

# The Dynamics of Language Program Direction

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# Attitudes of Teaching Assistants and Students Toward the Exclusive Use of the Target Language in Beginning French Classes

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The authors of the present study work with an elementary French language program involving approximately 12 to 14 teaching assistants (TAs) from widely varying backgrounds.<sup>1</sup> One of the authors is the director of the program, and the other is the methodologist who teaches the methods course required of all TAs. Both authors subscribe to the principles of the communicative approach (Wilkins, 1976; Littlewood, 1981; Finocchiaro & Brumfit, 1983; Savignon & Berns, 1984; Rivers, 1987).<sup>2</sup> They emphasize the communicative and functional potential of language and believe that the goal of language teaching, even at the elementary level, is to develop what Hymes (1972) referred to as “communicative competence.”<sup>3</sup> In addition, they also believe that high-quality use of the target language in the foreign language classroom is very important since they are convinced that the amount of exposure to the target language ultimately determines the level of acquisition. Therefore, they advocate the maximum exposure possible in classroom situations through the exclusive use of the target language.<sup>4</sup>

In designing a foreign language syllabus for use in colleges, universities, and, especially, large institutions such as the one chosen for this study,

as suggested by Menges (1986), one must take into account "the implicit theories of teaching" held by the TAs who assume the bulk of instruction in beginning language classes. This notion becomes particularly critical with respect to the focal question of the exclusive use of the target language. At present the French language program at the University of Missouri's Columbia campus is attempting to put into practice the exclusive use of the target language by all TAs in beginning French. In trying to implement this practice, it became important for the authors to know how the TAs felt about this issue since, without their full cooperation, the success of our program would be compromised. Furthermore, we saw the need to question the students themselves because, ultimately, if they were not convinced of the effectiveness of this approach, they would not put in the work and effort necessary to nurture language learning. In other words, we felt that this survey of TA and student attitudes regarding the learning material was crucial to the dynamics of instruction and to moving in the direction in which we wanted to take the French language program.<sup>5</sup>

The present study is designed to pinpoint both the reactions and the attitudes of TAs and students toward the exclusive use of the target language in beginning levels of French. At this early stage of the implementation of our communicative French language program, our primary objective is to determine the general attitudes of TAs and students concerning the exclusive use of the target language rather than presenting conclusive evidence in support of the method itself.

## **Study Design**

The 10 TAs who participated in our study taught first-semester French.<sup>6</sup> They included Americans (60%), native francophones (20%), and members of other cultural groups (20%). In the sample, 70% had had previous teaching experience; 30% had had none. The 300 students who responded to our survey were all first-semester French students.<sup>7</sup> For the most part, they were American students with minimal or no knowledge of French, enrolled in French 1 in order to fulfill the university foreign language requirements.

## **Instrumentation**

Data for our study were collected by means of two different written questionnaires administered to TAs and students at the beginning of the fall

semester in 1991 in order to tap preconceived attitudes before experiencing instruction in the target language and to give us some idea for enhancing the success of the program. (See Appendix 1 and Appendix 2 for copies of the questionnaires.)

### Teaching Assistants Questionnaire

At the end of a two-day orientation workshop that took place before the start of the fall semester, a questionnaire was distributed to all 10 TAs who were to teach first-semester French classes. TAs were specifically told not to provide their names in order to ensure candor in the responses. They were also informed that their responses would bear no consequences in terms of evaluation of their teaching performance. The questionnaire contains three major sets of questions. The first set deals with what we term *psychological/practical considerations*. These reflect the beliefs and convictions of the instructor regarding the effectiveness of the exclusive use of the target language. Some questions pertain to language choice (target versus native) and to the amount of language use (again, target versus native) by the instructor in the classroom. Furthermore, several items in this first series of questions aim at identifying possible advantages for the use of the target language with respect to specific criteria, including student motivation and interest; specific skills; content of instruction (grammar, vocabulary, culture, and so forth); and number of mistakes made by students. The second set of questions addresses what we call *linguistic considerations*. These have to do with the instructor's judgment of his or her own linguistic competence in the target language irrespective of his or her beliefs about the effectiveness of its exclusive use. The third set of items groups what we refer to as *extrinsic considerations*. These cover some of the factors that can lead TAs to "accept" a particular method based not on personal convictions, but on material grounds such as renewal of teaching contract or positive evaluation by the course supervisor.

