

**CANADIAN PARENTS FOR FRENCH
FRENCH SECOND LANGUAGE RESEARCH UPDATE**

**THE MERITS OF EARLY FRENCH IMMERSION PROGRAMS
SELECTED REFERENCES**

REFERENCE	SUMMARY/ABSTRACT	URL
<p>Barik, H., Swain, M.(1978) Evaluation of a French immersion program: The Ottawa study through Grade five, Canadian Journal of Behavioural Science 10(3), 192-201</p>	<p>Assessed a Canadian French immersion program in which English-speaking pupils attending English schools are taught partially or completely in French. The program involved nearly 33% of the children who entered the Ottawa public school system in kindergarten. The sample included 4 representative classes at each of Grades 3, 4, and 5 from the immersion program and 4 similar classes from the regular English programs. The 2 groups were matched according to socioeconomic status characteristics and were generally from a middle to upper-middle-class background. Students were administered several measures including the Canadian Cognitive Abilities Test and Canadian Tests of Basic Skills. Only Grade 5 students were given the Metropolitan Science Test only. French immersion pupils were given a set of achievement tests in French and tests of reading comprehension in French. Results indicate that immersion group students were in general on the same level with or ahead of the regular English in most academic areas considered (e.g., work-study skills and mathematics) and were performing satisfactorily in French</p>	<p>PDF \$12 http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=1980-01934-001</p>
<p>Barwell, R. (2010) Tensions in Teaching Mathematics Through a Second Language, ACIE Newsletter 13(3), CARLA, University of Minnesota</p>	<p>It should not be assumed that learning mathematics through an L2 is necessarily detrimental to students' success. Evidence from immersion programs suggests that students can achieve similar scores in mathematics as students enrolled in regular English programs (Lapkin, Hart & Turnbull, 2003; Swain & Lapkin, 2005; Turnbull, Lapkin & Hart, 2001). In some cases, students in immersion programs outperform students in regular English programs in mathematics (e.g., Bournot-Trites & Reeder, 2001). However, other cases have been documented in which partial immersion students underperform (de Coursey & Burston; 2000).</p>	<p>http://www.carla.umn.edu/immersion/acie/vol13/no3/may2010_rr.html</p>
<p>Bournot-Trites, M., Tellowitz, U. (2002) Report on the Effects of Second Language Learning on First Language Literacy Skills, Atlantic Provinces Educational Foundation, The Printing House, Halifax, NS</p>	<p>"...the effect of learning a second language on first-language skills has been positive in all studies done. Furthermore, the loss of instructional time in English in favour of the second language has never been shown to have negative effects on the achievement of the first language."</p>	<p>http://edinaschools.org/cms/lib07/MNO1909547/Centricity/Domain/463/report1.pdf</p>

<p>Bournot-Trites, M., Reeder, K. (2001) Interdependence Revisited: Mathematics Achievement in an Intensified French Immersion Program; Canadian Modern Language Review 58 (1) p 27-43</p>	<p>This study examines the effect of teaching mathematics in French on mathematics achievement evaluated in English. In this context it analyzes the effect of increased intensity of bilingual education on mathematics achievement. It also analyzes the effects of language of testing in the context of French immersion at the intermediate level. The participants in the study are two cohorts of French immersion pupils followed from Grades 4-7. The treatment group received 80% of the core academic curriculum, including mathematics, in English. The comparison groups received 50% of the core academic curriculum in French and 50%, including mathematics, in English. Achievement in mathematics was measured for both groups at the end of Grade 6. Analyses of covariance showed an advantage in mathematics for the 80% French groups compared to the 50% French group. These results provide further evidence for Cummins' threshold hypothesis and interdependence hypothesis. [941]</p>	<p>No free PDF available online. CMLR has given CPF free access - see Nicole for instructions</p>
<p>British Columbia Ministry of Education (2000) British Columbia Foundation Skills Assessment 2000: Provincial Results Report; BC Ministry of Education.</p>	<p>FI students outperformed English-program students in tests of math and English at grades 4, 7 and 10</p>	
