

FRENCH LANGUAGE RESOURCES AND THE SECONDARY SCHOOL LIBRARY,
WITH RECOMMENDATIONS FOR BRITISH COLUMBIA

by

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ABSTRACT

Examination of educational literature reveals a wealth of suggested materials and procedures to provide independent study facilities for students of the sciences, social studies and English. Very little mention is made of library resources for students of French or other foreign languages.

This thesis proposes to survey the present relationship between secondary school French teaching and school libraries in British Columbia, and to make recommendations for the future growth of libraries offering independent French language study facilities.

From questionnaires completed by French teachers and school librarians across the province, summaries of their respective holdings were obtained. Typical situations could be described, although few consistent patterns of organization were found. The questionnaires were analyzed in three school-size groups: under 500 pupils, between 500 and 1000, and over 1000. As expected, the larger schools have an advantage in obtaining most types of supplementary materials and equipment.

With British Columbia's present situation clearly in mind, some attention is given to the relationships, personal and organizational, between French teachers and librarians. From recent literature and a visit to a leading American high school, a modern, realistic role for both language department and library resources is proposed.

The thesis examines audiovisual learning in some detail.

It was found through the questionnaires that many libraries are prepared to adopt the "materials centre" concept which implies a wide variety of electronic and other non-print resources. Some cautionary statements are directed to librarians after a discussion of the limited ability of modern technologies to serve students of French in secondary school library settings.

Appendices explore the usefulness of the Bell and Howell Language Master, an audio-instructional device which purports to have applications to all learning tasks. Pupils who used the Language Master extensively during a two-week period made progress similar to that of a control group who remained under regular classroom instruction. A further attempt to use the machine for individual remedial study revealed some apparent deficiencies in such an application. It is concluded that it is of minimal value for language training, and recommendations are made for further research.

Finally, a list of reading materials related to French courses is offered as an aid to teachers and librarians.

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CHAPTER I

A REVIEW OF THE LITERATURE

The library-centred curriculum.

Increasingly, educators are attempting to individualize instruction by providing the pupil with resources for independent study. In some cases this involves merely a restructuring of classroom materials so that the learner proceeds at his own rate, but in many instances a supply of research materials is organized in the school library. It is expected that the pupil will spend part of his time reading and compiling notes with a minimum of supervision, while the teacher assumes an advisory role. Depending on the resources available, the library may also permit such creative activities as assembling illustrated booklets, making tape recordings and films, and holding group consultations to set up a program of experiments in science laboratories.

For many years, school library literature has reflected the primary concern for research of the sciences and social studies. School libraries have long been the repository of English literature, where most English classes spend a prescribed amount of time in extensive reading. More recently, special attention has been given to the library's potential in serving various "neglected" subject areas: mathematics, commerce and home economics, for example. In a recent book, The Modern School Library,¹ Saunders devotes several pages

¹ Helen E. Saunders, The Modern School Library, Metuchen, New Jersey, Scarecrow, 1968.

to the kinds of library projects students of such subjects can undertake.

The library and foreign languages.

In virtually every book about school library services, the modern foreign languages are ignored entirely or simply mentioned in passing, without elaboration. Saunders' Modern School Library refers to the possibility of using programmed text-tape courses, and advocates selling paperback dictionaries as a service to students.² There is no suggestion that the library can integrate its services with classroom instruction.

Journals, too, are remarkably silent on the subject of resources for foreign language study. One rare example is an article explaining the use made of library resources in a senior language course, although it is not revealed which language is being taught.³ The teacher organized the course for gifted students with the aim of perfecting accurate expression and exploring cultural matters. Oral reports were made by the students near the end of the first term, based on research done in the library. Written reports were prepared after the intensive and extensive reading done in the second term. All expression was in the foreign language.

Specific research in the field of languages and libraries

2 Saunders, p. 63.

3 Patrick G. Esposito, "Fifth-Year Foreign Language Study", Modern Language Journal, LI (April 1967), 193-4.

is even rarer. The only relevant title discovered in preparing the present investigation is a thesis dealing with the co-operation which should exist between the librarian and the Spanish teacher.⁴ The author's point of view is that of a librarian with a special interest in Spanish. The concept of the language laboratory as an extension of the library seems basic to the thesis, involving the duplication of some print materials for laboratory use. This practice cannot be recommended in the present thesis, unless it is to be part of a complete language resource centre with qualified full-time staff. Other recommendations by Smith include collaboration between librarian and teacher in selecting audiovisual materials, the maintaining of a picture file, and library-oriented language club activities. These all imply the librarian's competence in the language and culture being taught. One really new suggestion in the thesis is the use of a Community Resource File.

Every community has non-book sources of information such as schools, restaurants, markets, churches, radio and television stations, business and industrial companies, etc. The school library should have an inventory of these places so that the teacher may consult it when trips are planned. If the librarian keeps this file it will prevent duplication of labor since many teachers may visit the same places. The file should be kept up-to-date and readily accessible.

...This list should also include the names of people in the community who have special hobbies or collections such as stamps, flags and antiques. It could also include the names of people who have travelled extensively and who may be called upon to speak at club meetings.⁵

4 S. R. Smith, "The school librarian and the teacher of Spanish." Unpublished Master's thesis; Queen's College, Flushing, New York, 1962.

5 Smith, p. 67-8.

Applicable foreign language research.

Studies in foreign language learning are restricted chiefly to classroom teaching methods or the techniques of language presentation through such means as televised lessons, ear-training exercises, or the use of phonetic symbols. None of these studies illuminates the relationship between classroom and library, since most of the pupil activities on which they are based could be conducted equally well in library and non-library settings.

Most of the material for this investigation, therefore, is taken from articles and books dealing with French teaching from a classroom viewpoint or with audiovisual aids and independent study in general. Several articles on these aspects of education are found in such reliable periodicals as the Modern Language Journal, Canadian Modern Language Review, School Library Journal, School Libraries, and Canadian Audiovisual Review (now Educational Media).

For special information about British Columbia schools, a fresh survey had to be made. The results are reported in the next chapter.

CHAPTER II

A SURVEY OF BRITISH COLUMBIA SCHOOL LIBRARY AND FRENCH DEPARTMENT RESOURCES

PART ONE

METHODS OF INVESTIGATION

The need for a questionnaire.

Before any relevant suggestions, comments or improvements can be made concerning French language resources in British Columbia secondary schools, it is important to learn, as far as possible, what materials are commonly available to students and how they are stored and circulated. Visits to all schools are desirable but clearly impossible, so a mailed request for specific information was chosen as the best way of obtaining data. In addition, the researcher had considerable knowledge of French supplementary materials through his work on the Executive Committee of the B. C. Association of Teachers of Modern Languages and through other professional contacts, together with the experience of having examined a number of school libraries both in, and outside of, British Columbia.

Design of the questionnaire.

The following characteristics were thought desirable in a questionnaire:

1. Brevity - preferably one page of print;
2. Simplicity - using checklists or "yes-no" questions whenever possible;

3. Objectivity - encouraging specific counts of clearly differentiated items;
4. Space for general comments, because much valuable information is gained from the free expression of personal opinion,

In the interest of saving the teachers' time, some objectivity had to be sacrificed. The use of the word "approximately" permitted intelligent guessing where counting was impractical. This no doubt made the task of replying a little lighter.

Two forms were drawn up, one to be sent to each secondary school librarian (Appendix A) and three copies of the second to be passed on by the librarian to the head of the foreign language department (Appendix B). This, it was believed, would ensure that the librarian realized the scope of the study and might prevent his feeling that the library alone was under critical examination.

Copies of the first questionnaire were submitted to the B. C. School Librarians' Association Executive Committee, and they approved in principle the methods and aims of the study. The B. C. Association of Teachers of Modern Languages Executive Committee gave the same approval to the second form, and it was partly on their behalf that questions 1 and 3 of Appendix B were designed. No other source exists in B. C. for information on the number of modern foreign language teachers employed, in which schools they offer other courses than French, or to what extent their basic need for audiovisual teaching resources is being met.

Distribution.

It was initially thought desirable to solicit information from every B. C. school library and French department regarding materials for student use, and the first mailing went to 261 schools in 83 districts. Each of the 54 superintendents received a package containing the following:

1. A covering letter of explanation;
2. A sample of each type of questionnaire;
3. The envelopes for the schools under his jurisdiction, each sealed, stamped and addressed to the librarian at every school.

It was hoped that, barring any objections to the contents, the envelopes would be placed in the mails without delay. No special support was requested from the superintendents, and for the most part they sent the envelopes on their way without comment.

Returns.

The early returns were prompt, arriving from the schools within a week. In 3 months from the date of mailing, a return of nearly 50% was complete. Analysis showed the elementary-junior secondary schools to have far fewer resources than any other group, and several of these schools disclaimed any interest at all in the project. Offering only the first year of French in Grade VIII, they could see no possibility that any meaningful study materials would be acquired in such small schools. It was therefore decided to exclude them from the study. The potential number of schools was then 221.

Refusals.

Some schools were unable to provide useful information, and among the reasons given were these:

1. Fire had destroyed the library and its records;
2. The school had been open less than a year and had not fully established its library;
3. The library served the public as well as the school, and its holdings were untypical of school materials;
4. The librarian was unable to give any time to questionnaires, being more than fully occupied with basic duties and usually without clerical help.

For these reasons, particularly the first three, it was decided that a total return of 130 questionnaires each from librarians and language teachers would satisfactorily represent B. C. conditions. Given disqualifying factors 1-3 above, the total of 130 is certainly at least 60% of the eligible schools.

Additional mailings.

In an attempt to improve the percentage of returns, 75 second mailings containing both questionnaires were sent during April to schools which had not previously replied. A further 22 mailings of only one of the questionnaires were sent to selected schools where only the librarian or the language teacher had replied. The return from these 97 additional mailings was poor, indicating perhaps either a resistance to the questionnaires or a lack of school time to complete them. Only 27 replies of any kind were received.

Personal visits.

To bring the total number of reports up to 130 of each type, visits were undertaken to schools in four Lower Mainland districts. In one, permission had to be obtained from the superintendent before calling at schools. On some few occasions, an interview with the principal was needed before meeting the librarian or French teacher. However, despite the sometimes circuitous route, the visit with the teacher took only a very few minutes and usually proceeded very pleasantly.

The reception from librarians was sometimes cool, usually because it was felt that such a visit implied adverse criticism of library holdings. The interviewer took time to make the title count from the shelf list, discovering in the process many useful books, of which some titles were added to the "suggested list" appended to this thesis.

In all, 28 schools were visited over a two-week period.

Final Sample.

The goal of 130 of each type was reached, and it was found that in 121 cases, replies from both the librarian and the language teacher were received. Only 9 replies from each group were not "paired" in this way.

For easier handling, and following the reasoning that large and small schools differ significantly in budget and staff, the returns were grouped arbitrarily into those enrolling under 500 pupils, between 500 and 980 (the highest figure represented which was clearly below 1000), and over 1000. It

was not possible, given only 130 schools, to determine any specific enrolment figure which alone marks a change in practices and materials.

General observations.

Even before a thorough analysis, it was plain that no provincial pattern of library practices in treating foreign language materials would be discovered. Apart from general guidelines suggested by the Education Department, each district makes its own budget and purchasing arrangements. Even within a district, some schools are able to set their own courses of action concerning materials and methods. In District 39 (Vancouver), for example, it is the practice to assign tape recorders to each school without specifying their use. Some French teachers are able, nonetheless, to obtain permanent custody of machines, while others must borrow daily from the central storage area and cannot enjoy their permanent use. In some schools the librarian will purchase materials and give them into the care of the French department, while in others a separate fund supplies departmental holdings.

The objection applicable to all questionnaires is pertinent to this study. Without the opportunity to discuss the questions, teachers and librarians may misinterpret the various items or supply inaccurate guesses where a more reliable count is desired. Under such a severe limitation, data must be dealt with cautiously.

