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ARTICULATION, ATTITUDE AND ACHIEVEMENT: A STUDY OF
THE ELEMENTARY AND SECONDARY FRENCH SECOND LANGUAGE PROGRAMS

by

M. Lynne Durward

B.Math., University of Waterloo, 1968

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS (EDUCATION)

in the Faculty

of

Education

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ABSTRACT

The impact of the EFSL (Elementary French as a Second Language) program and the articulation between French programs at the elementary and secondary levels were examined in a two-year study conducted in a school district in the lower mainland of British Columbia. The project had two main components: a descriptive study of the secondary (SFSL) French program; and a follow-up study involving grade nine students who were initially surveyed when they were in grade six of the EFSL program. The follow-up study examined: the relationship between students' attitudes toward French and their achievement in French in elementary and secondary school; students' retrospective views of the EFSL program; and retention in the French program when it becomes an option in secondary school.

The main findings indicated that students' attitudes toward French in grade six were related to their subsequent attitudes in grade nine. It was found that students who dropped French after grade eight tended to have more negative attitudes from their first exposure to French in elementary school. A two-week review period at the beginning of grade eight was rated as the most effective method of facilitating EFSL-SFSL articulation, and the data suggested that students from a two-year EFSL program (grades six and seven) found the transition to secondary French easier than did those from a one-year EFSL program (grade seven

only). Findings of the study were discussed in relation to other Canadian and international research and to recent curriculum development in the province.

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INTRODUCTION

Although the practice of teaching a second language to young school age children is not new, there has been a marked increase in interest in second language learning at the elementary school level during the last thirty years. This revival of interest is exemplified by the FLES (Foreign Language in Elementary School) program in the United States (Andersson, 1969; Pillet, 1974); the Pilot Project on French in the Primary School in Britain (Burstall, Jamieson, Cohen & Hargreaves, 1974); and the dramatic rise in French enrolment in Canadian elementary schools (Sasaki, Note 1).

According to Stern & Weinrib (1977), three factors contributed to this increased interest in the development of a second language component in the education of younger children:

They were, above all, the demand for a radical improvement in language learning, the wish to exploit the young child's supposedly greater language-learning abilities, and the desire to enrich the educational experience of primary-school children. (p. 5)

In Canada, a fourth factor, "basic necessity" (Halpern, in press), provided further impetus for teaching second languages. In 1969, the Official Languages Act, giving equality of status to both the English and French languages in Canada, was adopted. It then became a necessity for some segments of the population (e.g. anglophones in Quebec) and a distinct advantage for others (e.g. those seeking federal public servant positions) to learn both languages of Canada. In response to the act, massive second-language programs for federal civil servants were

launched. A detailed report (Bibeau, 1976) on their effectiveness concluded that the future of language in Canada lay not in such expensive programs for civil servants, but in better second-language education in schools (Stern & Weinrib, 1977).

Funds for improvement in second-language education in the Canadian schools were provided through various Secretary of State federal-provincial programs to encourage bilingualism. The first programs were part of a five-year plan implemented in 1970 and renewed with little change in 1974 (CPF National Newsletter, 1981). These funds provided the impetus for a major expansion of French programs in the 1970's, particularly at the elementary grade level.

Three basic types of French Second Language (FSL) programs emerged in Canada: core, extended and immersion (Swain, 1981). Core programs, such as the EFSL (Elementary French Second Language) programs in British Columbia, are those in which French is taught for short periods (20-40 minutes), typically on a daily basis.

Extended programs have, in addition to a core component, one or two subjects which are taught using French as the medium of instruction. The immersion approach generally involves the use of French as the language of instruction for all of the curriculum during one or more years of schooling (Shapson & Kaufman, 1978).

In British Columbia, activity in the area of French as a second language was not confined to physical expansion of the programs: committees were struck to develop new curriculum guides for the French programs, a provincial Modern Languages

Resource Centre was established, new programs for training French teachers were developed at the universities, and an active and influential B.C. chapter of the Canadian Parents for French group emerged. In the late 1970's, a major evaluation study, the B.C. French Study (Shapson, Kaufman & Durward, 1978), was carried out. This two-year study documented the growth and status of EFSL programs in 25 B.C. school districts and underscored the need for continuous evaluation of programs.

Looking back, the period 1975 to 1980 can be characterized as one of generous funding, fervor, and optimism for the French Second Language programs in British Columbia. The outlook for EFSL in British Columbia in the 1980's, however, is not so promising; in many ways the situation parallels that of the FLES program in the United States in the late 1960's (McLaughlin, 1978; Pillet, 1974). School Boards must deal with declining enrolments, drastic budget cuts and the concomitant teacher layoffs. In such an environment, the place of the French Second Language program is under scrutiny.

The cost of providing French instruction (Partlow, 1977) is one issue: school districts which use specialist French teachers to teach the EFSL programs are finding it difficult to justify the costs of the extra staff. Districts which rely on regular classroom teachers to teach French, on the other hand, are concerned about the costs in time or money to provide the necessary inservice training to upgrade these teachers' French skills.

Tied to the issue of cost is that of benefit. School Boards and parents want to know what, if any, are the benefits of

exposure to French in the early grades. Does such exposure improve attitudes toward French? (Burstall et al., 1974); affect French achievement in subsequent grades? (e.g. Burstall et al., 1974; Vocolo, 1967); increase students' likelihood of continuing in French? (Burstall et al., 1974; Vollmer, 1969).

As the EFSL program in British Columbia has grown, the problems of articulation, both within the elementary grades and between elementary and secondary French programs, have become increasingly apparent. Results of studies throughout B.C. and the northern territories (Durward & Durward, 1982; Shapson, Durward & Kaufman, 1981) have revealed wide variations in amount of time, commercial program used, teacher training, etc., all of which seriously affect the continuity of a program. Now, with over 50% of the students in the province entering secondary school with two or more years of French instruction behind them, the problems have compounded. Educators are struggling to effect smooth articulation between the two programs to the advantage of both. As Mr. Max Yalden, Commissioner of Official Languages, stated:

I put it to you that we simply cannot, through carelessness or stalling, allow the investments we have made at the elementary level, in money, in human resources, and in our children's future, to go down the drain. (Yalden, Note 2)

It is clear that the effects of EFSL and the issue of articulation are areas which demand immediate attention.

Background to the Study

In the present study, the impact of the EFSL (Elementary French Second Language) program and the articulation between French programs at the elementary and secondary levels were examined. The study was carried out in School District #44 (North Vancouver), a district which has been offering EFSL since 1974. A brief description of North Vancouver's French Second Language program and results from previous studies of the program are presented in this section.

Description of the EFSL Program in North Vancouver

French as a second language was introduced in North Vancouver elementary schools almost a decade ago. From a cautious beginning in September 1974 in grade 7 classes in 10 out of 32 schools, the program was gradually expanded and extended downward. The EFSL program is now mandatory for all schools for grades 6 and 7, and is optional at the grade 5 level.

The goal of the EFSL program, as expressed by the Coordinator of Modern Languages, is to:

...pass on to our students a willingness to try to communicate in French using the expressions learned PLUS an affection and respect for another language and culture.
(North Vancouver School District, Note 3)

French classes are taught by one of two categories of teachers: either a "Classroom Generalist," a regular classroom teacher within a school who, in most instances, teaches French to his/her own class; or a "Specialist Itinerant" who travels among schools to teach French to several classes. During recent years the number of Specialist Itinerants has tended to remain relatively constant, whereas the number of Generalists has

increased.

For the first five years of the EFSL program, the commercial series Ici on parle français (Kenney and Kerr, Prentice Hall Publ., 1966) was used in the district. In September 1979, Vive le français (McConnell et. al., Addison-Wesley Publ., 1978) was introduced at the grade 5 level and subsequently was phased into the upper elementary grades.

Students receive approximately 100 minutes per week of French at each grade level of the EFSL program. It is estimated that students in a grade 6 and 7 EFSL program have completed 100 hours of French by the end of elementary school.

Articulation Between Elementary and Secondary French Programs

In 1980 the Secondary French Curriculum Guide for British Columbia was published by the Ministry of Education (1980b). The guide advocated a six-level system, each level with a minimum time allotment of 100 hours of French. The levels were "based on the learning outcomes of the secondary curriculum, not on any particular program or programs" (p. 10); however, two commercially developed programs, Passeport français (Kenney, Morgan et al.; D.C. Heath Publ., 1973) and Le Français international (2nd ed., Centre Educatif et Culturel Inc., 1974-1979) were later prescribed for the province.

Under the direction of the Co-ordinator of Modern Languages, North Vancouver effected some major French program changes in the 1979-80 school year. Vive le français was adopted as the commercial program at the elementary level, and the EFSL program was restructured so that, by September 1982, students entering grade 8 French would have completed the equivalent of Level I

(100 hours) of the Secondary French Curriculum Guide. At the same time, the French programs in the secondary grades (using the series Passeport français) were being restructured to correspond to the various levels of the guide.

The implementation of the above program changes was an important step toward providing effective articulation between the elementary and secondary French programs in the district. Other strategies to ease the transition between the two levels were, and still are, employed. For example, each spring, the Coordinator and a team of elementary French specialists produce a booklet entitled "Que faire de vos élèves de français 8 en septembre..." The booklet lists basic structures and vocabulary covered in the EFSL program and serves as a basis for review lessons conducted by French 8 teachers in the first few weeks of September. In addition, the publication presents suggestions for elementary and secondary teachers for improving articulation; e.g. scheduling of liaison meetings, class observation, etc.

Monthly meetings of Secondary French Department heads are held, and issues relating to elementary-secondary articulation are often discussed.

Results of Previous Evaluations of the FSL Program

Prior to this study, research on the French Second Language program in the school district had been confined to the elementary (EFSL) level of the program. Data on attitudes toward French and French listening comprehension skills of students in grades 5 to 7 were collected from the 1976-77 to the 1979-80 school years by the B.C. French Study Research Unit at Simon Fraser University. Results for each year of the study were

submitted to the district either in the form of reports or summary tables of results (Shapson, Day & Durward, 1978; Shapson & Durward, 1978, 1980; Shapson, Kaufman & Durward, 1977).

Examination of the data collected through the years revealed the following trends:

- 1) For all school years and at all grade levels and years of French, North Vancouver groups tend to have more positive attitudes and to score higher on the French achievement measure than comparative province-wide groups.
- 2) North Vancouver samples in their first year of French, regardless of grade, tend to obtain similar scores on the French achievement measure.
- 3) North Vancouver Grade 7 samples in their second year of French tend to score significantly higher on the achievement measure than either Grade 6 or 7 North Vancouver samples in their first year of French.
- 4) The trend found in the B.C. French Study (Shapson, Kaufman & Durward, 1978) that attitudes toward French become increasingly more negative from grades 4 through 7 does not appear to hold in North Vancouver, where the attitude scores of the Grade 7 groups tend to be as positive or more positive than those of the Grade 6 groups.

Scope and Objectives of the the Present Study

As mentioned previously, considerable data on the North Vancouver EFSL (Elementary French Second Language) program had been collected. However, little research information on the Secondary French (SFSL) programs, either in North Vancouver or elsewhere in British Columbia, was available. Of particular interest to educators, given the large number of students who were entering secondary school with previous instruction in French as a second language, were the issues of articulation and the impact of the EFSL on the SFSL program.

It was in this context in the spring of 1980 that the B.C. French Study Research Unit was contracted by School District #44 (North Vancouver) to carry out a two-year study of the French Second Language (FSL) programs. The study was considered to be particularly timely in view of the recent program changes implemented in the district.

The study had two main components: 1) a descriptive study of the FSL program at the secondary level (SFSL) in North Vancouver, and 2) a follow-up of grade 9 students who participated in an evaluation in 1977-78 (when they were in the grade 6 EFSL program).

The specific aims of each component of the study are presented below.

Objectives of the Descriptive Study of the SFSL Program

- a) To provide descriptive information about the Secondary French Second Language (SFSL) program, including demographic data about the student population

- b) To collect baseline data on grade 9 students' attitudes toward French and achievement in French
- c) To examine grade 9 students' opinions and perceptions about the French program, with particular emphasis on their retrospective views of the elementary French program and articulation between the elementary and secondary French programs.

Objectives of the Follow-up Study

- a) To conduct a follow-up study of grade 9 students who were studied in grade 6 in 1977-78 to examine the relationship of attitude and achievement in grade 6 French and:
 - i) attitude and achievement in grade 9
 - ii) retrospective views of the EFSL program
 - iii) retention in the French program.

REVIEW OF RELATED LITERATURE

Historical Perspective of Elementary Second Language Teaching

The practice of teaching a second language to young school age children dates back centuries: in the Roman empire, children were educated bilingually (in Greek and Latin), and the classical languages were essential parts of the young child's education in the 17th and 18th century (McLaughlin, 1978). The teaching of French as a second language in North America can be traced back to the late 16th century, when children of immigrants were being taught French in missionary schools stretching from Eastern Canada to the Gulf of Mexico (Pillet, 1974).

More recently, the twentieth century has witnessed some radical changes in attitude toward foreign language learning. In the United States, public antagonism against second language programs was precipitated by World War I and persisted until the 1950's (McLaughlin, 1978). It was at this time that a revival of interest in second language teaching began in the United States. Pillet (1974) suggests that this interest was generated by publicity surrounding the highly successful Army Specialized Training Programs. These intensive "crash" programs were designed to develop comprehension and speaking skills of armed forces personnel for field operations abroad; the shortage of such trained personnel had proved to be detrimental to the U.S. during World War II. Further motivation for the development of language programs was provided by the launching of Sputnik in 1957. According to Pillet (1974), this event:

...dramatically confirmed the academic and official position that improved instruction was essential in dominating international competition and vital to national survival and welfare. (p. 11)

At the elementary school level in the United States, this revival of enthusiasm for language study took the form of the Foreign Languages in the Elementary School (FLES) program, which began in the early 1950's and peaked in the 1960's. The results were dramatic: by 1960, 1,227,000 pupils were enrolled in FLES programs, compared to 2,000 pupils in the U.S. receiving second language instruction in 1939 (Andersson, 1969). In the following decade, however, interest in foreign language once again waned. In 1979, a concerned President's commission on foreign language and international studies reported (Note 4; p. 6) that only 15% of American high school students, compared to 24% in 1965, were studying a foreign language; and that only 8%, compared to 34% in 1966, of American colleges and universities required a foreign language for admission.

International interest in second language teaching and bilingual education for younger children was demonstrated at two international meetings organised by the UNESCO Institute for Education in Hamburg in 1962 and 1966 (Stern & Weinrib, 1977). Great Britain launched a ten-year pilot scheme for the teaching of French in the primary schools in 1963 (Burstall et al., 1974). A survey by Stern (1967) showed that a second language was part of the primary school education of children in 39 out of 45 countries surveyed.