### Student Questionnaire

A different questionnaire was distributed by instructors to all 14 sections of first-semester French. Anonymous responses were requested from the students. The student questionnaire probes two major concerns: students' own language preference for classroom instruction and their thoughts regarding possible advantages associated with instruction in the target language. In addition, the questionnaire included some language background

items such as number of other languages studied and length of study, as well as prior exposure to instruction in the target language. The authors hypothesized that a correlation could exist between prior language experience and present language attitudes.

## **Results**

The data presented below summarizes the responses of TAs and students to the two questionnaires.

### **Teaching Assistant Responses**

#### *Psychological-Practical Considerations*

Our data suggest that these considerations appear to be the most important ones. They may be subdivided into three categories of questions, each of which is directed toward more specific items. In the first subgroup, items pertaining to the general convictions and beliefs about the effectiveness of teaching in the target language are discussed. The data reveal that 40% of the TAs believe that the class should or could be conducted in the target language 100% of the time. The second subgroup lists items regarding the teacher's personal practice in the classroom with reference to the use of the target language. Paradoxically, when the question of language choice is posed, the data show that 70% of the TAs are convinced that the exclusive use of the target language yields the best results. Furthermore, 30% of them are certain that their students would react favorably to this language choice. When considering the reasons why TAs would be hesitant to use the target language exclusively, responses to the pertinent questions indicate that 40% are not completely certain of the efficiency of the proposed method. Moreover, 70% thought that their students would feel lost and be frustrated.

Finally, this subgroup also included items pertaining to specific times during a class period when it is appropriate or even preferable to use French exclusively. The data yield interesting results: 100% of the TAs share the conviction that the warm-up should be conducted solely in French; 50% state that new material as well as instructors' answers to students' questions ought to be offered in French; and, finally, 30% indicate that directions for an exercise or an activity could also be given in the target language (see Table 1).

**Table 1****Personal Practice in the Classroom**

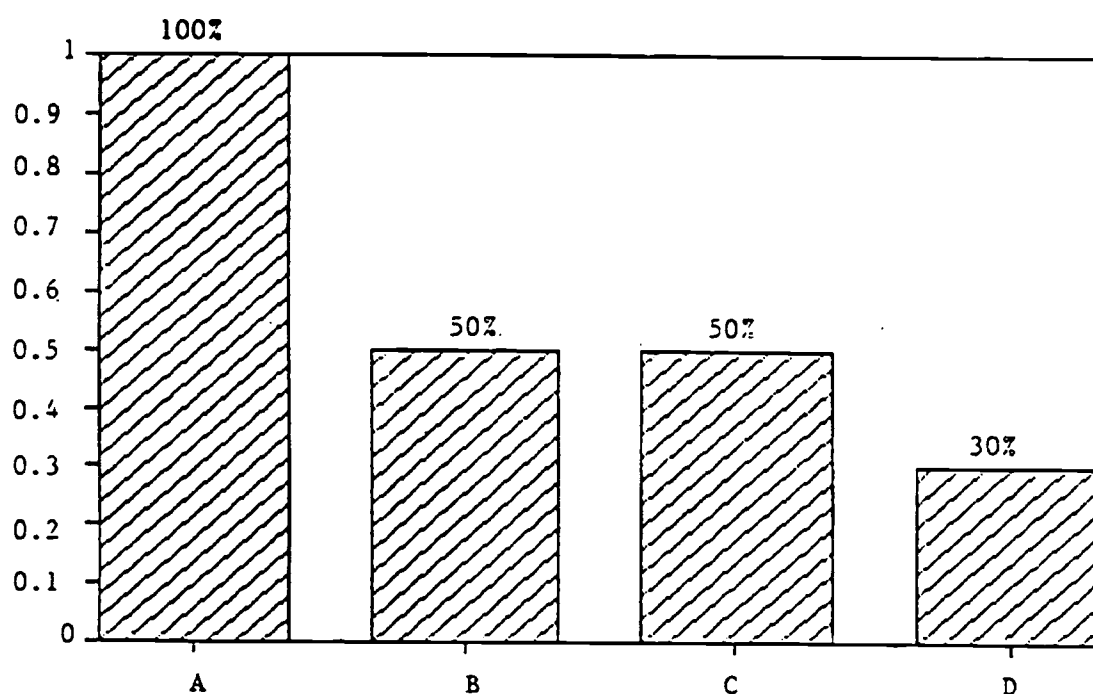
Explanation of Codes Used: (The number in parentheses refers to specific question numbers in the TA questionnaire in Appendix 1)

A = Warm-up (4.1)

B = New material (4.2)

C = Instructors' answers to students' questions (4.5)

D = Directions for an exercise or activity (4.3)



