THE APPEAL OF THE EARLY FRENCH IMMERSION PROGRAM: A GOOD MATCH FOR GIFTED CHILDREN?

by

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The Appeal of the Early French Immersion Program:

A Good Match for Gifted Children?

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Abstract

This research explored the extent to which different aspects of the early French immersion program appealed to children and their parents. The objective of the study was to determine if the early French immersion program could be a good match for gifted children. To address this question, a comprehensive questionnaire was mailed out to parents and their children who had completed at least grade 4, 5, 6 and/or 7 in the early French immersion program. Thirty-six gifted and 49 non-gifted participants (and their parents) from 9 British Columbia school districts were included in the sample.

Closed and open-ended responses in the parent survey revealed the extent to which L2, instructional and other reasons affected a program decision to enroll, withdraw, consider withdrawing or continue with the French immersion program. The survey showed that L2 (second language) factors appeared to be less influential on a decision to enroll in the French immersion program than they were in the 1970's. Other factors such as long term benefits, class composition and the lack of better program options were more influential. In other words, L2 learning did not appear as cognitively stimulating for gifted children as some of the research suggests. The survey also showed that other factors were more influential than instructional and L2 factors on a decision to continue with the French immersion program. In contrast, instructional factors (reflecting formal linguistic activities) were more influential on a decision to withdraw or consider withdrawing from the program than L2 or other factors for open-ended responses. In the student survey, instructional approaches used in French immersion and the extent of their appeal to gifted children were explored at length. Contrary to what was expected, children perceived that the communicative approach was not used more than the formal linguistic approach, overall, in the subject areas surveyed

(speaking, vocabulary, writing and reading). Ironically, the survey revealed that children (including the gifted) preferred communicative more than formal linguistic types of activities. These findings suggested that the French immersion program could potentially be a good match for gifted children providing the communicative approach was predominantly being used.

However, these findings did not necessarily reflect the preference of all gifted children; a significant number of them suggested communicative types of activities as being boring. Evidence revealed that their diverse interests and aptitudes were not being addressed by the communicative approach alone. Other measures such as curriculum modifications in addition to more in depth Science and Social Studies programs need to be implemented. The implications of these results for gifted education and French immersion are discussed at length.

This work is dedicated to gifted children in Canada.

Celebrate your differences,

Create challenges for yourself,

Pursue your dreams.

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Key	
PG: Parents of gifted children	G. Gifted children
PNG: Parents of non-gifted children	NG: Non-gifted children

CHAPTER 1

Introduction

1.1 **Background**

Meeting the needs of gifted children in the public school system has been a growing concern for educators for decades. What has troubled parents, educators and researchers the most is that gifted children continue to be bored by too easy curricula or a lack of challenge in public schools (Whitmore, 1986). According to the Royal Commission on Education, apathetic attitudes towards learning and underachievement continue across the grades (B.C. Ministry of Education, 1990). Research conducted by Stallings in 1975 reveals that gifted learners often lose interest and drop out of public schools before completing grade 12 (cited in Klein & Tannebaum, 1992). Others may get through the system but do not achieve to their potential (Stallings cited in Klein & Tannebaum, 1972). In response, the Minister of Education funded some pedagogical interventions during the last 12 years including pull-out programs and independent educational programs (IEP's) to better address the needs of gifted children in the public school system. Unfortunately, because of elitist concerns, funding priorities and implementation problems, these programs weren't entirely successful. Mrs. Sandra Webster-Worthy, a member at large of the BCTF Association for gifted children, reports that many school districts across B.C. still don't have special programs in place for gifted children (personal communication, January, 1995). The special programs that are in place are not without their problems. For example, pull-out programs have not been consistently effective for all students or manageable for all resource teachers (Borland, 1989). They are also still considered elitist by educators or professionals in the field (Borland, 1989). In response, the Minister of Education advocated changes to the

regular classroom program (in the early 1990's) which were designed to better meet the needs of gifted students in the classroom. These included a learner focused curriculum, teacher facilitated instruction, curriculum integration and lifelong continuous learning.

Unfortunately, because of growing pedagogical and implementation concerns, the Year 2000 lost momentum (Case, 1991). Gaining momentum was the "back to basics" movement which did not satisfactorily reflect the program needs of gifted children. In the meantime, according to Rae Desaulniers, Vice President of the Gifted Children Association, the French immersion program was still considered by some to be a viable option in the public school system for their gifted children (personal communication, 1995). Its dynamic communicative approach for second language learning and its L2 component seemed to offer that "extra challenge" their children so desperately needed. Unfortunately, studies conducted in the mid to late 1980's in dual track secondary schools proved otherwise. Only 20% (31, 281 of 158, 289) of students enrolled in French immersion programs completed the French immersion secondary school program (Statistics Canada in Webster, 1986). The most popular reason given for transfers out of the French immersion program was a general dissatisfaction with the courses and quality of instruction. Students primarily complained about the methodology being used to teach the program. They found the tasks associated with immersion to be "boring and repetitive" (Lewis & Shapson, 1989, p. 545). Tasks seemed to reflect a formal language approach (which entailed systematic language study, careful grammatical sequencing and language drill) (Krashen cited in Stern, 1984), as opposed to the more dynamic communicative approach which emphasized real language learning experiences and a student focused curriculum (Swain cited in Lapkin, 1984).

1.2 **Statement of the problem**

When French immersion was first introduced across Canada in the 1960's and 1970's, parents of gifted children were drawn to it. The government had finally introduced a program in the public school system through which their children's needs could be more satisfactorily met. Research in the late 1970's shows that parents enrolled their children in the early French immersion program because of "influence of other criteria aside from proximity"(Cogan, 1978, p. 98). For example, among the categories of responses given, academic reasons were rated the highest. Parents who chose the French immersion program felt that it could provide their children with "an additional stimulus or challenge" (Cogan, 1978, pp. 130-131). Rae Desaulniers concurs. Parents of gifted children were also drawn to the program because of the dynamic and complex nature of the second language component which they perceived as an additional challenge for their gifted child (personal communication, January, 1995).

The benefits of this complex, dynamic component is supported by some research literature. For example, given the complexity of the second language component, the French immersion program has been shown to be cognitively advantageous to children (Cummins, 1978; Genesee, 1976; Saville-Troike, McClure & Fritz cited in Tardif & Weber, 1987). Second, given the dynamic nature of the communicative (or functional approach) (Genesee, 1983; Stern, 1984a), it could be a suitable approach to use with gifted children. There are sufficient parallels between the dynamic communicative approach and the program needs of gifted learners to support this hypothesis. Both emphasize a learner focused curriculum (Chickering cited in Maker, 1982; Epstein, 1979; Hullen & Lentz, 1991; Lentz,

1993; Swain cited in Lapkin, 1984; Tardif, 1986; Walters & Gardner, 1984;). Both favor a variety of motivating resources (Maker, 1982; Renzulli, 1977; Swain cited in Lapkin, 1984). Both promote interactive activities (Edwards & Rehorick, 1990; Naska & Davis, 1981; Steel, House, Lapan & Kerins cited in Maker, 1982; Swain cited in Lapkin, 1984; Tardif, 1991). Both aim to engage students in stimulating learning experiences (Epstein, 1979; Maker, 1982; Nunan, 1991; Swain cited in Lapkin, 1984; Taba cited in Maker, 1982; Torrance cited in Maker, 1982; Valiquette cited in Tardif, 1986; Walz, 1986; Williams cited in Maker, 1982). Finally, both favor integrative activities outside the classroom (Alampese & Erlanger, 1989; Genesee, 1984; Hall, 1993; Lapkin, Harley, Swain, Kamin, 1981; Maker, 1982; Renzulli & Reis, 1985; Safty, 1989; Shapson, 1988; Tarone & Swain, 1995).

Despite this complex and dynamic dimension associated with the French immersion program, however, only 20% of French immersion students in 1985 had reached the secondary level (Statistics Canada in Webster, 1986). In one study, 57% of the 45 B.C. secondary student graduates polled in 1985 said they had at some point considered transferring out of the program (Day & Shapson, 1985). Although these secondary school students had positive outlooks about the benefits of learning French, they remained dissatisfied with the quality of the courses and the quality of instruction (Day & Shapson, 1985).

Upon closer examination, it was found that this dissatisfaction stemmed from the teaching approach being used at the secondary level. Despite recommendations made by the experts to emphasize the communicative approach in early French immersion programs (Genesse, 1983; Stern, 1984a), studies at the secondary level revealed that a more formal

linguistic approach was favored, emphasizing rote learning, note taking and worksheets (Lewis & Shapson, 1989). Given these findings, why do parents of gifted children continue to enroll their children in the early French immersion program? What is the attraction to the program? Perhaps at the elementary level, the dynamic communicative approach prevails. Perhaps at the elementary level, the French immersion program is considered a good match for gifted children.

Learning more about what is happening in the early French immersion program (in grades 4, 5, 6 and 7) and how parents and children (including the gifted) feel about different aspects of the early French immersion program will help determine what changes are needed in four important areas: (1) education; (2) teacher training; (3) research and (4) legislation and policy change.

1.3 **Method**

Children who had been enrolled in the early French immersion program in grade(s) 4, 5, 6 and/or 7, along with their parents were asked to respond to questions in a mailed survey concerning:

1. Demographic and background information;
2. Reasons influencing a decision to enroll their gifted child in the early French immersion program;
3. Program decision to withdraw, consider withdrawing or continue with the early French immersion program;
4. Reasons influencing a decision to withdraw or consider withdrawing their child from the French immersion program;

5. Reasons influencing a decision to continue with the French immersion program;
6. Pedagogical preferences of the child, that is, the communicative approach or the formal linguistic approach and
7. Predominant pedagogical practices in the early French immersion program, that is, a greater emphasis on the communicative approach or the formal linguistic approach (gr. 4-7). Children were asked to respond to questions concerning items 1, 4, 5, 6 and 7 (when applicable). Parents were asked to respond to questions concerning items 1, 2, 3, 4 and 5 (when applicable).

1.4 **Definition of Key Terms**

Gifted children: Due to the breadth and scope of identification and nomination practices across B.C., it was decided to use the mandated B.C. Ministry of Education (1995) definition of gifted. This definition of gifted states: "A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilites and should not be expected to have strengths in all areas of intellectual functioning" (Special Education Services: A manual of policies, procedures and guidelines, Section E, p. 17).

Identification of the gifted, according to the Ministry, states that "no single criterion should be established for entry into or exclusion from services for students who are gifted. Rather, identification and assessment should be carried out using multiple criteria and

information from a variety of sources, all of which are valid components for identification" (Special Education Services: A manual of policies, prodedures and guidelines, Section E, p. 17). The guidelines and resources for identification and assessment should include several of the following:

- teacher observations including anecdotal records, checklists and inventories
- records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishment
- nominations by educators, parents, peers and/or self
- interview of parents and students
- formal assessments (educational and psychological tests) to Level C (as a final step in the process) to assess cognitive ability, achievement, aptitude and creativity (Ministry of Education, 1995)

In keeping with the Ministry guidelines, a child participant would qualify for this study if s/he met one or more of the following criteria which determined if s/he were "gifted":

- the child had been tested and identified by a private psychologist
- the child had been tested and identified by his/her school or school district
- the child had been nominated to a participate in a pull-out or challenge program at his/her school
- the child had been selected to participate in other activities designed for the gifted in his/her School District
- there were other strong indicators measured against other reliable sources that indicated the child was gifted

Non-gifted children: Children who were not identified as"gifted" in accordance with the selection criteria outlined above were referred to as "non-gifted". "Non-gifted", however,

does not imply that children in this category are not bright; they could, in fact, be very bright or perhaps gifted (but not yet identified). The term "non-gifted" was used loosely for children who did not meet the criteria for the gifted category. It facilitated the comparison between the two groups.

Teacher: refers to the regular classroom teacher

French immersion program: refers to the early French immersion program (unless otherwise specified) where children are immersed in the French language from kindergarten. Formal English language instruction is introduced in grade 3.

GCA, refers to the Gifted Children Association in British Columbia. This organization began in 1983 and has been a political voice and a support service for parents and their gifted children. Some chapter members are proactive in their school districts (in conjunction with the Ministry of Education) to lobby for the implementation and/or continuation of gifted programs and services for their children. Newsletters are written locally and/or at the provincial level to keep members informed about new information on gifted and talented children, developments in gifted education, other news items or upcoming extra-curricular programs including social activities planned for gifted children. Meetings are held throughout the school year to provide opportunities for parents of gifted and talented children to listen to speakers, browse through books and discuss common experiences and concerns. As of October, 1993, the association had 20 local chapter members in 20 districts across British Columbia. In July, 1995, (at the time this study was implemented) less than

half were active. A year later, however, some GCA chapters had reorganized and to date, more than half are active (R. Desaulniers, personal communication, July, 1996).

CPF: refers to the Canadian Parents for French. This organization began in 1977 and has been a particularly important voice across Canada to articulate parents' demands at the local, provincial and national levels with regard to French as a second language in school systems. CPF is also a source of thorough documentation and helpful information regarding French language development and training. The CPF encourages and supports opportunities for children to use French in meaningful ways in the community and in school-based programs or events.

Instructional factors: refers to the teaching approach and activities used to facilitate second language learning in the French immersion program.

L2 factors: refers to learning a second language (French) and/or learning in a second language (French).

Other factors: refers to factors other than instructional or L2 factors that influenced a program decision (e.g. long term benefits, the influence of friends).

Appealing to me: refers to whether the child has the desire or motivation to do an activity.

Bores me: refers to whether the child does not have the desire or motivation to do an activity.

Teaching approaches

There are two approaches commonly used in French immersion programs to facilitate second language learning: the communicative approach and the formal linguistic approach (Stern, 1984b).

Communicative or functional language approach: This is a pedagogical approach that promotes the development of functional language ability through learner participation in student-centered communicative events/activities. Children learn the second language through absorption, osmosis and language experience. The attention is on the negotiation of meaning rather than on the perfection of formal language features through systematic study, sequence and drill (Krashen cited in Stern, 1984). Under the umbrella of the communicative approach, tasks (activities) are meant to be motivating, interactive, substantive and integrative (Swain cited in Lapkin, 1984).

Motivating: activities reflect a student's expressed interests; materials are colourful, attractive and varied.

Interactive: children actively interact with materials, equipment, people and hypothetical situations. For example, in a collaborative activity each member makes a unique contribution to a particular learning task.

Substantive: tasks include communicative topics and activities. Children are asked to express their ideas, for example, through role plays, games, pair and other small group activities.

Integrative: activities are integrated to the larger context; they are real-life situations whereby language is used in authentic and meaningful ways.

Linguistic or formal language approach: This is a pedagogical approach that promotes the development of formal language ability through systematic language study, careful grammatical sequencing and language drill (Krashen cited in Stern, 1984). The attention is on the language itself, that is, "as a code; on words, sentences, pronunciation, grammar rules and practice exercises and drill" (Stern, 1978, p. 844). Under the umbrella of the formal linguistic approach, tasks reflect practice, exercise and drill in different forms including echo, extension, modeling and repetition (LaVallee cited in Tardif, 1991).

Echo: students repeat the oral example given by the instructor to practice reading and pronunciation skills.

Extension: students complete exercises and produce sentences which extend and reinforce reading comprehension skills, grammar skills, spelling skills and vocabulary development. (e.g. fill in the blanks, matching and sequencing exercises and sentence patterns).

Modeling: students follow and use the oral or written example given to learn the mechanics of the French language.

Repetition: students do repetitive drills to build a vocabulary repertoire and practice grammatical structures and spelling rules.

1.5 Assumptions

The following assumptions were made in regards to the study:

1. Parents answered honestly about their child being identified as "gifted".
2. Participants responded to questions of the survey honestly.
3. The candor and accuracy of responses given indicated actual opinions.

4. The rating systems were understood by the participants and were consistently used accurately.

1.6 **Limitations**

The following limitations were noted in regards to the study:

Due to the already narrow parameters of part of the sample (i.e., gifted students who had been enrolled in the early French immersion program in grades 4, 5, 6 and/or 7), it was difficult employing true random sampling techniques to recruit participants for the study. Initially, gifted children eligible for the sample were going to be randomly selected through the membership of the Gifted Children Association (GCA) of British Columbia. However, there were a series of problems affecting this process. Among the biggest obstacle encountered was identifying which GCA member had their gifted child in the early French immersion program. To help increase the potential sample size, some chapter members volunteered to distribute the questionnaire anonymously to non-GCA members who had children meeting the criteria of the study. They also supplied the names of other contacts (parents or consultants) who volunteered to do the same. (The author had to wait until September, however, before the questionnaire could be approved and distributed by contacts in the public and private school boards).

A second limitation to this research was the identification of its gifted participants. The Gifted Children Association did not have any criteria for its membership. Thus, it could not be assumed that all its members had children who were gifted. To complicate matters, although *all* school districts in British Columbia claimed maximum funds to support gifted programs in 1994/1995 (according to Mrs. Claudia Roch, the Assistant Director of Special

Education with the Ministry of Education, 1995), many school districts did not appear to have the government mandated formal identification measures in place to identify their gifted population, nor did they appear to have the government funded mandated services or programs in place to adequately meet their needs. With no formal identification measures or special programs in place, parents had to rely on other strong indicators to determine if their child was gifted. For these reasons, a category of "other strong indicators" was included in a subsequent revised version of the questionnaire infc August, 1995 to determine eligibility to the study (Appendix G). Follow up letters including this category (Appendix F) were sent to participants who had not yet had the opportunity to express "other strong indicators" about their gifted children. Excluding this category would have excluded too many gifted children from the study who did not qualify as being gifted under the original categories given (ie. formally identified privately or by the school and/or chosen to participate in a pull-out program at the school).

In addition, even though a screening device was included in the questionnaire to check for giftedness, those who met this criterion did not necessarily fall into the 2% population mark of truly gifted persons. The most prevalent identification measure, for example, checked affirmatively by parents (and confirmed by their child in the student questionnaire) was whether or not the student had been identified and/or nominated to a pull-out program. However, because the participating school districts (who were actively providing services for gifted children) had such varied screening policies (Rae Desaulniers, personal communication, August, 1995), anywhere from 2% to 25% of the population could have been represented. Thus this study was limited to a more general, all encompassing definition of "gifted" as previously noted in the definition of key terms. In addition, despite

the author's precautions to thoroughly screen for gifted children via both the parent and student questionnaire (see Appendix F and G), there continued to be some difficulties making clear distinctions between the gifted and non-gifted group. For example, while one parent claimed his/her child was not gifted and had not been chosen for a pull-out program, the child claimed that s/he had been recommended for such as program (in the student questionnaire). In another case, the parent appeared to contradict himself/herself. While s/he indicated that his/her child had been chosen for a pull-out program s/he also stated that this child was not gifted in the comments elicited under " other strong indicators". To ensure an accurate representation in the gifted group, any subjects who were ambiguously identified were categorized in the non-gifted group.

A third limitation to the study was finding gifted children (through contacts involved with the GCA) who were enrolled or had been enrolled in the early French immersion program in grades 4, 5, 6 and/or 7. First, membership in the Gifted Children Association by French immersion parents was very small (Rae Desaulniers, personal communication, July, 1995). Second, membership in the Association by French immersion parents was difficult to identify. Active GCA chapter members across B.C. were declining in numbers and many did not have any record of which members had children in the early French immersion program. Therefore, chapter members could only screen their membership lists (often not updated) and recommend candidates who were most likely to meet the criteria, depending if they attended a dual track school, offering both the French immersion and the regular English programs. As one can imagine, this selection process was very time consuming and potentially unreliable. For these reasons, the author encouraged chapter members to

welcome the participation of non-GCA members in the study and welcomed the assistance of parents affiliated or involved with the CPF (Canadian Parents for French).

A fourth limitation of the study concerned the subjects themselves. Due to the limitations of the potential sample size, children entering grade 8 to grade 11 were invited to respond to the questionnaire by recollecting their experiences in grade 7. However, these participants could have given inaccurate recollections because of the time lapse incurred, for example, since their last elementary school experiences. Too many inaccurate recollections would have skewed the results of the study. Statistical tests determined that this was indeed the case. There were significant differences found between the grade 4-7 and 8-11 groups on some of the responses given. Thus, children in grades 8 to 11 were eliminated from the sample. Although this reduced the sample size from 108 to 85 children participants (in addition to their parents), the results were more reliable.

Despite the sample questions, the inclusion of detailed examples included and the help solicited from parents in the study, some of the children may have had difficulties understanding how to rate the items on the questionnaire. The impending rating inaccuracies could have skewed the results. In addition, some of the children's responses to the survey may have been influenced by the biases of their parents (i.e., in the sections where parents ask children to complete some questionnaire items).

A sixth limitation involved the questionnaire design. Despite precautions taken, the questionnaire items may have appeared to be biased or leading. In addition, despite the inclusion of open-ended questions, the data collected for the study could have been constrained by spaces provided for open-ended responses. Some of the data may also have been constrained by the inclusion or exclusion of activities described (reflecting either the

communicative or the formal linguistic approach). For example, the data for the "how often" component of Section #3 in the Student Questionnaire was limited to the types of activities which were described and rated. Although activities were representative of both teaching approaches and were reflective of popular learning experiences suggested in pilot studies, they did not necessarily represent all the Language Arts experiences of all children in all school districts. Because of these limitations, findings could not be generalized about the instructional approach predominantly used to teach the program.

Moreover, there could have been some inaccurate interpretations of the activities described for the "how often" component of the study. Ratings given may have solely reflected the activity described *verbatim* as opposed to the *type* of activity it suggested. For example, a respondent may have rated a spelling activity s/he did regularly in class as *0* solely because the number of corrections suggested in the activity did not accurately reflect the number of corrections s/he actually did in class. Because of these types of rating problems, the validity and reliablilty of the results for the "how often" component of the study were limited. Finally, it may have been difficult for children to conceptualize and recall how often they did the type of activity described. Again, this would limit the validity and reliability of the results for the "how often" component of the study.

In sum, this was an exploratory study and should be regarded as such. In essence, as this was the first study of its kind, it was the author's desire to generate findings and speculative conclusions that would provide new directions for subsequent studies. While most of the open-ended responses in the survey confirmed the results from the closed-ended questions, they should be treated with caution. The only way to really confirm these open-ended responses would be to test them in subsequent surveys in a closed-ended format.

Nevertheless, it was the author's desire that the overall findings would establish a need for the re-examination of existing practices concerning gifted education and French immersion.