In Canada, the growth of French Second Language programs in elementary schools was most evident during the 1970's, following

the introduction of the Official Languages Act (1969) that gave equality of status to both the English and French languages in Canada. Three basic types of French Second Language programs emerged in the country: "core" programs, in which French is taught for short periods (20-40 minutes), typically on a daily basis; "extended" programs, which offer one or two subjects using French as the medium of instruction in addition to a core component; and "immersion" programs, in which all or most of the curriculum is taught using French as the language of instruction.

Further encouragement to implement and expand French programs in Canada was provided through various Secretary of State Federal-Provincial financial programs to promote bilingualism. Typical of the growth of French programs during this period is that which occurred in British Columbia: the percentage of elementary school children enrolled in French increased from less than 6% in 1970 to 31% in 1980 (British Columbia Ministry of Education, 1980a; Note 5; Note 6).

Research on Elementary Second Language Programs

Despite attempts to stimulate systematic research in this area, e.g. international studies at the Unesco Institute for Education in Hamburg in the 1960's (Stern, 1982), there have been few major investigations of elementary second language programs. The two most well known studies conducted outside of Canada are the ten-year longitudinal study of the pilot scheme of primary French instruction in Great Britain (Burstall et al., 1974) and an international study of French instruction in ten countries (Carroll, 1975). Research findings on the FLES programs, widespread in the United States during the 1950's and 1960's,

have been summarized by McLaughlin (1978).

In Canada, impetus for research of French programs in the public schools has been provided by the aforementioned Federal-Provincial agreements for financial assistance to promote bilingualism in education and, in particular, by the Secretary of State (Note 7) proviso that applications for Special Projects funding (to support the extension and/or expansion of French programs) include an evaluation component.

As a result, the number of Canadian research studies has increased in the last decade. The focus of research attention, however, has been on the immersion approach (e.g., Genesee, 1979; Halpern, 1976; Lambert & Tucker, 1972; Shapson & Day, 1982; Shapson & Kaufman, 1978; Swain, 1978; Swain, Lapkin & Andrew, 1981) despite the fact that:

...the majority of Canadian children have their only opportunity to learn French in school through the core or traditional French Second Language (FSL) approach. (Shapson, 1982, p. 48).

Much of the Canadian research that does exist on the core approach examines it in the context of other alternatives to French language learning (e.g., Edwards & Smyth, 1976; Halpern, 1976; McInnis & Donohue, 1976; Morrison, 1979; Stern, 1982; Swain, 1981). A notable exception is the B.C. French Study, a two-year study of the Elementary French-as-a-Second-Language (EFSL or "core") programs in twenty-five school districts in British Columbia (Shapson, Durward & Kaufman, 1981). The main aims of the study were to provide a descriptive and evaluative study of the EFSL programs, to identify factors contributing to the strengths and weaknesses of the program, and to develop a

mechanism for on-going evaluation for school districts.

Issues in Core French. The two issues that are most often discussed in the core research are the time factor and the age factor. In the mid 1970's the results of three studies (Burstall et al., 1974; Carroll, 1975; Stern et al., 1976) concluded that, in general, the greater the number of hours of exposure to the second language, the higher the proficiency in that language. Some recent studies have led researchers (Swain, 1981; Stern, 1982) to note some important qualifications to the general statement.

One qualification relates to the age factor; i.e. that older students appear to make more rapid progress in learning some aspects of a second language than younger learners (Krashen, Long & Scarcella, 1979; Snow & Hoefnagel-Hohle, 1978). This finding is in contrast to the view popularized by Penfield (1967) that young children are at an optimum age for second language learning.

A second qualification relates to the distribution or intensity of the total teaching time available, i.e.:

...the greater the intensity, that is the percentage of instructional time devoted to teaching in, or about, the second language, the higher will be the proficiency scores in that language. (Swain, 1981, p. 489).

The superior results of immersion students compared to those in core or extended programs (e.g. Lapkin, Swain, Kamin & Hanna, 1980; Stern et al., 1976) are commonly cited to support this contention. Results of studies within the core program per se have not been as definitive: no clear pattern of results emerged from studies on the effect of variation of amount of time, e.g., 40 versus 20 minutes per day (Halpern, 1976) or effect of

variation in distribution of time, e.g. "distributed practice" of 30 minutes per day versus "massed practice" of 60 minutes per day on alternate days (McInnis & Donohue, 1976). However, in the B.C. French Study (Shapson et al., 1981), an advantage in terms of French achievement was revealed for students in programs with more than 100 minutes of French per week.

The complexity of the time/age/proficiency relationship is expressed by Stern (1982):

In short, in deciding on the time for French as a second language we must take into consideration the students (age, maturity, language learning experience), the sociocultural context (majority language/minority language; language with or without environmental support); and the available pedagogy. (p. 32)

Focus of the Present Study

The focus of the present study is what happens after an EFSL or core French program. For example, how effective is the articulation between the elementary and secondary French programs? How do students view their elementary French experience from a secondary school vantage point? How does the elementary French exposure affect students' subsequent attitudes toward French, achievement in French, and desire to continue in the subject?

To provide an appropriate setting to answer these questions the literature on two specific areas of research is examined: the process of articulation, and the effects of studying a language in the elementary grades on subsequent study of the language.

Articulation

Research in the area of articulation is scarce; curiously,

there is almost as much literature relating to the definition of "articulation", as there is on the subject.

Articulation defined. As defined in the Ontario French Curriculum Guide (Ontario Ministry of Education, 1980), articulation is "the planned connection between successive grades or divisions of the educational system." Brooks (1964) uses the term "continuity" to describe such sequencing.

The above definition, albeit the one most often used, represents only one dimension of articulation. According to Lange (1982), the most complete treatment of the concept is offered by Lafayette (1980), who isolates three subcategories of terms related to articulation: "internal articulation," "sequential articulation," and "external articulation." Lange (1982) and Walsh (1967) choose to use the more common terms "horizontal," "vertical," and "inter-multidisciplinary articulation," and these terms will be used in this discussion.

"Horizontal" articulation refers to a coordination of any curriculum across the classes that are simultaneously attempting to accomplish the same objectives (Lange, 1982). Such factors as teacher fluency in French, time allotment for French, commercial program used, and program objectives should be constant within a grade level for horizontal articulation to be effective.

The "vertical" dimension of articulation is that referred to by the Ontario Ministry of Education above and by Brooks (1964), i.e. the continuity of a program throughout the length of a program.

The terms "interdisciplinary" and "multidisciplinary" articulation, according to Lange, "relate to the capability of a

second language as a school subject to associate with other disciplines in the curriculum." Examples of interdisciplinary articulation are found within the language program itself, in that the content of language learning (phonology, morphology, syntax, etc.) is related to the first language. More often, the term "integration" (Stern, 1982) is used to describe this linking to other curriculum areas. Common examples of integration of French into other subject areas include use of French instructions throughout the day, singing of French songs, and study of French-speaking countries in social sciences (Durward, 1983; Shapson et al., 1978).

Although the focus of this thesis is "vertical" articulation, it is important that the multi-dimensional aspect of the term be recognized.

The problem of articulation. Educators and researchers recognize that effective articulation is a critical factor in the success of a second language program (Burstall et al., 1974; Ontario Ministry of Education, 1980; Pillet, 1974; Sims & Hammond, 1981; Stern, 1982). Pillet (1974), for example, commented that the problem of articulation:

...still continues to be punitive to the elementary school child entering high school and deleterious to the maintenance of FLES programs (p. 24)

However, little actual research in the area of articulation is evident. Most of what does exist focusses on the problem of articulation between secondary schools and colleges or universities (Bidwell, 1955; Moore, 1970; Webb, 1979), although a few recent studies have alerted educators to the seriousness of

the articulation problem between elementary and secondary schools.

Results of the B.C. French Study (Shapson et al., 1981) brought to light the wide variations in time allotments for French, instructional materials, and approaches to staffing which existed throughout British Columbia in the late seventies. Follow-up surveys carried out in individual school districts (e.g., Shapson, 1982; Durward, 1981) revealed that such variation was also to be found within grades at the district level, compounding problems of vertical articulation with those of horizontal articulation. The too rapid expansion of elementary French programs could be cited as the underlying cause of many of the articulation problems. In one instance, political pressure to discontinue the third year of a four-year French program (Shapson, 1982) put the end to well-laid plans for a continuous program.

Studies of the elementary (Krohn & Shapson, 1981) and secondary (Durward & Durward, 1982) French programs in the Northwest Territories provided an example of what Moore (1970) would call an "articulation jungle." In addition to the typical variations in programs identified in the B.C. French Study, educators in the Territories were handicapped by factors of isolation, vast distances, a highly mobile population of teachers, students and administrators, and a large percentage of English as a second language students. A survey of teachers' views of articulation (Durward & Durward, 1982) between the elementary and junior high school levels revealed the following:

- a) Although approximately 75% of the students entering

junior high school had had from three to six years of French, none of the schools surveyed required previous French for entrance to the grade 7 program.

- b) Only 20% of the grade 7 (first year of junior high school) teachers reported that students in their classes had "about the same previous exposure to French."
- c) About one-half of the classes were rated as inadequately prepared for grade 7 French.

Not surprisingly, the continuity between the two levels was rated either "fair" or "poor" by the majority of teachers.

Results of a two-year study conducted recently in a Lower Mainland school district (Durward, 1983) clearly illustrated how student mobility and the semestering system can wreak havoc with the articulation process. This study attempted to follow students in six grade 7 elementary classes through to grade 8, their first year of high school. The researcher found that:

Almost 30% of the students from the "feeder" grade 7 classes could not be located in any of the three secondary schools they were expected to attend. For two of the six grade 7 classes in the study, less than 25% of the students enrolled in the expected secondary school. Further disperement of students took place in the one secondary school on a semester system, where over half of the grade 7 sample opted for second semester grade 8 French and were therefore lost for the purposes of the study. In the view of one teacher, the failure of the students to appear at the expected school "totally negated" the articulation process.
(p. 52)

Effects of EFSL

Subsequent language achievement. There have been several studies examining the effect of learning a second language in elementary school on subsequent language achievement in secondary

school. The majority of studies have followed upon two experimental programs involving the teaching of a second language in elementary schools: the FLES (Foreign Language in the Elementary School) program in the United States, which reached its peak in the early 1960's; and the Pilot Scheme for the teaching of French in primary schools in England and Wales, which was implemented in 1964. Both the FLES program (McLaughlin, 1978; Pillet, 1974) and the Pilot Scheme (Burstall et al.; Spicer, 1980; Stern, Burstall and Harley, 1975) encountered serious difficulties which affected the perceived success of the programs. Although neither experimental program is directly comparable to the situation in British Columbia and the rest of Canada, the problems which beset them are uncomfortably familiar; e.g., launching of programs without adequate preparation, under-qualified staff, recession of available funds, and unrealistic expectations of results of the programs (Pillet, 1974).

A report by the FLES Committee of the American Association of Teachers of French (Lipton and Bourque, 1969) cited the major studies carried out to determine whether FLES was, in fact, "essential and productive". Although the report appears somewhat biased in favour of the FLES programs, it does provide one of the better summaries available.

As evidence of the beneficial aspects of FLES, the Committee cites a study by Brega and Newell (cited in Lipton & Bourque, 1969) comparing the French achievement of FLES students who had received French from grade three on versus that of non-FLES students who received the traditional French offering (from grade 7 on). The FLES group performed significantly better on the four

Modern Language Association tests of listening, speaking, reading and writing when tested in grade 11. However, worthy of note (and not mentioned in the Committee's report) is Brega and Newell's comment regarding the fact that the FLES students were taught by a "specialist" French teacher throughout their FLES years:

While evidence is not available, it is our belief that an elementary French program supervised and taught entirely by regular classroom teachers would not show results similar to those presented here. (p. 411)

The generalizability of the findings are further limited by the size of the sample involved (19 FLES and 21 non-FLES students) and the finding that the IQ's of the FLES students were significantly higher than those of the non-FLES students (although the authors attempted to control for this effect through the use of an analysis of covariance statistical procedure.)

In a similar study, conducted by Vocolo (1967), grade 9 students enrolled in a FLES program from grade 5 on scored higher on measures of listening, speaking and writing than did their counterparts who started French in grade 8. Vocolo's findings are more credible due to careful control of IQ, socioeconomic and teacher variables. Nonetheless, the fact that both the experimental and comparison groups' mean IQ's were well above normal limits the generalizability somewhat.

A much more extensive study of the effect of FLES was carried out by Vollmer (cited in Lipton and Bourque, 1969). The project involved 1500 students in Somerville, New Jersey who had graduated from high school during the period 1958-61. The FLES

group had taken either French or Spanish from grade 3. IQ's, G.P.A.'s and grades were analyzed. Lipton and Bourque summarized the findings as follows:

Conclusions arrived at statistically showed no difference in the G.P.A. of FLES and non-FLES pupils leading one to conclude that no adverse effect is suffered in the basic learnings. In the area of language achievement, Somerville's brochure declares that the foreign language teachers' estimate of the FLES program was somewhat disappointing for it detected no grade superiority for FLES students. However, because the FLESers were one year ahead, one may infer that pupils can advance at least one year in foreign language study by means of the FLES program with no harmful effect on other achievement. (p. 18)

Other studies also reveal somewhat disappointing achievement results for FLES students in their secondary school years (Justman & Naas, 1956; Oller & Nagato, 1974). Similarly, the results of the Pilot Scheme in Great Britain (Burstall et al., 1974) did not find an advantage in three out of four French skills for pupils who were taught French from age eight versus those taught from age eleven.

Carroll (1975), in his international study on the teaching of French, concluded that there was no special advantage in starting the study of a foreign language very early other than the fact that this may provide the student more time to attain a desired performance level at a given age. However, Carroll's findings from an earlier study of the foreign language proficiency levels attained by language majors near graduation led him to this qualified statement in favour of FLES graduates:

The conclusion that does seem to emerge from the data is that for those students who were enabled to start French or Spanish in the elementary school and who liked the language well enough to impel them

to continue with it to the point of graduating from college with a language major, their start in elementary school gave them a distinct advantage, on the average, over those who started later. (Carroll, 1967, p. 137)

Several studies claiming positive results for FLES graduates in secondary schools have been summarized by Donoghue (1979). Oller and Nagato (1974) refer to the Donoghue summary as a "glowing but inaccurate review."

In reading the literature, it becomes apparent that many of the studies of FLES suffer from a methodological weakness, i.e., in the secondary schools, elementary language graduates are integrated with language novices. Burstall's conclusions have been subject to some criticism in view of such limitations (Stern et al., 1975; Spicer, 1980). For example, because most schools in the Burstall study did not have adequate class facilities, control and experimental students were not separated during French lessons in secondary school. The question has been raised, "after at least four years in the same classes with the same lessons, can any great advantage be expected for those students who started French in primary school?" (Purbhoo & Shapson, 1976).