TABLE I

LIBRARY REPORT - ENROLMENT UNDER 500: 34 REPORTS

	Minimum	Maximum	Typical
Range of book count	14	200+	-
Percentage of total collection	1/10%	10%	2%
Number of titles in French	0	75	10

	Range of count	Number of reports	Percentage
Actively purchasing relevant books	-	28	82
Vertical file materials	-	30	88
Some audiovisual materials	-	18	53
Records	2- 32	13	38
Tapes	1-100	8	24
Filmstrips	2- 20	9	27
Actively purchasing audiovisual materials	-	13	38

TABLE II

LIBRARY REPORT - ENROLMENT FROM 500 TO 980: 64 REPORTS

	Minimum	Maximum	Typical
Range of book count	20	300+	-
Percentage of total collection	1/10%	5%	1%
Number of titles in French	0	250	20

	Range of count	Number of reports	Percentage
Actively purchasing relevant books	-	57	89
Vertical file materials	-	53	83
Some audiovisual materials	-	33	52
Records	2- 50	21	33
Tapes	4-100	19	30
Filmstrips	2- 25	19	30
Actively purchasing audiovisual materials	-	21	33

TABLE III

LIBRARY REPORT - ENROLMENT OVER 1000: 31 REPORTS

	<u>Minimum</u>	<u>Maximum</u>	<u>Typical</u>
Range of book count	17	600+	-
Percentage of total collection	1/10%	5%	1-1/2%
Number of titles in French	0	119	40

	<u>Range of count</u>	<u>Number of reports</u>	<u>Percentage</u>
Actively purchasing relevant books	-	31	100
Vertical file materials	-	26	84
Some audiovisual materials	-	10	32
Records	3-43	7	23
Tapes	41-56	2	6
Filmstrips	2-15	5	16
Actively purchasing audiovisual materials	-	5	16

TABLE IV

FRENCH DEPARTMENT REPORT - ENROLMENT UNDER 500: 34 REPORTS

Item	Range of count	Number of reports	Percentage
Language lab or electronic classroom	6-18 positions	4	12
Filmstrips	1-32	12	35
Records:			
music only	1-16	5	15
speech only	2-39	8	24
music and speech	-	14	41
Total records reported		27	79
Textbooks:			
Different titles	1- 8	13	39
Sets of 10 or more	1- 4	11	32
Readers:			
Different titles	1-40	18	53
Sets of 10 or more	1-10	13	39
Students' home study disc sets	2-20	5	15
Tape Recorder(s) for Department use only		20	59
Record Player(s) for Department use only		15	44
Projector(s) for Department use only		6	18
Students given library assignments		13	39

TABLE V

FRENCH DEPARTMENT REPORT - ENROLMENT FROM 500 TO 980: 64 REPORTS

Item	Range of count	Number of reports	Percentage
Language lab or electronic classroom	6-105 positions	14	22
Filmstrips	1- 64	29	45
Records:			
music only	1- 20	10	16
speech only	1- 50	10	16
music and speech	-	17	27
Total records reported		37	58
Textbooks:			
Different titles	1-50	23	36
Sets of 10 or more	1- 9	19	30
Readers:			
Different titles	1-90	35	55
Sets of 10 or more	1-15	28	44
Students' home study disc sets	1-10	14	22
Tape recorder(s) for Department use only		49	73
Record player(s) for Department use only		31	48
Filmstrip viewer(s) for Department use only		5	8
Projector(s) for Department use only		12	19
Students given library assignments		31	48

TABLE VI

FRENCH DEPARTMENT REPORT - ENROLMENT OVER 1000: 31 REPORTS

Item	Range of count	Number of reports	Percentage
Language lab or electronic classroom	18- 35 positions	17	55
Filmstrips	2-124	24	77
Records:			
music only	2- 47	5	16
speech only	1- 76	4	13
music and speech	-	15	48
Total records reported		24	77
Textbooks:			
Different titles	1-24	17	55
Sets of 10 or more	1- 4	16	52
Readers:			
Different titles	2-60	25	81
Sets of 10 or more	2-49	24	77
Students' home study disc sets	1-97	13	42
Tape recorder(s) for Department use only		29	94
Record player(s) for Department use only		23	74
Filmstrip viewer(s) for Department use only		3	10
Projector(s) for Department use only		17	55
Students given library assignments		17	55

PART TWO

ANALYSIS OF THE QUESTIONNAIRE:
FOREIGN LANGUAGE LIBRARY RESOURCESTitles relevant to French courses.

A basic problem in this part of the questionnaire is that foreign language classes could make use of much geographical and historical material which was ordered for the Social Studies department. Librarians frequently commented that much useful material is found in general European histories, for example, as well as in the subdivision for French history. It is not certain whether or not all reports include this "fringe" figure.

One librarian serving over 1100 students reported only 17 pertinent titles, including 8 from the 900's in the Dewey classification. Surely a collection of 6000 books could be made to yield more than this. But the conservative estimates of some are matched by the exuberance of other librarians. One estimate of "French-Canadians" ran to 500 titles in a collection of about 7000.

It is plain that the data must not be forced to present clear trends in specific areas. What does emerge from Question 1 is the suggestion that, because of larger budgets for social studies and all other material, larger schools will have generally more titles in stock which French students can use.

Percentage of collection.

No average of such potentially inaccurate data would be meaningful. It appears that in the great majority of cases a figure of between 1 and 2 per cent can be expected. It should be noted, however, that the "Typical" column in Tables I-III represents a subjective impression, not a rigid statistical result.

Active purchasing of relevant books.

Larger schools have the advantage here for the same reason given in Question 1: general social studies purchases will serve several specialized needs. To be rated as "actively purchasing," the report had to show "yes" replies in both years named. Some libraries will increase acquisition of French materials as staff changes and new curriculum demands alter the climate of opinion and awareness in the school.

Vertical file.

School size did not seem to affect significantly the wide availability of pamphlet, map and picture resources.

Audiovisual resources.

Over half of the reports from schools enrolling under 1000 show the librarian responsible for some form of audiovisual material. Departmentalization in the largest schools is probably the reason why only about a third of the last group of reports claims any such responsibility. Sometimes the audiovisual department uses space in or adjacent to the library, but

another clerk, technician or teacher administers it entirely separately from the library.

Tapes and filmstrips are most obviously affected by school size. Large language departments seem more inclined to take over responsibility for these items, again due to the prevalence of office and storage space for the department head. It should be recalled that nearly half of the "over 1000" group represent Vancouver schools, where language department heads meet formally and informally so that uniform practices tend to spread.

Tape recordings in small libraries are commonly used in "listening post" fashion, since few schools in the "under 500" range have language laboratories. In the two large schools reporting library tape resources there is no such laboratory, while the presence of a laboratory makes it the obvious place to store all tapes -- obvious, at least, to the language teacher.

Active purchasing of audiovisual materials.

Only 13 school libraries, or 10%, could claim to be "resource centers" in the sense of having appreciable collections of various media. Several others will soon reach that level, as suggested by librarians' comments referring to expansion in the near future. It is evident that many schools have ambitions in this direction, but "temporary budget problems" are holding them back.

PART THREE

ANALYSIS OF THE QUESTIONNAIRE: SUPPLEMENTARY FOREIGN
LANGUAGE RESOURCES CONTROLLED BY THE TEACHERLanguages covered by the report.

This information is chiefly for the use of the B.C.A.T.M.L. Executive, and particularly in the case of reports gathered by personal visits it was not taken into account for purposes of the study proper. Occasionally teachers combined all language materials into one report, despite the request to separate them by language. A blurring of data results in the materials counts, but it is deduced from other reports that where Spanish or German is taught in addition to French the amount of supplementary material on hand is usually very meagre for these alternative languages.

Language laboratories.

In 5 cases, the designation "language lab" was applied to small installations seating 6, 8 or 12 students. At the other extreme, where 3 entire classrooms are served by "loop" broadcast systems, up to 105 students can receive programs at the same time on any of three channels. Such a situation is less convenient for monitoring, but it serves the other functions of an audio-active laboratory.

Language labs or their equivalent are clearly the prerogative of the largest schools, and more will be built as funds permit. Some language teachers have helped plan and construct

"listening posts" in the library where a full-scale lab was not possible. This arrangement permits independent study, but removes the student from the teacher's help and supervision. It places an additional load on the librarian, although some librarians see it as the first major step towards the concept of a "resource centre."

It should be noted that the large percentage of "over 1000" schools having language laboratories is affected by the policy of a single district, Vancouver, where each of the high schools has been fitted with an 18-seat laboratory.

Most other full-size labs seat 30 or 35, the former figure being desirable as a subtle way of influencing class size.

Filmstrip collections.

Many of the reports list "silent" filmstrips, but where a "tape or disc commentary" is indicated, it usually proves to be one of the better-known series of courses. Voix et Images de France - Premier Degré is widely held, and offers 32 filmstrips with tapes comprising an entire course of instruction. Une Année en France is found in a few schools, providing 15 filmstrips with tapes.

A separate count of tapes is not as convenient in French departments as in libraries, because taped materials are the standard accompaniment to all French courses now being used and should be found in abundance in every school. Furthermore, while a disc recording is in one of 3 standard sizes, a tape may include any amount of recorded material ranging from

a few minutes on a tiny, 3-inch reel up to 4 hours on a 4-track, 7-inch storage reel. The only effective measure is in minutes of playing time, and the burden of counting would have been impossible.

Films.

As a rule, 16 mm motion picture films are too costly to be kept in any one school. Several examples of regional resource centres were reported, but not formally included in this study. It is felt that immediate availability requires materials to be based in the school. One smaller secondary school owns a 28-lesson sound-film series, Je Parle Français by Encyclopaedia Britannica Films.

Disc recordings.

In this section, as in the two following, teachers were asked to keep in mind the usefulness of materials. There is no assurance that they did so. However, if the figures may be believed, most schools of all sizes hold some disc recordings. The small numbers of each type, music and speech, are probably the result of two common situations. First, schools invest reluctantly in non-book materials, and particularly when music records may have only a brief period of popularity with students. Speech discs are usually provided as alternates to taped materials for courses, which accounts for their increasing numbers in larger schools. Second, teachers have long been accustomed to supplying music from their own record collections, in response to pupil demand and their own tastes. A third possibility is

that most discs can be tape recorded, permitting schools to copy useful selections without the expense of purchasing and maintaining large collections of their own.

Textbooks.

The highest percentage of reports in this area was from the "over 1000" schools, where texts are accumulated through experimental purchases from department budgets as well as through publishers' sample offerings. The high figure of 9 sets in Table V is extreme, followed closely by one example of 5 sets and several of 4 or 3. Most schools would admit to 1 or 2 sets.

The change in texts in Grades VIII and XI in 1968-9 confused the picture slightly. Some teachers using the new courses might regard Le Français Vivant and Cours Moyen as no longer current, even though they are still prescribed for other grades.

Taking a conservative view, it seems that most schools do not accumulate outdated texts and have only a modest supply of alternate titles, probably more for teacher than student use.

On the other hand, the arbitrary choice of 10 as the minimum for a "set" does not preclude multiple copies up to 9, a situation not measured by this questionnaire.

Supplementary readers.

The same causes of error are possible in the case of readers as were noted for textbook counts: increases in both titles and sets seem to match increased enrolment. Discretionary department budgets are probably the chief source of funds,

and of course a wider selection of titles is required in a comprehensive secondary than in a junior secondary school.

It is assumed, but not at all certain, that the rather large stocks suggested in some schools are in fact "currently useful."

The highest total reported, 90 titles in Table V, includes novels and plays, assuming the proportions of a small library. No information was offered about the means used to circulate these books apart from the comment that the collection is of particular interest to "French-speaking students."

Student practice discs.

Some schools, having adopted the new programs, have encouraged students to buy sets of discs for themselves. In a few cases, large numbers of sets have been loaned to students by the schools. Again the largest schools seem to have the advantage, although the difference between the schools in Table IV and those in Table V is not very marked.

Other resources.

This section was used variously to add items, such as games of Bingo or collections of slides about Paris, and to amplify previous references to tapes and books. No worthwhile suggestions were made which were not foreseen or covered by earlier questions. One exception was the school reporting the use of a Bell and Howell Language Master, which led to some correspondence concerning Appendix C of this investigation.

Tape recorders.

It is apparent that larger schools are able to provide one or

more machines for the language department's use, although in most cases there is not the "one tape recorder to one French teacher" ratio desired by the B.C.A.T.M.L. and other educators. Whether or not machines are available to students during school hours or at other times is usually a matter of personal arrangements made by teachers with their pupils. It is reasonably certain that at this point in B. C. educational development the tape recorder is widely regarded by administrators as a desirable teaching aid, not a student-used tool of language learning. Overall, this sample showed that about 22% of the language classrooms have one tape recorder in each. The schools which submitted no returns may make the actual provincial average lower.

Record players.

Lower in priority for language teachers, record players are usually available in each school but not assigned to any department. Fewer than 10% of the reports indicated a record player is supplied for each language teacher, but a surprisingly high figure is indicated for department control of one or more machines -- an average of about 55%.

Filmstrip viewers.

It is possible that some teachers misinterpreted "viewers" and intended to mark "projectors" on the questionnaire. Nevertheless, there is much hope to be drawn from the acquisition of even a few viewers, for they are essential if independent student use is to be made of filmstrips. A total of 8 was reported, or about 6% of the sample.

Filmstrip/Slide projectors.

The large increase in availability of projectors between Tables IV and V and Table VI is undoubtedly due to the widespread purchase of Voix et Images filmstrips. The publisher has made it clear that the effective use of the course depends upon the frequency of lessons, so that administrators have been persuaded to purchase extra projection equipment.

Other audiovisual devices.

The overhead projector was sometimes mentioned, although it is not directly useful for independent study. One language department indicated the availability of a movie projector.

Student library assignments.

As libraries grow larger to serve more students, and increase relevant materials (Tables I - III), more use is made of them by language teachers. Larger schools also have more senior classes easily capable of undertaking independent assignments. Many teachers mentioned "oral reports to the class", and research projects in English on French culture, history and personalities.

PART FOUR
SUMMARY OF FINDINGS

The importance of size in school resources.

Because the provincial Education Department provides each district with funds on the basis of enrolment, large schools can obtain more complete audiovisual service than can small schools. But of greater significance, given the many schools reported to have equipment available on an "in-the-school-but-not-assigned" basis, is the possibility of large schools being organized departmentally to control their own resources. Every obstacle placed in the way of the teacher discourages him from obtaining the use of what equipment is available, and machines circulated among 3 or 4 language teachers are probably more efficiently used than when placed so as to serve, theoretically, an entire staff.