1.7 **Organization of the thesis**

Chapter I begins with a brief introduction of the special concerns surrounding gifted children and their program needs. Among other government initiatives described, it introduces the early French immersion program as a viable option for parents of gifted children. Following this discussion is a presentation of the declining popularity of the early French immersion program at the secondary school level in the late 1980's. A statement of the problem is presented, the method of the study is briefly highlighted and some definitions of key terms are outlined. The chapter closes with a presentation of the assumptions and limitations of the study.

Chapter II reviews the literature pertaining to gifted children in the French immersion program. First, the French immersion program is described: its historical development, popularity, characteristics and student composition. Then gifted children are discussed: their characteristics, interests, special aptitudes and program needs. The chapter closes with a demonstration on how the French immersion program could meet the program needs of gifted children providing the recommended communicative approach is predominantly used. Chapter III presents the purpose, method and procedure for this study. Chapter IV gives the results of the statistical analysis. Chapter V reports the implications, conclusions and recommendations of the study and their potential impact on educational research and practice.

CHAPTER II

Review of the literature: A premise to the study

2.1 **French immersion: A Canadian phenomenon**

Immersion education is a Canadian phenomenon which has created considerable interest in other parts of the world. Hundreds of children in a number of European countries are learning their second and third languages through an immersion approach while in the United States, immersion-type programs can be found in public schools in a number of states (Edwards & Rehorick, 1990). In Canada, French immersion has grown steadily since the implementation of the first program in 1965 in St. Lambert, Quebec (Stern, 1984a). The group of anglophone parents who were instrumental in establishing this program felt their children should have the same opportunities as their French counterparts to become "bilingual" within the school system. By the mid 1970's, French immersion was offered in 3 B.C. school districts, serving approximately 1,000 students. By the mid 1980's, 27 B.C. school districts offered French immersion serving approximately 12,400 students (Shapson, 1985). By the early 1990's, this number had increased to 27,431 students in British Columbia (Ministry of Education, Modern Languages Services Branch, 1991). According to Irene Wright, French immersion Coordinator with the Ministry of Education there are now 300, 000 children estimated to be enrolled in French immersion in Canada, of which 30,000 are in B.C. (personal communication, February, 1996).

The apparent growth of this program can be attributed, in part, to its positive reviews. Evaluations of early immersion programs have found that by the end of Grade 5, students reach the national norms in tests in both the French and English language in all subject areas (Swain & Lapkin, 1981). Other studies have also showed that there were no

enduring negative effects in cognitive and intellectual development, long-term English language proficiency and achievements in other subject areas (Lambert & Tucker, 1972; Geneseee, 1978, 1983; Swain & Lapkin, 1982). Overall, French immersion parents were generally content with the programs offered (Burns & Olson, 1981; Gadoury, 1991).

2.2 **Characteristics of French immersion programs**

The French immersion program in Canada is intended for children whose first language is English and in some instances, as in the case of immigrants, for children already speaking two languages. The intent of this program is to immerse children in the French language while they learn in a different subject area (e.g. Social Studies, Science, Math, Language Arts, Visual Arts). The French immersion program that initially evolved was *early immersion* (ETI). According to Genesse (1984), it was designed to:

> (a) capitalize on children's apparent ability to learn language incidentally and apparently effortlessly; (b) take advantage of their social naivete and attitudinal openness; (c) reflect the same processes that characterized first language learning by emphasizing the use of language for communicative purposes and (d) do all this without in any way retarding the participating children's native language development, academic achievement or general cognitive development. (p. 34)

Within the context of early immersion programs, two approaches are used--the functional or communicative approach and the formal or linguistic approach. Over the last 25 years, the communicative or experiential approach has evolved as an "important component within curriculum planning, implementation and evaluation" (Nunan, 1991,

p. 279). According to Stern (1984b), we have learned from second language research and from the immersion experience, that a second language cannot be acquired by formal study and practice alone. Much of it is learned best in the process of doing something else while using the language.

Although late immersion has gained popularity (where children are first immersed in French language at the beginning of grade six), early French immersion is the most widely implemented program of French instruction (Collier, 1989). In this program in B.C., children are introduced to the French language in kindergarten through a gradual immersion process. By grades 1 and 2 they receive all curriculum instruction in French. By the third grade, one hour of formal English instruction is introduced. Once in the upper intermediate grades (4-7), English instruction gradually encompasses one or two other subjects, until the student receives 20-40% of his/her instruction in English a day and 60-80% of his/her instruction in French a day (I. Wright, personal communication, 1995). According to Statistics Canada (1991), elementary students should receive 75% or more of the instruction in French to be considered full time equivalents in the French immersion program. For secondary students 60% of instruction must be in the second language.

2.3 **Enrollment in French immersion**

Historically, only students of above average ability have tended to be admitted into the early French immersion program. The results of a survey conducted by W. R. McEachern in 1980 reveal that children in French immersion programs may have started school with some undefinable cognitive advantages. In addition, statistics compiled in 1983 and 1984 showed that socio-economic standings of French immersion students were

generally higher than those of students in the regular English program (Carey, 1984; Lapkin, Swain & Shapson, 1990; Trites & Price, 1983). Although there is an open door policy to enter the program today, the myth is still readily accepted by teachers and parents that it is reserved for students of special ability (Dagenais, 1990). Marion Fell and Rae Desaulniers (past and acting vice-presidents of the GCA respectively) confirm that part of their membership in the Gifted Children Association include gifted students in French immersion. (M. Fell, personal communication, 1993; R. Desaulniers, personal communication, July, 1995).

2.4 **The definition of gifted**

According to some experts in the field, gifted people make up about 2% of the population. This percentage, however, can fluctuate depending on how the term "giftedness" is defined. Since the beginning of the 20th Century, experts have had difficulties reaching a consensus on the definition of giftedness. As of yet, there is no universally accepted and operational definition. For example, in the 1950's and 1960's, the Stanford-Binet IQ criterion test, developed by Terman, had begun to be challenged by researchers its narrowness of scope and inconclusive findings. The definition of giftedness was beginning to be considered much more multifaceted than just a score on an IQ test. Guilford (1967), for example, expanded the definition to include multiple factors of intelligence which were the result of an intersection of different thinking operations types and content types to yield different product types. Taylor (1968) rejected the traditional intelligence and talent identification methods to recognize multiple talents such as academic, creative, planning, communicating, forecasting and decision-making. In the 1970's and

1980's, the struggle to conceptualize a universally accepted definition continued. In 1977, Renzulli coined the definition to include a combination of above average ability, task commitment and creative thinking skills. Gardner (1983) expanded the definition to include a repertoire of higher level competencies such as linguistic and logical/mathematical intelligence; spatial, visual and artistic intelligence; musical, body or kinesthetic intelligence and personal, or self, or introspective intelligence. In 1981, the B.C. Ministry of Education defined "giftedness" to include general intellectual ability of 130 and above, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts aptitude and psychomotor ability. This definition, otherwise known as the Marland definition, had been adopted for use in federal legislation for the gifted and talented in 1971 in the U.S. (Gallagher & Courtright, 1986). Despite the credibility of these experts, definitions such as these were still not universally accepted. Studies continued to show, for example, that individuals identified as being gifted did not necessarily possess all the cognitive, affective, physical or intuitive characteristics ascribed to gifted and talented individuals by a given definition (Passow, 1981).

2.5 **Special aptitudes of gifted children**

According to a number of experts in the field of gifted education, gifted children have been found to possess a number of special aptitudes in the cognitive, affective and physical or intuitive domains. For example, many gifted children have been found to have an excellent retention of information which they possess in a variety of ways. A great number of them have also been characterized as having a high vocabulary development and a quick mastery recall (Maker, 1982).

Another common aptitude among gifted children is their ability to effortlessly acquire information (Renzulli, 1978) and to understand new concepts (Maker, 1982). According to Clark, 1988, accelerated functions within the brain enable them to understand abstract, complex ideas more readily with fewer learning experiences and less data than other children. This could explain why gifted children become easily bored with routine tasks (Maker, 1982).

Another common aptitude among gifted individuals is their desire to quickly grasp underlying principles and their ability to make connections (Whitmore cited in Epstein, 1979; Maker, 1982). This ability to attain the highest abstract thought (Renzulli, 1978) is facilitated by their desire to organize and structure (Maker, 1982) and their proficiency to use information at higher levels (Maker, 1982).

In addition, because of their inquisitive nature (Whitmore cited in Epstein, 1979; Renzull, 1978)and their desire to seek the unknown and the puzzling (Treffinger, 1975), gifted children have also shown a special aptitude in generating and manipulating these ideas in new and original ways (Maker, 1982). They learn easily and efficiently and retain what they have learned for a long time (Klein, 1992).

Unlike many of their peers, gifted children also tend to scorn social conformity (Maker, 1982) and are less likely to be teacher motivated than other children (Dunn & Price, 1980). Gifted children are also more likely to have a preference for reading adult level material (Maker, 1982) and for investigating adult problems and controversial or important issues (Treffinger, 1975). If a topic or problem excites gifted children internally, they can be independent, absorbed and involved (Maker, 1982). Little external motivation is needed. They are willing to take risks (Maker, 1982).

Other attributes associated with gifted children are their tendencies to be judging, self-critical and perfectionistic. Gifted children have also been recognized for having good leadership abilities (Maker, 1982).

2.6 **Educational programs best suited for gifted children**

Up to now, it has been demonstrated that by virtue of their "outstanding abilities" gifted children are "capable of higher performance" (Marland cited in Gallagher & Courtright, 1986). Given these facts, it is understandable how too simple curricula can be boring and unsatisfying, making escape into stimulating daydreams or social interaction more rewarding (Whitmore, 1986). The most common complaint among elementary and secondary gifted children is that they are bored and unchallenged (Galbraith, 1985). A survey of 227 academically talented elementary students and 236 not so identified found that gifted students often begin with positive attitudes towards school, but fail to maintain these attitudes because of the lack of appropriate challenge (Feldhusen & Kroll, 1991). To better address their characteristics and special aptitudes/talents, gifted children need programs which have more complex and diverse dimensions than regular programming. According to Maker (1982), these complex and diverse dimensions should include:

Content and Product Modifications:

- an emphasis on abstract ideas and concepts
- a focus on a complexity of ideas and concepts
- an organization of facts and information around key concepts or ideas that facilitate economy in the learning process
- an emphasis on creating a sophisticated product

Process Modifications:

- an emphasis on higher levels of thinking (i.e., focusing on the *use* rather than the acquisition of information)
- an open-ended design of the activities and an open-ended intructional approach to teach them
- a focus on developing inductive reasoning process through discovery
- an emphasis on requiring students to explain their reasoning as well as provide their conclusions
- an emphasis on permitting interaction in group situations
- a provision for rapid pacing so that students do not become bored

Learning Environment Modifications:

- high mobility in and out of the classroom
- an access to a variety of learning investigating environments, materials, references and equipment

Representatives from the B.C. Gifted Children Association (GCA) concur. Among their responses to the new Year 2000 Ministry guidelines of 1990, they offered these amendments (among others) to the regular curriculum to increase awareness among educators to meet the needs of gifted students in the classroom:

- provide instructional alternatives
- nurture creative thinking skills in addition to critical thinking skills
- provide content modifications to include breadth and depth
- make provisions for accelerated programs
- provide flexible environment, pacing and grouping that specifically meets needs

extend the definition of gifted to include leadership, visual and performing arts and psycho-motor abilities

2.7 **Could regular classroom programs meet the needs of gifted children?**

Given these amendments to this new education directive, the Year 2000 initiative could have potentially met the needs of gifted children in the classroom. In addition to the recommendations made by the GCA, the Year 2000 Ministry guidelines advocated the following:

- a learner-focused curriculum which would be developmentally appropriate and sequential and allow for continuous progress, provide for self-direction and be individualized as much as possible to meet a wide range of interests, abilities and learning styles
- a teacher facilitated instruction (a consultative and collaborative approach with students to plan curriculum and evaluate their progress)
- curriculum integration (an interdisciplinary approach involving subject and knowledge integration)
- lifelong continuous learning (experiences engaging children in active learning and empowering them to be autonomous, self-directed learners)

In sum, the Year 2000 was meant to promote for all learners, educational practices which were previously encouraged for "gifted" programs (Ministry of Education, 1990a). Unfortunately, despite final recommendations and revisions to the initial Year 2000 document, total acceptance and implementation of the suggestions was difficult to achieve.

Educators continued having difficulties discerning the underlying meanings and practical implications of such terms as integrated curriculum, facilitative instruction, active learning, lifelong learning skills and a learner focused curriculum (Case, 1991). Practitioners were not given the inservice necessary (by advisory committees or consultants, for example) to implement the program effectively. Nor were they sufficiently provided with the necessary prescribed or recommended resources and teaching materials which are imperative to implement the program successfully (Fullan, 1982). In addition, administrators were hardly a step ahead of teachers in their knowledge of the new curriculum initiative. This would make it difficult to coordinate any new or revised program within a school (Fullan, 1982).

Because of these and other implementation problems, the government began feeling pressured by angry parents, disgruntled practitioners and the media to revise or better yet, reject the curriculum proposal. Finally, in the early to mid 1990's, the Year 2000 initiative began losing its momentum. In its place was a push, by some parents, for a curriculum program favouring "back to the basics". Hence the pendulum swung from a progressive curriculum which had the potential of meeting the needs of gifted children to one which was more conservative and limiting in its content, sequence and scope. As anticipated, the new curriculum directives (or IRP's) proposed by the government, did reflect some of these more conventional measures.

2.8 **An alternative to regular classroom programs: pull-out programs**

One alternative to regular programming for gifted children is pull-out programs. Pull-out programs are intended to offer differentiated curriculum and accelerated pacing for the select few who qualify as "gifted". For a small portion of the week, gifted learners have

the opportunity to explore new learning experiences designed to evoke new passions and stimulate thinking with other children of the same calibre (Borland, 1989).

Unfortunately, pull-out programs have not been consistently effective for all students concerned (Borland, 1989). For example, many older gifted students look unfavourably on pull-out programs in fear of being considered different from their peers (Borland, 1989; Pattridge, 1989). Their greatest concern is the lack of understanding or acceptance they may have to face from their classmates if they participate in a pull-out program (Schneider, 1987).

Pull-out programs have also been criticized for charges of elitism and unfairness. For example, if the base admissibility to the program is solely reliant on IQ and achievement tests, convergent thinkers could be the only ones represented in the pull-out program. Gifted divergent thinkers, whose aptitudes may not be measured by such tests, could be overlooked (Guilford,1959). Similarly, if base admissibility to the program is based on testing verbal intellectual giftedness, the creative person may not be recognized. This is because creative persons don't necessarily demonstrate high verbal intelligence (Mackinnon, 1963). According to Oakes (1986), minority students, like divergent thinkers, are consistently under-represented in programs for the gifted and talented.

In addition, pull-out programs have been questioned for the quality of their programs (Clark, 1988). Two problems affecting quality control are a lack of school funding to extend the core curriculum beyond the Ministry guidelines and a lack of available facilities to accommodate gifted pull-out programs. Inservice deficiencies and a lack of staff training are two troublesome factors. Consultants or teachers of the gifted are often plagued with a lack of time to properly design, implement, communicate and coordinate a successful program

(Roweton, 1985). Simlarily, Independent Educational Programs (IEP's), designed for gifted children to use in the regular classroom, suffer for the same reasons.

Finally, despite these development and implementation problems, the most troublesome of all is cutbacks in government spending for education. Because of general funding cutbacks, many school districts have reallocated moneys received by the government for gifted programs to regular program expenditures (R. Desaulniers, personal communication, 1996). According to some administators, pull-out programs and/or special services for gifted children are considered elitist and not funding priorities (R. Desaulniers, personal communication, January, 1995).

2.9 An alternative to regular classroom programs and pull-out programs: The French immersion program

Given the unstable status of gifted pull-out programs and the Year 2000 initiative and the strengthening back to basics movement, the potential for differentiated curriculum for gifted children suddenly seemed less promising. The French immersion program, however, is one program alternative which could remedy this bleak outlook.

Since the French immersion program is a well recognized public school program alternative, it could address some of the implementation concerns of pull-out programs. Secondly, since its second language dimension is complex and its methodology is dynamic, it could also meet some of the requirements of the Gifted Children Association for "differentiated curriculum". According to Clark (1979), if the needs of gifted children can be met in the classroom, there is no need for a pull-out gifted program.

The French immersion program has the potential of being a good program alternative for gifted children in the following ways: First, the second language dimension of the French immersion program could be complex enough to meet the needs of gifted children. The first major review of immersion programs by Lambert and Tucker (1972) suggests that early bilingualism for majority language children, may encourage the development of a "linguistic detective or metalinguistic capablility " thus implying possible cognitive advantages for early immersion students" (p. 642). Fairly recent findings by Saville-Troike and McClure and Fritz (cited in Tardif & Webster, 1987) confirm that "second language learning for children has more complex dimensions when it is a second language through which they must learn to learn, as well as a medium for social interaction" (p. 71). A large number of well-controlled studies suggest that access to two languages can positively influence aspects of cognitive growth (Cummins, 1978; Genesse, 1976). For example, a study conducted by Barik and Swain (cited in Cummins, 1978), showed that higher levels of general cognitive development are present among immersion pupils who achieve a high degree of French skills. In addition, research conducted by Safty (1988) shows that second language learning can enhance the psychological, cognitive and intellectual development of a learner.

Second, the potentially dynamic nature of French immersion methodology could reflect some of the recommendations made by specialists for gifted learners. Since the pedagogical goal of French immersion is to engage students in productive interaction in their second language, the communicative or functional language approach is considered one of the suitable approaches to use (Tardif & Weber, 1987). In using the communicative approach, the student acquires appropriate vocabulary words, linguistic rules or grammatical

structures as s/he requires them for meaningful communication (Tardif, 1986). "The focus is not on the language itself but on relevant and interesting subject matter" (Krashen in Stern, 1984, p. 513). To foster enthusiasm and nurture second language development, the curriculum used with this approach is learner-centered and should encourage learner autonomy (Hullen & Lentz, 1991). Activities developed should be motivating, interactive, substantive and integrative (Swain cited in Lapkin, 1984).

A functional language approach entails a student-centered (hence motivating) curriculum. Students are encouraged to take an active role in their education (Hullen & Lentz, 1991; Lentz, 1993; Tardif, 1986). To create an authentic need for communication, the curriculum used in French immersion should reflect the student's expressed interests, be theme oriented and be accommodating to the student's needs and abilities (Hullen & Lentz, 1991; Laplante, 1993; Swain cited in Lapkin, 1984;). Learners should also be involved in self-assessment of progress (Savignon, 1991). Immersion experts believe that if a student is engaged in the content being learned, language development will occur.

According to Chickering (cited in Maker 1982), Epstein (1979) and Walters and Gardner (1984), student-centered classrooms (individualized to the needs, learning style, interests and capabilities of each child) have been shown to provide effective climates for gifted students. Research shows that if a gifted student is encouraged to discover his/her talents and explore something of interest to him/her, it will generate positive learning outcomes (Cox, 1985; Glasnapp, 1981). Meaningful learning experiences have been shown to maximize learning and individual development for the gifted child (Fox, 1979). Also included in student-centered environments are self assessment activities. These activities are

an important component of gifted programs because they engage learners in higher level thinking skills and self-directed learning. (Renzulli & Reis, 1985).

Second, under the umbrella of the communicative approach, the resources used should also be motivating. Colourful, attractive,varied and innovative resources encourages language development (Swain cited in Lapkin, 1984). According to Renzulli (1977) and Maker (1982), gifted students also profit from a variety of materials, references and equipment.

Third, under the umbrella of the communicative approach, activities should likewise be interactive (Swain cited in Lapkin, 1984; Tardif, 1991). To facilitate this interaction, French immersion teachers should develop a student-centered approach which genuinely draws on the learner's experiences and requires the learner to play an active role. Learners should be exposed to a communicatively rich environment and be encouraged to use a vast array of language in a variety of contexts. In order to promote second language (L2) development, teachers need to design activities based on interaction and cooperative learning. Their role is as a teacher facilitator to unobtrusively guide learning activities and tasks (Lentz, 1993). As a teacher facilitator, the French immersion teacher should be "receptive and attentive to student comments by accepting different points of view and by explaining why praise-or criticism is given" (Edwards & Rehorick, 1990, p. 471). This facilitative student-centered approach has also been shown to be effective with gifted students. According to Nasca and Davis (1981), motivation decreased among gifted children in teacher-dominated classrooms. In their study, it was found that those teachers who used management strategies for individualized instruction and who responded facilitatively drew higher level responses from students and initiated interaction more often among them.

Similarly, a study conducted in 1970 by Steele, House, Lapan and Kerins (cited in Maker, 1982) revealed that gifted students become bored or passive when the teacher talks 75% or more of the time (indicative of an authoritarian approach). Conversely, when the teacher encourages active participation by the students with less teacher talk (40% or less) (indicative of a student-centered approach), gifted children are more content. Maker (1982) concurs. Gifted children respond well when there is opportunity for group interaction, open-ended design of activities and an open-ended instructional approach to teach them.

Fourth, under the umbrella of the communicative approach, students should be provided with a variety of real and meaningful communicative experiences (Swain cited in Lapkin, 1984). These communicative topics or activities (substantive tasks) engage children in an integration of "les quatre savoirs" or domains including speaking, listening, reading and writing. This integration should be conducted in as many diverse ways as possible to effectively develop the affective, informative, poetic and expressive facets of the language (Valiquette cited in Tardif, 1986). Tasks should be simple to more complex and lengthy. Among these, simulations, group problem solving and decision making are very effective to stimulate interaction (Nunan, 1991). During a collaborative task, participants freely explore and exchange information about a problem or topic. Cooperative and consensual behaviour are emphasized in addition to language practice (Berwick in press cited in Nunan, 1991). In the French immersion program, teachers are also encouraged to teach with a deductive approach which has students extrapolate a rule from many examples (Walz, 1986). Once again, the belief held by researchers is that the more stimulating the learning environment, the more likelihood for authentic French language development.

According to Maker (1982) and Epstein (1979), a stimulating learning environment could likewise be beneficial for the gifted child. Gifted children do well when there is a high proportion of time spent on student-led discussions which facilitate inquiry, discovery, problem solving and the formulation of opinions and original ideas (Taba, Torrance & Williams cited in Maker, 1982).

