

A MODEL AND PARTIAL PILOT STUDY FOR THE
EVALUATION OF THE LATE FRENCH IMMERSION
PROGRAM IN THE PROVINCE OF
NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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A MODEL AND PARTIAL PILOT STUDY
FOR THE EVALUATION OF THE LATE FRENCH IMMERSION PROGRAM
IN THE PROVINCE OF NEWFOUNDLAND AND LABRADOR

by



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A thesis submitted to the School of Graduate
Studies in partial fulfillment of the
requirements for the degree of
Master of Education

Department of Curriculum and Instruction
Memorial University of Newfoundland
February, 1988

St. John's

Newfoundland



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ISBN 0-315-61776-4

This thesis is dedicated to my dear parents, Donald Moitié Dingle, and Mélanie Margaret (De La Cour) Dingle for their unconditional love, and support. Without them, this thesis would not have been possible.

ABSTRACT

Chapter one of this study provides an introduction to the problem including an historical background to the teaching of French in Newfoundland, as well as a discussion of the late immersion program in Newfoundland and Labrador.

Chapter two includes a section on the review of the literature, while Chapter three discusses a plan of the study including evaluation questions implemented, instrumentation, procedure for collection and analysis of data and limitations of the study.

Chapter four examines the results of the study at the grade VII to IX levels and summarizes the views of grade IX late immersion students as expressed in questionnaires given to these groups.

Finally, conclusions and recommendations are provided in Chapter five.

ACKNOWLEDGEMENTS

This writer wishes to express her sincere gratitude to a special friend and mentor, Professor Joan Netten, for her guidance, persistence, assistance and patience.

Appreciation is also extended to the following people:

- (i) The School Boards involved in this study for their permission, administration of, and assistance with, the testing;
- (ii) Helen Banfield for her help with computer services;
- (iii) Winnie Martin for her help with obstacles along the way;
- (iv) Gordon and Renée for not only helping with the distribution of the tests, but for providing a unique and special friendship; and,
- (v) Janet Bethel and Maureen Kent for their encouragement and help.

Finally, this writer wishes to extend a special thanks to her husband and soul-mate, Doug, for his unending love, support, patience, encouragement and understanding throughout the whole program.

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CHAPTER ONE

INTRODUCTION TO THE PROBLEM

Prior to 1949, the need to study French was much less prominent in Newfoundland because of its isolation from the rest of Canada, and its traditional connection with Great Britain. The inclusion of Newfoundland and Labrador in the Canadian federation marked the imperative to learn French. Generally, French programs in the province have not received a great deal of attention, and it is only relatively recently that French has become a major priority. Although many improvements have been made, the province at present is attempting to revise and improve further its French language programs.

Historical Background to the Teaching of French in Newfoundland

The teaching of French, in Newfoundland can be broken down into the following four stages:

1. 1894 to 1931

These years marked the period when curriculum in the province was governed by the Council of Higher Education. The teaching of French on a regular basis began in Newfoundland in 1894.

2. 1932 to 1964

This was a period of various inquiries into education and an attempt to change methodologies and objectives for the teaching of French.

3. 1965 to 1974

This stage covered a period of time when an awakening of interest in French, and a Canadianization of methods, goals, and materials was caused by federal government support.

4. 1975 to present

This stage represents a period of considerable growth in French, particularly the elementary grade levels, and the introduction of French immersion programs.

As indicated by the Report of the Policy Advisory Committee (1986) each of these periods have their specific characteristics which are of considerable interest. There are certain legacies from the earlier periods which have had considerable effect on the development of, and attitudes towards, the teaching of French in this province. It may be of some value to look briefly at three of these time periods.

Firstly, the most significant aspects of the organization of instruction in French in the province, were determined in the period from 1894 to 1931. The teaching of French became oriented to Britain due to the influence of the final examination which for many years

was set and marked in England. These characteristics became particularly significant for the teaching of French for two reasons:

1. They contributed to a European orientation in the study of French which is still present in the province today.
2. A distinction between rural and urban populations suggested that only those more "privileged" students who lived in the larger centres should be allowed to study French because they were the ones who passed.

The second stage from 1932 to 1963 in the school system in the province, served to reinforce further attitudes of elitism with regard to the study of French. A report by C.A. Richardson (1933) on education in Newfoundland commissioned by the Commission of Government, pointed out two factors in the school system as a whole which, the author felt, were not conducive to a good learning environment in the schools. These were:

1. Every child was regarded as a potential examination candidate who, it was hoped, would bring credit to the school and profit to himself by his examination successes. As a result of this situation, Richardson noted that the demands of the examination were such that they

absorbed most of the available time for instruction.

2. The curriculum, in effect, in the schools was one which was suitable for only a small proportion of students, those who were considered the most able.

The numbers of pupils exposed to the French language was drastically limited because of these two factors. Reports from the final examiners, in fact, right up until the 1960's emphasized the need to take the poorer students out of French instruction.

In the Report of the Chief Examiner (1948) the author noted that in urban centres the percentage of passes was high; but in smaller centres the percentage of failures was equally high. It seemed that the standard of teaching French became lower each year in the one and two room schools.

Throughout this entire period of time, teachers, particularly those in the rural areas, were criticized for their poor qualifications in French. The solution offered was simply to remove French from the curriculum. No plan was put into effect to assist the teacher to improve his ability to teach the subject effectively.

Consequently, the attitude developed that French was only for an academically elite population, and that all other students would be more profitably engaged if they

were directed into other subject areas. French thus became an "extra" or a "frill" for the better students. During this period of time, Newfoundland became a part of Canada, and a Royal Commission on Bilingualism recommended English and French as two equal official languages of Canada. These events appear to have passed largely unnoticed in the Newfoundland educational scene.

Thirdly, the stage from 1965 to 1974 was primarily a period of slow orientation towards a Canadian curriculum and new methodologies. Three major points may be made about this period:

1. With some resistance, the orientation towards a more Canadian curriculum was probably achieved by the end of the period (1974).
2. The orientation towards newer methodologies was more difficult to accomplish. This, however, does not seem to have been achieved by the end of the period.
3. For the first time, some attention was focused on the preparation of the teacher.

This period was further complicated by an unfortunate legacy of "rural" and "urban" school distinctions due to a distinction between "privileged" and "unprivileged" schools. "Privileged" schools were those who possessed a teacher capable of using French orally, while "unprivileged" schools were those who did not have a

teacher with a background in oral French. This distinction led to the adoption of two courses of study:

1. a course of study with an oral emphasis to be taught in "privileged" schools; and
2. a course of study using a traditional grammar translation approach to be used in all other schools.

This development:

1. emphasized further the attitude that French was a subject for an academic elite;
2. caused a further misconception that oral French was only for a small number of students; and
3. led to the belief that the average Newfoundland pupil could not learn to speak French. As a result the use of a traditional or grammar translation approach was prolonged in the schools.

A phenomenal change in the teaching of French in the schools of the province was seen in the final stage (1975 to 1985). While examinations, and their format, still exerted some influence on course objectives, they have been used much more effectively to turn the teaching of French from an academic memorization of rules to a more communicative use of the language. Further attention has been paid to teachers, and teacher training. The inclusion of a semester of study at the Frecker Institute

in St. Pierre for some students has greatly enhanced the oral capabilities of many teachers. The distinction between rural and urban schools is fortunately declining and the undue emphasis on grammar and traditional methodological approaches is disappearing from the classrooms in the province. The learning of French is becoming a more accepted part of the total curriculum for all Newfoundland students, and the attitude that French is a frill for an academically elite group is gradually changing.

Another major change during this last period has been the introduction of immersion programs in the province. Immersion programs are those in which subject matter is taught in French. These programs may be defined as:

schooling provided fully or partly in a second language with the object in view of making students proficient in the second language, while, at the same time, maintaining and developing their proficiency in the first language and fully guaranteeing their educational development. (Stern, 1972 cited in Netten and Spain, 1982, p. 34)

Early Immersion Programs

In Newfoundland and Labrador there are at present 24 schools which offer early French immersion programs, with a total of 2063 students in these programs.

A concern for the improvement of the second-language programs, as well as theories suggesting that the early

years are the best years for language development, led to the introduction of early immersion programs. The aim of these early immersion programs is to produce children who are equally competent in French and English by the end of the program.

Early French immersion as defined by the Policy Advisory Committee on French Programs (1986) is as follows:

... a program from kindergarten to Level 3, beginning at the kindergarten level with approximately 100 percent of instruction in French. With the introduction of Language Arts and other subjects in English, the percentage of instructional time in French decreases somewhat as students progress through the varying grade levels. (p. 38)

Table 1.1 illustrates the maximum percentage of French instruction in the early immersion programs.

TABLE 1.1
Percentage of French Instructional Time
in Early French Immersion

Grade	Instruction in French
K	100
I to II	90
III	80
IV to VI	60
Maintenance	40-50

The general objectives for the early immersion program as defined by the above committee are as follows:

- a) pupils should be able to participate easily in conversation;
- b) pupils should be able to take further education with French as the language of instruction at the college or university level -- that is, understand lectures, write papers, and take part in class discussion;
- c) pupils should be able to function well in a French environment and, if desired, accept employment using French as the working language;
- d) pupils should be able to understand and appreciate the emotional attitudes and commonly held values of members of both official language communities.
(p. 38)

The following is a list of school boards presently involved in early French immersion:

1. Port-au-Port Roman Catholic School Board

In the SY1986-1987, 275 pupils were enrolled in the early immersion program on the Port-au-Port peninsula.

2. St. John's Roman Catholic School Board

The St. John's RC School Board presently has five schools involved in the early immersion program, one of which has reached the grade IX level. The schools include:

- a. St. Patrick's Hall (171 pupils from K to grade III);
- b. Holy Trinity Primary (41 pupils from K to grade I);

- c. Ecole St. Gérard (98 pupils from K to grade I);
- d. Holy Cross Primary (245 pupils from K to grade IV);
- e. St. Joseph's Elementary (152 pupils from grade V to IX).

3. Terra Nova Integrated School Board

The Terra Nova Board has, at present, two schools involved in the early immersion program, one of which has reached the grade VIII level. These schools are as follows:

- a. Gander Academy (223 pupils from K to grade VI);
- b. Gander Junior High (34 pupils from grade VII to VIII).

4. Other Programs

There are various other boards which provide an early immersion program but have only reached the primary/elementary levels.

The Labrador Roman Catholic School Board has two schools offering early immersion:

- a. Notre Dame Academy (194 pupils from K to grade V);
- b. J.R. Smallwood Collegiate (Sacred Heart Section 25 pupils from grade I to grade II).

These schools have not yet reached the Junior and Senior High levels. Notre Dame Academy should include maintenance components by SY1988-1989, and J.R. Smallwood Collegiate should reach maintenance levels by SY1991-1992.

The following table gives the number of pupils involved in the early immersion programs in the province by school board:

Table 1.2
Number of Pupils Involved in the Early Immersion
Programs by School District in
Newfoundland and Labrador
SY1986-87

School Board	K	1	2	3	4	5	6	7	8	9	TL*
Avalon Consolidated	105	85	54	49	44	22	-	-	-	-	359
Bay of Islands St. George's Integrated	22	26	28	-	-	-	-	-	-	-	76
Burin Peninsula RC	18	-	-	-	-	-	-	-	-	-	18
Exploits Valley Integrated	24	27	-	-	-	-	-	-	-	-	51
Humber-St. Barbe RC	26	28	25	22	25	21	-	-	-	-	119
Labrador East Integrated	25	21	16	-	-	-	-	-	-	-	62
Labrador RC	50	54	52	24	21	11	-	-	-	-	212
Labrador West Integrated	21	22	35	-	-	-	-	-	-	-	78
Port au Port RC**	41	28	29	-	-	-	-	18	14	12	142
St. John's RC	169	139	83	81	52	25	41	36	25	22	673
Terra Nova	47	32	30	22	25	16	-	18	16	-	247
Total Pupils	548	459	360	209	160	83	57	72	55	34	2037

* Total pupils.

** Excluding Cape St. George and Mainland.

Maintenance

There are two sequences of the maintenance program for early French immersion:

1. Junior High (grades VII to IX);
 2. Senior High (Levels I to Level III).
1. Junior High School level (grades VII to IX)

It is recommended in the Program of Studies for Newfoundland and Labrador (1987-88) that students should have two periods in French per day, one in French language/literature, and the other in a regular subject taught in French. This arrangement would result in nearly 30% of instruction in French (p. 148). The French course is as follows:

Language:	grammar composition vocabulary development
Literature:	novels short stories folktales anthologies

The school boards involved in the early immersion program at this level are:

1. Port-au-Port Roman Catholic School Board;
2. St. John's Roman Catholic School Board;
3. Terra Nova Integrated School Board.

The French materials used at the Junior High level are illustrated in Table 1.3.

Table 1.3
 Junior High Program for Early Immersion
 Grades VII to IX
 SY1986-1987

Grade	Subject	Texts/Resources
7 ^e année	Français	Textes et contextes 1 (Mondia);
	Mathématiques	Math 1 (Beauchemin);
	Science	Pleins feux sur les sciences: l'exploration du monde naturel;
	Santé	Être en meilleure santé;
	Etudes Sociales	L'Amérique du Nord; Pays voisins: les États-Unis et le Canada;
	Religion (RC)	Vers une terre nouvelle; ou En marche vers un terre nouvelle.
8 ^e année	Français	Textes et contextes 2 (Mondia);
	Mathématiques	Math 2 (Beauchemin);
	Science	Pleins feux sur les sciences: l'exploration du monde physique;
	Santé	Ta santé et ton avenir;
	Religion (RC)	Regard neuf sur la vie; ou A la recherche du bonheur.
9 ^e année	Français	Textes et contextes 3 (Mondia);
	Religion (RC)	Au cœur de son être (Guerin).

2. Senior High School Level (Level I to Level III)

The curriculum materials which are implemented at the Senior High maintenance levels for early French immersion are the same as those used in the late French immersion maintenance program (See Table 1.6, p. 24).

