

# APPENDICES

Appendix A -	Summary of Research Methods
Appendix B -	Invitation to Participate in Credo and Creo
Appendix C -	Examples of Discussion List Postings by Participants
Appendix D -	Example of Discussion List Posting by the Researcher
Appendix E -	Initial Credo Message
Appendix F -	Credo Welcome Message
Appendix G -	Permission Form
Appendix H -	Discussion List Guidelines
Appendix I -	Introduction Template
Appendix J -	Sample Dialogue Questions for Discussion List Participants
Appendix K -	Invitation to Participate in Dialogues
Appendix L -	Example of Dialogue Posting
Appendix M -	Individualized Numerical Summary of Participants' Multilogue/Dialogue Postings
Appendix N -	Numerical Comparison of Multilogue/Dialogue Postings
Appendix O -	Mail-Out Questionnaire
Appendix P -	Follow-up Letter
Appendix Q -	Second Follow-up Letter
Appendix R -	Map of the Ten School Districts of Newfoundland and Labrador
Appendix S -	Request for Participants Sent to French Program Specialists

# APPENDIX A

## Summary of Research Methods

POINT OF COMPARISON	DISCUSSION LISTS CREDO CREO		QUESTIONNAIRES	
Form of exchange	MULTILOGUE	DIALOGUE	MONOLOGUE	DIALOGUE
<b>Request for participation</b>	Announcement sent to 6 lists for CREDO 6 for CREO	22 participants from CREDO invited to dialogue 14 participants from CREO invited to dialogue	130 participants are chosen by program specialists following guidelines specified on form sent to them.	All questionnaires included invitation to participate in dialogue
<b>Final selection of participants</b>	Participants select to subscribe after reading the online invitation	16 agree to participate from CREDO 0 agree from CREO	Participants select to either complete or not complete questionnaire	22 agree to participate
<b>Response to participation request</b>	150 subscribers 92 -CREDO + 48 -CREO	All those who agreed to participate were selected.	88 questionnaires returned	5 participants are selected by researcher on the basis of their lack of use of Internet
<b>Participants</b>	Experienced Internet users only	Experienced Internet users only	Experienced or non-experienced Internet users	Non-experienced Internet users only
<b>Language of use</b>	French (CREO) English (CREO)	English	English	English
<b>Programs, schools represented</b>	The list was by invitation. No control for types of schools, areas, programs that were represented.	No control for types of schools, areas programs that were represented.	Rural and urban schools, Core French and French-Immersion programs, small and large schools	Rural and urban schools, Core French program, small and large schools

<b>Format</b>	Discussion format	Question/answer	8 open-ended questions	Unstructured dialogue
<b>Technique</b>	Automated list-serve distributed messages to all subscribers	Individual E-mails	Mail-out questionnaire	Telephone
<b>Control</b>	Participants researcher	Most often researcher	Researcher	Participants researcher
<b>Number of males vs. females, age</b>	No control for these variables	No control for these variables	No control for these variables	No control for these variables
<b>Result</b>	Approximately 200 postings	90 postings or messages	88, 2 page questionnaires	Approximately 2 hours of taped recordings

## APPENDIX B

### Invitation to Participate in CREDO and CREO

To: [FLTEACH@LISTSERV.ACSU.BUFFALO.EDU](mailto:FLTEACH@LISTSERV.ACSU.BUFFALO.EDU)

From: Elizabeth Murphy

Subject: The Digital Approach

Cc: [french-connection@calvin.stemnet.nf.ca](mailto:french-connection@calvin.stemnet.nf.ca), [immersion-fr@sfu.ca](mailto:immersion-fr@sfu.ca), [rescol-fr@cru.fr](mailto:rescol-fr@cru.fr),  
[edufrancais@cru.fr](mailto:edufrancais@cru.fr), [inclass@schoolnet.ca](mailto:inclass@schoolnet.ca)

Muds, moos, virtual, simulated, 3D microworlds worlds, intelligent, adaptive hypermedia environments: these are but some of the components of the new digital landscape for learning in the 21st century.

In the teaching of French as a second foreign language, we have moved from grammar-translation approach to a direct approach, then to the audio-lingual and the communicative approach and now, possibly to a digital approach which relies on use of the Internet.