Integrative tasks also imply real and meaningful communicative experiences in French immersion. Integrative tasks engage children in communicative topics or activities outside the classroom. Language development is fostered in authentic "real life" experiences (Lapkin, 1984). According to Safty (1989), exposing immersion students to more French outside the classroom in socio-cultural situations is the instructional strategy most likely to improve the student's reproductive skills in French. Lapkin, Harley, Swain, Kamin, 1981 and Nunan (1991) concur. Plenty of opportunities should be given for real-life communication (or language activation) outside of the classroom. Shapson (1988) suggests that these "real life" experiences include the invitation of French guest speakers, exchanges with French speaking students, the celebration of French festivals, field trips to French communities and business centres and simulated exchanges by twinning students via new technologies. Genesse (1984) also suggests opportunities to use French in authentic situations like student exchanges. Hall (1993) and Taron and Swain (1995) concur. French-speaking authentic audiences provide valuable second language practice.

What would benefit French language development could also be good for the gifted child. According to Renzulli (1977) and Sternberg and Lubart (cited in Klein & Tannenbaum, 1992), gifted children benefit from opportunities of stimulating situations and a variety of learning experiences. Gifted children get "easily bored with routine tasks"

(Maker, 1982, p. 27). They enjoy high mobility in and out of the classroom, community involvement and the provision for authentic audiences (Maker, 1982; Renzulli & Reis, 1985). Alampese and Erlanger (1989) also support active learning experiences. Their study shows that hands-on learning and out-of- school activities are positive additions to any school-based program involving gifted children.

2.10 From theory to practice: The appeal of the secondary French immersion program: a good match for gifted children?

Despite these parallels between the recommended communicative approach implemented in French immersion programs and the proposed program objectives for gifted learners, only 20 % (31, 281 of 158, 289) of immersion students in 1985 reached the secondary level (Statistics Canada as cited in Webster, 1986). Given what we know about French immersion program- its cognitive advantages, its second language benefits, its proposed dynamic methodology and its above average student composition- it is difficult to understand why such a high transfer rate from the program occurred.

In 1985, Day and Shapson attempted to address this concern. They polled 45 1985 French immersion graduates from two B.C. secondary school districts to assess their experiences and attitudes about French immersion. All students rated their French language skills, their motivation levels to learn French and their general attitudes towards bilingualism quite positively. However, about half of the student respondents would have preferred greater variety in courses offered. In one district, 57% of the students said they had at some point considered transferring out of the program. A strong commitment to finish what they had started motivated them to remain. The most common reasons given as to why friends

had left the program were unhappiness with teachers and unhappiness with the quality of instruction. This dissatisfaction with instruction and course choices parallels the findings of two Ontario studies concerning reasons for transfer from the program at the secondary school level (Morrison & Bonyun cited in Lewis & Shapson, 1989; Morrison, Pawley & Bonyun, 1979).

In another study in 1986, Lewis found that most students leave the immersion program between grades 8 and 11. The overall transfer rate from the program was 35%. Results of the questionnaires administered to transfer students revealed that the most popular reason for leaving immersion was because of a dissatisfaction with the courses offered and the quality of instruction.

After interviewing a large group of secondary student graduates in the Ottawa and Carleton School boards, Lewis and Shapson (1989) found that although opinions towards bilingual education were positive, there were factors in the organizational structure of the French immersion program that did not meet their needs. The majority of students who left the program left to pursue academic studies in English instruction. Of these, 24% transferred to the English International Baccalaureate Program to pursue some advanced studies. Thirty-three percent transferred to the regular English program because of their inability to keep up with the French immersion program. However, the strongest reason for transfer (among 44% of the students) was because of a general dissatisfaction with the quality of instruction. Many students saw the tasks associated with immersion as being "boring and repetitive" (Lewis & Shapson, 1989, p. 545). They also felt that they had very little opportunity to interact or use French in a meaningful way. Their day often consisted of

rote learning, note taking and worksheets with an emphasis on grammar in isolation (Lewis & Shapson, 1989).

2.11 **Research Conclusions**

Research shows that gifted children are not faring very well in the regular program in the public school system (Whitmore, 1986). Left to their own devices, many are insufficiently challenged and drop out before completing grade 12 (Stallings cited in Ari & Rich (1992). To remedy this situation, the provincial government has offered financial support to districts to identify gifted children and provide special support services to meet their needs. Unfortunately, because of other funding priorities, elitist concerns and implementation problems, these programs have not been successful province wide.

In the 1960's and 1970's, the early French immersion program was considered a viable option for gifted children in the public school system. Its favourable reports, complex second language component and potentially dynamic instructional approach were attractive to parents of gifted children (R. Desaulniers, personal communication, 1995).

Unfortunately, in the late 1980's, secondary school studies revealed another story. Only 20% of students enrolled completed the secondary school program (Statistics Canada cited in Webster, 1986). One of the main reasons for transfer was a dissatisfaction with the courses and the quality of instruction. It appeared that despite recommendations made by French immersion experts to use the more dynamic communicative approach for second language learning, a more formal linguistic approach was being favored.

What remains unclear, however, is whether these practices and concerns extend to the elementary school level (grades 4, 5, 6 and 7). Despite what is happening at the

secondary school level, is the intermediate elementary French immersion program appealing for children (including the gifted)? Do parents of this generation consider the program to be a viable option for their children given the cognitive advantages of the second language component as the literature suggests? Similarly, are there enough parallels with the communicative approach and the program needs of gifted children to nominate this program as a good match for gifted children? Even if the communicative approach is appealing to gifted children, is it being predominantly used at the elementary school level as is recommended by experts in the field or does the formal linguistic approach prevail (as secondary school studies revealed). If the formal linguistic approach is predominantly being used, how does it affect elementary school children (including the gifted)? Is the result a dissatisfaction with the program as it was in secondary schools? Does this dissatisfaction manifest itself in a high transfer rate or potentially high transfer rate in grades 4, 5, 6 or 7 or do children continue with the program for practical reasons such as the benefit of second language learning for communication and employment opportunities?

Exploring these factors, through research, will be valuable to increase the awareness of the needs and preferences of parents and their children in light of their experiences with the French immersion program in the elementary school setting (grade 4-7). In turn, this will help determine what should be emphasized and/or strengthened in the early French immersion program in order to maintain and/or increase its effectiveness for parents and their children (including the gifted). Finally, the results will reveal if the French immersion program is or could be a good match for gifted children.

CHAPTER III

Method

3.1 **Purpose of the study**

The purpose of this study is examine to what extent different aspects of the French immersion program appeal to parents and their children (including the gifted). It is the author's intent to determine if the early French immersion program could potentially be a good match for gifted children as the literature suggests. To address this question, data from two groups (gifted and non-gifted) will be analyzed and compared. The first objective of the study is to reveal the degree to which different factors affect a decision to enroll, withdraw, consider withdrawing or continue with the early French immersion program in grades 4-7. The second objective is to discover what is happening pedagogically in the early French immersion program at the elementary level (grades 4-7) and how this could be affecting the attitudes of parents and their children towards the program. The third objective is to see if students have a preference for the communicative approach or the formal linguistic approach used in the program. To date, no comprehensive research has been done in this area. It is hoped that this study will provide the first exploratory research of its kind from which other studies can emerge.

3.2 **Research Design**

The research literature reviewed suggests a number of directions for the study. First, it is important to determine why parents chose to enroll their children in the early French immersion program. Is it because of L2, instructional or other factors? One of the assumptions to be tested is if the challenge of learning a second language significantly

influences a parent's decision to enroll their gifted child(ren) in the French immersion program. The identification of these and other reasons for enrolment could have important implications for future professional education and training, especially if these expectations weren't met by the program.

Second, it is important to determine if the attrition and potential attrition rate is from the early French immersion program (in grades 4-7) is higher among gifted students than non-gifted students. If the rate is higher it is reasonable to suspect that the early French immersion program may not be satisfactorily meeting the program needs of gifted children.

Third, it is important to determine the reasons for this attrition rate or potential attrition rate. Evaluating the reasons that parents and children provide could determine the degree to which L2 factors (French), instructional factors (approach/activities used) and other factors influenced a program decision. It would also help determine if the attrition rate was heavily influenced by a dissatisfaction with the activities and instructional methods (as was the case with the secondary school students surveyed). The findings would give researchers and professionals a better idea what individuals find appealing about the program and what parts of the program need to be revisited. These results could have important implications for future professional education and training.

Fourth, an evaluation of the reasons given by the respondents who continue with the early French immersion program is also important in understanding to what extent different aspects of this program appeal to gifted and non-gifted children. Evaluating the reasons that parents and children provide could reveal the degree to which L2 factors, instructional factors and other factors influenced a program decision. It is conceivable that gifted children are continuing with the program because of reasons other than those related to L2 learning

or instructional method(s) used to teach the program. These findings could have important implications for future professional education and training.

Fifth, it is important to see which methodology or instructional approach is predominantly being used to teach the early French immersion program in grades 4-7. This discovery could challenge existing assumptions that the communicative approach is being readily used to teach the early French immersion program. It could also help explain the ratings given for the instructional factors suggested in Section 1, 2 and 3 of the Parent Questionnaire. These findings could also have important implications for future professional education and training in both fields of gifted education and French immersion.

Sixth, it is important to determine if gifted and non-gifted children prefer one teaching approach over another to learn the French language and subjects in French. The identification of pedagogical preference could have important implications for future professional education and training. If gifted children preferred the communicative approach, for example, over the formal linguistic approach, then the early French immersion program (encompassing grades 4, 5, 6 and 7) could potentially be a good match for gifted children.

3.3 **Research Questions and Hypotheses**

Question 1. Why do parents enroll their child(ren) in the early French immersion program? Is it primarily because of L2 factors, instructional factors or other factors? Do gifted and non-gifted children and their parents differ in their responses?

Hypothesis 1a. For the parents of gifted children, it is hypothesized that L2 factors have the greatest influence on a parent's decision to enroll in the early French immersion program.

Hypothesis 1b. For the parents of non-gifted children, it is hypothesized that there will not be any differences between L2, instructional or other factors influencing a decision to enroll in the early French immersion program.

Question 2. Are parents of gifted children more or less likely to withdraw or consider withdrawing their child(ren) from the early French immersion program (grades 4-7) than parents of non-gifted children?

Hypothesis 2. It is hypothesized that the percentage of parents who withdrew or considered withdrawing their child(ren) from the early French Immersion program (in grades 4-7) is higher among parents of gifted children than among parents of non-gifted children.

Question 3. Do children who are considered to be withdrawn or who withdraw from the early French immersion program do so primarily because of L2 factors, instructional factors or other factors? Do gifted and non-gifted children and their parents differ in their responses?

Hypothesis 3a. For gifted children and their parents, it is hypothesized that instructional factors are more likely than L2 or other factors to influence a decision to withdraw or consider withdrawing from the early French program.

Hypothesis 3b. For non-gifted children and their parents, it is hypothesized that there will not be any difference between L2, instructional or other factors influencing a decision to withdraw or consider withdrawing from the early French immersion program.

Question 4. Do children who continue with the early French immersion program in grades 4-7 remain in the program because of the appeal of L2 factors, instructional factors or other factors? Do gifted and non-gifted children and their parents differ in their responses?

Hypothesis 4a. For gifted children and their parents, it is hypothesized that other factors are more likely than L2 or instructional factors to influence a decision to continue with the early French immersion program in grades 4-7.

Hypothesis 4b. For non-gifted children and their parents, it is hypothesized that there will not be any difference between L2, instructional or other factors influencing a decision to continue with the French immersion program.

Question 5. Which teaching approach is predominantly being used in the early French immersion program (grades 4-7): the communicative approach or the formal linguistic approach?

Hypothesis 5. It is hypothesized that both the communicative approach and the formal linguistic approach are used equally frequently to teach the French language and subjects in French.

Question 6. Which teaching approach do children find more appealing in the early French immersion program (grades 4-7): the communicative approach or the formal linguistic approach? Do gifted and non-gifted children and their parents differ in their responses?

Hypothesis 6a. For gifted children, it is hypothesized that the communicative approach is more appealing than the formal linguistic approach to learn the French language and subjects in French.

Hypothesis 6b. For non-gifted children, it is hypothesized that there will not be any difference found between the appeal of the communicative approach and the formal linguistic approach to learn the French language and subjects in French.

3.4 **Sample**

Originally, the sample for this study consisted of 48 gifted children and their parents and 60 non-gifted children and their parents from 9 school districts in British Columbia including Langley (11.1%, *n*=12); Maple Ridge (11.1%, *n*=12); Surrey (9.3%, *n*=10); Delta (9.3%, *n*=10); Richmond (9.3%, *n*=10); Vancouver (24.1% , *n*= 26); Coquitlam (8.3%, *n*=9), Kamloops (9.3%, *n*=10)and Nanaimo (8.3%, *n*=9). Of the 147 questionnaires distributed to potential respondents (via contacts connected with the Canadian Parent for French and the Gifted Children Association), 113 questionnaires were completed and returned, representing 76% of the potential respondents. Five respondents returned their surveys with a note stating that they were not qualified to complete the survey. Thus a total of 108 (73%) of the child respondents and their parents were originally included in the sample.

To be eligible for the study, children needed to have completed at least a year in the early French immersion program in one of the intermediate grades (4-7). Children entering grades 8, 9, 10 or 11 were asked to respond to the study as though they were still in grade 7. However, preliminary statistical tests comparing the grade 4-7 group with the grade 8-11

group revealed that high school children responding to the study skewed the results. Significant differences were found between their responses and the responses of the grade 4-7 group. It is speculated that responses given by high school students could have reflected differences in the implementation of the French immersion program in that era. It is also speculated that some of their responses could have been affected by a negative or "superior" high school mentally towards any elementary school experiences. Finally, lapses in memory could have affected the accuarcy of their responses. Originally the grade 8-11 students were included because of the researcher's extreme difficulties getting a large enough sample size of identified gifted children. However, with the help of the Canadian Parent for French and affiliated contacts, a large enough sample of gifted children was finally obtained. In order not to contaminate the results of the study, which focused on student responses in the upper intermediate grades in elementary school, it was decided to eliminate the grade 8-11 group completely which included 23 respondents (12 gifted and 11 non-gifted). The final sample encompassed 36 gifted children and 49 non-gifted children and their parents giving a total sample size of 85 child participants and their parents. This represented 78% of the original sample of 108 child participants (grade 4-11) and their parents. Of this sample, 9.4% of the respondents were from Langley (n=8); 10.6% from Maple Ridge (n=9); 10.6% from Surrey (n=9); 8.2 % from Delta (n=7); 11.8% from Richmond (n=10); 25.9% from Vancouver (n=22); 10.6% from Coquitlam (n=9); 3.5% from Kamloops (n=3)and 9.4% from Nanaimo (n=8). To help increase the response rate, child respondents were given a cash prize of $5 or $10.00 for their participation in the study (see Appendix F and G).

The sample was selected in as random a way as possible by respective regulatory bodies in British Columbia, Gifted Children Association (GCA), Canadian Parents for

French (CPF) and Choice Learning Centre Society. Contacts connected with the CPF or the GCA distributed questionnaires in their school district via meetings, parent contacts or at the schools themselves. Interested subjects were also elicited through GCA newsletters in Vancouver and in British Columbia. Subjects participated voluntarily. The sample was differentiated into 2 groups:

Group 1: Gifted

1. parents and their gifted children (in grades 4, 5, 6 or 7) who withdrew or considered withdrawing from the French immersion program and,
2. parents and their gifted children who continued with the French immersion program in grades 4, 5, 6 and/or 7.

To be have been included in the gifted group, child participants needed to have met one or more of the selection criteria for "gifted" in the questionnaire (see Appendix C & G).

Group 2: Non-gifted

1. parents and their non-gifted children (in grades 4, 5, 6 and/or 7) who withdrew or considered withdrawing from the French immersion program and,
2. parents and their non-gifted children who continued with the French immersion program in grades 4, 5, 6 and/or 7.

Child participants

Gender and last completed grade

Among the gifted children included in the survey, 58.3% (n=21) were female and 41.7% (n=15) were male. Prior to having participated in the survey, 8.3% (n=3) of the gifted respondents had completed grade three; 22.2% (n=8) had completed grade four,

25% (n=9) had completed grade five and 44.4% (n=16) of the gifted respondents had completed grade six.

Among the non-gifted children included in the survey, 65.3% (n=32) were female and 34.7% (n=17) were male. Prior to having participated in the survey, 14.3% (n=7) of the non-gifted respondents had completed grade three; 26.5% (n=13) had completed grade four, 36.7% (n=18) had completed grade five and 22.4% (n=11) of the non-gifted respondents had completed grade six.

Amount of French spoken in class

The amount of French spoken did not differ significantly between both groups (p=.212), however the non-gifted group appeared to be more interested in speaking it more of the time. Three quarters or 75% (n=27) of gifted children compared to 85.7% (n=42) of non-gifted children spoke French roughly half to all the time during French activities or subjects. On the other hand one quarter or 25% (n=9) of the gifted respondents compared to only 14.3% (n=7) of the non-gifted respondents hardly or never spoke French during French activities or subjects.

Favorite subjects

The three subjects preferred by gifted childrens were P.E. (25% of the responses, Math (19% of the responses) and Social Studies (11.1 % of the responses). The three subjects preferred by non-gifted children were P.E. (21.8% of the responses), Art (20.4% of the responses) and Math (14.8% of the responses). It is interesting to note that only 13.0% of the responses given by gifted children revealed Art as a favorite subject. This suggests

differences in curriculum preference between the two groups. The three least preferred subjects suggested by gifted children were Science (19.1% of the responses), Social Studies (17.6% of the responses) and Music (14.7% of the responses). The three least preferred subjects suggested by non-gifted children were Math (22.0% of the responses), Science (16.5% of the responses) and Writing (15.4% of the responses). It is interesting to note that Social Studies was elected as a preferred and least preferred subject by gifted students. This finding could be suggesting the diversity of interests among gifted students or perhaps the intolerance by some for the instructional approaches used in Social Studies. For a complete list of favorite and least favorite subjects, please see Appendix C.

Reasons for disliking least favorite subejcts

The reasons for disliking subjects revealed some of the unique characteristics, interests and aptitudes of the particpating subjects. For example, while gifted children revealed a dislike for a subject because the pace was too slow (7.1% of the responses compared to 0% of the responses suggested by non-gifted children), non-gifted children revealed a dislike for a subject because the pace was too fast (2.8% of the responses compared to 0% of the responses suggested by non-gifted children). While some gifted children disliked a subject because the content was too easy (12.5% of the responses compared to 5.6% of the responses suggested by non-gifted children), non-gifted children disliked a subject because the content was too hard (40.3% of the responses in comparison to 19.6% of the responses suggested by gifted children). Finally, while both groups expressed a dislike for a subject because of disinterest, this disinterest was more apparent among gifted children than non-gifted children (i.e., 25.0% of the responses in comparison

to 13.9% of the responses respectively). For a complete list of the reasons for disliking a subject, please refer to Appendix C on "Student profiles".

Parent participants: Education

Among the parents represented in the survey, 8.3% of the fathers of gifted children compared to 19.1% of the fathers of non-gifted children had finished or completed high school as their highest level of education attained. Another 22.2% of the fathers of gifted children compared to 29.8% of the fathers of non-gifted children had finished some technical school or had attained a technical/college certificate or diploma. Twenty five percent of the fathers of gifted children compared to 25.5% of the fathers of non-gifted children had a Baccalaureate degree or Post-Baccalaureate diploma. Finally, 44.4% of the fathers of gifted children compared to 25.5% of the fathers of non-gifted children had attained a post-graduate degree as their highest level of education attained. Although it appeared that there were differences between the two groups on level of education attained, a Pearson Chi-square revealed otherwise. No association, $\chi^2(3, \underline{N}=83)$, $p=.235$, was found between the level of education attained by fathers and group membership even though it appeared that a significantly higher number of fathers of gifted children had attained post-graduate degrees.

On the other hand, a Pearson χ^2 revealed strong evidence to suggest an association between the mother's education and group membership $\chi^2(3, \underline{N}=84)$, $p=.007$. A Goodman and Kruskal Tau revealed strong evidence ($p=.0002$) to suggest a difference between the highest level of education attained between the two groups. The study showed that mothers of gifted children attained a higher education than mothers of non-gifted children. For example, 47.2 % of the mothers of gifted children had Baccalaureate degrees or Post-

Baccalaureate diplomas compared to only 20.8 % of the mothers of non-gifted children. A little less than one quarter or 22.2 % of the mothers of gifted children had Post-graduate degrees compared to only 10.4 % of the mothers of non-gifted children. Similarly, 25% of the mothers of gifted children had had some technical school or had attained a technical or college certificate/diploma as their highest level of education compared to 60.4% of the mothers of non-gifted children. A very small number of mothers in both groups had completed their education prior or upon high school graduation (5.6% gifted compared to 8.3% non-gifted).

Overall, these findings suggest that education attainment is high for French immersion parents. Interestingly, these results correspond well with the responses of parents on the survey and the research conducted by Susan Hadikin (1991). Hadikin's findings reveal that parents involved in French immersion programs are generally better educated than parents involved in the regular English programs.

Socio-economic status of the parent participants in the study

The socio-economic status of the parent participants in the study was determined by the number of books owned by each group. This method of data collection is considered a good surrogate proxy for parental income and occupation. It has been used in the National Assessment of Educational Progress (in the United States) and wide-scale assessments in British Columbia such as the 1989 and 1996 Social Studies assessments for the Ministry of Education (Appleby, Langer & Mullis, 1988; Jeroski, 1989).

In this survey, the assessment revealed that 58.3% (n=21) and 56.3% (n=27) parents of gifted and non-gifted children (respectively) owned 500 or more books. Twenty-five

percent (n=9) of the parents of gifted children owned 250-499 books compared to 29.2% (n=14) of the parents of non-gifted children. The remaining 16.7% (n=6) of the parents of gifted children owned 249 books or less compared to 14.6% (n=7) of the parents of non-gifted children.

A Pearson Chi-square revealed no evidence, $\chi^2(2, \underline{N}=84)$, p=.903, to support an association between group membership and socio-economic status (as suggested by the number of books owned by the parents in both groups). A Goodman and Kruskal Tau test revealed no evidence (p=.91) to show a difference between the two groups regarding socio-economic standing.

Overall, these findings suggest that socio-economic status is quite high for French immersion parents. Interestingly, these results correspond well with the findings suggested by Carey (1984); Lapkin, Swain and Shapson (1990) and Trites and Price (1983). These researchers found that parents involved in French immersion programs were generally of higher socio-economic standing in comparison to parents involved in the regular English programs.