The Port-au-Port Roman Catholic School Board is the only one which has gone through a full 12 years of early immersion students. At present, they are at the Level II stage, and will be introducing Level III in the SY1987-1988.

The St. John's Roman Catholic School Board will be beginning a maintenance program in September 1987-1988.

These two boards are the only ones which will have reached the Senior High School maintenance level for early immersion.

Late Immersion Program

The late immersion program was implemented to provide junior high students with an opportunity to become relatively fluent in French, while at the same time, following a curriculum similar to that of their regular English (RE) peers in the province. The late immersion programs in Newfoundland and Labrador began in United Junior High School in 1979-1980 with 29 grade VII students. In 1980-81, 32 new grade VII students were accepted in addition to the original group which

progressed to grade VIII. In the province to date, there are 302 students in the late immersion programs in grades VII-IX.

The Report of the Policy Advisory Committee on French Programs (1986) has defined Late immersion as:

...a program from Grade 7 to Level 3 with approximately 70 percent of instruction in French in Grades 7 and 8. The percentage of instructional time in French decreases somewhat as students progress through the varying grade levels. (p. 38)

According to the committee, the goals of late French immersion at the conclusion of the program are as follows:

Pupils should be able to:

- a. participate adequately in conversation;
- b. produce reasonably accurate written work, such as simple letters and essays on topics within their second language experience;
- c. understand radio and television news and other programs that are of personal interest;
- d. participate in community life in a French environment after a reasonable period of adjustment;
- e. demonstrate knowledge of emotional attitudes and values held by both official language communities. (p. 39)

Student Enrollment

In the school year (SY)1986-1987, eleven classes of students were involved in the program. The late immersion programs in the province are divided amongst the following boards:

AVALON CONSOLIDATED SCHOOL BOARD

1. MacPherson Junior High School

The late immersion program at MacPherson has been in existence since September SY1981-1982.

AVALON NORTH INTEGRATED SCHOOL BOARD

2. Holy Redeemer Elementary School

Holy Redeemer recently started a late immersion program in SY1986-1987. At present there are 31 grade VII students enrolled in late immersion.

LABRADOR ROMAN CATHOLIC SCHOOL BOARD

3. Labrador City Collegiate

Labrador City Collegiate began the late immersion program in SY1984-1985 with one grade VII class of 28 pupils. In SY1985-1986 there were 51 students enrolled in the late immersion program; 27 students in grade VII and 24 students in grade VIII. At present, SY1986-1987, there are 81 students enrolled in the late

immersion program; 30 students in grade VII, 27 in grade VIII, and 24 in grade IX.

LABRADOR WEST INTEGRATED SCHOOL BOARD

4. Menihek Integrated High School

Menihek Integrated High School recently began a late immersion program in SY1986-1987 with one grade VII class of 30 students.

The table below presents the total number of students enrolled in the late immersion programs in Newfoundland and Labrador for SY1986-87:

TABLE 1.4

Total Number of Students in the
Late Immersion Programs in
Newfoundland and Labrador
SY1986-87

School Board	Grade VII	Grade VIII	Grade IX	Total
Avalon Consolidated	62	54	43	159
Avalon North Integrated	31	-	-	31
Labrador Roman Catholic	30	27	24	81
Labrador West Integrated	30	-	-	30
Total Enrollment for SY1986-87				301

Selection of Students

Enrollment for the late immersion programs is on a voluntary basis. However, student selection for the late immersion programs is based on a screening process carried out in the spring of every year. Parents and students are interviewed by coordinators, principals and superintendents of the various schools and school boards involved, for acceptance for the following school year. Students accepted to participate in the late immersion programs are usually those who are the "cream of the crop". According to the various boards, however, there are certain tests and criteria used for student selection for the late immersion program. Students admitted into the program at grade VII are those who have completed two or more years of core French and who have experienced a reasonable degree of success in their elementary program. Students also should be fairly highly motivated and should display a positive attitude toward second language learning.

Role of the Parents

Directly after the students themselves, the parents may very well be the most important individuals in deciding the ultimate success or failure of the French immersion program. Parents who choose to have their children educated exclusively in French may need more

communication with other parents, school administrators, and, of course, easy access to a District French Immersion Committee.

The parents who choose to have their children educated exclusively in French have made their choice freely and should encourage the children all year through. If parents show doubt that learning in French is a good way to learn, then even the best teacher and the best course of study may not have the best results.

Instruction in the Late Immersion Program

A set of specific goals and objectives for the late immersion program is currently being developed by the Department of Education as, to date, this program has adopted the same objectives and content as the English junior high program, except that teaching and communication are carried out in French.

In Newfoundland, in general, children are more exposed to English than French and have most of their high school and post-secondary studies in English. It is thus believed that the children will naturally learn English. According to many evaluators, therefore, it is necessary to give a larger amount of French in the early grades if French is to be useful when they finish their education. Moreover, it is important that French be pursued at least

as a partial medium of instruction all the way through high school.

Cumulative Hours of Instruction

Late French immersion students enter their program in grade VII after following a core French program from grade IV to grade VI.

The core French program begins at the elementary level at grade IV. It is recommended that, where possible, daily periods be scheduled for French as frequency of contact is considered an important determinant of student learning. Departmental guidelines on instructional time in French for grade IV to VI include 150 minutes per week, or 30 minutes per day. However, in a Core French Policy Paper (1986) it was noted that in many cases not enough time was devoted to French in order to be able to attain the goals of the Core French program.

Assuming that students have French every possible school day from Grade 4 to French 3200 with the recommended 30 minutes daily in grades 4-6 and the conventional 40 minutes daily from Grade 7 to French 3200, they will accumulate a total of 870 hours. This 870 hours is, of course, the absolute maximum; few schools in the province actually provide this amount of instructional time. In probably the best real situation, students accumulate approximately 700 contact hours in French (120 minutes per week in Grades 4-6, 160 minutes per 6 day cycle in Grades 7-9, plus 240 hours total in senior high). Some students in Grades 4-6 get as little as 60 minutes per 6 day cycle while others get as much

as 200 minutes. The allocation of 60 minutes per 6 day cycle is 120 minutes less than what has been recommended by the Department. The variation between minimum times for Grades 7-9 is 120 minutes per 6 day cycle. The minimum at Grades 7-9 is 80 minutes below the provincial recommendation. (p. 11)

From these statistics one can see that the instructional time in French for pupils entering the late immersion programs may vary widely.

Table 1.5 indicates the cumulative hours of French instruction received up to the end of the 1986-1987 school year by students in grades VII through IX of late French immersion programs in Newfoundland and Labrador. Some boards have fewer cumulative hours of French instruction for the late immersion program than others.

TABLE 1.5
Time Spent in French by Students in
Grades VII to IX
Newfoundland and Labrador
SY1986-1987

GRADE	Avalon Consolidated School Board % in French	Avalon North Integrated % in French	Lab. RC School Board % in French	Lab. West Integrated % French
VII	64.3	56.9	71.5	71.4
VIII	61.9	-	71.5	-
IX	31.0	-	64.2	-

While the late immersion program is being implemented in various parts of Newfoundland and Labrador, it may be seen that the amount of total instructional time in French for pupils in the program varies widely.

Maintenance

A maintenance program for late French immersion is one which begins at Level I and continues through to Level III. It is a continuation of the immersion program from grade IX, but less than 30% of instructional time is spent in the French language.

Although both French courses and Social Studies are offered in French at each level, students have the option to refrain from taking any French courses at all. If they choose to take French at these levels, they are permitted to take one French course and one Social Studies course in French per semester.

The curriculum used is illustrated in Table 1.6.

TABLE 1.6
Maintenance Program for Late French Immersion
Levels I to III
SY1986-1987

Course	Credits	Texts/Resources
<u>Français:</u>		
Français 1202	2	Le Moyen Age. Le XVI ^e siècle. Le XVII ^e siècle. Le XVIII ^e siècle.
Français 2202 and Français 3212	2 2	Le XIX ^e siècle. Le XX ^e siècle.
<u>Etudes Sociales:</u>		
Histoire mondiale 2236	2	Histoire générale.
Economie 2133	1	L'économie canadienne.
Droit canadien 2134	1	Le droit canadien.
Problèmes mondiaux 3234	2	Perspectives mondiales.

To date, Bishop's College and Labrador City Collegiate are the only two schools offering a maintenance program for late immersion pupils beginning at Level I.

Policy Advisory Report

It is in the light of these historical considerations, as well as others pertaining to the social and economic context in which the pupils who are now passing through the school system will live, and the extreme importance of a variety of pedagogical considerations, that the Report of the Policy Advisory Committee (1986) was prepared. It was the intention of this committee that its recommendations would contribute to the improvement of the teaching of French as a viable and important subject in the preparation of all Newfoundland children for a more complete participation in their Canadian heritage. Limits must, of course, be imposed by financial considerations, geographical barriers, and the availability of human resources. However, it was the recommendation of the committee that, within these necessary restraints, an effective program for the teaching of French might be developed for as many children as possible.

Some recommendations made by the committee included:

Basic French

1. That the Basic French program be required for all students from Grade 4 to Grade 9 and be optional from Level 1 to Level 3. (p. 32)
2. That the Department develop and implement a Basic French program with a sequence from Grade 4 to Level 3. (p. 32)

Extended French

1. That the Department develop an Extended French program which would be available for implementation from Level 1 to Level 3 as soon as possible. (p. 45)
2. That the introduction of Extended French in the Senior High school be regarded as a pilot project and a careful evaluation be conducted to assess its effectiveness. (p. 45)
3. That the Department review the Extended French pilot in 1992 at their senior high school level, and give consideration to making this option available at the junior high school level. (p.45)

French Immersion

1. That the Department of Education continue to give program support to the French Immersion projects that are currently in operation in the province for the next five years. (p. 46)
2. That the Department of Education continue its evaluation of Early Immersion programs in order to make an informed decision, by 1992, with regard to the appropriate expansion of these programs in the province. (p. 46)
3. That the Department control carefully the introduction of any further Late Immersion programs until an evaluation of existing programs can be completed. (p. 46)

These recommendation were made so that as many children as possible in the province could be exposed to an effective method of learning French.

Government has to make decisions as to how best to spend resources. Resources need to be given to the most

effective programs. This study was undertaken in an attempt to determine answers to some of the questions being asked about the effectiveness and the level of achievement attained by pupils in the late immersion programs of the province.

Conclusion

Evaluations have shown quite clearly that immersion programs can be highly successful anywhere in Canada. The educational system should ensure that students perceive knowledge of French as playing a useful and desirable role in their life plans. Consequently, it is important that French immersion programs be implemented which not only consider the trends within the country as a whole, but also respond to the needs and resources of the educational system of Newfoundland and Labrador.

As may be seen, the goals and the amount of instructional time devoted to French are somewhat different for the late and early immersion programs. The extent to which the late immersion program is achieving its goals, and the degree of difference in attainment between pupils in both programs at the junior high school level was the focus of this study.

CHAPTER TWO

REVIEW OF THE LITERATURE

The primary goal of bilingual education programs in Canada is to give persons competence in both of Canada's official languages. There are three basic types of French immersion programs which aim to develop a high level of bilingualism. However, the second type listed below (partial immersion) has not yet been introduced in Newfoundland.

1. Early Total Immersion: Kindergarten and grade I are totally instructed in French, one period of English language arts is introduced in grade II or III, leading to approximately 50% of instructional time in the English language by grade V or VI. Reading is introduced in French.
2. Early Partial Immersion: Kindergarten is usually total French instruction, while grades I-VI are 50% English and 50% French. Reading is introduced in English.
3. Intermediate and Late Immersion: A variety of immersion programs, which begin after the initial grades of elementary school (i.e. anywhere from grade III to Level III) are grouped in this category. Late immersion programs (grade VII and up) are favoured by many school boards because they are easier to

administer than early immersion programs. Children may or may not have taken regular French as a second language courses ("Core" French second language) before entry.

Many studies have been undertaken to try to determine the relative effectiveness of the each of these programs. While some tentative conclusions have been reached, definitive answers to many of the questions generally asked have not been found.

Subject Matter Achievement

In general, in late immersion programs across Canada, some temporary lags in subject matter taught through French have been experienced but in most cases the difficulty has not been long-term. Usually, by the end of the second year of the program, students have caught up with their regular English peers in all subjects taught through French.

In an article completed by Genesee (1979) it was indicated that there were no differences between early and late immersion students at the end of grade VII on tests of mathematics achievement.

It was observed in a study carried out by Pawley and Walsh (1980) that students in a late immersion program performed significantly better than those in an early immersion program on mathematics concepts and problem

solving. Reasons for these results may be due to the following factors:

- i. the late immersion program was comprised of the top students in the school;
- ii. prior to entry into the late immersion program, students received mathematics instruction in English.

In a study completed by the Institute for Educational Research and Development (Spain and Netten, 1980) it was concluded that there seemed to be some loss of understanding of mathematics concepts possibly due to language of instruction. This conclusion might be generalized to other subject areas, and would be consistent with the findings in evaluations of late immersion programs in Ontario with respect to science (Barik and Swain, 1976). It was concluded that the lag would disappear at the end of the second year of the program (Barik and Swain, 1976). A further study of late immersion programs (Netten and Spain, 1982) indicated that French immersion students scored somewhat better in mathematics when tested in English than in French at the grade VII level. This suggested an imbalance at this stage, even though it proposed that instruction in French had not had a measurable negative impact on mathematics achievement. For grade VIII, the conclusions were not as positive. Students in the French immersion program scored

significantly lower than their regular English peers in both mathematics concepts and problems. The major area of concern in this study was the ability of the French immersion students to transfer their knowledge of mathematics to English in grade IX. It appeared that this transfer would occur far more effectively for some students than others.

Finally, in a third study completed by Netten and Spain (1983) there appeared to be a tendency for French immersion pupils tested in either English or French to score below their regular English peers in the mathematics concepts subtest. It might be hypothesized that the results indicated a lag in mathematics learning in the early stages of the immersion experience due to the introduction of new material in the weaker language.

