "bilingual". This was done partly to meet the criticism that a student might have successfully completed five years of high school French (core program), but not be anywhere close to a level of proficiency in the language that might be considered "bilingual".
23. Ontario Ministry of Education, Teaching and Learning French as a Second Language: A New Program for Ontario Students (Toronto: April 18, 1977), p. 8.

24. Ontario Ministry of Education, French, Core Programs 1980 (Toronto: 1980), p. 8.
25. Ibid., p. 3.
26. D.W. Livingston, Public Attitudes Towards Education in Ontario, 1978: The OISE Survey Report (Toronto: OISE Press, 1978), p. 20.
27. Ibid., pp. 20-21.
28. David Livingston and D.J. Hart, Public Attitudes Towards Education in Ontario, 1979: Second OISE Survey (Toronto: OISE Press, 1980), p. 35 ff.
29. Ibid., p. 17.
30. Fifty-seven per cent represents the percentage of the respondents who wanted some sort of change in how French was taught in schools (19% + 18% + 20%). Sixty-seven per cent represents the percentage of the respondents who wanted compulsory French somewhere in the curriculum (19% + 18% + 10% + 20%).
31. Reported in the Toronto Star, November 15, 1978.
32. See Appendix C.
33. The Project was supervised by a chairman (Duncan Green) who worked with four committees: an Evaluation Committee, a Reaction Committee, a Design Committee and a Steering Committee. They were assisted by a Secretariat within the Ministry of Education. See Report of the Secondary Education Review Project, p. 1.
34. Ibid.
35. Ibid., pp. 6-13.
36. Ibid., pp. 26-28.
37. L. Diebel, "The Rise of a Bilingual Canadian Elite," MacLean's 96 (July 4, 1983), pp. 23-24; as quoted by H.H. Stern, "A Quiet Language Revolution: Second-Language Teaching in Canadian Contexts - Achievements and New Directions," The Canadian Modern Language Review, 40, no. 4 (May 1984): 507.
38. Wallace E. Lambert, "Cognitive and Socio-Cultural Consequences of Bilingualism," The Canadian Modern Language Review, 34, no. 3 (February 1978): 539.

39. Ibid., p. 545.
40. The Report of the Secondary Education Review Project, p. 12.
41. French, Core Programs 1980, p. 3.
42. Stuart Beaty, "Post-Secondary Bilingual Education in British Columbia: To Be or Not To Be," The Canadian Modern Language Review, 41, no. 5 (April 1985): 817.
43. The Report of the Secondary Education Review Project, Recommendation 18, p. 37.
44. Ontario Ministry of Education, The Renewal of Secondary Education in Ontario (Toronto, November, 1982), p. 15.
45. Province of Ontario, Laws and Statues, The Education Act, 1974 Section 265.
46. Ontario Schools: Intermediate and Senior Divisions, pp. 3-4.
47. This list of courses is very similar to the courses that I was handed my first day of high school in the late 1950's. I had one choice -- Latin or typing!
48. Ontario Schools: Intermediate and Senior Divisions, p. 7.
49. Ibid., pp. 7, 9, 11.
50. French, Core Programs 1980, p. 3.
51. F. Genesee, N. Holobow, W.E. Lambert, A. Cleghorn, and R. Walling, "The Linguistic and Academic Development of English-Speaking Children in French Schools: Grade 4 Outcomes," The Canadian Modern Language Review, 41, no. 4 (March 1985): 678.
52. Ibid., p. 684.
53. Marion Dank and William McEachern, "A Psycholinguistic Description Comparing Native Language Oral Behaviour of French Immersion Students With Traditional English Language Students," The Canadian Modern Language Review, 35, no. 3 (March 1979): 371.
54. Wallace E. Lambert, "Cognitive and Socio-Cultural Consequences of Bilingualism," p. 538.
55. Ontario Schools: Intermediate and Senior Divisions, p. 2.
56. See Janet Poyen's comments in Chapter I.

57. Ontario Ministry of Education, French for Basic Communication (Toronto: August 1985), p. 9.
58. See Appendix F for an example of a suggested evaluation procedure for a grade 9 basic level French course.
59. See Appendix G for a list of personal growth objectives taken from French for Basic Communication, p. 10.
60. Ontario Schools: Intermediate and Senior Divisions, p. 25.
61. "The Official Languages Act (1969)...which declares the 'equality of status' of English and French in Parliament and in the Canadian government, applies to all federal departments, judicial and quasi-judicial bodies, and administrative agencies and crown corporations established by federal statute." See The Canadian Encyclopedia, 1985 ed., s.v., "Bilingualism," by Maxwell Yalden.
62. Ontario Schools: Intermediate and Senior Divisions, p. 3.
63. Ibid., p. 4.
64. Ibid., p. 8.
65. Ibid., p. 22.
66. French, Core Programs 1980, p. 3.
67. D. Anthony Massey, "Variations in Attitudes and Motivation of Adolescent Learners of French as a Second Language," The Canadian Modern Language Review, 42, no. 3 (January 1986): 609.
68. Philippe Garigue, "Bilingual University Education in Ontario," The Canadian Modern Language Review, 41, no. 3 (April 1985): 945.
69. Wallace E. Lambert, "Cognitive and Socio-Cultural Consequences of Bilingualism," p. 545; reporting on W.E. Lambert and G.R. Tucker, "Bilingual Education of Children: The St. Lambert Experiment," (Rowley, Mass.: Newbury House Publishers, 1972).
70. Ontario Schools: Intermediate and Senior Divisions, p. 14.
71. See Appendix H for a comparison of these two sets of statistics.
72. Ontario Ministry of Education, Ontario Academic Courses: French as a Second Language (Toronto: 1986), p. 7.
73. French for Basic Communication, p. 1.