The third and last subgroup of questions comprises items regarding possible advantages for the students (as perceived by TAs) of the exclusive use of the target language. Here again, we have taken the liberty of altering the order in which the questions were given in order to place each item on a numerical scale ranging from the highest to the lowest percentage. The perceived advantages for the students are: 1) better pronunciation—100% of the TAs believe that student pronunciation would improve; 2) motivation—90% of TAs think that student motivation would be enhanced; 3) interest in the language, retention of the new material, ability to speak and

understand better, acquisition of a wider range of vocabulary, willingness to take another course in French—advantages identified by 70% of the TAs; 4) liveliness of the course, reduction of anxiety, appreciation of francophone culture—60% percent of the TAs think that their course would be more lively and that students would be less uncomfortable with the language, and that they would appreciate francophone culture better; 5) ability to read better, reduce the number of mistakes—50% of the TAs believe that students would read better and would make fewer errors; 6) ability to write better and improve grammar acquisition—40% of TAs indicate that students would write and understand grammar better; and 7) reduction of difficulties—30% of TAs believe that students would learn with less difficulty. Overall the questionnaire revealed TAs are receptive to using the target language. Indeed, they have identified many advantages, and have indicated instances, in the context of their own classroom situation, where French is the most appropriate language to enhance students' learning (see Table 2).<sup>8</sup>

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**Table 2**

**TA Perceptions of Possible Advantages for Students**

Explanation of Codes Used: (The number in parentheses refers to specific question numbers in the TAs' questionnaire in Appendix 1)

A = Better pronunciation (5.14)

B = Motivation (5.2)

C = Interest in the language (5.4)

Retention of new material (5.6)

Ability to speak and understand better (5.7, 5.8)

Acquisition of more vocabulary (5.11)

Willingness to take another course in French (5.15)

D = Liveliness of the course (5.1)

Reduction of anxiety (5.3)

Appreciation of francophone culture (5.16)

E = Ability to read better (5.10)

Reduction of mistakes (5.13)

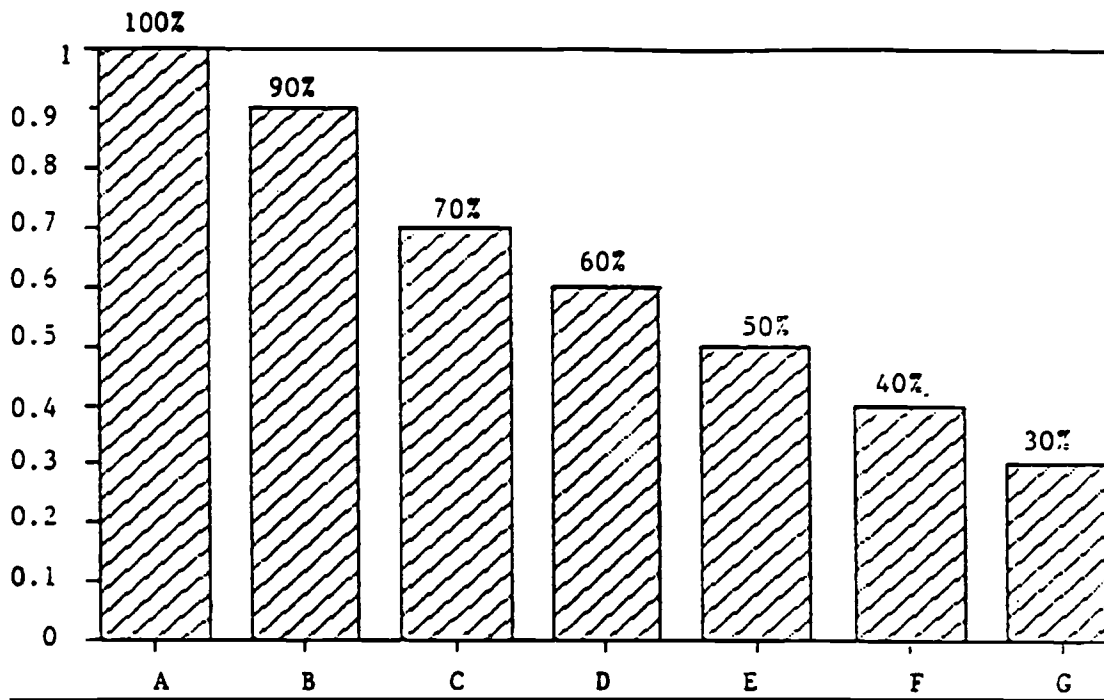
F = Ability to write better (5.9)

Grammar acquisition (5.12)

G = Reduction of difficulties (5.4)



Table 2 (cont.)