A further point of interest might be mentioned. Results of the evaluations undertaken by Netten and Spain (1982) have suggested that the learning of content matter for the late French immersion pupils is more closely related to language ability in both languages than is the case for pupils in the regular English stream (Netten and Spain, 1983).

English Language Skills

In general, in early immersion programs, it has been found that temporary lags in some aspects of English skills are evident until formal English instruction is introduced. It usually takes longer for children to catch up in the technical aspects of English skills, for example, capitalization, spelling and punctuation where the lag may persist until grade III or IV.

In a Report of the Ministerial Committee on the Teaching of French in Ontario (1974), the late French immersion pupils did as well as their regular English peers with respect to English vocabulary and reading comprehension skills.

In general, in Canada, in most early partial immersion programs, little or no delay has been noted in the development of English language skills. However, in the article Research Findings from Immersion Programs Across Canada, Cummins (1978) noted that no tendency towards enhancement of English skills in the later grades of elementary school has been observed in partial immersion programs which have progressed thus far. Similarly, late immersion programs appear to have had little effect on the enhancement of English skills.

Implications for the above findings according to Cummins (1978) are as follows:

1. At least among middle-class anglophone children, the influence of schools on the development of English language skills appears to be less than was hitherto assumed.

This is most convincingly illustrated in the study of anglophone children attending francophone schools in Montreal. Despite the fact that for many children English language arts was not introduced until grade V, children performed as well on measures of English achievement as comparable children in regular English schools. It appears that skills learned through a second language can be easily transferred to the child's native language.

2. It may be possible to design teaching methods and programs which would exploit the child's knowledge of two languages. The research results showing a tendency for the immersion students to perform better on aspects of English skills are consistent with the results of a considerable number of studies which suggest that there may be some cognitive advantages associated with attaining high levels of competence in two languages. For example, it has been reported in several studies that bilingual children are better able to analyze aspects of language in comparison to unilingual children. This ability could be due to the enormous amount of analyzing and processing of language that must be involved in becoming bilingual. One possible explanation may be that knowledge of a second language may help bring into focus aspects of the first language of which children might otherwise be unaware. For example, as they acquire more competence in their second language, they begin to compare and contrast the ways in which their first languages organize reality, such as, word orders, grammatical structures, vocabulary, punctuation. However, not

all children in immersion programs are likely to engage in this form of contrastive analysis to the same extent. (pp. 3-4)

In a study completed by Genesee (1979) it was noted that:

1. there was no evidence that English language skills of students participating in grade VII late immersion had suffered. Where differences were found between immersion and English control students, they favoured the immersion group despite controls on IQ.
2. there was no evidence that below-average immersion students were handicapped in English language development as a result of the immersion experience.

In a study carried out by the Ottawa-Carleton School Commission (1980), the late French immersion groups scored significantly higher than those of the early immersion group on the Canadian Test of Basic Skills Language Usage subtest.

In Newfoundland (Spain and Netten, 1980) the grade VII French immersion students scored significantly higher than their regular English peers on the CTBS Language Usage subtest. In Netten and Spain (1982) differences similar to those reported above, when the students were in grade VII, occurred again in grade VIII on the Language Usage subtest. French immersion pupils again scored

significantly higher than their regular English peers. These differences could be the result of the impact of instruction, particularly if an "additive" learning climate is created by the introduction of instruction in a second language to already well-developed mother tongue competencies (Cummins, 1978). However, they might also have been present initially.

In contrast to Spain and Netten (1980) no significant difference was indicated between the grade VIII French immersion and regular English pupils on the vocabulary subtest for SY1980-1981 (Netten and Spain, 1982). Significant differences did appear, however, on the reading comprehension subtest. It was indicated in this study that the reading comprehension of the grade VIII classroom was within the range of achievement for regular English classes of similar ability. In addition, the variance in the French immersion classroom was greater than that in the regular English classroom. A wider range of achievement levels was also generally found in the French immersion classrooms in comparison with similar regular English classrooms. This finding suggests that the results of instruction in French have different effects on the development of English language reading abilities for individual pupils in the French immersion program. Reading comprehension in English may be affected negatively for some pupils as a result of instruction in

French, while improved reading skills may be the result for other pupils. The significantly higher variance in the French immersion classrooms is worthy of note as this finding has considerable implications for the continued academic success of individual pupils when they return to the regular English stream in grade IX (Netten and Spain, 1982).

Further concerns expressed by various educators are as follows:

1. For high ability pupils, English may be adequate, but for lower ability pupils, does greater interference take place?
2. In schools where the English language program emphasizes communication skills rather than language usage, do late French immersion pupils show greater deterioration in these areas?

No studies have yet been undertaken to determine the answers to these concerns.

French Language Skills

A Montréal evaluation (Genesee, 1979) found that early immersion students in grades VIII and IX did not score higher in measures of French language achievement than students in a two-year late immersion program, in spite of the extended exposure to French on the part of the early immersion students. Similarly, by grade IX there were only a few differences between early immersion students and students who had had a one-year late immersion program in grade VII. The findings that only one or two years of late immersion are sufficient to enable the late immersion students to catch up with the early immersion students who have had eight or nine years of French prompted Genesee (1979) to question the effectiveness of the early immersion follow-up program in maintaining and developing French language skills at the junior high school level.

Comparison of early and late French immersion according to Genesee (1979) in his article Scholastic Effects of French Immersion An Overview After Ten Years indicate that:

1. When the pilot early immersion groups were evaluated at the end of grade VII, they failed to demonstrate consistent advantages in French relative to grade VII late immersion students. A somewhat similar set of results has been reported by the McGill research group working with the pilot early immersion class in St. Lambert. Overtesting of the pilot

students and consequent lack of motivation have been suggested to account for these findings.

2. At the end of grade VIII, the pilot early immersion students in the PSGBM scored significantly higher than grade VII late immersion students on most of the French language tests used in the evaluation.
3. Follow-up groups of early immersion have demonstrated significantly superior performance in French than grade VII late immersion students; this has been true at the end of both grade VII and grade VIII. The advantages of the early immersion students at the end of grade VIII were most evident in the following areas: rendement en français (French grammar test), reading comprehension, listening comprehension and dictée. Differences were less marked in the case of writing and oral production. (pp. 17-18)

In a Report on the 1979 Evaluation of the Peel County Late French Immersion Program (Lapkin, et al., 1980) it was found that the early French immersion students performed better than the one-year late French immersion students on all of the tests in grade VII (reading, listening, writing general achievement and oral production), on most of the tests in grade VIII and on dictée tests and listening comprehension) in grade IX. There were, generally, no differences found on the French measures between the early French immersion students and the two-year late French immersion students in grade VIII. In grade IX, the only significant difference found between the early French immersion students and the two year late French immersion

students was on the listening test. The results of the 1979 testing program in the Peel County Board of Education indicate that, generally, the performance of the late French immersion students was satisfactory in relation to that of students in other French programs, and was similar to that of students who had been in early immersion programs in most skill areas. However, in French listening comprehension skills, the early French immersion performed significantly better than the late French immersion students at the grade IX level every year from 1979 to 1982.

Research carried out in the Ottawa and Carleton Boards of Education by the Research Centre for the Ottawa Board (Pawley and Walsh, 1980) has also compared the French achievement of early and late immersion students at grade VIII. It should be noted that late immersion pupils in Carleton begin their program at the grade VII level and early immersion begins in kindergarten. In this study, the early French immersion students in Carleton outperformed the late immersion students on French reading skills. This finding would not be surprising in view of the very different amounts of instructional time in French that the two types of students have experienced by the end of grade VIII. Differences may be due to the types of tests used to determine achievement levels.

The results of the comparison of the French language skills of early and late immersion students presented in the above report are consistent with the findings in the report of the Protestant School Board of Greater Montreal (PSBGM) (Genesee, 1979). Both of these studies indicated that when comparisons were made between early French immersion and late French immersion students after one year of a late French immersion program, early French immersion students maintained advantages in French. Genesee's results suggest, however, that these advantages are not maintained (except perhaps in listening) if the late French immersion intensive exposure continues beyond the first year.

This finding is not consistent, however, with the results of research carried out in the Ottawa and Carleton Boards. Morrison et al. (1979) found that early French immersion students continued to outperform late French immersion students, who had been in a late French immersion program for two or three years, on all of the French measures administered.

A report by the Department of Education of New Brunswick (1982-1984) indicated that in the 1982 comparison among programs, the early immersion pupils, at the grade IX level, scored consistently higher than pupils in other programs on the population II IEA French Listening Comprehension Test. However, over the years

1982-1984, the differences between early immersion and late immersion on a measure of aural proficiency were not significantly different. Early immersion and late immersion students were very close to each other but both groups scored considerably higher than core French pupils.

In summary, it would appear that all grade IX immersion pupils were stronger in aural proficiency than in reading or writing skills. This result may have occurred because of the emphasis placed on aural/oral proficiency in the curriculum. Writing (grammar, syntax etc.) seemed to be the weakest of the three skills measured. Reading comprehension ranked second and was much closer to listening than it was to writing.

Results of the evaluation of the grade IX New Brunswick French immersion students tested in 1982-84 can be summarized as follows:

1. The French ability of late immersion pupils, as measured by the Population I and Population II IEA French Listening, Reading and Writing Subtests was nearly equal to that of the early immersion group.
2. There were no observed changes in second-language proficiency over a three-year period within the grades 3, 6, and 9 populations (p. 9).

It is also interesting to note that, while studies have shown that competence in English language skills in a French immersion program is closely related to achievement in French language skills (Netten and Spain, 1982), initial English language competence does not necessarily ensure the development of a high level of competence in French language skills (Netten and Spain, 1983).

Wider Range of Levels of Achievement

One of the most persistent findings in the research undertaken in Newfoundland has been the tendency to increased variability within the French immersion classrooms with respect to comparisons with regular English classrooms. While classes in the regular English stream tend to become more homogeneous with instruction in a particular subject area, classes of French immersion pupils tend to become more heterogeneous (Spain and Netten, 1978). Consequently, while studies indicate that the average level of achievement in French immersion classrooms are similar to average levels of achievement in regular English comparison classrooms, the actual levels of achievement for individual pupils in the programs may differ widely (Netten and Spain, 1983).

Intellectual Development

There has been no evidence that immersion programs have any negative effects on children's intellectual or creative development. Differences found tended to favour children in immersion programs (Cummins, 1978).

Differences are more notable for children participating in early immersion programs rather than those participating in late immersion programs (Cummins, 1978).

Immersion programs are certainly not just for the very bright. Studies have consistently shown that although IQ is related to the development of reading and writing skills in both early and late French immersion programs as in regular programs, it is unrelated to the development of French speaking skills (Genesee, 1979). It makes a lot of sense when one realizes that the immersion experience is designed to mimic the process through which the child learned his first language. Thus, there is no reason to expect that the acquisition of second language speaking skills in a French immersion program should be determined by a child's level of intelligence (Cummins, 1978).

Motivation

The question as to whether or not early French immersion programs are suitable for all children remains an open one. However, research has provided little evidence that they are not. Cummins suggests that late immersion programs may be less suited for all children because of the high level motivation necessary to overcome the language barrier.

There is some evidence that a relatively high degree of motivation is necessary among late immersion students in order to "keep up" in subjects taught through French. This may be because of the more abstract nature of the curriculum content at this stage, and the possible "language barrier". It is felt that younger early immersion pupils "have overcome the language barrier before they even knew it existed" (Stern cited in Cummins, 1978, p. 4). Thus, according to Cummins (1978) although late immersion programs have been highly successful among students who are willing to work exceptionally hard, early immersion programs may be a more viable proposition for a larger number of students.

Conclusions

With respect to academic achievement and English language development, the following conclusions appear to be warranted for most pupils enrolled in the late French immersion programs:

1. There appears to be no long-term deficits with respect to academic achievement and content learning for most pupils, although "lags" may be present in the early stages of the program.
2. In general, pupils of below-average ability are not further handicapped, relative to their below-average peers in a regular English program by their participation in the program.
3. There do not appear to be any long-term disadvantages with respect to English language development for most pupils.
4. English language development may be enhanced for some pupils by participation in a late immersion program, but this type of enhancement appears to occur more readily through participation in early immersion programs.

With respect to French language skills, the following conclusions may be drawn:

1. Participation in an immersion program (early, late, partial or delayed) provides the student with greater competence in the French language than is usually achieved by students in core French second language programs.
2. Differences in achievement levels in French between participants in early and late immersion programs are not as great as might initially be expected, given the considerable difference in instructional time in French at the end of grade VII. The lack of considerable differences between the two groups of pupils may be related to the amount of exposure to French received by each group after the grade VII level. The differences found may also be affected by the level of complexity of the measures used.
3. In general, all immersion pupils appear to develop greater competency in listening comprehension than in reading comprehension or writing skills.

With respect to achievement generally in French immersion programs, it would appear that, while cognitive input may not be a significant factor in determining success for pupils participating in the programs, motivation to learn is of considerable importance, particularly for late immersion pupils.

Finally, the late French immersion program can provide an effective alternative to traditional French second language courses for students, parents and educators concerned with the quality of second language learning. In Newfoundland, this program represents an option for parents who wish to give their children an enriched French language education but choose to concentrate on English during the elementary grades. The purpose of this study is to determine how effective late immersion actually is, and to try to find answers to some of the questions raised so that parents and educators can have more information upon which to base judgments about the late French immersion program.

CHAPTER THREE

PLAN OF THE STUDY

Due to the growing demand for more flexible French-language education and an increasing number of programs, there has become apparent a need for more knowledge about French programs, so that parents and students will know what to expect from programs and educators will have a baseline for teacher preparation and student evaluation for each program.