Accessibility of books.

It must be assumed that librarians are able to make whatever books they have easily accessible to students and teachers alike. This is not necessarily so with materials controlled by French teachers. The teacher in whose room they are located may guard them jealously, or they may simply be unavailable during the hours the classroom is in normal use. Thus, although large numbers of texts and readers seem to be on hand in many schools, they may not be efficiently used.

Student use of materials.

Where the teacher and librarian have collaborated on the building of a "listening post", it is probably used often. Communications within a school are not always good, however, and no formal check has been made on whether library holdings are well-used. Since most students need positive encouragement to seek out resources, they rely upon specific library-oriented assignments, and this sample shows barely half of the language departments actively promoting any such projects.

Teacher attitudes to library use.

In visiting Lower Mainland schools, the researcher found little interest expressed by most teachers in what the library had to offer. Concern was voiced that departmental resources, especially tape recorders, were insufficient in number, and library use was not a high-priority problem. The "self-contained classroom" remains a popular concept among teachers.

Librarian attitudes to French students and teachers.

Several librarians were careful to mention that such books as were available in French were seldom read. Examination of circulation cards bore out this conclusion. Yet several questionnaires returned with appeals for help in finding sources of French materials. Other librarians commented that they were seldom called upon to purchase books for the language teachers, but were always ready to do so upon request. There seems to be a renewed interest among some librarians in offering all forms

of learning materials, but their chief needs are:

1. Sources of suitable print materials;
2. Information and help from French teachers in selecting materials;
3. Clerical assistance to handle increased processing and maintenance;
4. Budgets which permit the purchase of non-print resources.

A number of librarians feel their time is well spent meeting present demands, and are not concerned by the lack of requests from such traditionally "low users" as mathematics and foreign language teachers.

CHAPTER III

THE RELATIONSHIP BETWEEN FRENCH DEPARTMENT
AND LIBRARY HOLDINGS

It has been pointed out that both French teachers and librarians are capable of assuming attitudes which prevent any useful communication from taking place. Teachers usually emphasize controlled readings and classroom resources, with little regard for the "free reading" usually associated with library time. They have been unable to relate their goals to the concept of independent study. They have probably not examined the place of reading in the French curriculum, confronted as they are with what seems to be an "oral" course.

Librarians, it has been shown, often look on the foreign languages as a peripheral area of service. They are told by French teachers that reading plays only a small part in the course. They have found from experience that there seems to be a shortage of suitable French material in print even if they have the desire and means to buy it. They have asked teachers to recommend books for purchase, and the foreign language teacher has been unable or unwilling to suggest any titles. Worst of all, books purchased for language students with scarce library funds have lain idle on the shelves, with only one signature on the circulation card -- that of the French teacher, who read it once quickly and perhaps mentioned it to his class.

It is obvious that any material brought so casually to a

pupil's attention will promptly be forgotten. The librarian, a generally knowledgeable person, is often not sufficiently familiar with the language, the courses or the pupil to remedy the situation and induce the pupil to read. What is needed in examining this non-relationship between French teacher and librarian is first of all an appraisal of what French literature exists in the library, followed by a review of the place of reading in the French curriculum. The goal is a new statement of a functional, rather than the traditionally idealistic, role of the library in supporting the French reading program.

French literature in the library.

The aim of literature is chiefly enjoyment. Pupils will not read books they do not enjoy, and school library collections fail to attract readers for some or all of the following reasons:

1. Appearance. The exteriors of some recent books published for learners are attractive, but far too many volumes placed on library shelves in the guise of "literature" show the same unimaginative coloring and design as do textbooks. Anything which looks like a textbook will discourage most students from reading for enjoyment.
2. Level of interest. Most books selected for learners are necessarily slim. They appear easy to read, although the contents might be linguistically very advanced, and pupils are not attracted by what seems too juvenile. Cover designs showing children obviously much younger than the reader are certain to act against the book's being read. Some titles may seem too "mature" for the pupil simply because they are long, while others may sound "childish". In both cases the impression may be quite false.
3. Relationship to the classroom. French teachers are likely to regard classroom texts and prescribed supplementary readers as sufficient to accomplish their goals. If some direct motivation is not supplied by the teacher, pupils will not seek further materials on which to exercise their growing command of the language. The teacher

must determine which pupils are capable of independent reading and then motivate them on a strictly individual basis to investigate certain titles, or else apply some regulation about "outside reading" which will compel every pupil to read from the library collection.

4. Level of difficulty. The same guidelines for readability in English should apply to foreign language materials. Too many new words on each page will make the book effectually unreadable, and the problem is not solved by supplying longer word-lists at the beginning or end of each chapter, nor by translating whole phrases in footnotes which might occupy as much as two-thirds of the page. The pupil is not able to enjoy the constant referrals to other pages or lines which interrupt his appreciation of each passage.

It has been the experience of most librarians that pupils will not read French stories for pleasure or consult dictionaries out of sheer interest in the language. Provisionally, it may be recommended that all of the materials be subjected to intensive scrutiny and the majority of them removed from the library.

For a fresh start, the whole question of the need to read in French must be raised.

The place of reading in the present French curriculum.

Present French texts, notably Parler et Lire, aim at producing competence in the four skills: listening, speaking, reading and writing. They are constructed on linguistic principles to present a series of speech patterns actually in use by native speakers, and the vocabulary is as current as possible. Pupils are taught to listen, imitate and finally speak in prescribed patterns, with the goal of learning how to select and vary the patterns to fit a variety of situations. In short, the learner progresses from strictly supervised and controlled speech

upwards to random and self-selected conversation. This is what Grittner chooses to call the "American Method", and it leads to reading in the most logical way -- the pupil learns to read first what he has already mastered orally.

Thus, the reasons for heavy emphasis upon listening and speaking drill in the American Method go beyond the mere importance attached to these skills as valid learning objectives. Of equal importance is the belief that an audiolingual command of the language is the indispensable underpinning of reading and writing skills.⁶

As the range of oral mastery is extended by a series of texts such as the one now being introduced in B. C., the complexity of reading matter grows until the pupil is able to face contemporary newspaper and magazine articles with confidence and to enjoy selections from standard stories and plays with relative ease. Until such mastery is achieved, however, reading is a part of the curriculum and supplementary reading materials belong in the classroom.

The place of the supplementary reader in the classroom.

Mackey identifies two sorts of supplementary readers. They provide extensive practice, in contrast to the relatively intensive study done with basic textbook materials.

Supplementary readers may be of two types, (i) the progressive type, and (ii) the plateau type. The progressive readers gradually bring in new vocabulary; the plateau readers do not, since they are written throughout at a fixed level.⁷

⁶ Frank M. Grittner, Teaching Foreign Languages, New York, Harper and Row, 1969, p. 256.

⁷ William F. Mackey, Language Teaching Analysis, London, Longmans Green, 1965, p. 281-2.

Grittner does not distinguish between these two functions in his discussion of graded reading materials.

A graded reader is a book separate from the regular text which, if used properly, will be given to the student at that point in his study of the language when he is able to read it directly and pleasurably. Further, the graded reader should be so scaled in difficulty that the completion of the first selection develops in the student the ability to cope with the second selection which, in turn, prepares the ground for progress through the slightly more sophisticated third selection, and so on until the end of the book. Ideally, the graded reader would be built upon the specific course content which preceded its introduction. That is, the reader would utilize largely vocabulary and grammatical structures which had been previously introduced. The potential number of lexical items can be increased by utilizing cognates, derived words and infrequent footnotes or marginal glosses. Indeed, by the latter half of the nineteen-sixties, a number of texts of this type had been produced to be used in conjunction with four-level programs.⁸

Both authors make it clear that supplementary readers are produced to complement the basic course and are part of the classroom teacher's essential instructional material. In most books about language teaching, no mention is made of the library's supportive role in the reading program.

Supplementary reading materials in the library.

If the pupil is to be closely guided in his use of graded readers, there is probably justification for the classroom teacher's direct control of most supplementary books. The only clear indication of what the school library might provide is in a new book by Wilga M. Rivers, who is best known for her earlier study of The Psychologist and the Foreign Language Teacher.⁹

⁸ Grittner, p. 262-3.

⁹ Wilga M. Rivers, The Psychologist and the Foreign Language Teacher, New York, University of Chicago, 1964.

She proposes five stages of reading training in high school, and only at the fifth, in the most senior grades, is there a well-defined need for a wider selection of materials. For intensive study in class at this fifth level, the literature chosen should be twentieth-century in flavor and introduce the adolescent to the material familiar to native speakers of his own age.

This emphasis on contemporary material of varied origins applies even more particularly to the student's extensive reading. The library should be well stocked with reading material, carefully selected for standard of difficulty but varied in subject matter. The teacher should now be able to recommend to each student extensive reading material which corresponds to his individual tastes and interests. Some students may pick up a novel or play of which they have heard, or which has recently been made into a film; others may be encouraged to undertake a course of reading in the foreign language related to some research topic of personal interest to them or required for another course. A standard encyclopedia in the foreign language, and some serious magazines, kept on file from year to year, will provide much reference material of this type. In this way, habits of using the language for one's own purposes will be fostered, and continue, we may hope, as a source of pleasure and profit after the students have left the classroom. A student who leaves school without having had the experience of reading on his own and enjoying foreign language material of his own choice is not likely to do so, without prompting, in later life.¹⁰

The sixth stage of reading skill is totally free reading in journals and elsewhere, without reporting to a teacher or keeping a record of it. This is the same goal Grittner proposes, except that the transition from teacher-controlled to library-based materials is not so well defined.

A specific role for the library.

Rivers' suggestion is that the library provide materials at

¹⁰ Wilga M. Rivers, Teaching Foreign-Language Skills, New York, University of Chicago, 1968, p. 236.

a point in the pupil's development when he is able to appreciate the responsibilities of individual study and the privilege of complete freedom to choose his own material. If the library is to follow such a plan, these steps are recommended:

1. All material classified as readers, at all levels, will be turned over to the French department;
2. A collection of dictionaries, including some entirely in French, will form the basis of a new collection;
3. All new purchases will be checked for readability by a competent French teacher familiar with the courses in Grades XI and XII. Wherever possible, material not written specifically for learners will be used;
4. A collection of magazine and newspaper articles from French language publications will be built up. They should be mounted or bound whenever possible, and even laminated with plastic film to make them easy to handle. Topics of enduring interest rather than current events should be stressed, although some contemporary affairs will be worth reading throughout one year at least. This collection will be continuously revised by the French teacher;
5. All pupils in senior French courses will be advised that they are expected to read independently in French, and credit will be given for this activity. A record of reading will be kept by the teacher, and some suitable written or oral summary in French may be expected.

The use of French department literature.

In keeping with the notion that it is the teacher's task to prescribe carefully-chosen graded readers, it must be the French department's job to store and maintain its own books. This implies the following situation:

1. The French department office is accessible at all times to all French teachers. Adequate storage space for both sets of readers and individual titles is provided, and a table or counter similar to a library's work-room space for sorting and mending books.

2. Clerical assistance is available to operate a circulation system in which both teachers and some pupils can charge out books for varying periods of time. Responsible pupils could operate this simplified library.
3. A separate budget is provided to acquire new books. Most materials are inexpensive books, so that a vigorous policy of payment for loss or mutilation is pursued.
4. The library is open to all students, but pupils in Grades VIII - X are asked for not more than one assignment a year, in English, dealing with French-speaking populations, history, geography or biography. If the Social Studies curriculum lent itself to such topics, no further assignment from the French teacher would be needed.

The sharing of audiovisual materials.

It would be best to store most materials such as tapes or filmstrips in the library if they could be used profitably by students. Duplication of some items is justified in large schools, particularly when an item has a specific application to a portion of the curriculum. It is not unreasonable, however, to expect the teacher to withdraw a filmstrip from the library on an extended loan basis during the part of the year it is required. Tape and disc items can be copied easily if the French department is adequately supplied with machines. For this purpose, as well as for the operation of a materials centre to handle books, some para-professional help is justifiable.

The relationship between the French teachers and the librarian should be based, therefore, on the following principles:

1. A thorough understanding of the pupils' needs and capabilities in reading;
2. A clear division of responsibility for materials, based on the pupils' ability to read and do research independently;

3. A frequent exchange of views through personal contact, preferably when the librarian offers help in organizing department resources and the French teacher participates in evaluating library acquisitions.

In effect, the suggested division of resources is a major step towards the setting up of specialized learning centres which complement the central library.

A French resource centre in operation.

The idea of a number of small "libraries" in addition to a main collection is not new. It has been a major topic for more than a decade in the writings of J. Lloyd Trump, and a full explanation of his scheme appeared in the Bulletin of the National Association of Secondary School Principals for January, 1966.¹¹

The resource centre for modern foreign languages at Oak Park and River Forest High School, in Oak Park, Illinois, offers pupils a combination of opportunities. It is a very small room, no larger than half a classroom, holding a wide variety of both print and non-print materials. A librarian is in attendance about three-fourths of the day, with some responsibilities in the central library. All materials in the centre are noted in the central library's card file, but are not duplicated; pupils are directed to the appropriate rooms for specialized materials in languages, mathematics and social studies. Adjacent to the foreign language resource centre is the language laboratory, soon to

¹¹ J. Lloyd Trump, "Independent Study Centers -- Their Relation to the Central School Library," NASSP Bulletin, CCCVI (January 1966), 45-51.

be open on an unscheduled basis as new electronic classrooms are installed. On the other side of the centre is a study-hall, supervised by a non-teaching assistant. Pupils are regularly scheduled into the 60-seat study areas but may then use any of the resource centres or the library instead of being restricted to working with their textbooks.