74. Ontario Schools: Intermediate and Senior Divisions, p. 16.
75. French for Basic Communication, p. 9.
76. Ibid., p. 15.
77. Ibid., p. 17.
78. Ibid., p. 23.
79. Ibid., p. 25, "Allocation of Marks".
80. In order to receive an OAC credit in core French, a student must have completed at least 720 hours of French instruction in the transition period from 1988 to 1995. In 1996 the core French OAC credit will be granted to a student who has successfully studied French as a subject for a total of at least 1080 hours.
81. Ontario Academic Courses: French as a Second Language, p. 4.
82. Ibid., p. 5.
83. Ibid., p. 8.
84. Ibid., p. 9.
85. See Appendix A for an outline of the cycle of the loosening and tightening of the Ministry's control over programs in FSL for this time period.

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- The Canadian Encyclopedia. 1985 ed., S.v. "Bilingualism," by Maxwell Yalden.



APPENDIX A

THE MINISTRY OF EDUCATION'S INFLUENCE ON  
FSL IN ONTARIO SCHOOLS

APPENDIX ATHE MINISTRY OF EDUCATION'S INFLUENCE ON  
FSL IN ONTARIO SCHOOLS1854

French in the  
Grammar Schools  
(Gr. 11-13)

1876

Departmental Exam-  
inations Instituted  
(Gr. 13)

1966

The Ministry intro-  
duces the Grade 7 French  
Program (Gr. 7-8)

1967

Departmental Exams are  
Abolished (Gr. 13)

1969

Canada  
becomes officially  
bilingual.

1969

Abolition of  
the Second Language  
Requirement for University  
Entrance (Gr. 13)

1970

Credit System  
Introduced (Gr. 9-13)

1973

Gillin  
Report  
(K-13)

1977

Teaching and  
Learning French  
as a Second  
Language (K-13)

1980

French,  
Core Programs  
1980 (K-13)

1984

OSIS (Gr. 7-12, (OAC))

1985

French for Basic  
Communication  
(Gr. 9-10)

1986

OAC Guideline  
for FSL (OAC)

Ontario's FSL Pro-  
grams: Teaching and  
Learning French as a  
Second Language in the  
1980's (K-OAC)

APPENDIX B

PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS  
OF UPPER CANADA

APPENDIX B

PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS OF UPPER CANADA

Class	I. Latin	II. Greek	III. French	IV. English	V. Mathematics	VI. Geography & History	VII. Physical Science	VIII. Misc.
FIRST or LOWEST	Arnold's First and Second Latin Book. Latin Grammar. Cornelius Nepos.	None.	None.	English Grammar and Composition. Reading, and Sullivan's Spelling-book superseded.	Arithmetic. Algebra (first four rules).	Outlines of Geography and General History.	None.	Writing. Drawing. Vocal Music.
SECOND	Latin Grammar and Exercises. Caesar's Commentaries.	Arnold's First Greek Book.	None	Grammar (continued) Etymology of Words and Verification. Art of Reading (National series) and Sullivan's Dictionary of Derivations.	Practical Arithmetic. Algebra (simple quotations).	Outlines of Ancient Geography. History of Rome. History of Great Britain and Ireland.	Elements of Natural History, as far as contained in the 3rd and 4th National Reader.	Writing. Drawing. Vocal Music.
THIRD	Ovid and Virgil. Latin Prose and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar, to end of Irregular Verbs, with Exercises. Oral and Written Translations.	Elementary Principles of Rhetoric and Logic. Art of Reading and Fifth Book (National series.)	Commercial Arithmetic. Algebra (quadratics). Euclid, Lib. I. II.	Ancient Geography. Roman Antiquities. History of Greece.	Elements of Natural Philosophy and Geology, as contained in the 5th National Reader.	Drawing. Vocal Music.
FOURTH	Virgil and Cicero. Exercises and Composition in Prose and Verse.	Homer's Iliad. Greek Testament. Lucian. Greek Prose and Exercises.	Rules on the use of the Pronouns and Participles with Exercises. Oral and Written Translations.	Christian Morals and Evidences. Reading in Sullivan's Literary Class Book.	Algebra. Euclid. Lib. III. IV. definitions of Lib. V. and VI.	Ancient and Mediaeval Geography. Grecian Antiquities. History of France. History of Canada.	Physiology, as contained in the 5th National Reader. Elements of Chemistry	Drawing. Book Keeping. Vocal Music.

Class	I. Latin	II. Greek	III. French	IV. English	V. Mathematics	VI. Geography & History	VII. Physical Science	VIII. Misc.
FIFTH	Sallust and Horace. Composition in Prose and Verse. Previous subjects reviewed.	Homer's Odyssey. Greek Prosody. Previous subjects reviewed.	Syntax and Idioms. Composition. Oral and Written Translations. Voltaire, Histoire de Charles XII (Surenne's). Previous subjects reviewed.	Outlines of English Literature. Composition. Elements of Civil Polity, Political Economy (Fifth Reader). Previous subjects reviewed.	Elements of Plain Trigonometry. Mensuration and Surveying. Previous subjects reviewed.	Geography of the British Empire, including its Colonies. Previous subjects reviewed.	Previous subjects reviewed.	Drawing. Vocal Music.

Source - Right or Privilege? 1800-1867: A Documentary History of Separate Schools in Ontario - Part One (Ontario English Catholic Teachers' Association, 1971), p. 4.