Plan for the Study

Administrators, teaching personnel and coordinators were interviewed, with respect to their views and questions about what needed to be included in an evaluation of the late immersion program. There seemed to be a lack of comparable standards between programs from school board to school board. As well, there is a lacuna of knowledge about levels of pupil achievement in the late immersion program (LFI), and of comparisons between the late French immersion and early French immersion programs (EFI). The results of this latter comparison would enable administrators to make judgments on whether there is a need for both programs, especially if one proves to be more effective than the other.

Other Issues

Monetary costs for the introduction and upkeep of these programs are high and many implementors are concerned that their budgets are not generous enough.

Finally, with the inclusion of French language programs as a regular form of instruction in this province, other concerns have been voiced by the diverse educational agencies. These include in-service needs, French language training requirements, higher prices of texts and library books, transportation costs, the problem of effective or financially viable class-size if both French immersion and regular English are offered in a small community. There is a fear in the latter case, that the French program will place the existence of the English program in jeopardy.

The above issues, in addition to the views of administrators and teachers involved in the early and late immersion programs in this province discussed below, pointed to a great need for evaluation.

Other more specific questions which were of concern included:

1. What is the level of student accuracy and fluency using the French language at grade VII through grade IX?

2. Is the amount of French taught and learned at the grade IX level sufficient to retain French skills for Level I to Level III?
3. Is the comprehension of subjects taught in French as in depth for immersion pupils as for their regular English peers?
4. What would happen to students if they transferred to regular English at the end of grade VII/grade VIII?
5. Is there a lag in mathematics, particularly for weaker students?
6. When students transfer out of French immersion back into the regular English stream, after grade IX, how long will it take to catch up? (It is to be noted that "lags" are assumed in this question).
7. Will students be able to transfer knowledge to the regular English program and achieve at expected levels when they enter senior high school?
8. Who are the students who drop out of the program? What characteristics do they possess? i.e. Does background or personality have anything to do with why they drop out?
9. Is the language of testing affecting the level of achievement for late immersion pupils?

Further concerns which have been voiced are as follows:

1. Is late French immersion or early French immersion a more effective/efficient route to competence in French?
2. Can pupils of varying ability levels perform well in late French immersion? Do pupils of lower ability levels have a better chance of performing well if they are in early French immersion?
3. Are the writing skills of late French immersion pupils ultimately superior to (i.e. more correct than) those of early French immersion pupils, since they do not have as long a period of fossilization of errors, and since many may be beginning on a better grammatical basis? Also if there is some relationship between writing and speaking skills (particularly for grammatical accuracy) could it be hypothesized that if the writing skills of late French immersion pupils are more accurate than those of early French immersion pupils, the speaking skills will also show more accuracy?
4. Are the listening/reading skills of late French immersion more precise than those of early French immersion pupils?

5. What is the level of proficiency in French of extended core pupils compared to pupils in the late immersion program?

Since all these questions could not be examined, it was decided to focus this evaluation on those concerns which were expressed most often by the various representatives of the educational community. These main concerns were primarily academic, and had to do with the competence developed by immersion pupils in the areas of English language development, French language development, and the learning of content in French. The questions examined are given in the following section. It is to be noted that mathematics was the area chosen to represent the learning of subject matter content in French.

Evaluation Questions

Mathematics Questions

1. Is the achievement of late immersion students completing a mathematics test in French similar to that of late immersion students completing the same test in English?
2. Is there a lag in concept development in learning mathematics for pupils in the late French immersion program?

3. If there is a lag, does it continue or does it disappear by the end of grade IX, once mathematics is taught in English?
4. Does the language of testing influence mathematics concepts and problem solving scores?
5. Is the achievement of late immersion students in mathematics similar to that of their early immersion counterparts?

French Questions

1. Is the achievement in French listening, reading and writing significantly lower in late French immersion than for early French immersion?
2. Are the writing skills of late French immersion more correct than those of early French immersion at the grade VII level? Does this change by the time they reach grade IX?

3. Does the relationship in achievement levels in French between early French immersion and late French immersion groups change over the junior high years (VII, VIII, & IX)?

English Questions

1. Is there interference between French and English for late French immersion pupils which tends to lower performance in English for late French immersion pupils?
2. Is there an additive affect for late French immersion pupils of better ability levels which causes some of them to show significant gains in English language skill development?
3. Is there a different level of achievement (i.e. more interference with English) for late French immersion pupils who are not highly selected academically?

Student Perceptions

- a) What is the students' assessment of the late French immersion program; b) the level of French proficiency reached; and c) what are the future education plans in French of these students?

Evaluation Plan

Proposed Testing

The focus for the pilot evaluation for SY1986-1987 was similar to that of evaluation studies which had been executed in previous years for two participating school boards. The school boards still seemed to be primarily interested in the proficiency of the students in French, and the ability of the students to keep up in the major academic areas (other than French) in order to re-enter the regular English grade IX program in most subjects. To respond to these concerns, the evaluation for SY1986-1987 concentrated on two areas:

1. the measurement of achievement in French language skills, and
2. the measurement of achievement in mathematics.

Three French proficiency tests were administered to both the early and late immersion students:

- a. French listening comprehension (Grades VII to IX);
- b. French reading comprehension (Grades VII to IX);
- c. French writing test (Grades VII and IX).

The results of this testing enabled a comparison to be made between the French skills of the early French immersion students and the late French immersion group.

Two mathematics subtests were administered to the students in grades VII to IX: mathematics problems, and mathematics concepts. The tests for the grade VII level were completed in split-halves. This procedure enabled a comparison to be made between scores of pupils tested in French with scores of pupils tested in English for pupils instructed in French. The grade VIII students completed their mathematics subtests in French as these students had already completed the mathematics tests in English in October, 1986. The grade IX students completed their mathematics subtests in English as the mathematics curriculum at this level is taught in the first language.

English subtests in language usage, vocabulary, reading comprehension, spelling, capitalization, and punctuation which were used in previous evaluations were planned in order to measure differences between late and early immersion students in their ability to use English mechanics appropriately.

Table 3.1 illustrates the proposed testing for the evaluation of the late immersion program in the province.

It was felt that testing of this nature would enable the school boards to have some answers to the questions most often asked with respect to the level of academic achievement of late immersion pupils in the three main areas of English language skill development, French language attainment, and mathematics content learning. It would also be possible to make comparisons between early and late immersion pupils with respect to these areas, as well as comparing these pupils to their peers who remain in a regular English program. In addition, some statements could be made about content learning in general and bilingual competence.

Table 3.1

Proposed Testing for Evaluation of Bilingual Education
Project for SY1986-87

Grade	CCAT Achieve. Level	English Language Skills (LFI, RE)	French Language Skills (LFI, EFI)	Subject and Bilingual Competence (LFI, RE, EFI)
VII	Level E (LFI)	CTBS Vocab. (Level 13)	IEA Pop. I Listening	CTBS Math Concepts (Level 13)
		CTBS Reading Compreh. (Level 13)	IEA Pop. I Reading	CTBS Math Problems (Level 13)
		CTBS Usage (Level 13)	IERD Writing	
VIII	Level F (LFI & EFI)	CTBS Vocab. (Level 14)	IEA Pop. II Listening	CTBS Math Concepts (Level 14)
		CTBS Usage (Level 14)	IEA Pop. II Reading	CTBS Math Problems (Level 14)
		CTBS Reading Compreh. (Level 14)		
IX	Level F (LFI)	CTBS Vocab. (Level 15)	IEA Listening Pop. IV	CTBS Math Concepts (Level 15)
		CTBS Reading Compreh. (Level 15)	IEA Reading Pop. IV	CTBS Math Problems (Level 15)
		CTBS Usage	IERD Writing	

Student Perceptions of the Program

In evaluating the late immersion program, it was deemed important that the students' views be considered. Consequently, a questionnaire was administered to all grade IX students coming out of the late immersion program. The questionnaire provided information on the student's assessment of the program completed up to grade IX, as well as the level of French proficiency reached. Also, the questionnaire obtained information about future educational plans of this group of students, especially the role of the French language in these plans.

Instrumentation

In designing this study it was felt that there was a need for a basis for comparison of achievement levels between groups. Therefore, a test of cognitive abilities was used. The test chosen was one which had already been used in evaluating the early immersion program in the province, so that some previously collected data could be used.

The Canadian Cognitive Abilities Test (CCAT).

The Canadian Cognitive Abilities Test provides "a variety of tasks using each of the three types of symbols - verbal, numerical, and spatial. These tasks require the individual to abstract and use relationships among the

presented symbols." (Examiner's Manual, Form 3, p. 5) The subtests have been organized into separate batteries and separate scores are reported for each battery. These areas represent the three main types of symbols which are thought to be necessary in cognitive reasoning: verbal symbols, quantitative or numerical symbols, and spatial or geometric symbols. The set of three scores, according to the publisher, provides a profile showing the level and pattern of each examinee's abilities. This test was used in order to consider the different types of thought processes used and the success of individual students in the immersion program.

The CCAT has evolved from fifteen years of experience with its predecessors, the Lorge-Thorndike Intelligence Test and the CCAT, Form 1. CCAT, Form 1 had been used in previous evaluations, but it was considered appropriate to use the updated version (CCAT, Form 3) in this evaluation. All items on all of the tests have been reviewed to eliminate those whose content would be biased toward or offensive to any group of individuals.

The Verbal Battery contains four subtests: vocabulary sentence completion, verbal classification and verbal analogies. The battery is designed to appraise relational thinking when the relationships are formulated in verbal terms.

The Quantitative Battery is composed of three subtests: quantitative relations, number series, and equation building. The Quantitative Battery measures general reasoning factor or academic ability. "Overall, the Quantitative Battery provides an excellent appraisal of general level of abstract reasoning." (p. 6)

The Non-Verbal Battery consists of three subtests: figure analogies, figure classification, and figure synthesis. The battery provides "an opportunity for individuals who prefer to process information in a holistic way to show how well students can reason." (CCAT, Examiners Manual, Form 3, Levels A-H, pp. 5-6)

For testing in the area of mathematics, the test regularly used in provincial evaluations was also chosen.

Canadian Test of Basic Skills (CTBS)

The CTBS "provides for comprehensive and continuous measurement of growth in the fundamental skills: vocabulary, reading, the mechanics of writing, methods of study, and mathematics." (CTBS, Teacher's Guide, Levels 9-14, Forms 5 and 6, p. 3) The authors claim that "these skills are crucial to current day-to-day learning activities as well as to future educational development." (p. 3)

There are a number of subtests in the battery, however, subtests retained in this evaluation were as follows:

1) Mathematics Problems

This subtest measures the fundamental operations and concepts which are generally presented in instruction during the first half of the year for a particular level of the test.

2) Mathematics Concepts

This subtest is intended to measure the student's understanding of the logic of computational processes.

These two subtests were employed as they seemed to give valuable information with respect to the learning of mathematics for students in the immersion program.

For French language testing, the following tests were chosen. These tests were selected because they have been widely used in Canada in the evaluation of French immersion programs. It is, however, to be noted that there are a very limited number of published tests which are available for use in evaluating French language skills.

International Education Association French Test (IEA)

French proficiency tests in listening and reading were employed in this study. The following is a summary of the IEA tests:

- 1) The reading subtest consists of traditional paper and pencil multiple choice type questions.
- 2) The listening subtest includes the use of tape-recorded stimuli. For each test item, there are four pictures of which only one pertains to the item heard by the students. The students record the letter corresponding to the appropriate picture in the blank provided.

In previous evaluations, Population I tests had been used at the grade VII level on the recommendation of other researchers and in view of the fact that most students in Newfoundland have very little exposure to French before grade VII. This procedure was followed again in this evaluation.

French Writing Test developed by the Institute for Educational Research and Development (IERD)

While the writing subtest of the IEA was not used in this evaluation, it was considered necessary to obtain a measure of the productive writing skills of the students in French immersion. The ability to write in French is one of the major goals of parents and students.

The stimulus used to elicit French written expression from the grade VII and IX students took the form of a picture stimulus which was given to the students. The students responded by describing the picture. The picture was constructed in such a way as to elicit, from the students, vocabulary and structures with which they would be familiar. It was also designed to reflect a general social situation rather than the vocabulary associated with learning in a particular subject area.

These tests had been developed previously by members of IERD for use in French immersion evaluations in the province.

Student Questionnaire

The administered questionnaire was adapted by this writer from a questionnaire obtained from the Ottawa Board of Education. A copy of this questionnaire is given in Appendix A.

Participating School Boards

It was intended that all school boards in which there was either a functioning late immersion program, or where early immersion pupils had reached the junior high school level, should have participated in this study. However, only certain areas finally agreed to do so. A list of all

tests administered by school district is given in Appendix B.

Actual Testing

Because of time constraints and priorities imposed by participating school boards, it was not possible to administer tests for comparison, with regular English classrooms or to test English language skills.

The tests administered in this partial pilot study are given in Table 3.2.

Table 3.2
Testing for Evaluation of Bilingual Education
Project for SY1986-87

Grade	CCAT Achieve. Level	French Language Skills	Subject and Bilingual Competence
VII	Level E (LFI)	IEA Pop. I Listening	CTBS* Math Concepts (Level 13)
		IEA Pop. I Reading	CTBS* Math Problems (Level 13)
		IERD Writing	
VIII	Level F (LFI, EFI)	IEA Pop. II Listening	CTBS** Math Concepts (Level 14)
		IEA Pop. II Reading	CTBS** Math Problems (Level 14)
IX	Level F (LFI)	IEA Listening Pop. IV	CTBS*** Math Concepts (Level 15)
		IEA Reading Pop. IV	CTBS*** Math Problems (Level 15)
		IERD Writing	

* Testing was completed in split-halves.

** Testing was completed in French only.

*** Testing was completed in English as at the grade IX level, as mathematics is taught in English.

Procedure for the Collection and
Analysis of Data

The tests employed in this study were completed near the end of the school year in late May and in early June. All students presently enrolled in the late immersion program (grades VII to IX) in Newfoundland and Labrador completed the testing. In addition, two schools who were implementing the early immersion program and had reached the grade VII to IX levels participated in the evaluation testing. The questionnaire was completed by all grade IX late French immersion students.