Obviously, the cost of the Oak Park system is much greater than most B. C. districts are prepared to bear. But its apparent success and its appropriateness in the light of modern writings on language teaching make it worth studying as an example of an emerging pattern in education.

CHAPTER IV

LANGUAGE LEARNING THROUGH AUDIOVISUAL AIDS IN THE LIBRARY

The Oak Park project which produced specialized resource centres has also drawn attention to the potential value of new audiovisual aids to language learning which could operate within a library framework.

New possibilities in storing and distributing information have been created through electronics. Television alone has made stimulating educational experiences available with its striking immediacy and the combination of sight and sound. Film and tape technologies are still evolving, and teachers are being forced to take note of their importance in presenting subject matter.

The implications of audiovisual developments for language teaching ought to be great. All too often, however, assumptions are made about the capabilities of machines which bear no relation to the realities of school life. It is essential that consideration be given, before purchasing audiovisual devices, to the use that will be made of them in library surroundings.

It is proposed to examine briefly some of the aids now available and relate their probable use to the needs of French pupils in library settings. The most significant items to be discussed are the language laboratory, 8-millimeter film cartridges, disc recordings, and programmed instruction through "teaching machines".

The language laboratory for independent study.

It has been pointed out that some B. C. secondary schools, chiefly the larger ones, have language labs. In the past decade a wave of enthusiasm for this modern aid to learning has resulted in the suggestion that a resource centre library complex should include language lab facilities, though on a small scale -- say, 6 or 10 booths connected to tape-playing equipment in the work-room or behind the librarian's charge desk. The case for such an addition appears strong:

1. Pupils need a place to repeat lessons heard in the language classroom or the main lab;
2. Recorded materials are thereby available to several students at once, without disruption to others in the library;
3. Materials are best handled by an adult or a trained student, to reduce the snapping of tapes and scratching of discs through careless use;
4. The library is always staffed and the additional workload is small;
5. It can be used by other than language pupils for listening purposes.

There are, on the other hand, some convincing reasons why the library should not attempt to include a language laboratory:

1. A lab is not an independent study device unless it operates on the "library" system where each pupil has complete control over what materials he hears. A "broadcast" type lab, which is what most language teachers use, is merely an electronic means of producing lock-step drill using at best 2 or 3 different programs at a time;
2. The greatest single problem of language labs is mechanical failure, putting a burden of maintenance on the teacher in charge which is often sufficient to discourage the full use of regular labs;
3. A lab may permit the pupil the use of some form of indiv-

idual tape recorder for playing back his practice tape. It is widely acknowledged that though this costly function may be of some use to some senior high school or college students, young pupils find it tedious and are quite unable to criticize their own speech faults;

4. The listening function is the only valid need in a library, and can be used by pupils in music and English courses as well as for foreign languages. Thus a "listening post" recommends itself. However, the concept of full individualization still requires the possibility of replay, and the only really satisfactory way to give the pupil control of his material is to provide a number of tape recorders. If desired these could be fitted for group listening through additional headsets.

Some attention has been given to the loop broadcast system for library use. A coil of wire mounted around the ceiling or in parts of the room permits pupils to receive the program being played without the inconvenience of headsets plugged into a machine or desk.¹² Headsets may seem fairly expensive, but the number of parts in such a system is far less than in a lab, and maintenance is therefore less costly. Pupils can request programs and headsets at the charge desk or other central location just as they do other audiovisual materials.

A great deal of useful language material can be transferred to cassette tapes, and even young pupils have no difficulty operating the lightweight portable machines which play them. It is possible to store such cassettes on shelves, labelled and organized like print materials. The one disturbing feature of such a system is the ease with which both cassettes and tape recorders can be removed from the library, never to return. Conversely,

12 Myron Sywak, "Looping the Library," School Library Journal, XV (February 15, 1968), 55.

it is an advantage in libraries having the rule, "all materials may be borrowed," for cassette equipment can be found light and strong enough to permit taking home overnight.

In both the loop and cassette systems, however, only listening is possible. Although a small amount of such activity is desirable, it should be borne in mind that the oral practice essential to modern French courses is the responsibility of the French teacher, who must be able to monitor and instruct his pupils. The proper place for this is the electronic classroom or language laboratory, not the library.

Film resources for French.

Apart from district holdings, the questionnaires (Chapter I) showed only one school library with any 16 mm films. The cost of a film collection is so high that district-wide circulation is the most practical way for most schools to use films.

There has been a marked increase, however, in the output of 8 mm film in cassette or cartridge form, and some of it may occasionally be used for foreign language study. This arrangement requires a special projector into which the entire plastic cartridge is slipped without threading. It runs continuously and does not need rewinding. The cartridge, like the tape cassette, can be marked and stored book-fashion, and is very readily handled by even young pupils.

Filmed material designed for foreign languages is scarce. A check of the catalogs of three of the largest film producers (Baily, Ealing and Fairchild) reveals a vast array of science

and social studies material but very little relating specifically to French. An occasional title such as La Vie Parisienne appeals, but it must be remembered how quickly styles change. Pupils are quick to spot an outdated film and reject it as a learning aid. If a school library acquires a large collection of films, a few can be related somehow to topics suggested in French courses, just as many history books can be used for French research projects.

One hopeful breakthrough is the addition of sound tracks on these 8 mm films. Perhaps cartoon figures rather than photographs will one day be used to create audiovisual "readers" for pleasure-viewing in the library. A further possibility is the recently developed Fairchild projector which permits a teacher to add his own sound track to a film, in place of the original. In this way a French narration could be devised for almost any film.

The field of film production is still undergoing change. Standard 8 mm products are giving way to "Super-8", a film yielding a larger and brighter image but incompatible with regular 8 mm projectors. Advice from an experienced audiovisual coordinator should be heeded.

For the school just establishing its media collection the problem isn't too severe: start with Super-8. About 80 percent of the cartridges on the market now come in both regular and Super-8.¹³

Cohen's advice does not take the Fairchild "Mark IV Recording Version" into account but even with the better-known

13 Abraham Cohen, "Screenings," School Library Journal, XIV (October 15, 1967), 3833.

Technicolor machine it would be possible to prepare a French narration on a cassette tape and disconnect the original soundtrack to provide an acceptable listening experience.

In any case, films are so far relatively unexploited in terms of French and other foreign language uses.

Disc recordings in the library.

Little can be added with regard to discs that has not already been suggested in speaking of tape recordings. As a rule, popular French songs should find their way into senior courses somehow, and it is usually the teacher who provides them. The simplest course for a library to follow is to prepare taped copies for student use, preferably with copies of the words to accompany each song. Care must be taken to use good transcribing equipment, and tape speeds of 3-3/4 or 7-1/2 inches per second must be used, preferably the latter.

If a collection of discs exists or is desired for any reason, librarians have found it advisable to prepare circulation transcriptions on tape, and to preserve the disc as a master copy in the event of an erasure or lost tape. Discs are subject to wear and scratching, and should be filed vertically in their protective jackets, in a cool rather than a warm place.

It is recommended that these few principles be observed in selecting audiovisual resources for an expanding library:

1. The French teacher and librarian must share in evaluating new materials, one checking content, the other criticizing format and technical quality;

2. Sound quality is of paramount importance in all recorded material;
3. Purchase of untried or little-known equipment should be deferred until both the teacher and the librarian are convinced of its value;
4. All films, slides and filmstrips should be ordered on a preview basis only, and checked for their effect on pupils. A random sampling of pupil opinion or previewing by a pupil committee could reveal some unforeseen reactions to visual materials.

Programmed instructional materials for French.

In the library setting, it seems on first examination that a pupil could profit from time spent with a "teaching machine" or a programmed textbook. In either case, the theory is simple: by breaking each concept of any subject into the smallest possible component parts, called "frames," the pupil can be exposed to a linear progression of small steps leading on to larger and more complex ideas or patterns. Grammar can be analyzed in this way, with varying degrees of success. Mathematics seems to be the best subject for such treatment; because its "rules" are more regular than those of language.

It is unlikely, however, that there is much to be gained by the pupil in attempting to follow a programmed language course different from the course used in the classroom. One librarian pointed out that a partially-sighted pupil studied most of his French course in a seminar room equipped with a tape recorder and other aids, but that is a rare example of using library facilities for large units of work.

Further limitations on programmed materials are neatly

summarized by Brian Dutton.

Why are these courses not generally available? The answer is simply cost and time. In order to produce a programme lasting one hour, some hundred to three hundred hours may have to be devoted to its preparation.¹⁴

Dutton states on subsequent pages that almost no research has been done on the psychology of second language learning and so most programmed instruction, whether presented by a complex viewing device or by the scrambled pages of a book, perpetuates the old "word-game" approach to grammar.

There is hope for some technological breakthrough, perhaps using a computer, which will one day relieve the critical shortage of teachers. Once piece of research in this field indicates that:

"...a C.A.I. (Computer Assisted Instruction) laboratory of the sort described here is definitely feasible; it has the potential, when further developed, to take on a significant burden of the more mechanical portions of early foreign language instruction."¹⁵

Nevertheless, the library is not the ideal location for "early foreign language instruction" as such. Its function is to offer enrichment and research opportunities. The library could, however, serve the needs of a talented student who wishes to study an additional foreign language using programmed or other individual-learning materials.

A synthesis of the media: electronic carrels.

A phase of the phenomenal expansion of library facilities

¹⁴ Brian Dutton, ed., A Guide to Modern Language Teaching Methods, London, Cassell, 1965, p. 179.

¹⁵ E. N. Adams et al., "Conversation with a Computer as a Technique of Language Instruction," Modern Language Journal, LII (January 1968), 16.

at Oak Park, already referred to in Chapter II, page 38, is a remote access resource centre which will eventually combine film, television and all sound media into instructional and enrichment programs for all subject areas. Based on a lecture by Mr. Ted Johnson, director of the library project, this useful note on the significance of new terminology appeared in School Libraries:

"A remote access system is a group of related devices which store instructional materials in an area removed from the user and which automatically and electronically deliver these materials to the user at his command. ...Only if the user individually controls the selection of his program and the program is delivered to him electronically rather than in its original hard form is the system a remote access facility according to current vocabulary."¹⁶

The electronic carrels at Oak Park are in "island" formation; each large nearly-circular module contains 5 carrels. Thus the electronic equipment is clustered around the core, and each carrel ends in a panel containing a video monitor, a touch-button signal system, and a headset with microphone attached. From the catalog for that week a pupil selects a program out of the more than 100 offered; he punches the numerical codes needed to summon the program, and within 30 seconds a high-speed copier has transferred the contents of the master tape onto a working tape for that carrel. Thus no pupil need wait long to use a program, or be forced to tune in part-way through. Soon the video phase will be operating, though in the spring of 1969 only audio functions were installed. Later, pupils will be able to dial from home telephones in the evening and use the audio programs; a broadcast

¹⁶ Sister Mary L. McCusker, "Implications of Automation for School Libraries -- Part 2," School Libraries, XVIII (Fall 1968), 17-18.

phase will eventually permit elementary schools in the area to share the high school's resources.

Some of the taped French material is of poor quality acoustically -- below an acceptable level in the researcher's opinion. The cause may be faulty transcription, or copying from already well-worn discs. If this flaw can be corrected, and no doubt it will, the electronic carrel will function admirably as a source of all audiovisual materials. It can even accommodate a student-response sound track, and function as a language lab.

The cost of this pilot project is, of course, extremely high. But the technological experience being gained will engender other approaches to the problem of making the best use of audiovisual aids in the library.

In British Columbia, however, no school has even begun to approach that stage of sophistication. Of more immediate interest is the advent of auxiliary hardware which promises to make the library a centre for language learning at less cost than a remote access complex. One such device is examined in Appendix C: the Language Master, which is based on programming principles but utilizes language lab methods of drill.

CHAPTER V

SUMMARY OF RECOMMENDATIONS

A policy of divided authority.

It is common in British Columbia to find small collections of French readers in school libraries, but no particular use is made of them in the teaching program. For this reason, the language teacher and the librarian must formulate a policy which will place books and other materials where they can be used. Since the language department could be equipped to deal with a stock of readers, both in sets and in single copies, the following key recommendations will serve to guide the redistribution of materials.

1. The classroom teacher should control all supplementary French readers, and prescribe their use appropriately throughout the first three or four years of French.
2. The library's main role is the provision of a wide variety of modern reading materials for senior students, in addition to a collection of audiovisual resources suitable for student use at various levels.
3. Audiovisual aids used only as teaching materials should be stored as close as possible to language classrooms, not in the library.

Special provision for language students in the library.

In their enthusiasm for the concept of a library offering all forms of learning aids, librarians need to be reminded that the value of complex electronic equipment has not yet been proved sufficiently great to justify large expenditures on behalf of language students. The safest policy is to limit library facili-

ties to what can be used easily by students and maintained readily.