APPENDIX C

TABLE 31.6            ENROLMENT IN ELEMENTARY AND SECONDARY SCHOOLS,  
ONTARIO, SELECTED YEARS, 1961/62 TO 1982/83

TABLE 31.14        ENROLMENT IN FRENCH AS A SECOND LANGUAGE, ONTARIO,  
SELECTED YEARS, 1970/71 TO 1982/83

TABLE 31.6 Enrolment in Elementary and Secondary Schools, Ontario, Selected Years, 1961/62 to 1982/83

Year	Publicly Supported					Private		Total
	School Boards			Federal	Blind & Deaf number	Elemen- tary	Secondary	
	Public	Separate	Secondary					
1982/83	787,466	429,946	562,013	7,624	956	35,320	46,133	1,869,458
1981/82	799,174	425,706	568,635	7,407	1,051	33,242	45,975	1,881,190
1980/81	816,836	423,438	556,361	7,189	1,161	31,177	43,115	1,909,177
1979/80	837,941	420,820	600,084	7,279	1,198	28,973	38,926	1,935,221
1978/79	870,154	420,183	611,668	7,468	1,217	27,539	36,609	1,974,838
1977/78	907,777	421,619	613,530	7,429	1,236	26,445	34,805	2,013,141
1976/77	937,292	422,793	613,055	7,162	1,309	25,652	33,027	2,040,290
1971/72	1,034,703	422,137	574,520	6,641	1,485	20,788	23,161	2,083,435
1966/67	976,900	387,971	436,026	--	1,056	--	--	--
1961/62	861,715	301,338	299,177	--	--	--	--	--

APPENDIX C

Sources: Statistics Canada, Education, Culture and Tourism Division.  
 Department of Indian Affairs and Northern Development, Indian and Inuit Affairs,  
 Statistics Division.  
 Ministry of Education, *Education Statistics Ontario*.

TABLE 31.14

Enrolment in French as a Second Language, Ontario, Selected Years,  
1970/71 to 1982/83

Year	Elementary		Secondary		Total	
	Enrol- ment	Partici- pation Rate	Enrol- ment	Partici- pation Rate	Enrol- ment	Partici- pation Rate
1982/83	714,148	63.5	182,077	31.9	896,225	52.9
1981/82	694,761	61.3	191,916	33.4	886,677	51.9
1980/81	674,936	58.7	201,511	34.1	876,447	50.3
1979/80	671,100	57.6	215,771	35.8	886,871	50.2
1978/79	670,240	56.0	226,595	37.0	896,835	49.6
1977/78	662,900	53.7	220,369	36.0	883,269	47.8
1976/77	633,643	50.4	218,541	35.8	852,184	45.6
1970/71	514,173	57.9	269,079	48.9	783,252	41.1

Source: Statistics Canada, Education, Culture and Tourism Division.

- Notes:
1. French immersion enrolment is included from 1976/77 on.
  2. Participation Rate is the percentage of total enrolment, not including enrolment of French-speaking students in French instructional units, which is actually receiving instruction in French as a second language.



APPENDIX D

A SAMPLE COURSE LOAD FOR A STUDENT IN GRADES 9 AND 10

UNDER THE REQUIREMENTS OF OSIS

APPENDIX DA SAMPLE COURSE LOAD FOR A STUDENT IN GRADES 9 AND 10UNDER THE REQUIREMENTS OF OSIS

- GRADE 9:
- (8 compulsory credits)
- English
  - French
  - mathematics
  - science
  - geography (history)
  - one credit in arts
  - one credit in physical education
  - one credit in business or technological studies
- GRADE 10:
- (4 or 5 compulsory credits:  
3 or 4 elective credits)
- English
  - mathematics
  - science
  - history (geography)
  - 4 other credits (compulsory or elective)

APPENDIX E

A SAMPLE COURSE LOAD FOR A STUDENT WHO WILL SPECIALIZE IN  
LANGUAGES UNDER THE REQUIREMENTS OF OSIS

(30 credits)

APPENDIX E

A SAMPLE COURSE LOAD FOR A STUDENT WHO WILL SPECIALIZE IN  
LANGUAGES UNDER THE REQUIREMENTS OF OSIS  
 (30 credits)

16 compulsory credits + 14 elective credits = 30 credits for  
 an OSSD

- Year 1:  
 (8 compulsory)
- English (compulsory)
  - French (compulsory)
  - mathematics (compulsory)
  - science (compulsory)
  - geography (compulsory)
  - one credit in arts (compulsory)
  - physical education and health (compulsory)
  - business or technological studies (compulsory)
- Year 2:  
 (4 compulsory)  
 (4 elective)
- English (compulsory)
  - French (elective)
  - mathematics (compulsory)
  - science (compulsory)
  - history (compulsory)
  - Italian (elective)
  - one arts credit (elective)
  - one business credit (elective)
- Year 3:  
 (2 compulsory)  
 (6 elective)
- English (compulsory)
  - French (elective)
  - Italian (elective)
  - mathematics (elective)
  - science (elective)
  - history (elective)
  - one senior credit in social sciences (compulsory)
  - one arts credit (elective)
- Year 4:  
 (2 compulsory)  
 (4 elective)
- 2 OACs in English (compulsory)
  - 2 OACs in French (elective)
  - 1 OAC in Italian (elective)
  - 1 OAC in history (elective)

APPENDIX F

EVALUATION: BASIC LEVEL FRENCH

APPENDIX FEVALUATION: BASIC LEVEL FRENCH

Name of Student \_\_\_\_\_ Form/Grade \_\_\_\_\_ Term \_\_\_\_\_

Name of Teacher \_\_\_\_\_

## AREAS OF EVALUATION

## FRENCH

			TERM	TERM	TERM	TERM	FINAL
<u>A</u>							
1.	Communicates	(1-5)					
2.	Accepts advice	(1-5)					
3.	Listens, speaks politely	(1-5)					
4.	Works cooperatively	(1-5)					
5.	Completes tasks	(1-5)					
6.	Accepts differences in peers	(1-5)					
7.	Prepared for classes	(1-5)					
8.	Shows effort	(1-5)					
	TOTAL	40					
<u>B</u>							
	Punctuality	(1-5)					
	Attendance	(1-5)					
	TOTAL	10					
<u>C</u>							
	Term marks assignments, projects, tests						
	TOTAL	25					
	TOTAL TERM	75					
<u>D</u>	Exam mark						
	TOTAL	25					
	FINAL MARK	100					

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_

Source - Pourquoi Pas, Book 1, Teacher's Guide, Academic Press Canada  
(Toronto: 1985), p. 41.