Tests were distributed to the various schools in the province which agreed to participate in this pilot study. They were then administered by the various classroom teachers and/or French coordinators and sent back to the Institute for Educational Research and Development for correction and analysis.

After collection of the raw scores on tests, descriptive statistics were found on all tests for both groups, early and late immersion pupils. The mean and standard deviation were calculated for all tests by grade level. Comparisons were made on a provincial basis between early and late immersion pupils.

In mathematics, comparisons were also made between pupils tested in French and pupils tested in English.

Limitations of the Study

Since the immersion programs are being implemented in various parts of Newfoundland and Labrador, there are cautions which must be taken into consideration when interpreting the test results.

Firstly, pupils compared in this study are in different schools, and therefore the educational environments to which they are exposed may be different. For example, there are differences in teachers and the instructional strategies which they employ; there are also differences in classroom atmosphere which may affect the teaching of a second language.

Secondly, a range of differences is normal between classrooms.

Thirdly, pupils involved in the French immersion program in general are a selected group, from the perspective of motivation if not always from the point of view of academic ability. This factor will influence results positively and probably to an extent which cannot be readily identified or qualified.

Fourthly, populations differ in that there is an unequal number of students in each group and in some cases, an unequal number of classes within each group. For example, the late immersion program at MacPherson, grade VII, has 56 cases in three classrooms. However, Notre Dame du Cap, has only 17 cases. The total number of

students in each type of program, early immersion or late immersion, varies widely. Therefore, there is no reliable basis for comparison. Student characteristics also vary widely, as programs are situated in widely different geographical areas.

Finally, there may be difficulties with the tape recorders used when administering the IEA listening comprehension test as they may not be equivalent for all schools. It is a particular problem of listening tests that test conditions may differ, despite all efforts to the contrary. As well, IEA French tests have limitations with respect to content validity. However, at the present time there is little else that can be used.

In conclusion, attempts have been made to consider these limitations in the interpretation of the results. Only very general comparisons can be made.

However, it is hoped that the data provided in this initial study will yield some useful information about both the late French immersion and the early French immersion programs in the province at the grade VII to IX levels, and provide a basis for further more detailed study of these programs.

CHAPTER FOUR

ANALYSIS OF THE DATA

In this chapter, the data collected will be analyzed. The chapter is organized in the following manner. First the results of the cognitive abilities testing are described for all grade levels. This information gives a basis on which to interpret the results of the achievement testing. Then the achievement testing for mathematics and French language skills is discussed by grade level. Lastly, the results of the questionnaire given to the grade IX late immersion pupils are discussed.

CCAT Scores for Grades VII-IX

Late Immersion Program

As one can see in Table 4.1, mean scores of grades VII-IX late French immersion students are high on all CCAT batteries. All students in the late French immersion programs would be expected to achieve well in school.

Table 4.1

CCAT Mean Percentile Ranks and Standard Deviations
for Late Immersion Students, Grades VII to IX
SY1986-87

Grade	N	CCATV*		N	CCATQ**		N	CCATNV***	
		Mean	SD		Mean	SD		Mean	SD
VII	142	65.0	19.3	141	63.8	21.4	142	68.4	21.6
VIII	67	70.3	21.7	65	69.2	23.1	64	74.1	19.9
IX	67	76.5	20.9	65	81.3	19.5	64	85.1	17.4

* CCAT Verbal Battery
** CCAT Quantitative Battery
*** CCAT Non-verbal Battery

It is worthy of note that mean scores are somewhat lower in grade VII than in grades VIII and IX. As there is a much larger population represented in the grade VII scores, the data would suggest that, as late immersion expands in the province, a wider ability range is represented amongst the students. While the grade VII pupils provincially would generally be expected to achieve well in school, the grade VII group of pupils would only be expected to achieve somewhat better than the average pupil. The mean scores of the grade IX pupils are considerably higher than those of pupils in grade VII or VIII. The grade IX pupils would therefore be expected to achieve extremely well in school.

In grade VII to IX, the standard deviations for the CCATV battery are similar, indicating about the same degree of homogeneity among students. In general, the range of variance for grade VII, VIII and IX students are also similar for both the CCATV and CCATQ. However, it is interesting to note that there is a tendency for the grade IX group of pupils to have more homogeneous scores in the CCATQ and CCATNV batteries.

It should be noted that although the CCAT mean scores are high, there is considerable variation between Boards at each grade level. The CCAT percentile rank scores at the grade VII level ranged from 57.1% to 81.9% on the CCATV battery; 52.3% to 77.0% on the CCATQ battery; and 54.7% to 79.0% on the CCATNV battery. For grade VIII, the scores ranged from 59.4% to 81.2% on the CCATV battery; 63.1% to 75.3% on CCATQ; and 64.7% to 83.5% on the CCATNV battery. However, at the grade IX level, differences in mean scores were not as great. The range for the CCATV battery were from 68.5% to 84.5%; 81.2% to 81.4% on the CCATQ battery; and 84.5% to 85.6% on the CCATNV battery.

It is worthy of note that although some school boards show relatively low mean scores of pupils on the CCAT batteries, these students, according to the views expressed by the administrators, represent the top students in the school. School boards represented are:

1. Avalon Consolidated School Board;
2. Avalon North Integrated;
3. Labrador Roman Catholic School Board;
4. Labrador West Integrated School Board.

It is interesting to note as well, that the late French immersion students seem to score better on the Nonverbal Battery than on the Verbal and Quantitative Batteries. This indicates that these students have well developed reasoning abilities. According to the Examiner's Manual of the Canadian Cognitive Abilities Test, (1982) these students are "exceptional in perceiving and manipulating spatial relationships, in generating a concept of the whole from fragmentary information about the parts, in discerning patterns, and in perceiving and remembering stimuli that either have no verbal label or are too complex to specify in words. They tend to organize and handle data in complex wholes and patterns. They frequently have rich visual imagery which they can use effectively in learning" (p. 51). Instructional methods can be devised to take advantage of these types of abilities. It is thought by some researchers that this subtest is of considerable importance in defining the characteristics of successful late French immersion pupils.

Early Immersion Program

The statistics reported in Table 4.2 give an overview of pupils in the early French immersion program who have reached the continuation of the program at the junior high school level.

Table 4.2
CCAT Scores for Early Immersion Pupils
in Grades VII and VIII for
SY1986-1987*

Grade	N	CCATV Mean	SD	N	CCATQ Mean	SD	N	CCATNV Mean	SD
VII**	72	55.6	22.0	72	55.2	17.8	55	65.6	19.7
VIII	20	69.8	24.4	20	57.1	24.9	20	72.6	15.1

* There are no grade IX CCAT scores for early immersion students for the SY1986-1987. No CCAT testing has been completed on any early immersion students beyond the grade VI level.

** These scores are based on the 1985-1986 grade VI scores of the early immersion pupils. This would put these students in grade VII in SY1986-1987.

From these data it may be seen that pupils in the early French immersion program are not as highly selected as those in the late French immersion program. Consequently, the level of academic achievement of these pupils, in general, would not be expected to be as high as that of those in the late French immersion program, with

the exception of the grade VIII group with respect to verbal skills.

There are two points of interest with respect to these data:

1. CCATNV scores tend to be higher than scores on either of the other two batteries, and more homogeneous.
2. These scores may not be truly representative of the early French immersion population in the province. It is interesting to note that the grade VII scores include a major school district, while the grade VIII ones do not include this district.

The school boards represented are:

- a. Port-au-Port Roman Catholic School Board;
- b. St. John's Roman Catholic School Board;
- c. Terra Nova Integrated School Board.

Grade VII Results

Mathematics Achievement

The results for the mathematics concepts and problem solving subtests of the Canadian Test of Basic Skills (CTBS) for both groups of late French immersion students are reported in Table 4.3.

Table 4.3
Means and Standard Deviations
of CTBS Mathematics Subtests Completed in Split-Halves
for Grade VII
SY1986-1987

Program	N	Math Concepts		Math Problems	
		Mean/42*	SD	Mean/30**	SD
EIE ^a	21	26.4	9.65	21.3	4.86
LIE ^b	79	31.6	5.91	20.4	4.84
EIE ^c	23	25.1	8.76	19.3	5.86
LIE ^d	75	28.7	5.69	17.6	4.52

* = Total Score.

** = Total Score.

a = Early Immersion tested in English.

b = Late Immersion tested in English.

c = Early Immersion tested in French.

d = Early Immersion tested in French.

The results of the testing indicate that the late immersion pupils tested in French scored lower than their late immersion peers tested in English in both subtests. The difference which exists between the two groups of late immersion students suggests that the lower scores may be related to the question of language of instruction. When compared with results from previous years of the program, these findings appear to be consistent with the trend established in this program. Table 4.4 illustrates these results.

Table 4.4
Means and Standard Deviations for the Mathematics
Subtest of the CTBS for Grade VII
for SY1980-1982

Year	Language	N	Math Concepts		Math Problems	
			Mean/42*	SD	Mean/30**	SD
1979-1980	LIE ^a	29	35.9	6.29	22.0	5.88
1980-1981	LIE ^a	14	36.0	6.22	19.4	5.95
	LIF ^b	14	34.5	6.54	18.4	5.78
1981-1982	LIE ^a	12	36.1	5.70	20.6	4.01
	LIF ^b	10	32.5	8.86	15.7	3.68

* = Total Score.

** = Total Score.

a = Late Immersion pupils tested in English.

b = Late Immersion pupils tested in French.

In general, it has been found that pupils in the first year of the late immersion program tested in French score somewhat below their peers tested in English in the mathematics problems subtest of the CTBS when tested in French. Since this test measures the ability to use mathematics concepts learned earlier in solving problems, it has been hypothesized that this lag is due to the inability to transfer knowledge learned in English for use in French in the early stages of the immersion experience. Reading skills in French may also affect the results.

There also appears to be a tendency for late immersion pupils tested in French to score below their late immersion peers tested in English in the mathematics concepts subtest. It may be hypothesized that the results

indicate that the language of testing in the early stages of the late immersion experience does affect the level of achievement of pupils.

The standard deviation is similar when the late immersion students are tested in French or in English, although there may be a tendency for the standard deviations to be wider for those tested in English. This finding could suggest that differing levels of competence in French are narrowing the possible range of achievement for pupils tested in French.

The early immersion pupils, on the other hand, scored at about the same levels whether tested in English or in French. This finding would suggest that early immersion pupils have developed greater bilingual competence than have the late immersion pupils.

With respect to comparisons between the two groups, it may be seen that the late immersion pupils scored considerably higher than the early immersion pupils on the mathematics concepts subtest in both languages. Given the CCAT scores for this group, a difference of this sort would be expected. Thus it may be concluded that the early and late immersion pupils are achieving at similar levels, given ability differences, in the learning of mathematics concepts in grade VII. It is interesting to note that both groups were adjusting to instruction in a different language. The mathematics curriculum is taught

in English to the early French immersion pupils and in French to the late immersion pupils.

An interesting finding was that the most common score (the mode) of the mathematics concepts subtest for each immersion group varied considerably. The mode for the late immersion students on the mathematics concepts subtest when tested in English was 86%, whereas, the mode for the early immersion students was 45%. However, when tested in French, the mode for the late immersion pupils was 43% whereas the mode for the early immersion was 73%.

It is also interesting to note that the scores of the early French immersion pupils are much more heterogeneous than those of the late French immersion pupils in the mathematics concepts subtest. Although slightly greater variation might be expected in these scores, given the results of the CCAT testing, the variation is greater than anticipated for the early French immersion pupils. This finding suggests that adjusting to the learning of mathematics in English may be having very different effects on some pupils in the early French immersion program. Scores on the mathematics problems subtest show a tendency for the early immersion students to achieve better than the late immersion students when tested in both English and French. This finding may support the view that early immersion pupils have a higher degree of

bilingual competence than do the late immersion pupils. Such a finding would not be unexpected.

Since there were no regular English comparison groups for these pupils, it is not possible to determine to what extent the levels of achievement attained are similar to those of pupils in the regular English program.

French Language Achievement

Scores for the listening and reading subtests of the Population I, IEA French tests are reported in Table 4.5.

Table 4.5
Early and Late Immersion
Means and Standard Deviations for the
IEA French Tests
SY1986-87

Program	N	Listening Comprehension		Reading Comprehension	
		Mean/35*	SD	Mean/35**	SD
EFT ^a	34	32.3	5.30	33.6	4.31
LFT ^b	141	31.4	3.43	32.2	2.00

^a = Early French Immersion.
^b = Late French Immersion.
 * = Total Score.
 ** = Total Score.

In comparing the early immersion pupils with those in late immersion, it was found that the early immersion students scored at about the same level on both IEA French subtests as did the late immersion pupils. The scores are

generally high for both groups. It was hypothesized that the early immersion pupils would achieve much higher scores than the late immersion pupils in view of the very different amounts of instructional time in French that the two types of students have experienced by the end of grade VII. However, this result did not occur.

There are several points of interest in these scores. The range of scores in late immersion at the end of SY1986-1987 does not tend to be very large. The range of scores fall between 69% and 100% on the reading comprehension subtest, the mode being 97%. The range of scores for the listening comprehension test is similar to the reading subtest. The scores fall between 60% and 100%, the mode being 100%. One can see from these results that the pupils are scoring near to the maximum score for each subtest. The range of scores for the early French immersion pupils, however, tends to be very wide. The range of scores for the listening comprehension test fall between 11% and 100% , the mode being 97%. For the reading comprehension test, the mode is 100% with a range of scores falling between 29% and 100%. Again one can see that scores, although more varied, are near to the maximum score for each subtest. It is interesting to note that the modes for the two groups are reversed.

These test results indicate similar levels of performance in both listening and reading comprehension for early and late immersion pupils. However, given initial differences in cognitive abilities, there may be a tendency for early immersion pupils to score higher in both skill areas than late immersion pupils.

It is also obvious from the test results that differences between groups may not be observable because of the attenuation of test scores at the upper end of the scale.

