

John McArthur

EVALUATION REPORT

of the

NATIVE BILINGUAL PROGRAM

CROSS LAKE SCHOOL

April 1981

By the Manitoba

Regional Office Staff

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## EXECUTIVE SUMMARY

### CONCLUSIONS

The overall conclusion to be drawn from the synthesized parts of this study is that the Program has been of direct benefit to Indian Education in Cross Lake, and that each of the goals and objectives as outlined in the Introduction has been realized in part, if not totally. The need to extend the moral and financial support has been substantiated by the study. The self-concept of students has improved; their academic achievement is satisfactory. Basic skills in both languages are being learned and mastered with almost equal dexterity. Parents and community have a positive view of the school in general and of the Native Bilingual Program in particular. Certain professional weaknesses were noted along with suggested remedial action; managerial (financial) deficiencies came to light and these must be rectified in the future through the Committee and it's Co-ordinator.



### RECOMMENDATIONS

1. That a Bilingual Committee with representation from both the community and the school be formed. The Committee to establish a constitution and have responsibility for financial and professional aspects of the Program.
2. That, if the production of materials and/or other work can only be done by government employees, prior to the commencement of the work clearance must be received from the Department to clarify any conflict of interest. In the event of local control, this will not apply.
3. That the Department of Indian Affairs provide the funding necessary to meet the human and material resource needs of the Program, ie. consultants (elders, linguists, etc.), in-service training, printing, production time.
4. That the Bilingual Committee seriously consider the extension of the Program to the Grades 4 to 6 levels as indicated by the expressed wishes of the parents and staff on the questionnaires.

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## INTRODUCTION

The Native Bilingual Program was introduced as a pilot project in Federal and Provincial Schools during the early 1970's. All Federal Schools were given the option of accepting or rejecting the pilot program. The Cross Lake Chief and Council in consultation with officers of the Department of Education, Department of Indian Affairs, and the people living in the community, elected to adopt the program on an experimental basis. The Program was later fully authorized in 1975 by the provincial Department of Education. At that time, the term pilot was dropped and the Native Language Bilingual Program was officially endorsed as an optional language program in communities where a Native language was dominant.

### General Aims:

The general aims of the program as stated in the Manitoba Native Bilingual Program: A Handbook (1976) are as follows:

- 1 To encourage the development of the Native Language and facilitate the move from a Native Language to the English Language.
- 2 To develop a positive view towards both the Native and English Languages.
- 3 To encourage the development of basic educational skills, concepts and processes, first in the Native Language during the early school years and later in the English Language.
- 4 To develop a sequential program of "teaching English as a Second Language" (TESL) beginning in the Kindergarten II year.
- 5 To develop a more positive attitude towards school and formal learning through the approaches mentioned above.

The Native Bilingual Program is based on the underlying TESL premise that a young child learns and masters a second language in the same natural and sequential manner as was employed in acquiring the mother tongue. The learner progresses at his own rate of growth and development through the major skill areas of listening, speaking, reading and writing. Thus, at least until the beginning of puberty, a student learns a second language in precisely the same way he acquires his mother tongue. It is a sequential and systematic development based on what is relevant and known to the learner.

The Native Language Bilingual Program was designed to allow the children to begin their formal education in their mother tongue and through the mother tongue approach in time the mastery of the second language. Qualified native speaking teachers were essential for the introduction and implementation of the program. P.E.N.T., B.U.N.T.E.P., and other teacher training programs have provided the required human resources.

A second premise on which the program is based is the current concept of Community Education.

Ida Wasacase, writing in Dialogue Volume 3, Number 1, 1976 states that "On Indian Reserves ... where there are bilingual pilot projects, there is increasing involvement by parents, teachers and elders in the school system ... Other community members contribute time voluntarily to work on the curriculum committees. The community as a whole becomes more cohesive.



In some communities, elders supplement the children's classroom learning experiences by telling them stories in their native language."

One of the positive features of this aspect of the program has been an ever increasing awareness by the community of the purpose and content of the curriculum.

It is a well established and thoroughly researched principle that total immersion in a foreign language and a foreign culture by way of introduction to formal schooling produces a negative attitude towards one's own language and culture along with a poor concept of self. The negativeness thus fostered is further emphasized in a situation where parents and students recognize the mother tongue as essential for survival and see little or no functional value in the second language. Indeed, the second language is frequently viewed as the language of the "oppressor".

*Does this apply to French immersion in Ottawa schools*

Research has documented that parental awareness and interest are prime student motivators. Children perform, academically, according to the expectations of parents and not according to the expectations of teachers and peers as one might expect.

#### Evaluation and Design:

Questionnaires were formulated to determine the extent of realization of the aims of the Program. The design for the



evaluation was set forth as follows:

- A For evaluation purposes surveys were designed to ascertain the reactions of staff and parents towards the Bilingual Program.
- B Children in kindergarten, grade one and grade four were administered the same self concept and attitudinal tests used in the Manitoba Native Bilingual Program Pilot Project: A Student Evaluation of December 1975. Children in kindergarten and grade one were questioned individually in Cree while those in grade four were questioned by class, in English. A control school was selected for geographic location, Native Language dialect and size of the community. However, not all variables could be equated. Results were tabulated separately for attitudes towards the total environment and attitudes towards school.
- C Results of the Provincial Reading Assessment Program of May 1980 were compared with the same control school used in the self-concept questionnaire.
- D Classroom Observations are included for classes in kindergarten to grade two.
- E Financial management of the Program for the period of September, 1976 to December, 1980 is outlined.

Explanations of the purpose of the evaluation and the survey tools were submitted to the Chief and the Mayor. Their co-operation was enlisted.

The participation of the school staff was most co-operative in interviewing parents, giving the self concept tests, and filling out the staff questionnaires. This participation was extremely important and very much appreciated by the evaluation team. Delay in receipt of the forms led to an extension of the report deadline.

Members of the evaluation team were:

Maurice Kohut  
Nellianne Cromarty  
Sandy Lindsay  
Pat McManus

## SURVEYS

### Parental:

The parental questionnaires were highly subjective and, for that reason alone, the results must be carefully weighed. Add to this fact the assumptions made relative to responses of parents in communities where there is no Native Bilingual Program operating and significant variations become highly suspect. The assumptions, it must be noted, are based on observations made by professional educators over the past number of years.

In spite of these apparent problems and the knowledge that precise instruments were lacking along with the time required to effectively utilize such instruments, the study was continued and concluded.

The questionnaire results are summarized (See Appendix A, page 29).

There are two questionnaires. The first was completed by parents of children currently enrolled in primary grades (K to Grade 3) where the program is operational, and the second was completed by parents of children in the intermediate grades (Grades 4 - 6) who completed the bilingual program in their primary years. The intermediate group are the graduates of the program and important to the study for that reason.

The results, generally, are significant. Sixty six percent of primary students (P) and sixty two percent of intermediate students (I) like school so much that they never like to miss



classes. It can safely be assumed that the program is relevant and viable for them. Of those (P 34% and I 38% respectively) who "often" or "sometimes" miss school, the majority (P 53% and I 70% respectively) had valid reasons for missing (illness, trapping, fishing, or working at home). Thus, it can be seen that a total of roughly eighty percent of all students in Kindergarten to Grade VI enjoy school. Responses suggest some misinterpretation of the questions. At the same time, sixty four percent of children attending school are positive about school (Questions 3 and 4) and only thirty one percent had negative responses to school life (Questions 5 and 6). ?