3.5 **Instrumentation**

A questionnaire, the development of which is summarized in Appendix E, was distributed to collect the necessary data for the analysis. The questionnaire was designed in the following manner:

Part 1: Parent Questionnaire

Section #1: Program decision to enroll in the French immersion program

The intent of this part of the questionnaire was to determine to what extent different factors influenced parents to enroll their children in the early French Immerision program. The author wanted to see which factors (L2, instructional or other factors) had the greatest influence on a decision to enroll a gifted and non-gifted child in the French immersion program. The parents were asked to rate a given set of reasons according to the degree to which each influenced them in making a decision to enroll their child in the French immersion program. They were also provided with opportunities to expand on a reason given or to include other reasons not listed.

To rate the reasons listed, participants were instructed to circle an abbreviation on a 5 point Likert scale which best reflected how they felt about each statement (i.e., reason) given. The abbreviations on the Likert scale (SA A N D SD) reflected the following meanings: (SA)Strongly Agree (A)Agree, (N)Neutral, (D)Disagree and (SD)Strongly Disagree.

Section #2: Program decision to withdraw or consider withdrawing from the French immersion program

The intent of this section of the questionnaire was to determine the attrition and potential attrition rate from the French immersion program among gifted and non-gifted learners in grades 4-7. In addition, the intent was to determine the reasons for this attrition rate or potential attrition rate. The author wanted to see which factor(s) had the greatest influence on a decision to withdraw or consider withdrawing a non-gifted child or a gifted

child from the French immersion program- L2 factors, instructional factors or other factors. Parents and their children were asked to rate a set of different reasons according to the degree to which each influenced them in making a decision to leave or consider leaving the program. They were also given opportunities to expand on a reason given or to include other reasons not listed.

To rate the reasons given, participants were instructed to circle an abbreviation on a 5 point Likert scale which best reflected how they felt about each statement (reason) given. The abbreviations on the Likert scale (SA A N D SD) reflected the following meanings: (SA)Strongly Agree (A)Agree, (N)Neutral, (D)Disagree and (SD)Strongly Disagree.

Section #3: Program decision to continue with the French immersion program

The intent of this section was to determine why gifted and non-gifted children continued with the French immersion program in grades 4-7. The author wanted to see which factors influenced a decision to continue with the French immersion program- L2 factors, instructional factors or other factors. Parents and their children were asked to rate a set of different reasons according to the degree to which each influenced them in making a decision to continue with the program. They were also given opportunities to expand on a reason given or to include other reasons not listed.

To rate the reasons given, participants were instructed to circle an abbreviation on a 5 point Likert scale which best reflected how they felt about each statement (reason) given. The abbreviations on the Likert scale (SA A N D SD) reflected the following meanings: (SA)Strongly Agree (A)Agree, (N)Neutral, (D)Disagree and (SD)Strongly Disagree.

Section #4: Demographics

The intent of this section was to determine the highest educational level of each parent and their socio-economic status. It was also the purpose of this section to reveal the indicators that determined a child was gifted. In order to respond to this part of the questionnaire, the parents were asked to check, circle or complete answers to questions which best reflected their experiences. The descriptive statistics compiled for questions 1 and 2 of this section were compared between groups of parents of gifted and non-gifted children with the belief that some significant differences would be found.

Part 2 Student Questionnaire

Section #1: General Data

The intent of this part of the questionnaire was to help the author verify if the respondent was eligible to be included in the sample. It also gave the author some background knowledge on the respondent (i.e., school district s/he belongs to, age, grade, gender, motivation to speak French in class and favorite and least favorite subjects). Moreover, it gave the author some background knowledge about the French immersion program the respondent was enrolled in (i.e., what subjects were taught in English and what proportion of time was instructed in English).

In order to respond to this part of the questionnaire, participants were asked to check, circle or complete answers to questions which best reflected their experiences. The descriptive statistics compiled for questions 8 of this section were compared between gifted and non-gifted-children. It was believed that some significant differences would be found between the two groups.

Section #3: Pedagogical preferences and pedagogical practices

Pedagocial Preferences

The intent of this part of the questionnaire was to determine the attitudes children have towards the two teaching approaches used: the functional (communicative approach) and the formal (linguistic approach). The data collected would help the researcher determine if one approach was significantly more appealing to gifted or non-gifted children.

To collect the data for this section, the children were also asked to rate a set of activities according to how appealing they were. These activities reflected the 4 "Savoirs" or domains of the French Language Arts program. These 4 domains encompassed speaking/listening activities, vocabulary development activities, French writing activities and French reading activities. Each activity described reflected either the communicative (or functional approach) teaching methodology or the linguistic (or formal approach) teaching methodology.

To rate the activities given, participants were instructed to circle an abbreviation on a 5 point Likert scale which best reflected how they felt about each statement (activity) given. The abbreviations on the Likert scale (SA A N D SD) reflected the following meanings: (SA)Strongly Agree (A)Agree, (N)Neutral, (D)Disagree and (SD)Strongly Disagree. The children were also given the opportunity to write down what they thought would be a boring or an appealing activity in each of the 4 domains (or subject areas).

Pedagogical practices:

The intent of this component of the questionnaire was to see which teaching approach was being used more readily to teach French immersion at the elementary level in grades 4 -7: the functional (communicative approach) or the formal (linguistic approach).

The children were asked to rate the same set of activities (described above) according to how often they occurred in class. As previously specified, these activities reflected "les quatre savoirs" (or domains) of the French Language Arts program. These 4 domains encompassed speaking activities, vocabulary development activities, French writing activities and French reading activities.

In order to rate how often these activities occured, gifted students were instructed to circle a number on a 5 point Likert scale which best reflected how often the activity was done in class per month (0, 1, 2, 3, 4).

3.6 **Data Collection**

The participants were mailed covering letters, a questionnaire and an addressed, postage-paid return envelope (Appendix F) in the second week of July, 1995. The covering letter identified the project as university sanctioned and ensured the anonymity of the respondents. To preserve this anonymity, no identifying records of participation were kept. Contacts were provided with coding sheets (Appendix H) which identified the respondent with the questionnaire number s/he had received. While ensuring the anonymity of the respondents, it permitted subsequent correspondence for prize distribution, reminder post cards and additional questionnaire packages.

Contacts who had volunteered to distribute the questionnaire, were called again of August, 1995 to ensure they had received the appropriate number of questionnaire packages they needed. Follow up post-cards were mailed in October, 1995 to increase the response rate of potential participants. In October 1995, additional questionnaires were also sent to Choice Learning Centre to increase the sample size of the study. The study was presented to some GCA meetings in the Lower Mainland and Fraser Valley. It was also described in 2 newsletters via the Vancouver chapter and the B.C. GCA chapter (province wide). Interested participants were urged to contact the Vice-President of the GCA, Rae Desaulniers, if they wished to participate in the survey. In total, 43 surveys had been distributed to gifted children through the GCA and 2 had been distributed to the Choice Learning Centre in Richmond (a private school for gifted children). At this point, I felt that all reasonable efforts had been made to elicit the participation of all eligible gifted children who were affiliated with the Gifted Children Association. In January, 1996, the original sample (who had not yet responded to the survey) were mailed another reminder post-card and questionnaire. Nine additional school boards (who had already shown an interest in the study through the GCA) were also contacted at this time. These school boards (Langley, Maple Ridge, Surrey, Delta, Richmond, Vancouver, Coquitlam, Kamloops and Nanaimo) agreed to elicit the participation of French immersion students and their parents in the study via the Canadian Parents for French. By the end of January, 1996, 102 additional studies had been mailed via CPF contacts to eligible participants All school districts except Vancouver received 10 questionnaires each. Vancouver requested an additional 12 because of the interest in the study via two additional contacts. The deadline for the return of all completed

questionnaires was set for February 16, 1996. After this mailing, no other effort was made to persuade sample members to respond to the survey.

3.7 **Data Analysis**

All the survey items were coded and recorded on spreadsheets using an Excel computer spreadsheet. The data was then transferred to a computer file for analysis using selected routines from a statistical package (SPSS).

Frequency counts were performed on all survey variables using crosstabulations. Items were checked for out-of-range responses and accuracy of data entry. The sample was also checked for consistency of responses across grades. As previously stated in Chapter 1, the concern was whether or not children in the secondary grades (8-11) had responded as though they were still in grade 7.

For the closed-ended responses to the questionnaire, statistical tests such as one-way and two-way Analyses of Variance (ANOVAs) (using exact p values and corresponding levels of descriptors) and Scheffe multiple range tests (using an alpha level of .05) were used to analyze the data and report the findings. For the open-ended responses to the questionnaire, statistical tests such as Pearson χ^2 and Goodman and Kruskal Tau tests were employed (using exact p values and corresponding levels of descriptors) to analyze and report the findings. In addition, binomial and multinomial tests were employed using exact p values or Boneferroni p values (respectively) and corresponding levels of descriptors.

3.8 **Dependent and Independent Variables**

For this study, the variable, *program decision* was examined in 3 ways: First, participants were asked to rate the degree to which different reasons reflecting L2, I and O categories (otherwise known as L2, I and O factors in this study), influenced a decision to enroll in the French immersion program. Second, participants were asked to rate (if applicable) the degree to which different reasons (reflecting L2, I and O factors) influenced a decision to withdraw or consider withdrawing from the French immersion program. Third, participants were asked to rate (if applicable) the degree to which different reasons (representing L2, I or O factors) influenced a decision to continue with the French immersion program. The scales which measured the degree to which L2, I or O factors influenced a decision, were the dependent variables. The variable program decision, (with the categories L2, I and O) was an independent variable. Group membership (gifted and non-gifted) was also an independent variable.

Methodology preference, was examined across 4 subject areas: French speaking , Vocabulary development, Writing and Reading. Participants were asked to rate the degree to which a learning activity appealed to them or bored them. These learning activities were categorized under the activity type (or teaching approach) they best represented (communicative or formal linguistic) and were analyzed accordingly. The scales which measured the appeal of each activity type were the dependent variables. The variable teaching approach, (with the categories communicative and formal linguistic) was an independent variable. Group membership (gifted and non-gifted) was also an independent variable.

Frequency of teaching approach scales, which measured the rate of occurence of each approach (communicative and formal), were the dependent variables. The teaching approach or activity type the scales measured (communicative or formal) was an independent variable.

CHAPTER IV

Findings

4.1 **Statistical Tests used**

In addition to the findings reported for some of the demographic data, the main findings are presented in four major sections. The first section reports the parent's reasons for enrolling their children in the early French immersion program. The second section describes the percentage of subjects who withdrew or considered withdrawing from the early French immersion program (grades 4-7). The third section describes parents' and children's reasons for continuing with the early French immersion program. The last section reports the teaching approach predominantly used and preferred by children (grades 4-7) who are currently in the French immersion program.

For the anaylsis of demographic factors in the parent questionnaire such as educational attainment and socio-economic standing, the Pearson χ^2 and Goodman and Kruskal Tau tests were used. A Pearson χ^2 was used to determine the strength of association between the two variables, that is group membership (gifted or non-gifted) and the level of education attained by parents. A Pearson χ^2 was also used to determine the strength of association between group membership and socio-economic standing of parents. Goodman and Kruskal Tau tests were used to see if group membership had any bearing on the level of education attained by parents and their socio-economic standing. For the analysis of the parent questionnaire (in reference to reasons for enrolling, continuing, withdrawing and considering to withdraw from the French immersion program), the findings reflected closed-ended responses (ratings to actual questionnaire items) and open-ended responses (handwritten responses to open-ended questions that were quantified into categories). Some of the open-

ended responses in the parent questionnaire enlisted input from the children. This helped ensure accuracy when referring to classroom experiences in the French immersion program. The analysis methods used for the closed ended responses were two-Way ANOVAs (to analyze within groups--I, L2, O and between groups--gifted/non-gifted). If an interaction was present between the variables, the results were graphed and interpreted accordingly. If an interaction was not found (or if it was very weak) and if the main effects were found to be significant, a Scheffe multiple range test was employed, using an alpha level of .05. For the Analysis of Variance tests, exact *p* values were calculated and reported using levels of descriptors to show the various ranges of *p* values. These descriptors and their corresponding ranges included:

> .1: no evidence	≤ to .05 and > .01 :some evidence
≤ to.1 and > .05: weak evidence	≤ to.01: strong evidence

The analysis methods used for the open-ended responses were Pearson χ^2, Goodman and Kruskal Tau test and binomial and multinomial comparisons. The Pearson χ^2 test was employed (using exact *p* values and corresponding levels of descriptors) to test the strength of association between the two variables, that is, group membership and a decision to enroll, withdraw, consider withdrawing or continue with the French immersion program. The Goodman and Kruskal Tau test was employed (using exact *p* values and corresponding levels of descriptors) to determine see if group membership (that is belonging to the gifted or the non-gifted group) had any bearing on the factors influencing a decision to enroll, continue, withdraw or consider withdrawing from the early French immersion program. Multiple comparison tests were used to determine which factor had the greatest influence on a program decision. When three categories (factors) were compared, a multinomial test was

employed using a Bonferroni *p*-value (and corresponding levels of descriptors). The Bonferroni p-value corrected for the increased probability of significant results when doing multiple comparisons. When two categories (factors) were compared, a binomial test (using exact *p* values and corresponding levels of descriptors) was employed using a Z statistic. The Z statistic was used when the product of the sample size and the probability were greater than or equal to 5. To determine the strength of association between the number of children who withdrew or considered withdrawing from the program and group membership, a Pearson χ^2 was used (using an exact *p* value and a corresponding level of descriptor).

For the analysis of the student questionnaire, revealing some general information about the students and the most frequently used and preferred teaching approach, the following methods were used: To determine which teaching approach was predominantly used in the early French immersion program, a series of one-way ANOVAs were employed for each subject area examined (French speaking, vocabulary development, writing and reading) and for overall subjects. A two-way Anova was used to determine if there was a difference between groups on the frequency rating given for each approach. To determine the appeal of each teaching approach used (communicative and formal linguistic), child respondents discriminated among activities reflecting the communicative approach or the formal linguistic approach for each subject area examined. An Analysis of Variance was used to interpret the data within (formal linguistic/communicative appraoach) and between groups (gifted/non-gifted). Once again, if an interaction was present between variables (group membership and teaching aproach), the results were graphed and interpreted. If an interaction was not found or if it was very weak, and if the main effects were found to be significant, a series of one-way ANOVAs were used to reveal differences between factors (for each group) for each subject area examined. To

ensure accuracy in interpreting the results, a consistent direction for all statements and ratings was determined. Statements beginning with *"It bores me"* in the survey were rephrased affirmatively to read *"It is appealing to me."* Corresponding scales were reversed accordingly. The numerical value awarded to each rating on the 5 point Likert scale (SA=5, A=4, N=3, D=2, SD=1) suggested that the higher the mean, the stronger the appeal for the teaching approach reflected. The analysis methods used for the open-ended responses on appealing and boring activities were Pearson χ^2, the Goodman and Kruskal Tau test and binomial comparisons (using a Z statistic). A Pearson χ^2 was used to determine the strength of association between the two variables, that is group membership and teaching approach. The Goodman and Kruskal Tau test was used to determine if group membership had any bearing on the teaching approach preferred. Multiple comparison tests were used to determine which type of instructional activities were determined appealing or unappealing to children.

Parent Questionnaire

4.2 Factors influencing a program decision

Factors influencing a program decision to enroll in the French immersion program (closed ended responses P1.1 to P1.6)

Parent respondents discriminated among reasons reflecting instructional factors, L2 factors or other factors influencing a decision to enroll their child in the early French immersion program.

Comparison within the two groups using a two-way Analysis of Variance (ANOVA) revealed that for parents of gifted and non-gifted children there was strong evidence $F(2,246)=27.953$, $p<.0005$ to suggest differences present between the degree of influence

instructional, L2 and other factors had on a decision to enroll in the early French immersion program.

Comparison between the two groups (gifted and non-gifted) using a two-way Analysis of Variance (ANOVA) revealed that there was no evidence to support significant differences between groups regarding the degree to which instructional, L2 and other factors influenced a decision to enroll in the early French immersion program $F(1,246)=.080$, $p=.777$. There was also no interaction found between groups on the factors measured $F(2,246)=.160$, $p=.853$.

Parents of gifted children

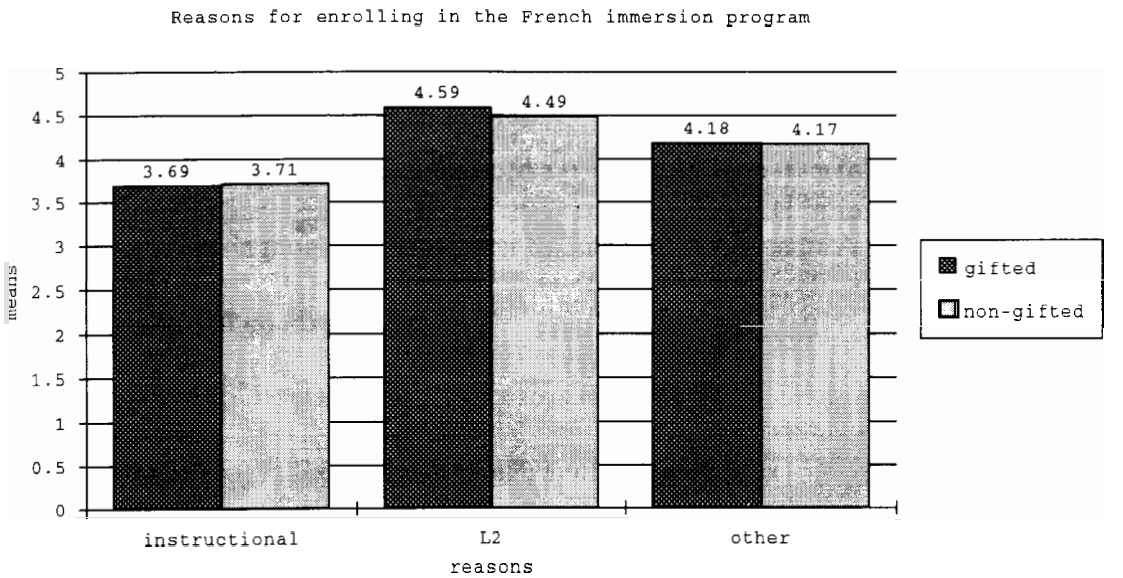
Because differences were found between factors and because an interaction was not present, a Scheffe multiple range test was employed (at the .05 level of significance) to determine which factors were different within each group. For parents of gifted children, the Sheffe test revealed that L2 factors (M=4.59, sd=.702) were significantly more influential on a decision to enroll their child(ren) in the French immersion program than were instructional factors (M=3.69, sd=.867). L2 factors, however, (M=4.59. sd=.702) were not significantly more influential than other factors ((M=4.18 sd=.474)on a parent's decision to enroll their child(ren) in the French immersion program. Other factors (M=4.18 sd=.474) were significantly more influential than instructional factors (M=3.69, sd=.867) on a parent's decision to enroll their child(ren) in the French immersion program.

Parents of non-gifted children

For parents of non-gifted children the Scheffe test revealed that L2 factors (M=4.49, sd=.625) were not significantly more influential than other factors (M=4.17, sd=.624) on a decision to enroll their child(ren) in the French immersion program.

In contrast, L2 factors (M=4.49, sd=.625) were significantly more influential on a parent's decision to enroll their child(ren) in the French immersion program than were instructional factors (M=3.71, sd=.913). Other factors (M=4.17 sd=.624) were also significantly more influential than instructional factors (M=3.71, sd=.913) on a parent's decision to enroll their non-gifted child(ren) in the French immersion program.

Figure 1. Reasons for enrolling in the French immersion program: closed-ended responses (parents)



Reasons influencing a program decision to enroll children in French immersion program (open-ended responses (P1.7a)

Parents of gifted children

In response to the statement, "Other reason(s) not listed which would explain why you enrolled your child(ren) in French immersion", a total of 91.7% (*n*=22) of parents of gifted children reported that other factors influenced their decision to enroll their gifted child(ren) in the French immersion program. None (*n*=0) of the 24 respondents reported that instructional factors influenced a decision to enroll their gifted children in the early French immersion program. The

remaining 8.3% (n=2) of parent respondents whose children were gifted reported that L2 factors influenced a decision to enroll their gifted child(ren) in the French immersion program.

The most frequently cited reason that guided parents' decisions to enroll their non-gifted children in the French immersion program was the appeal of long term benefits. The study showed that 20.8% (n=5) of the respondents were drawn to the French immersion program because of future opportunities and cultural benefits affiliated with knowing a second language. Another 12.5% (n=3) of the respondents believed that the French immersion program was a better option for their children than the regular English program while 12.5% (n=3) of the parents were influenced by the involvement of education-oriented parents in the program. For a complete list of other reasons which influenced a parent's decision to enroll their gifted child(ren) in the French immersion program, please refer to Table A2 in Appendix A.

Parents of non-gifted children

In response to the statement, "Other reason(s) not listed which would explain why you enrolled your child(ren) in French immersion", a total of 88.6% (n=31) of parents of non-gifted children reported that other factors influenced their decision to enroll their non-gifted child(ren) in the French immersion program. None (n=0) of the 35 respondents reported that instructional factors influenced a decision to enroll their non-gifted child(ren) in the early French immersion program while 11.4% (n=4) of these parent respondents reported L2 factors influencing a decision to enroll their gifted child(ren) in the French immersion program.

The most frequently cited reason that guided parents' decisions to enroll their non-gifted child(ren) in the French immersion program was to preserve their French heritage: A quarter or 25.7% (n=9) of respondents who enrolled their non-gifted child(ren) in the French immersion program wanted their children to learn the French language to be able to communicate with

French speaking family members and relatives. Long term benefits was the second most frequently endorsed reason on the survey for enrolling their non-gifted child(ren) in the French immersion program (17.1%, n=6). An equally popular reason influencing this program decision was a commitment to a bilingual Canada (17.1%, n=6). For a complete list of other reasons which influenced a parent's decision to enroll their non-gifted child(ren) in the French immersion program, please refer to Table A3 in Appendix A.

Comparison between the two groups using a Pearson χ^2 revealed no association between group membership and the degree to which instructional, L2 and other factors influenced a decision to enroll in the early French immersion program $\chi^2(1, \underline{N}=59)$, p=.699.