APPENDIX G

OBJECTIVES FOR PERSONAL GROWTH FOR GRADE 9 AND 10

BASIC-LEVEL FRENCH AS A SECOND LANGUAGE

APPENDIX GOBJECTIVES FOR PERSONAL GROWTH FOR GRADE 9 AND 10  
BASIC-LEVEL FRENCH AS A SECOND LANGUAGE

The Course should help students to develop:

- a commitment to being present, being on time, and being prepared to work;
- the ability to organize and manage their belongings and their work;
- good study habits and wise use of time;
- the ability to work with others, to be polite, to listen, and to be tolerant of others;
- the ability to accept mistakes and learn from them;
- the habit of effort and perseverance;
- a sense of accomplishment;
- feelings of personal competence and an improved self-image;
- a positive rapport with everyone in the classroom;
- the ability and willingness to show understanding and affection;
- a positive feeling about life and society.

Source - French for Basic Communication (August, 1985), p. 10.



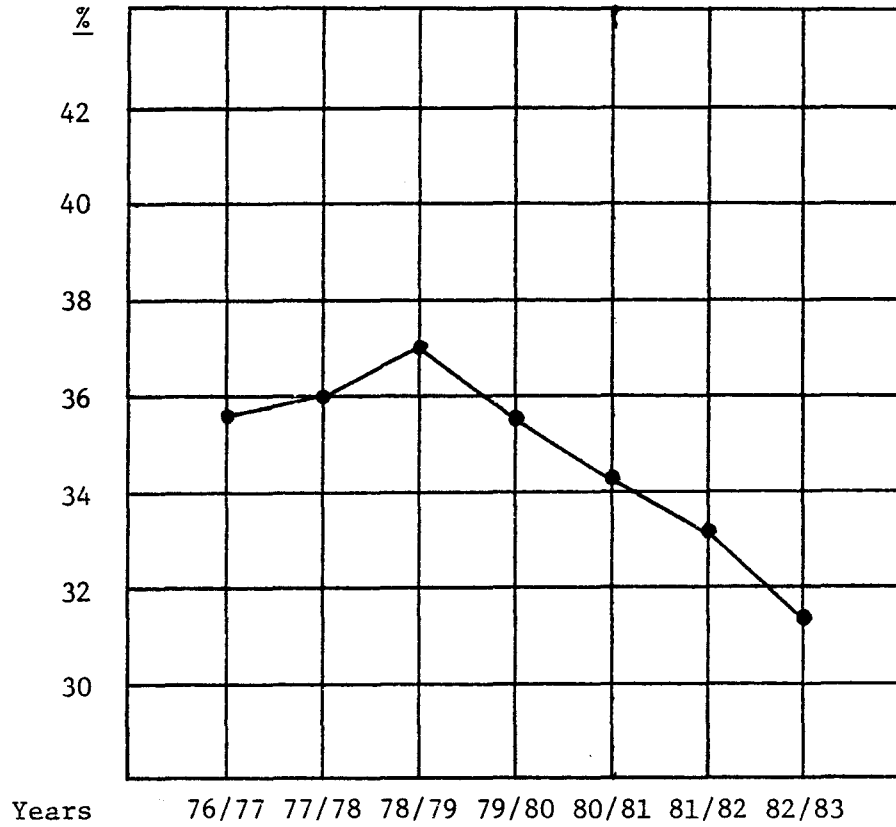
APPENDIX H

PARTICIPATION RATE IN FSL - SECONDARY SCHOOLS

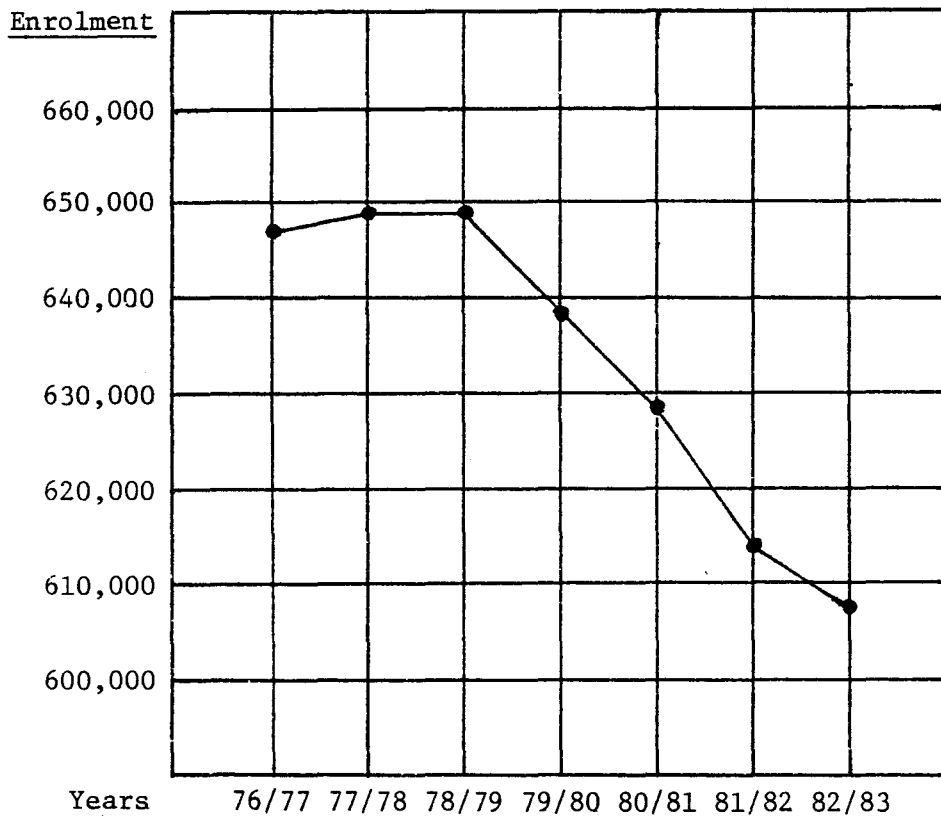
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TOTAL SECONDARY SCHOOL ENROLMENT