Roughly ninety five percent of parents felt their children were making good progress in school and learning what they needed to know. This is considered highly significant. agreed

Such statistics (95% support) tend to lend support to the philosophy behind the Native Bilingual Program and the positive attitude of students towards school. Academic achievement levels should be equal to or better than the achievement levels in comparable Federal Schools. The evidence drawn from the Provincial Reading Tests administered in the Spring of 1980 shows that Cross Lake students performed at a level equal to that of students in other Federal Schools. Significant

Parental approval may well stem from the fact that seventy three percent of parents are familiar with the Native Bilingual Program materials and that, of that percentage, between ninety

and one hundred percent approve of those materials (Section C, p. 31) ✓

At the control school, not far from Cross Lake, primary and intermediate level teachers felt that the percentage of parents familiar with the language materials employed there would not exceed ten percent. This school did not elect to implement the Native Bilingual Program; parents here were not automatically involved in the development or the selection of language program materials. These results are more than adequate proof that the program has contributed significantly to the realization of the fifth goal, that is, to develop a more positive attitude towards school and formal learning. ✓

A comparison of the second language experience and the level of fluency of present day primary students with the second language experience and level of fluency of the intermediate students presents some interesting professional considerations. (p. 32 and 39) Generally speaking, the trend is to an earlier exposure to the second language, English, which may well be the result of the introduction of television. ✓

When the Native Bilingual Program was introduced ten years ago, it is estimated ninety percent of Native children entering school spoke no English. Today, the estimate is that sixty percent or better of children entering school have a functional understanding of the second language. ✓

10% → 60%  
in 10 years

It was thought the results of the questionnaire would show this. Except for the extent television is watched daily, there were no significant patterns relative to language practice at Cross Lake. The average Cross Lake student from Nursery to Grade VI spends approximately two and one half hours daily watching television. The programming is almost exclusively in the majority language. The exposure is thus considerable and intensive. A majority of parents felt that they had noticed an improvement in the Native Language ability of their children. The difference, when considered with the nature of the distribution at the primary and intermediate levels, is not significant.

The responses made to the question on student attitude, Question 9, are of modest significance. Sixty percent noticed a difference in attitude between those in the program and those who were never in the program. Forty percent saw no difference. But, of those who noticed a difference, seventy percent felt the students in the program had a better attitude towards school; in twenty five percent of cases the attitudes were considered inferior.

The question of teaching Cree syllabics is of particular interest. A total of seventy two percent felt Cree syllabics should be taught starting in Grade IV. Twenty eight percent were opposed.

If we consider in conjunction with the above the fact that eighty percent of primary school children work at home on Cree



language stories, seatwork, etc. and over sixty percent do the same in English; at the same time, forty six percent of primary students are linguistically creative in the Cree language and fifty eight percent are creative linguistically in English; we can safely assume from this that the second aim of the program has been satisfactorily met. Stated simply, there is a positive view towards both languages.

Staff:

These questionnaires were highly subjective as were those completed by the parents. The professional assessment by staff of the effectiveness of the Native Bilingual Program in relation to the aims was considered important.

Most primary teachers stated that the program developed the Native Language orally and in the area of reading. Only one teacher stated that children could learn creative writing skills in the Native Language.

The reading skills listed such as listening, decoding and comprehension skills were recognized as transferrable from Cree to English. Some skills of a developmental nature were seen as more difficult for children than others, eg. predicting outcomes. Primary teachers indicated that students had a positive reaction to using the Native Language in order to express themselves more openly. Concepts explained in Cree for science and social studies were understood. Children were able to ask and answer questions more fully.

Intermediate teachers answering the survey stated that their students used either Cree or English with no specific preference. Students also accepted the need to be fluent in English.

A variety of methods and materials were listed as in use throughout the whole day for teaching English as a second language.

Primary teachers felt that their students attended more eagerly as a result of being able to use their own language in the school.

All but one teacher felt a comprehensive language arts skills check list was needed for the Native Bilingual Program and should be developed. ✓✓

Intermediate teachers often were new to the Cross Lake School or had not had experience with students who had not participated in the Native Bilingual Program.

The responses of all teachers as paraphrases of comments are found in Appendix B, p 42.

The responses on the staff questionnaire support the aims #1 and #3 as quoted on Page 1 of the Introduction, indicating that the Program is achieving these goals.

## STUDENT SELF CONCEPT RESULTS

### The Test:

The test was developed for use in The Manitoba Native Bilingual Programme Pilot Project: A Student Evaluation (December 1975). It was designed to offer comparisons of self-concept and attitudes between students in the Native Bilingual Program and the children in a control school not using the Native Bilingual Program. Differences between attitudes to total environment and towards the school environment could be isolated.

### The Control School:

The main considerations for selection were the geographic locations in Northern Manitoba, a predominately Cree-speaking community and the approximate size of the community. Children at this school were not to have been taught using the Native Bilingual Program.

Clearly all variables could not be controlled such as economic factors, parental attitude towards school, innate ability of the children, teacher knowledge of the culture or teaching experience. In fact, at Cross Lake there were twenty Native language speaking teachers as compared to one teacher aide at the control school (until September 1980, when there are now four Native language speaking teachers). Television has been in the communities for differing lengths of time.



Total Self Concept and Attitudes:

The children attending Cross Lake School in Kindergarten and Grade One have more positive attitudes toward themselves and their total environment. Grade Four students have almost the same self-concept and attitudes.

There has been an increase in positive self-concepts and attitudes of Kindergarten children at Cross Lake since the Manitoba Pilot Project Evaluation December 1975.

Attitudes Towards School:

Children attending Cross Lake School in Kindergarten and Grade One have more positive attitudes towards the school than children attending the control school. Grade Four students at either school have almost the same attitudes towards school.

Although there are many disparate circumstances, the comparisons of attitudes, particularly in Kindergarten and Grade One, are significant.

TOTAL SELF CONCEPT AND ATTITUDES

	NOV/DEC 1980		
	Kindergarten*	Grade 1*	Grade 4**
Cross Lake (mean)	1.3	1.0	1.0
Manitoba Pilot Project Evaluation Dec./75	.5	(grades not tested in December 1975)	
Control School (mean)	0.7	0.4	1.1

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ATTITUDES TOWARDS SCHOOL

	Kindergarten*	Grade 1*	Grade 4**
Cross Lake (mean)	1.4	1.2	1.2
Manitoba Pilot Project Evaluation Dec./75	.4	(grades not tested in December 1975)	
Control School (mean)	0.8	0.3	1.1