The following facilities are therefore recommended.

1. Listening apparatus, preferably tape recorders, should be available in the library. Lightweight cassette units are desirable for home use. Extra headsets for group listening should be on hand.
2. Film, filmstrip and slide viewing apparatus should be available in quantities suitable for the amount of filmed material in the collection. Filmstrip viewers are as necessary as projectors, for individual viewing.
3. Both individual carrels and group study space are required for a flexible program of projects. The library can serve a useful purpose by providing this special accommodation which is not available in classroom blocks. It would of course be advantageous to have similar flexibility in language classrooms, although at present such arrangements are almost impossible under British Columbia school building rules.

A shared responsibility.

Both the teacher and the librarian have the same goal: to serve the needs of the pupils. Because each is a specialist, they should confer in matters of acquisition and circulation of learning materials. The following recommendations will prove difficult to follow if harmonious relationships do not exist among staff members. They are, nonetheless, of prime importance.

1. Purchases for French department collections should be made from a separate budget, but the library staff can assist teachers in compiling their orders. Ordering may be done through normal library channels, but should not be restricted to only once or twice a year.
2. The judgement of the teacher is needed mainly in evaluating the language content of all school-based French materials, while the librarian's opinion is required on the technical aspects of both print and non-print resources.
3. The approval of both teacher and librarian should be given to all purchases involving French language, including mechanical aids. Previewing should precede

purchase, especially in the case of audiovisual materials.

4. The criterion for keeping foreign language materials in the library should be their use by students. Unused books, in particular, create a false impression of library holdings and may discourage the formation of healthy student attitudes towards reading in a foreign language.
5. A major share of the responsibility for the use of library materials in French must fall on the teacher. It is his function to instruct pupils in reading, evaluate their progress, and ensure that reading is a respected goal in the French program. While not all pupils will achieve the ultimate stage of fully liberated reading in the foreign language, many will be able to do so, given the necessary encouragement in the classroom to exercise their comprehension skills.

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APPENDIX A

QUESTIONNAIRE: FOREIGN LANGUAGE LIBRARY RESOURCES

School _____ District No. _____ Enrolment _____

The information requested below is to help build up a picture of B. C. school library resources in the field of foreign languages. Where the word French is used, other languages are also intended. Parallel information can be entered on the reverse side of the sheet, using a parallel numbering system.

Although the possibilities of using library-based language materials are no doubt severely limited in most schools, it is hoped that a pooling of information from B. C. teachers and librarians will produce a useful collection of ideas. Visits may be possible to schools whose collections are large in this area so the researcher can examine the most valuable materials now in use.

Kindly give the questionnaires dealing with teacher-controlled resources to the appropriate department head or staff member. Your assistance is most sincerely appreciated.

1. Approximately how many titles does your library hold in these areas?

(a) History, geography of France, including
travel (900's) _____

(b) Literature in French, including adaptations
for learners _____

(c) Literature translated into English from
French works _____

(d) Formal language study aids: dictionaries,
textbooks, etc. _____

(e) Canadiana, emphasizing history and culture
of French Canada _____

Total _____

2. Approximately what percentage of the total collection do
these titles represent? _____%.

3. Were any of the above purchased in 1967-68? Yes ____ No ____

4. Are any such purchases planned for 1968-69? Yes ____ No ____

5. Do you maintain vertical file information in some or
all of these areas? Yes ____ No ____

6. Approximately how many items of the following types
does the library house?

(a) Phonograph records in French: _____

(b) Tape recordings in French: _____

(c) Filmstrips relating to any of the areas of Question 1:

i) Silent, or with printed script only: _____

ii) With tape or disc commentary: _____

(d) Other audiovisual materials: _____

7. Were any of the above purchased during 1967-68? Yes ____ No ____

8. Are any such purchases planned for 1968-69? Yes ____ No ____

9. Please specify any other learning materials you hold, or any
information which would complete the picture of your library's
resources for foreign language students.

APPENDIX B

QUESTIONNAIRE: SUPPLEMENTARY FOREIGN LANGUAGE
RESOURCES CONTROLLED BY THE TEACHER

School _____ District No. _____ Enrolment _____

In this survey of B. C. school library resources in the field of modern foreign languages, it is expected that few schools have invested heavily in library-based materials. More often, language teachers accumulate their own departmental resources.

Both the researcher and the Modern Languages P.S.A. wish to build a picture of these resources, emphasizing materials potentially available to students for independent study and project work. Do not include library-based or teacher-owned materials.

1. Check the language covered by this report:

French ____ Spanish ____ German ____ Other (specify) _____

Number of teachers concerned this year: _____

2. Indicate which of the following language resources are permanently available in your school, apart from library holdings:

(a) Language laboratory or electronic classroom: _____

No. of student positions: _____

(b) Filmstrips:

i) number of silent strips _____

ii) number with tape or disc commentary _____

(c) Films (16 mm):

i) number of silent films _____

ii) number of sound films _____

For the next three items, count only currently useful materials.

(d) Disc recordings, school-owned:

i) music _____

ii) speech _____

(e) Textbooks not prescribed for present courses:

number of different titles _____

How many of these titles are in sets of 10 or more? _____

(f) Supplementary readers not prescribed for present

courses: number of different titles _____

How many of these titles are in sets of 10 or more? _____

(g) Student practice discs for home study, to accompany present courses:

i) Grade level(s) _____ ii) Number of sets _____

(h) Other resources suitable for student use: (games, film slides)

3. Which of the following types of school-owned equipment are controlled exclusively by language teachers? Check where applicable.

(a) tape recorder(s) _____

(b) record player(s) _____

(c) filmstrip viewer(s) _____

(d) filmstrip and/or slide projector(s) _____

(e) other audiovisual devices:

4. Have students in your present school been given assignments which require the use of school library resources?

Yes _____ No _____

Please elaborate, giving details of any projects you considered useful and/or comments on your attitude to the library as a language-learning aid.



Bell and Howell Language Master

APPENDIX C

A LIBRARY EXPERIMENT WITH AN AUDIOVISUAL INSTRUCTIONAL
DEVICE: THE LANGUAGE MASTERPurpose and setting of the experiment.

The Bell and Howell Company has produced a machine which it claims has applications to every learning situation. The Language Master, a compact and easily portable version of a tape recorder, employs cards of various sizes which have lengths of magnetic tape adhered parallel to their bottom edges. The pupil can hear what has been pre-recorded on the master track, record some response of his own on the student track, and compare the two by subsequent playings. (Illustration on page 61).

A pair of switches control whether it is master or student track, "listen" or "record" mode he employs. With visual elements such as pictures, symbols or questions written or typed on the card, the audiovisual function is complete.

The machine is designed for a single active user even though group listening is easily arranged. With earphones, a pupil can work quietly and virtually without supervision. It would seem an ideal machine for library use, and has fewer parts to go wrong than a conventional tape recorder.

In its advertising, the manufacturer claims the Language Master is useful for foreign language learning and the firm has published a series of cards pre-recorded for French lessons at a very elementary level. In an article reprinted from a trade journal, two California foreign language specialists heartily

endorse this form of "programming" language exercises. Dr. Gustave Mathieu, then chairman of the California State University foreign language department, is quoted extensively and describes the following use of the cards:

"On the front side of a card I have recorded the teaching pattern and written the interchangeable word so it reads upside down. On the reverse side I have written the word so it reads correctly and I have given the English translation: in the future, drawings may be added to these cards.

In breaking with the old tradition of "read and write", we lessen the interference in learning. By not allowing the student to see the spelling of a word until he hears it and says it several times, he eliminates the fixed conception he had for pronouncing it as it looks."¹⁷

In the eyes of Charles H. Herbert, then coordinator of foreign languages in San Bernardino County Schools, the card-flipping system had special appeal for elementary school children and would be ideal in overcoming the chief weakness of FLES (incorrectly explained in this article as "Foreign Languages - Elementary, Secondary", but usually taken to mean "Foreign Languages in the Elementary School"): suitable elementary school teachers are not available in the needed numbers, so oral practice could be conducted with pre-recorded Language Master cards. The pupil selects the unit needing practice, and controls the sequence and frequency of his repetitions.

All of this enthusiasm seems to have been generated early in the machine's existence; there were then only a dozen Language Masters scattered around the county, and the State University

¹⁷ "A Phrase Has Become a Fact," Educational Equipment and Materials, Winter 1967. Reprinted and distributed by Bell and Howell Company.

had one, according to this reprinted article.

Very few of these machines have been purchased in British Columbia, but it seems important to determine whether such a device will in fact serve a useful purpose in the development of independent language study using library-based resources.

At Eric Hamber Secondary School in Vancouver an experiment was conducted under the following conditions:

1. Use of the Language Master was to be attempted in a group setting, using one of the new group-study rooms on the upper floor of the library;
2. Time was to be limited to a portion not exceeding half of regular French periods, to approximate the amount of time a classroom teacher might be willing to allot to a mechanical aid;
3. It was recognized that language teachers are not willing to restructure courses drastically, so the content of the practice materials was to be based directly on a unit of the text;
4. The practice periods should last about two weeks, permitting five or six sessions of about thirty minutes each, but requiring the pupils to complete all class assignments as if present full time in class. The teacher agreed to try to cover grammatical detail while the experimental group was present, and to instruct the remainder of the class in her usual way in order to include the same material as the Language Master unit.

An attempt was made to conduct the Language Master practice entirely within the normal school context, as it would operate if made as much a part of the French program as the language laboratory.

The major question was whether or not work with the Language Master would serve the pupils' needs as well as full-time class participation or better. If it did, purchase of the machine

could be recommended to schools, particularly for use in the library.

Procedure and Results.

An experimental group of 17 pupils from 3 French X classes under the same teacher was matched by means of a pre-test with 17 other pupils who formed a control group. Matching was done mainly on the basis of test scores, with guidance from the teacher who attempted to evaluate general aptitude and past performance. The pre-test (Appendix E) included the same sorts of items as were planned for the final test:

1. Single-word dictation;
2. Completion, using words in context;
3. Use of the direct object pronouns, which was the main grammatical point of the chosen lesson.

A few items from past lessons were included to bring the total to 40 points.

The results of the matching gave the control group a slight advantage. The pupil score was 26.1 out of 40, compared with 24.9 for the experimental group (Table VIII).

After a short introductory lesson dealing with the contents of Leçon 23 of Le Français Vivant, the subsequent 5 class periods were used for Language Master practice. Each group of 5 or 6 pupils representing the experimental group went to the library for a half-hour period of practice, consisting of exercises A, B, C, D below, while the teacher continued with a normal lesson, emphasizing oral practice in order to parallel the question-answer format of the drill cards.

The exercises were as follows:

A. Single-word dictation. With all pupils listening, one pupil (selected by the group to be leader) played each card in the series of 20, 2 or 3 times each. He and the pupils individually wrote the words in a list. Checking was done after all the cards had been played through once more in rapid succession. The correct form was written on the back of each card, in large letters, and when the leader turned up each card the pupils corrected their work. Some cards which caused most difficulty were selected for re-playing, either immediately afterwards or next day. The words were selected from the new vocabulary of the textbook lesson:

B. Definitions. Pupils heard 10 definitions, in French, of words chosen from the lesson. They wrote down the words they believed defined, and checked their answers by consulting the back of each card;

C. Dictation of whole sentences. Instructions advised the group leader to play each card several times, with a pause between each repetition to permit pupils to attempt writing part of the sentence. There were 10 cards;

D. Questions with multiple-choice answers. Each of 10 cards carried a recorded question, and 3 answers were printed on the front. Pupils gathered around a table were able to read the answers and write (a), (b) or (c) on their papers. Correction was done with a key supplied with the instructions.

Two further exercises were prepared, designed for individual rather than group use. These were not tried by any of the participants:

E. Pronunciation. These 10 sentences each contained repetitions of a key sound. For example, the pupil heard "/e/ -- L'étranger a trouvé le sentier sans difficulté." Instructions were given to practice and record imitations of the sentences, and each sentence was printed on the back of the card for checking in case of difficulty. Ten different phonemes were presented in this way.

F. Matching. The 10 numbered cards each bore a recorded question; 12 answer cards, lettered (a) to (l), contained answers using direct object pronouns. The pupil was instructed to match each question with a suitable answer by a process of trial. Tentative matchings could be made with the easily manipulated cards. An answer key was supplied to check final work.

Pupil cooperation during the practice sessions was excellent.

A major difficulty was that the pupils were of widely different abilities, and no single pace suited everyone. Less able students suffered most, according to their comments afterwards.

The entire 3 classes were given a final test (Appendix F) which covered only the material of the lesson:

1. Dictation of a further 20 words, including the most common difficulties from the pre-test selection;
2. The use of new verbs in context to complete sentences;
3. The use of direct object pronouns in context;
4. The use of vocabulary items in context.

The resulting scores of the control and experimental groups compared quite favorably. The control group was markedly ahead of the experimental group, having made an average pupil gain of 5.7 points out of 40, compared with 4.2 in the experimental group.

A separate analysis of scores on the dictation portion of the tests shows an average gain of 2.5 points out of 20 by the experimental group, and 2.4 points by the control group. In this particular area the Language Master appears to have helped, probably because the drill exercises emphasized dictation.