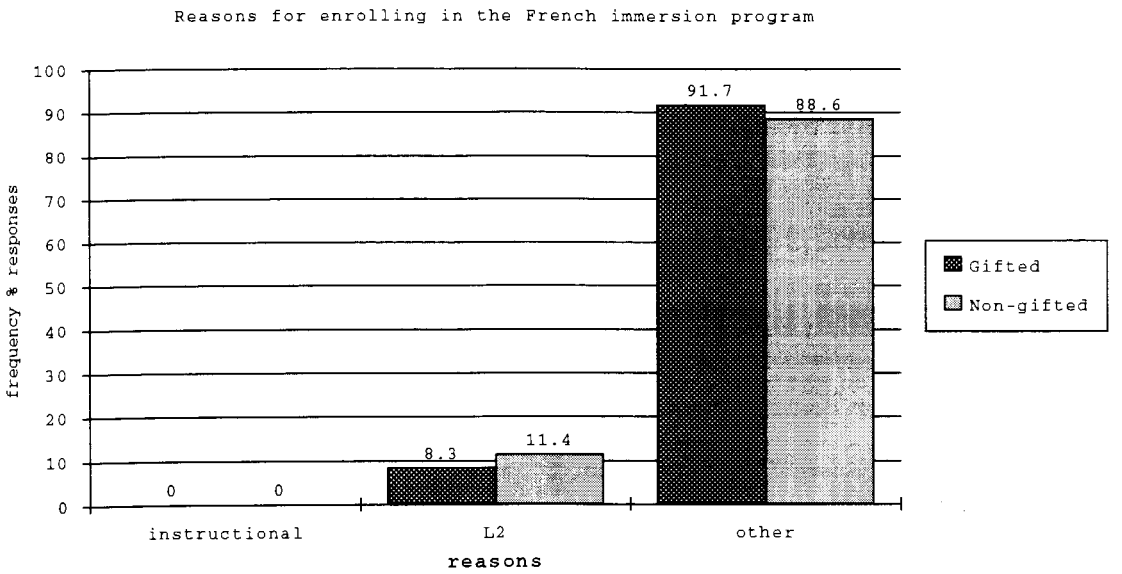
Parents of gifted children

For parents of gifted children, a binomial test revealed no evidence to suggest a difference existed between factors ($p\approx1.00$). A binomial test revealed no evidence to show that L2 factors influencing a program decision was greater than other factors ($p>0.9995$). (Instructional factors were not suggested by the respondents).

Parents of non-gifted children

For parents of non-gifted children, a binomial test revealed no evidence to suggest L2 and other factors equally influencing a program decision to enroll in the French immersion program ($p\approx1.00$). (Instructional factors were not suggested by the respondents).

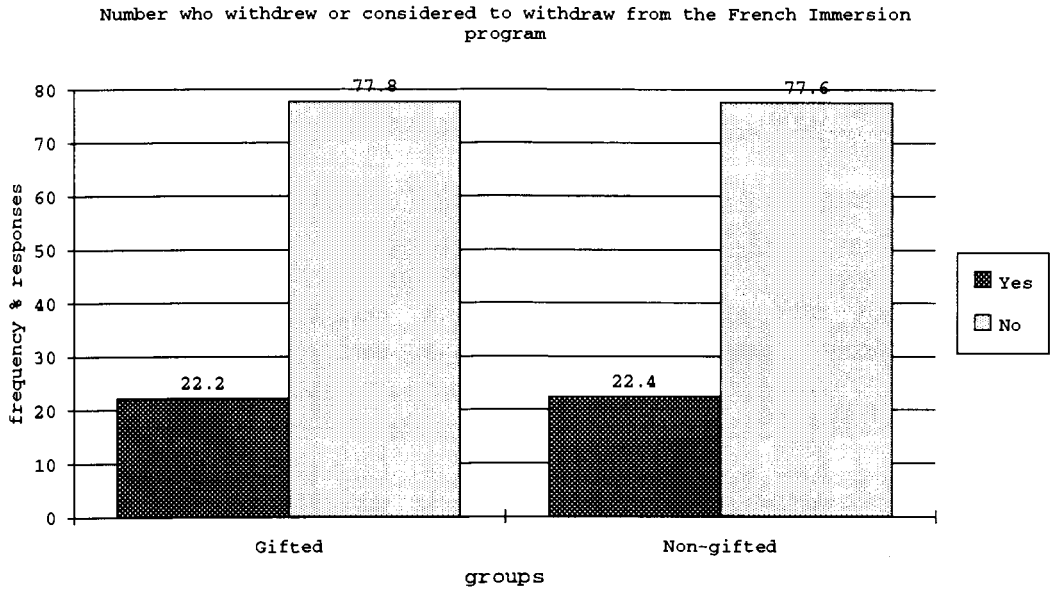
Figure 2. Reasons for enrolling in the French immersion program: open-ended responses (parents)



Number of respondents who withdrew or considered withdrawing from the French immersion program (P2, P2a, P2b)

To compare the strength of association between the number of respondents who withdrew or considered withdrawing from the early French immersion program and group membership, a Pearson χ^2 was used. Less than one quarter or 22.2% (n=8) of the parents of gifted children considered withdrawing or withdrew their child(ren) from the French immersion program. Similarly, 22.4% (n=11) of the parents of non-gifted children considered withdrawing or withdrew their child(ren) from the French immersion program. Results showed that there were no significant differences between the number of gifted and non-gifted children who were withdrawn or were considered to be withdrawn from the French immersion program χ^2 (1, N=85), p=.980, in grades 4-7.

Figure 3. Number of respondents who withdrew or considered withdrawing from the French immersion program: open-ended responses (parents)



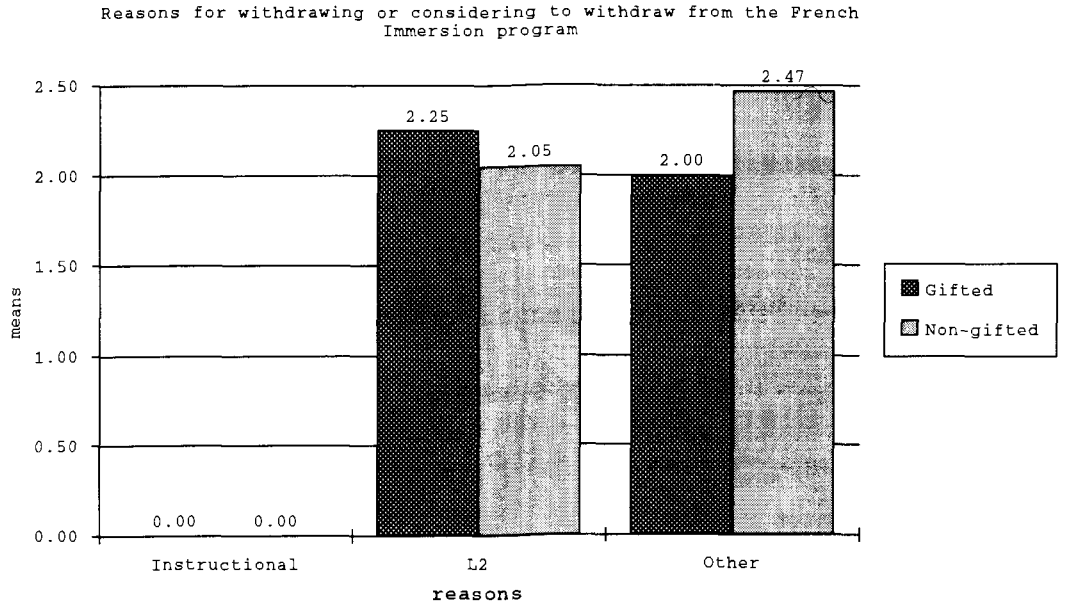
Reasons for withdrawing or considering to withdraw your child(ren) from the French immersion program (closed-ended responses P2.1, .2, 4, 6, 7, 8)

Parent and child respondents discriminated among reasons reflecting instructional factors, L2 factors or other factors influencing a decision to withdraw or consider withdrawing their gifted child(ren) from the early French immersion program.

Comparison within the two groups using a two-way ANOVA revealed that for parents and their gifted children and parents and their non-gifted children there were no differences present between the degree of influence instructional, L2 and other factors had on a decision to withdraw or to consider withdrawing from the early French immersion program $F(1,32)=.224$, $p=.639$.

Comparison between the two groups (gifted and non-gifted) using a two-way ANOVA revealed that there were no differences between groups regarding the degree to which instructional, L2 and other factors influenced a decision to withdraw or to consider withdrawing from the early French immersion program $F(1,32)=.111$, $p=.741$. An interaction was not found between the variables measured $F(1,32)=.871$, $p=.358$. Because the main effects were not found to be significant subsequent tests (such as the Scheffe) were not done.

Figure 4. Reasons for withdrawing or considering to withdraw from the French immersion program: closed-ended responses (parents)



Please note:

Due to professional ethics, instructional factors (concerning poor or unappealing methods of instuction) were not suggested in the closed-ended responses. The author, belonging to the British Columbia Teacher's Federation (BCTF), wished to respect the code of ethics governing the organization and its membership. However, provisions were made

(via open-ended statements) to suggest instructional reasons of this nature if they affected a decision to withdraw or consider withdrawing a child from the French immersion program.

Reasons for withdrawing or considering to withdraw your child(ren) from the French immersion program (open-ended responses P2.4/5a combined)

Gifted children

The responses to the statement P2.4a, "My child was bored with some aspects of the French immersion program. Please describe what your child found boring" and the responses to the statement P2.5a, "Something else bothered my/our child about the French immersion program. Describe what that was", were combined because of the considerable overlap found in the responses given.

Results showed that 70% (n=7) of the total number of responses given by gifted children (n=10) suggested instructional factors influencing a preference to withdraw or consider withdrawing from the French immersion program. Another 30.0% (n=3) of the total number of responses given by gifted children suggested other factors influencing a preference to withdraw or consider withdrawing from the early French immersion program. None of the responses suggested by gifted children (n=0) suggested L2 factors as being influential on a program decision to withdraw or consider withdrawing from the French immersion program. Within these categories of factors given, a dissatisfaction with the quality of instruction was reflected in 30% (n=3) of the responses suggested by gifted children. Boredom with some activities was reflected in 20% (n=2) of the responses suggested by gifted children. For a complete list of other reasons which influenced a gifted child's preference to withdraw or consider withdrawing from the French immersion program, please refer to Table A4 in Appendix A.

Non-gifted children

In response to statements P2.4a/5a combined, 44.4% (n=4) of the total number of responses (n=9) given by non-gifted children suggested other factors influencing a preference to withdraw or consider withdrawing from the early French immersion program. Another 33.3% (n=3) of the total responses given revealed L2 factors influencing a program decision to withdraw or consider withdrawing from the French immersion program. Less than one quarter or 22.2% (n=2) of the total number of responses suggested instructional factors influencing a preference to withdraw or consider withdrawing from the French immersion program.

Within these categories of factors given, difficulties communicating in the second language (French) was reflected in 33.3% (n=3) of the responses suggested by non-gifted children. A lack of support for the French immersion program was reflected in 22.2% (n=2) of the responses suggested by non-gifted children. For a complete list of other reasons which influenced a non-gifted child's preference to withdraw or consider withdrawing from the French immersion program, please refer to Table A5 in Appendix A.

Although comparison between the two groups using a Pearson χ^2 for these combined responses (P2.4a/5a), showed some evidence $\chi^2(2, \underline{N}=19)$ p=.05) to suggest an association between group membership and a preference to withdraw or consider withdrawing a child from the French immersion program, the cell numbers were too small to reliably report a result. Six of the six cells had an expected value< 5. The Goodman and Kruskal Tau test also revealed some evidence (p=.07) to support differences between the two groups in the degree to which instructional, L2 and other factors influenced a decision to withdraw or consider withdrawing a child from the French immersion program. However, once again, small cell sizes rendered the results unreliable.

Gifted children

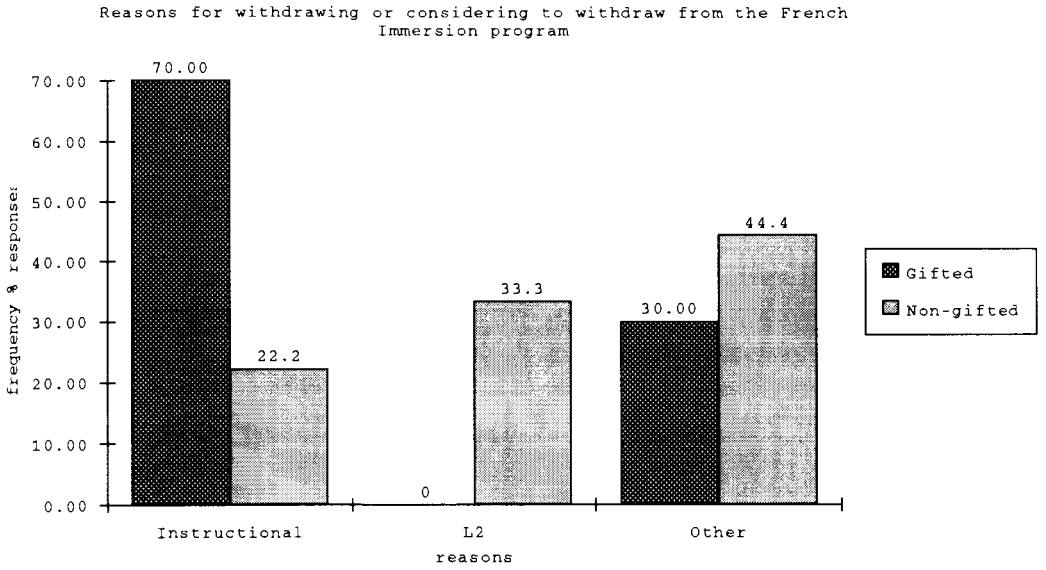
Multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence (p=.002) to suggest that a difference existed between factors.

Among factors compared for gifted children, a binomial test revealed weak evidence (p=.06) to suggest that instructional factors influencing a decision to withdraw or consider withdrawing from with the French immersion program was greater than other factors. (Instructional factors and L2 factors could not be compared because L2 factors were not suggested by the gifted respondents).

Non-gifted children

Among the factors compared for non-gifted children, a binomial test revealed weak evidence to suggest that instructional, L2 and other factors were not equally influencing a decision to withdraw or consider withdrawing from the French immersion program (p=.06). However, when the conservative Bonferroni correction was employed for individual comparisons, no evidence was found between factors to suggest a difference.

Figure 5. Reasons for withdrawing or considering to withdraw from the French immersion program: open-ended responses (children)



Reasons influencing a parent's decision to withdraw or consider withdrawing their child(ren) from French immersion program (open-ended responses P2.9a and 10a combined)

The responses to the statement P2.9a,"Something bothered me/us about the French immersion program. Describe what that was", were combined with question P2.10a,"Something else bothered me/us about the French immersion program. Describe what that was" because similar results were generated when each question was treated separately and in combination. The combined results generated higher cell frequencies, thus strengthening the results.

Parents of gifted children

More than half or 58.3% (n=7) of the total number of responses given by parents of gifted children (n=12) suggested instructional factors influencing a decision to withdraw or consider withdrawing their child(ren) from the French immersion program. Another 33.2%

(n=4) of the responses given by parents of gifted children revealed other factors influencing a preference to withdraw or consider withdrawing their child(ren) from the early French immersion program. While 8.3% (n=1) of the parents responding showed L2 factors influencing a program decision to withdraw or consider withdrawing their child(ren) from the French immersion program. Within these categories of factors given, a dissatisfaction with the quality of instruction was reflected in 25% (n=3) of the responses suggested by parents of gifted children. Similarly, a lack of challenge was reflected in 25% (n=3) of the responses given by parents of gifted children. For a complete list of other reasons which influenced a decision to withdraw or consider withdrawing a gifted child from the French immersion program, please refer to Table A6 in Appendix A.

Parents of non-gifted children

In response to the same statement (P2.9a and P2.10a combined), 6.7% (n=1) of the total number of responses (n=15) given by parents of non-gifted children suggested L2 factors the least likely to influence a preference to withdraw or consider withdrawing from the French immersion program. More than half or 66.7 % (n=10) of the total number of responses given by parents of non-gifted children reported that other factors influenced their preference to withdraw or consider withdrawing from the early French immersion program. Another 26.7% (n=4) of the total responses given revealed that instructional factors were influential on a program decision to withdraw or consider withdrawing from the French immersion program. Within these categories of factors, a lack of program support was reflected in 33.3% (n=3) of the responses suggested by parents of non-gifted children. A dissatisfaction with the quality of instruction was reflected in 20% (n=3) of the responses suggested by parents of non-gifted children. For a complete list of

other reasons which influenced a decision of a to withdraw or consider withdrawing a non-gifted child from the French immersion program, please refer to Table A7 in Appendix. A.

Comparison between the two groups using a Pearson χ^2 for these combined responses (P2.9a/10a), revealed no association between group membership and the degree to which instructional, L2 and other factors influenced a parent's decision to withdraw or consider withdrawing their child from the early French immersion program $\chi^2(2, \underline{N}=27)$, p=.213).

Parents of gifted children

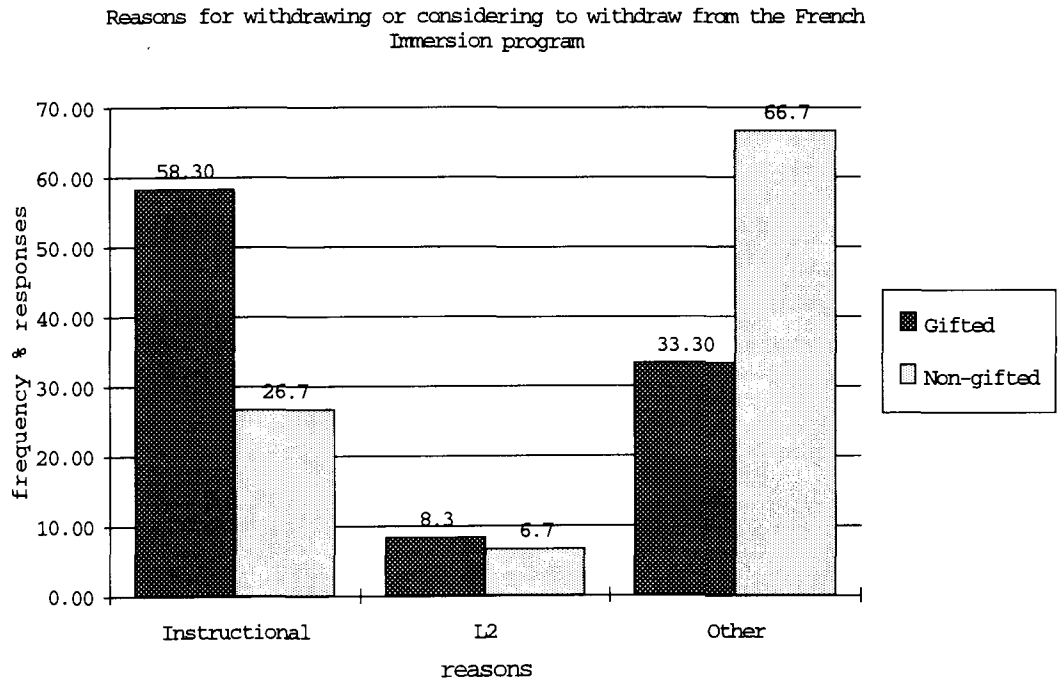
As before, multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For parents of gifted children, a multinomial test revealed strong evidence to suggest that differences existed between factors (p=.007). For example, a binomial test revealed some evidence (p=.01) to suggest that instructional factors influencing a program decision to withdraw or consider withdrawing their child(ren) from the French immersion program was greater than L2 factors. However, a subsequent binomial test revealed no evidence (p=.226) to suggest that instructional factors influencing a program decision to withdraw or consider withdrawing their child(ren) from the French immersion program was greater than other factors.

Parents of non-gifted children

For parents of non-gifted children, a multinomial test revealed strong evidence to suggest that instructional, L2 and other factors did not equally influence a decision to withdraw or consider withdrawing their child(ren) in the French immersion program (p=.001). For example, a binomial test revealed no evidence (p=.11) to suggest that instructional factors influencing a decision to withdraw or consider withdrawing child(ren)

from the French immersion program was greater than L2 factors. However, a subsequent binomial test revealed strong evidence (p=.004) to suggest that other factors influencing a program decision to withdraw or consider withdrawing child(ren) from the French immersion program was greater than L2 factors. Another binomial test revealed weak evidence (p=.092) to suggest that other factors influencing a program decision to withdraw or consider withdrawing their child(ren) from the French immersion program was greater than instructional factors.

Figure 6. Reasons for withdrawing or considering to withdraw from the French immersion program: open-ended responses (parents)



Reasons influencing a decision to continue with the French immersion program

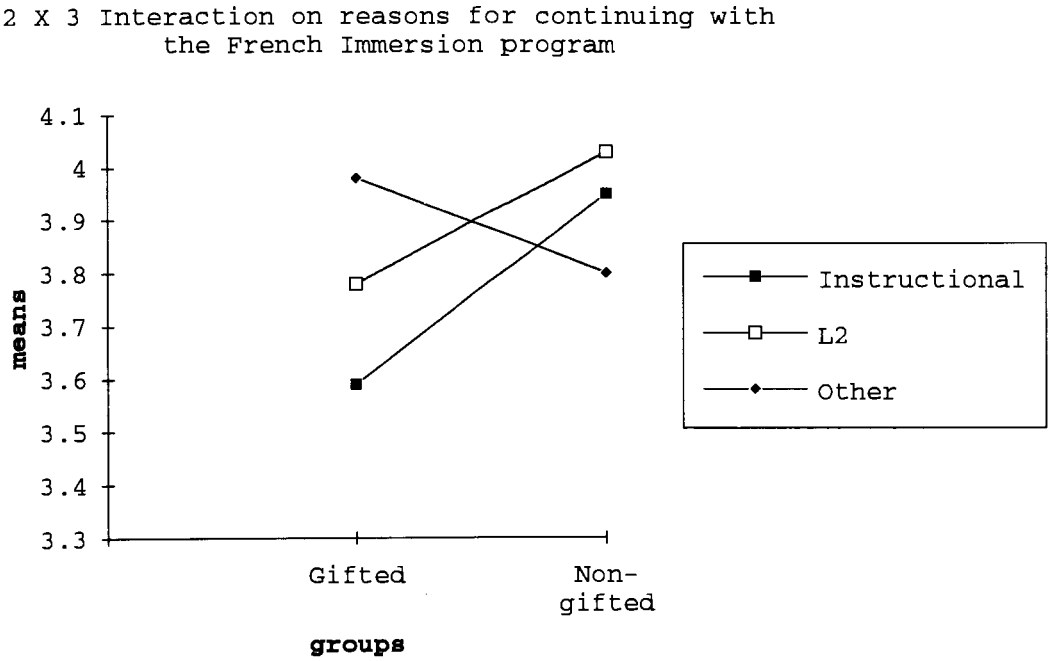
(closed-ended responses P3.1 to P3.3)

Parent and child respondents discriminated among reasons reflecting instructional factors, L2 factors and other factors influencing a decision to continue with the early French immersion program.