The relationship between success of EFSL programs and effective articulation is also pointed to by Oller and Nagato (1974). These researchers, in discussing their finding that a FLES program did not have a lasting positive effect, stated:

In the school system examined here, it seems the major obstacle is the lack of coordination between the elementary and the secondary programs. Since FLES and non-FLES students are integrated into the same classes from the eighth grade on, the FLES students must mark time while the non-FLES students catch up. (p.18)

Two relatively recent Canadian studies relating to subsequent language achievement of EFSL students bear mention here. In a French language program needs assessment (Dryden, Lalonde, Webster & Bowman, 1979) conducted in a Vancouver Island school district, the authors examined the relationship between grade 11 French achievement and a) number of years of elementary French instruction, and b) number of years of secondary French instruction. Advantages in terms of listening comprehension skills were reported for students with four or more years of elementary French (apparently there were no statistical differences among students with either no French, one year or less, or two-three years). Students in grade 11 with four or more years of secondary French instruction were found to obtain higher mean listening comprehension, reading and writing scores than students with less than four years of secondary French instruction. However, interpretation of these findings is difficult in view of the fact that the authors did not control for elementary background in their secondary background analysis and vice versa. Thus it may be that the advantage found for students with four years of elementary French is attributable to a consecutive secondary program rather than the elementary experience.

Parker (1975), in the Alberta Modern Language Study, examined the achievement levels of grade 11 students by number of years of elementary French instruction. He stated that the testing program demonstrated:

...quite unambiguously that those students who began French in Grade Four are better than

those who began later, even though both may be enrolled in the same course. (p. 14.3)

However, the data do not, in this researcher's opinion, warrant this conclusion; furthermore, Parker provided no statistical analyses of achievement by elementary French background.

Continuation of second language study: The success of elementary second language programs cannot be measured solely in terms of academic achievement; the objectives of such programs are much broader in scope. The encouragement of further second language study, for example, is often cited as a desired outcome.

Several researchers have reported that students who begin their language study in elementary school are more likely to elect a foreign language in high school. Vollmer (cited in Lipton and Bourque, 1969) noted that while only 44% of non-FLES pupils elected a second year of foreign languages in high school, 78% of the FLESers continued. Furthermore, 70% of the FLES students who were not college bound elected language study (unfortunately the rate for non-FLES non-college bound students was not given). From year two to year three, 47% of the FLESers and 24% of the non-FLESers continued; by year four the retention rate for the two groups was equal. Lipton and Bourque (1969), citing findings from the Brighton report, also reported results supporting greater retention in language programs for FLESers: 90% of students with FLES went into a fourth level class compared to 25% of the non-FLES group. Further evidence in favour of FLES students in this regard was provided by Oneto (1967).

Burstall (1974) was of a differing opinion:

It was also felt that the introduction of French into the primary school curriculum

had served to increase the number of pupils who reached the secondary school with negative attitudes towards further foreign language learning. (p: 187)

Burstall did not, however, provide objective data to support her contention (see Spicer, 1980, p. 413).

In any discussion of retention rates, the question of why students drop out of foreign language study arises. Parker (1975), in a survey of opinions of grade 9 students who had dropped French, concluded that the fact that many students had hoped to be able to learn to speak the language, and that this did not happen, was a prime reason for students dropping French.

Kaufman (1978), asked grade 9 students from a Lower Mainland school district their retrospective views of the elementary French program. He found that grade 9 students electing to study French were more positive about many aspects of the EFSL program than those not electing to study French, and suggested that the nature of students' experience in the EFSL program influenced their subsequent choice of whether or not to study French.

Bartley (1968) formulated a similar hypothesis after finding that attitudes toward foreign languages were significantly more negative for grade 8 language drop-outs than for those who continued language study.

Attitudes toward French language and culture. The studies above suggest that there is a relationship between retention in second language programs and attitudes toward the language. There also appears to be a relationship between attitude and achievement in a second language.

Gardner and Lambert (1972) have argued that motivational

factors affect acquisition of a foreign language; in particular, that the key to successful language learning is the adoption of an "integrative" rather than an "instrumental" orientation toward the foreign language and culture. A student with an integrative motivational orientation would be characterized by:

an inquisitiveness and genuine interest in the people comprising a cultural group, be it an interest in an ancient people or a contemporary one, or a desire to meet with and possibly associate with that group (p. 14)

whereas one with an instrumental motivational orientation would be characterized by "a desire to gain social recognition or economic advantage through knowledge of a foreign language" (p. 14). Burstall et al. (1974) examined Gardner and Lambert's hypothesis during the course of the evaluation of the teaching of French in Great Britain primary schools and concluded that the findings:

lent only partial support to the view put forward by Gardner and Lambert: although pupils' attitudes and achievement proved to be closely associated, the motivational characteristics of individual pupils appeared to be neither exclusively integrative nor wholly instrumental. (Burstall, 1978, p. 3)

Gardner and Smythe (1976), in their review of a number of studies examining the relationship between attitude and achievement, concluded that:

They all, nonetheless, were in agreement in demonstrating a relationship between attitude and achievement in the second language, even (in those studies which included appropriate measures) when the effects of intelligence or language aptitude were isolated through statistical means. (1976, p. 1)

Burstall et al.'s (1974) finding that successful early starters in French maintain a better attitude toward speaking the language

is in line with Gardner and Smythe's conclusion.

The B.C. French Study (Shapsen, Kaufman & Durward, 1978) found that attitudes toward French language and culture became increasingly less positive as students progressed from grades 4 to 7. Similar findings were reported by Stern et al. (1976), prompting the researchers to conclude that the Core French program did not appear to meet the objective of fostering positive attitudes. The results were supported in a broader context by Barry, Kalin and Taylor (1977), who found that the higher the level of education of students, the less positive their attitude toward "charter groups" (i.e. French and English ethnicity). Shapsen, Kaufman and Day (1981) also suggested that the level of education of the student is an important determinant of attitudinal change. The researchers found that secondary students' attitudes toward French-speaking Canadians improved significantly after participation in a summer language program; no such change in attitudes was found for post-secondary students in a similar program. Following this line of reasoning, one would assume that the attitudes toward French of students continuing on from an EFSL program would become progressively less positive through their high school study of the language; however, none of the research reviewed addressed that question specifically.

METHODOLOGY

SampleSFSL Descriptive Study

The focus of the secondary French as a Second Language (SFSL) Descriptive study was on grade 9, the first year of secondary school for which French is an optional subject. The study was conducted in two phases: the Pilot Study (1979-80), and the Main Study (1980-1981).

Information was collected from four sources: grade 9 students, secondary school French Department Heads or representatives, the Co-ordinator of Modern Languages and an elementary French itinerant teacher.

For the Pilot Study, time and budget constraints dictated that four out of seven schools offering grade 9 French be chosen to participate; these schools were felt to represent the range of socioeconomic regions in the district. Within each school, two grade 9 classes were randomly selected. As the intent in this phase of the study was to obtain a representative sample of both students taking French and those not taking French, the mechanics of sample selection varied according to school organization. In two schools, sample classes were selected from Science 9 classes; in one school from English 9 classes and in one school from advisory groups.

During the Main Study, a random selection of approximately 25% of the French 9 students in the district (Krijcie & Morgan, 1970), stratified by school, participated in the study. This procedure resulted in a sample of twelve out of a possible 38

French 9 classes in the district.

At the end of the pilot phase, the Co-ordinator of Modern Languages and one elementary French itinerant teacher consented to informal interviews with a research team member to provide descriptive information about the program.

All French Department Heads (or representatives) in the district were asked to complete a questionnaire for both years of the study.

Follow-up Study

In 1977-78 four grade 6 classes (107 students) in North Vancouver were randomly selected to participate in an evaluation of the elementary French program. The Follow-up Group was comprised of students involved in the 1977-78 Grade 6 evaluation who were still enrolled in North Vancouver public secondary schools in 1980-81.

Design of the Study

The design of the SFSL Descriptive and the Follow-up studies are presented in Table 1.

The inclusion of the pilot year of the SFSL Descriptive Study allowed the researcher to develop and pilot test questionnaires, administration instructions and procedures, and to determine appropriate French achievement measures for French 9 students for the main year of the study.

The attitudinal data collected during the pilot year (from both students enrolled in French 9 and those not enrolled in French) provided a valuable basis for comparison for the main year of the Descriptive Study and for the Follow-up Study.

Table 1
Design of the Study

	Grade of Testing		
	Grade 7 1977-78	Grade 9 1979-80 (Pilot)	Grade 9 1980-81 (Main)
DESCRIPTIVE STUDY			
Students Taking French		X	X
Students Not Taking French		X	
FOLLOW-UP STUDY			
Students Taking French	X		X
Students Not Taking French			X

Instruments

Attitude Scale

The Attitude Scale (Shapson, Kaufman & Durward, ©1980)

consists of a 20-item scale of attitude toward French language and culture and one item on attitude toward school in general. Students are asked to indicate their agreement with each statement on a five-point scale ranging from "strongly agree" to "strongly disagree." The Attitude Scale has been used in more than 30 school districts throughout British Columbia in grades 4 through 9. The reliability coefficient for the scale, as measured by Cronbach's Alpha coefficient of internal consistency, is .92. A copy of the scale is included in Appendix A.

B.C. French Comprehension Test

The B.C. French Comprehension Test (Shapson, Kaufman & Durward, ©1980) was designed to measure the French listening comprehension skills of British Columbia students in Grades 4 to 7 enrolled in elementary French as a Second Language programs. The test (on tape) is administered in one sitting of approximately 35 minutes and consists of three sections: Sound Discrimination, Vocabulary, and Stories. The reliability coefficient for the total test, as measured by Cronbach's Alpha coefficient of internal consistency, is .91.

Questionnaire for Grade 9 Students

This questionnaire was designed specifically for the study to determine students' retrospective views of the elementary French program, opinions of the secondary French program, and plans for continuing in French. An experimental version was used in the pilot year of the Descriptive Study. Based on input from

students, teachers and scorers, this version was refined for use in the Main and the Follow-up studies. A copy of the questionnaire is included in Appendix B.

Test de Classement (CEC)

The Test de Classement, published by the Centre Educatif et Culturel, Inc., was used to test the listening comprehension, reading and writing skills of Grade 9 French students.

The listening comprehension sub-test is a 37-item tape-administered test with six parts requiring responses to orally presented statements and dialogues. A brief sound discrimination section is also included.

The reading subtest is a 21-item multiple choice test requiring the comprehension of written statements and extended texts.

In the writing subtest, the student is given a reading selection in which there are 15 omitted words. He is asked to choose from a separate list of 30 words the most appropriate word for each blank.

Several published French achievement tests were reviewed by a committee consisting of the Co-ordinator of Modern Languages, French department heads and the researcher. While no one test was found to match the North Vancouver secondary French program perfectly, the Test de Classement was judged to be most suitable for the following reasons:

- it is a Canadian test.
- it is not series-specific
- it has been used successfully in other British Columbia school districts at the Grade 9 level

- it is designed to distinguish between students with varying ~~levels~~ of French proficiency, and could be used in future years to examine whether levels of proficiency (e.g. of French 9 students) have changed with changes in the program
- comparative data are available.

Questionnaire to French Department Heads

This questionnaire was developed to collect information to assist in determining appropriate sampling procedures and to gather demographic information about students enrolled in secondary French programs. A copy of the questionnaire is included in Appendix C.

Procedures

In a meeting held in March 1980, involving the North Vancouver Assistant Superintendent, Programs and Development; the Co-ordinator of Modern Languages; and members of the research team from Simon Fraser University, plans were developed for the two year study of the French as a Second Language program.

Table 2 presents a detailed schedule of activities involved in the study.

SFSL Descriptive Study

In the first (pilot) year of the SFSL Descriptive Study, which involved both students who were enrolled in French 9 and those who were not enrolled in the course, the student questionnaires and attitude scales were administered by school staff (not French teachers) according to guidelines prepared by the researchers. In one school, where testing personnel were not available, administration was carried out by a member of the

research team.

For the second (main) year of the study, French Department Heads were given the option of overseeing the test administration themselves or having a research team member administer the instruments. Two of the seven secondary schools involved in the study opted to have an external tester. The study instruments were administered in either two or three sessions, depending upon the length of the French period in each school. Detailed instructions were provided to ensure that administration procedures were standardized for both the two-session and the three-session options (see Appendix D).

Follow-up Study

Student enrolment records of the elementary schools involved in the testing in 1977-78 and of all secondary schools were consulted to locate students who took part in the grade 6 testing. Letters were sent to principals of secondary schools to inform them of the study and to confirm enrolment of Follow-up students (see Appendix E).

Students in the Follow-up group were released from their regular classes and asked to join a group involved in the Descriptive Study for testing. Where this was not possible, questionnaires were administered to Follow-up students in study periods, or a separate testing session was scheduled.

Data Analysis

Completed questionnaires, tests, and attitude scales were returned to Simon Fraser University for analysis via the office of the North Vancouver Co-ordinator of Modern Languages.

Computer analyses of the data were performed using the Statistical Package for the Social Sciences (SPSS).

Table 2
Schedule of Activities

Date	Activity
YEAR I (Pilot Descriptive Study)	
April 1980	Meeting with Co-ordinator of Modern Languages and Secondary French Department Heads to outline objectives of study and gather preliminary information about secondary French programs Questionnaire to French Department Heads finalized and distributed
May 1980	Questionnaire for Grade 9 students and sampling plan finalized in meeting with Co-ordinator of Modern Languages
June 1980	Student questionnaires and attitude scales administered to students

(continued on next page)

Table 2 (continued)
Schedule of Activities

Date	Activity
YEAR II (Descriptive Study and Follow-up Study)	
September- October 1980	Interviews with Co-ordinator of Modern Languages and representatives from elementary and secondary French programs conducted
February 1981	Meeting at North Vancouver School Board to discuss findings of Year I study and to outline activities of Year II and Follow- up study
March 1981	Meeting at North Vancouver School Board to finalize plans for second year of study Questionnaires to French Department Heads delivered to North Vancouver School Board for distribution
April 1981	Letters sent to Principals informing them of the study
May 1981	Meeting with French Department Heads to inform them of the sample chosen, to discuss procedures, and to set testing dates Principals informed of sample classes and testing schedule Testing materials delivered to schools
May-June 1981	Questionnaires to Grade 9 Students, Attitude Scales, and French achievement tests administered

RESULTS

SFSL Descriptive StudyDescriptive Information about the Secondary Program

Pattern of French enrolment from grades 8 to 12. In Table 3 data on percentage of students enrolled in French courses by grade are presented.