### *Linguistic Considerations.*

This section of the questionnaire was intended to determine whether a certain preference or hesitancy to use the target language is contingent upon linguistic factors. For those expressing a preference for target language use, as well as for those who had ambivalent feelings on this matter, language choice did not seem to be contingent upon language competency. In other words, French/francophone TAs did not choose French as a means of instruction because of their lack of competency in English. Similarly, American/anglophone TAs did not choose English because of their lack of competency in French. Indeed, 90% of the respondents (including the American TAs) did not seek to avoid French because of their accent, and 70% did not seek to avoid French because they are afraid of making mistakes. However, 80% admit that they express themselves in French with ease and 70% recognize that the use of French in the classroom gives them the opportunity to practice the language. As can be seen, these linguistic considerations bear minimal significance in their language choice for classroom instruction.

### *Extrinsic Considerations*

These considerations were also addressed, for they may influence language choice on the part of TAs. While 80% of the TAs intend to use French

exclusively because their supervisor compels them to do so, only 10% believe their contract might not be renewed for those same reasons. Similar to the linguistic considerations, these extrinsic factors do not seem to play a significant role in this issue.

### **Student Responses**

A different questionnaire was administered to the students. However, some of the questions address similar issues as those presented in the TAs' questionnaire. Students' answers may be divided into two sets. The first set of items deals with students' preference with respect to language use. The data show that 80% of the students exhibit a preference for classroom instruction in both French and English. However, when more specific contexts for a particular language use were probed, responses varied a great deal. For the sake of clarity, each item is presented in numerical order ranging from the highest to the lowest percentage: 11% of the students prefer directions for an exercise or an activity to be given in French; 8.6% would like new material to be presented in French; 8% want their questions to be answered in French; 7.3% would welcome grammar explanations in French; and 7% expressed a preference for asking questions in French. The second set of items, dealing with the possible advantages of the exclusive use of the target language, may be divided into three subcategories. The first addresses the general student reaction to the use of the target language in their classroom. The results are as follows: 33.3% of the students would react favorably to being taught exclusively in French; 46.6% admit that class would be more interesting and enjoyable; 30.9% state that they would not be frustrated or lost. The second subcategory deals with any possible gain, from a linguistic point of view, when taking a course totally taught in the target language. Generally speaking, 53.9% of the students believe that they would learn much more with such a method. More specifically, 60% are convinced that the exclusive use of French in the classroom will enhance their comprehension and speaking abilities; 49.9% would not be afraid of speaking the language; 49.3% believe this would stimulate their interest in the French language and culture; 47.2% feel that this would help them read and write better; and 28.9% claim they would make fewer mistakes. The last subcategory, dealing with more practical considerations, reveals that 38.3% of the students believe the course would not be too hard; 31.9% anticipate their chance of getting a better grade would increase; 28.9% think that their interest in taking other French courses

would go up; and 10.3% believe that they would have a definite chance of passing the course. Overall, the student responses were not as negative as the authors had anticipated before conducting the study, especially with regard to possible linguistic gains.<sup>9</sup> For ease of interpretation and clarity, these gains are placed in Table 3.

**Table 3**

**Linguistic Gains**

Explanation of Codes Used: (The number in parentheses refers to specific question numbers in students' questionnaire in Appendix 2)

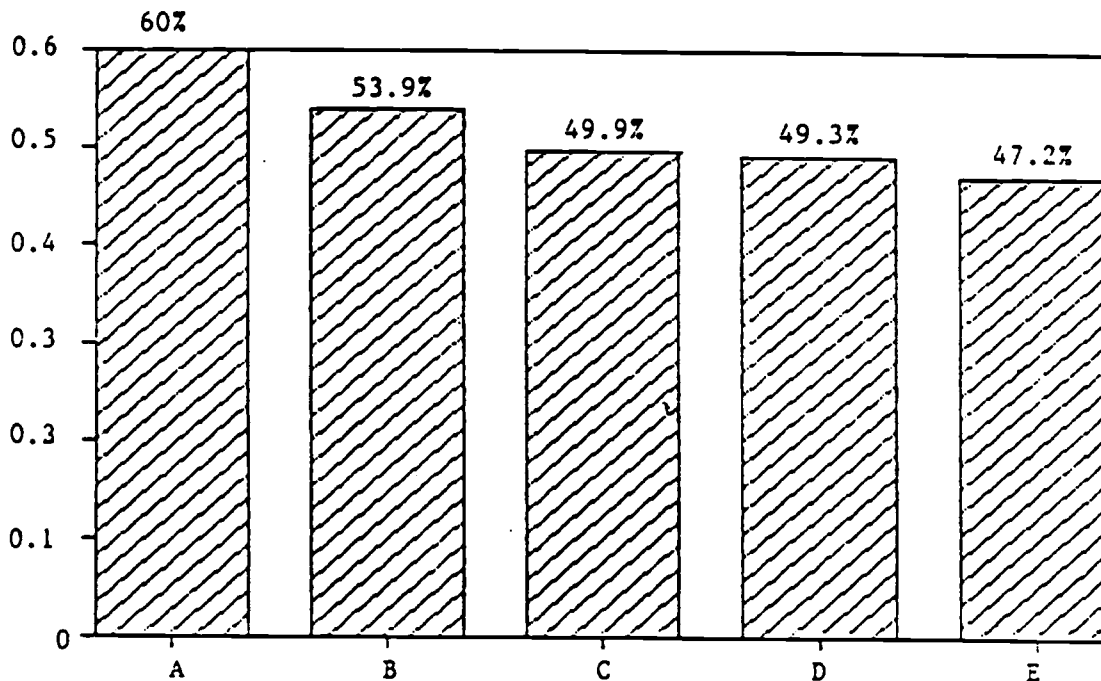
A = Speaking and comprehension abilities (2.2)