<p>Burmeister, P., Daniel, A. (2002) How effective is late partial immersion? Some findings from a Secondary School Program in Germany, An Integrated View of Language Development, edited Burmeister, P., Piske, Rohde, A. (2002), WVT Wissenschaftlicher Verlag Trier</p>	<p>The data of this study derive from the Kiel Immersion Project at Kiel University. In the partial immersion program, two subjects (geography, history or biology) are taught in English from grade 7 onwards so that the contact time to the L2 amounts to almost 30% of the curriculum - an increase of about 15% compared to the regular curriculum. The testing method uses a communicative test called A Difficult Decision which is designed to elicit both oral and written data. The test is administered at two cross-sections from 1992 to 1995 to 12 to 13 year-old student at the end of grade 7 and from 1995 to 1998 to 10th graders. There are three test groups: IM classes and non-IM classes from a school which offers both, and a third group from a school without IM program (to address the concern that IM students are selected based on their motivation). The groups are compared with regard to the length of their contributions in terms of the number of clauses, the absolute frequency of cohesive elements per category and subcategory, and the density of cohesive elements. It is found that the IM students score higher with respect to the number of clauses and the frequency of cohesive devices of interaction in the discussions. They also cohesively link their contributions and rely less on the interviewer's prompts and guidance. The non-IM group from a school which does not offer IM program scores better than their counterpart from a school which does. In terms of vocabulary, the aspects that appear to benefit enormously from IM are words from sources other than the test-text or the vocabulary list and contextual variants. Lexical errors are not affected by participation in the IM program</p>	<p>www.fmks-online.de/_wd_showdoc.php?pic=510</p>

<p>Canadian Association of Immersion Teachers (1995) Introducing English Language Arts in Early French Immersion, Ottawa: Author</p>	<p>This paper examines existing research literature on the topic of introducing English Language Arts in early French immersion. It explores the possibility of different sequence combinations of learning to read affecting the skills, motivation, and retention of students in French immersion programs. There is no conclusive research evidence regarding the introduction of English language arts in early French immersion, and much of the current literature are opinions rather than results from empirical studies. The interest in introducing English reading in grade 1 of the French immersion program is based on the ideas that students will read in English more easily, will transfer learning across languages, will be more confident and will be able to move to an English program more easily. In terms of students' French proficiency achievement, few conclusive studies have been found that identified a threshold level of number of hours that could be taken from French instruction before harm is done to proficiency, but conversely, the Modern Language Centre at the Ontario Institute for Studies in Education has suggested that there may be a threshold of instructional time necessary to achieve measurable progress in French.</p>	
<p>Clegg, M., Hart, D., Lapkin, S. (2002) Testing of Grade 8 Students in the Core and Immersion Programs, Ottawa-Carleton District School Board, Ottawa, ON [executive summary available]</p>	<p>The testing is divided into four aspects: reading, writing, listening, and speaking. The first three were done with selected classes, whilst the oral test was done with a small sample chosen across the board. Moreover, an attitude questionnaire was given to students to fill out during the testing period. In the Core testing, the mean scores for girls were higher in all the sections except for one part of the speaking section. A wide range of scores was represented in the various tests, but the distribution was often skewed, with more results at the higher end of the scale than would be expected in a normal distribution. In the immersion testing, the EFI students tend to do best, closely followed by MFI students. However, there are several sections in which EFI and MFI students reach largely similar results and one or two where MFI students scored higher. The questionnaires, which were completed by 2401 students in the selected classes, give various statistics on how well students think they can do various activities in French as well as their confidence with various aspects of French language usage. The study conclude with statistics on the time allocation of subjects taught in French by EFI and LFI schools.</p>	<p>Not available online. Contact Joan Hawkins for PDF</p>