Comparison within the two groups using a two-way Analysis of Variance (ANOVA) revealed that for parents and their gifted children and parents and their non-gifted children there were no differences present between the degree of influence instructional, L2 and other factors had on a decision to continue with the early French immersion program $F(2,230)=.592$, $p=.554$.

Comparison between the two groups (gifted and non-gifted) using a two-way ANOVA revealed that there were no significant differences between groups regarding the degree to which instructional, L2 and other factors influenced a decision to continue with the early French immersion program $F(1,230)=2.218$, $p=.138$. There was weak evidence $F(2,230)=2.925$, $p=.056$, however, that an interaction existed between variables (group membership and L2, I and O factors).

Figure 7. Interaction on reasons for continuing with the French immersion program



Interpretation of the interaction

The interaction on the graph reveals that parents and their gifted children appeared to be more influenced by other factors to continue with the French immersion program than were parents and their non-gifted children. The interaction also reveals that parents and their non-gifted children appeared to be more influenced by L2 and instructional factors and less influenced by other factors to continue with the French immersion program than were parents and their gifted children. Because the main effects were not significant, subsequent statistical tests (such as the Scheffe) were not done.

Reasons for continuing with the French immersion program (open-ended responses P3.4a and P3.4b combined)

The responses to the statement P3.4a, "Our child was pleased with other aspects of the French immersion program. Describe what he/she liked about the program", was combined with the second reasons generated for statement P3.4b, "Our child was pleased with other aspects of the French immersion program. Describe what he/she liked about the program" because similar results were generated when each question was treated separately and in combination. The combined results generated higher cell frequencies, thus strengthening the results.

Gifted children

Over half or 60% (n=24) of the total number of responses (n=40) given by gifted children suggested other factors influencing a preference to continue with the French immersion program. Another 32.5% (n=13) of the total number of responses given by gifted children revealed instructional factors influencing a preference to continue with the early French immersion program. Only 7.5% (n=3) of the responses suggested by gifted children showed L2 factors influencing a program decision to continue with the French immersion program.

Within these categories of factors given, "close friends" in the French immersion program was reflected in 15% (n=6) of the total responses suggested by gifted childen (n=40). The appeal of the Quebec exchange in combination with other language benefits were reflected in 25% (n=10) of the total responses given (12.5%, n=5 each). For a complete list of other reasons which influenced a gifted child's preference to continue with the French immersion program, please refer to Table A8 in Appendix A.

Non-gifted children

In response to the same statements (P3.4a and P3.4b combined), 52.5% (n=20) of the total number of responses (n=38) suggested by non-gifted children showed other factors influencing a preference to continue with the French immersion program. Almost one quarter or 23.7% (n=9) of the total number of responses given by non-gifted children showed instructional factors influencing their preference to continue with the early French immersion program. Similarly, 23.7% (n=9) of the total responses given revealed L2 factors influencing a program decision to continue with the French immersion program. Within these categories of factors, the appeal of using L2 (French) to communicate with others was reflected in 26.3% (n=10) of the total number of responses (n=38) suggested by non-gifted children An appreciation to learn French because it "feels good" or "it's fun" was reflected in 13.2% (n=5) of the responses suggested by non-gifted children. For a complete list of other reasons influencing a non-gifted child's preference to continue with the French immersion program, please refer to Table A9 in Appendix A.

Comparison between the two groups using a Pearson χ^2 for these combined responses (P3.4a/4b), revealed no association between group membership and the degree to which instructional, L2 and other factors influenced a parent's decision to continue with the early French immersion program $\chi^2(2, \underline{N}=78)$, p=.133.

Gifted children

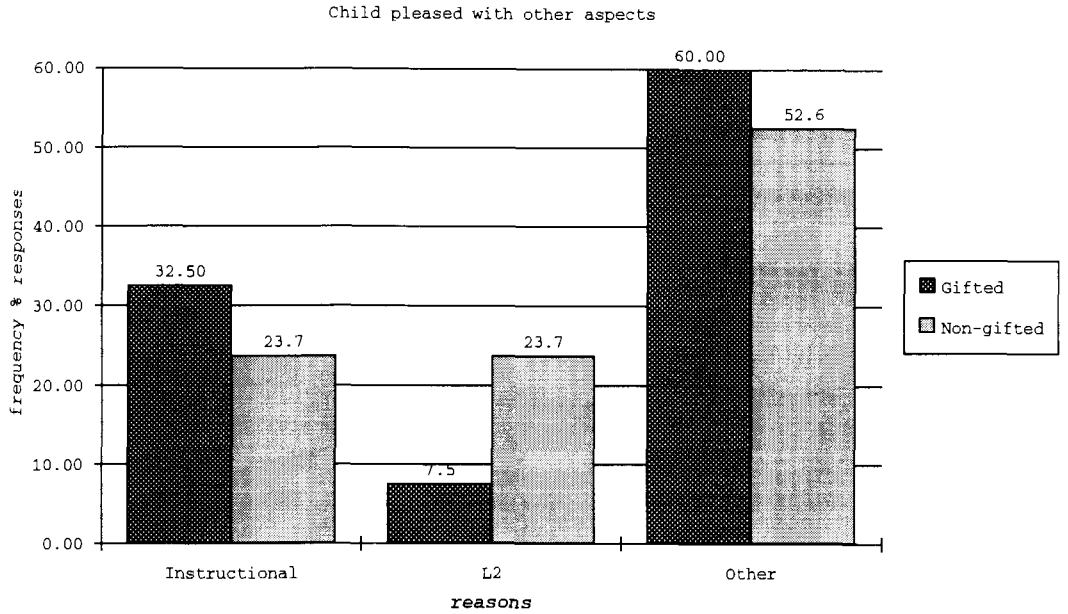
For gifted children, a multinomial test revealed strong evidence (p<.00005) to suggest that differences existed between factors. For example, a binomial test revealed some evidence (p=.05) to suggest that other factors influencing a program decision to continue with the French immersion program was greater than instructional factors. A

subsequent binomial test revealed strong evidence ($p<.0004$) to suggest that other factors influencing a program decision to continue with the French immersion program was greater than L2 factors.

Non-gifted children

For non-gifted children, a multinomial test revealed strong evidence ($p=.001$) to suggest instructional, L2 and other factors not equally influencing a decision to continue with the French immersion program. For example, a binomial test revealed no evidence ($p\sim1.00$) to suggest L2 factors influencing a program decision to continue with the French immersion program was greater than instructional factors. A subsequent binomial test revealed some evidence ($p=.041$) to suggest that other factors influencing a program decision to continue with the French immersion program was greater than L2 factors. A third binomial test revealed some evidence ($p=.041$) to suggest that other factors influencing a program decision to continue with the French immersion program was greater than instructional factors.

Figure 8. Reasons for continuing with the French immersion program: open-ended responses (children)



Reasons influencing a parent's decision to continue with the French immersion program (P3.9a and P3.10a combined)

The responses to the question P3.9a, "I (we) were pleased with other aspects of the French immersion program. Describe one you liked", were combined with responses generated to question P3.10a, "I (we) were pleased with other aspects of the French immersion program. Describe what you liked" because similar results were generated when each question was treated separately and in combination. The combined results generated higher cell frequencies, thus strengthening the results.

Parents of gifted children

Over three quarters or 77.4% (n=41) of the total number of responses (n=53) given by parents of gifted children suggested other factors influencing a decision to continue with the

French immersion program. Another 13.2% (n=7) of the total number of responses given by parents of gifted children revealed instructional factors influencing a decision to continue with the early French immersion program. Only 9.4% (n=5) of the responses given by parents of gifted children suggested L2 factors influencing a decision to continue with the French immersion program.

Within these categories of factors, the appeal of education- oriented parents in the French immersion program was reflected in 20.8% (n=11) of the total responses given by parents of gifted childen (n=53). Good teachers in the French immersion program was reflected in 15.1% (n=8) of the total responses suggested. For a complete list of other reasons which influenced a gifted child's parent's preference to continue with the French immersion program, please refer to Table 10A in Appendix A.

Parents of non-gifted children

In response to the same questions (P3.9a and P3.10a combined), 66.5% (n=34) of the total number of responses given (n=51) by parents of non-gifted children suggested other factors influencing a decision to continue with the French immersion program. More than one quarter or 29.5% (n=15) of the total number of responses given by parents of non-gifted children suggested instructional factors influencing a decision to continue with the early French immersion program. Another 3.9% (n=2) of the total responses given revealed L2 factors influencing a decision to continue with the French immersion program. Within these categories of factors given, good teachers in the French immersion program was reflected in 13.7% (n=7) of the total number of responses (n=51) suggested by parents of non-gifted children. An appreciation for the culturally enriching aspects of the French immersion program constituted 9.8% (n=5) of the responses suggested by parents of non-gifted children. For a complete list of other reasons which

influenced a non-gifted child's parent's preference to continue with the French immersion program, please refer to Table A11 in Appendix A.

Comparison between the two groups using a Pearson χ^2 for these combined responses (P3.9a/10a), revealed weak evidence $\chi^2(2, \underline{N}=104)$ $p=.09$, to suggest an association between group membership and the degree to which instructional, L2 and other factors influenced a parent's decision to continue with the early French immersion program. A Goodman and Kruskal Tau test revealed weak evidence ($p=.09$) to suggest a difference between groups regarding the degree to which instructional, L2 and other factors influenced a decision to continue with the French immersion program.

Parents of gifted children

As before, multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For parents of gifted children, a multinomial test revealed strong evidence to suggest differences between factors ($p<.00005$).

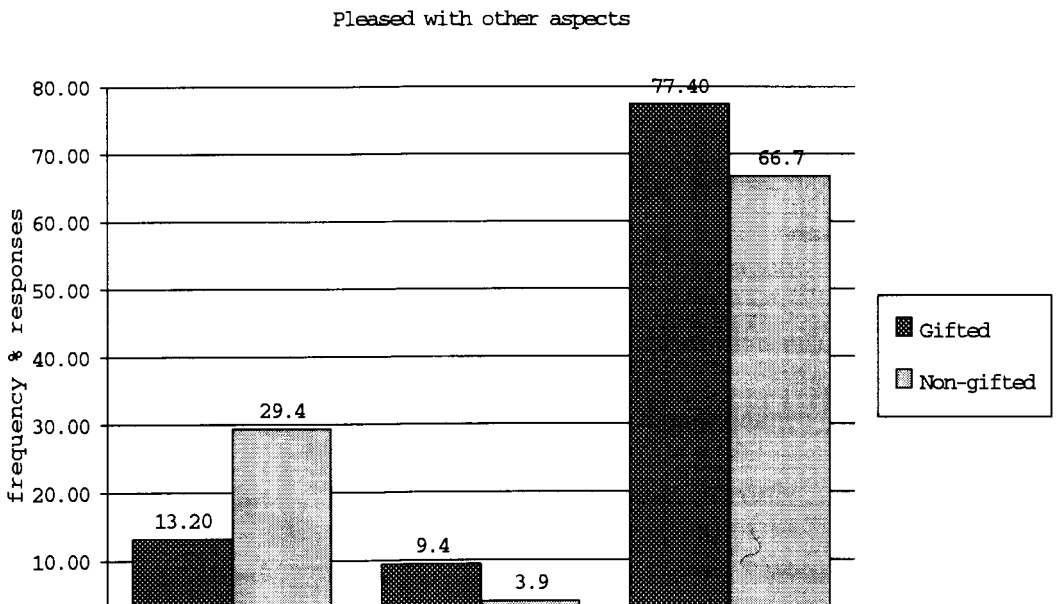
For example, a binomial test revealed strong evidence ($p=.00005$) to suggest other factors influencing a program decision to continue with the French immersion program was greater than instructional factors. A subsequent binomial test also revealed strong evidence ($p=.00004$) to suggest other factors influencing a program decision to continue with the French immersion program was greater than L2 factors.

Parents of non-gifted children

For parents of non-gifted children, a multinomial test revealed strong evidence ($p=.001$) to suggest instructional, L2 and other factors not equally influencing a decision to continue with the French immersion program. For example, a binomial test revealed strong

evidence (p=.0009) to suggest that instructional factors influencing a program decision to continue with the French immersion program was greater than L2 factors. A subsequent binomial test also revealed strong evidence (p<.0006) to suggest that other factors influencing a program decision to continue with the French immersion program was greater than L2 factors. A third binomial test revealed strong evidence (p<.0063) to suggest that other factors influencing a program decision to continue with the French immersion program was greater than instructional factors.

Figure 9. Reasons for continuing with the French immersion program: open-ended responses (parents)



Student Questionnaire

4.3 Teaching approach predominantly used across 4 subject areas : Speaking, vocabulary, writing, reading (C2A, C2B, C2C, C2D)

Child respondents discriminated among activities reflecting the communicative approach or the formal linguistic approach. Each activity was rated according to the children's perceptions of how often they did this type of activity with their class.

Comparison within the two groups using a two-way ANOVA revealed significant differences between the frequency of occurance of communicative and formal linguistic activities for gifted and non-gifted children $F(1,148)=25.082$, $p<.0005$.

Comparison between the two groups (gifted and non-gifted) using a two-way Analysis of Variance revealed no significant difference in what gifted and non-gifted children perceived to be the frequency of occurence of each type of activity suggested (communicative or formal linguistic) across all subjects areas represented $F(1,148)=1.249$, $p=.266$. There was also no evidence $F(1, 148)=.221$, $p=.639$ to suggest the presence of an interaction between variables (group membership and the frequency of each teaching approach used).

A series of one-way ANOVAs for each subject area examined (summarized in Tables 1 and 2), revealed that gifted children appeared to be more conservative on their ratings overall. Perhaps this is because they rated the occurence of each activity based on its exact description (verbatim) as opposed the type of activity it represented.

Gifted children

Table 1

Mean numbers of frequency counts for communicative and formal linguistic types of activities: Gifted children

Activity type	M	SD	*p* value
	Speaking	**activities**	
Communicative	.875	.769	.0001
Formal	1.79	1.08	
	Vocabulary	**activities**	
Communicative	1.56	.872	.1964
Formal	1.84	.977	
	Writing	**activities**	
Communicative	1.15		.0003
Formal	1.90	.660	
		.927	
	Reading	**activities**	
Communicative	1.16	.741	.0082
Formal	1.79	1.09	

The findings (in Table 1) revealed that for speaking, writing and reading activities included in the survey, gifted children rated the occurence of formal linguistic activities (suggested in the survey) significantly higher than activities reflecting the communicative

approach. For vocabulary activities described in the survey, the occurence of formal linguistic activities and communicative activities were not significantly different from one another.

Over all subjects, the results of a one-way ANOVA revealed strong evidence to support (p=.0004) the significantly higher occurance of formal linguistic types of activities (suggested in the survey) (M=1.90, sd=.802) than communicative types of activities (M=1.23, sd=.601).

Non-gifted children

Table 2

Mean numbers of frequency counts for communicative and formal linguistic types of activities: Non-gifted children

Activity type	M	SD	p value
	Speaking	**activities**	
Communicative	1.01	.930	.0001
Formal	1.85	1.08	
	Vocabulary	**activities**	
Communicative	1.93	.819	.56
Formal	2.04	1.01	
	Writing	**activities**	
Communicative	1.34	.898	.0005
Formal	2.05	.991	
	Reading	**activities**	
Communicative	1.15	.926	.0002
Formal	1.96	1.06	

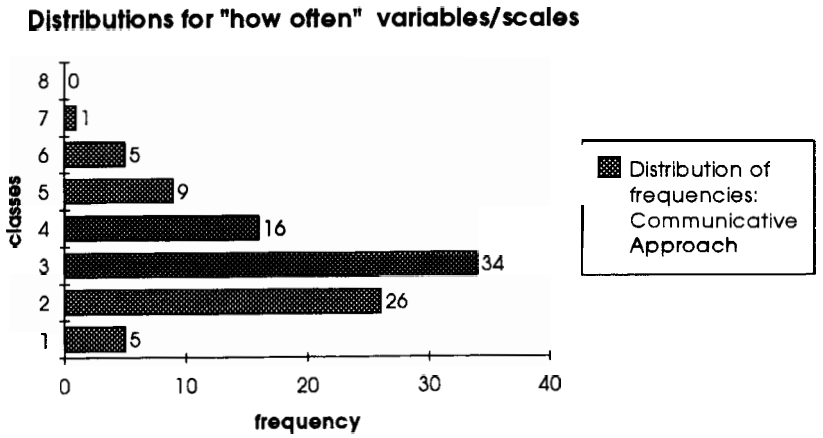
Table 2 reveals that for speaking, writing and reading activities reflected in the survey, non-gifted children rated the occurence of formal linguistic activities significantly higher than activities reflecting the communicative approach. For vocabulary activities described in the survey, the occurence of formal linguistic activities and communicative activities were not significantly different from one another.

Over all subjects, the results of a one-way ANOVA revealed strong evidence (p=.0009) to support a significantly higher occurance of formal linguistic types of activities (suggested in the survey) (M=1.98, sd=.818) than communicative types of activities (M=1.43, sd=.683).

Subsequent statististical tests to check for "normal distribution" for activity types rated

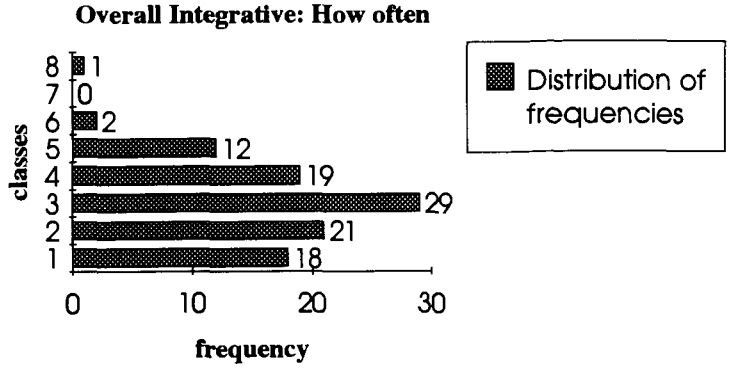
Given the low ratings given for communicative types of activities, subsequent statistical tests were done to determine if the distributions, reflecting both activity types represented in the survey (the communicative and formal linguistic approach), were normal. To clearly show these distributions (see Figures 10, 11 and 12), the mean values for the 5 point rating scales on "how often" were recorded in intervals of 5.

Figure 10. Distributions for "how often" variables/scales: Communicative types of activities



The distribution shown in Figure 10 (for communicative types of activities) indicates a skewing towards the lower end of the scale. To help explain the reasons for this skewing, the distributions for each type of communicative activities represented in Figure 10 (i.e., integrative, interactive, motivating, substantive) were individually identified in Figure 11.

Figure 11. Distributions for communicative types of activities across all subjects



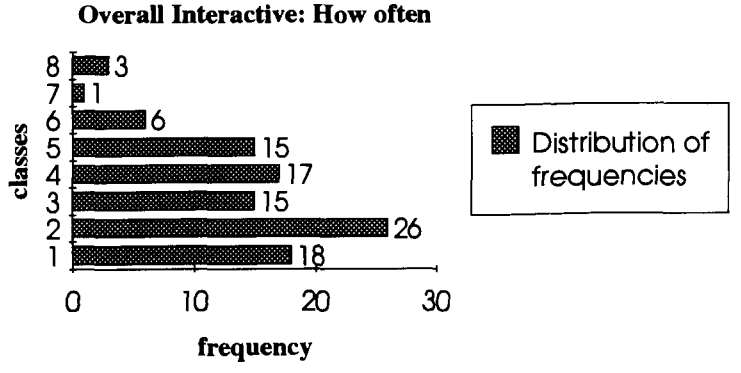


Figure 11. Distributions for communicative types of activities across all subjects cont.

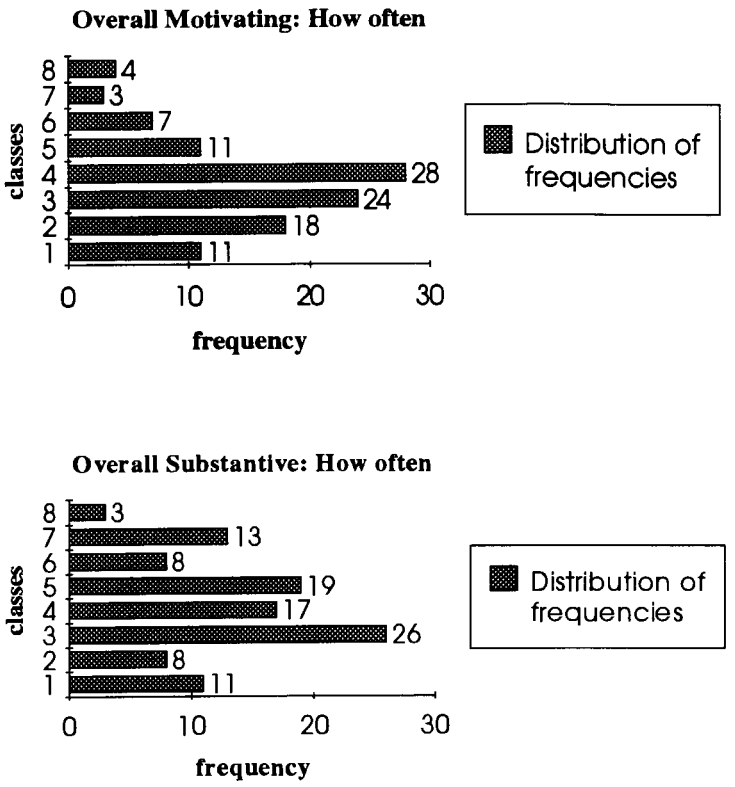
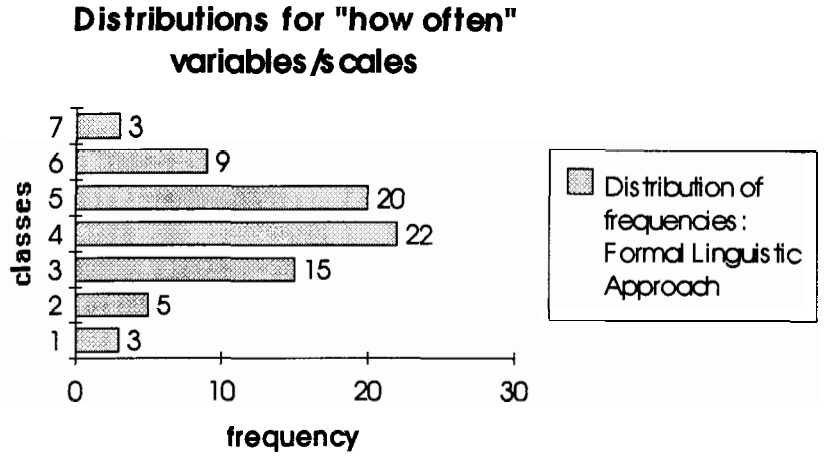


Figure 11 shows that the distributions of overall integrative, interactive, motivating and substantive types of activities represented in the survey, were unimodal. While overall substantive and motivating activities were tending towards a fairly normal distribution, overall integrative and interactive activities were scewed to the lower end of the scale. The means generated for each of these activity types were fairly good representations of the distributions shown. Integrative and interactive activities had the lowest means ($\underline{M}$=1.06 and $\underline{M}$=1.12 respectively) while motivating and substantive activities had the highest means ($\underline{M}$=1.42 and $\underline{M}$=1.73 respectively).