For both years of the study, a steady decline in French enrolment from Grades 8 through 12 was noted, so that by Grade 12 less than one-quarter of the school population took French. For all grade levels, there was considerable variation in French enrolment among secondary schools.

The figures on the arrows in Table 3 represent the decrease in the percentage of students taking French between subsequent years. The two largest drops occur after Grade 8 (the last year of "compulsory" French) and after Grade 11. The figures suggest that students that opt for French in Grade 9 are likely to continue French until the end of Grade 11, i.e., until they have fulfilled the secondary language requirement implemented or reinstated during the 1980's in British Columbia universities.

Table 3

Percentage of Secondary Students in School District #44
Enrolled in French Programs by Grade: 1979-80 and 1980-81^a

		Grade Level				
		8	9	10	11	12
% of Students Enrolled in French	1979-80	91.7	73.4	63.2	46.3	24.7
	1980-81	95.0	76.9	60.8	54.7	21.9
Range of % Enrolment Among Schools	1979-80	79-100	63-86	56-77	37-70	19-49
	1980-81	84-100	65-86	48-79	45-75	11-55
Number of Schools	1979-80	7	7	6	5	4
	1980-81	7	7	7	5	5

^aStatistics provided by French Department Heads or from "Form K: Principals' Report on Organization of Secondary Schools at September 30, 1980". Special classes not included in enrolment figures.

School organization and time allotment for French. Of the seven schools surveyed, two were on a 10-month, four were on a 2-semester, and one was on a trimester system. The basic timetable organization also varied among schools, with the majority (6 out of 7) of the schools on a 60-minute per period, 5-period per day timetable, and one school on a modular scheduling system. Not surprisingly, the total amount of time allotted to French at the Grade 9 level differed among schools: approximate hours of French instruction per school year ranged from 84 to 150 hours (see Table 4).

Table 4

School Organization and Total Number of Hours
of French Instruction in Grade 9

Total Number of Hours of French Instruction	School Organization	Number of Schools
84	10 Month	1
90	2 Semester	3
108	10 Month	1
120	Trimester	1
150	10 Month	1
TOTAL		7

Curriculum materials. The commercial program Passeport français was used in all Grade 8 French classes in the district and was used as the basis for the French program for Grades 9 through 12 in all but one secondary school. In the exceptional case, students were switched from Passeport français to Le Français international (LFI) during the last six weeks of Grade 9 French.

During the 1980-81 school year (Main Study) Grade 9 French teachers were expected to cover Level II of the Secondary French Curriculum Guide.

Students' Attitudes Toward French and Achievement in French

One of the objectives of the study was to collect baseline data on Grade 9 students' attitudes toward French and achievement in French. Such data could be used to measure the effects of changes within the French program in the district in future years.

Attitudinal data were collected during both the Pilot and the Main years of the study. It is to be recalled that students not taking French as well as those taking French were involved in attitudinal testing in the Pilot year. In the Main year of the study, only students enrolled in French participated in the survey of attitudes toward French.

French achievement testing occurred in the second (Main) year of the study only.

Students' attitudes toward French language and culture.

Table 5 presents results on the Attitude Scale, a 20-item measure of attitude toward French language and culture. Each item is rated on a 5-point scale; the minimum or most positive score is 20, the mid-point is 60 and the maximum or most negative score is 100.

Results from the Pilot year of the study indicated that students who opt for French 9 have more positive attitudes toward the language and culture than do those students who do not take French (mean scores of 52.5 and 68.3 respectively). The difference between the means of these two groups was significant at the .001 level ($t=6.54$, $df=191$).

The mean score of 48.8 obtained for students enrolled in French 9 was well on the positive side of the scale.

The results suggested that the attitudes of French 9 students tested in the Main year of the study (mean score=48.8) were more positive than those of students tested in the Pilot year (mean score=52.5). However, because of differences in sampling strategies employed for the two years, these two groups were not considered to be directly comparable. The Pilot year group was sampled from the general student population. Thus students categorized as taking French 9 were not necessarily taking the language at the time of the survey: some may have taken it during a previous semester. The Main year group, on the other hand, was comprised of only those students who were taking French during the testing period (May and June).

Table 5

Total Mean Scores and Standard Deviations on the Measure of Students' Attitudes Toward French Language and Culture^a

	n	Mean	Standard Deviation	t-value
Year I (Pilot)				
Students enrolled in French 9	152	52.5	14.0	6.54*
Students not enrolled in French 9	41	68.3	12.6	
Year II (Main)				
Students taking French 9	252	48.8	11.9	

^a A 20-item scale in which each item is rated on a 5-point scale. The minimum or most positive score is 20, the mid-point is 60 and the maximum or most negative possible score is 100.

* significant at the $p < .001$ level

Achievement in French. Baseline data on the Test de Classement for the French 9 group are presented in Table 6. The majority of the students tested (87%) had taken French in both Grade 6 and Grade 7. All students had taken French in Grades 8 and 9 and had covered Level II of the Secondary Curriculum Guide.

The mean total score for the North Vancouver group was 31.6 out of a maximum of 73.

Although the Grade 9 scores on the Test de Classement are meant to serve as baseline data for comparison with North Vancouver results in future years, it is recognized that results are more meaningful when a yardstick is provided. The test norms provided in the publisher's manual, however, are not helpful in this regard: first, because the norm data were collected from adult FSL students in eastern Canada, and secondly, because the percentile tables provided are based on four sub-tests, rather than the three used in the present study.

Fortunately, more meaningfully comparative data were available from two other school districts in British Columbia:

- 1) a school district in the interior of the province which administered the Test de Classement to grade 9 French students in the spring of 1981;
- 2) a school district on Vancouver Island where the Test de Classement is used to place students new to the district in French classes,

Table 6
Mean Scores and Standard Deviations
on the Test de Classement

Sub-Test	n	Mean	Standard Deviation
Oral Comprehension (Maximum=37)	251	18.8	5.2
Reading (Maximum=21)	251	9.5	2.7
Writing (Maximum=15)	251	3.3	1.9
TOTAL (Maximum=73)	251	31.6	7.8

In both cases, the data collected were based on the three sub-tests used in the present study and the scores provided were felt to be representative of students who had covered Level II of the Secondary Curriculum Guide. However, the two districts used for comparative purposes used Le Français international as their basic text.

Comparative data for the Test de Classement are presented in Table 7. The total mean score for the North Vancouver group was four points higher than that of the interior district group; furthermore, it fell above the range of scores necessary to qualify for entrance to a Grade 10 Level III program in the island school district.

Both the results reported in Table 7 and observation of students during the testing sessions indicated that the writing sub-test was very difficult for the grade 9 students. (In the writing section, the student was given a reading selection for which 15 words were omitted; he then had to choose the most appropriate word for each blank from a list of 30 words.) However, such a result was expected, given the nature of the test, which was designed to discriminate among students with facility in French ranging from minimal to excellent.

Table 7
 Comparative Data on the Test de Classement
 For the End of Grade 9

	North Vancouver (n=251)		Interior (n=37)		Vancouver Island	
	Mean	S.D.	Mean	S.D.	Range of total scores which qualifies for a Grade 10 entrance	
					Lev. III	Lev. IV
Oral Comprehension (Maximum=37)	18.8	5.2	16.8	3.2	n.a.	n.a.
Reading (Maximum=21)	9.5	2.7	8.8	2.7	n.a.	n.a.
Writing (Maximum=15)	3.3	1.9	1.9	1.5	n.a.	n.a.
TOTAL (Maximum=73)	31.6	7.8	27.6	5.2	20-29	30-54

n.a. = data not available

Students' Opinions About the French Program

This section presents detailed results of the Questionnaire for Grade 9 students administered in the Main year of the study. For each question, the percentage of students giving each answer and (where applicable) mean ratings are given.

Enjoyment of the French program. Grade 9 students were asked to rate the elementary French program (grades 6 and 7) and the secondary French program (grades 8 and 9) in terms of enjoyment. The results are presented in Table 8.

The French programs in all four grades were rated on the average as being on the "enjoyable" side of the scale. There was a statistically significant difference between students' mean ratings of the grade 7 and grade 8 programs, with the grade 8 (secondary) French program being rated as more enjoyable than the grade 7 (elementary) French program.

The types of comments most often made about the enjoyability of the French program are listed below.

	Number of students	Percent of students (n=253)
"The French teaching improved in the upper grades" or "French was not well taught in the elementary grades"	40	15.8%
"Enjoyment was dependent upon the French teacher"	23	9.1%
"French gets more complicated and less interesting as you move up in the grades"	18	7.1%
"Elementary French classes were boring"	8	3.2%

Table 8
Grade 9 Students' Ratings of Enjoyment of the French
Program in Grades 6 through Grade 9

	Grade Level			
	Gr. 6 (n=225)	Gr. 7 (n=243)	Gr. 8 (n=252)	Gr. 9 (n=253)
Ratings (% of Students)				
Enjoyable	45.7%	44.4%	57.9%	59.7%
Neutral	31.6%	34.2%	29.4%	26.1%
Not Enjoyable	21.8%	20.5%	12.6%	14.3%
No Response	0.9%	0.8%	0.0%	0.0%
Mean Rating ^a	2.65	2.69	2.42	2.42
Standard Deviation	1.11	1.03	0.90	1.00
T-value (Test of significance of differences between successive grades)	0.40	n.s.	3.10 *	n.s.

^a Calculated on a 5-point scale from 1 = "very enjoyable" to 5 = "not at all enjoyable"

n.s. = not statistically significant

* significant at the $p < .01$ level

In Table 9, students' mean ratings of enjoyment of school by grade are presented. Grade 7, the senior elementary year, was rated as the most enjoyable of the four school years. Contrary to the trend found for enjoyment of French (Table 8), school in general was rated as being less enjoyable at the secondary than at the elementary level.

Difficulty of the French program. Students' ratings of difficulty of the French program for grades 6 through 9 are presented in Table 10.

Students tended to rate the program as increasingly more difficult from grades 6 to 9. A statistically significant difference was found in the ratings from grade 8 to grade 9 ($t=2.80, p<.01$).

The types of comments most often cited by students with regard to the difficulty of the French program were categorized as follows:

	Number of students	Percent of students (n=253)
"French was difficult because of the teacher"	14	5.5%
"French was easy in elementary, harder in secondary school"	13	5.1%
"French was easy because of the teacher"	11	4.3%
"French was difficult in elementary, easier in secondary school"	10	4.0%

Table 9

Students' Mean Ratings of Enjoyment of School in General
in Grades 6 through Grade 9

	Grade Level			
	Gr. 6 (n=250)	Gr. 7 (n=251)	Gr. 8 (n=251)	Gr. 9 (n=250)
Mean Rating ^a of Enjoyment	2.14	2.00	2.21	2.22
Standard Deviation	1.03	0.98	0.88	0.90
T-value (Test of significance between successive grades)		n.s.	*	n.s.
	1.56	2.53	0.12	

^a Calculated on a 5-point scale from 1 = "very enjoyable" to 5 = "not at all enjoyable"

n.s. = not statistically significant

* significant at the .02 level

Table 10

Students' Ratings of Difficulty of the French Program
in Grades 6 through Grade 9

	Grade Level			
	Gr. 6 (n=223)	Gr. 7 (n=241)	Gr. 8 (n=252)	Gr. 9 (n=253)
Ratings (% of Students)				
Not Difficult	67.6%	68.3%	63.5%	58.1%
Neutral	19.1%	21.0%	25.0%	18.6%
Difficult	12.5%	9.8%	11.5%	23.3%
No Response	0.9%	0.8%	0.0%	0.0%
Mean Rating ^a of Difficulty	2.10	2.14	2.26	2.53
Standard Deviation	1.09	0.98	1.02	1.14
T-value (Test of significance between successive grades)		n.s. 0.42	n.s. 1.33	2.80

^a Calculated on a 5-point scale from 1 = "not at all difficult" to 5 = "very difficult"

n.s. = not statistically significant

* significant at the .01 level

In examining the data collected from the Pilot and the Main years of the study, it was observed that the Pilot group French 9 students tended to find all years of the French program, and particularly the secondary years, more difficult than did the Main study students. This finding was of particular interest, given that only 46% of the Pilot group had completed a two-year (grade 6 and 7) elementary French program, compared to 89% of the Main year students.

To control for the effect of school (the Pilot group was drawn from four schools, whereas the Main group was drawn from seven schools), only data from the four schools involved in both years of the study were examined. The results of t-tests by grade comparing the two years' mean ratings of difficulty of the French program are presented in Table 11.

The differences in mean ratings between the two years were statistically significant for all grade levels. To try to determine whether other factors such as differences in student population, curriculum materials, teaching strategies, etc. could account for the findings, the Coordinator of Modern Languages and several secondary French teachers were consulted. Neither the Coordinator nor the teachers could point to differences other than the elementary background of the students as a possible factor for these results.

Table 11

Mean Ratings^a of Difficulty of the French Program: Pilot Year
Versus Main Year Students Controlled^b for Effect of School

	Pilot Year ^b			Main Year ^c			t-value
	n	Mean	S.D.	n	Mean	S.D.	
Grade 6	69	2.56	0.88	149	2.01	1.06	3.75*
Grade 7	139	2.53	1.04	161	2.11	1.03	3.51*
Grade 8	149	2.81	1.09	172	2.20	1.01	5.20*
Grade 9	147	3.03	1.02	172	2.51	1.11	4.33*

^a Calculated on a 5-point scale from 1 = "not at all difficult" to 5 = "very difficult"

^b 46% of students had completed two years of elementary French

^c 89% of students had completed two years of elementary French

* significant at the .001 level

Methods used to facilitate articulation. In Table 12, students' ratings of methods used to ease the transition between the elementary and the secondary French programs are presented.

Less than 11% of the students surveyed reported that their Grade 7 class had visited a secondary school French class, and for those that had, the mean rating of usefulness of such a visit was low (3.19, where 3="neutral" and 4="not very useful").

Approximately 12% of the group noted that a secondary school French teacher had visited their elementary school with program information; this activity received a higher rating of usefulness (2.83, between "useful" and "neutral"). The activity engaged in by most students (84.6%), as well as the most highly rated (2.05) in terms of usefulness was the period at the beginning of Grade 8 used to review the French covered in elementary school. Approximately one-third of the students rated this review period as being "very useful".