\* Student asked individually in Cree

\*\* Student asked in a class group in English

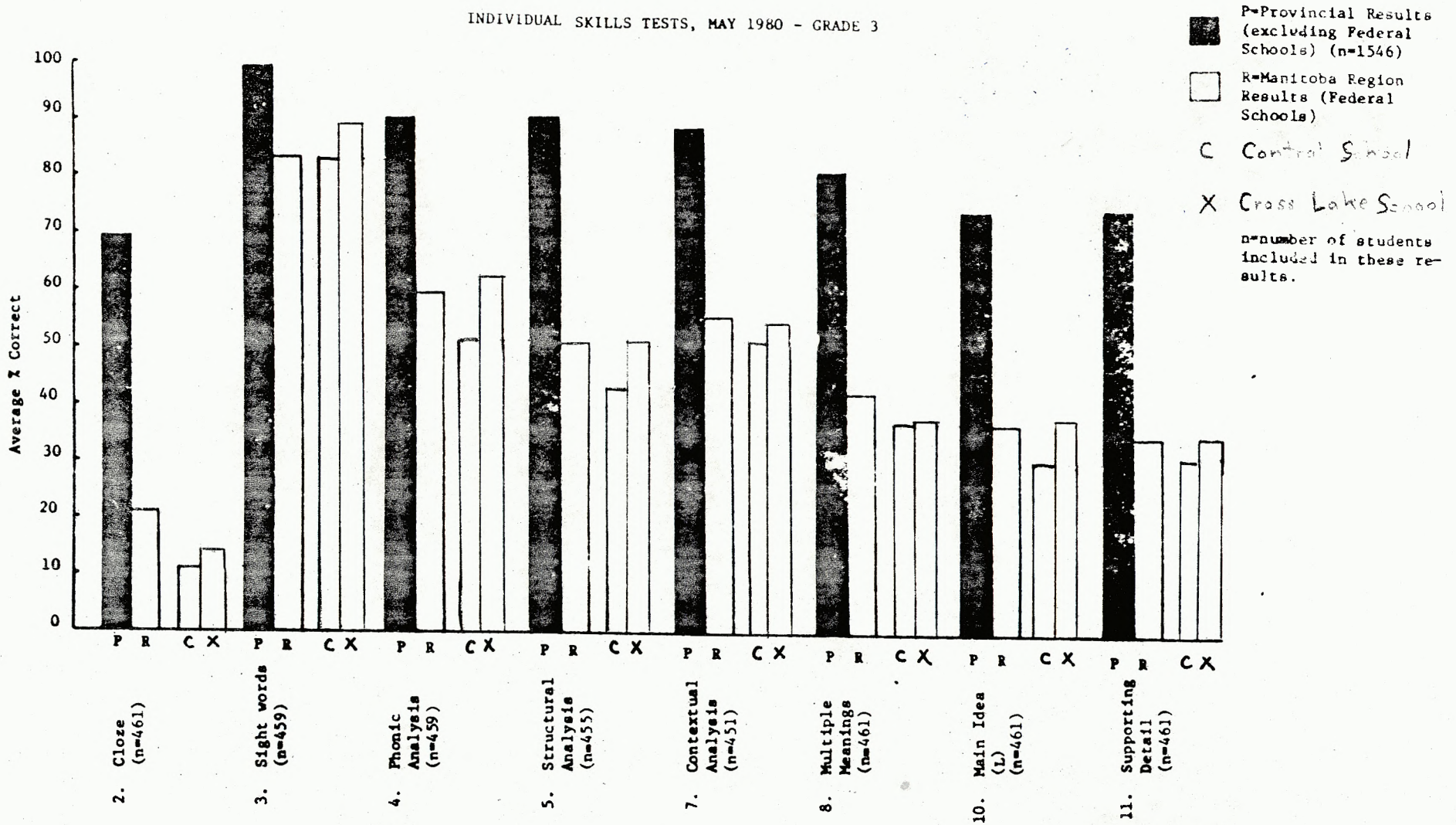
Provincial Reading Assessment Program of May 1980 - Results

Grade 3

The most important indicator of reading comprehension is supplied by the Cloze Test (See #2 on the graph, Page 16).

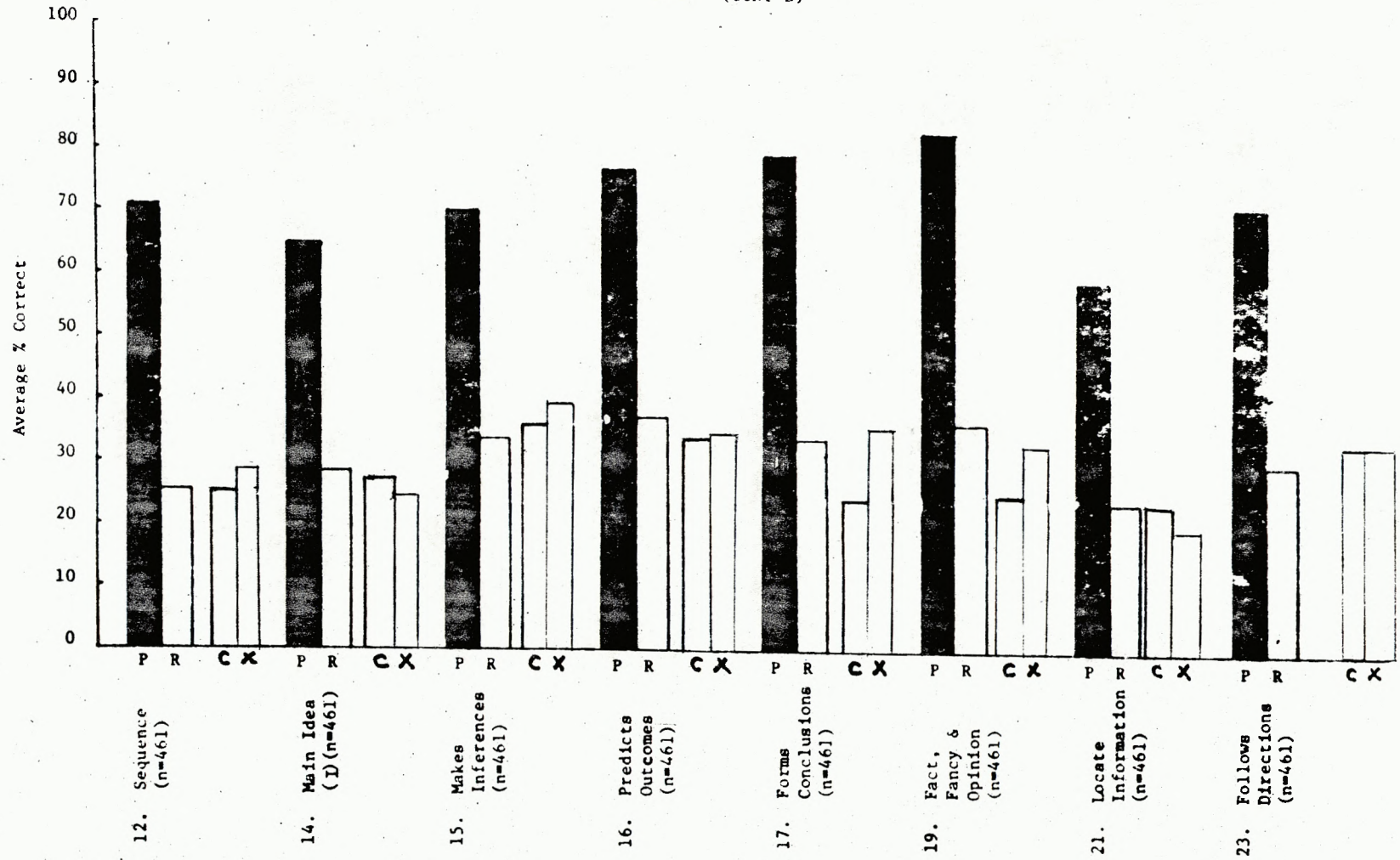
Cross Lake students performed better than the students in the control school. Of the fifteen other skills listed, Cross Lake students performed as well as or better than the control school students in thirteen skill areas. The control school students performed better on Finding the Main Idea and Locating Information (See #14 and #21 respectively, graph Page 20)