An oral evaluation was made of both groups after the final test, with a possible 30 points (Appendix G). It consisted of the following parts:

1. Repetition of sentences, one at a time, after hearing them read twice by the examiner. The content of each of the 3 sentences was based on the textbook narrative and had been heard in the practice exercises;
2. A short selection, composed of phrases selected from the narrative, to be read aloud after a silent preview reading;

3. A series of short questions, ranked according to approximate level of difficulty, requiring only short phrases in reply to indicate comprehension and recall of the basic narrative.

The fifth and final question in part 3 was intended to call forth a fundamental use of a direct object pronoun. Some credit was given for comprehension, the rest for correct recall of detail.

On this oral rating the control group scored one full point per pupil higher than the experimental group: an average of 22.5 compared with 21.5 out of 30 points. Oral skills were not adequately practised with the Language Master, and the rating reflects chiefly the slight basic advantage found initially in the control group.

Discussion and conclusions.

The fact that a heterogeneous experimental group was able to maintain approximately the same rate of progress as a control group despite considerable amounts of class time "lost" seems to indicate that the Language Master is moderately useful as an alternative to some audiolingual classroom teaching. However, the amount of effort required to produce drill cards is considerable. Several hours were needed to devise exercises, record the material, letter the cards and prepare the instruction sheets. Storage problems could be solved quite readily given the excellent setting of the Hamber library, but a very considerable collection of cards, with every exercise and chapter unit carefully numbered and filed, would have to be built up in support of each textbook chapter. The preparation time, cost of the cards

and apparently limited use of any one unit would prejudice most teachers against using the machine to its fullest extent.

The change of textbooks presently in progress is a reminder that Language Master drill sets must be prepared for specific learning situations and related directly to the curriculum of the day. Each card must be marked in some permanent way, either by felt-tip pen or typewriter, and it is not likely that cards can be re-used to any appreciable extent. Teachers would instinctively plan to retain satisfactory units from year to year.

The machine, fitted for group listening with a jack-box and good quality earphones, costs over \$300. For this price, a very satisfactory set of at least 6 cassette tape recorders can be purchased, doing the same dictation jobs but with the following advantages:

1. Each pupil can work independently, at his own rate;
2. Master recordings can be copied onto any number of cassette tapes by a technician, while on the Language Master each card must be prepared for each machine if several machines are to be used simultaneously;
3. Fewer tapes than card sets are needed, since one master tape recording of any exercise can be kept on file while student practice tapes are erased periodically and re-used.

The unique features of the Language Master are its use of cards, providing a pleasurable motor activity and a sense of selective control for the learner, and its ability to record and play back pupil oral responses, which cassette tape recorders do not yet do.

Tentative conclusions may be made as follows:

1. The Language Master is minimally useful for group use,

providing drill in dictation skills on a level comparable to classroom practice;

2. It is suitable for group use in a library setting, requiring only limited oral communication among the pupils;
3. Its purchase is not wholly justifiable, given the greater degree of flexibility possible with a set of cassette tape recorders at comparable cost.

The following recommendations are made:

1. Further experimentation with the Language Master is needed to determine its usefulness and practicability for individual foreign language study;
2. A long-term study of its motivational value is essential. The limitations of this experiment did not permit the investigator to verify that pupils would continue to find the machine attractive after several weeks or months of regular use;
3. Consideration should be given to the purchase of a dual-track tape recorder equipped for master recording and student-response playback functions, in preference to the Language Master.

TABLE VII - Pupil Test Scores

<u>Experimental Group</u>						<u>Control Group</u>					
Pupil	<u>Pre-test</u>		<u>Final Test</u>		Oral Eval.	Pupil	<u>Pre-test</u>		<u>Final Test</u>		Oral Eval.
	Total	Dictation	Total	Dictation			Total	Dictation	Total	Dictation	
Faye	29	20	35	20	24	Robert	29	18	38	20	23
Anna	29	20	32	20	23	Lily	32	19	35	20	29
Zoltan	30	16	27	11	21	Jerry	29	17	40	20	28
Zavie	10	5	20	12	16	Ernie	12	6	27	13	15
John A.	26	19	19	18	20	John M.	28	17	32	20	21
John R.	25	15	27	18	23	Ted	25	15	29	14	23
Rolf	35	20	38	20	22	Angie	35	18	37	19	29
Dawn	19	15	23	20	20	Cliff	20	13	32	19	24
Robin	27	13	31	20	27	Peter	28	17	28	16	26
Cathy	27	18	25	18	22	Ann	27	12	38	19	28
Harold	22	13	33	20	17	Arlene	22	13	36	19	21
Leslie	19	13	28	17	23	Don	20	15	19	15	14
Debbie	20	14	21	19	17	Danny	21	15	26	19	20
Colin	36	20	39	20	28	Jag	34	20	30	20	26
Keith	22	18	34	20	23	Orvil	27	17	35	19	16
Gary	26	16	33	20	15	Phil	27	18	28	19	18
David	22	14	29	18	24	Randy	27	18	30	17	21
Totals	424	269	494	311	365		443	268	540	308	382

TABLE VIII
Summary of Experiment

	Experimental Group	Control Group
<u>Pre-test</u>		
Pupil average (poss. 40)	24.9*	26.1
Dictation item (poss. 20)	15.8	15.8
<u>Final test</u>		
Pupil average (poss. 40)	29.1	31.8
Dictation item (poss. 20)	18.3	18.2
<u>Point gains</u>		
Total score	70	97
Dictation item	42	40
<u>Percentage improvement based on pre-test scores</u>		
Total score	16.5%	18.0%
Dictation item	13.5%	14.9%
<u>Oral evaluation</u>		
Range of scores (poss. 30)	15-28	14-29
Pupil average (poss. 30)	21.5	22.5

*All figures are adjusted to the nearest single decimal point.

APPENDIX D
AN ATTEMPT TO EMPLOY THE LANGUAGE MASTER
FOR INDIVIDUAL STUDY

Purpose and setting.

The researcher was not satisfied that the Language Master had been properly used in the group study experiment, and believed the chief value of the machine is its motivating effect on the learner. The researcher undertook to prepare exercises for a small group of pupils who needed practice to master the use of one grammatical pattern: the direct object pronoun.

Of these pupils, 4 were chosen from the experimental group and 1 from the control group of the previous experiment, all with low scores on the final test items dealing with the pronouns. A sixth pupil of higher ability was added, to compare his reaction to the machine practice. He had been in the control group of the experiment.

The central purpose of this additional project was to carry out in a limited way the first recommendation suggested by the group study experiment. It was hoped to show the usefulness of Language Master practice in remedial instruction for individuals.

Procedure and results.

The pupils were carefully instructed to practice daily until both exercises had been mastered. The first goal was to listen to the desired oral response until it could be correctly visualized. No writing, only recognition, was stressed. The

second stage of practice was to record the reply to each question on the student practice band of the card, working to perfect an oral response.

Score sheets were provided on which the pupil was to keep track of his successive attempts to eliminate errors. A daily schedule was arranged, lasting two weeks, to permit each pupil a half-hour practice session, chiefly during school time. Permission was granted by various teachers for pupils to be freed from parts of lessons other than French. "Study passes" were issued to permit the pupils to go to the library as arranged.

The machine, score sheets, practice cards and instruction sheet were kept ready in the library, and the librarian was notified of the periods when pupils were expected to use the Language Master.

The results of the practice sessions are not fully documented. In the 2-week period, only 2 of the pupils attempted the test, which consisted of both written and oral items. The first pupil, the most capable of the 6, succeeded admirably. The second was unable to obtain a passing score even though the test items were designed to be parallel to the practice examples.

The pupils faithfully recorded their progress, working until they believed they were making no errors in either set of questions. Yet, though they reported afterwards they had enjoyed the privilege of individual practice, they were not motivated to submit to a test.

Discussion and conclusions.

Accordingly, the best measure of the Language Master's

contribution can be obtained by asking the pupils to make subjective comments. Various opinions were expressed, from which these were selected:

- "It's alright for practice, but it can't really teach."
- "The cards are easier to handle than tape." (From a girl).
- "I couldn't work very well in the afternoon. The mornings were better, and I felt like keeping on for a longer time."
- "It's good to record your voice. When there are too many cards to handle it's hard to keep from getting them mixed up."
- "Being alone is better than in a group. You can concentrate."
- "The class is more interesting. You need a lot more variety of sentences; you could memorize the answers to these too easily."
- "You need a teacher to explain things. I knew I was doing it wrong, but I couldn't figure out why."
- "The (language) lab is better -- the exercises are more logical and longer."
- "It's nice to get out of class for a while."

In the light of these reactions, a few conclusions might be reached:

1. There is some motivational value in using the Language Master for private study in the library, even if it is only the relief it offers from classroom routine;
2. Some pupils will require compulsion to use the machine regularly;
3. Great teacher effort is needed to provide an adequate quantity and variety of drill cards;
4. The teacher should be available for consultation to explain difficulties;
5. A certain amount of training is needed before pupils undertake extensive use of the Language Master, particularly to orient them towards the goals of self-testing and eventual mastery of a given unit of work;

6. To exploit the principles of the Language Master more fully, a number of machines would be required so that various levels of review and drill could be undertaken simultaneously by a number of students within the limits of the school day.

The following recommendations are therefore directed to potential purchasers of the Language Master:

1. A battery of machines should be placed near enough to the French classrooms for assistance to be supplied by a teacher. Alternatively, a French teacher who is not scheduled to conduct a class in a given hour could be required to make himself available in the library during that time;
2. Time should be allotted to teachers to design and prepare cards for each unit of each text in which student practice is required;
3. More study is needed on the application of the Language Master to larger groups of students, and it should not be assumed that interest will be sustained once such a device is made an integral part of the language program;
4. Future experiments with the Language Master should include detailed examination of its relationship to a tape recorder, to discover whether long-range use might not favor the latter machine in secondary schools.

APPENDIX E

LANGUAGE MASTER UNIT: PRE-TEST

A. Dictée:

le coiffeur	le paysan	le capitaine
couper	les cheveux	la Normandie
utile	le pêcheur	laisser
soudain	la poche	dangereux
le client	croire	le sentier
la guerre	ensemble	la patte
étonner	le brouillard	le chemin
sale	sans	allemand
la région	mener	le pigeon
la carte	absolument	penser

B. Complétez les phrases, en employant certains des mots précédents:

1. Une personne qui achète un service ou un produit s'appelle (un, une) _____.
2. Hélas! Mon cahier est tombé dans la rue; maintenant il est très _____.
3. Un garçon garde son argent dans (son, sa) _____.
4. Un combat violent entre deux nations s'appelle (un, une) _____.
5. Un objet _____ a une fonction ou une importance spécifique.

C. Remplacez le mot souligné par un pronom (objet direct) dans la phrase suivante:

EXEMPLE: Voyez-vous ma montre, André?

Oui, je _____ vois sur votre lit.

1. Regardez-vous les arbres par la fenêtre?

Oui, je _____ regarde pendant la leçon.

2. Me donnez-vous ce beau stylo?

Oui, je vous _____ donne avec plaisir.

3. Est-ce que Pierre invite toi et ton frère chez lui?

Oui, il _____ invite très souvent écouter des disques chez lui.

4. Votre professeur donne-t-il cette dictée à toute la classe?

Non, il ne _____ donne pas aux élèves absents!

5. Pourquoi me donnez-vous toujours des cadeaux?

C'est parce que je _____ aime bien!

D. Ecrivez au pluriel:

1. Le soldat est arrivé. Le vois-tu?

2. Je ne te vois pas très bien.

E. Complétez:

1. Donnez-moi la carte de France; je _____ vois sous votre chaise.

2. Vous ne m'entendez pas quand je _____ appelle? Mais, vous ne faites pas attention!

F. Ecrivez la phrase nécessaire:

1. Dites à Jean-Paul qu'il nous étonne.

2. Demandez à Marcel s'il vous comprend.

3. Demandez à Lucille pourquoi elle ne vous croit pas.

APPENDIX F

LANGUAGE MASTER UNIT: FINAL TEST

A. Dictée:

la Normandie	le message	dangereux	laisser
le capitaine	le paysan	le sentier	le cylindre
le brouillard	penser	croire	étonner
allemand	mener	soudain	le soldat
la guerre	absolument	la patte	la poche

B. Complétez avec une forme convenable d'un des verbes suivants:

croire étonner laisser mener penser raconter

1. L'Allemand a _____ partir le paysan.
2. Cette histoire a _____ le client.
3. Qu'avez-vous _____ quand vous avez vu le soldat?
4. Un petit sentier m'a _____ au village.
5. Le capitaine a _____ le vieux Français,
heureusement.

C. Complétez chaque phrase avec un pronom (objet direct):

1. Tu as visité la Chine? Impossible! Je ne _____
crois pas!
2. Venez écouter des disques avec ma femme et moi! Vous
_____ trouvez à la maison toujours le soir.
3. Quelle histoire! Je _____ trouve fantastique et
un peu stupide.
4. Votre message est arrivé, monsieur. Je _____ ai
donné au capitaine.
5. Ou êtes-vous, Michel? J'entends votre voix, mais
je ne _____ vois pas!