<p>Dicks, J. (2008) The Case for Early French Immersion, Second Language Research Institute of Canada, Fredericton, NB</p>	<p>These findings demonstrated that there are a number of important questions within the NB education system that need to be addressed in more profound ways, rather than simply blaming EFI as it currently being done. For instance, questions regarding streaming and socio-economic background cover a much wider range than simply such students registered in EFI and, therefore, need to be addressed on a total level. In addition, reports of cognitive benefits that students attain by learning their L2 cannot be forgotten or ignored, as they prove that FI could be at times a solution rather than a fault. Finally, when considering the proposed changes to education by the Department, it is necessary to consider the negative implications that elimination of EFI may have, such as creating an influx into LFI and lower levels of advanced proficiency.</p>	<p>http://www.unb.ca/fredericton/second-language/_resources/pdf/lricnotes/spring2008.pdf</p>
<p>Dicks, J., Kristmanson, P. (2008) French Immersion: When and Why, The State of French Second Language Education in Canada, Canadian Parents for French, Ottawa, ON</p>	<p>Compares pros and cons of entry points for full and partial FI programs</p>	<p>http://cpf.ca/en/files/03_FI_When_and_Why_E.pdf</p>

<p>Dicks, J. et al (2008) Open Letter to the Honourable Kelly Lamrock, Minister of Education, Second Language Research Institute of Canada, Fredericton,</p>	<p>This letter provided a critique of the proposed changes announced by the Department of Education, in particular the elimination of early FSL programs and EFI. Given that total-immersion and early-immersion students tend to outperform other students on all tests in French and English, EFI is not detrimental to children's L1 learning and ensures the greatest degree of French proficiency among non-Francophone students. In addition, the resources and research already invested in EFI makes it the most tailored program with the best-suited methods and materials. EFI is also noted as being the most accessible immersion program, allowing students with various abilities to succeed at their level when given support similar to that present in English-stream programs</p>	<p>http://www.unb.ca/fredericton/second-language/_resources/pdf/fsreview/letterlamrock.pdf</p>
<p>Dubé, L., MacFarlane, A. (1991) Middle immersion: Is it a better option than early or late? Immersion Journal 14(3), Canadian Association of Immersion Teachers, Ottawa.</p>	<p>This article discusses how middle immersion fits into the research picture with regard to effects of immersion on first language development, achievement in subject-matter learning, social-psychological effects on the student, intellectual ability and success in second language learning. Student L1, L2 and other subject outcomes favoured EFI, MFI and LFI in that order.</p>	<p>http://www.acpi.ca/journaux/V14N3.pdf</p>
<p>Erdos, C., Genesee, F., Savage, R. (2013) Predicting Risk for Oral and Written Language Learning Difficulties in Students Educated in a Second Language, Applied Psycholinguistics, Cambridge University Press, UK</p>	<p>This article examined L1 predictors for English-speaking students in French Immersion (FI) and the extent that L2 reading and language impairment can be predicted as a result of struggles in the student's L1. The goal was to explore the feasibility of using L1 indicators to identify L2 students who are at risk. Early identifications of risk for language impairment and reading would help to provide early support and intervention in order to reduce academic difficulties for struggling students. The study also outlined the different types of learning disabilities which may cause a student academic difficulty, such as dyslexia and primary language impairment (PLI). In total, 86 children were tested throughout kindergarten and Grade-1, relying on a wide variety of L1 predictor tests and L2 outcome tests. The results indicated that phonological recoding, phonological awareness and letter-sound knowledge in L1 were significant predictors of risk. Moreover, L1 sentence, phonological awareness and tense making tests registered in kindergarten were the best predictors for L2 and L1 oral language difficulties.</p>	
<p>Erdos, C. , Haigh, C., Genesee, F. (2010) At-Risk Students in French Immersion, Second Language Learning Research Roundtable,</p>	<p>Study performed tests on grade 1 students to discover how to identify special needs immersion students. For language decoding outcomes, a grade 1 class was predicted to have at-risk students struggle with their phonological awareness and automatized naming abilities. The prediction accuracy was 74% for at-risk students and 71% for typically developing. The spring class predictor's outcomes were 88% for at-risk students and 90% for typically developing students with their English phonological awareness and French letter sound knowledge. The researchers found that for reading comprehension difficulties, at-risk students will struggle with the same predictors in the fall class and spring class. They were found in more typically developing students in the spring. For oral language difficulty, the fall class and spring class both struggled with phonological awareness and accuracy, but more predictors were discovered with the spring class for typically developing students. Therefore, there are differential predictors of oral and reading language difficulties. Grade 1 students can be assessed as early as in the fall, however, spring predictors are more accurate.</p>	