## INDIVIDUAL SKILLS TESTS, MAY 1980 - GRADE 3





## GRADE 3 (CONT'D)



Provincial Reading Assessment Program of May 1980 - Results

Grade 6

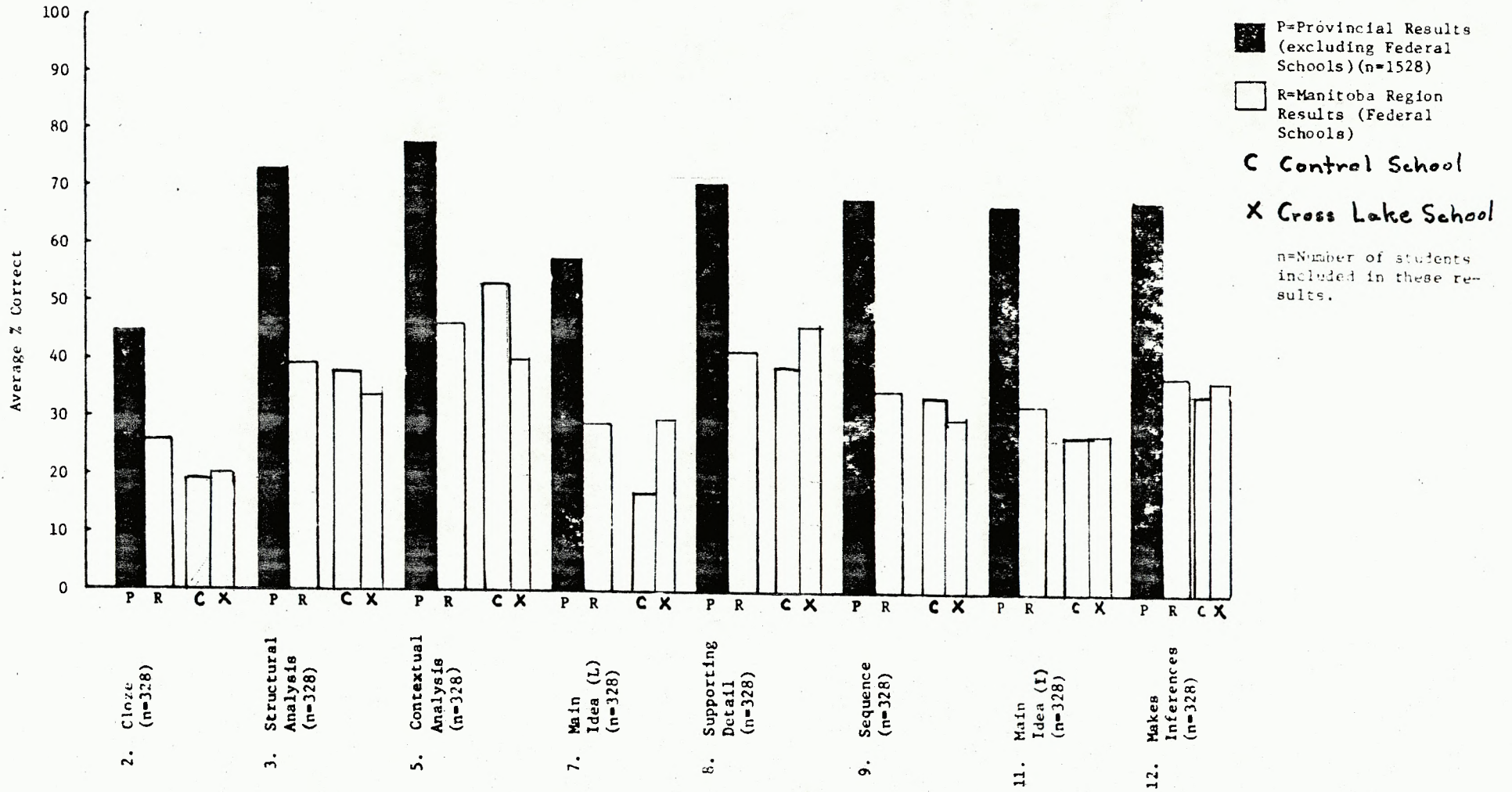
The Cross Lake students performed slightly better than the control school students on the Cloze Test (See #2 on graph, Page 19).

Cross Lake students performed as well as or better than the control school students on ten of the fourteen other skills tested.

The control school students performed better on Structural and Contextual Analysis, Sequencing and Predicting Outcomes (See #3, #5, #9 and #13 respectively, Pages 19 and 20).

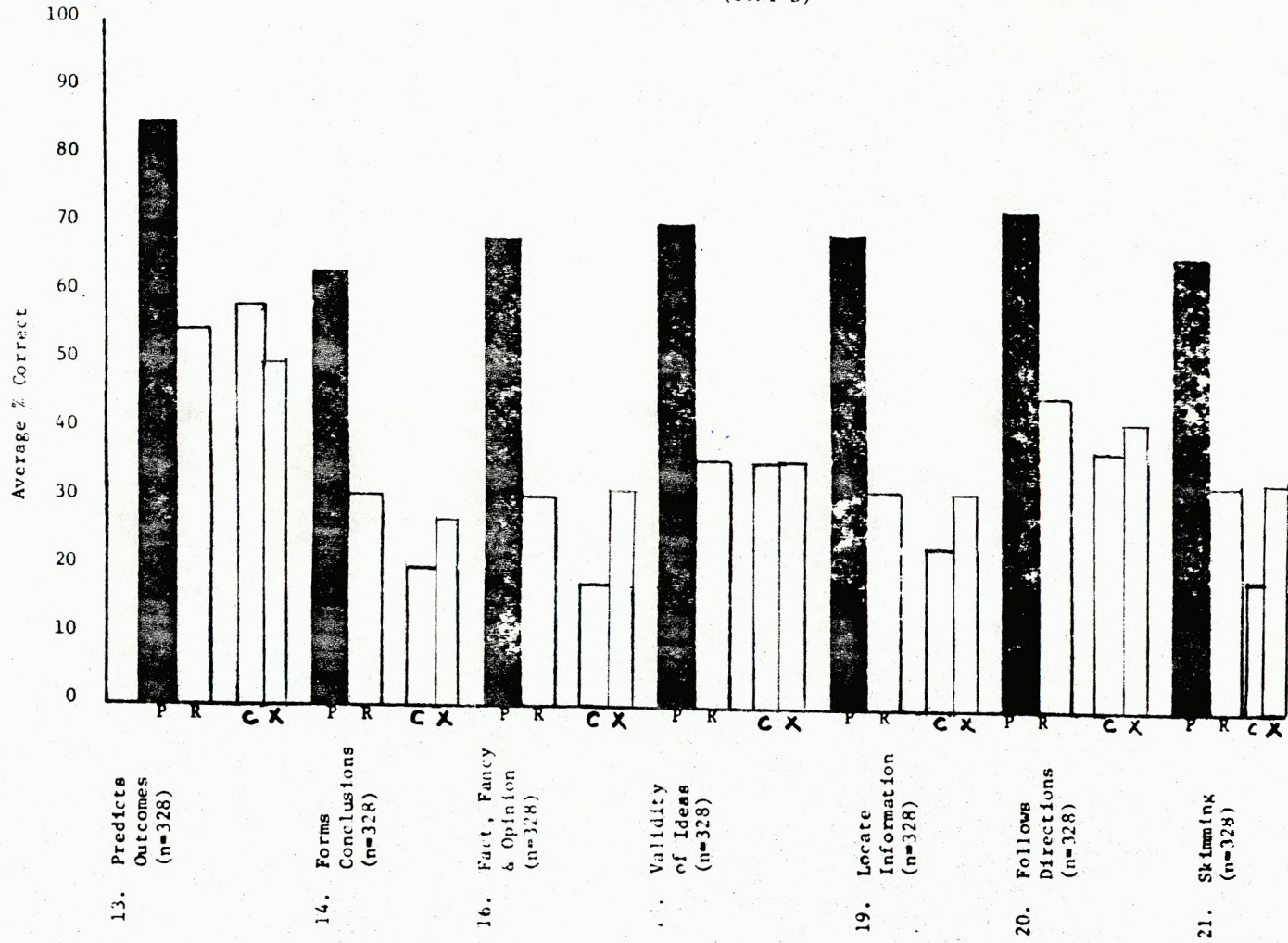
It appears from these results that the Cross Lake Bilingual Program has produced students more capable in comprehending reading passages in English with comparable or better skills in reading than the control school using the English language from Nursery to Grade VI.

INDIVIDUAL SKILLS TESTS, MAY 1980 - GRADE 6





GRADE 6 (CONT'D)





### CLASSROOM OBSERVATIONS

In all the classrooms visited (December 11-12, 1980), it was apparent that the Native Bilingual Program was in operation. More time was spent at the Grade 1 level than in Nursery/Kindergarten and at the Grade 2 level. However, some points observed were common to all classes and a credit to the Program.