Helpfulness of the elementary French program. Students were asked to rate the elementary French program in terms of usefulness for the grade 8 French program. Approximately 42% of the students answered on the "helpful" and 33% on the "not helpful" side of the scale; 21% of the students' ratings were "neutral" and 4% made no response. The most commonly cited comments regarding helpfulness were categorized as follows:

Table 12

Students' Ratings of Methods to Facilitate Articulation Between
Elementary and Secondary French Programs

Activity	% of Sample Involved	Percentage of Students			Mean ^a Rating
		Useful	Neutral	Not Useful	
Grade 7 class visited a second- ary French class (n=26)	10.3%	10.7%	30.8%	38.5%	3.19
Secondary school French teacher visited the elementary school to speak with students about secondary school programs (n=29)	11.5%	37.9%	37.9%	24.1%	2.83
At the beginning of grade 8; several weeks were spent reviewing French vocabulary and expressions that were learned in elementary school (n=214)	84.6%	73.3%	17.3%	9.3%	2.05

^a Calculated on a 5-point scale from 1 = "very useful" to
5 = "not at all useful"

	Number of Students	Percent of students (n=253)
"The basics learned in elementary French were helpful"	25	9.9%
"Elementary French did not prepare me for high school"	14	5.5%
"Elementary French teachers did not teach us anything"	12	4.7%
"Elementary French was a waste of time"	11	4.4%

Analysis of students' retrospective views on how the elementary French program could have been more helpful suggested that students would have preferred a more demanding, structured elementary program:

	Number of students	Percent of students (n=253)
"Teach more formal aspects of French (e.g. grammar, writing)"	41	16.2%
"Increase the time allotment for French in elementary school"	31	12.3%
"Spend more time on verbs"	30	11.8%

Reasons for taking French 9 and plans to continue in French.

The requirement that students entering university have a second language to the Grade 11 level clearly has affected students' motivation for taking French: it was the reason given by over 68% of the students for enrolling in French 9 (see Table 13).

When asked whether they planned to attend university, 69%

(175/253) of the French students replied "yes", 25% (65/253) were undecided and less than 4% (9/253) had definitely decided not to go to university (four students did not reply).

A summary of the data on students' plans to continue in French is presented in Table 14. Over 80% of the French 9 students intended to take French to the Grade 11 level. The data suggest that once this university requirement is fulfilled, enrolment in French will drop: 55.5% definitely planned to take French in Grade 12.

Although the figures predict a drop in enrolment from Grade 11 to 12, examined another way they are very encouraging. Assuming that the sample of students in the study is representative of all French 9 students in the district, it is estimated that the percentage of students taking French in Grade 12 in 1983-84 will be at least double that of the percentage of Grade 12 students enrolled in French 12 in 1980-81 (Note 8).

1] Activities in French. Only 7.5% (19 out of 253) of the students surveyed reported that they engaged in activities outside of school related to French language and culture. "Speaking with relatives", "visiting Quebec" and "coming into contact with exchange students" were the type of activities cited. One student felt that "playing ice hockey" was related to French language and culture.

Less than 4% (9 out of 253) students had participated in a French cultural exchange with Quebec; six of these students were from one school.

Table 13

Summary of Students' Responses to the Question:

"What are the reasons you decided to take French 9 this year?"

Reason	Number of Students	Percentage of Students
Need a second language for university	173	68.4%
I want to learn a second language	55	21.7%
I like French	45	17.8%
You need French to get a good job	24	9.5%
French is useful in Canada	22	8.7%
I wanted to continue on in French	17	6.7%
French is useful for travel	17	6.7%
My parents wanted me to take it	15	5.9%
I do well in French	8	3.2%

^a Some students provided more than one reason; therefore, the percentage total exceeds 100%.

Table 14

Students' Plans to Take French in Grades 10, 11 and 12

	Percentage of Students (n=253)			
	Plan to Take French?			No
	Yes	No	Undecided	Response
Grade 10	89.3%	6.7%	2.4%	1.6%
Grade 11	80.2%	5.3%	11.8%	1.6%
Grade 12	56.5%	8.7%	32.0%	2.7%

Follow-up Study

Number of Participants

Student records of the elementary schools involved in testing in 1977-78 and those of all secondary schools in the district were consulted to locate students who took part in the Grade 6 testing. Approximately 50% (53 out of 107) of the original group participated in the 1980-81 Grade 9 testing. Attrition statistics for the Follow-up Group are presented in Table 15.

Table 15

Number of Students Dropped from the
Follow-up Study for Various Reasons

Reason	Number Dropped from Follow-up Group (n=107)
Not located within the public school system of North Vancouver; present location unknown	28
Moved to another school district	17
Enrolled in alternate school in North Vancouver not offering French	2
Released from testing at request of teacher and student	1
Enrolled in Special Education Program	1
Absent on day of testing	5
Total number of students dropped	54

In Table 16, a breakdown by sex of the number of participants in the Follow-up Study is presented. In the first year of testing (1977-78), the classes involved had a higher percentage of male than female students (58.9% versus 41.1%, respectively); furthermore, the percentage of males was higher than the average for the school district (overall district: approximately 52% males and 48% females).

In addition, a higher percentage of the males than the females could be located for the Grade 9 testing; thus the Grade 9 Follow-up sample differed demographically from the original Grade 6 sample. However, the two groups did not differ in terms of Grade 6 attitude and achievement results (see Appendix F).

Table 16

Breakdown by Sex of Number and Percentage of Students in the Follow-up Group: Grade 6 1977-78 versus Grade 9 1980-81

	1977-78 Grade 6		1980-81 Grade 9		Percent of Grade 6 Sample Located
	n	%	n	%	
Male	63	58.9%	35	66.0%	55.6%
Female	44	41.1%	18	34.9%	40.9%
Total	107	100.0%	53	100.0%	49.5%

Relationship Between Student Attitude and Achievement in
Elementary and Secondary School

In Table 17, results for the Follow-up group on measures of attitude toward French language and culture and French achievement are presented.

Statistically significant correlations between two measures were found in six instances. The strongest correlation ($r=.82$) was that between the pre- and post-test administration of the attitude scale in Grade 6. Such a result within the same school year is to be expected.

Moderately strong correlations were found between all attitude scale administrations; thus, those students with positive attitudes toward French in Grade 6 (either pre- or post-test) tended to have positive attitudes in Grade 9, and those with negative attitudes in Grade 6 tended to have such attitudes in Grade 9.

There were no significant correlations between attitude and achievement measures in Grade 6; however, there were moderate correlations between attitude in Grade 9 and i) achievement in Grade 6 ($r=-.36$) and ii) achievement in Grade 9 ($r=-.45$). In both cases, the more positive the attitude score, the higher the achievement score and vice versa.

Table 17

Means, Standard Deviations and Correlations Among Measures Used in the Follow-Up Study

Measures	n	Mean	S.D.	CORRELATIONS (r) ^a				
				1	2	3	4	5
1. Attitude ^b Gr. 6 Pretest	46	44.39	14.80	-	.82*	.65*	-.09	-.20
2. Attitude ^b Gr. 6 Posttest	50	51.06	16.20	-	-	.63*	-.09	-.60*
3. Attitude ^b Gr. 9	53	56.38	16.33	-	-	-	-.36*	-.45*
4. Achievement ^c Gr. 6	49	35.82	8.03	-	-	-	-	.28
5. Achievement ^d Gr. 9	27	29.56	7.74	-	-	-	-	-

* Significant at the .01 level

a r = Pearson correlation coefficient

b A 20-item scale for which the minimum or most positive score is 20, the mid-point is 60, and the maximum or most negative score is 100.

c Maximum possible score on the B.C. French Comprehension Test = 58

d Maximum possible score on the Test de Classement = 73.

Follow-up Students' Retrospective Views of the Elementary French Program

In order to examine students' retrospective views of the elementary French program versus their opinions while they were actually enrolled in the elementary program, the Grade 9 students' ratings of enjoyability of French in Grade 6 were compared to their French attitude scores in Grade 6. The five rating categories for each scale were collapsed into three: positive, neutral, and negative and a Chi-square (χ^2) test performed. The results are presented in Table 18.

When the Follow-up students were in Grade 6, 57% rated French on the positive side of the scale. When these students were in Grade 9, only 33% rated Grade 6 French in the positive region. The Chi-square test showed the difference in ratings to be significantly greater than could be due to chance alone, using a 5% chance of error. This finding indicates that students' views of the elementary French program become less positive as they proceed through secondary school.

For ten students in the Follow-up Group, retrospective ratings of the Grade 6 French program differed from actual Grade 6 ratings by two or more points on a 5-point scale. In nine out of ten cases, the retrospective ratings were less positive.

Comments on the Grade 9 questionnaires of these students were examined to try to discover reasons for the differences in ratings. Of the nine students who remembered French as being less enjoyable than their Grade 6 attitude scores would indicate, six wrote that they found Grade 6 French either "difficult" or

Table 18
 Ratings of the Grade 6 Program by Follow-up Students
 When They Were in Grade 6 and Grade 9

Rating	Grade 6		Grade 9	
	Number	Percent	Number	Percent
Positive	28	57.1%	16	32.7%
Neutral	13	26.5	15	30.6
Negative	8	16.3	18	36.7
Total	49	100.0	49	100.0

Chi-square = 7.26; significant at the .05 level

"very difficult" although their Grade 6 achievement results did not reflect that fact. Two of these students did not continue on to Grade 8 French, and the remaining four reported finding French easier in the upper grades. No reasons for the differences in ratings were evident for the other three cases.

The one student whose retrospective view of Grade 6 was more positive than her rating in Grade 6 reported finding Grade 8 French "very difficult" compared to elementary French.

Retention in the French Program

Of the 53 students involved in the Follow-up Study, 35 (66.6%) were enrolled in French 9. This retention rate was less than that of the district overall (76.9%), but was within the range of French retention rates among the secondary schools in the district (65% to 86%; see Table 3).

In order to examine some of the factors affecting a student's decision to continue in French, correlation coefficients were calculated for measures used in the study versus enrolment in French 9. The results are presented in Table 19.

With regard to attitude, the results suggest that the more positive the attitude score, the more likely a student is to choose French 9 as an option. Differences in attitude scores among those students taking French 9 versus those not taking French are illustrated in Figure 1.

Table 19
 Relationship Between Attitude and
 Achievement Measures and Enrolment in French 9

	Correlation ^a with Enrolment in French	
Attitude Score ^b		
Grade 6 Pre-test	.31	(p<.05)
Grade 6 Post-test	.25	(p<.05)
Grade 9	.58	(p<.001)
French Achievement		
Grade 6	-.35	(p<.01)

^a Point-biserial correlation

^b A 20-item scale for which the minimum or most positive score is 20, the mid-point is 60, and the maximum or most negative score is 100.

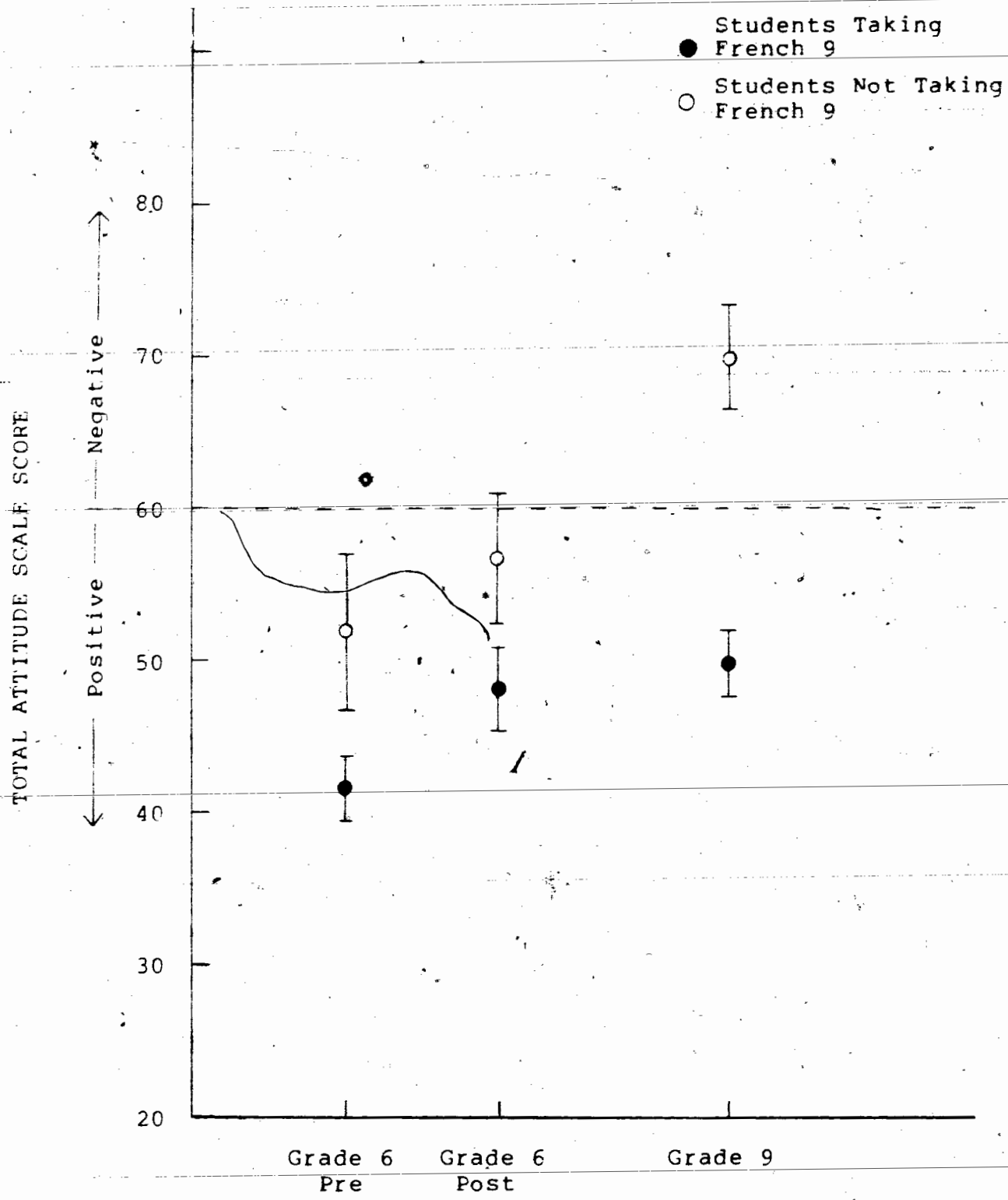


Figure 1: Attitude Scale Mean Scores and Standard Errors for Students Taking French 9 Versus Students Not Taking French 9

Those students not taking French 9 tended to have less positive attitudes toward French from their first exposure to the language in Grade 6. From the end of Grade 6 to the end of Grade 9, attitude scores of the No French 9 group became increasingly negative, whereas those of the group taking French 9 remained positive from Grade 6.

Although, as mentioned earlier, there was no significant correlation between attitude and achievement scores in Grade 6, there was a significant relationship between Grade 6 French achievement scores and the decision to take French ($r = -.35$, $p < .01$); i.e. the higher the Grade 6 achievement score, the more likely the student was to take French 9. Differences in Grade 6 achievement results by decision to take French 9 are illustrated in Figure 2. The means of the two groups (French 9 versus no French 9) were significantly different ($t = 3.70$; $p < .001$).