B = Increase in amount of learning (2.1)

C = Less anxiety regarding speaking the language (2.3)

D = More interest in French language and culture (2.5)

E = Writing and reading abilities (2.4)



**Discussion and Interpretation**

Having presented the data, we now offer a comparative analysis of the two sets of responses, those of the TAs and those of the students. The data

reveal striking parallels. The most salient similarities between the two groups can be found with regard to the perceived advantages of instruction in the target language. Although the percentages are not identical for both groups, a somewhat similar pattern can be drawn from their answers (see Table 4).

**Table 4**

**Possible Advantages with Exclusive Use of French**

Explanation of Codes Used:

- A = Speaking and comprehension abilities
- B = Reduction of fear
- C = Appreciation of francophone culture
- D = Ability to read better
- E = Ability to write better
- F = Liveliness of course
- G = Fewer mistakes

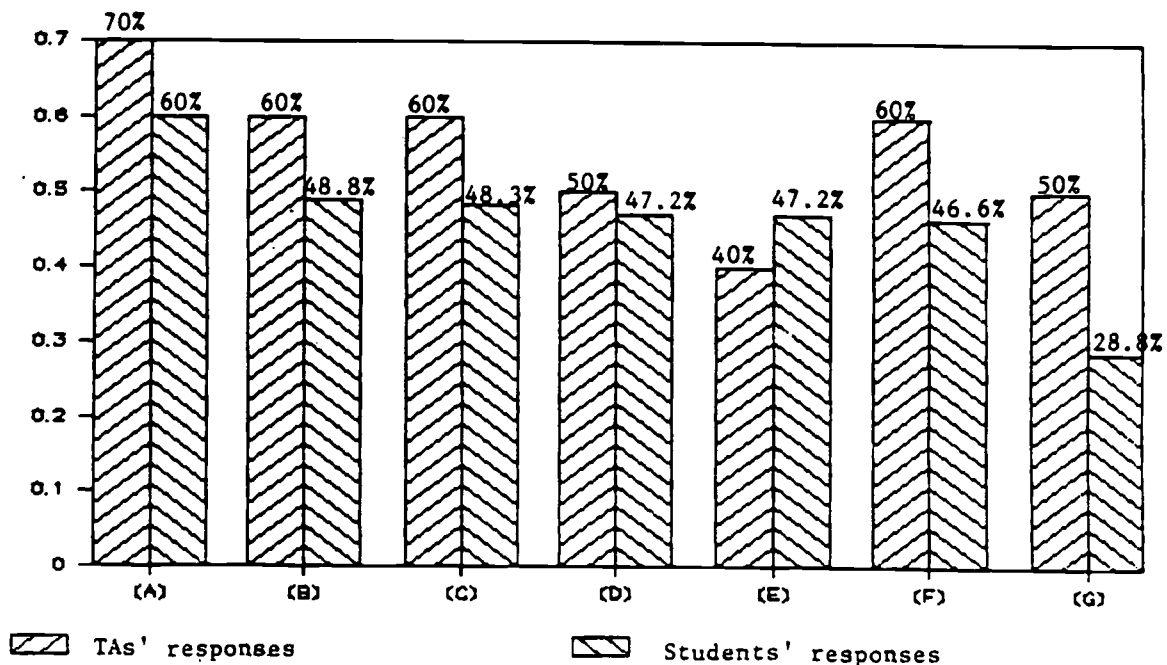


Table 4 shows a certain homogeneity in the attitudes of both groups, certainly an encouraging sign for the implementation of our communicative French language program. Moreover, it underscores a certain hierarchy in the placement of these advantages, which clearly favors speaking and