6. Donnez ces pigeons au pêcheur. Il _____ envoie
à Paris avec des messages.
7. Le soldat demande mon nom, et puis il _____ permet
de continuer le voyage.
8. Que penses-tu, Marie? Tu es intelligente, et nous
_____ écoutons toujours avec plaisir.
9. Avez-vous vu les cylindres? Ne _____ garde-t-il pas
dans le tiroir?
10. Je vais vous expliquer la situation. Est-ce que
vous _____ entendez bien?

D. Complétez chaque phrase; employez un ou deux mots choisis
de la leçon 23:

1. Vos cheveux sont beaux, mon fils, mais trop longs!
Allez vite chez _____. Si vos cheveux
ne sont pas coupés, je ne vous permets pas de rentrer
dans la maison!
2. Pauvre petit oiseau! Il est tombé soudain de l'arbre
et _____ est blessée(HURT). Il ne
peut (CAN) pas marcher!
3. Cet homme-là avec un gros panier de légumes et qui
porte un vieux pantalon bleu, qui est-ce?
-- Il habite une petite maison à la campagne; c'est
_____ qui ne vient pas beaucoup en ville.
4. Comment voyage-t-on dans les montagnes? Y a-t-il une
bonne route?
-- Non, mais il y a des _____ qui

traversent la région, et on peut (CAN) marcher sans difficulté.

5. Monsieur, nous sommes en route pour Hamilton, mais la route principale est fermée. Avez-vous _____ qui indique une route alternative?

APPENDIX G

LANGUAGE MASTER UNIT: ORAL EVALUATION

A. Répétition:

1. C'est une aventure / de la guerre / en 1939.
2. Le paysan / a demandé / une carte / de la région.
3. Il a voyagé / toute la nuit / à travers champs.

B. Lecture:

Le client / un jeune Américain, / a entendu / l'histoire /
du vieux coiffeur. / La Résistance / l'a envoyé /
en mission / dangereuse / en Normandie.

C. Questionnaire:

1. Qui raconte cette histoire?
2. Qu'est-ce qu'il a porté dans son panier?
3. Qui a montré sa carte au coiffeur?
4. Pourquoi est-ce que le coiffeur ne voit pas très bien?
5. Cette histoire vous amuse-t-elle?

APPENDIX H

EXERCISES USED WITH THE LANGUAGE MASTER

A.

le paysan	ensemble	le capitaine	la patte
les cheveux	le brouillard	la guerre	allemand
le pêcheur	sans	laisser	le chemin
la poche	mener	dangereux	le coiffeur
soudain	absolument	le sentier	penser

B.

<u>Definition</u>	<u>Answer</u>
1. un oiseau qui porte des messages	un pigeon
2. le chef d'un groupe de soldats	un capitaine
3. une grande province dans le nord-ouest de la France	la Normandie
4. un homme qui travaille à la campagne ou à une ferme	un paysan
5. un homme qui coupe les cheveux de ses clients	un coiffeur
6. la partie d'un oiseau qui sert à marcher	la patte
7. un homme qui prend du poisson	un pêcheur
8. une partie d'un pantalon ou d'une robe qui contient de petits objets	une poche
9. l'action de former une idée	penser
10. la représentation symbolique d'un pays, qui indique les routes et les villes	une carte

C.

1. Le coiffeur raconte une aventure à son jeune client.
2. Il est trop vieux pour aller faire la guerre.
3. Les pigeons sont très utiles en temps de guerre.
4. Il a pris un petit cylindre en métal dans un tiroir.
5. Il est parti avec ses deux pigeons trouver le pêcheur.
6. Le chemin est très obscur, et il fait du brouillard.
7. Il voit soudain un soldat allemand.
8. Il demande au soldat s'il est sur le bon chemin.
9. Le capitaine le laisse partir sans difficulté.
10. Heureusement, il est revenu de sa mission dangereuse.

D.

1. Qu'est-ce que vous consultez pour trouver le bon chemin?
 - a) un sentier
 - b) une carte
 - c) une région
2. Quel est le contraire du mot "avec"?
 - a) dans
 - b) rien
 - c) sans
3. Pourquoi ne touchez-vous pas une bête sauvage?
 - a) Elle est dangereuse.
 - b) Elle est sale.
 - c) Elle est utile.
4. Quel objet intéressant est-ce que le coiffeur a montré au client?
 - a) un pigeon
 - b) un cheveu
 - c) un cylindre

5. Où est-ce que le coiffeur a mis ses pigeons?

- Dans: a) sa poche
b) son panier
c) son tiroir

6. Qui a reçu les pigeons dans le panier?

- a) un Français
b) un Américain
c) un Allemand

7. Combien de temps le coiffeur a-t-il marché?

- a) par les sentiers
b) à travers champs
c) toute la nuit

8. Qu'est-ce que le client a regardé dans la glace du coiffeur?

- a) ses cheveux
b) ses camarades
c) ses pigeons

9. Où est-ce qu'on attache le cylindre avec le message?

- a) à la guerre
b) à la Résistance
c) à la patte

10. Pourquoi le coiffeur n'est-il pas soldat comme les autres?

- a) Il est coiffeur.
b) Il est trop vieux.
c) Il est français.

E.

/ã / Le client a entendu une aventure de la Résistance française.

/ẽ / L'Américain trouve un cylindre sur le chemin.

/1 / Il dit que les pigeons sont utiles en Normandie.

/wa / Je crois quelquefois les histoires du coiffeur.

- /ʒ/ Nous admirons le bon vieux qui a répondu aux questions.
- /e/ L'étranger a trouvé le sentier sans difficulté.
- /œ:/ Le coiffeur et le pêcheur arrangent leur rendezvous à neuf heures.
- /ɛ:/ Cette guerre à travers la mer est extraordinaire.
- /u/ Avez-vous trouvé toutes les bonnes routes?
- /ø/ Un coiffeur trop vieux est dangereux pour les cheveux.

F.

Questions

1. Etes-vous allé au front en 1939?
2. Qu'avez-vous fait pendant la guerre?
3. Pourquoi les pigeons sont-ils utiles en temps de guerre?
4. Avez-vous mis les pigeons sous votre chemise?
5. Est-ce que cet Allemand vous a parlé en français?
6. Comment est-ce que l'Allemand vous a aidé?
7. Est-ce qu'il vous a demandé votre nom?
8. Est-ce qu'il a cru que vous étiez paysan?
9. Où avez-vous trouvé le pêcheur, votre contact?
10. Pour quoi est-ce que beaucoup de vos camarades ne sont pas revenus?

Answers

- a) Non, je les ai portés dans mon panier.
- b) Certainement, parce que je portais des vêtements de paysan.
- c) Non, il ne le trouve pas bien.
- d) Il m'a montré sa carte de la région.

- e) Oui, je les ai vus en route pour le village.
- f) Non, parce que je suis trop vieux.
- g) Ils avaient des missions plus dangereuses que la mienne.
- h) Non, il ne m'a rien demandé.
- i) Ils portent des messages attachés à leurs pattes.
- j) Oui, il m'a répondu d'un très bon accent.
- k) Je l'ai rencontré dans les bois près du village.
- l) J'ai travaillé pour la Résistance.

APPENDIX I
EXERCISES USED FOR INDIVIDUAL STUDY
WITH THE LANGUAGE MASTER

Set No. 1

Expand the short answer into a complete sentence.

<u>Stimulus</u>	<u>Response</u>
Qui est-ce que vous aimez?	
-- Vous.	Je vous aime.
Qui regarde-t-il?	
-- Moi.	Il me regarde.
Qui les achète?	
-- Vous.	Vous les achetez.
Qui le comprend bien?	
-- Toi.	Tu le comprends bien.
Qui invite-t-on à dîner?	
-- Vous.	On vous invite à dîner.
Où les rencontrez-vous?	
-- En ville.	Je les rencontre en ville.
Est-ce qu'ils m'écoutent?	
-- Avec plaisir.	Ils vous écoutent avec plaisir.
Qui vous a envoyé au bureau?	
-- Mon professeur.	Mon professeur m'a envoyé au bureau.

Vous a-t-il laisse partir?

-- Sans difficulté.

Il m'a laissé partir sans
difficulté.

Ou nous mène-t-elle?

-- A travers champs.

Elle nous mène à travers
champs.

Set No. 2

Reply in the negative with a complete sentence, using the
suggested pronouns.

Stimulus

Response

Est-ce que vous m'aimez?

-- Non,....

Non, je ne vous aime pas.

Est-ce qu'il vous regarde?

-- Non,....

Non, il ne me regarde pas.

Est-ce que j'achète les pigeons?

-- Non,....

Non, vous ne les achetez
pas.

Je comprends bien l'histoire, n'est-
ce pas?

-- Non, tu....

Non, tu ne la comprends
pas bien.

Est-ce qu'on m'invite à dîner, aussi?

-- Non,....t'....

Non, on ne t'invite pas
à dîner.

Rencontrez-vous vos amis en ville?

-- Non,....

Non, je ne les recontre
pas en ville.

Les élèves m'écoutent avec
plaisir, n'est-ce pas?

-- Non,....

Non, ils ne vous écoutent
pas avec plaisir.

Votre professeur vous a envoyé
au bureau, n'est-ce pas?

-- Non,....

Non, il ne m'a pas
envoyé au bureau.

Est-ce qu'il vous a laissé partir
sans difficulté?

-- Non,....

Non, il ne m'a pas laissé
partir sans difficulté.

Nous mène-t-elle à travers champs?

-- Non,...nous....

Non, elle ne nous mène
pas à travers champs.

APPENDIX J
A SUGGESTED LIST OF FRENCH SUPPLEMENTARY
READING MATERIALS

The number of French supplementary readers published is very great. This list includes only titles that have been examined by the researcher in school libraries and French department collections, or that have been recommended by other teachers and librarians. Bibliographic information and annotations are given as supplied by correspondents and are therefore not all complete.

The appearance of a title in this list does not ensure that it will be satisfactory in any particular situation. It is a suggestion only, and is intended chiefly to help librarians and teachers who have little experience in locating such supplementary materials.

The books are classified approximately according to their difficulty, as follows:

- B - Beginner; Grades IX and X; chiefly present tense and a vocabulary range of about 500 words; usually with a glossary including translations of whole phrases.
- I - Intermediate; Grades X and XI; common past tenses (passé composé, imperfect) and future; vocabulary range of around 1000 words, with glossary.
- A - Advanced; Grades XI and XII; complex tenses and idioms; vocabulary of over 1500 words.

- Adair, H. and N. En route pour le Midi and Sous le ciel de Provence. London, Christophers. (Dolphin series) I. 31 p. illus. vocab.
- Bard, Jean. Pour lire, pour rire. Paris, Hachette, 1964. (Textes en français facile) A. By the publishers of Top magazine. Quizzes, tests.
- Bégué, Louise and Frederick Franck. Au fil de l'eau. Holt Rinehart, 1965. I. 150 p. illus. vocab. A voyage from the north to the south of France on a canal barge.
- Brown, Marcia. Une drôle de soupe. New York, Scribners, 1960. A. 42 p. illus. A translation of Stone Soup, using past tenses. Idiomatic and interesting for good students, despite juvenile format, large type.
- Calvert, F. I. Contes. London, John Murray. B. Vocab., exercises.
- Cambridge Book Company. La France et les Français. Bronxville, New York, Cambridge, 1962. I.-A. Paperbound. Brief articles. Available in English.
- Carré, A. L. Scènes de France. Toronto, Musson, 1960. B. 63 p. illus. Single-page vignettes, 24 selections.
- Cartledge, H. A. Péloton détective. London, Edward Arnold, 1937. A. 94 p. illus. Partly-comic adventures. Full vocab., chapter questions and phrase-lists.
- Ceppi, Marc. First Year French reader. Bell and Sons. B. Vocab., questions in English.
- Danpierre, J. J. La maison d'autrefois. Toronto, Harrap, 1958. B. 63 p. illus. Based on Le français fondamental. Vocab. illustrations based on Mon premier dictionnaire en images.
- de Beaumont, Pierre. Un enfant d'occident (series). Paris, Didier, 1962. A. Titles: I - Du temps de la mère-dame; 85 p. II - A l'écoute de la mort; 89 p. III - La fin d'un monde; 106 p. Illus. Controlled vocab. of 1500 words. Glossary in French. Mature narrative.
- Fourré, Pierre. Médecin sous les tropiques. Paris, Didier, 1956. A. 78 p. illus. Controlled vocab. of 1300 words. Glossary in French. Realistic detail.