How is the use of Internet impacting on your teaching? Does it alter in any way your beliefs about teaching and learning. What are your beliefs about teaching and learning with without the Internet? Would you like to share your stories, experiences, theories and beliefs with other teachers?

Credo is a new discussion list which has been created to provide teachers from around the world the opportunity to share their stories, experiences and beliefs about use of the Internet in their teaching of French as a second or foreign language.

The list is part of a research project on teachers' beliefs about use of the Internet in their teaching. The project will run from September, 1998 to June ,1999. To subscribe to the list, simply send the following message to [majordomo@stemnet.nf.ca](mailto:majordomo@stemnet.nf.ca) "subscribe credo".

---

To: [edu-ressources@rtsq.grics.qc.ca](mailto:edu-ressources@rtsq.grics.qc.ca)

From: Elizabeth Murphy [elmurphy@stemnet.nf.ca](mailto:elmurphy@stemnet.nf.ca)

Subject: L'approche numérique

Cc: [azelie@ardemi.fr](mailto:azelie@ardemi.fr), [episto-liste@cru.fr](mailto:episto-liste@cru.fr), [bmataign@anthropy.com](mailto:bmataign@anthropy.com), [edu-resources@rtsq.grics.qc.ca](mailto:edu-resources@rtsq.grics.qc.ca), [aqefls@mtl.net](mailto:aqefls@mtl.net)

Bcc:

Attached:

Les mondes virtuels à 3 dimensions, les environnements intelligents et adaptifs, les Moos, les hypertextes et hypermédias: ce ne sont que quelques uns des environnements nouveaux faisant parti du paysage virtuel de l'apprentissage au 21ème siècle.

Dans l'enseignement du Français langue seconde et du Français langue étrangère, nous sommes passés des approches de grammaire/traduction à l'approche directe et audio-lingual et ensuite à

une approche communicative. Nous arrivons maintenant à une approche numérique basée sur une utilisation de l'internet.

Comment réagissez-vous à l'utilisation de l'Internet dans votre enseignement?

Est-ce que vos expériences affectent vos croyances au sujet de l'apprentissage et l'enseignement?

Quelles sont vos croyances au sujet de l'enseignement avec l'internet?

Voudriez-vous partager vos expériences, théories et croyances avec d'autres enseignant(e)s?

Creo est une liste de diffusion établie pour fournir aux enseignants une occasion de partager leurs croyances au sujet de l'enseignement du Français avec l'internet.

Cette liste fait partie d'un projet de recherche qui continuera jusqu'au mois de juin, 1999.

Pour vous y abonner, faites parvenir le message suivant directement à [majordomo@stemnet.nf.ca](mailto:majordomo@stemnet.nf.ca) subscribe creo.

## APPENDIX C

### Examples of Discussion List Postings by Participants

X-Authentication-Warning: calvin.stemnet.nf.ca: majordom set sender to [owner-credo@stemnet.nf.ca](mailto:owner-credo@stemnet.nf.ca) using -f

Date: Sat, 05 Sep 1998 09:48:25 -0500

From:

Reply-To:

Organization:

X-Mailer: Mozilla 3.0 (Win95; I)

To: [credo@stemnet.nf.ca](mailto:credo@stemnet.nf.ca)

Subject: Time needed to prepare Internet lessons

Sender: [owner-credo@stemnet.nf.ca](mailto:owner-credo@stemnet.nf.ca)

I am a third grade French immersion teacher. I have found that very few French sites are kid friendly, so I always make up some kind of activity sheet to accompany the web site. For example, there's a Canadian site that includes an interactive game called "Les Minéraux et les Métaux: Un trésor à découvrir." By clicking on everyday objects around the house, you get a whole a list of the minerals and metals that are found in them. My kids can't read all those names of minerals - plus they don't know what they are - so I made it into a simple treasure hunt. First they have to predict where they would find gold and silver in their house, then they go to the web site and click on the pictures. Within the list of metals, they only have to recognize "or" and "argent." They fill out the activity sheet, we compare predictions and results and in the meantime we have reviewed lots of everyday vocabulary.

There are hundreds of kid sites in English, but even if you're lucky enough to find them in French, they are written for francophone kids and the reading level is usually still quite difficult. So it does take me a lot more time to find appropriate sites and to write up an accompanying activity sheet.