1. There is a relaxed atmosphere in all the classrooms visited. Students and teachers are communicating with each other in their native tongue. Students do not hesitate to bring out inquiries about their difficulties or uncertainties. Generally, there was good interaction. Very few students had poor attendance.
2. The teaching aids in the classrooms were very interesting as they were made locally for Cree instruction purposes. These included such things as number charts, sound charts, weather charts, calendars, vocabulary activities, etc. None of these materials can be bought from commercial outlets but most can be made locally.
3. Most of the teachers at this level (K-3) were native who spoke Cree fluently and who were originally from the community.
4. Materials that they need for certain subject areas were already accessible in all the primary levels eg. Reading Program, Social Studies, Health, Science, etc. A very good beginning to build upon. (See Appendix D, p 52)

5. Students, whether they be native or non-native, were all working with the same program with no exceptions. It was evident that the learning process was going on for both groups.
6. Teachers held regular meetings with other teachers for sharing ideas and making projects such as reading games, and math games (in both languages).

As a result of the visitations, relative to classroom practices certain suggestions are noted for staff follow-up and supervision:

1. Timetabling in Cree and English is not apparent. It appears the teachers are using Cree and English. In some instances, sentences were constructed half in Cree and half in English for instruction purposes. Students also are mixing up the languages. The language of instruction should be clearly defined, one at a time, and be consistent throughout the given time.
2. Language development should be emphasized so the students are speaking in complete sentences, whether it be Cree or English.
3. Teachers need to discuss the development of the transitional stage from the Cree language to English. All materials posted on the walls, especially for Nursery and Kindergarten, should be in the native language. Grade 1, as the transitional phase, would start with Cree labelling and gradually include some English labelling.

4. Constant variation for language development activities and reading activities should be followed during one session as students at this level have a very short interest span.
5. Creative writing should be expected and encouraged in the native language beginning in Grade 1 and continued as an integral part of the program. The whole Native Language Arts Program should be integrated to include all components of any integrated language arts program.
6. Extension of the Native Language Arts Program could use the Social Studies and Science content material for the vehicle. It has a very abrupt ending in Grade 1 aside from the few translated booklets.

PROGRAM FUNDING AND FINANCIAL INFORMATION

A two-day study was conducted, at which time an analysis of the financial program was carried out.

Findings may be summarized as follows:

There have been minimal records kept in the financial aspects of the program, eg. no records of receipt of revenue for the year 1976/77; no records of purchase requisitions or invoices for subsequent years to 1980; no indication that the financial records were ever audited; it appears that all requisitions for goods and services were authorized only by the Program Co-ordinator.

There are possibilities of conflict of interest in the procurement of services for producing materials for the Program, eg. most of the work was done by the teachers and there are no records that indicate prior permission was received from the Department to enable government employees to take on other work for remuneration; there are no records or statements of account for services rendered with authorization for payment made by the Committee or Band. All signing officers of cheques were government employees.



According to reports, very little direction was provided by the Department to the Committee and Program Co-ordinator.

Program Co-ordinators had not been offered training in the skills of financial management.

### CONCLUSIONS

The overall conclusion to be drawn from the synthesized parts of this study is that the Program has been of direct benefit to Indian Education in Cross Lake, and that each of the goals and objectives as outlined in the Introduction has been realized in part, if not totally. The need to extend the moral and financial support has been substantiated by the study. The self-concept of students has improved; their academic achievement is satisfactory. Basic skills in both languages are being learned and mastered with almost equal dexterity. Parents and community have a positive view of the school in general and of the Native Bilingual Program in particular. Certain professional weaknesses were noted along with suggested remedial action; managerial (financial) deficiencies came to light and these must be rectified in the future through the Committee and its Co-ordinator.

RECOMMENDATIONS

1. That a Bilingual Committee with representation from both the community and the school be formed. The Committee to establish a constitution and have responsibility for financial and professional aspects of the Program.
2. That, if the production of materials and/or other work can only be done by government employees, prior to the commencement of the work clearance must be received from the Department to clarify any conflict of interest. In the event of local control, this will not apply.
3. That the Department of Indian Affairs provide the funding necessary to meet the human and material resource needs of the Program, ie. consultants (elders, linguists, etc.), in-service training, printing, production time.
4. That the Bilingual Committee seriously consider the extension of the Program to the Grades 4 to 6 levels as indicated by the expressed wishes of the parents and staff on the questionnaires.

A P P E N D I C I E S



APPENDIX "A"

Parental Questionnaire  
K - 3

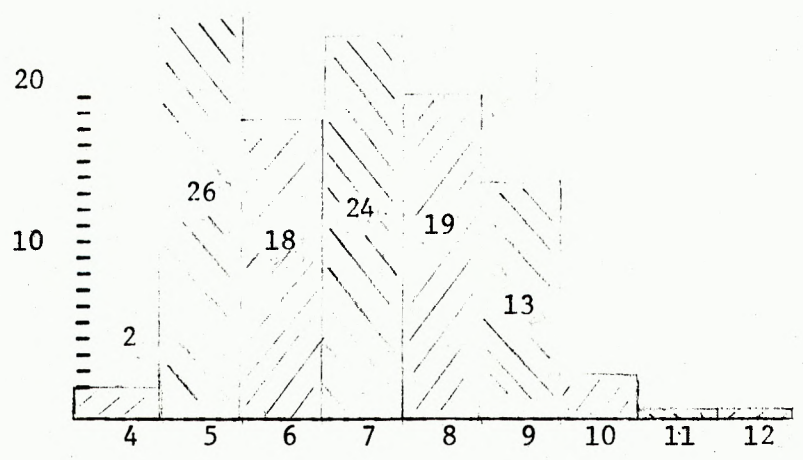
SECTION A

<u>Respondents</u>		<u>Ages</u>
Fathers	21	23 - 30 - 27
Mothers	62	31 - 40 - 30
Guardians	<u>16</u>	40+ <u>36</u>
	<u>99</u>	<u>93</u>

Boys 58

Girls 47

105 (Some parents had more than one child in the age bracket.)



107?





5. Are you familiar with the Native Language Social Studies Program used in Grades 1 - 3.

Yes 43

No 50

If yes, do you approve 39 disapprove 1

#### SECTION D - Knowledge, Interest, Awareness of Students

1. Does your child bring Native Language stories, readers or seatwork home to read or work at?

Often 24

Sometimes 57

Never 25

2. Does your child bring (Native Language Program) English Readers, stories or seatwork home to read or work at?

Often 14

Sometimes 46

Never 32

#### Knowledge/Experience

3. Before starting school, did your child speak English?

Often 14

Sometimes 41

Never 42

n=97

4. Does your child try while at home to make up or write stories, songs or poetry in the Native Language?

Often 15

Sometimes 29

Never 51

5. Does your child try while at home to make up or write stories, songs, or poetry in the English Language?

Often 8

Sometimes 48

Never 39

6. Is English spoken by others in your home?

Often 19

Sometimes 61

Never 17

7. Does your child try to speak English at home?

Often 20

Sometimes 60

Never 19

8. How many hours per day does your child watch T.V.?

1 hour - 36; 2 hours - 24; 3 hours - 31; 4 hours - 2; No T.V. 5

9. Have you noticed any improvement in your child's Native Language ability?

Yes 6

No 28

10. Do you feel Cree syllabics should be taught in school starting in Grade IV?

Yes	59	No	27	Don't know	4
				Not sure	1
				Doesn't matter	1

11. Have you noticed any difference in attitudes towards school and learning between your older children who were never in the Program and your child in the Program?

Yes	26	No	22
-----	----	----	----

If yes, is the attitude of the child in the Program

Better	26	Not as good as	4	Did not know	1
--------	----	----------------	---	--------------	---

the attitude of the older child or children.