As for the formal linguistic activities rated by student respondents, Figure 12 suggests a fairly nomal distribution for the echo, modeling, extension and repetition types of activities and exercises represented in the survey.

Figure 12. Distributions for "how often" variables/scales: Formal Linguistic types of activities



4.4 Appeal of each teaching approach

Speaking in French (C2A): **The appeal of the communicative and formal linguistic approach** (closed-ended responses C2A.1a to C2A.4a)

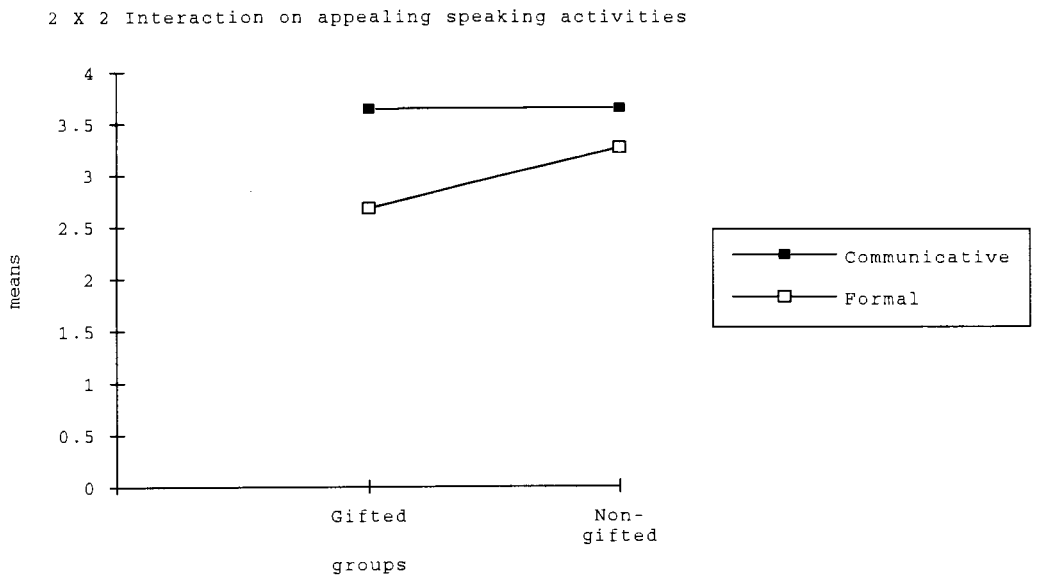
Child respondents discriminated among activities reflecting the communicative approach or the formal linguistic approach. A series of ANOVAs were employed to determine which teaching approach was preferred by children in the early French immersion program (grades 4-7) for each of the 4 subject areas examined.

Comparison within the two groups using a two-way ANOVA revealed that for gifted and non-gifted children there was strong evidence $F(1,152)=15.214$, $p < .0005$ to support a

difference between the appeal of communicative types of speaking activities and formal linguistic types of speaking activities described.

Comparison between the two groups (gifted and non-gifted) using a two-way ANOVA revealed that there was some evidence to support a significant difference between groups regarding the appeal of communicative and formal linguistic types of activities $F(1,152)=4.306, p=.040$. There was also weak evidence $F(1,152)=2.886, p=.091$ to suggest the presence of an interaction between variables.

Figure 13. Interaction on appealing speaking activities



Interpretation of interaction

Although both gifted and non-gifted children found the communicative approach more appealing than the formal linguistic approach, overall, the interaction reveals that more non-gifted children appeared to find the formal linguistic approach appealing than did gifted children. The formal linguistic and communicative approach were rated close to being

equally appealing by non-gifted children. In contrast, gifted children rated the formal linguistic approach noticeably less appealing than the communicative approach.

Gifted

Because the interaction was so weak, a one-way ANOVA was used to discover any differences between factors. The ANOVA revealed that for gifted children, there was strong evidence (p=.0002) to support a difference between the appeal of the communicative approach (M=3.64, sd=1.08) and the formal linguistic approach (M=2.68, sd=1.02) for speaking activities in French.

Non-gifted

For non-gifted children, a one-way ANOVA revealed that there was weak evidence (p=.07) to suggest a difference in appeal between the communicative approach (M=3.65, sd=1.09) and the formal linguistic approach (M=3.27, sd=.86) for speaking activities described.

Figure 14. Appealing speaking activities: closed-ended responses

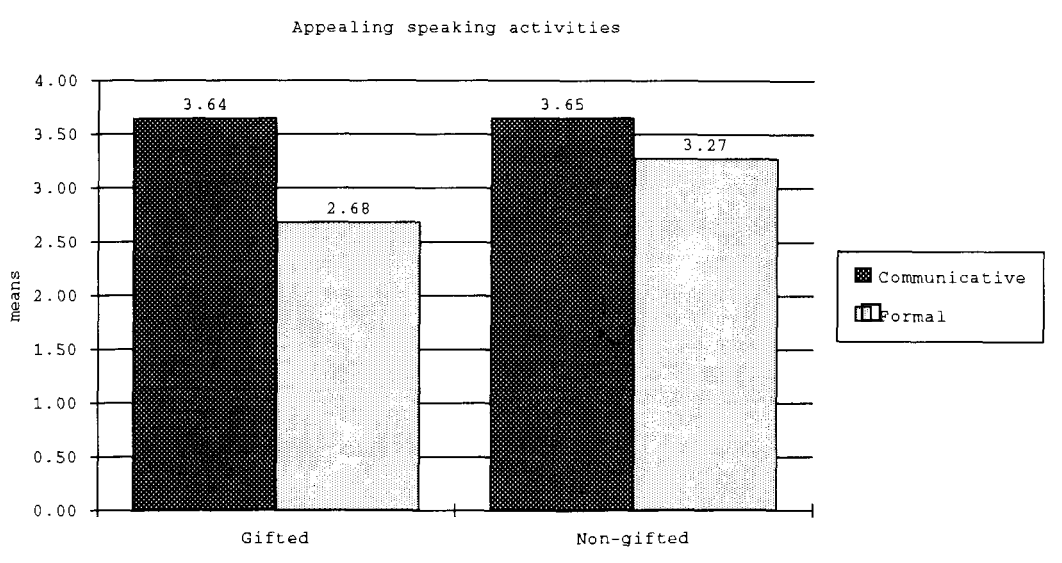


Figure 14 illustrates that more non-gifted children reported formal linguistic types of speaking activities as being appealing than did gifted children.

Speaking French: "Appealing activity" (C2A.5)

Gifted children

In response to the statement, "An activity that appealed to me or would appeal to me (to learn to pronounce French words or expressions) is", more than three quarters of 75.7% (*n*=22) of the total number of gifted respondents (*n*=29) considered communicative types of activities as being appealing. Less than one quarter or 23.9% (*n*=7) of the respondents considered rated formal linguistic types of activities as being appealing.

Within this category of appealing speaking activities, 27.6% (*n*=8) of the respondents suggested that doing plays would be an appealing activity. Another 20.6% (n=6) of gifted children rated public speaking activities and oral presentations as appealing activities (10.3%, n=3 each). For a complete list of speaking activities considered to be appealing by gifted children, please refer to Table B12 in Appendix B.

Non-gifted children

In response to the statement, "An activity that appealed to me or would appeal to me (to learn to pronounce French words or expressions) is", 69.5% (*n*=25) of the total number of non-gifted respondents (*n*=36) suggested communicative types of speaking activities as being appealing. An additional 30.6% (*n*=11) of the respondents suggested formal linguistic types of speaking activities as being appealing.

Within this category of appealing speaking activities, 22.2% (*n*=8) of the respondents suggested that doing plays would be an appealing activity. Another 19.4% (n=7) of non-gifted

children suggested that using "efficient and expedient ways to learn how to pronounce new words" would be appealing. For a complete list of speaking activities considered to be appealing by gifted children, please refer to Table B13 in Appendix B.

In order to see if group membership had any bearing on a preference for a type of appealing speaking activity described, a Pearson χ^2 was used. Comparison between the two groups revealed no association between group membership and a preference for communicative or formal linguistic activities, $\chi^2(1, \underline{N}=65)$, $p=.565$, for speaking activities in French.

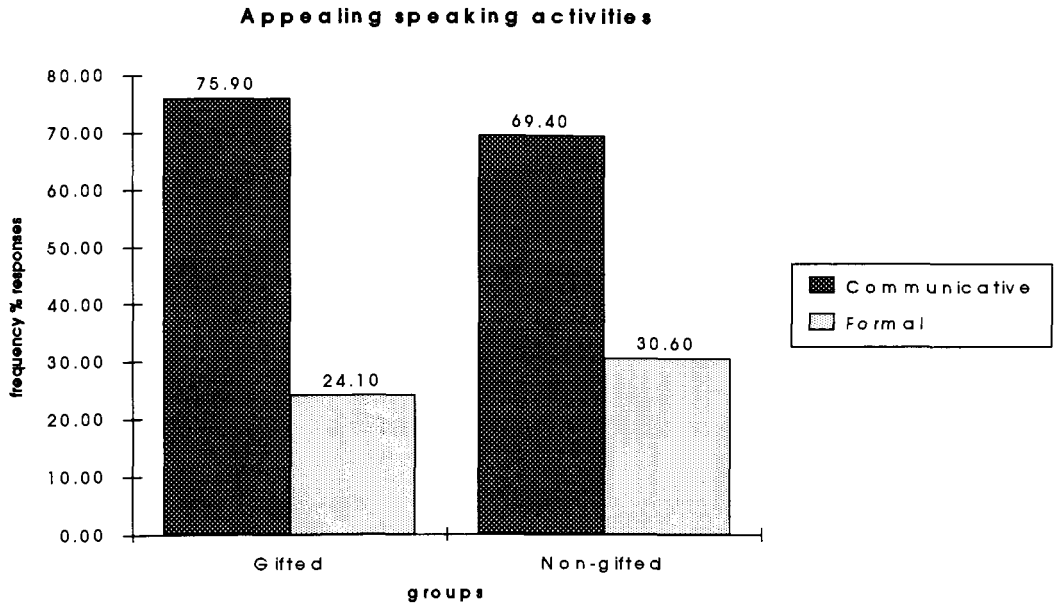
Gifted children

Multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence ($p=.002$) to suggest that the communicative approach was considered more appealing than the formal linguistic approach for French speaking activities suggested by the children.

Non-gifted children

For non-gifted children, a binomial test revealed some evidence ($p=.01$) to suggest that the communicative approach and the formal linguistic approach were not considered equally appealing for French speaking activities suggested by the children.

Figure 15. Appealing speaking activities: open-ended responses



Speaking in French: "Boring Activity" (C2A.6)

Gifted children

In response to the statement, "An activity that bored me or would bore me (to learn to pronounce French words or expressions) is", 11.1 % (n=3) of the total number of gifted respondents considered (n=27) suggested communicative types of activities as being boring. A high percentage of the respondents, 88.8 % (n=24), suggested formal linguistic types of activities as being boring.

Within this category of boring French speaking activities, one third or 33.3% (n=9) of the respondents suggested that doing pronunciation reinforcement exercises would be a boring activity. An additional 14.8% (n=4) of gifted children suggested pronunciation modeling activities as boring activities (where you listen and follow the example given by the instructor).

For a complete list of speaking activities considered to be boring by gifted children, please refer to Table B14 in Appendix B.

Non-gifted children

In response to the statement, "An activity that bored me or would bore me (to learn to pronounce French words or expressions) is", 6% (n=2) of the total number of non-gifted respondents (n=33) suggested communicative types of activities as being boring, whereas 93.9% (n=31) of the respondents suggested formal linguistic types of activities as being boring.

Within this category of boring French speaking activities, 21.2% (n=7) of the non-gifted respondents suggested that. doing pronunciation modeling activities would be boring while 15.2% (n=5) of non-gifted children suggested that doing pronunciation reinforcement exerises would be boring. Similarly, 15.2% (n=5) of the sample considered that reading out loud would be a boring activity. For a complete list of activities considered to be boring by non-gifted children, please refer to Table B15 in Appendix B.

Comparison between the two groups, using a Pearson χ^2, revealed no association between group membership and a preference for communicative or formal linguistic types of activities $\chi^2(1, \underline{N}=60)$, p=.481.

Gifted children

Once again, multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence (p<.0002) to suggest that the communicative approach was considered less boring than the formal linguistic approach for French speaking activities suggested by the children.

Non-gifted children

For non-gifted children, a binomial test revealed strong evidence ($p<.0004$) to suggest a difference in appeal between the communicative and formal linguistic approach for French speaking activities suggested by the children.

Vocabulary Development in French (C2B): **the appeal of the communicative and formal linguistic approach**

Comparison within the two groups using a two-way Analysis of Variance (ANOVA) revealed that for gifted and non-gifted children there was strong evidence $F(1,152)=56.778$, $p <.0005$ to support a difference between the appeal of communicative types of vocabulary activities and formal linguistic types of vocabulary activities.

Comparison between the two groups (gifted and non-gifted) using a two-way Analysis of Variance (ANOVA) revealed that there was strong evidence to support a significant difference between groups regarding the appeal of communicative types of vocabulary activities and formal linguistic types of vocabulary activities $F(1,152)=8.771$, $p=.004$. There was no evidence $F(1,152)=.092$, $p=.762$ to suggest the presence of an interaction between the variables measured (group membership and teaching approach).

Gifted children

Because an interaction was not found, a one-way ANOVA was used to reveal if there were any differences between factors. The ANOVA revealed that for gifted children, there was strong evidence ($p<.00005$) to support a difference between the appeal of the communicative approach ($\underline{M}=3.67$, sd=.862) and the formal linguistic approach ($\underline{M}=2.68$, sd=.771) for the vocabulary activities described.

Non-gifted children

For non-gifted children, the ANOVA revealed that there was strong evidence ($p<.00005$) to support a difference in appeal between the communicative approach (M=3.90, sd=.665) and the formal linguistic approach (M=3.10, sd=.792) for French vocabulary activities described.

Figure 16. Appealing vocabulary activities: closed-ended responses

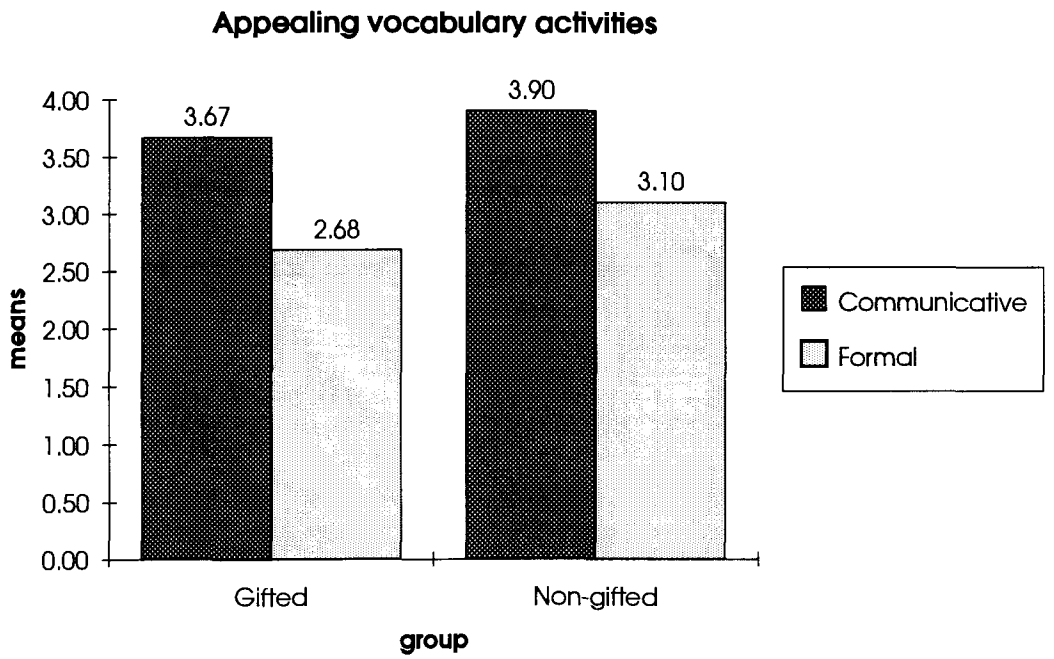


Figure 16 reveals that gifted children, rated the vocabulary activities described more conservatively, overall. The graph also reveals that gifted children found more of a difference in appeal between communicative types of vocabulary activities and formal linguistic types of vocabulary activities.

Vocabulary Development: "Appealing activitiy" (C2B.9)

Gifted children

In response to the statement, "An activity that appealed to me or would appeal to me (to learn French vocabulary words or expressions) is", 88.5% (*n*=23) of the total number of gifted respondents considered (*n*=26) rated communicative types of vocabulary activities as being appealing. The remaining 11.4% (*n*=3) of the respondents considered rated formal linguistic types of vocabulary activities as being appealing.

Within this category of appealing vocabulary activities, 23.1% (*n*=6) of the respondents suggested that learning words through puzzles and games would be appealing. Another 11.5% (n=3) of gifted children suggested that writing stories would be appealing. For a complete list of vocabulary activities considered to be appealing by gifted children, please refer to Table B16 in Appendix B.

Non-gifted children

In response to the statement, "An activity that appealed to me or would appeal to me (to learn to French vocabulary words or expressions) is", only 54.4 % (*n*=18) of the total number of non-gifted respondents (*n*=33) rated communicative types of vocabulary activities as being appealing. Close to half or 45.4 % (*n*=15) of the respondents rated formal linguistic types of vocabulary activities as being appealing.

Within this category of appealing vocabulary activities, 18.2 % (*n*=6) of the respondents suggested using "efficient and expedient ways" to learn new words (e.g. matching words to definitions) would be appealing. Another 12.1 % (*n*=4) of non-gifted children suggested that doing vocabulary extension exercises (such as writing sentences to show word meanings) would be appealing. Similarly, 12.1 % (*n*=4) of non-gifted children suggested that learning word

meanings to understand something of interest to them, such as science research project, would be appealing. For a complete list of vocabulary activities considered to be appealing by non-gifted children, please refer to Table B17 in Appendix B.

Comparison between the two groups using a Pearson χ^2 revealed strong evidence to support an association between group membership and a preference for communicative or formal linguistic activities $\chi^2(1, \underline{N}=59)$, $p=.005$. The Goodman and Kruskal test revealed strong evidence ($p=.005$) to support a difference between groups regarding the appeal of different instructional types of vocabulary activities.

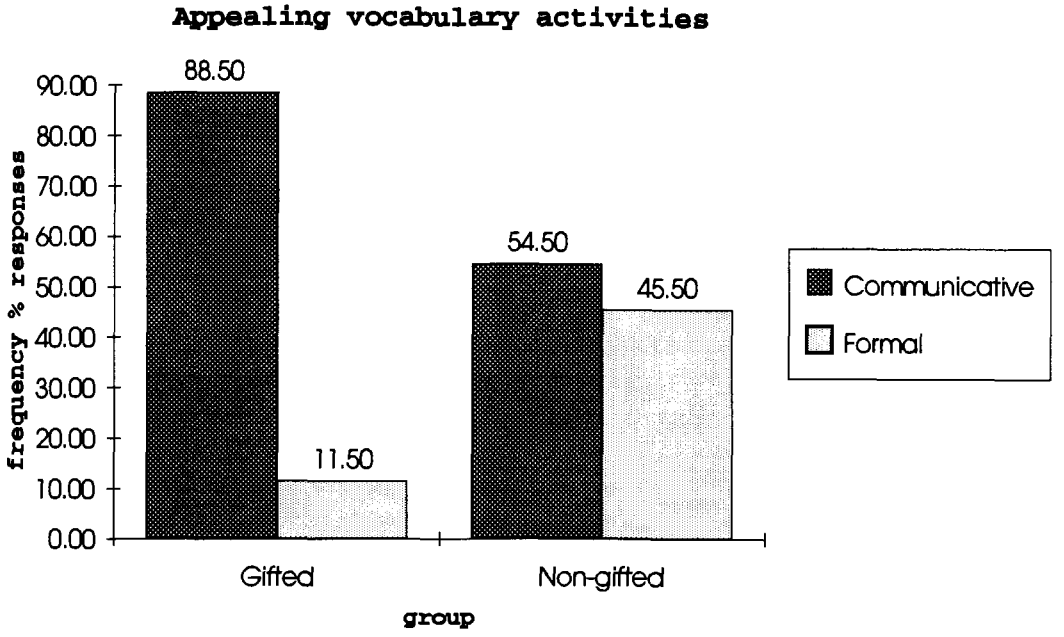
Gifted children

Multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence ($p<.0001$) to suggest that the communicative approach was considered more appealing than the formal linguistic approach for French vocabulary activities suggested by the children.

Non-gifted children

For non-gifted children, a binomial test revealed no evidence ($p=.48$) to suggest a difference in appeal between the communicative or formal linguistic types for French vocabulary activities suggested.

Figure 17. Appealing vocabulary activities: open-ended responses



Vocabulary Development: "Boring Activity" C2B.10

Gifted children

In response to the statement, "An activity that bored me or would bore me (to learn French vocabulary words or expressions) is", 4.8% (*n*=1) of the total number of gifted respondents considered (*n*=21) suggested communicative types of activities as being boring. The remaining 95.2% (*n*=20) of the respondents considered suggested formal linguistic types of activities as being boring.

Within this category of boring vocabulary activities, 23.8% (*n*=5) of the respondents suggested that doing vocabulary extension activities, such as writing sentences to show word meanings, would be a boring activity. Another 19% (n=4) of gifted children rated dictionary work as being boring. For a complete list of vocabulary activities considered to be boring by gifted children, please refer to Table B18 in Appendix B.