---

X-Authentication-Warning: hobbes.stemnet.nf.ca: majordom set sender to [owner-creo@stemnet.nf.ca](mailto:owner-creo@stemnet.nf.ca) using -f

From:

To: [creo@stemnet.nf.ca](mailto:creo@stemnet.nf.ca)

Subject: creo: une éthique d'internet à l'école?

Date: Sat, 30 Jan 1999 10:30:22 +0100

X-MSMail-Priority: Normal

X-Mailer: Microsoft Outlook Express 4.72.3110.1

X-MimeOLE: Produced By Microsoft MimeOLE V4.72.3110.3

Sender: [owner-creo@stemnet.nf.ca](mailto:owner-creo@stemnet.nf.ca)

Reply-To: [creo@stemnet.nf.ca](mailto:creo@stemnet.nf.ca)

Nous ne disposons, dans l'établissement, pour l'instant que d'un seul point d'accès. Or ce système nous donne entière satisfaction car cela nous permet d'importer les sites sur lesquels nous voulons que les élèves travaillent, trier les informations pertinentes, voir les adapter au public. De plus, nous sommes sur que les élèves pourront produire un travail contenant suffisamment de choses.

Seul inconvénient, cela donne au responsable informatique, un surcroît de travail car il doit faire les recherches. Puis les collègues doivent retraiter l'information à leurs convenance sur les ordinateurs de l'école ou les leurs.

Il ne s'agit pas tant de mettre un policier derrière chaque ordinateur que de faire un véritable travail pédagogique en apprenant aux enfants tout ce que permet de faire un ordinateur ( et le réseau) mais aussi quels en sont les dangers. C'est pourquoi, dès la rentrée prochaine, nous envisageons de mettre en place un petit groupe de pilotage internet, composé d'élèves volontaires qui seront chargés (sous le contrôle du responsable informatique) de rechercher et mettre en forme des informations qui seront alors mis à la disposition des autres élèves du collège.

N'oubliez jamais qu'il est rigoureusement impossible de suivre chaque ordinateur, ne serait-ce que parce que nous n'aurons jamais les ressources humaines suffisantes et que les logiciels seront toujours, en ce qui les concerne faillibles. Par contre, un véritable travail d'éducation s'impose et ce d'autant plus que de nombreux enfants disposent d'accès au réseau chez eux, c'est à dire là ou nous ne pouvons rien contrôler.

## APPENDIX D

### Example of a Discussion List Posting by the Researcher

X-Authentication-Warning: hobbes.stemnet.nf.ca: majordom set sender to [owner-creo@stemnet.nf.ca](mailto:owner-creo@stemnet.nf.ca) using -f

X-Sender: elmurphy@mail.stemnet.nf.ca

X-Mailer: QUALCOMM Windows Eudora Pro Version 3.0.3 (32)

Date: Wed, 12 May 1999 18:12:00 -0200

To: [creo@stemnet.nf.ca](mailto:creo@stemnet.nf.ca)

From: Elizabeth Murphy [elmurphy@stemnet.nf.ca](mailto:elmurphy@stemnet.nf.ca)

Subject: creo: où sommes-nous

Sender: [owner-creo@stemnet.nf.ca](mailto:owner-creo@stemnet.nf.ca)

Reply-To: [creo@stemnet.nf.ca](mailto:creo@stemnet.nf.ca)

Avez-vous eu l'occasion d'entendre/voir le débat Bell-Aquops en format REAL VIDEO à l'adresse suivante: <http://www2.sympatico.ca/education/aquops/>?

Une des personnes a remarqué que nous sommes en général à un premier niveau d'intégration des technologies. Nous sommes à un niveau où nous nous préoccupons pas nécessairement des questions pédagogiques mais plutôt des questions logistiques et techniques. Est-ce la même situation là où vous êtes?



# APPENDIX E

## Initial CREDO Message

Credo is a mailing list created in August, 1998 by Elizabeth Murphy in Newfoundland, Canada in the context of doctoral research on teacher beliefs. Credo is different from many other mailing lists. The purpose of the list is to provide its members with the opportunity to look at the impact that use of the Internet is having on their beliefs as teachers of French as a second language.