- Fumerton, H. S. Petits contes de l'histoire canadienne. Toronto, Macmillan, 1963. I.
72 p. illus. Twenty short chapters, from Cabot to the present. Vocab., footnote translations. Five questions after each chapter.
- Humphreys and Sansouillet. Rions ensemble. University of Toronto. I.
Vocab., exercises.
- Kahl, Virginnia and Edith Vacheron. Voici Henri. New York, Scribners, B.
Illus. \$2.75. By the same authors: Encore Henri!
- Keating, L. C. and M. I. Morand. (Biography series). New York, American Book.
Titles: Audubon; 1958; 53 p. B.
Lafayette; 1958; 57 p. I.
Voltaire; 1962; 70 p. I.
Illus. Footnote translations, exercises, vocab.
- Lamorissey, Albert. Le ballon rouge. Paris, Hachette, 1956. A.
46 p. Photo-story compiled from the film, The Red Ballon.
Imaginative, beautifully presented. Binding needs reinforcing.
- Lafitte, Lucette. Fêtes de France. London, Cambridge, 1962. B.
63 p. illus. By the same author: Antoine Chasseur; Eau trouble; La ferme du Père Mathieu; Le cirque Zanzibar.
- Ledesert, R. P. L. and D. M. Au voleur and Aventure sous terre. Toronto, Harrap. I.-A.
- Mauriac, Francois. Thérèse Desqueyroux, ed. Jean Collignon. Macmillan, 1963. A.
136 p. vocab. Very mature narrative.
- Miller, S. H. and C. Jacob. Michel et la pieuvre. London, Edward Arnold, 1963. I.
32 p. illus. Sequel to Michel et le 'loup'. Line drawings to explain vocabulary difficulties.
- Milligan, E. E. Beginning readings in French. New York, Macmillan. I.
Interesting stories, questions, footnotes and vocab.
- Modern Method French Reading Scheme. (series). London, Nelson. B.-I.-A.
Graded readers, about 50 p. illus. Questions, vocab.
- Mountjoy, M. E. Agent secret. Macmillan, 1964. I.
76 p. illus. vocab.

- _____. Salut danger! Toronto, Macmillan, 1967. I.-A.
75 p. illus. (photos) Sequel to Agent secret, using
largely perfect and imperfect tenses. Vocab.
- Musman, Richard. Les aventures du Commissaire Grasset. London,
Bell, 1962. I.
92 p. illus. Questions, vocab. Modelled on Simenon's
Inspector Maigret.
- Potts, E. Les Joyeux campeurs. London, Dent, 1960. I.
53 p. illus. An introduction to past tenses. Questions,
vocab.
- Purvis, H. and J. E. White. Berthe aux grands pieds. London,
Oxford, 1957. I.
48 p. illus. Footnote translations, exercises, vocab.
- Robinson, J. A. L'auto cachée. Macmillan, 1963. B.
39 p. illus. vocab.
- Roche, Sylvain. Mission dangereuse, ed. B. Young. London,
Blackie and Son, n. d. A.
73 p.
- Saint-Exupéry, Antoine de. Le petit prince. New York, Harcourt
Brace, 1943. A.
91 p. Fantasy classic, illus. by author.
- _____. Le petit prince, ed. S. A. Mayost
(Canadian Educational edition). Don Mills, Bellhaven
House, 1966. I.-A.
90 p. illus. Footnote translations, vocab. and questions
at back.
- Simenon, Georges. Le client le plus obstiné du monde. London,
Harrap, 1964 (c1951). A.
71 p. illus.
- Steinhauer, David. Lectures choisies pour les commençants.
Toronto, Macmillan. B.
- Thiman, I. C. Histoires modernes. University of London,
1962. I.
96 p. illus. Nineteen short selections. Word-list at
head of each chapter. Questions, vocab. at back.
- Titterton, Julia. Jeunesse. London, Edward Arnold. I.
Questions, vocab. Short informative sections about
fêtes and the lycée.
- Verne, Jules. Le tour du monde en 80 jours. Abridged and
adapted. Macmillan, 1956. I.
46 p. illus. vocab.

- _____. Le tour du monde en 80 jours. Paris, Hachette, 1963. I.
80 p. illus. Less rigorously simplified than the Macmillan edition. Includes photographs from film version. Vocab. Assumes pupil has 700-word vocabulary to start.
- _____. Voyage au centre de la terre, Abridged and adapted. Macmillan, 1962. A.
74 p. illus. vocab.
- Whitmarsh, W. F. H. A first French reader. Longmans Green. I.
Vocab.
- _____. Lectures pour la jeunesse. Longmans Green, B.-I.
- Yandell, Bernard. Douze contes faciles. Clarke Irwin. B.
Detailed word-lists, exercises, vocab.
- The following entries draw attention to materials not readily classified as readers but deserving consideration for library purposes.
- Bauer, Camille. La France actuelle. Boston, Houghton Mifflin, 1963. I.-A.
264 p. illus. Textbook; reading passages for acculturation. Notes, questions, exercises, vocab. Supplementary work for good students.
- Dale, Martin. How to read a French menu. New York, Appleton-Century, 1966. A.
95 p. illus. Six interesting introductory pages and four sample menus from America and Europe. Remainder: dictionary information applicable to all French menus. Useful for some advanced projects or cooking-class reference.
- Gosciny. Astérix (series). Paris, Dargaud S. A. A.
Cartoon strip in book form, a favorite of French adults and children alike. Idiomatic, current French.
- Hergé (pseud.). Les aventures de Tintin (series). Casterman, distrib. by Methuen. A.
Comic strip format, available in both French and English versions. Francophone students enjoy these collections, and any good student would attempt to read the highly idiomatic text. Binding needs reinforcing.

Le français universel (series). Paris, Hâtier, distrib. by Musson (Toronto). A.
Short novels. Paper covers, flimsy binding.

Methuen's Twentieth Century Texts. A.
Edited versions of works by Anouilh, Camus, Giraudoux, Romain, Sartre. Some footnotes, no vocab.

Mother Goose. Mother Goose in French, transl. by Hugh Latham. New York, Crowell, 1964. I.-A.
Illus. \$3.85. Brilliant renderings of best-known nursery rhymes, fully French yet retaining the characteristic sound patterns of the originals.

Palfrey, T. R. and S. F. Will, eds. Petite anthologie--poésies françaises. New York, Appleton-Century. A.
130 p. Footnote translations. A good basic collection.

APPENDIX K

SUPPLEMENTARY READING IN ENGLISH

The books included in this bibliography were selected to supplement the grade 8 and 9 courses of studies in French with a view to stimulating interests in and instilling some knowledge of the land and people of France and French-Canada. The majority of these books appeared in one or more of the following bibliographies:

British Columbia. Dept. of Education. Division of Curriculum. Basic list of school library books. Victoria, 1965.

Canadian Library Association. Basic book list for Canadian schools: junior division, grade 7, 8, 9. Ottawa, n. d.

Junior high school library catalog. Ed. by Rachel Shor and E. A. Fidell. New York, Wilson, 1965. (Standard catalog series).

A rough guide to suitable reading level in terms of grade is supplied for each book.

I. France - Description and travel; Social life and customs.

Barry, Joseph. France. New York, Macmillan, 1965. (A nations today book). Gr. 7-9.
Overview of France with emphasis on political and cultural aspects.

Bishop, Claire H. French roundabout. New York, Dodd, 1960. Gr. 7-9.
Two American junior high school students take a trip to France and learn a good deal about the people and the country.

Blassingame, Wyatt. The French Foreign Legion. New York, Random, 1955. Gr. 8-10.
Historical and current description of the Legion that will appeal chiefly to boys.

- Bragdon, Lillian J. The land and people of France. Philadelphia, Lippincott, 1960. (Portraits of the Nations). Gr. 7-10.
Brief treatment of the geography and history of France.
- Clement, Marguerite. In France. Illus. by William Pène DuBois. New York, Viking, 1956. Gr. 8-10.
Helps reader understand France by sharing informally life and legends of the French people, past and present.
- Creed, Virginia. Life in Europe: France. Grand Rapids, Mich., Fideler, 1961. (Reissued frequently). Gr. 7-9.
Geographical portrait of France with emphasis on the way people live. Easy reading.
- Douglas, Marjory Stoneham. The key to Paris. Chicago, Rand McNally, 1961. (Cities of the world). Gr. 7-9.
A delightful, fresh mixture of fact and legend surrounding the city of Paris.
- Egan, E. W. France in pictures. New York, Sterling, 1966. (Visual geography series). Gr. 7-9.
Very brief look at geography, people, economy, etc.
- Geis, Darlene. Let's travel in France. New York, Children's Press, 1964. Gr. 5+.
Useful chiefly for the poor reader.
- Gidal, Sonia and Tim. My village in France. New York, Pantheon, 1965. Gr. 4-7.
Easy reading level although content is useful and accurate.
- Harris, Leon A. Young France; children of France at work and at play. New York, Dodd, 1964. Gr. 7-9.
- Hurlimann, Martin. Paris; 100 pictures in photogravure. London, Thames & Hudson, 1954. Gr. 8+.
Chiefly a photographic study with brief introductory text and notes.
- Life (Periodical) France, By D. W. Brogan and the eds. of Life. New York, Time, Inc., 1963. (Life world library). Gr. 8+.
Broad view of present-day France from a historical, political, geographical and cultural point of view.
Profusely illustrated.
- Olcott, Virginia. Adventures in France; the story of Jean and Fanchon. New York, Grosset, 1953. (The world's children series). Gr. 6-8.
Easy reading. Minimal story line -- tells about country painlessly but in a contrived fashion.

Sasek, Miroslav. This is Paris. New York, Macmillan, n. d.
(French ed. available). Gr. 3+.
Excellent watercolour sketches of the city of Paris which
give the flavour of the city. Simple text but not too
lacking in sophistication for grades 8 and 9.

Schoenbrun, David. As France goes. New York, Harper, 1957.
Gr. 9-12.
France now in terms of history and future influence.
Possibly slightly out-of-date now.

II. France - Folklore, legends, fairy tales.

Baldwin, James. Story of Roland. New York, Scribner, 1930.
(Scribner illustrated classics). Gr. 6-9.
The best version of the folk saga of Roland for young
people.

La Fontaine, Jean de. The best fables of La Fontaine. Tr. by
Francis Duke. Charlottesville, University Press of
Virginia, 1965. Gr. 9+.
An excellent but difficult edition of the La Fontaine
fables in English. For the best reader only.

Perrault, Charles. Fairytales of Perrault. New York, Dover,
n. d. Gr. 9+.
A more adult edition of the Perrault stories.

Picard, Barbara L. French legends, tales and fairy stories.
London, Oxford, 1955. Gr. 7-9.
Possibly the best compilation of French material that
has yet been made.

Westwood, Jennifer. Medieval tales. New York, Coward-McCann,
1967. Gr. 7-9.
Modernized French and British tales, legends, etc.

III. France - Fiction.

Baudouy, Michel-Aimé. More than courage. Tr. from the French
by Marie Ponsot. New York, Harcourt, 1961. Gr. 7-9.

Berna, Paul. Flood warning. New York, Pantheon, 1963. Gr. 7-9.

Bishop, Claire H. The big loop. New York, Viking, 1955.
Gr. 7-9.
Although the main interest here is a bicycle race, the book
also contains much about French family and school life.

Davis, Robert. The girl of Pierre's. New York, Holiday, 1948. Gr. 7-9.

Godden, Rumer. The greengage summer. New York, Viking, 1958. Gr. 9+.

McKown, Robin. Janine. New York, Messner, 1960. Gr. 7-9.

Pilgrim, Anne. The first time I saw Paris. New York, Abelard, 1961. Gr. 8+.
A love story which will appeal to girls. Contains authentic information on France.

Tunis, John Roberts. Silence over Dunkerque. New York, Morrow, 1962. Gr. 7-10.

IV. Quebec - Description and travel; Social life and customs.

Barbeau, Marius. I have seen Quebec. Toronto, Macmillan, 1957. Gr. 9-12.
Chiefly a pictorial work with some brief text depicting life and culture of the French-Canadian people.

Boswell, Hazel. French Canada: pictures and stories of old Quebec. (Rev. Ed.) Toronto, McClelland, 1967. Gr. 7-9.
Although chiefly historical, this book gives some idea of modern Quebec city as well.

Daignault, Richard. Canada: the story of Quebec. Toronto, McGraw-Hill, 1966. (The story of Canada series, v.4). Gr. 8+.
Geographical overview of the province with some history and many pictures.

Harvey, Jean-Charles. The many faces of Quebec. New York, St. Martin's, 1964. Gr. 8-12.
Pictorial essay of excellence emphasizing the land and the people.

French Canada in pictures. New York, Sterling, 1961. (Visual geography series). Gr. 7-9.
Very general look at the geography of French-Canada.

Vincent, Rudolphe. Quebec: historic city. Toronto, Macmillan, 1966. Gr. 7-9.

V. Quebec - Folklore.

Aubry, Claude. Les îles du roi Maha Maha II. Quebec, Pelican, 1960. Gr. 5-8.
A folktale which explains the origin of the Thousand Islands in Quebec. English ed. available.

_____. Le loup de Noël. Montreal, Centre de Psychologie et de Pédagogie, 1962. (Collection Le canoë d'argent). Gr. 5-8.
A French-Canadian Christmas story. English edition available.

Barbeau, Marius. The golden phoenix, and other French-Canadian fairy tales. Retold by Michael Hornyansky. Toronto, Oxford University Press, 1958. Gr. 4-8.
An excellent collection of French-Canadian lore.

VI. Quebec - Fiction.

Annixter, Jane and Paul. Windigo. New York, Holiday, 1963.
Gr. 7-9.

Daveluy, Paul. Summer in Ville-Marie. New York, Holt, 1962.
Gr. 7-9.

Roy, Gabrielle. The road past Altamont. Toronto, McClelland, 1966. Gr. 9-12.

Thompson, Frances C. Danger in the coves. Toronto, Macmillan, 1963. Gr. 7-9.