PARTICIPATION RATE IN FSL - SECONDARY SCHOOLS



TOTAL SECONDARY SCHOOL ENROLMENT



APPENDIX I

AN EXAMPLE OF A MODULE OF WORK FOR A GRADE 9

BASIC-LEVEL FRENCH COURSE

Source: Chapter 1, Unit 2 of Pourquoi Pas, Book 1, Carere and Guerrieri, Academic Press Canada (Toronto: 1985) pp. 27-37.

I. OBJECTIVES:

1. to teach the students when to use the possessive adjectives "mes", "tes", "ses";
2. to have the students learn the rooms of a house in French;
3. to introduce the students to a number of coastal cities in France and their importance.

II. CONTENT (structures):

1. the names of rooms of the house in French (see p. 29);
2. other names of rooms of interest to individual students: e.g. "la salle de billard" (pool room), "la piscine" (swimming pool), "la salle de jeux" (games room), "le sauna" (sauna bath), etc.;
3. useful vocabulary words for objects in a house: e.g. "la télé", "le téléphone", "la porte", "la fenêtre", "le lit", "un jeu de vidéo", "un ordinateur", etc.;
4. useful dialogue words, such as: "au revoir", "voici", "ça va", "d'accord", "oui", "eh bien", "allô", etc.;
5. review of the possessive adjectives: "mon", "ma", "ton", "ta", "son", "sa";
6. the possessive adjectives: "mes", "tes", "ses";
7. map of the principal ports in France (p. 34) and reading passage in English about coastal cities in France (p. 35).

APPENDIX I

AN EXAMPLE OF A MODULE OF WORK FOR A GRADE 9

BASIC-LEVEL FRENCH COURSE

III. SUGGESTED ACTIVITIES:

1. Reading lesson in dialogue form to introduce some rooms of the house (p. 28) and to give students practice in reading French and role-playing within the dialogue.
2. Exercises to re-inforce the French words for the rooms of the house and comprehension of the reading lesson (pp. 29-31): true/false; fill in the blank; unscramble sentences.
3. French/English vocabulary to help students learn new words (p. 29).
4. Exercises to practise the uses of the possessive adjectives (pp. 32-33): replacing the English adjective with a French adjective; fill in the blank; choose the correct adjective to fit the context; a practice dialogue on a telephone conversation which can be repeated for pronunciation, role-played, substituted with original dialogues on the same topic.
5. Exercises to re-inforce the information from the reading passage on French coastal cities (p. 36): classifying the location of French cities according to directions ("nord", "sud", "est", "ouest"); matching cities and industry; true/false.
6. Visual exercises to practise the rooms of the house (see the attached example, p. 99).
7. Puzzles and games to re-inforce vocabulary (see the attached example, p. 100).

IV. EVALUATION: (see suggested evaluation page for this module,  
p. 96)

A. Listening:

1. matching words with the same sound (p. 30);
2. listening to the principal dialogue recorded by the teacher and doing a listening comprehension test;
3. listening to other students' dialogues and/or role-playing prepared dialogues.

B. Speaking:

1. role-playing in a dialogue with another student;
2. recording the dialogue practised in the text;
3. creating original dialogues based on the text for role-playing or recording; these dialogues may be based on fill in the blank exercises that are closely modelled on the dialogues in the text;
4. answering simple questions in French based on the reading lesson or dialogue;

C. Reading:

1. role-playing the dialogues in the text;
2. reading the exercises on the reading lesson and grammar point;
3. reading the French words for geographical names in the English reading passage (e.g. "la mer Méditerranée", "le Rhône", "la Seine", "l'Océan Atlantique", etc.);
4. reading projects or illustrations to the class;
5. reading exercises or dialogues to partners.

D. Writing:

1. a collage to illustrate a dream vacation that the student has won to French cities such as Biarritz, Nice, Cannes, for example, with French labels;
2. make a floor plan of the student's own house or apartment and label the rooms in French;
3. create a floor plan of the student's dream house and label the rooms in French with at least some rooms not mentioned in the text;
4. see attached written test (pp. 97-98).