<p>Ewart, G., Straw, S. (2001) Literacy Instruction in Two French Immersion Classrooms in Western Canada, Language, Culture and Curriculum 14(2), Multilingual Matters, Clevedon, UK</p>	<p>This study looks at the pedagogical practices of two teachers and the role they played in the development of print literacy of young Anglophone children who are immersed in French. Two classes in neighbouring districts in Winnipeg are observed. The only significant difference between the classes is the language of instruction in grade 1 – one school offers 100% in French and the other one offers 70% French instruction with the remaining 30% reserved for English language arts at which time literacy is introduced in English. The teaching strategies are also different. In the first class, the instruction is reading based whereas the second class is more writing based. It is found that the first group of children is far more competent in French whereas the second group is not as strong in French, with their spoken French being limited to repeating modeled sentence structures. The study suggests that there is no simple answer as to whether students should receive initial literacy instruction in L1 or L2. This decision needs to be placed in the broader context of instructional strategies, and the ability of the teacher to teach literacy takes precedence over the language of instruction. Key elements in the discussion should include the pedagogical practices of the teacher, which are based on his/her understanding of language development, as well as the role literacy plays in the development of oral proficiency.</p>	<p>http://www.tandfonline.com/doi/abs/10.1080/07908310108666621?journalCode=rlcc20 No free pdf</p>
<p>Hamilton, D., Litvak, M. (2008) Response to the Review of French Second Language Programs and Services in NB, Second Language Research Institute of Canada, Fredericton, NB</p>	<p>The authors discounted the Croll report and supported the maintenance of EFI, calling it a more economically and pedagogically sound choice.</p>	<p>https://sites.google.com/site/hamlit2008/</p>
<p>Harley, B., Hart, D. (1997) Language Aptitude and Second Language Proficiency in Classroom Learners of Different Starting Ages, Studies in Second Language Acquisition, Cambridge University Press</p>	<p>This empirical study investigates the relationship between language aptitude components and second language (L2) outcomes among learners whose intensive L2 exposure began at different ages. The learners in this study are 65 11th grade students in continuing early partial and late French immersion programs. The former group has been receiving 50% of their instruction in French since grade 1, and for the latter group, since grade 7. Three group-administered tests were given in a single class period, focusing on associative memory, memory-for-text, and analytical ability. In addition, there is further testing on L2 proficiency measures. Evidence is found to support the main hypothesis that in late immersion starting in adolescence there will be a positive relationship between L2 outcomes and an analytical dimension of language aptitude, whereas in early immersion beginning in grade 1 a positive relationship will hold between L2 outcomes and memory ability. A further hypothesis that early immersion students will have higher language aptitude as a result of their early L2 exposure is not supported by the findings, as the early immersion students' language aptitude scores are on average not significantly higher than those of the late immersion students. The late immersion students score significantly higher on language analysis.</p>	