There are many questions to discuss and consider: Is using technology in the second-language classroom an add-on or a necessity? Does it facilitate language learning? Is it only useful for the development of certain skills? Is it more suited to certain types or age groups of learners? And more importantly: as a result of using the Internet in your teaching, do you find that you have changed the way you think or feel about learning and teaching? What kind of an impact has your experience had on your thinking?

These are some of the questions which will have the opportunity to consider in the upcoming months.

Please note that credo is not designed to assist its members in finding penpals, or in answering technical questions. I will very happily accept questions of this nature directed specifically to me [elmurphy@stemnet.nf.ca](mailto:elmurphy@stemnet.nf.ca) rather than to [credo@stemnet.nf.ca](mailto:credo@stemnet.nf.ca).

Hope this message gets you thinking and reflecting about your own beliefs!

Elizabeth

# APPENDIX F

## CREDO Welcome Message

Welcome to the credo mailing list! Please save this message for future reference. Thank you. If you ever want to remove yourself from this mailing list, you can send mail to [majordomo@stemnet.nf.ca](mailto:majordomo@stemnet.nf.ca) with the following command in the body of your email message: unsubscribe credo or from another account, besides the one you used to subscribe initially: unsubscribe credo your name. If you ever need to get in contact with the owner of the list, (if you have trouble unsubscribing, or have questions about the list itself) send an email to [elmurphy@stemnet.nf.ca](mailto:elmurphy@stemnet.nf.ca). This is the general rule for most mailing lists when you need to contact a human.

Credo welcomes you and encourages you to partake openly and actively in the discussion of your beliefs about teaching and learning French using the Internet!

# APPENDIX G

## Permission Form

Le retour à [elmurphy@calvin.stemnet.nf.ca](mailto:elmurphy@calvin.stemnet.nf.ca) du message qui suit servira d'acceptation des conditions de cette liste:

En tant que membre de la liste de diffusion creole sur les croyances des enseignants (e)s, j'accepte que tous ou certains de mes commentaires soient rendus publics et publiés comme faisant partie de la thèse de doctorat d'Elizabeth Murphy (Université Laval), modératrice de la liste.

Je comprends que mon nom ou mon adresse de courrier électronique ne seront pas rendus publics. Au contraire, ils resteront anonymes.

Ma participation est volontaire et je peux choisir de me désabonner n'importe quand.

# APPENDIX H

## Discussion List Guidelines

Subscribers are asked to note a few guidelines to ensure that the list runs smoothly.

1. Do not send attachments (attached files) to the whole group. Instead you can send a message stating what the file is and then allowing people to contact you in order to get the file. Attachments can cause numerous problems not to mention that they tend to overload servers when they are sent out on mailing lists.
2. When sending a URL, please check the syntax before you send it to ensure that it is correct.
3. When responding, you do not need to quote the entire message to which you are adding a further comment, however, it helps with continuity if you at least provide some reference to the previous message.
4. Always include a clear and specific subject line.
5. Chain letters are forbidden on the server which houses this list.
6. Please try to stick to the topic as much as possible. There are numerous lists related to numerous topics especially in the areas of French and technology where you can discuss all sorts of issues.
7. To unsubscribe, send a message directly to me or to [majordomo@stemnet.nf.ca](mailto:majordomo@stemnet.nf.ca) but not to credo itself.
8. Send personal messages to the individual for whom they are intended and not to the entire list. Use the To: line instead of reply for this function.
9. Be professional, friendly and courteous in your messages.
10. Tell your friends about credo and encourage them to subscribe!

Hope this helps! Elizabeth

# APPENDIX I

## Introduction Template

Please introduce yourself to the group of Credo members. I will begin but please don't feel like you have to present yourself exactly as I have done.

My name is Elizabeth Murphy and I live in St. John's, Newfoundland, Canada. For those of you unfamiliar with this neck of the woods, St. John's is the oldest and most easterly city in North America.

I have taught Core French as well as French Immersion mostly at the Junior and Senior high levels. Presently I am working as a principal of a K-9 school. I began teaching in 1981. I am a Ph. D. candidate at l'Université Laval in Québec City, Canada in educational technology. Sound busy? It is!

I began exploring the Internet in the "early days" when we only had gopher and no WWW. I have done a number of Internet projects which I will tell you about later.