There also was a relationship between students' reported French 8 marks and the decision to take French 9. The mean French 8 mark for those who took French 9 was approximately one letter grade higher than that of the students who opted not to take the language.

The three main reasons given by students for not continuing in French were:

"I found French too difficult" (5)

"I am not going to university" (3)

"I am taking another language" (3).

Five out of eighteen of the students not taking French intended to go to university (six did not and seven were undecided). All five were enrolled in another language course.

Of nine Follow-up students who did not intend to go to university, one-third (3) were enrolled in French 9.

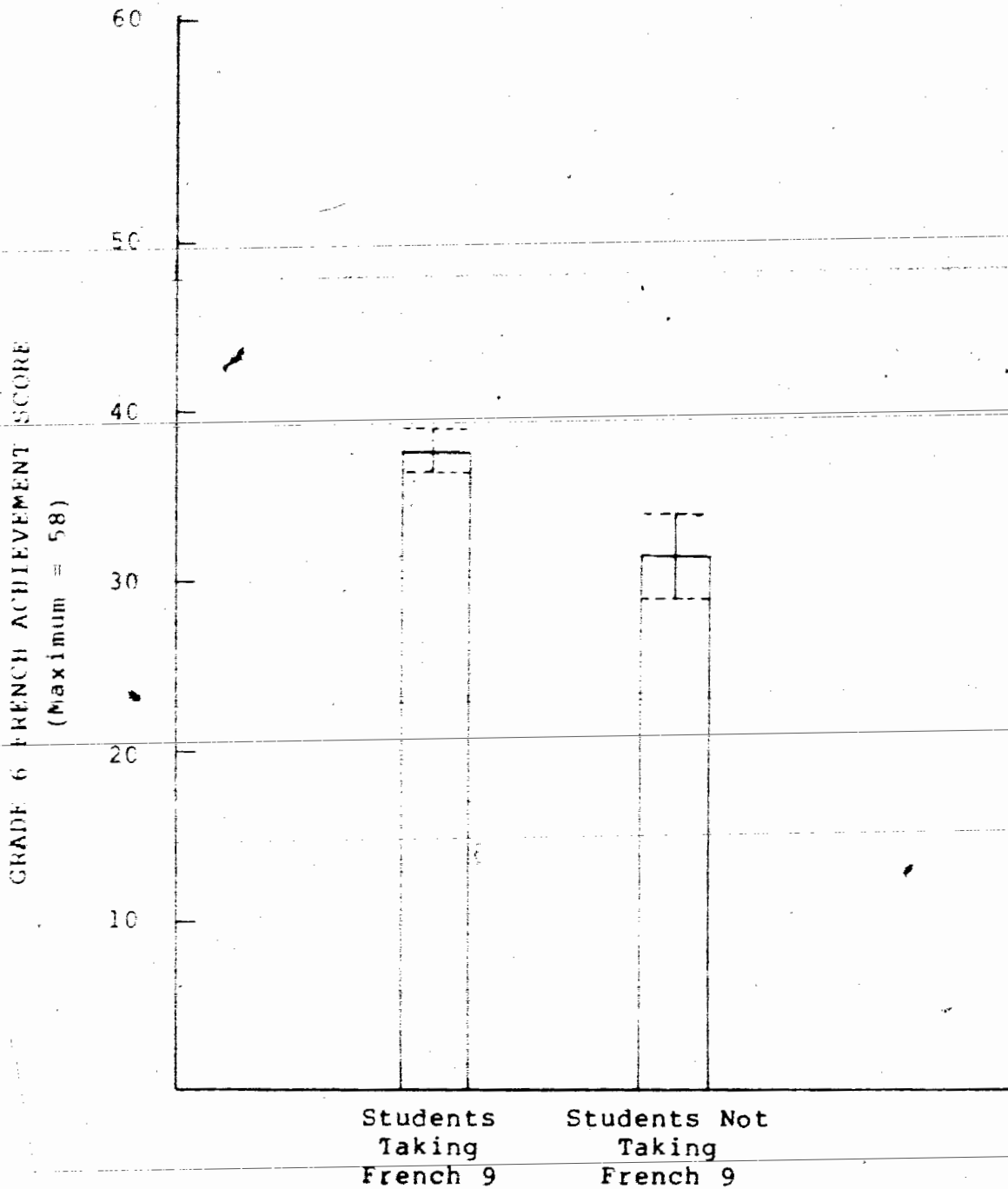


Figure 2: Grade 6 French Achievement Mean Scores and Standard Errors for Students Taking French 9 Versus Students Not Taking French 9

SUMMARY AND DISCUSSION

Overview of the Study

In British Columbia, the typical EFSL (Elementary French Second Language) program is introduced at the upper elementary levels and is taught by regular classroom teachers. In many districts, particularly in those without a coordinator for the French program, there exist disparities in the amount of time devoted to French, the French language background of teachers, and the curriculum materials used (Shapson et al., 1980). As a result, there is often wide variation in the elementary French experience of students entering secondary school. This situation has brought two issues to the forefront: articulation between the elementary and secondary FSL programs, and the effect of the EFSL program on various aspects of the Secondary French Second Language (SFSL) program.

These issues were the focus of the present study of the FSL program in School District #44 (North Vancouver). The study had two main components: a Descriptive Study of the SFSL program, and a Follow-up Study involving grade 9 students who initially were surveyed when they were in grade 6. The Descriptive Study collected general information on the SFSL program (e.g., enrolment statistics, curriculum materials, etc.); data on student attitudes toward French and French achievement; and students' retrospective views of the elementary French program and their views of articulation between the elementary and secondary levels.

The Follow-up Study examined the relationship of attitude

and achievement in grade 6 and:

- i) attitude and achievement in grade 9
- ii) retrospective views of the EFSL program
- iii) retention in the French program.

Articulation Between the Elementary and Secondary FSL Programs

Since the inception of the EFSL program¹ in 1974, the North Vancouver School District has recognized the importance of long-range planning, evaluation, and continuity for the French program. Results of previous evaluations of the EFSL program indicated that the program has been successful in fostering positive attitudes toward French language and culture and in improving students' French skills from year to year (Shapson, Kaufman & Durward, 1977, 1978). Such findings are in contrast to those reported in other recent EFSL or "Core French" studies: both Stern et al. (1976) and Shapson et al. (1978) found that attitudes toward French tend to become less positive with increasing grade, and the B.C. French Study (Shapson et al., 1980) reported no significant gains in French achievement between the first and second years of elementary French programs.

At the secondary level, results of the present study showed that grade 9 students enrolled in French had positive attitudes toward French and that their French skills compared favorably with those of students in similar programs in British Columbia.

The success of the North Vancouver FSL program is undoubtedly related to its efforts to provide effective articulation, both horizontally (within grade levels) and vertically (between levels). The district fulfills three out of four requirements which Walsh (1967) deems necessary for "smooth

and effective articulation" (p. 347): a secondary program geared toward graduates of an EFSL program; a carefully planned coordination of the EFSL and SFSL programs; and an over-all coordination by a single modern language supervisor.

Although "interchanges of visits and information among the foreign-language teachers at all levels" (Walsh's fourth requirement) may not be as frequent as necessary to meet Walsh's criteria, they do take place in the district. One of the most valuable vehicles of interchange is a monthly meeting involving secondary French Department Heads, the Co-ordinator of Modern Languages, and a representative of the elementary French teachers. Also valuable in this regard is a Bulletin published by the Modern Language Department four times a year.

At the elementary level, the strategies employed by the office of the Co-ordinator of Modern Languages to improve horizontal articulation are among those advocated by Lange (1982), e.g., regular provisions of in-service for teachers to improve French skills; and standardization of time allotment, curriculum and program objectives for French.

At the secondary level, the task of ensuring horizontal articulation is made more difficult by the relative autonomy of the individual secondary schools. The difficulty was demonstrated by the variation in school organization and total yearly number of hours of French instruction that existed among schools. However, the recent implementation of the Secondary Curriculum Guide 1980 (B.C. Ministry of Education), which has encouraged the secondary schools to tie each grade level to a specific level of the Guide, has been a very positive step toward

horizontal articulation.

The implementation of the Secondary Curriculum Guide also has facilitated "vertical" (Lange, 1982; Walsh, 1967) articulation. Both the elementary and the secondary French programs have been restructured so that students complete the equivalent of Level I of the Guide by the end of grade 7, and enter Level II in the first year of secondary school (grade 8). To further assist the transition, the district publishes supplementary materials designed to interface the EFSL commercial program with the SFSL commercial program, and these two programs with the Secondary Curriculum Guide. Such actions help solve the problem of poor articulation which Pillet (1974) found often "militated against the struggling student" (p. 92) because:

...the lack of concordance between the lexical and structural loading of various texts or other core materials of instruction made transfer from one sequence to another nearly the equivalent of starting another language. (p. 92)

The present study provided insight into the vertical articulation in the district in years past, when the elementary program was still in its formative stages. The sample of students surveyed during the first (pilot) year of the study was a heterogeneous group, in that approximately one-half of them had taken French in both grade 6 and 7 and the remainder had only one year (grade 7) of elementary French. In contrast, the group of students in the second year of the study (the year the grade 6 program was officially implemented district-wide) was more homogeneous: approximately 90% had completed both grade 6 and 7 elementary French. The finding that students in the homogeneous group rated all levels of the French program as less difficult

than did the heterogenous group suggested that the more balanced the grade 8 French classes in terms of students' previous experience in French, the easier the elementary-secondary transition for students.

The activity rated by students as the most valuable in terms of facilitating articulation was the review period at the beginning of grade 8. It is expected that the effect of the review period was to ensure that the entering students were more homogeneous in terms of their knowledge of the elementary curriculum content. The result of such a remedying of deficiencies in horizontal articulation at the grade 7 level would be subsequent more effective vertical articulation (Walsh, 1967).

Students' retrospective views on how the elementary French program might be more helpful to the secondary program provided additional insight into the problem of continuity. From the vantage point of secondary school, the students wished that they had spent more time on the more formal aspects of French, and particularly on verbs. Their comments suggested that there was a "lack of concordance" (Pillet, p. 92) between the elementary and secondary materials. Given the aforementioned recent changes in curriculum, including the implementation of a new EFSL commercial program (Vive le français, Addison-Wesley Publ.), with more emphasis on the four skills approach, it would be interesting to determine if current secondary students' views on articulation differ from those expressed in the study.

The students' comments also indicated that an increase in the time allotment for French at the elementary level would have

made the EFSL program more helpful for the secondary program. The typical time allotment in the district was twenty minutes daily, for a total of 100 minutes per week. International research on the relationship of instructional time to student performance of time certainly supports such an increase (Stern et al., 1976; Burstall et al., 1975), and the B.C. French Study finding (Shapson et al., 1980) of an advantage in achievement scores for students in classes with more than 100 minutes per week of French instruction is particularly relevant here.

Data from the study demonstrated that one of the greatest obstacles to effective vertical articulation is one over which educators have little control - student mobility. In the Follow-up study 42% of the students tested in grade 6 could not be located in the North Vancouver school system in grade 9. The difficulties posed by mobility have been demonstrated in other recent studies on articulation as well (Durward, 1983; Durward & Durward, 1982). The needs of these mobile students are better served now that both elementary and secondary French curriculum guides exist for the province. However, the problem of articulation goes beyond provincial borders, and it now seems appropriate to undertake a project such as that proposed by Stern (1982):

A Canadian modern language curriculum project... would give all the ministries, and not only the ministries, but also school boards, provincial language associations, leaders in the profession, and anyone else concerned with language program development access to a common pool of ideas and practices. This would not only save time and money, but would also meet a genuine need and at the same time establish a cooperative principle from which all the provinces could benefit. (p. 37)

Effects of EFSL

Subsequent language achievement. In order to examine the effects of studying French in elementary school on subsequent achievement in the language, it is preferable to compare achievement results of EFSL graduates to those of comparable students with no EFSL background (e.g., Burstall et al., 1974; Lipton & Bourque, 1969; Vocolo, 1967). This type of comparison was not possible in the present study, as almost all students surveyed in grade 9 were EFSL graduates. However, a comparison of two groups of students' ratings of the difficulty of the French program suggested that the degree of exposure to French in elementary school did affect achievement in French in secondary school: the main study group students (90% of whom had completed two years of elementary French) reported finding secondary French less difficult than did the pilot study group students (of whom the majority had completed only one year of EFSL). Actual French achievement data were not available for the pilot group, but regardless of whether measured French achievement differs by number of years of EFSL exposure, the finding that students with a greater amount of EFSL students tend to perceive secondary French as less difficult argues well for the existence of EFSL.

Continuation of second language study. The recent move by British Columbia universities to implement or reinstate a second language entrance requirement clearly has affected students' motivations for taking French: the fulfillment of the requirement was the reason given for taking French by over 68% of the students. Furthermore, all Follow-up students not taking French

who intended to go to university were enrolled in another language.

However powerful the university language requirement is as an "instrumental" (Gardner & Lambert, 1972) motivator, several results from the study indicated that it is not the only reason students are continuing in French; i.e., that the motivational characteristics of students are "neither exclusively integrative nor wholly instrumental" (Burstall, 1978, p. 3). Almost 40% of the students gave their desire to learn a second language or the fact that they liked French, (both which Gardner and Lambert would term "integrative"), as reasons for wanting to continue in French. As well, one-third of the Follow-up students who did not intend to go to university were taking French, and over one-half of the French 9 students surveyed intended to take French to the grade 12 level, despite the fact that the universities only require a second language to the grade 11 level. If the students' intentions are realized, there would be a marked increase in the percentage enrolment figures for French 12 over those of previous years. Such an increase could be interpreted as further evidence (Lipton & Bourque, 1969; Oneto, 1967) that students with elementary second language experience are more likely to continue their language study, since the students in the present study were the first graduates of a district-wide two-year EFSL program.

The primary reason cited for not continuing in French was difficulty with the subject. Correlational analyses confirmed the students' comments: the lower the grade 6 achievement score, the less likely the student was to take French 9. There was no

evidence to support Parker's (1975) results, i.e., that a prime reason for dropping French was that students' expectations of being able to speak the language had not been met in the courses.

Attitudes toward French language and culture. Stern et al. (1976) distinguished three aspects of development of attitudes; first, that students come to the learning of French with attitudes derived from their home, school and wider environment; second, that further attitudinal development may occur in the course of learning French; and third, that attitudinal development may be fostered by positive intervention, e.g., contact with Francophones.