## SECTION E - COMMENTS

- "English should be taught early in the Grade 1 or K1 and K2 classes. Children speak enough Cree at home. They should learn English at school. Also, to be taught how to read or write."
  - "I think native language program helps a lot with writing skills and reading skills and listening skills. I think we need more Cree reading materials."
  - "English should be taught in Grade 1 - Cree optional - parents should be given the choice (Cree or English) when their child starts Grade 1. Truant officer should be explained to the parents about his duties because a lot of the students never attend school or miss for no reason."
  - "The children be taught to read from the beginning using Cree syllabics."
  - "I feel that the Native Language Program shouldn't be taught too much during class hours. English should be stressed more than the Native Language, as it is an asset for the child when reaching high school. While attending high school, a child will be able to understand the teacher better, as I don't think there will be Native teachers in High School or universities."
  - "In High School syllabics should be taught. They can understand their own culture better when older."
  - "I don't really mind the Cree taught in school - no complaints.  
This woman I interviewed has never been in the classroom (guardian)."
  - "English should be taught earlier in Grade 2 or Grade 3. The rationale for this statement is that the child (children) should be able to comprehend and distinguish between the English and Cree meanings of a certain word, eg. beaver in English and amisk in Cree. The child should be able to comprehend in the two languages by Grade Three."
  - "I would like Cree syllabics to be taught in school starting in Grade 4. I like the books being used in the Program."
  - "I prefer Native language taught to my child. I think she is doing very good in school and will be a great help as she goes to higher grades."
  - "I would prefer less Cree and would (prefer) more English taught as they will never forget their own language in the future."
- Reading in English
- "I prefer Cree language for my child. I really think it will help them as they go on to higher grades."
  - "No complaints. It's for the future of the Cree to learn what is taught."

- "My child is happy to attend school. He likes going to school although he's kind of slow in learning, especially reading."
- "Cree syllabics should be taught in school starting K - Grade 9 because phonetical sounds from the Cree syllabical rule will apply to the English Language Art Program."
- "No European Religion influence, only the traditional belief of their own culture."
- "I'd rather have my child to be taught in English - no Cree."
- "I like my child to learn more English in Grade 2 and Grade 1. I like this Bilingual Program."
- "I would like to see the pictures colourful and attractive. I would like to see the pictures suitable to my children (revise the pictures)."
- "I would like Cree syllabics taught in school."
- "Recommendations: Homework for the kids. Abolish the perfect attendance award. Find a substitute award for this."
- "Suggestion: (that) the kids speak English in school at all times."
- "I'm not against any type of education as long as my child is learning from it."
- "I'm not against any type of education. Everything new/old is okay."
- "Any type of education is welcome as long as my child is learning from it."
- "Yes, Bilingual Program should be continued because young people would have respect for older person. Young people would benefit from Indian way of life."
- "I approve of the Bilingual Program."
- "I'm for the Bilingual Program. Half English/half Cree should be taught in class. e.g. not all English in a day."
- "I think more English should be taught in school. They should learn to talk English more often."
- "I notice improvement in my children's school work."
- "I like my grandson to be taught the things that will be able to help him in later life."
- "There are times when he tries to sound out words, he gets mixed up with the Cree sounds. Sometimes I have my doubts on the bilingual program; but, it helps when they hear things in their own language (better understanding)."

- "I still don't approve (of the) native language program in schools."
- "Children like their native teachers in K1 and K2 and lower grades. They understand them better than white teachers. They should (be) taught Cree syllabics in Grade 7 or 8."
- "Nursery or kindergarten should be taught in Cree. They should start English in Grade 1."
- "They should (be) taught Cree syllabics in Nursery and kindergarten."
- "In my personal opinion, I don't see any advantages for the children in the native language program for the future. It would be better for them if they are taught in English, using the English alphabet and numbers. Cree syllabics should be taught in junior high, around the seventh grade, or in nursery or kindergarten."
- "To learn Cree and English reading."
- "Cree syllabics should be taught."
- "It would be better to start teaching syllabics in kindergarten. Just the basics and then start reading and writing in Grade 1 a little at a time. By the time they get to Grade 3 they'll be bilingual."
- "When they make the change over it's be easier."
- "Cree syllabics taught in primary grades."
- "Yes, I like the books, readers that are used in the program. I would like to see the pictures more attractive and colourful."

CROSS LAKE

NATIVE LANGUAGE PROGRAM SURVEY

Parental Questionnaire  
Grades 4 - 6

SECTION A

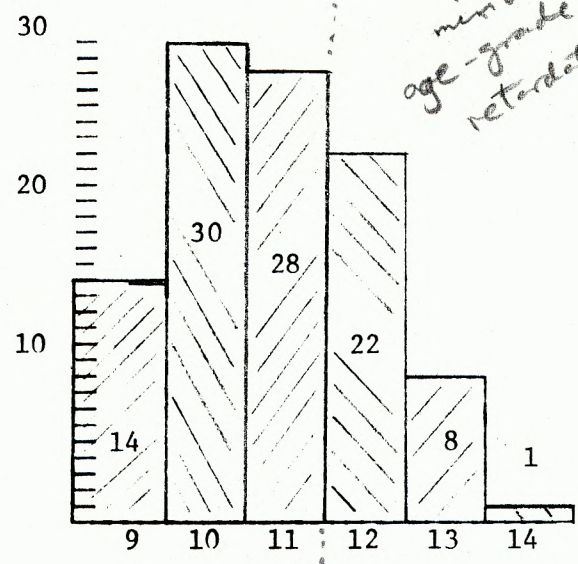
<u>Respondents</u>		<u>Ages</u>	
Fathers	21	23 - 30	- 14
Mothers	71	31 - 40	- 36
Guardians	13	40+	- 49
	<u>105</u>		<u>99</u>

*no. of students*

*no. of parents*

Boys	45
Girls	58
	<u>105</u>

Age Distribution:



Total = 105

## SECTION B

1. Does your child like to be away from school?
- |       |   |           |    |       |    |       |
|-------|---|-----------|----|-------|----|-------|
| Often | 5 | Sometimes | 35 | Never | 65 | (105) |
|-------|---|-----------|----|-------|----|-------|
2. If "often" or "sometimes", what are the reasons?
- |                           |    |
|---------------------------|----|
| a) sick                   | 16 |
| b) trapping/camping, etc. | 8  |
| c) lazy/sleeps in         | 5  |
| d) works at home          | 4  |
| e) problem with subjects  |    |
| f) bus service poor       |    |
| g) playing around         |    |
3. Does your child tell you what he or she likes to do at school?
- |       |    |           |    |       |    |       |
|-------|----|-----------|----|-------|----|-------|
| Often | 18 | Sometimes | 50 | Never | 37 | (105) |
|-------|----|-----------|----|-------|----|-------|
4. If your child "often" or "sometimes" tells you about those things he or she likes, note the things liked below:
- |   |        |
|---|--------|
| a) language arts/spelling, writing, reading, etc. | 51     |
| b) maths  | 22     |
| c) art  | 13     |
| d) phys ed.                                       | 7      |
| e) science  | 5      |
| f) industrial arts                                | 3      |
| g) home economics                                 | 3      |
| h) Cree   | 2      |
| i) all subjects                                   | 7      |
| j) singing, games, dancing, etc.                  | 1 each |
5. Does your child tell you about things he or she does not like?
- |       |   |           |    |                  |    |
|-------|---|-----------|----|------------------|----|
| Often | 6 | Sometimes | 31 | Never            | 65 |
|       |   |           |    | 1 did not know   |    |
|       |   |           |    | 1 did not answer |    |
6. If your child "often" or "sometimes" tells about things at school he or she does not like, would you note the most frequently mentioned things below:
- |  |        |
|--|--------|
| a) being teased/disturbances               | 18     |
| b) mathematics                             | 5      |
| c) language arts/reading                   | 2      |
| d) social studies                          | 2      |
| e) being scolded by teachers               | 2      |
| f) substitute teachers, science, phys. ed. | 1 each |