I am a member of a number of online lists (three of which I moderate) and, according to my 11 year old son, I spend "too much time online"!

The Internet gives me the opportunity to exchange ideas and learn from others. Given that I live in a remote part of the world and I don't travel much, I wouldn't have this opportunity without the Internet.

I look forward to exchanging ideas with the members of credo. I look forward to reading the "autobios" of the other credo members.

Send your message directly to [credo@stemnet.nf.ca](mailto:credo@stemnet.nf.ca)

Enchantée! Elizabeth

(Note to the reader: the same message was sent in French to CREO subscribers.)

## APPENDIX J

### Sample Dialogue Questions for Discussion List Participants

1. At what point in your teaching career did you begin using the Internet approximately?
2. In the credo discussion, teachers talked about their many frustrations with using the Internet. These frustrations included lack of preparation time, lack of technical support, uncertainties about how and when to use the medium etc. In spite of these frustrations, many teachers like you are still using the Internet. My question for you this week is: What beliefs motivate your decision to want to use this new medium for teaching French? What's in it for you? What's in it for your students?
3. When you use the Internet to teach French, do you and your students function more, less or the same amount in the target language (French)? Does the Internet require a difference in the language you use? Does it make using the target language easier or more difficult for you or your students?
4. My question for you this week relates to hypertracking-being offtrack while online! "Often when students are put in front of a computer, they get absorbed randomly browsing sites. They are visiting sites that may not be related to their curricular material, and indeed, may even be undesirable to teachers and parents. Once hypertracked, it is difficult for the teacher to bring their attention back into the classroom." Is this issue of "hypertracking" an issue for you? How do you deal with it?
5. What skills do teachers need to be able to use the Internet? Do you feel you have these skills? Where and how did you develop them?
6. Do you specifically teach any strategies or skills to students to help them work in this new learning environment? Can you suggest some skills which you think students may need to be taught?
7. A lot of the literature on school reform is referring to the Internet and technology in general as a means of changing current practices, of breathing new life into schools. Has the Internet changed your practices in any way? Have you taken somewhat of a different approach to teaching as a result of using the Internet?
8. How are you adjusting to this new environment? What does it feel like to be a teacher in such an environment? Is it exciting? disorienting? confusing? frustrating?

## APPENDIX K

### Invitation to Participate in Dialogues

Would you be willing to participate in my research project on teacher beliefs re use of the Internet in teaching French as a second language?

I know that you are participating as part of the discussion list.

I would like to interview you online as well as a few others who are on the list.

You'd be a great candidate given your involvement with the Internet.

I recognize that you are really busy so I would limit sending questions to once per week or two.

Let me know what you think

Thanks

Elizabeth

# APPENDIX L

## Example of a Dialogue Posting

Date: Tue, 10 Nov 1998 00:27:36 -0330

From:

Reply-To:

Organization:

X-Mailer: Mozilla 4.05 [en] (Win95; U)

To: Elizabeth Murphy [elmurphy@stemnet.nf.ca](mailto:elmurphy@stemnet.nf.ca)

Subject: Re: a question for you this week

One of the ways in which using the Internet changes one's way of teaching is that if you had not adopted the role of facilitator, technology will force you to take on this role. Students become more responsible for their own learning and research and this is a good thing. It makes them become more responsible and independent learners.

Another way that the Internet has changed my teaching practices is that now there are many resources available to the students in French. Previously I had to find all the resources needed to complete a certain task. Many times the resources were not readily available since resource centres/libraries did not carry a wealth of French materials.

I find the Internet to be a great tool, assistant, additional wealth of resources and so on and so on.



# APPENDIX M

## Individualized Numerical Summary of Participants' Multilogue/Dialogue Postings

### Individualized Numerical Summary of Participants' Multilogue/Dialogue Postings

<b>PARTICIPANT</b> (Letters are used instead of names)	<b>NUMBER OF MULTILOGUE POSTINGS</b>	<b>NUMBER OF DIALOGUE POSTINGS</b>	<b>TOTAL NUMBER OF COMBINED POSTINGS</b>
<b>A</b>	19	4	23
<b>B</b>	10	9	19
<b>C</b>	6	12	18
<b>D</b>	3	6	9
<b>E</b>	1	8	9
<b>F</b>	9	7	16
<b>G</b>	8	6	14
<b>H</b>	3	3	6
<b>I</b>	2	6	8
<b>J</b>	15	8	23
<b>K</b>	2	1	3
<b>L</b>	2	1	3
<b>M</b>	1	3	4
<b>N</b>	1	9	10
<b>O</b>	2	3	5
<b>P</b>	7	3	10
<b>TOTAL</b>	91	89	180