comprehension abilities. This finding comes as no surprise, since the exclusive use of the target language is often linked to communicative activities which are undoubtedly one of the major tasks of a language teacher. However, this positive response in favor of communication seems to relegate the so-called more difficult components of language teaching (grammar, writing, reading) to a lesser rank. Communicative activities tend to stimulate more students to participate and make for a livelier course as also indicated by the table. In addition, Table 4 shows that the ratio between students' and TAs' responses is constant throughout the curve for the different advantages perceived by both groups (that is, around 10%) with the exception of the categories "Ability to read better" and "Ability to write better," where in the first case the ratio drops to 2.8% (due to a decline in the figures given by the TAs), and in the second the students' percentage surpasses that of the TAs (47.2% versus 40%). Generally speaking, reading and writing tend to be perceived by teachers as being the most difficult skills to teach. This claim seems to be substantiated by the drop in percentage recorded in the table. TAs in our study who are aware of the communicative goals of our program prefer to teach reading and writing skills in English, leaving French to "communicative" endeavors, perceived as easier. Indeed, 50% favor English for teaching reading and 60% for teaching writing. An explanation for this finding may lie in the fact that reading and writing are viewed as interactive skills that require close interaction between thought and language. On the one hand, effective readers engage in a "psycholinguistic guessing game" in which they select the fewest, most productive cues in order to make predictions about the meaning of the text (Omaggio, 1986: p. 97). On the other hand, good writers need to provide clearer and more complete information, and to use structural features (grammar, syntax) more accurately because of the lack of external contextual cues that are present in face-to-face interactions (Omaggio, 1986: p. 222). Therefore, the complexity of reading and writing skills requires a series of preactivities that some teachers prefer to do in English, especially if they are intended to be "skill-getting" as opposed to "skill-using" activities.<sup>10</sup> However, for the student population, of which we recall 80% preferred instruction in both French and English, we were surprised to note that 47.2% were in favor of being taught both reading and writing skills in the target language. Clearly, students do not always manifest the negative attitudes toward the target language attributed to them by their teachers. Indeed, these findings reveal a much more positive attitude on the part of students toward instruction in the target language than teachers would assume.

## Conclusion

Our study shows that although the majority of the participants in the student sample did not want to exclude the native language (English) in their foreign language classes, a fair number of them nevertheless recognized, beyond our expectations, the advantages and gains of target language instruction. Contrary to our assumption, prior language experience did not seem to influence present language attitudes. With regard to the TAs, the study shows that they are not opposed to our approach; indeed, they see numerous advantages in it. The fact that linguistic and extrinsic considerations had no bearing on this issue allows us to claim that TAs' willingness to use the target language seems rooted in their own convictions and beliefs in the effectiveness of such a method. Psychological/practical considerations are unequivocally the most relevant factors underscored by the present study. The ambivalence manifested in certain cases could be attributed in part to concerns that TAs ascribe, sometimes erroneously, to their students. Our study clearly suggests that some of these concerns are often more fictional than real.

The implications of our study are numerous. First, our investigation fills a gap in empirical studies of attitudes concerning the exclusive use of the target language; second, it could lead instructors to consider the direct method in light of its advantages; third, those who have mixed feelings about students' reactions can find answers to their concerns and accordingly modify their own teaching behavior with respect to language choice for classroom instruction; and fourth, our study implies that certain preconceived notions may be an obstacle to the success of a teaching method. In this particular study, we witness several "myths" that can block teaching effectiveness. For instance, with respect to "communication," it seems that the term is associated primarily with speaking and rarely with writing. This assumption would mean that writing is not a form of communication, which is, of course, false and patently absurd. Hence, one of the tasks of a language program director would be to correct this impression. TAs could be guided to see that writing is a communicative task, and that it can also be practiced in French.

We hope that these findings shed new light on communicative language teaching and that they will spur additional research. Indeed, our results need reduplication in order to verify and substantiate them. A subsequent study should reexamine the TAs and the students after they have experienced this method for more than one semester in order to see if there are any changes in their attitudes. Additionally, other comparative studies should be done. For example, it could be relevant to compare results in students' achievement when the target language is used or not used in the



classroom. Further research might also compare these data for college French to data for other levels and for other languages.