## (SAMPLE EVALUATION PAGE)

EVALUATION OF STUDENT ACHIEVEMENT -- CHAPTER 1, UNIT 2

<u>Personal Growth Objectives:</u>	- 25%
(see Appendices E and F; includes projects, collage, notebook, class participation, attendance, etc.)	
<u>Listening:</u>	- 25%
(matching sounds, listening to a dialogue and answering questions in English, multiple choice listening tests)	
<u>Speaking:</u>	- 25%
(role playing a dialogue, creating a dialogue with a partner, answering questions on reading lesson and dialogue)	
<u>Reading and Writing:</u>	- 25%
(written test, reading test on reading lesson and dialogue, projects)	
	-----
	100%



## (SAMPLE UNIT TEST)

FSF 1B1 UNIT TEST (Chpt. 1, Unit 2)

## A. CHOOSE THE CORRECT WORD FROM THE LIST:

numéro, télé, valise, salon, maison, salle de bain, chose,  
cuisine, chemise:

1. Papa regarde le match de football à la \_\_\_\_\_.
2. Henri habite dans une petite \_\_\_\_\_.
- (5) 3. Le \_\_\_\_\_ de téléphone de l'école est 547-2151.
4. Nous mangeons dans la \_\_\_\_\_.
5. J'ai les chemises, le pantalon et les chaussettes dans la \_\_\_\_\_.

## B. CHOOSE THE CORRECT WORD FOR THE SENTENCE:

1. (mon, ma, mes) \_\_\_\_\_ grands-parents habitent chez nous.
2. (ton, ta, tes) Tu as \_\_\_\_\_ livre?
- (5) 3. (son, sa, ses) Nous avons \_\_\_\_\_ numéro de téléphone.
4. (mon, ma, mes) Voici \_\_\_\_\_ frère!
5. (ton, ta, tes) Tu aimes \_\_\_\_\_ chambre?

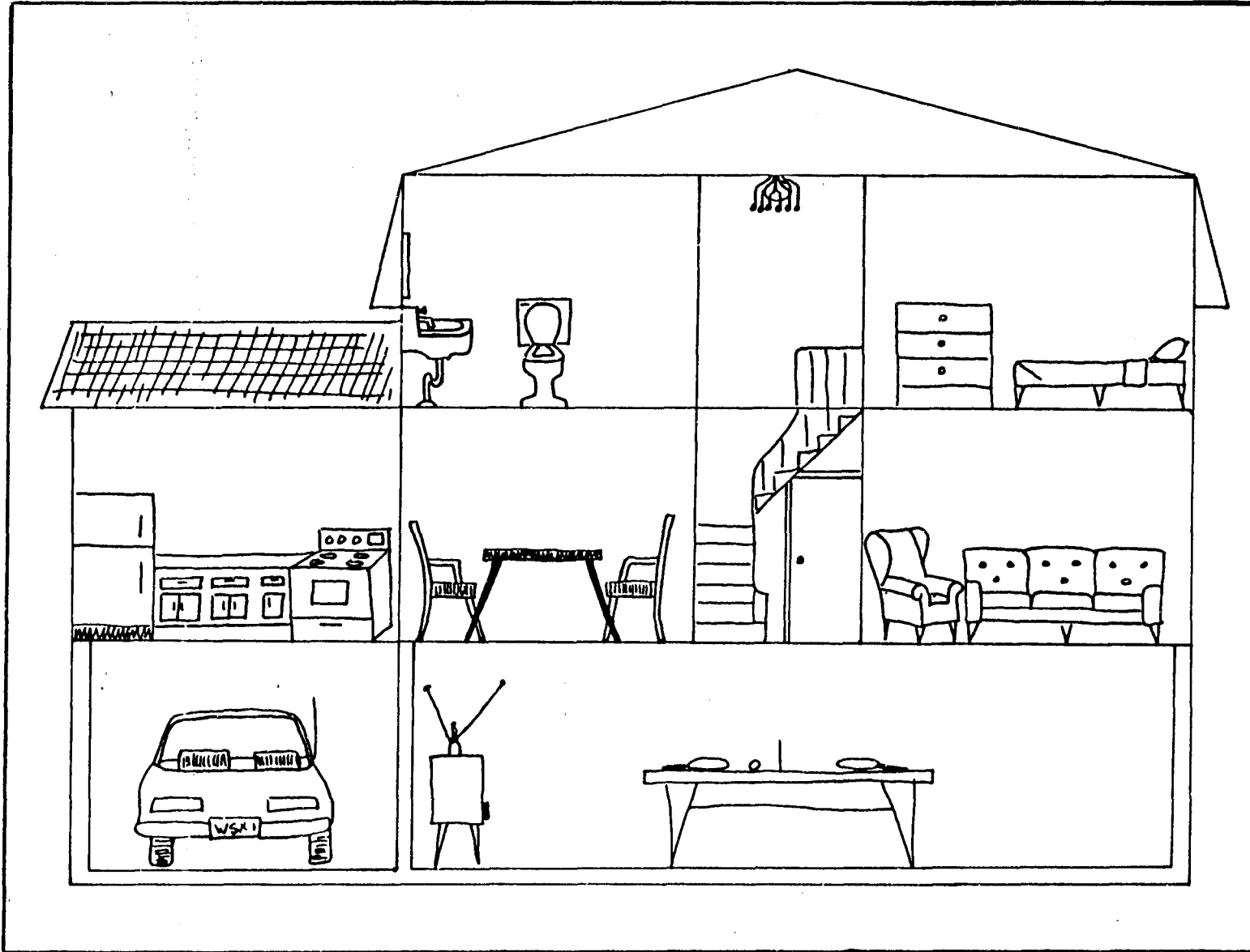
## C. UNSCRAMBLE THESE SENTENCES:

1. père / football/ regarde / son / de / match / un  
 \_\_\_\_\_  
 \_\_\_\_\_
- (5) 2. chez / Henri / Jean / va / son / habiter / ami  
 \_\_\_\_\_  
 \_\_\_\_\_