Scores for the listening and reading subtests of the IEA French tests from several previous evaluations are reported in Table 4.6.

Table 4.6
Means and Standard Deviations for the Subtests of
the IEA French Comprehension Test
for Late Immersion
Grade VII
for SY1980-1982

Year	N	Listening Comprehension		Reading Comprehension	
		Mean/35*	SD	Mean/35**	SD
1979-1980	28	32.0	2.91	33.1	1.63
1980-1981	30	29.7	3.40	32.7	1.91
1981-1982	23	32.7	1.73	33.6	1.18
Peel Study (1979-1980):					
Bilingual I	-	31.1	-	31.6	-
Bilingual II	-	32.8	-	32.6	-

* = Total Score.

** = Total Score.

Comparisons with previous years of the program suggest that late French immersion pupils in grade VII SY1986-1987 are scoring at about the same level as their peers in grade VII in both listening and reading comprehension.

With regard to a comparison between the French immersion students in Newfoundland and Labrador and students in similar programs on the Mainland, the results of the testing indicate that students in Newfoundland and Labrador have achieved a level of competence in French language skills similar to their Mainland peers in late-immersion-type programs.

Testing in this area was not undertaken in the evaluation with regular English comparison classrooms as the late immersion pupils generally scored significantly higher than their regular English peers.

Summary

With respect to French language receptive skills, pupils in both the late and early immersion programs are scoring at about the same levels, in the tests used, although the performance of the early French immersion pupils may be somewhat higher. Performance of early immersion pupils is more varied.

With respect to mathematics achievement, pupils in the late French immersion program show poorer performance when tested in French. Early and late immersion pupils are performing at about the same levels in mathematics concepts, given differences in cognitive abilities. Early immersion pupils, however, are performing better in mathematics problems. Early immersion pupils appear to have greater bilingual competence than late immersion pupils. The language of testing does appear to affect results for late immersion pupils.

It is also important to note that the cognitive abilities scores of the two groups show considerable differences.

Grade VIII Results

Mathematics Achievement

The results of the testing for the problems and the concepts subtest of the CTBS for both early and late immersion pupils tested in French are reported in Table 4.7. Results for some of the pupils when tested earlier in the year in English are also given for comparison purposes.

Table 4.7

Means and Standard Deviations of
Early and Late Immersion Students on
French CTBS Subtests for Grade VIII
SY1986-1987

Program	N	Math Concepts		Math Problems	
		Mean/44*	SD	Mean/45**	SD
EIF ^a	59	26.9	8.78	20.3	5.28
LIF ^b	76	33.5	5.25	19.8	4.94
LIE ^c	55	27.0	-	27.0	-

* = Total Score.

** = Total Score.

a = Early Immersion tested in French.

b = Late Immersion tested in French.

c = Late Immersion tested in English. This testing took place in October, 1986.

An examination of the mean scores suggests that late French immersion pupils are achieving better than their early immersion peers in the mathematics concepts subtest. Given the differences in cognitive abilities between the

two groups, a difference of this nature would be expected. Scores of the early immersion pupils, however, span a wider range. This difference would not be anticipated, but is similar to the results for the grade VII year.

The mode for the early immersion pupils differs from the late immersion pupils in the mathematic concepts subtest. The mode for the early immersion students is 52% whereas the mode for the late immersion pupils is 89%. The scores range from 21% to 91% for early immersion pupils and 46% to 98% for the late immersion pupils. This result is very interesting, and again suggests greater diversity in the early French immersion programs.

Scores for the mathematics problems subtest are about the same level for both groups. This result would suggest that late immersion pupils are not performing as well as early immersion pupils in solving problems in mathematics in grade VIII.

These findings would suggest that late immersion pupils are learning new concepts in the second language. They are, however, having difficulty when asked to solve problems in French. Such an hypothesis would receive support from the results of the testing of the late immersion pupils in English in October, 1986. Late immersion pupils scored lower when tested again in French in May, 1987 in the problems subtest.

It appears that late immersion pupils in Grade VIII are still experiencing considerable difficulty when required to solve problems in French. While this result may be related to difficulty of transferring concepts learned earlier in mathematics in English for use in French, as hypothesized for the Grade VII year, it may also be related to proficiency in French language.

In comparing the mathematics results from Grade VII to Grade VIII, it could be stated that:

1. For mathematics concepts:
 - a. Late immersion pupils have a better grasp of the concepts in their second language than in English;
 - b. Understanding developed in French is not easily transferred into their first language.
2. For mathematics problems:
 - a. Late immersion pupils show poorer performance when asked to solve problems in French;
 - b. It appears that the transferring of information learned in the mathematics program in English during earlier years to the problem solving aspect of mathematics in French, is somewhat slower. French reading skills may also be a factor. Mathematics instruction in previous years may also affect the scores.

Since no comparison English groups were tested, it is not possible to tell whether the early and late immersion pupils are experiencing any lags in learning mathematics as compared to their peers in the regular English program.

French Language Achievement

The results from the testing for the IEA listening and reading comprehension subtests, Population II, are given in Table 4.8.

Table 4.8
Means and Standard Deviations for
Subtests of the IEA French Tests
Grade VIII
SY1986-87

Program	N	Listening Comprehension		Reading Comprehension	
		Mean/40*	SD	Mean/35**	SD
LFI ^a	77	33.8	4.55	31.2	3.90
EFI ^b	24	35.8	1.96	33.5	1.25

* = Total Score.

** = Total Score.

a = Late French Immersion.

b = Early French Immersion.

Although the scores for both programs are high, they indicate that the late immersion students are scoring somewhat lower than their early immersion counterparts on both the listening and reading comprehension subtests.

The scores of the late French immersion pupils are also much more varied. This result would be expected.

It is also interesting to note the degree of homogeneity in the results for the early French immersion pupils. Less variation might be anticipated for early French immersion pupils who have had a longer period of study in French. On the other hand, the attenuation of scores, particularly for the early French immersion pupils, would tend to give a smaller standard deviation for these pupils. These results suggest that the early French immersion pupils are scoring at the top of the scale and that this test is not appropriately distinguishing their levels of performance. It is also of some interest that there is a more perceptible difference between the scores of the early French immersion pupils and those of the late French immersion pupils at the end of grade VIII than at the end of grade VII. This difference may be due to the level of difficulty of the tests used.

Summary

With respect to the development of French language receptive skills, early French immersion pupils appear to be scoring somewhat better than late French immersion pupils. Such a result would be expected.

With respect to mathematics achievement, late French immersion pupils appear to be performing at about the same levels as early French immersion pupils in mathematics concepts, but not as well as their early French immersion peers in mathematics problems. The poorer performance in mathematics problems for the late French immersion pupils at the end of Grade VIII may be related to instruction in French.

Grade IX Results

The results of the testing for the Grade IX year are reported in this section.

Mathematics Achievement

Both the late immersion and early immersion students were tested in English as this is the language of instruction at the Grade IX level. The results of the testing are reported in Table 4.9.

Table 4.9
Means and Standard Deviations of the
Canadian Test of Basic Skills
Mathematics Subtests
Grade IX
SY1986-87

Program	N	Mathematics Subtest Mean/48*	SD
LFI ^a	67	36.5	6.21
EFI ^b	21	38.7	5.68

a = Late French Immersion.
b = Early French Immersion.
* = Total Score.

The results of the testing indicate that the early immersion students are scoring considerably better than the late immersion students on the mathematics subtest when tested in English.

Reasons for these results may be due to the fact that the early immersion have been following a maintenance program since Grade VI with more emphasis on English than the late immersion students. Late immersion students may have more problem transferring mathematics learned in French back into the first language.

There may be a wider range of competencies with regard to mathematics amongst students in the late immersion classroom than amongst those in the early immersion program. This result could be related to initial cognitive abilities, or the effects of instruction.

Individual students who score at the lower end of the range of mathematics scores may experience difficulty with mathematics in grade IX. The scores on mathematics achievement tests should be examined closely in order to identify students who may be experiencing difficulty with the subject when taught in English, and remedial teaching for these students should be provided, if necessary.

French Language Achievement

The results for the listening and reading comprehension subtests of the IEA French tests for early and late immersion pupils are reported in Table 4.10.

Table 4.10
Means and Standard Deviations for the
IEA French Subtests
Grade IX
SY1986-87

Program	N	Reading Comprehension		Listening Comprehension	
		Mean/39*	SD	Mean/40**	SD
LFI ^a	66	28.3	4.41	30.2	4.69
EFI ^b	23	34.1	2.99	31.7	3.69

a = Late French Immersion.
b = Early French Immersion.
* = Total Score.
** = Total Score.

For the reading comprehension subtest, the scores of the early immersion pupils are considerably higher and less variable than those of the late immersion group. This result is probably due to the difference in total instructional time spent in French and test content. However, in the French listening comprehension test, the early and the late immersion students scored similarly in mean listening test scores. Similar results were reported in New Brunswick studies carried out from 1982 to 1984. The less intense exposure of the early French immersion pupils to the second language at the upper grade levels may explain the similar results between the early French immersion and the late French immersion students at this level for aural comprehension. As well, the listening skill is usually acquired before the reading skill. Therefore, it is not surprising that the late immersion students would achieve a competence similar to early immersion students in this skill first. It is, however, to be noted that results span a wider range for the late immersion pupils than for the early immersion group.

Summary

The results of the testing for grade IX indicate that the receptive French language skills of both early and late immersion pupils are similar with respect to aural comprehension. However, the early French immersion pupils show higher attainment in reading skills. The scores of the early French immersion pupils are less variable for both subtests.

With respect to mathematics achievement, the late French immersion pupils show lower performance than their early French immersion peers when tested in English.

These results suggest that:

1. the development of French language reading skills of early French immersion pupils is probably somewhat better than that of late French immersion pupils;
2. the development of French language aural skills may have reached a plateau, particularly for early French immersion pupils;
3. the learning of content in English is more successful for early French immersion pupils at this stage than late French immersion pupils who are in the process of returning to instruction in English.

Presentation of Questionnaire Results

Introduction

A total of 64 Grade IX late French immersion students completed the questionnaire. This number represents the total number of Grade IX students in the late immersion program in the province. Two schools comprised the total grade IX population: MacPherson Junior High School, St. Johns; and Labrador City Collegiate, Labrador City. While reviewing the results of the questionnaire it is interesting to note that some comments differ in opinion depending on student background and geographical area. In general, students in the St. John's program tend to be from a city-type, middle-class background, while the Labrador students represent a more rural-style community with easy access to a French-speaking milieu. As well, students were given the option to answer the questionnaire in either English or French, as the questionnaire was distributed to the students in both languages. It is interesting to note that almost 75% of the students completed the questionnaire in French. Only 15% completed it in English, and just over 10% completed the questionnaire in both English and French.

Academic Background

Table 4.11 indicates that more than 75% of the late immersion students at the Grade IX level have an average mark of 80% or more, 15% have an average mark of 70%-79% and just over 5% ranging from 60%-69%. One can note from the above table that the late immersion group at the grade IX level appear to be the "cream of the crop".

Table 4.11
Percentage of Students Average Marks
for SY1986-87

>85	84-80	79-75	74-70	69-65	64-60
53.3	25.0	13.3	1.7	5.0	1.7
n = 60					
missing cases = 4					

Instruction in French Prior to Entering the Program

Table 4.12 serves as an indicator of the amount of French instruction the students received prior to grade VII.

Table 4.12
Amount of French Instruction
Grades IV, V, VI
SY1986-87

Grade	%Students \geq 2 Periods/Week	%Students 2 Periods/Week	%Students 1 Period/Week	%Students No French
VI	74.6	23.8	1.6	-
V	63.5	31.7	4.8	-
IV	57.1	28.6	9.5	4.8

As can be noted in the above table, about 75% of the students in Grade VI received 2 or more periods of French per week. In Grade V about 65% of the students received 2 or more periods per week, and over 50% of Grade IV students received 2 or more periods per week. It should be noted that those students who received ≥ 2 periods of French per week, received an average of 3.5 periods of French per week in Grade VI, and 3.4 periods per week in Grades IV and V. The table also indicates that about 5% of students did not complete any French at all in Grade IV.

It may be seen that students in the late French immersion program come from a wide variety of instructional backgrounds. However, it is interesting to note that the larger percentage of students in late French immersion come from areas with relatively strong core French programs in the elementary grade levels.

Table 4.13 presents the percentage of students who studied French prior to grade IV.

Table 4.13
Percentage of Students Who Studied French
Prior to Grade IV
SY1986-87

No French	K	K-1	2	K-2	2-3	1-3	K-3
46.9	4.7	6.3	1.6	20.3	1.6	3.1	15.6

As can be noted here, almost 50% of students received no French at all prior to grade IV. However, just over 50% of the students studied French at some point before entering grade IV.

Opportunities to Use French Outside School

The students who responded "yes" to the question "Have you had any opportunities outside of school to learn French?" were asked to describe them. The results indicated that almost 60% of students in grade IX have had some opportunity outside school to speak French. The type of opportunity ranged from a few days in Québec to parents and friends speaking French. Most students' opportunities and duration of opportunities are, however, limited.

Plans for the Future

Students were asked several questions about their educational and career plans and the role they expected the French language to play in them. Over 98% of students in grade IX indicated that they were able to take French in Grade X. This result is a little surprising as many teachers were under the impression that students were not able to continue French because of interference of other subject areas.

For future plans, nearly 85% of students commented that they intended to take 2 or more courses in French in the next year. Only about 15% indicated that they would be taking only 1 course in French. Most students seemed to have a positive attitude toward continuing French.

A total of nearly 90% of students responded that they planned to look for a part-time job before completing school. Over 90% of all respondents indicated that they felt French would be of use to them in finding a part-time job.

Eighty percent of the students indicated that they were prepared to use French in a job, and an astounding 95% responded that they were prepared to use French in future education. These findings suggest that the students in the late French immersion program at the end of grade IX have a very positive, and confident, attitude towards French which they have developed in the program.