## Notes

1. We are indebted to our colleague Daniel Scroggins for his tireless assistance with the drawing of the tables.
2. In the early 1970s the work of the Council of Europe and a group of British applied linguists provided the basis for the notional-functional syllabus, which gave prominence to what became known as the communicative approach to language teaching. These British applied linguists include H. Widdowson (1972), M. A. K. Halliday (1973), C. N. Candlin (1976), C. J. Brumfit and K. Johnson (1979), and J. Van Ek and L. G. Alexander (1980). The best reference for these works is Richards and Rodgers (1991).
3. The notion of communicative competence has also been advanced by Savignon (1971, 1983).
4. The exclusive use of the target language to teach foreign languages is by no means a new idea. It was advocated in the 19th century by Gouin and continued to be used by Sauveur. Their efforts led to the development of the direct method (Berlitz, 1907; Sauzé, 1959). For a more detailed discussion on the subject, see Omaggio (1986), Richards and Rodgers (1991), and Grittner (1990).
5. Searches of the most recent issues (1987–93) of the *Modern Language Journal*, *Foreign Language Annals*, and the *French Review* did not reveal any published study of student and TA attitudes toward instruction in the target language.
6. The elementary French language program (French 1 and French 2) involves approximately 12–14 TAs, but for this study we limited our sample to those who taught the first semester.
7. Since the questionnaire was administered during the very first week of class, students who registered late during drop and add were not included in the sample. The 300 responses received were from students who were in class the day the questionnaire was distributed. (At the end of the fall semester, the total enrollment in all 14 sections of French 1 was 335.)
8. Generally speaking, instructors tend to think that students would be totally overwhelmed with instruction in the target language. However,

the responses obtained suggest that this so-called aversion is far from absolute. Considering that the study was conducted at the onset of their first semester, it is not unreasonable to assume that students could express more positive feelings about this method throughout subsequent semesters.

9. This perception is also shared by our own TAs.
10. These terms are borrowed from Rivers (1988). "Skill-getting" involves understanding the way the language works; "skill-using" involves the actual use of language for purposeful communication.

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## Appendix 1

The questionnaires were presented according to the following format. However, the italic subtitles describing the category in which each question belongs (signified by lowercase letters), have been added to help the reader follow the results presented in the "Results" section of this chapter.

### TEACHING ASSISTANTS' QUESTIONNAIRE

#### A. PHILOSOPHICAL/PSYCHOLOGICAL CONSIDERATIONS

##### *a. General convictions and beliefs*

##### 1. YOU THINK THAT:

- 1.1 French could/should be used:
  - a. 100 % of the class time
  - b. 75 % of the class time
  - c. 50 % of the class time
  - d. 25 % of the class time
  - e. less than 25 % of the class time
  - f. gradually through the semester

##### *b. Personal practice in the classroom*

##### 2. YOU INTEND TO USE FRENCH IN YOUR CLASS BECAUSE:

- 2.1 You are sure that your students would react favorably to it:
  - a. agree
  - b. disagree
  - c. no opinion

- 2.2 You are convinced that the exclusive use of French gives the best result:
- agree
  - disagree
  - no opinion
3. YOU DO NOT INTEND TO USE FRENCH EXCLUSIVELY IN YOUR CLASS BECAUSE:
- 3.1 You are sure students would feel lost and frustrated:
- agree
  - disagree
  - no opinion
- 3.2 You are not certain of the efficiency of such a method:
- agree
  - disagree
  - no opinion

More specifically

4. YOU THINK THAT:
- 4.1 The warm-up is to be conducted:
- in French only
  - in English only
  - in French and in English
- 4.2 The new material is to be presented/explained:
- in French only
  - in English only
  - in French and in English
- 4.3 Directions for an exercise or an activity are to be given:
- in French only
  - in English only
  - in French and in English
- 4.4 Students should ask questions:
- in French only
  - in English only
  - in French and in English
- 4.5 Answers to students are to be given:
- in French only
  - in English only
  - in French and in English

*c. Advantages for students*

5. YOU THINK THAT IF YOU TEACH EXCLUSIVELY IN FRENCH:

- 5.1 Your course will be more lively:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.2 Students will be more motivated:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.3 Students will be less scared of French:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.4 Students will learn with less effort:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.5 Students will be more interested in the language:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.6 Students will not forget easily what they learned:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.7 Students will speak better:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.8 Students will understand better:
  - a. agree
  - b. disagree
  - c. no opinion

- 5.9 Students will write better:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.10 Students will read better:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.11 Students will have a wider range of vocabulary:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.12 Students will know the grammar better:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.13 Students will make fewer mistakes:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.14 Students will have better pronunciation:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.15 Students will feel like taking other courses in French:
  - a. agree
  - b. disagree
  - c. no opinion
- 5.16 Students will better appreciate the francophone culture:
  - a. agree
  - b. disagree
  - c. no opinion