Results of the present study indicated that students come to the learning of French with positive attitudes toward French, and that these attitudes tend to become less positive in the course of learning French. These results support those of Shapson and his associates (1978). The specific reasons for the changes in attitude are difficult to determine. Although they may be directly related to the program, external factors such as parental influence (Burstall, 1978) and general maturation are known to exert a considerable influence on the development of pupils' attitudes toward foreign-language learning. Lambert and Klineberg (cited in Burstall, 1978), for example, suggested that:

Favourable attitudes may reach their peak at about the age of ten and thereafter decline during the early years of adolescence, concomitant with an accelerated development of the stereotyping process and an increase in loyalty towards the peer-group. (p. 12)

There was very little evidence of the existence of positive intervention, in the form of extracurricular French activities or cultural exchanges, in the present study. Informal examination

of the comments and results of the few students involved in such activities, however, supported research findings (Burstall et al., 1974; Burstall, 1978; Hanna, Smith, McLean & Stern, 1980; Shapson et al., 1981) that such experiences lead to improved student attitudes and achievement (Note 9).

Attitudes toward French of students who drop French after grade 8 were found to be significantly more negative than attitudes of those who elect to take the language, supporting the findings of both Kaufman (1978) and Bartley (1968). In addition, it was found that students who drop French tend to have less positive attitudes toward French from their first exposure to the language in grade 6.

The relationship between attitude and achievement in a second language referred to in many studies (Gardner & Lambert, 1972; Gardner & Smythe, 1976; Burstall et al. 1974), i.e. the more positive the attitude score, the higher the achievement and vice versa, was not apparent at the grade 6 level but did hold for the grade 9 level. This finding lends support to the view (Burstall, 1978) that pupils' attitudes towards learning are positively and significantly related to their eventual level of achievement.

Concluding Remarks

The Core or EFSL program is the only means available for the majority of students in Canada to learn French (Shapson, 1982); however, in Stern's (1982b) words, "core French has been neglected because we have become mesmerized by immersion."

Results of the present study suggested that the Core French program can be successful in fostering positive attitudes and

improving the French skills of students. Instrumental in such a result is the school district's commitment to curriculum development, program articulation, and evaluation.

One finding of the study has important implications for the EFSL program in the district studied; i.e. the finding that students who drop French tend to have less positive attitudes toward French from their first exposure to the language, and that these students tend to hold very negative attitudes toward French language and culture a year after they have dropped the subject. This result suggests that:

- a) for a small percentage of students, enrolment in French in grades 6 through 8 is counterproductive, in that the district goal of students' developing an affection and respect for another language definitely is not being met;
- b) an attitude scale, such as the one used in the study, could prove to be a valuable tool in identifying "high-risk" students, i.e. those who are likely to develop negative attitudes and ultimately drop the subject.

The advantage of using such a screening device is that it would allow for positive intervention on the part of the teacher to try to foster positive rather than negative attitudes. One such strategy is to provide more emphasis on "cultural" and "experiential" aspects of language learning (Stern, 1982) through greater opportunities to interact directly with francophone communities; another is to provide additional assistance and encouragement to the student. If such strategies fail, the

wisdom of forcing a student to continue in French must be questioned.

A P P E N D I X A



INTERMEDIATE ATTITUDE SCALE

S. Shapson

D. Kaufman

L. Duward

STUDENT NAME _____

CLASSROOM TEACHER _____

FRENCH TEACHER _____

GRADE _____

SCHOOL _____

SCHOOL DISTRICT _____

You are being asked to fill out this questionnaire so that we may find out how students feel about taking French.

THIS IS NOT A TEST. There are no right or wrong answers, but it is important that you answer the questions very carefully.

WHAT TO DO: On the following pages there are 21 statements. Beside each statement there are 5 boxes marked:

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

Read each statement carefully and decide how you feel about it. Put a check (✓) in the box that best describes how you feel about the statement. Now look at the sample and see how it is marked.

SAMPLE:	Strongly Agree	Agree	Undecided or Don't Know	Disagree	Strongly Disagree
I like to skate.				✓	

In the sample above, the student answering did not like to skate, so he checked the box under "Disagree".

However, if he loved to skate, he would have put a check under "Strongly Agree".

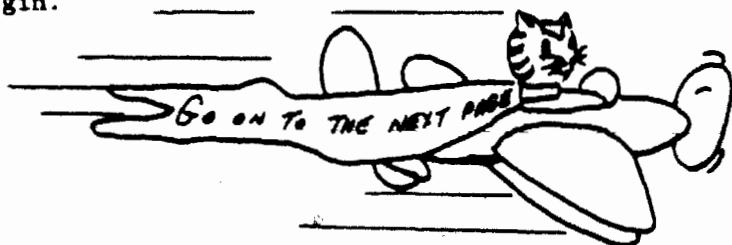
If he liked to skate, he would have put a check under "Agree".

If he didn't really like or dislike skating, he would have put a check under "Undecided or Don't Know".

If he hated skating, he would have put a check under "Strongly Disagree".

Show how you feel about all of the statements on pages 3 and 4. If you don't understand any of the statements, put up your hand so that your teacher may come and help you. If you finish before the rest of the class, use the extra time to go back and check that you have completed all the items.

Now go on to the next page and begin.



Strongly Undecided or Strongly
Agree Agree Don't Know Disagree Disagree

1. I would like to speak more than one language.

1	2	3	4	5

25

2. French is easier than the other subjects at school.

1	2	3	4	5

26

3. More English-speaking Canadians should try to learn French.

1	2	3	4	5

27

4. I love learning French.

1	2	3	4	5

28

5. I would like to meet some French-speaking people.

1	2	3	4	5

29

Strongly Undecided or Strongly
Agree Agree Don't Know Disagree Disagree

6. I think everyone should learn French at school.

1	2	3	4	5

30

7. I would rather learn another language instead of French.

1	2	3	4	5

31

8. I would like to go on learning French.

1	2	3	4	5

32

9. I am afraid the other students will laugh at me when I speak French.

1	2	3	4	5

33

10. Students who are having a hard time with their other subjects shouldn't take French.

1	2	3	4	5

34

	Strongly Agree	Agree	Undecided or Don't Know	Disagree	Strongly Disagree
11. French-speaking Canadians make Canada a more interesting place to live.					
12. I would like to stop taking French.					
13. Compared to other subjects I find French interesting.					
14. I hate French.					
15. My parents feel that I should really try to learn French.					
16. Studying French is a waste of time.					
17. Being able to speak French well would please me.					
18. I think that there are more important things to study in school than French.					
19. People who speak other languages make Canada an interesting place to live.					
20. My friends think it is important to study French.					
21. I enjoy school.					

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A P P E N D I X B

Office Use Only

QUESTIONNAIRE FOR GRADE 9 STUDENTS

STUDENT NAME _____

FRENCH TEACHER NAME
(IF APPLICABLE) _____

SCHOOL _____

MALE

FEMALE

Use Only

1. Are you taking French 9 this year? Yes No
 (Please check one box.)

2. Are you taking any language(s) other than French this year? Yes No

If "yes", what language(s)? _____

3. For each grade level listed below, please:

(a) write the name of the school you attended.

(b) check whether you took French in that grade.

(c) check if your French teacher was an "itinerant" teacher, i.e. a "visiting" French teacher who taught French in more than one school (grade 6 and 7 only).

Grade	School Attended	Took French in School?		Itinerant Teacher?	
		Yes	No	Yes	No
6	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	_____	<input type="checkbox"/>	<input type="checkbox"/>		

✓

✓

✓
✓
✓

4. How enjoyable did you find French in:

	Did not take French that Year	Very Enjoyable	Enjoyable	Neutral	Not very Enjoyable	Not at all Enjoyable	
Gr. 6?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 7?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 8?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 9?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

5. How difficult did you find French in:

	Did not take French that Year	Not at all Difficult	Not Very Difficult	Neutral	Difficult	Very Difficult	
Gr. 6?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 7?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 8?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 9?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

6. What was your final mark in French 8? _____

7. How enjoyable did you find school in general in:

	Very Enjoyable	Enjoyable	Neutral	Not very Enjoyable	Not at all Enjoyable
Gr. 6?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 7?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 8?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 9?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

8. How difficult did you find school in general in:

	Not at all Difficult	Not Very Difficult	Neutral	Difficult	Very Difficult
Gr. 6?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 7?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 8?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gr. 9?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

9. What was your overall final mark in grade 8? _____
(i.e., grade point average or average letter grade)

10. How helpful was the French you took in elementary school for your grade 8 French course?

Did not take French 8	Very Helpful	Helpful	Neutral	Not Very Helpful	Not at All Helpful
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

11. Looking back on your elementary school (grade 6 and 7) French program, can you suggest any ways to make it more helpful to your high school French program?

12. Listed below are some ways used by schools to ease the transition between French in elementary school and French in secondary school.

Please check if your class took part in any of the activities and if so, how useful you found the activity.

Class Took Part	Very Useful	Useful	Neutral	Not Very Useful	Not at All Useful		
Grade 7 class visited a secondary school French class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary school French teacher visited the elementary school to speak with students about secondary school French programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the beginning of grade 8, several weeks were spent reviewing French vocabulary and expressions that were learned in elementary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. What are the reasons you decided to take French 9 this year?
 (If you are not taking French 9, what are the reasons you decided not to do so?)

14. Do you plan to go to university? Yes No Undecided

15. Do you plan to take French in:

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>	<u>Comments</u>
Gr. 10?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gr. 11?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gr. 12?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

16. Do you plan to take a language other than French in:

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>	<u>Comments</u>
Gr. 10?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gr. 11?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gr. 12?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

17. Are you engaged in any activities outside of school related to French language or culture? Yes No

If so, please specify.

18. Have you ever participated in a French cultural exchange with Quebec? Yes No

If "yes", when? _____

19. We are interested in your comments about any aspects of the elementary (grade 6-7) and secondary (grade 8-12) French program not covered in the questionnaire. Please comment below and continue on the back page if required.

A P P E N D I X C

MEMORANDUM

TO: French Department Heads or Representatives - North Vancouver
Secondary Schools

FROM: M.L. Durward, Research Consultant - B.C. French Study

RE: Collection of statistical information for North Vancouver
Articulation Study

DATE: March 24, 1981

Enclosed please find a questionnaire designed to collect statistical information for Phase II of the North Vancouver Articulation Study. The information collected on French 9 classes will be used as the basis for randomly selecting classes to participate in this year's study activities.

Much of the data required for this questionnaire may be available in your school from a copy of "Form K: Principal's Report on Organization of Secondary Schools at September 30, 1980".

It would be appreciated if the form could be completed before March 31, 1981. A return envelope is enclosed for your convenience. If you have any questions regarding the questionnaire please contact me at 291-4489 or 732-9469.

Thank you for your assistance.

QUESTIONNAIRE TO FRENCH DEPARTMENT HEADS

NORTH VANCOUVER ARTICULATION STUDY

MARCH, 1981

DEPARTMENT HEAD: _____

SCHOOL NAME: _____

SCHOOL ADDRESS: _____

TELEPHONE #: _____

NOTE: Statistics for questions marked with an asterisk (*) may be available on the school's file copy of "FORM K: Principal's Report on Organiz. of Secondary Schools at September 30, 1980".

*1. SCHOOL ORGANIZATION (Check one only)

- | | |
|----------------|--------------------------|
| 10 month | <input type="checkbox"/> |
| 2 semester | <input type="checkbox"/> |
| Trimester | <input type="checkbox"/> |
| Quarter system | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

If "Other", please specify: _____

*2. BASIC TIME-TABLE ORGANIZATION (Please fill in all of the following):

_____ min/period _____ days/school week
 _____ periods/day _____ hours/school day
 _____ total periods/school week

If this school has an extended day, the total number of periods in the extended day is: _____

*3. ENROLMENT: SECONDARY SCHOOL, FRENCH, AND OTHER LANGUAGES

NUMBER OF STUDENTS	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII	Special	TOTAL
	Total Secondary School						
	French						
	German						
	Latin						
	Spanish						
	Other Language Courses (Please Specify)						

4. a) Please supply detailed enrolment figures for French 9. If the school is on a semester system, please fill out the information for each semester e.g., if on a two semester systems, rows 1 and 2 etc. If school is not on a semester system, fill out "TOTAL" only.

Semester	NUMBER OF STUDENTS		NUMBER OF CLASSES
	1		
2			
3			
4			
TOTAL			

- b) If on a semester system, how many semesters of French must a student take in grade 9 to fulfill the requirements for FRENCH 9?

_____ semesters

COMMENTS: _____

5. For each FRENCH 9 class in session in May 1981 please supply the following information:

NOTE: If a teacher teaches more than one FRENCH 9 class, please distinguish the classes in the "comments" column, e.g.

M. Smith 29 175 minutes 3rd period class
 M. Smith 25 175 minutes 5th period class

TEACHER NAME	NUMBER OF STUDENTS	TOTAL # OF MINUTES OF FRENCH PER WEEK	COMMENTS
	2	175	

6. If there is anything additional about your school or the French program that we should be aware of, please comment below:

PLEASE RETURN THE COMPLETED FORM IN THE ENVELOPE PROVIDED TO:

M. Lynne Durward
3466 West 18th Ave.
Vancouver, B.C.

V6S 1A7

A P P E N D I X D

1980-81 ARTICULATION STUDY

School District No. 44 (North Vancouver)

Instructions for Administration
of Grade 9 Student Questionnaires and
French Achievement TestsGeneral NotesPLEASE FAMILIARIZE YOURSELF WITH THESE INSTRUCTIONS PRIOR TO THE TESTING SESSION.Measurement Instruments

Three measurement instruments are being used in the study:

- 1) Intermediate Attitude Scale
- 2) Questionnaire for Grade 9 Students
- 3) Test de Classement
(Items 1 and 2 are packaged together)

A total of approximately 125 minutes class time is required to administer the three instruments.

INSTRUMENTS MAY BE ADMINISTERED IN EITHER TWO OR THREE SESSIONS (see Option A and B below.)OPTION A (2 Sessions)

<u>SESSION 1</u>	Intermediate Attitude Scale	(15 min.)
	Questionnaire for Grade 9 Students	(35 min.)
	(Distribution Time, etc.)	<u>(5 min.)</u>
		(55 min. total)
<u>SESSION 2</u>	Test de Classement	
	Subtest No. 1 (on tape)	(25 min.)
	Subtest No. 2	(25 min.)
	Subtest No. 3	(10 min.)
	(Distribution Time, etc.)	<u>(10 min.)</u>
		(70 min. total)

-2-

OPTION B (3 Sessions)

<u>SESSION 1</u>	Intermediate Attitude Scale	(15 min.)
	Questionnaire for Grade 9 Students	(35 min.)
	(Distribution Time, Etc.)	<u>(5 min.)</u>
		(55 min. total)

<u>SESSION 2</u>	Test de Classement	
	Subtest No. 1 (on tape)	(25 min.)
	Subtest No. 2	(25 min.)
	(Distribution Time, Etc.)	<u>(5 min.)</u>
		(55 min. total)

<u>SESSION 3</u>	Test de Classement	
	Subtest No. 3	(10 min.)
	(Distribution Time, Etc.)	<u>(5 min.)</u>
		(15 min. total)

Students Being Tested

Students to be tested include all students in designated Sample Classes plus Follow-up Students taking French (please refer to Sample List).