## SECTION E - COMMENTS

- I like the way my children are being taught.
- No comment 18
- A child learns faster when a Native teacher teaches.
- Child likes school; hates to be absent.
- Pleased their grandchildren are getting an education (they were not so fortunate). Parents insist on good attendance of child.
- Cree syllabics should be taught/no Roman orthography 9
- Have daughter treated fairly at school due to medical problem
- Why are children taught Cree when they know and speak the language? Whereas, they don't really know how to speak and read English?
- In high school, syllabics should be taught to Cree children. They can understand their own culture when they are older. 2
- Cree should be taught in the elementary grades.
- Syllabics should be taught in junior highschool and in high school 2
- The sooner students know how to write Cree the better.
- They would be able to understand the Cree language. Parent favours the bilingual program.
- I am in favour of teaching English right from Grade 1. Teach English all the time. English is the working language and should be taught in schools.
- Parents prefer that their children be taught by white teachers rather than by native teachers.
- Parents also feel that the Native Bilingual Program is good but children should be taught both languages, Cree and English. (Some children cannot speak enough English to communicate with the doctors and nurses at the nursing station).
- Children doing well; therefore, no comments.
- Teach only English - mainly English - no Cree 6
- Maintain Program or in favour of Program 16
- End Cree at Grade II
- More input from parents and feedback needed.
- One child not taught Cree in Nursery/Kindergarten - English is hard to learn now, more difficult than it was for a sister who was taught Cree at Kindergarten.

- We would like our child to learn more English in school.
- White teachers should know more about Cree language in order to better aid students.
- An orientation program would help new teachers understand the problems of students and community.
- Children should start native studies in high school. It's not fair to them to start it in Nursery.
- School should teach children how to fill out forms, etc.
- Extra school hours advocated during winter.
- More school space - classrooms, gymnasium, playground, etc.
- Native Bilingual Program holds child back about two grades. (My grade four girl isn't able to read yet.)

NATIVE LANGUAGE PROGRAM SURVEY  
STAFF QUESTIONNAIRE

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1. Does this program encourage the development of the Native Language? (Yes/No)

Primary Teachers

	Yes	No
Oral	15	-
Reading	12	-
Written	9	1

Intermediate Teachers were not familiar enough with the program to give a professional assessment.

2. What skills do you consider transferrable from the Native Language Arts to another Language Arts Program? Comment under the following headings and add any additional skills which you feel are transferrable.
- recognize most words that occur in his/her daily listening activities
  - hears differences and likenesses among sounds (words, letters, music, others) and remembers these differences and likenesses
  - uses structural clues as an aid to word recognition and meaning (variant endings, roots, prefixes, suffixes)

- uses context clues as an aid to word recognition and meaning (meaning and function clues)
- understands vocabulary which reflects increasing concept development from concrete to abstract (classifying, generalizing, multiple meanings, etc.)
- identifies and understands main ideas and details
- makes inferences
- recognizes implied meanings
- predicts outcome
- forms conclusions
- uses a vocabulary suitable to meet the demands of the individual's speaking tests
- pronounces clearly and correctly all words that are a part of the individual's oral vocabulary
- uses a range (register) of language appropriate to a wide range of situations
- recognizes most words that occur frequently in his/her reading material at sight
- associates language sounds with printed letter symbols, single consonants, blends, vowels, digraphs, diphthongs
- spells common words by sight

Primary Teachers stated that the listed skills were transferrable from Cree to English. Some teachers felt



that some skills gave more difficulty than others and stated "sometimes" or "not always" or "having difficulty".

Intermediate Teachers stated this section was not applicable in that they did not have the knowledge of the program to give an answer but expected that the skills would or should be transferrable.

3. Do you have a skills check list for the Native Bilingual Program? If yes, please attach a copy. If no, do you feel a comprehensive check list is needed?

Primary Teachers stated they had no skills check list for the Native Bilingual Program. All teachers but one felt it was important to have such a skills list.

Intermediate Teachers also felt this would be a useful tool.

4. Do your students have a positive viewpoint towards their own language and the English language? (Yes/No)

	<u>Native Language</u>		<u>English Language</u>	
	Yes	No	Yes	No
<u>Primary Teachers</u>	15	-	11	1
<u>Intermediate Teachers</u>	5	1	5	1

Primary Teachers remarked often that to explain or read or ask and answer questions in their own language gave

the children confidence. At first children were afraid to make mistakes in English.

Intermediate Teachers stated that children do not object or prefer to speak one language above the other. Children recognize the need for both languages. Children like to speak their own language but understand the need to use English to function in present day society.

5. What basic education skills, concepts, and processes are developed first in the Native Language?

Primary Teachers listed Cree sounds, numbers, colours, shapes, visual discrimination, left/right eye movement, in fact all pre-reading and pre-writing skills are taught. Self concept is enhanced, concepts of Science and Social Studies concerning the world around the child are taught and so are reading comprehension skills. One teacher stated that creative writing skills were also taught in the Native Language.

Intermediate Teachers indicated that this question was not applicable for the reasons stated above in # 2.

6. What program and methods for teaching English as a second language do you use? Nursery, Kindergarten, Grade I, Grade II, Grade III, Grade IV, Grade V, Grade VI. Circle appropriate level and answer for your own grade level.

Primary Teachers listed DISTAR language, songs, rhymes, chants, experience stories, and Headway. Explanations in Science and Social Studies or translations are given in Cree when the teachers feel it necessary for student understanding.

Intermediate Teachers listed Expressways, Steps to English, the use of poetry, songs, in fact "anything that encourages oral speaking and improves word meanings in context" to help in T.E.S.L. throughout the whole day.

7. Do you think the children in the Native Language Program have a more positive attitude towards school and formal learning than those who have not participated in this program?

Explain.

Primary Teachers - Eleven teachers answered yes. Children are interested in school as they understand what is being taught. Children are more open, speak up and express themselves as they know their teachers understand them.

Intermediate Teachers - Four stated that they could not compare to earlier students who did not have the Bilingual Program or there was no comment for this question. Two teachers felt the students had a more positive

attitude.

8. Does this positive outlook follow through to better attendance?

Yes/No Explain.

Primary Teachers - Eleven answered yes. Attendance was viewed as improved over several years ago. Children felt competent and were eager to come regularly. Primary attendance was seen as improved.

Intermediate Teachers - Two teachers felt there was an improvement, two did not, one "no comment" and one "don't know but I have good attendance (96%)".

9. How does this program affect students whose mother tongue is not a Native Language?

Primary Teachers, if they had students in class now or before, felt that the students learned orally often from their peers and kept up with the reading (decoding) although comprehension was difficult.

Intermediate Teachers - Two teachers had no non-Native speakers. The other teachers felt children were not held back as English is stressed in Grades 4 - 6. The children usually pick up the oral Cree quickly but have difficulty in comprehension. The children do not perform less effectively in English for their Bilingual experience.

10. Note the number of students on your register that speak Cree/English as their first language.

	<u>Classes</u>	<u>Cree</u>	<u>English</u>
<u>Primary</u>	15	330	10 (in 7 classes only)
<u>Intermediate</u>	6	124	4 (in 4 classes only)

11. What progress in the Cree language skills, through immersion, have the non-Native speakers in your class made? (Oral/Reading/Written (not printing))

Oral - All teachers with experience felt that the children learn Cree orally first and often from their peers.

Reading - Students can learn to read at the Grade One level or "decode" but have trouble with comprehension.