Career Plans

The students' long-term career plans ranged from an artist to an astronaut. The four most common careers are listed below, ranging from most common to least common:

- bilingual doctor - many specialties were indicated;
- bilingual lawyer;
- specialty teacher - French, Music;
- journalist/editor.

Results indicated that the students in the late French immersion program were planning to enter professional fields.

Motivation to Enter the Program

When asked the question "what motivated you to do French the most?" about 60% felt that they would have a better job opportunity knowing French. Nearly 15% indicated that it would enable them to communicate with French-speaking people at home and abroad. Over 10% felt that French would help them to learn a third language better. Eight percent responded that French enabled them to do something more challenging at school. Finally, about 5% noted that they took French to please their parents. The percentage of respondents to this latter comment is not as great as was anticipated.

French Proficiency

Students were asked to rate, on a three-point scale, how effectively they felt they could participate in the four skill areas of listening to, reading, speaking and writing French. The results are shown in Table 4.14.

Table 4.14
Percentage of Students Who Feel They
Can Participate Effectively in
Out-of-School Situations
SY1986-87

Skill Area	With Confidence	Adequately	With Considerable Difficulty
Listening	57.8	39.1	3.1
Speaking	29.7	60.9	9.4
Reading	45.3	51.6	3.1
Writing	18.8	65.6	15.6

The above table reveals that over 95% of the students indicated that they felt they could participate effectively in the receptive skills; listening and reading, and over 85% of students responded that they could participate effectively in the productive aspects of the language; speaking and writing. The writing skill appears to be the area in which the larger percentage of students felt they still experienced considerable difficulty.

It is interesting to note, however, that more students felt confident with respect to the receptive skills, and that the productive skills were the ones which the smallest number of students felt they could use with confidence. However, over half of the students felt that they could participate adequately in speaking and writing French.

Use of French Outside the Classroom

Students were also asked if they spoke French outside the classrooms with friends, teachers and/or parents. The responses are given in Table 4.15.

Table 4.15

Percentage of Students Who Speak French
Outside the Classroom With Others
SY1986-87

	Often	Sometimes	Never
Friends	9.5	61.9	28.6
Teachers	27.4	58.1	14.5
Parents	1.6	35.5	62.9

n = 62

missing cases = 2

Most students indicated that they sometimes spoke French outside the classroom with teachers and friends, but never with parents. This would suggest that most

parents do not speak the second language and therefore students cannot converse with them at home. As well, some students commented that they did not feel comfortable speaking French at home. However, it is interesting to note that nearly 40% of the late French immersion pupils spoke French sometimes or often at home. Most French appears to be spoken either in class, or between pupils and their teachers.

The results of the responses of students when asked if they used French outside the classroom in watching television, listening to the radio, or reading, are illustrated in Table 4.16.

Table 4.16
Percentage of Students Who Use French
Outside the Classroom
SY1986-87

	Often	Sometimes	Never
Watching Television	12.5	62.5	25.0
Listening to Radio	1.6	36.5	61.9
Reading	6.3	70.3	23.4

About three-quarters of the students indicated that they sometimes, or often, read French and watched French television. However, nearly two-thirds of the students

never listened to the radio. This result may be because, as one researcher said, 'radio is too fleeting'.

Achievement and Expectations

When asked how well the students expected to speak French by the end of grade IX, nearly 80% indicated that they knew enough French to make themselves understood in a conversation. However, only about one-fifth felt that they could speak French like a native speaker.

Another question pertaining to French competency asked students how their level of proficiency compared with what they expected to achieve when they entered the immersion program. Their responses, as shown in Table 4.17, indicated that nearly 90% of the group felt they had achieved as much as they expected or more. This response is of considerable significance.

Table 4.17

Students Attitudes About Their
Present Level of French
Proficiency
SY1986-87

More Than Expected	As Expected	Less Than Expected
37.5	50.0	12.5

Other Goals

Finally, responses to a question regarding other goals which students expected to achieve after completing a late immersion program at grade IX varied widely. The students were also asked to indicate whether or not they had achieved their goals. Table 4.18 presents the comments. The "GOALS" column represents the various goals that the students themselves expected to achieve. The "YES" column indicates that of the students who wrote that particular statement as a goal, this number had, in fact, achieved that goal. The "NO" column indicates the number of students who wrote that particular goal as one they would expect to achieve, but did not achieve it. For example, in the first column of Table 4.18, one of the goals listed by the students is to be able to "speak with a francophone". Of the 13 students who indicated this as a goal, 12 responded that they had, in fact, achieved this goal, whereas, 1 indicated that the goal was not achieved.

Table 4.18
 Students' Comments on Goals
 Expected to Achieve by the End
 of Grade IX
 SY1986-87

Goals	Number of Students Who Listed This Goal	Did You Achieve This Goal?	
		Number of Responses Yes	No
Speak with a francophone	13	12	1
Understand radio and television	6	4	2
Able to read French	10	9	1
To have a French accent	3	0	3
To understand French language	13	12	1
To understand ballet vocabulary in French	1	1	0
To understand French society and culture	4	4	0
To have French conversations	2	2	0
To learn new vocabulary	4	4	0
To speak French fluently (be bilingual)	9	4	5
To speak French adequately	19	16	3
To write French perfectly	3	1	2
To write French adequately	7	5	2
To find work in a French camp	1	1	0

Goals	Number of Students Who Listed This Goal	Did You Achieve This Goal?	
		Number Yes	of Responses No
To think in French	1	1	0
To use French around relatives	1	0	1
To understand French grammar	2	2	0
To have French student exchange trips	1	0	1
To travel to French speaking colonies	3	2	1
To participate in French in public speaking competition	1	1	0
To get an 'A'	2	2	0
To pass	1	1	0
To have good notes	1	1	0

In general, students appear to have achieved their personal goals. However, it is interesting to note that the most common goals not reached are related to achievement of French language skills. For example, five students out of nine indicated that they were not able to speak French fluently. Other common goals not achieved were "to have a French accent", "to speak French adequately", and "to write French perfectly". These responses are very interesting.

Opinions About the Late Immersion Program

Because of the variety in the suggestions made by students, some difficulties were encountered in the analysis of responses to the write-in questions about good aspects of the program and improvements that might be made. The following paragraphs indicate in a general way the scope of answers and those types of comments most often encountered in the responses.

The most frequently mentioned aspects of the program that the students had found particularly good involved the learning of French grammar, and the teachers. Many students enjoyed the French grammar classes and the learning of French. Many suggested that the teachers were good and spoke French a lot of the time. One student commented that the teachers "are the most sensible and think at my level, not an adult level". Learning about the French culture was a close second along with the St. Pierre trips. Subject classes - history, mathematics, science, social studies, reading classes, geography and French grammar were also mentioned.

Other comments included:

- the grade IX late immersion program is very organized for something so new;
- the small classes are great;
- enabled the student to communicate with relatives who are French;
- French discussions are enjoyable;

- people involved in French immersion are different from the regular English group. The French group is more accepting of differences.

Three major themes kept recurring in the question, "What would you like to see done to improve the immersion programs in the schools?" Firstly, these grade IX students felt that more immersion classes should be offered in more varied subject areas. This type of recommendation included better selection of courses; better materials to read including the right to be able to choose what they read and not be forced to read certain books; easily understandable texts; more vocabulary teaching; the teaching of history at grade VII in French; recreational French classes like Industrial Arts and Physical Education; and more emphasis on grammar and enrichment programs.

Secondly, many students commented that there was not enough French spoken in the classroom. Students would like to see a greater French atmosphere in the school, and more encouragement by teachers to speak French. Some students suggested that there was not enough French in grade IX. They felt there should be more instructional time in French. This result is surprising considering 80% of the students indicated on a question prior to this that they were satisfied with the amount of French used in the late immersion program. This inconsistency suggests that

pupils, in answering this aspect of the questionnaire, might not be thinking independently.

Other comments included:

- help students who do not learn so quickly. The program must be open to everyone;
- French immersion should have the same consideration as, and should be treated the same as the English program within the school.

Finally, many students mentioned that they would like to see more French activities and excursions to a French milieu. One student commented that he "would like more communication with Quebec towns and not Labrador City". Comments made indicated that students would like to have more opportunity to speak French to people other than classmates. It was also suggested that after-school activities be available in French rather than in English.

Optimal Age for Starting Immersion

Table 4.19 shows the responses of this group of students to a question about the optimal time for starting an immersion program.

Table 4.19

Percentage of Students Views On Which Grade
French Immersion Should Begin
SY1986-87

K-3	4-6	7-9	10-12
45.2	17.7	35.5	1.6

Nearly 50% of the students felt that kindergarten to grade III was the best time to start immersion, for reasons that often focused on the ease of learning a language when young:

- at this stage, the learning of a second language is easier and it is also easier to adapt;
- one is not so afraid to speak French;
- one is able to get a solid foundation in French.

Starting French at grade VII to IX was favoured secondly (over 35%) in order to allow consolidation of one's native language first:

- mother tongue not established in the early grades;
- before grade VII, one is not able to speak and write English adequately.

A few students felt that:

- it is easier to learn French at this level.

Of the over 15% who indicated that they thought French should begin at the elementary grade levels, several commented that:

- one has more time to understand the French language;
- one's mother tongue is better established than at the kindergarten level.

The small group of students who felt that the best time to learn French was Level I to Level III did not give any comments.

One pupil did not select an answer but she indicated that she had completed the early immersion program before

entering the late immersion program. Her comment was as follows:

- I didn't begin language arts until grade III. This is too late. The French was excellent, but the English began too late.

This comment is very interesting.

Summary

Students in the late French immersion program generally appear to be high achievers according to their average marks. They have experienced a wide variety of French instructional programs before entering the late immersion option at grade VII. Despite their varying backgrounds, most seem quite satisfied with the late immersion program, and the proficiency in French which they have developed. In fact, they would appear to be very confident in their ability to be able to use French. Most of the students intend to continue to study French in Level I and expect to use French in part-time jobs and in their future careers. Career goals of the group are primarily professional. Their motivation to learn French appears to be intrinsic and personal.

The students appear to have a very positive attitude towards the late immersion program. The concerns most often mentioned were the need for:

1. more French conversation in the classrooms, and with a greater French atmosphere in the school;
2. more subject areas taught in French, and
3. more extra-curricular activities in French and excursions to a French milieu.

However, when asked what they thought the optimal age for learning a second language would be, over 50% of the pupils suggested the primary grade levels. About one-third felt that the junior high school years were more appropriate because the learning of the mother tongue had been consolidated by this level.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

General Conclusions

The conclusions suggested by this data need to be substantiated by further observation. However, some useful information has been collected and some tendencies described.

It must also be remembered that the students observed in the late French immersion program are generally superior with respect to academic ability than those in early French immersion. However, as late French immersion expands, it appears that a wider range of ability levels may be represented in the program. Comparisons at the grade VIII and IX levels in succeeding years could indicate very different relative levels of performance. On the other hand, pupils in the late French immersion programs appear to be a very highly motivated group of pupils.

With respect to the questions posed by administrators, as indicated in the evaluation questions formulated in Chapter Three, the following comments may be made:

Mathematics Questions

1. Is the achievement of late immersion students completing a mathematics test in French similar to that of late immersion students completing the same test in English?

The results indicated that late immersion pupils tested in French scored considerably lower than those tested in English in both the mathematics concepts and the mathematics problems subtests in grade VII. A similar result appears to hold true for grade VIII students in the mathematics problems subtest. These results would suggest that the achievement of late immersion students completing a mathematics test in French is lower than those completing the same test in English in the first two years of a late immersion program.

2. Is there a lag in concept development in learning mathematics for pupils in the late French immersion program?

Late immersion pupils exhibit poorer performance relative to early immersion pupils at the grade VII level. However, by grade VIII, they no longer exhibit poorer performance in mathematics concepts relative to early immersion pupils. Late immersion pupils, however, again exhibit poorer performance relative to the early immersion pupils when tested in mathematics in English in grade IX.

These results may indicate a lag in concept development when pupils change from instruction in one language to instruction in another language.

3. If there is a lag, does it continue or does it disappear by the end of grade IX, once mathematics is taught in English?

At the end of grade VIII, the apparent lag in mathematics concepts development for late immersion pupils compared to early immersion pupils has disappeared, but poorer performance in the mathematics problems subtest persists. It appears that information learned in the mathematics program during the earlier years in English is somewhat slower transferring to the problem solving aspect of mathematics in French. French reading skills and mathematics instruction in previous years may also be factors.

4. Does the language of testing influence mathematics concepts and problem solving scores?

The results of the testing for grade VII indicated that the late immersion pupils tested in French scored lower than their late immersion peers tested in English in both subtests. This finding would suggest that the language of testing does influence the scores of late

immersion pupils. The lower scores may also be related to language of instruction.

5. Is the achievement of late immersion students similar to that of their early immersion counterparts?

In general, pupils in the early immersion program tend to perform as well as, or better than, pupils in the late immersion program when differences due to cognitive abilities are taken into account. It must be remembered that students in the late immersion program at this time tend to be a more academically selected group than those in the early immersion program.

French Questions

1. Is the achievement in French listening and reading significantly lower for late immersion pupils than it is for early immersion pupils?

Late immersion pupils did not score significantly lower than early immersion pupils in French achievement in the tests used.

Early and late immersion pupils appeared to score at about the same levels in listening and reading comprehension. This result is similar to that reported in the literature by Lapkin and Swain. It is worth noting that the tests used were the same as those used in the

the Lapkin and Swain evaluations. Because of the high level of scores in general on these tests, there is the possibility that a "ceiling effect" is masking differences between the early and late immersion pupils. However, at the end of grade IX, there did appear to be a tendency for the early immersion pupils to score better than the late immersion pupils in reading comprehension. While the reading skills of early immersion pupils appeared to be superior to those of late immersion pupils, the aural skills of both groups appeared to be similar at the end of grade IX. These results could reflect real differences, which may be due to the more recent intensive exposure to aural French for late immersion pupils. Differences of this nature were indicated by Genesee. There are, however, several other points which need to be considered. Results may be influenced by the level of difficulty of the tests used, and by differences in cognitive abilities between the two groups of pupils.