For schools with Follow-up Students to be tested, arrangements should have been made for those students to join a sample class for testing.

OPTION A

(TWO TESTING SESSIONS)

INSTRUCTIONS FOR ADMINISTRATION

OPTION A Page 1

SESSION ONE INSTRUCTIONS

- Materials: Bundles labelled: (a) Questionnaires for Follow-up Students Taking French (if applicable).
 (b) Questionnaires for Grade 9 Sample French Classes.

Procedure:

1. Distribute the envelopes containing the Questionnaires for Follow-up Students Taking French (each envelope is labelled with a Follow-up Student name).
2. Distribute the envelopes containing the Questionnaires for Grade 9 Sample French Classes to the remaining students in the group. Each Student should receive one envelope. (If a student is both a Follow-up student and a member of a Sample Class, he should receive only the Follow-up Student envelope).

3. Read the following to the students:

At the request of the North Vancouver School Board, a research team from Simon Fraser University is conducting a study of French in the elementary and secondary schools. This class has been selected to take part in the study. In addition, students who were surveyed in 1977-78 when they were in grade 6 are also being included in the study. It is important that you answer the questionnaire items as honestly as you can. Your responses will be treated as confidential and will be seen only by the research team.

4. Ask the students to open their envelopes and take out the Intermediate Attitude Scale.

Ask the students to:

Fill out the information on the cover page of the Intermediate Attitude Scale. It is not necessary to fill out "Classroom Teacher".

5. After students have filled in the required information, ask the students to:

Read the instructions on page 2 and then complete the questionnaire. You will have approximately 15 minutes to do so. When you have finished the questionnaire, please return it to your envelope and wait quietly for further instructions.

OPTION A Page 2

6. At the end of 15 minutes, ask the students who have not finished to:
Please stop and return the Intermediate Attitude Scale to the envelope.
7. Ask the students to:
Please take out the Questionnaire for Grade 9 Students and fill out the information on the cover page.
8. After students have filled in the required information, tell them:
You will have 35 minutes to complete this questionnaire. When you have finished, please return the questionnaire to the envelope and wait quietly. You may work on homework quietly if you wish.
9. At the end of 35 minutes or when all students have finished, ask them to:
Please ensure that both questionnaires have been returned to the envelope and seal the envelope.
10. Collect the envelopes from all students.
11. Inform the students of the date of the next testing session and stress the importance of their arriving in class on time so that the test may begin promptly. Please ensure that the follow-up students know that they are to come to Session 2 as well.
12. Please return the completed questionnaires to the French Department Head or representative.

OPTION A Page 3

SESSION TWO INSTRUCTIONS

Equipment Required: Reel-to-reel tape recorder
Reel-to-reel test tape (one per school provided)

Materials: Bundle of Tests labelled:
French Achievement Tests for
(a) Sample Classes and
(b) Follow-up Students taking French

Pre-Class Preparation: Thread side 1 of the Test de Classement tape onto the tape recorder.

Note: Three subtests of the Test de Classement are being given:

Subtest 1 : Oral Comprehension (25 min.)
Subtest 2 : Reading (25 min.)
Subtest 3 : Writing (10 min.)

Subtest 1 is on side 1 of the tape and has 5 parts, Part A to Part E. Do not use side 2 of the tape.

Subtests 2 and 3 are completed by the student according to directions in the student booklet.

Procedure:

1. Ensure that all Follow-up Students tested in Session 1 are present.
2. Hand out the Student's Booklets and ask the students to:
Fill in the information required on the front page.

SUBTEST NO. 1

1. Tell the students to:
Listen carefully to the instructions on the tape. (Start the tape recorder.)
2. After the examples on tape, you will hear "Are there any questions?" Stop the tape recorder to answer any students' questions. (In general, the recorded instructions should suffice.)
3. Start the tape recorder again and proceed to the end of Subtest No. 1.

OPTION A Page 4

SUBTEST NO. 2

1. When Subtest No. 1 is completed, stop the tape recorder. Allow the students sufficient time to read the General Instructions which precede Subtest No. 2 in their booklets. Tell the students not to turn the page before everyone has finished reading the instructions.
2. Answer the students' questions, if any.
3. Tell the students:
Now, turn the page and start. You will have 25 minutes.
4. Once the students have completed Subtest No. 2, they may read the General Instructions to Subtest No. 3. They must not begin Subtest No. 3 until they are told to do so.
5. Rewind test tape while students are completing Subtest No. 2.

SUBTEST NO. 3

1. Allow the students sufficient time to read the General Instructions for Subtest No. 3. Tell the students not to turn the page before everyone has finished reading the instructions.
2. Answer the students' questions, if any.
3. Tell the students:
Now, turn the page and start. You will have 10 minutes. Do not hand in your booklet until told to do so.
4. At the end of 10 minutes, ask the students to stop and collect the booklets. (Inform them that this is the end of the testing and they will not be tested orally as indicated on page 12 of the student booklet).

RETURN ALL STUDENT BOOKLETS AND THE TEST TAPE TO THE FRENCH DEPARTMENT HEAD OR REPRESENTATIVE.

OPTION B

(THREE TESTING SESSIONS)

INSTRUCTIONS FOR ADMINISTRATION

SESSION ONE INSTRUCTIONS

Materials: Bundles labelled: (a) Questionnaires for Follow-up Students Taking French (if applicable).
(b) Questionnaires for Grade 9 Sample French Classes.

Procedure:

1. Distribute the envelopes containing the Questionnaires for Follow-up Students Taking French (each envelope is labelled with a Follow-up Student name).

2. Distribute the envelopes containing the Questionnaires for Grade 9 Sample French Classes to the remaining students in the group. Each Student should receive one envelope. (If a student is both a Follow-up student and a member of a Sample Class, he should receive only the Follow-up Student envelope).

3. Read the following to the students:

At the request of the North Vancouver School Board, a research team from Simon Fraser University is conducting a study of French in the elementary and secondary schools. This class has been selected to take part in the study. In addition, students who were surveyed in 1977-78 when they were in grade 6 are also being included in the study. It is important that you answer the questionnaire items as honestly as you can. Your responses will be treated as confidential and will be seen only by the research team.

4. Ask the students to open their envelopes and take out the Intermediate Attitude Scale.

Ask the students to:

Fill out the information on the cover page of the Intermediate Attitude Scale. It is not necessary to fill out "Classroom Teacher".

5. After students have filled in the required information, ask the students to:

Read the instructions on page 2 and then complete the questionnaire. You will have approximately 15 minutes to do so. When you have finished the questionnaire, please return it to your envelope and wait quietly for further instructions.

OPTION B Page 2

6. At the end of 15 minutes, ask the students who have not finished to:
Please stop and return the Intermediate Attitude Scale to the envelope.
7. Ask the students to:
Please take out the Questionnaire for Grade 9 Students and fill out the information on the cover page.
8. After students have filled in the required information, tell them:
You will have 35 minutes to complete this questionnaire. ~~When you have finished, please return the questionnaire to the envelope and wait quietly.~~ You may work on homework quietly if you wish.
9. At the end of 35 minutes or when all students have finished, ask them to:
Please ensure that both questionnaires have been returned to the envelope and seal the envelope.
10. Collect the envelopes from all students.
11. Inform the students of the date of the next testing session and stress the importance of their arriving in class on time so that the test may begin promptly. Please ensure that the follow-up students know that they are to come to Session 2 as well.
12. Please return the completed questionnaires to the French Department Head or representative.

OPTION B Page 3

SESSION TWO INSTRUCTIONS

Equipment Required: Reel-to-reel tape recorder
Reel-to-reel test tape (one per school provided)

Materials: Bundle of Tests labelled:
French Achievement Tests for
(a) Sample Classes and
(b) Follow-up Students taking French

Pre-Class Preparation: Thread side 1 of the Test de Classement tape onto the tape recorder.

Note: Three subtests of the Test de Classement are being given:

Subtest 1 : Oral Comprehension (25 min.)
Subtest 2 : Reading (25 min.)
Subtest 3 : Writing (10 min.)

Subtest 1 is on side 1 of the tape and has 5 parts, Part A to Part E. Do not use side 2 of the tape.
Subtests 2 and 3 are completed by the student according to directions in the student booklet.

Procedure:

1. Ensure that all Follow-up Students tested in Session 1 are present.
2. Hand out the Student's Booklets and ask the students to:
Fill in the information required on the front page.

SUBTEST NO. 1

1. Tell the students to:
Listen carefully to the instructions on the tape. (Start the tape recorder.)
2. After the examples on tape, you will hear "Are there any questions?" Stop the tape recorder to answer any students' questions. (In general, the recorded instructions should suffice.)
3. Start the tape recorder again and proceed to the end of Subtest No. 1.

OPTION B Page 4

SUBTEST NO. 2

1. When Subtest No. 1 is completed, stop the tape recorder. Allow the students sufficient time to read the General Instructions which precede Subtest No. 2 in their booklets. Tell the students not to turn the page before everyone has finished reading the instructions.
2. Answer the students' questions, if any.
3. Tell the students:
Now, turn the page and start. You will have 25 minutes.
4. At the end of 25 minutes ask the students to stop and collect the booklets.
(Rewind test tape while students are completing Subtest No. 2.)

SESSION THREE INSTRUCTIONS

SUBTEST NO. 3

1. Redistribute booklets.
2. Allow the students sufficient time to read the General Instructions for Subtest No. 3. Tell the students not to turn the page before everyone has finished reading the instructions.
3. Tell the students:
Now, turn the page and start. You will have 10 minutes. Do not hand in your booklet until told to do so.
4. At the end of 10 minutes, ask the students to stop and collect the booklets. (Inform them that this is the end of the testing and they will not be tested orally as indicated on page 12 of the student booklet).

RETURN ALL STUDENT BOOKLETS AND THE TEST TAPE TO THE FRENCH DEPARTMENT HEAD OR REPRESENTATIVE.

V

A P P E N D I X E

W



SIRGON FRASER UNIVERSITY BURNABY B.C.
 FACULTY OF EDUCATION

MEMORANDUM

TO: Secondary School Principals
 North Vancouver School District #44

FROM: M. Lynne Durward
 Research Consultant
 B.C. French Study

RE: Study of Articulation between Elementary and
 Secondary French Programs

DATE: April 27, 1981

As you know, the B.C. French Study research unit has been contracted by School District #44 (North Vancouver) to carry out a study of articulation between the elementary and secondary French programs. Last year, grade 9 students in four secondary schools participated in Phase I of the Study. For Phase II this year, all secondary schools will be represented.

The details of the 1980-81 activities are presented in the "Proposal for Phase II", a copy of which should be available in your school.

Either one or two grade 9 French classes from your school have been selected randomly to participate in the study. Students in these classes will be asked to complete a student questionnaire and a measure of French achievement. One class period per instrument should allow sufficient time for all students to complete the forms. It is hoped that schools can administer the tests during the last week of May and first week of June.

At a meeting with French Department Heads (or representatives) on May 7th, I plan to discuss administration and scheduling procedures in more detail, and to identify the classes selected for the study. Copies of the sample list will be forwarded to you when available.

An additional component of the study is the follow-up of over 100 grade 6 students, now in grade 9, who were tested in 1977/78. During the past few weeks, my assistant Lynn Reader and I have worked with school staff trying to locate the follow-up students. We have been unable to locate those



students listed on the attached page, and suspect that most of them have left the school district. Any information you can supply concerning the fate of these students would be greatly appreciated. A return envelope is enclosed for your convenience. If any of those on the list are currently registered in your school, please report this information to Lynn Reader at 291-4489 as soon as possible to enable us to finalize testing schedules.

We would like to thank both the secretarial and administrative staff in your school for their cheerful assistance with the somewhat tedious task of tracking down students.

A P P E N D I X . F

Comparison of Grade 6 Results on Attitude and Achievement
 Measures: Follow-up Students vs. North Vancouver Population

	Sample			Population			
	<u>n</u>	<u>Mean</u>	<u>S.D.</u>	<u>n</u>	<u>Mean</u>	<u>S.D.</u>	<u>t-value</u>
Attitude Scale	50	51.1	16.2	94	52.3	15.7	$\frac{n.s.}{0.45}$
B.C. French Comprehension Test	49	35.8	8.0	94	35.7	8.9	$\frac{n.s.}{0.08}$

n.s Not statistically Significant.

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2. Yalden, M. Language policy in Ontario's secondary schools. Address to the S.E.R.P. Symposium, September 16, 1980. Notes for a speech, p. 11. Office of the Commissioner, 1980.
3. Que faire de vos élèves de français 8 en septembre. Published in May each year through the office of the Co-ordinator of Modern Languages, School District #44 (North Vancouver).
4. Strength through wisdom - a critique of U.S. capability. A report to the President from the President's commission on foreign language and international studies, November 1979.
5. From Statistical Services Bulletin, March 19, 1981, prepared by the Ministry of Education; British Columbia.
6. This figure includes both EFSL and French immersion students. Recent statistics available from the B.C. Ministry of Education indicate that 1980 was the peak year for EFSL (29.2%); September 1981 and 1982 EFSL enrolments were 27.6% and 28.6% respectively.
7. Department of the Secretary of State, Language Programmes Branch, Guidelines for the Evaluation of Special Projects, May 1976.
8. Total district French 9 enrolment 1980-81 = 1031.
Total district grade 9 enrolment 1980-81 = 1341.
Projected French 12 enrolment 1983-84:
(.565 x 1031) = 583
Projected percentage of total grade 12 enrolment taking French 12 in 1983-84:
(583/1341) = 43.4%
Calculations do not take into account school dropouts or students undecided about taking French 12, both of which would tend to increase projected French 12 enrolment.

9. Examination of data from the one student in the Follow-up group who participated in a Quebec exchange in grade 9 pointed to the beneficial aspects of a cultural exchange. In grade 6 her attitude toward French score was negative (60) relative to that of the group mean (51); and her French achievement score was slightly above average (37 versus mean of 35.8). Enjoyment of grade 7 and 8 French was rated as "neutral". At the end of grade 9, the year of the exchange, the student rated French as "enjoyable", scored well on the positive side of the attitude scale (45 versus group mean of 56), and scored well above average on the achievement measure (34 versus group mean of 29.6). In addition, the student intended to take French to the grade 12 level even though she was undecided about attending university.

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