<p>Hart, D., Lapkin, S., Swain, M. (1992) Comparative Evaluation of Modes of Delivery of FSL in the Maritime Provinces: The Case of French Immersion at Grade 9, Modern Language Centre, OISE, University of Toronto, ON</p>	<p>Evaluation and comparison of early and late French immersion programs at grade 9 level in the Maritime provinces. Tests and questionnaires were administered to a large sample of early and late immersion grade 9 classes, including listening comprehension, cloze test measuring reading comprehension and overall proficiency, an open writing task, a sentence repetition task and an open speaking task. A student questionnaire is filled out as well to find out about the students' socioeconomic and home language background, program history in immersion, attitudes toward immersion at their school, self-assessments of their French skills in comparison to francophones and against the demands of selected everyday activities, use of French in classroom activities, use of French outside the classroom, and plans and attitudes towards continuing to learn French. The results are analyzed by provinces. Within each province the performance of early and late immersion students are compared, as well as groups within the two categories with different number of accumulated hours in each category. For each province, the findings of the student survey are reported under the following headings: student self-assessments of their French proficiency, social background, views on immersion, students' educational plans, current use of French outside the classroom, and students' reports of classroom practices.</p>	<p>No free pdf available</p>
<p>Lapkin, S (1983) Late Immersion in Perspective: The Peel Study, Canadian Modern Language Review 39(2) p 182-206</p>	<p>Presents the 1979 evaluation of the Peel County, Ontario late immersion French program, in the context of some current issues in second language education in Canada. These include the comparative effectiveness of early and late immersion, the importance of intense exposure, and total accumulated hours of instruction.</p>	<p>No pdf available</p>
<p>Lazaruk, W. (2007) Linguistic, Academic and Cognitive Benefits of French Immersion, Canadian Modern Language Review 63(5), University of Toronto Press, Toronto, ON</p>	<p>Sent to CPF-ON as it provided a quote from another study in electronic format</p>	<p>http://utpjournals.metapress.com/content/k02740110543/?p=fa115bfd80444ec4a5be9937589c3ff5&pi=28</p>
<p>New Brunswick Dept. of Education (2000) New Brunswick Report Card 2000; Dept. of Education, Evaluation Branch.</p>	<p>Grade 8 students in the Early and Intermediate French Immersion programs were considerably more successful than regular program students on tests of math and English."</p>	
<p>Netten, J. (2007) Optimal Entry Point for French Immersion, Revue de l'Université de Moncton, Numéro hors série, 2007, p. 5-22.</p>	<p>Benefit of intensity at start of L2 programs & benefit of teaching French language arts first so students learn French in the same way they learn to read/write in L1.</p>	<p>http://on.cpf.ca/wp-content/blogs.dir/1/files/Optimal-Entry-Point-for-FI-Joan-Netten-University-of-Moncton-Revue-20071.pdf</p>
<p>Netten, J., Germain, C. (2004) Theoretical and Research Foundations of Intensive French, Canadian Modern Language Review 60(3), University of Toronto Press, Toronto, ON</p>	<p>Benefit of intensity at start of L2 programs</p>	<p>http://utpjournals.metapress.com/content/t576871543w1/?p=fa115bfd80444ec4a5be9937589c3ff5&pi=43</p>

<p>Ottawa Board of Education (1996) Comparative Outcomes and Impacts of Early, Middle and Late Entry French Immersion Options: Review of Recent Research and Annotated Bibliography, ERIC Document #402778, Eric Document Reproduction Service</p>	<p>The report reviews current research findings related to the three entry points (early, middle, late) for French immersion programs in Ottawa (Ontario) elementary and secondary schools. It consists of: an executive summary and brief overview; an annotated bibliography covering authoritative immersion research reviews and reports published since 1987; a list of 82 references either cited or consulted for the report; and appended data tables showing French enrollment trends for the Carleton (1978-94) and Ottawa (1970-96) Boards of Education. The annotated bibliography is divided into five sections: 1) research overviews comparing three French immersion programs (9 citations); 2) empirical studies comparing three French immersion programs (24 citations); 3) empirical studies of alternative intensive French second language programs (3 citations); 4) other documents, including provisional policy statements and internal school board reports (6 citations); and 5) recent bibliographies of immersion and bilingual education research (5 citations).</p>	
<p>Turnbull, M., Hart, D., Lapkin, S. (2003) Grade 6 French Immersion Students' Performance on Large-Scale Reading, Writing, and Mathematics Tests: Building Explanations, The Alberta Journal of Educational Research Vol. XLIX, No. 1, Spring 2003,6-23, Alberta</p>	<p>We analyzed data from Ontario's provincial testing program to ascertain if the reading, writing, and mathematics skills of grade 6 immersion students were comparable to those of regular English program students. Various immersion program designs were taken into account. The analysis confirms the results of earlier program evaluations that any lags in immersion students' achievement in reading, writing, and math disappear by grade 6. We offer two explanations to account for this result. The lag explanation holds that taking reading, writing, and math in French until the end of grade 3 creates a lag in achievement until English is introduced into the curriculum, after which immersion students catch up to regular students' performance. The selection explanation suggests that immersion test performance improves by grade 6 relative to regular English program counterparts because the composition of the grade 6 cohort is more select than that of earlier</p>	