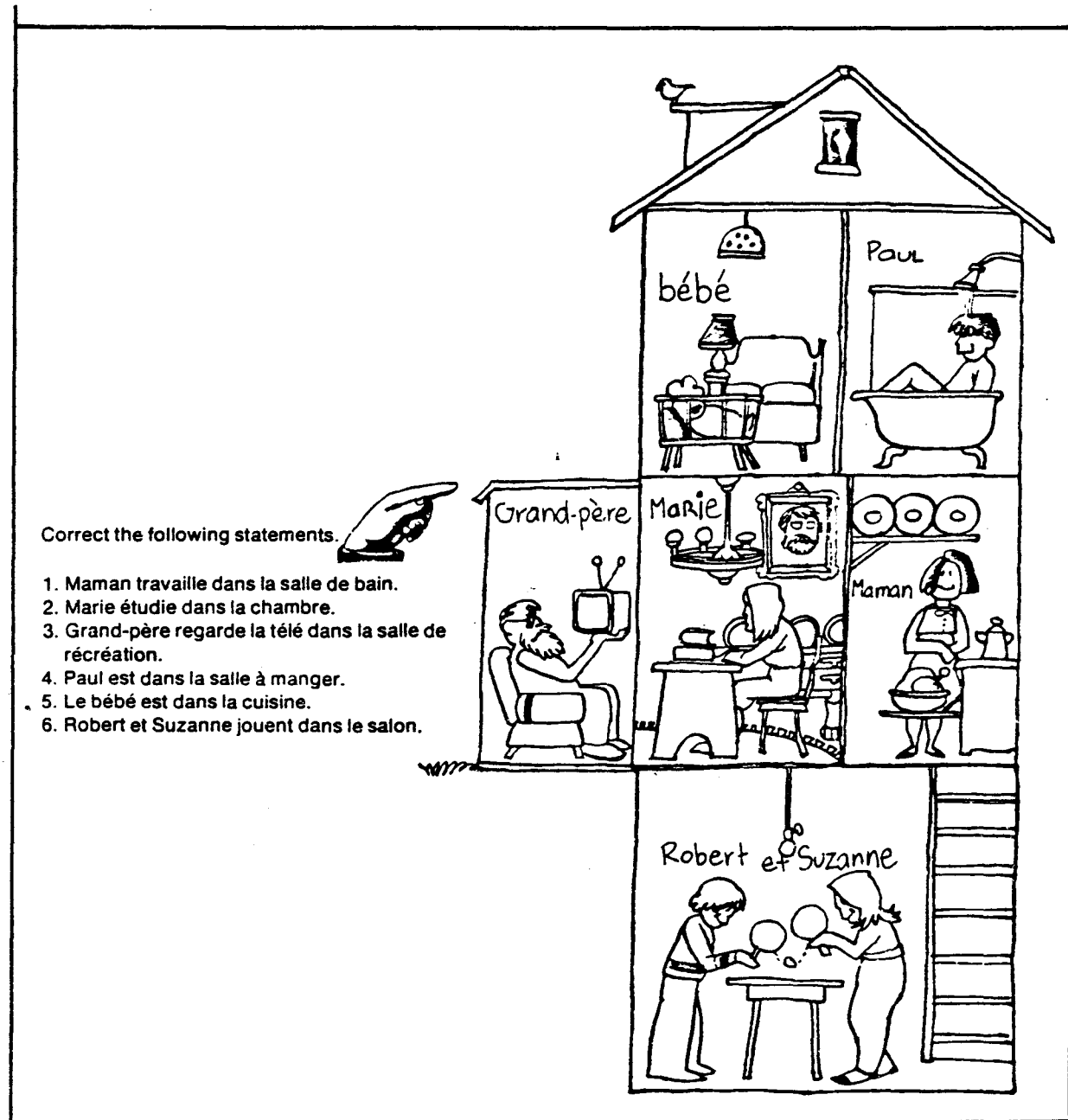
D. ON THE FOLLOWING DIAGRAM, LABEL 5 ROOMS IN FRENCH (Include le, la, les, l'):

(5)