# APPENDIX N

## Numerical Comparison of Multilogue/Dialogue Postings

NUMERICAL COMPARISON OF MULTILOGUE/DIALOGUE POSTINGS				
	CREDO		CREO	
Point of comparison	Multilogue	Dialogue	Multilogue	Dialogue
Number of subscribers or participants	92	19	48	NA
Participants who did not post at any time	50	0	26	NA
Participants who posted only once	12	1	12	NA
Participants who posted from 2 - 5 times	21	5	9	NA
Participants who posted from 6-10 times	6	8	2	NA
Participants who posted from 11-15 times	1	0	0	NA
Participants who posted from 16-20 times	1	0	0	NA
Total postings excluding those of the researcher	146	90	47	NA
Number of postings by the researcher	76	18	25	NA

# APPENDIX O

## Mail-out Questionnaire

### Questionnaire

#### EXPLORING YOUR BELIEFS ABOUT USE OF THE INTERNET IN THE TEACHING OF FRENCH AS A SECOND LANGUAGE

#### CONSENT FORM

*Please indicate your agreement to participate in this activity by first reading the section below, then adding your signature in the space supplied.*

The information in this questionnaire will be used by **Elizabeth Murphy** as part of her doctoral research program at l'Université Laval under the direction of Jacques Rhéaume.

The research aims to profile some of the **beliefs of teachers of French as a second language regarding use of the Internet in their teaching.**

It is hoped that the results of this research will prove useful in understanding the role of the Internet in the teaching of French. Your input is therefore important and valuable.

- I understand that my participation in this study by completion of this questionnaire is voluntary.
- I understand that some or all of my comments may be published in the researcher's thesis.
- I understand that my identity will remain anonymous.

Participant's name \_\_\_\_\_

Participant's signature \_\_\_\_\_

Date \_\_\_\_\_

☐ I would be interested in participating in an online discussion on this topic.

☐ I would be interested and willing to participate in an interview on this topic.

My telephone number is: \_\_\_\_\_

My e-mail address is: \_\_\_\_\_

1. What do you like/dislike about using the Internet in the teaching of French? If you do not use the Internet, please suggest what you think the advantages and disadvantages might be.

---

---

---

---

2. What type of Internet sites or activities would you/do you like to use with your students?

---

---

---

---

3. What has been your experience of using the Internet for learning, for research or for your own personal use? Has it been positive? negative?

---

---

---

---

4. What skills, knowledge or strategies would you and your students need in order to make effective and efficient use of the Internet for learning French?

---

---

---

---

---

5. Does the Internet support or correspond to the type of approach that you use in the teaching of French?

---

---

---

---

6. What sort of impact has the Internet had on your teaching? Has it led you in any way to change your approach to the teaching of French?

---

---

---

---

7. In the first part of this questionnaire, you indicated how much you use the Internet with your students. Please indicate why you do not use it more.

---

---

---

---

8. Use the remaining space to add any other comments.

---

---

---

---

---

---

---

---

---

---

# APPENDIX P

## Follow-up Letter

Recently, you should have received a questionnaire to be completed and returned To Elizabeth Murphy. The questionnaire was about Internet use by teachers of French.

To date, I have not received your completed questionnaire. Your input is important and will no doubt contribute to an understanding of how best to meet the needs of our students and teachers in the information age.

A stamped envelope was included with the questionnaire to facilitate its return to me. If you have not yet completed the questionnaire, you may still do so and return it to me. If you did not receive a copy of the questionnaire or if you have lost it or need another one, please e-mail me [elmurphy@stemnet.nf.ca](mailto:elmurphy@stemnet.nf.ca) or telephone me collect 579-9221.

Thanks in advance for your help!

Elizabeth Murphy

# APPENDIX Q

## Second Follow-up Letter

Here is a copy of the questionnaire in case you have lost it.