<p>Turnbull, M; Hart, D, Lapkin, S (2000) French Immersion Students' Performance on Grade 3 and 6 Provincial Tests: Potential impacts on program design, OISE.</p>	<p>This study explores the total instructional time in French and its impact on immersion graduates' proficiency in French by examining a large merged data base of student results on test instruments in West, Central and Eastern Canada. The article reviews the background of immersion programs, studies which identified a correlation between time and proficiency (EI students demonstrated superior French skills on some but not all test measures compared to LI students), and studies which identified a correlation between age and L2 acquisition (older learners more efficiently accomplish some aspects of L2 than younger learners). This study compared results in standardized tests of listening, reading, writing and speaking skills. Some results: EI students outperformed MI and LI students on selected measures of listening and speaking; EI students did not do better on tests of listening comprehension or French literacy, which suggests that EI's predominant impact is on speaking skills; EI students with 12 or more secondary French courses achieve higher test scores than those with 8 or fewer; the number of secondary French courses taken by LI students did not significantly affect the majority of test scores, suggesting that LI students comprise a more homogenous ability group than EI and MI, possibly because students and parents make more informed choices about the appropriateness of the program. The authors caution against making a simplistic interpretation of test results to support LI over EI programs because of self-selection of LI students.</p>	<p>http://on.cpf.ca/wp-content/blogs.dir/1/files/eqao-final-report-2001.pdf</p>
<p>Swain, M. (1974) Immersion Programs across Canada; Canadian Modern Language Review 31(2), p. 117-129</p>	<p>Study indicates that students in French immersion programs in Canadian schools achieve superior progress in French and equal skill in English relative to students in partial immersion classes or traditional second-language study</p>	<p>URL not available</p>

<p>Swain, M (1978) French Immersion: Early, Late or Partial? Canadian Modern Language Review 34(3); p. 577-585</p>	<p>A discussion of three possible formats of a bilingual education program: early total immersion, early partial immersion and late partial immersion. A French cloze test was used to evaluate the lead group of students in each program. A tentative conclusion is drawn in favor of the early total immersion program. [923]</p>	<p>No free PDF available</p>
<p>Wesche, M.B. (2002) Early French Immersion: How has the original Canadian model stood the test of time? An Integrated View of Language Development, Petra Burmeister, Thorsten Piske, and Andreas Rohde (Eds), WVT Wissenschaftlicher Verlag Trier</p>	<p>A study to determine which program features and contextual elements have proven essential for effective school second language learning across settings, and which, while less crucial, have been shown to significantly influence the success of school language learning. The most prominent original program features include earliest possible school starting age, intensive L2 exposure over an extended period, and the use of the L2 to teach the school curriculum. Contextual features such as that learners were majority language speakers and were in the same situation were also discussed. She then moves onto outcomes with comparisons of the different models of immersion and students' proficiency in their English and French and results in other academic subjects as well. Although the outcomes are very positive, the students' French is still below the level of native speakers in terms of a more restricted vocabulary, largely limited to domains experienced in school, overuse of high frequency verbs, and L1 influences in their production grammar. Other forms of immersion with variables in length, starting age, and intensity are explored. Those include partial immersion and the bain linguistique (language bath) experiment, which increased exposure to French from the 120 hour Core French program to 450 hours for one year.</p>	<p>wA12:C26ww.fmks-online.de/_wd_showdoc.php?pic=865</p>