Written - Students function in this area least effectively, in fact, with great difficulty.



TEACHER INFORMATION

25

21 responded

[10: 3 yrs or more experience in B.P.]

Years of Teaching Experience	Teaching Experience in the Bilingual Program	Native Language Speaker	
		Yes	No
6	6	x	
7	7	x	
3	3	x	
3	3	x	
2	5	x	
3	3	x	
1	1	x	
-			
3	3	x	
3	3	x	
9	6	x	
2	2	x	
1	1	x	
2	2	x	
3	3	x	
1	0	x	
2	0	x	
3	2	x	
-			
1	0		x
1	0	x	
2	0		x
2	0	x	
-			
-			

\* 4 teachers did not complete the survey

## APPENDIX "C"

SELF-CONCEPT ATTITUDES

1. Which face likes you most?
2. Which face do you think your friends would say looks like you?
3. Which face do you think your parents would say looks like you?
4. Which face do you think your teacher would say looks like you?
5. Which face do you think your brothers and sisters would say looks like you?

SELF-CONCEPT ATTITUDES

1. How do you feel about your friends? Happy or sad?
2. How do you feel about school?
3. How do you feel about how you look?
4. How do you feel about your teacher?
5. How do you feel about your home?
6. How do you feel about your reading lessons?
7. How do you feel about TV? (Movies, bingo)
8. How do you feel about your parents?
9. How do you feel about your arithmetic lessons?
10. How do you feel about going camping?
11. How do you feel about going to the dentist?
12. How do you feel about your town?
13. How do you feel about recess time?
14. How do you feel about working at home?
15. How do you feel about your brothers and sisters?

Community \_\_\_\_\_ Area \_\_\_\_\_

Child \_\_\_\_\_ Age \_\_\_\_\_ K Gr. 1 4

M. \_\_\_\_\_ F. \_\_\_\_\_

Number of older brothers or sisters. \_\_\_\_\_

Number of younger brothers or sisters. \_\_\_\_\_

Other comments \_\_\_\_\_

Test given in Cree \_\_\_\_\_

Question	☺	☹	☹	☹	☺
1					
2					
3					
4					
5					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					



## APPENDIX "D"

## MATERIALS DEVELOPED AT CROSS LAKE

by the

TEACHERS OF THE MANITOBA NATIVE BILINGUAL PROGRAM

K 1 and K 2 Book 1 Visual Discrimination Workbook  
 Book 2 Visual Discrimination Workbook  
 Finger Plays  
 Health Workbook  
 Health and Safety Posters (to accompany Health Workbook)  
 Number cards (made by individual teachers)  
 Number Workbook

Grade 1 Phonic Wall Charts  
 Number Cards (made by individual teachers)  
 Printing Workbook  
 Reading Readiness Workbook  
 Social Studies Workbook  
 Songs in Cree and English with tape  
 Rhymes in Cree

<u>Grade 2</u>	Readers	Reading Workbook
	The School Bus	The School Bus Workbook
	The Plane	The Plane Workbook
	The Boat Ride	The Boat Ride Workbook
	Special Events	Special Events Workbook
	Legends	Legends Workbook
	Games	Games Workbook
	The Store	The Store Workbook
	Science Workbook	

<u>Grade 3</u>	Astronomy	Science Workbook:
	Plants in the Spring	Unit I - Mammals
	Plants in the Fall	Unit II - Birds
	Simple Machines	Unit III - Fish
		Unit IV - Insects

Elementary Cree for K to Grade 3

Grade 4 Social Studies Workbook

APPENDIX "E"  
FINANCIAL DATA

SECTION I - 1976/77 Fiscal Year

A Expenditures:

These were categorized into seven areas:

a)	Purchase of materials	9,656.53
b)	Development of materials (salaries)	7,645.00
c)	Printing	4,180.32
d)	Travel	851.35
e)	Donations	75.00
f)	Honorarium & cultural workshops	2,681.50
g)	Miscellaneous	<u>514.95</u>

TOTAL \$ 25,604.65

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B Revenue

No record on file at the Bilingual Centre.

SECTION II - 1977/78 Fiscal Year

A Expenditures:

Categorized into seven areas:

a)	Purchase of materials	4,160.10
b)	Printing	17,080.37
c)	Development of materials (salaries)	14,225.00
d)	Travel	3,807.00
e)	Workshops	650.00
f)	Honorarium	3,321.50
g)	Miscellaneous	<u>876.82</u>

TOTAL \$ 44,120.79

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## B. Revenue

No record on file at the Bilingual Centre.

SECTION III - 1978/79 Fiscal Year

## A Expenditures:

Categorized into eight areas:

a)	Purchase of materials	6,641.02
b)	Printing	16,256.95
c)	Travel	2,875.00
d)	Honorarium	573.00
e)	Donations	250.00
f)	Miscellaneous	3,313.31
g)	Workshops	2,050.43
h)	Development of materials (salaries)	<u>6,400.00</u>

TOTAL		\$ 38,331.71
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## B Revenue

a)	Government of Canada	38,400.00
b)	Others	<u>852.36</u>

TOTAL		\$ 39,252.36
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## C Variance

		+ \$ 920.65
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SECTION IV - 1979/80 Fiscal Year

## A Expenditures:

Categorized into eight areas:

a)	Purchase of materials	8,208.96
b)	Printing	14,622.54
c)	Travel	962.50
d)	Donations	100.00
e)	Miscellaneous	2,287.35
f)	Workshop/conferences	3,005.45
g)	Development of materials (salaries)	<u>2,700.00</u>

TOTAL		\$ 31,886.80
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## B Revenue

a)	Government of Canada	30,221.50
b)	Others	<u>1,790.29</u>

TOTAL		\$ 32,011.79
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## C Variance

		+ \$ 124.99
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SECTION V - 1980/81 Fiscal Year

## A Expenditures:

Categorized into seven areas (to December 12/80):

a)	Purchase of materials	4,365.45
b)	Travel	432.52
c)	Honorarium	374.00
d)	Donations	574.00
e)	Miscellaneous	855.27
f)	Workshop-conferences	2,027.63
g)	Development of materials (salaries plus feast)	<u>3,856.28</u>

TOTAL \$ 12,485.15

B Revenue

a)	Government of Canada	22,500.00
b)	Others	<u>430.50</u>

TOTAL \$ 22,930.50

C Variance (as of December 12/80)

+ \$ 9,945.35

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Indian and Northern  
Affairs Canada

Affaires indiennes  
et du Nord Canada

1100 - 275 Portage Avenue  
Winnipeg, Manitoba R3B 3A3  
September 5, 1980

Chief George Ross  
Cross Lake Band  
CROSS LAKE, Manitoba  
ROB OJO

Your file    Votre référence

Our file    Notre référence    501/25-1 (E 50)

Dear Chief Ross

The Native Bilingual Program has been operating in your school for some years now and its popularity has led to experimentation in other communities.

In view of this expansion and our continued funding of this project we find it necessary to undertake an evaluation. It may well be that additional financial inputs will be required to support this program in at least four Northern communities.

This evaluation will concern itself with the academic effectiveness, financial implications, and social developments related to this program.

The team members involved will be Pat McManus - Regional Curriculum Advisor, Maurice Kohut - Superintendent of Education, Island Lake area to which the program has now spread, and his Assistant - Sandy Lindsay.

This team will be in contact with you and your colleagues prior to initiating their evaluation work.

Any assistance you and your staff may be able to offer in this very important piece of professional work will be greatly appreciated.

Yours truly

R. H. Penner  
A/Director of Education  
Manitoba Region  
Indian and Inuit Affairs

c.c. Maurice Kohut  
c.c. Pat McManus  
c.c. Fred Foss  
c.c. Sandy Lindsay  
c.c. Ron Chorneyko  
c.c. Principal, Cross Lake