I would be very grateful if you could complete it and return it to:

Elizabeth Murphy  
112 Circular Road  
St. John's, NF  
A1C 2Z5

If you do not want to mail it, you can fax it to:  
753-4974

Or you can complete it on the Internet directly at the following address:

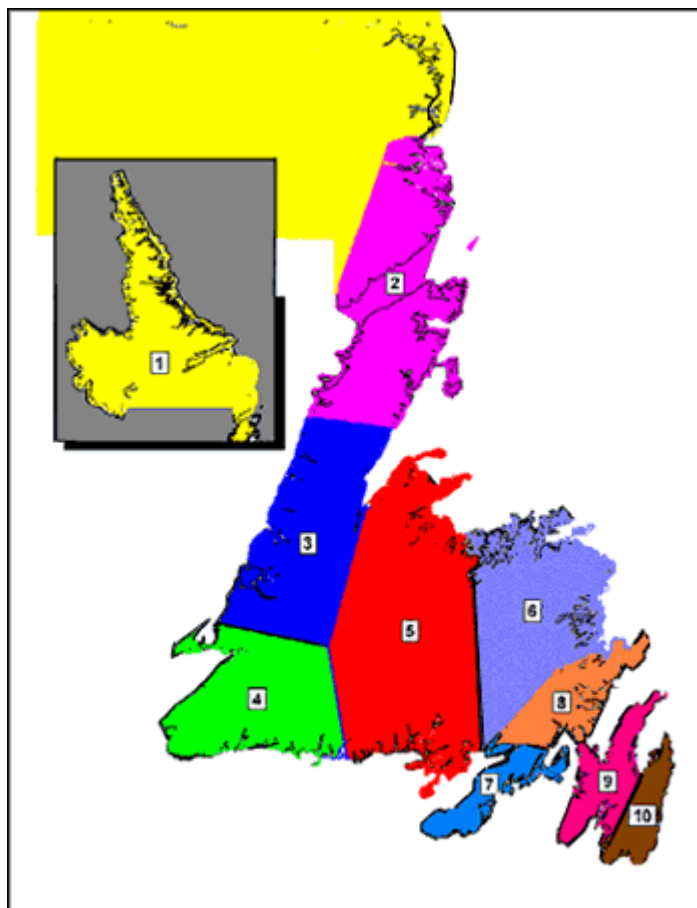
<http://www.stemnet.nf.ca/~elmurphy/emurphy/english.html>

Your response is important to me even if you are not presently using the Internet.

Thanks in advance!

## APPENDIX R

### Map of the Ten School Districts of Newfoundland and Labrador



Source: Government of Newfoundland and Labrador  
[http://www.edu.gov.nf.ca/erp/reports/direct/k-12%20directory/  
table%20of%20contents/district\\_map.htm](http://www.edu.gov.nf.ca/erp/reports/direct/k-12%20directory/table%20of%20contents/district_map.htm)



# APPENDIX S

## Request for Participants Sent to French Program Specialists

CORE	Teacher's name Please name each teacher only once	School's name Please name each school only once
Any grade from K-3		
Any grade from 4-6		
Any grade from 7-9		
Any grade from 7-9		
Any level from 1-3 (grades 10-12)		
Any level from 1-3		
Any level from 1-3		
Any level from 1-3		
IMMERSION		
Any grade from K-3		
Any grade from K-3		
Any grade from 4-6		
Any grade from 4-6		
Any grade from 7-9		
Any grade from 7-9		
Any level from 1-3		
Any level from 1-3		

December 13<sup>th</sup>, 1998

- I am getting ready to distribute some questionnaires to teachers in your district in order to profile their beliefs re use of the Internet in their teaching.
- Your board has kindly agreed to allow me to conduct this research.

- Could you provide me with some **teacher and school names** based on the grade levels programs listed below?
- If your district does not offer one of these programs, leave that space blank.
- The names can be randomly selected.
- Use the enclosed form to fax the information back to me. Or use the means which is most convenient for you.

Thanks in advance. I appreciate how busy you are. I am confident that the results of this research will help us in our efforts to improve practices and evolve methodologies in the teaching of French.

E-mail any questions to [elmurphy@stemnet.nf.ca](mailto:elmurphy@stemnet.nf.ca)

UN GROS MERCI !!