## B. LINGUISTIC CONSIDERATIONS

### 1. YOU INTEND TO USE FRENCH EXCLUSIVELY IN YOUR CLASS BECAUSE:

- 1.1 You are not fluent enough in English:
  - a. agree
  - b. disagree
  - c. no opinion
- 1.2 You express yourself in French with ease:
  - a. agree
  - b. disagree
  - c. no opinion
- 1.3 It gives you the opportunity of practicing your French:
  - a. agree
  - b. disagree
  - c. no opinion

### 2. YOU DO NOT INTEND TO USE FRENCH EXCLUSIVELY IN YOUR CLASS BECAUSE:

- 2.1 You have problems in expressing yourself in French:
  - a. agree
  - b. disagree
  - c. no opinion
- 2.2 Your accent is not good enough:
  - a. agree
  - b. disagree
  - c. no opinion
- 2.3 You do not know the French grammatical terminology:
  - a. agree
  - b. disagree
  - c. no opinion
- 2.4 You are afraid of making mistakes:
  - a. agree
  - b. disagree
  - c. no opinion

### C. PRACTICAL CONSIDERATIONS

#### 1. YOU INTEND TO USE FRENCH EXCLUSIVELY IN YOUR CLASS BECAUSE:

1.1 Your supervisor compels you to do so:

- a. agree
- b. disagree
- c. no opinion

1.2 If you do not do so, your contract may not be renewed:

- a. agree
- b. disagree
- c. no opinion

#### 2. YOU DO NOT INTEND TO USE FRENCH EXCLUSIVELY IN YOUR CLASS BECAUSE:

2.1 You are not sure of the acceptability of such a method by the supervisor:

- a. agree
- b. disagree
- c. no opinion

## Appendix 2

### STUDENTS' QUESTIONNAIRE

#### A. PREFERENCE WITH RESPECT TO LANGUAGE USE

1.1 You wish the class were conducted:

- a. totally in French
- b. in French and in English
- c. in English

1.2 You wish the new material were presented:

- a. totally in French
- b. in French and in English
- c. in English

1.3 You wish you could ask questions:

- a. totally in French
- b. in French and in English
- c. in English

- 1.4 You wish your teacher answered your questions:
  - a. totally in French
  - b. in French and in English
  - c. in English
- 1.5 You wish grammar points were explained:
  - a. totally in French
  - b. in French and in English
  - c. in English
- 1.6 You wish directions for an exercise or an activity were given:
  - a. totally in French
  - b. in French and in English
  - c. in English

## B. POSSIBLE ADVANTAGES

### *a. General reaction*

#### 1. YOU THINK THAT IF THE TEACHER SPEAKS FRENCH ALL THE TIME:

- 1.1 You will like it:
  - a. agree
  - b. disagree
  - c. no opinion
- 1.2 Class would be more interesting (enjoyable):
  - a. agree \_\_\_\_\_
  - b. disagree
  - c. no opinion
- 1.3 You would be frustrated and lost:
  - a. agree
  - b. disagree
  - c. no opinion

### *b. Possible gains*

#### 2. YOU THINK THAT IF THE TEACHER SPEAKS FRENCH ALL THE TIME:

- 2.1 You would learn much more:
  - a. agree
  - b. disagree
  - c. no opinion

- 2.2 Your comprehension and speaking abilities would be enhanced:
  - a. agree
  - b. disagree
  - c. no opinion
- 2.3 You would not be afraid of speaking the language:
  - a. agree
  - b. disagree
  - c. no opinion
- 2.4 It would help you read and write better:
  - a. agree
  - b. disagree
  - c. no opinion
- 2.5 It would stimulate your interest for the French language and culture:
  - a. agree
  - b. disagree
  - c. no opinion
- 2.6 You would make fewer mistakes:
  - a. agree
  - b. disagree
  - c. no opinion

*c. Practical considerations*

3. YOU THINK THAT IF THE TEACHER SPEAKS FRENCH ALL THE TIME:

- 3.1 This would increase your chance of getting a better grade:
  - a. agree
  - b. disagree
  - c. no opinion
- 3.2 You would be sure to be able to pass the course:
  - a. agree
  - b. disagree
  - c. no opinion



3.3 The course would be too hard:

- a. agree
- b. disagree
- c. no opinion

3.4 This would encourage you to take other French courses:

- a. agree
- b. disagree
- c. no opinion