2. Does the relationship in achievement in French between the early French immersion and the late French immersion groups change over the junior high school years (grades VII, VIII, and IX)?

The early immersion pupils scored at about the same level as the late immersion pupils on both the listening and reading French subtests at the grade VII level.

In grade VIII, the late immersion pupils scored somewhat lower than their early immersion counterparts on both listening and reading comprehension tests.

At the grade IX level, for the reading comprehension subtest, the scores of the early immersion pupils are considerably higher than those of the late immersion group. However, in the French listening comprehension test, the early and late immersion students showed little variation in mean listening test scores.

These results suggest that the relationship in achievement in French between the early and late French immersion groups may change over the junior high school years.

Other Questions

1. What is the late French immersion students' assessment of the late French immersion program?

The students appear to view the program very positively.

2. What is the late French immersion students' assessment of the level of French proficiency reached in the late immersion program?

Students, in general, appear to believe that they have attained a fairly high degree of competence in French. Students tend to rate their competence in listening and reading comprehension higher than their competence in speaking and writing.

3. What are the plans of the late French immersion students to pursue future education in French?

Most students intend to take further courses in French. Most feel they will be able to study in French.

Recommendations

1. The Testing

While the late immersion program appears to be progressing relatively well, there are some areas which need to be studied more carefully.

Firstly, the French oral skills of late immersion students need to be tested as it was not possible to do so in this study. It is recommended that a speaking test be given in order to judge the level of attainment of the pupils in this area.

Secondly, both the IEA French Listening Comprehension and the IEA French Reading Comprehension subtests used in this study proved to be too elementary for this group of students. Further study needs to be carried out in this area. These particular tests, however, could be used with the core French students. Tests of a more challenging

nature are necessary for the late immersion and the early immersion students at this level in order to assess more accurately their relative levels of proficiency.

Thirdly, in order to avoid problems with end-of-year plans of the schools, it is necessary that scheduled testing be organized for earlier in the school year--perhaps, March/April months.

Finally, it is recommended that regular English comparison groups be included in the necessary areas in future studies.

2. The Setting

The French immersion program, according to the grade IX late immersion students should have a better French atmosphere. Perhaps, the French immersion program could be offered in a school in which only the French immersion program is offered. Consequently, the administration, teachers, specialists and support staff would speak French. Thus, with the atmosphere of the school being French, the students would be exposed to and encouraged to use French.

Noting that the physical facilities of our late immersion schools are shared with a regular English program, it may be suggested that the French immersion program be situated in one area of the school with its own

administration, teachers, specialists and support staff. Recreational activities might also be separate.

3. The Program

The late immersion program includes course content and extra-curricular activities which are developed to increase French language skills. Since the questionnaire indicated that French immersion students rarely use or have the opportunity to use French outside the classroom or the school situation, all aspects of the program should be geared to the exposure to and use of French in natural situations as well as structured classroom instruction.

4. Teacher Training

With the rapid increase of enrollment in French immersion programs and the development of programs and courses at the junior high school level, teacher training institutions should provide programs rather than isolated courses only, for the French immersion teachers. As well, teachers could receive relevant courses in increasing the students' awareness and appreciation of the French culture during their teacher training. Longitudinal in-service plans should be instituted rather than isolated days of instruction. Courses in the methodology of teaching mathematics and social studies are needed. This assistance might improve content learning in these areas.

5. Textbooks

Students seem generally dissatisfied with the material that is available in French. Perhaps, a study of the availability and adequacy of textbooks in French subjects could be undertaken.

6. Parents

Many students indicated that parents are not able to help or participate fully in their education because of the parents lack of knowledge of French. School divisions may wish to consider offering evening courses in French as a second language for parents, or some evening activities to acquaint parents with the work pupils are doing in school.

7. Student Attitudes

During the high school years (Level I to Level III) the attitudes and motivation of the grade IX students may change. It would therefore be interesting to continue to monitor the views and plans of these late French immersion students as they progress through the upper grade levels.

8. Further Recommendations

Finally, it is advised that the following questions be further considered:

- a. Is the development of English language skills of the late immersion pupils similar to those of pupils in the regular English stream?
- b. What characteristics (if any) are typical of those students who do decide to transfer out of the French immersion program?
- c. What role does the child's oral competence in the second language play in his mastery of reading skills?
- d. Are the French speaking skills of early French immersion pupils better than those of pupils in the late French immersion program?
- e. If there is some relationship between writing and speaking skills, particularly for grammar and accuracy, could it be hypothesized that if the writing skills of early French immersion pupils are more accurate than those of late French immersion pupils, the speaking skills will also show more accuracy?
- f. Is the intensity of the exposure to the second language more important to French achievement than total accumulated hours?

- g. What is the best follow-up program for the late French immersion students to continue to develop their French skills rather than simply maintain them?

Table 10.1 indicates recommendations for testing for the SY1987-1988.

Table 10.1
Recommendations for Testing for the
Next School Year

Test	Grade VII EFI LFI RE*			Grade VIII EFI LFI RE			Grade IX EFI LFI RE*		
French speaking	x	x	-	x	x	-	x	x	-
French Reading Comprehension	x	x	-	x	x	-	x	x	-
French Listening Comprehension	x	x	-	x	x	-	x	x	-
French Writing	x	x	-	-	-	-	x	x	-
Canadian Test of Basic Skills:									
Math Concepts	x	x	x	x	x	x	x	x	x
Math Problems	x	x	x	x	x	x	x	x	x
Vocabulary	x	x	x	x	x	x	-	-	-
Reading Comprehension	x	x	x	x	x	x	x	x	x
Language Usage	x	x	x	x	x	x	-	-	-
Canadian Cognitive Abilities Test	x	x	-	x*	x*	-	x*	x*	-

* Testing thus marked is optional.

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APPENDIX A
STUDENT QUESTIONNAIRE

Grade IX Student Survey

1987

This survey is intended to obtain information about your experiences in an immersion program and your plans for the next few years. Please answer the questions as best you can.

1. In the chart below, mark an "X" in the appropriate column to indicate your answer.

Indicate the amount instruction in French you received in each of the following grades:

Grade	More Than 2 Periods Per Week	2 Periods Per Week	1 Period Per Week	No French at All
6				
5				
4				

If more than 2 periods per week, please specify grade and amount

2. Did you study French in the primary grades (K - 3) ?

_____ YES _____ NO

If yes, which grades ? _____

3. Have you had any opportunities outside of school to learn French ?

_____ YES _____ NO

If yes, please describe them below.

Type of Opportunity

Approximate Time (year & duration)

4. Are you able to take French next year ?

YES ____ NO ____

If no, why not? _____

5. What are your plans for studying French next year ? (Check one)

_____ take two or more courses in French

_____ take one course in French

_____ take no courses in French

- 6a. Do you plan to look for a part-time job before completing school ?

YES ____ NO ____

- b. Do you think that French will be of help to you in finding such a job ?

YES ____ NO ____

- 7a. Do you feel that you are prepared for using French in a job?

YES ____ NO ____

- b. Do you feel that you are prepared for using French in future education ?

YES ____ NO ____

8. In the charts below, mark an "X" in the appropriate column to indicate your answer.

- a. To what extent do you feel you can participate effectively in out-of-school situations requiring listening to, reading, writing and speaking French. Add any comments you wish below.

	With confidence	Adequately	With considerable difficulty
LISTENING			
SPEAKING			
READING			
WRITING			
Comments:			

- b. Do you speak French outside the classroom with:

	Often	Sometimes	Never
FRIENDS			
TEACHERS			
PARENTS			
Comments:			

c. Do you use French outside the classroom in:

Often

Sometimes

Never

Watching
Television

Listening to
the Radio

Reading

Comments:

9. What motivated you to do French the most ? (Check one only)

- ☐ Better job opportunities
- ☐ To have something more challenging to do at school
- ☐ To acquire an appreciation and understanding for French culture and people
- ☐ To help improve your native language skill
- ☐ To help you learn another language better (i.e. an appreciation of the nature of language and how it works)
- ☐ To enable you to communicate with French-speaking people at home and abroad
- ☐ To please your parents

10. How well did you expect you would be able to speak French by the end of Grade IX ? (Check one)

- ☐ Like a native speaker
- ☐ Enough to make myself understood in a conversation

11. How does your present level of proficiency in French compare with what you expected to achieve when you entered an immersion program ? (Check one)

☐ I have achieved more than I expected

☐ My level is about what I expected

☐ I am not as good as I thought I would be

Comment: _____

12. What other goals did you expect to achieve after completing a Late Immersion program at grade IX ?

Did you achieve this goal ?

1. _____ ☐ YES ☐ NO

2. _____ ☐ YES ☐ NO

3. _____ ☐ YES ☐ NO

4. _____ ☐ YES ☐ NO

13. I am satisfied with the amount of French used in the Late Immersion program.

☐ YES ☐ NO

14. At what grade do you think a student should start an immersion program ? (Check one)

_____ Primary Level (K - 3)
_____ Elementary Level (4 - 6)
_____ Junior High Level (7 - 9)
_____ Senior High Level (10 - 12)

Why do you think so? _____

15. What aspects of the program(s) you followed were particularly good ?

16. What would you like to see done to improve the immersion programs in the schools in this area ?

17. What are your long-range career plans ?

18. What was your average mark for this year ? (Check one)

(☐ over 85%) (☐ 84%-80%) (☐ 79%-75%)
(☐ 74%-70%) (☐ 69%-65%) (☐ 64%-60%)
(☐ 59%-50%) (☐ below 50%)

THANK YOU FOR YOUR COOPERATION !

APPENDIX B
TESTS ADMINISTERED IN THIS STUDY

TESTS ADMINISTERED
SY1986-1987

A. EARLY IMMERSION

TABLE B.1

Port au Port Roman Catholic School Board
Notre Dame du Cap High School

GRADE	TEST COMPLETED	# PUPILS	LANGUAGE
VII	- CTBS Mathematics Level 13 Form 6M	17	E/F-split
VIII	- CTBS Mathematics Level 14 Form 6M	10	French
	- Canadian Cognitive Abilities Test Level F	13	English

This board did not complete the French proficiency testing as requested.

TABLE B.2

St. John's Roman Catholic School Board
St. Joseph's Elementary School

GRADE	TEST COMPLETED	# PUPILS	LANGUAGE
VII	- CTBS Mathematics Level 13 Form 6M	34	E/F-split
	- IEA French Reading Population I	34	French
	- IEA French Listening Comprehension Population I	34	French
	- IERD French Writing	34	French
VIII	- CTBS Mathematics Level 14 Form 6M	25	French
	- IEA French Reading Population II	24	French
	- IEA French Listening Comprehension Population II	24	French
	- Canadian Cognitive Abilities Test Level F	20	English
IX	- CTBS Mathematics Level 15 Form 5	21	English
	- IEA French Reading Population IV	23	French
	- IEA French Listening Comprehension Population IV	23	French
	- *Canadian Achievement Test (CAT)	23	English

* Canadian Achievement Test - administered by Dept.
of Education

B. LATE FRENCH IMMERSION

TABLE B.3

Avalon Consolidated School Board
MacPherson Junior High School

GRADE	TEST COMPLETED	# PUPILS	LANGUAGE
VII	- CTBS Mathematics Level 13 Form 6M	56	E/F-split
	- IEA French Reading Population I	54	French
	- IEA French Listening Comprehension Population I	54	French
	- IERD French Writing	55	French
	- Canadian Cognitive Abilities Test Level E	56	English
VIII	- CTBS Mathematics Level 14 Form 6M	53	French
	- IEA French Reading Population II	49	French
	- IEA French Listening Comprehension Population II	49	French
	- Canadian Cognitive Abilities Test Level F	54	English

IX	- CTBS Mathematics Level 15 Form 5	42	English
	- IEA French Reading Population IV	42	French
	- IEA French Listening Comprehension Population IV	21	French
	- IERD French Writing	40	French
	- Canadian Cognitive Abilities Test Level G	42	English
	- Questionnaire (Zoë Drover:IERD)	42	E/F-pupil choice
	<hr/>		

TABLE B.4

Avalon North Integrated School Board
Holy Redeemer Elementary School

GRADE	TEST COMPLETED	# PUPILS	LANGUAGE
VII	- CTBS Mathematics Level 13 Form 6M	31	E/F-split
	- IEA French Reading Population I	31	French
	- IEA French Listening Comprehension Population I	30	French
	- IERD French Writing	29	French
	- Canadian Cognitive Abilities Test Level E	31	English

TABLE B.5

Labrador Roman Catholic School Board
Labrador City Collegiate

GRADE	TEST COMPLETED	# PUPILS	LANGUAGE
VII	- CTBS Mathematics Level 13 Form 6M	28	E/F-split
	- IEA French Reading Population I	28	French
	- IEA French Listening Comprehension Population I	28	French
	- IERD French Writing	28	French
	- Canadian Cognitive Abilities Test Level E	28	English
VIII	- CTBS Mathematics Level 14 Form 6M	27	French
	- IEA French Reading Population II	27	French
	- IEA French Listening Comprehension Population II	27	French
	- Canadian Cognitive Abilities Test Level F	27	English

IX	- CTBS Mathematics Level 15 Form 5	25	English
	- IEA French Reading Population IV	25	French
	- IEA French Listening Comprehension Population IV	25	French
	- IERD French Writing	25	French
	- Canadian Cognitive Abilities Test Level G	25	English
	- Questionnaire (Zoë Drover-IERD)	25	E/F-choice

TABLE B.6

Labrador West Integrated School Board
Menihek Integrated High School

GRADE	TEST COMPLETED	# PUPILS	LANGUAGE
VII	- CTBS Mathematics Level 13 Form 6M	29	E/F-split
	- IEA French Reading Population I	29	French
	- IEA French Listening Comprehension Population I	28	French
	- IERD French Writing	28	French
	- Canadian Cognitive Abilities Test Level E	29	English