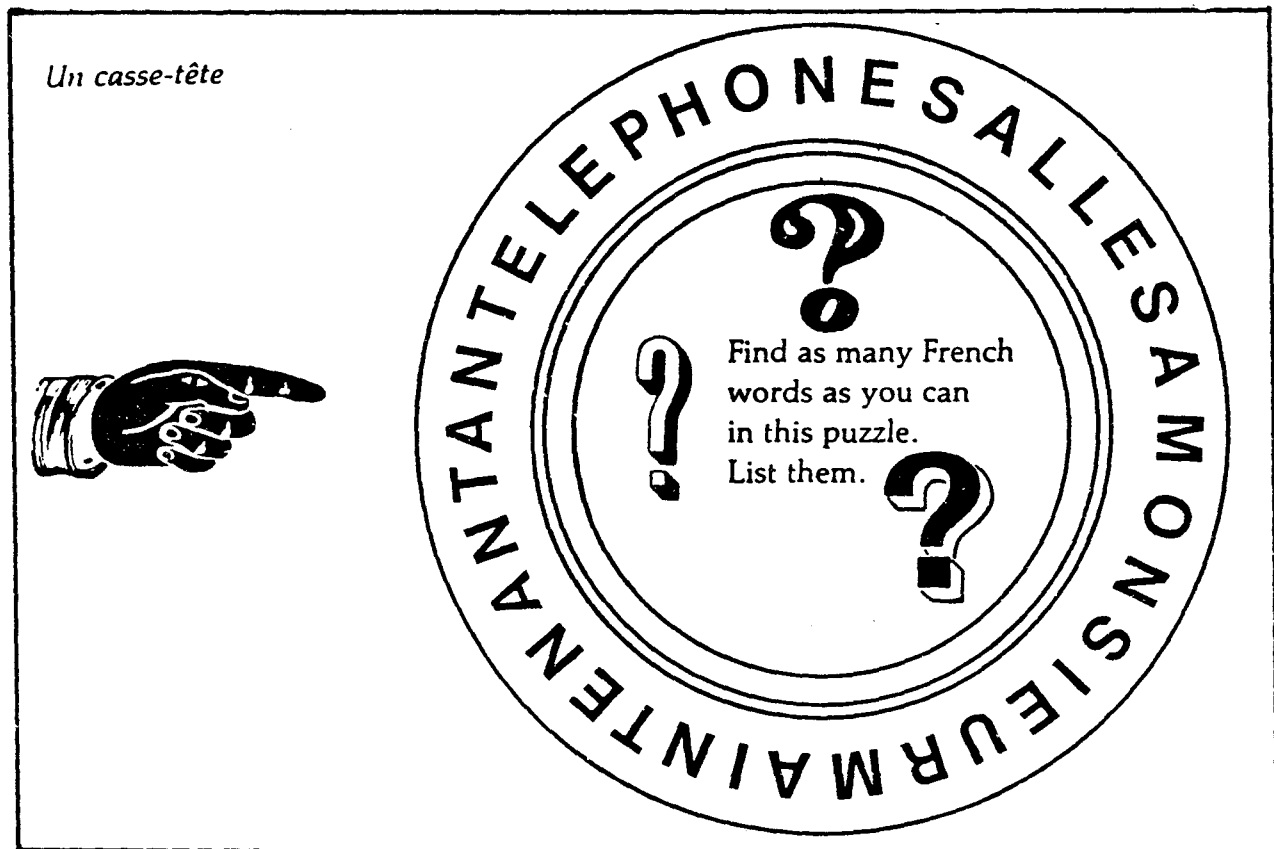
(PIÈCES)



Source: Passeport Français 1, En Route, Morgan Kenney et.al. (D.C. Heath Canada Ltd.),  
Teacher's package.



Source: Passeport Français 1, En Route, Morgan Kenney et.al. (D.C. Heath Canada Ltd.), p. 29.



Source: Pourquoi Pas, Book 1, Carere and Guerrieri (Academic Press Canada), p. 37.

ResourcesI. Print:

1. Beaudoin and Calvé, Autographe 1, Centre Educatif et Culturel Inc. (Montreal: 1983), Unit 5, pp. 68-71.
2. Brown, Margaret, Tête à Tête, Domine Press Ltd. (Toronto: 1985), Unit 9, pp. 101-112.
3. Carere and Guerrieri, Pourquoi Pas, Book 1, Academic Press Canada (Toronto: 1985), Chapter 1, Unit 2, pp. 27-38.
4. Le Soleil, daily newspaper from Quebec City.

II. Audio-Visual:

- cassette tape recorder for listening activities and recording dialogues;
- newspaper and magazine pictures to illustrate rooms of the house and objects found in rooms;
- overhead projector for transparencies on drawings of the rooms of a house, for oral work and identification.

III. Human:

- Grade 13 French students who work with Grade 9 basic-level French students in small groups and individually to fulfill requirements for Co-operative Education or for a community service component of their Religion course.

APPENDIX J

EVALUATION OF STUDENT PERFORMANCE

APPENDIX J

NAME OF STUDENT \_\_\_\_\_

EVALUATION OF STUDENT PERFORMANCE

1.	Can you <u>tell or write clearly</u> what you <u>need</u> , what you <u>want</u> , how you <u>feel</u> ?	LOW		HIGH
		1	2 3	4 5
2.	Do you <u>accept advice</u> about improving in this subject?	LOW		HIGH
		1	2 3	4 5
3.	Do you <u>listen and speak politely</u> during lessons, games, conversations?	LOW		HIGH
		1	2 3	4 5
4.	Do you <u>work cooperatively</u> with others on projects and tasks?	LOW		HIGH
		1	2 3	4 5
5.	Do you <u>complete tasks</u> that are given to you or that you agree to do?	LOW		HIGH
		1	2 3	4 5
6.	Do you <u>accept politely</u> the <u>differences</u> in people?	LOW		HIGH
		1	2 3	4 5
7.	Do you come to class with <u>equipment, ready to</u> <u>work</u> ?	LOW		HIGH
		1	2 3	4 5
8.	Do you <u>try your best</u> in lessons, assignments and tests?	LOW		HIGH
		1	2 3	4 5
9.	Do you <u>arrive on time</u> for classes?	LOW		HIGH
		1	2 3	4 5
10.	Do you <u>attend</u> classes <u>regularly</u> ?	LOW		HIGH
		1	2 3	4 5

Source - Pourquoi Pas, Book 1, Carere and Guerrieri, Teacher's Guide,  
Academic Press Canada (Toronto: 1985), p. 42.

APPENDIX K

WEIGHTING FOR FINAL TRANSCRIPT MARK



APPENDIX KWEIGHTING FOR FINAL TRANSCRIPT MARK

OBJECTIVES	PER CENT		
	Core	Extended	Immersion
Listening and speaking in integrated activities such as: - classroom interaction - oral presentations - interviews - listening activities	35	35	30
Reading and writing in integrated activities such as: - questions and answers - short and longer writing tasks in which students express ideas - sight passages	40	40	40
Language knowledge tested directly in activities such as: - fill-in-the-blanks, cloze items - transformation and substitution exercises - dictation - contextualized multiple-choice items	15	15	15
Independent assignment	10	10	15

Source - Ontario Academic Courses -- French as a Second Language (1986), p. 17.