Non-gifted children

In response to the statement, "An activity that bored me or would bore me (to learn French vocabulary words or expressions) is", 12% (n=3) of the total number of non-gifted respondents (n=25) rated communicative types of vocabulary activities as being boring, whereas 88% (n=22) of the respondents rated formal linguistic types of vocabulary activities as being boring.

Within this category of boring vocabulary activities, 24% (n=6) of the non-gifted respondents suggested that copying words, sentences and/or definitions from the blackboard would be a boring activity. Another 20% (n=5) of non-gifted children suggested that doing vocabulary extension activities, such as writing sentences to show word meanings, would be boring. Similarly, 20% (n=5) of the sample considered looking up words in the dictionary to be boring. For a complete list of vocabulary activities considered to be boring by non-gifted children, please refer to Table B19 in Appendix B.

Comparison between the two groups using a Pearson χ^2 revealed no association between group membership and a preference for communicative or formal linguistic activities $\chi^2(1, \underline{N}=46)$, p=.385.

Gifted children

Once again, multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence (p<.0002) to suggest that the communicative approach was considered less boring than the formal linguistic approach for French vocabulary activities suggested by the children.

Non-gifted children

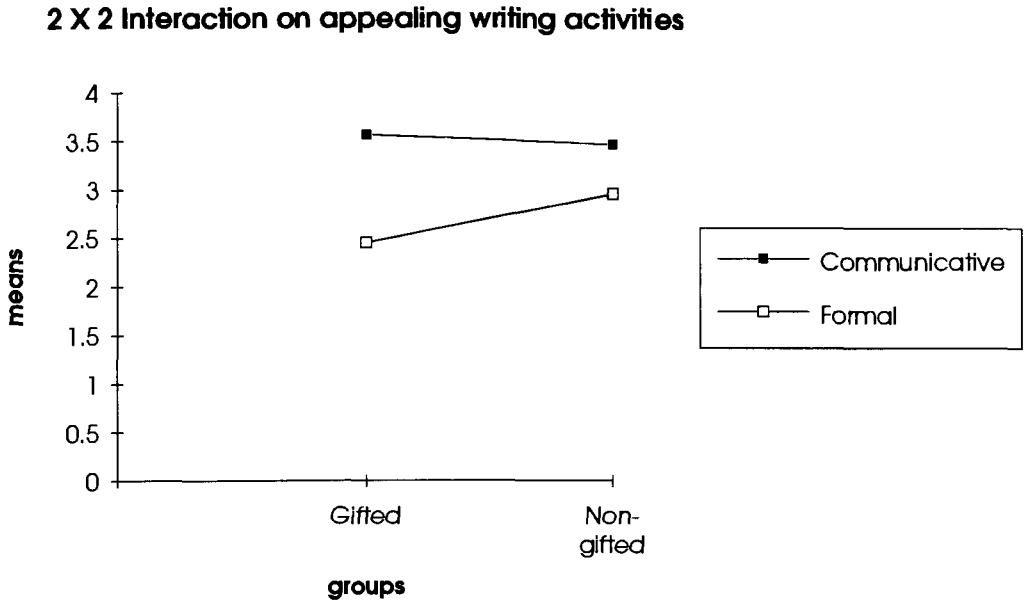
For non-gifted children, a binomial test revealed strong evidence ($p<.0004$) to suggest a difference in appeal between the communicative and formal linguistic approach for French vocabulary activities suggested by the children.

French Writing (C2C): **The appeal of the communicative and formal linguistic approach**

Comparison within the two groups using a two-way Analysis of Variance (ANOVA) revealed that for gifted and non-gifted children there was strong evidence $F(1,152)=35.320$, $p<.0005$ to support a difference between the appeal of communicative types of writing activities and formal linguistic types of writing activities.

Comparison between the two groups (gifted and non-gifted) using a two-way Analysis of Variance (ANOVA) revealed no evidence to support a significant difference between groups regarding the appeal of communicative types of writing activities and formal linguistic types of writing activities described $F(1,152)=2.328$, $p=.129$. There was some evidence $F(1,152)=2.328$ $p=.025$ to suggest the presence of an interaction between variables.

Figure 18. Interaction)



Interpretation of interaction

Although both gifted and non-gifted children found the communicative approach more appealing than the formal linguistic approach, the interaction reveals that non-gifted children appeared to find the formal linguistic approach more appealing than did gifted children for writing activities. The formal linguistic and communicative approach were rated almost equally appealing by non-gifted children. In contrast, gifted children rated the formal linguistic approach noticeably less appealing than the communicative approach.

Because there was some evidence of an interaction between variables, subsequent statistical tests (to determine differences between factors) were not done; the interaction took precedence.

Writing in French: "Appealing activitiy" (C2C.8)

Gifted children

In response to the statement, "An activity that appealed to me or would appeal to me (to help me write ideas in French) is", 90% (n=27) of the total number of gifted respondents considered (n=30) rated communicative types of writing activities as being appealing. Only 10% (n=3) of the respondents rated formal linguistic types of writing activities as being appealing.

Within this category of appealing writing activities, 16.7% (n=5) of the respondents suggested that doing a writing activity on a topic of their choice would be an appealing activity. The same number of gifted children (16.7%, n=5) suggested that playing team games would be appealing to learn how to correctly express ideas in French. In addition, 16.7% (n=5) of gifted respondents suggested that writing stories would be appealing. For a complete list of wriitng activities considered to be appealing by gifted children, please refer to Table B20 in Appendix B.

Non-gifted children

In response to the statement, "An activity that appealed to me or would appeal to me (to help me write ideas in French) is", 55.8% (n=19) of the total number of non-gifted respondents (n=34) rated communicative types of writing activities as being appealing. A surprisingly high 44% (n=15) of the respondents rated formal linguistic types of writing activities as being appealing.

Within this category of appealing writing activities, 17.6% (n=6) of the respondents suggested doing grammar reinforcement activities (e.g. filling in the blank with the correct words) would be an appealing activity to learn how to express ideas in French. An additional 14.7% (n=5) of non-gifted children suggested that writing stories would be appealing. For a complete

list of writing activities considered to be appealing by non-gifted children, please refer to Table B21 in Appendix B.

In order to see if group membership had any bearing on a preference for a type of appealing writing activity described, a Pearson χ^2 was used. Comparison between the two groups revealed strong evidence to support an association between group membership and a preference for communicative or formal linguistic activities $\chi^2(1, \underline{N}=64)$, $p=.002$. The Goodman and Kruskal Tau test revealed strong evidence ($p=.003$) to support differences between groups concerning the appeal of different instructional types of writing activities.

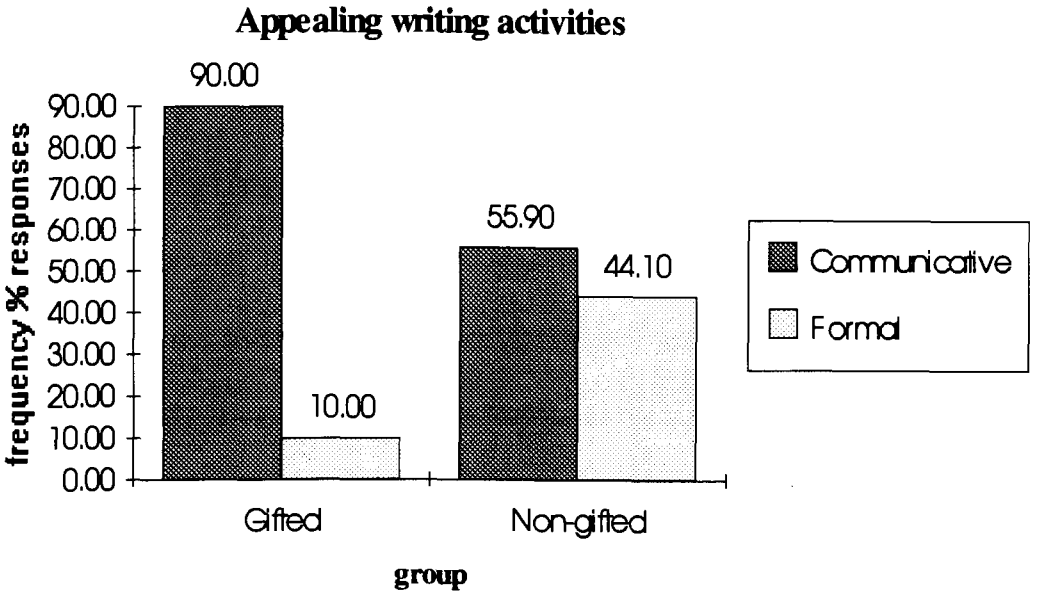
Gifted children

Multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence ($p<.0001$) to suggest that the communicative approach was considered more appealing than the formal linguistic approach for French writing activities suggested (encompassing spelling, grammar and written expression).

Non-gifted children

For non-gifted children, a binomial test revealed no evidence ($p=.390$) to suggest a difference in appeal between the communicative approach and the formal linguistic approach for French writing activities suggested by the children.

Figure 19. Appealing writing activities: open-ended responses



French Writing: "Boring Activity" (C2C.9)

Gifted children

In response to the statement, "An activity that bored me or would bore me (to help me write ideas in French) is", 20.7% (n=6) of the total number of gifted respondents considered (n=29) rated communicative types of writing activities as being boring. The remaining 78.9% (n=23) of the respondents considered rated formal linguistic types of writing activities as being boring.

Within this category of boring writing activities, 17.2% of the gifted respondents (n=5) suggested that writing a directed story (where the teacher gives the student the topic and/or the vocabulary/verb tense to use) would be a boring activity. Another 17.2% of gifted children (n=5) suggested that doing grammar/spelling reinforcement exercises and worksheets would be boring.

For a complete list of writing activities considered to be boring by gifted children, please refer to Table B22 in Appendix B.

Non-gifted children

In response to the statement, "An activity that bored me or would bore me (to help me write ideas in French) is", 18.5% (n=5) of the total number of non-gifted respondents considered (n=27) rated communicative types of writing activities as being boring. The rest of the 81.4% (n=22) of the respondents rated formal linguistic types of writing activities as being boring.

Within this category of boring activities, 18.5% (n=5) of the non-gifted respondents suggested that doing grammar/spelling reinforcement exercises and worksheets would be boring. An additional 14.8% (n=4) of non-gifted children suggested that doing grammar or spelling extension activities, such as writing sentences with correct verb tense or spelling word, would be boring. Similarly, 14.8% (n=4) of the sample suggested that doing French dictees, spelling tests or dictations on a regular basis would be boring. For a complete list of writing activities considered to be boring by non-gifted children, please refer to Table B23 in Appendix B.

Comparison between the two groups using a Pearson χ^2 revealed no association between group membership and a preference for communicative or formal linguistic activities $\chi^2(1, \underline{N}=56)$ p=.838.

Gifted children

Once again, multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence (p<.0002) to suggest that the communicative approach was considered less boring than the formal linguistic approach for French writing activities suggested by the children.

Non-gifted children

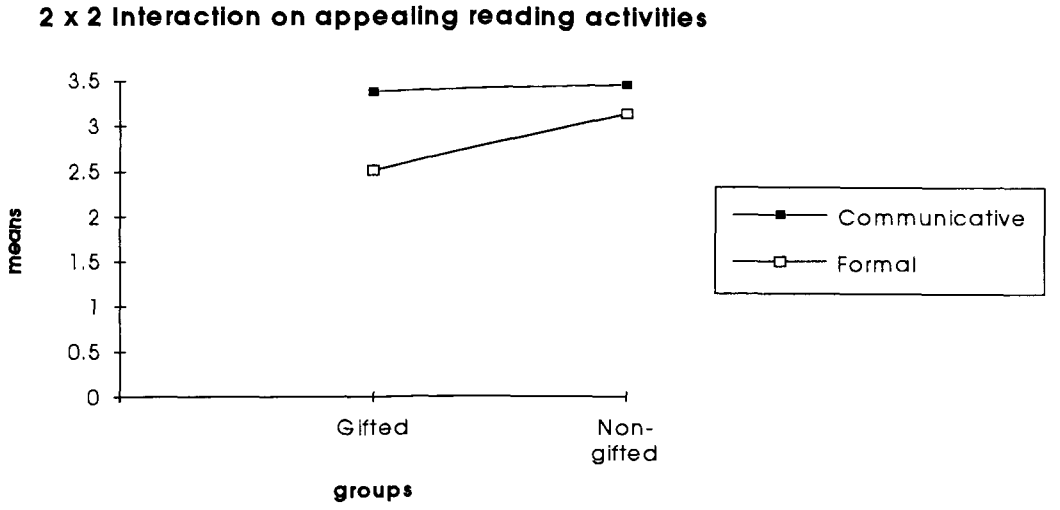
For non-gifted children, a binomial test revealed strong evidence (p=.002) to suggest a difference in appeal between the communicative approach and the formal linguistic for French writing activities suggested by the children.

French Reading (C2D): **The appeal of the communicative and formal linguistic approach**

Comparison within the two groups using a two-way Analysis of Variance revealed that for gifted and non-gifted children there was strong evidence $F(1,152)=15.283$, $p<.0005$ to support a difference between the appeal of communicative and formal linguistic types of reading activities.

Comparison between the two groups (gifted and non-gifted) using a two-way ANOVA revealed that there was some evidence to support a significant difference between groups regarding the appeal of communicative types of reading activities and formal linguistic types of reading activities described $F(1,152)=5.143$, p =.025. There was weak evidence $F(1,152)=3.197$, p=.076 to suggest the presence of an interaction between variables.

Figure 20. Interaction



Interpretation of interaction

Although both gifted and non-gifted children found the communicative approach more appealing than the formal linguistic approach, the interaction reveals that non-gifted children appeared to find the formal linguistic approach more appealing than gifted children. The formal linguistic and communicative approach were rated almost equally appealing by non-gifted children. In contrast, gifted children rated the formal linguistic approach less appealing than the communicative approach. Because there was only weak evidence of an interaction between variables, subsequent statistical tests (to determine differences between factors) were done.

Gifted

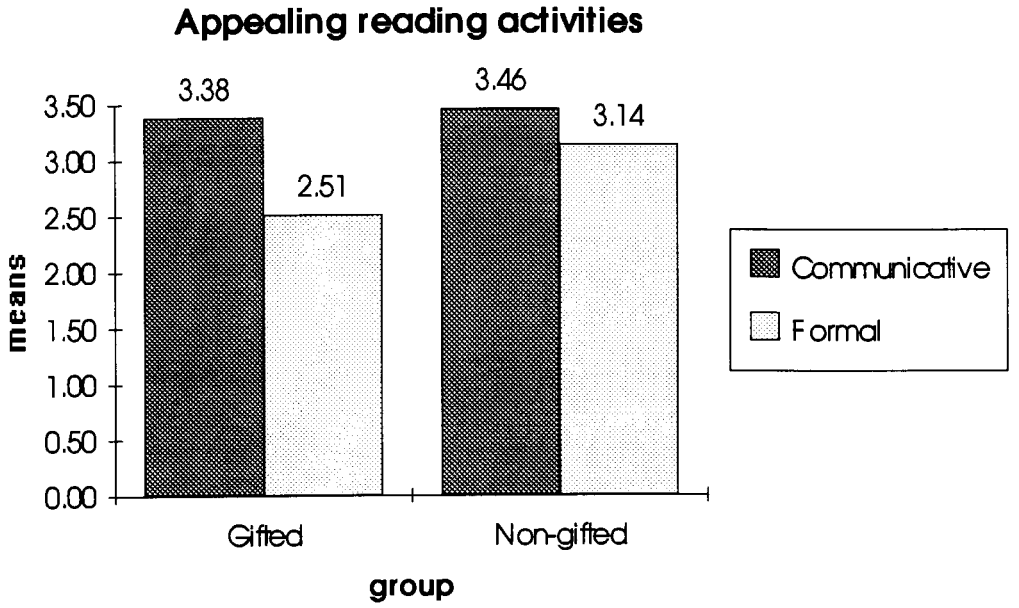
A one-way ANOVA revealed that for gifted children, there was strong evidence (p=.0001) to support a difference between the appeal of the communicative approach

(M=3.38, sd=.9714) and the formal linguistic approach (M=2.51, sd=.771) for French reading activities.

Non-gifted

A one-way ANOVA was used to find any differences between factors. The ANOVA revealed that for non-gifted children, there was no evidence (p=.109) to support differences between the appeal of the communicative approach (M=3.46, sd=.980) and the appeal of the formal linguistic approach (M=3.14, sd=.950) for French reading activities.

Figure 21. Appealing reading activities: closed-ended responses



Reading "Appealing activitiy" (C2D.7)

Gifted children

In response to the statement, "A reading activity that appealed to me or would appeal to me is", 86.7% (n=20) of the total number of gifted respondents considered (n=23) rated

communicative types of writing activities as being appealing. Only 13% (n=3) of the respondents considered rated formal linguistic types of writing activities as being appealing.

Within this category of appealing reading activities, 39.1% (n=9) of the respondents suggested that acting out parts of a story or novel would be an appealing activity. An additional 21.7% (n=5) of the gifted respondents suggested that showing comprehension of a story in a visual or creative way (through story maps, pictures, cartoons or story transformations) would be appealing. For a complete list of reading activities considered to be appealing by gifted children, please refer to Table B24 in Appendix B.

Non-gifted children

In response to the statement, "A reading activity that appealed to me or would appeal to me is", 78.2% (n=18) of the total number of non-gifted respondents considered (n=23) rated communicative types of writing activities as being appealing. Less than one quarter or 21.7% (n=5) of the respondents considered rated formal linguistic types of writing activities as being appealing.

Within this category of appealing reading activities, 43.5% (n=10) of the respondents suggested that acting out parts of a story or novel read would be an appealing activity. Another 26.1% (n=6) of the non-gifted respondents suggested that showing comprehension of a story in a visual or creative way (through story maps, pictures or cartoons or story transformations) would be appealing. For a complete list of reading activities considered to be appealing by non-gifted children, please refer to Table B25 in Appendix B.

Comparison between the two groups using a Pearson χ^2 revealed no evidence to support an association between group membership and a preference for communicative or formal linguistic activities $\chi^2(1, \underline{N}=46)$, p=.437.

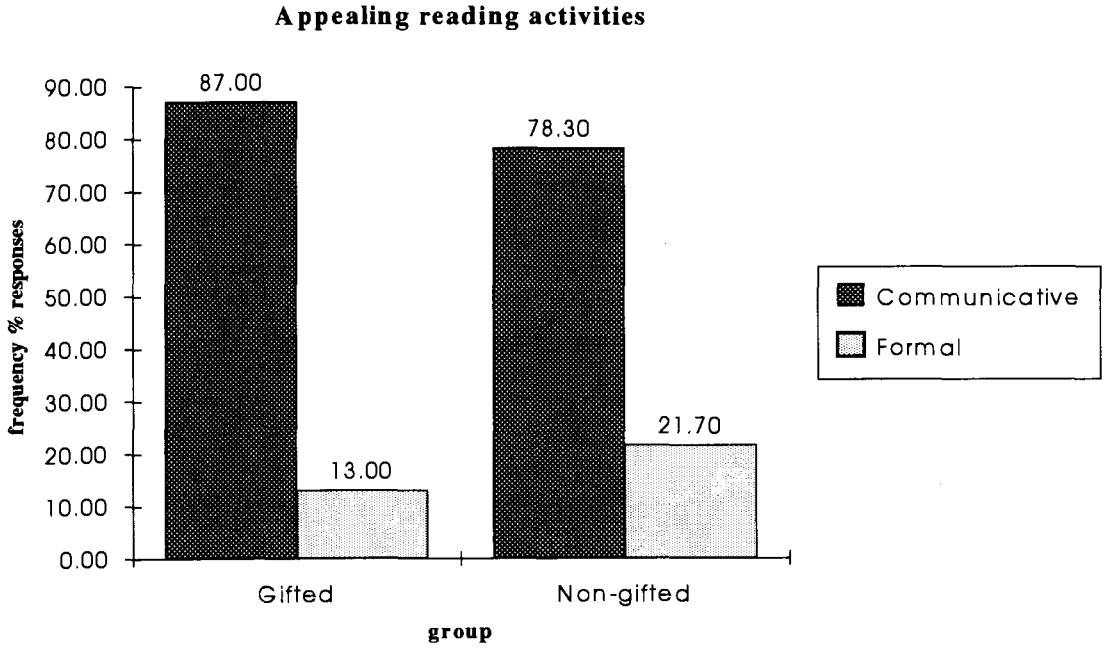
Gifted children

Multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence ($p<.0002$) to suggest the communicative approach was considered more appealing than the formal linguistic approach for French reading activities suggested by the children.

Non-gifted children

For non-gifted children, a binomial test revealed strong evidence ($p=.001$) to suggest a difference in appeal between the communicative and formal linguistic approach for French reading activities suggested by the children.

Figure 22. Appealing reading activities: open-ended responses



Reading: "Boring activitiy" (C2D.8)

Gifted children

In response to the statement, "A reading activity that bores me or would bore me is", 9.6% (*n*=2) of the total number of gifted respondents considered (*n*=21) rated communicative types of reading activities as being boring. The remaining 90.3% (*n*=19) of the respondents considered rated formal linguistic types of reading activities as being boring.

Within this category of boring reading activities, 23.8% (*n*=5) of the gifted respondents suggested that doing reading reinforcement exercises (such as answering questions to a story) would be a boring activity. Another 19% (n=4) of gifted children suggested that reading and studying a novel and/or a story under the teacher's direction would be a boring activity. For a complete list of reading activities considered to be boring by gifted children, please refer to Table B26 in Appendix B.

Non-gifted children

In response to the statement: "A reading activity that bores me or would bore me is", 5 % (*n*=1) of the total number of non-gifted respondents considered (*n*=20) rated communicative types of reading activities as being boring. Ninety-five percent (*n*=19) of the respondents considered rated formal linguistic types of reading activities as being boring.

Within this category of boring reading activities,

a complete list of reading activities considered to be boring by non-gifted children, please refer to Table B27 in Appendix B.

Comparison between the two groups using a Pearson χ^2 revealed no association between group membership and a preference for communicative or formal linguistic activities $\chi^2(1, \underline{N}=41)$, $p=.578$.

Gifted children

Multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence ($p<.0002$ to suggest the communicative approach was considered less boring than the formal linguistic approach for French reading activities suggested by the children.

Non-gifted children

For non-gifted children, a binomial test revealed strong evidence ($p<.0004$) to suggest a difference in appeal between the communicative approach and the formal linguistic approach for French reading activities suggested by the children.

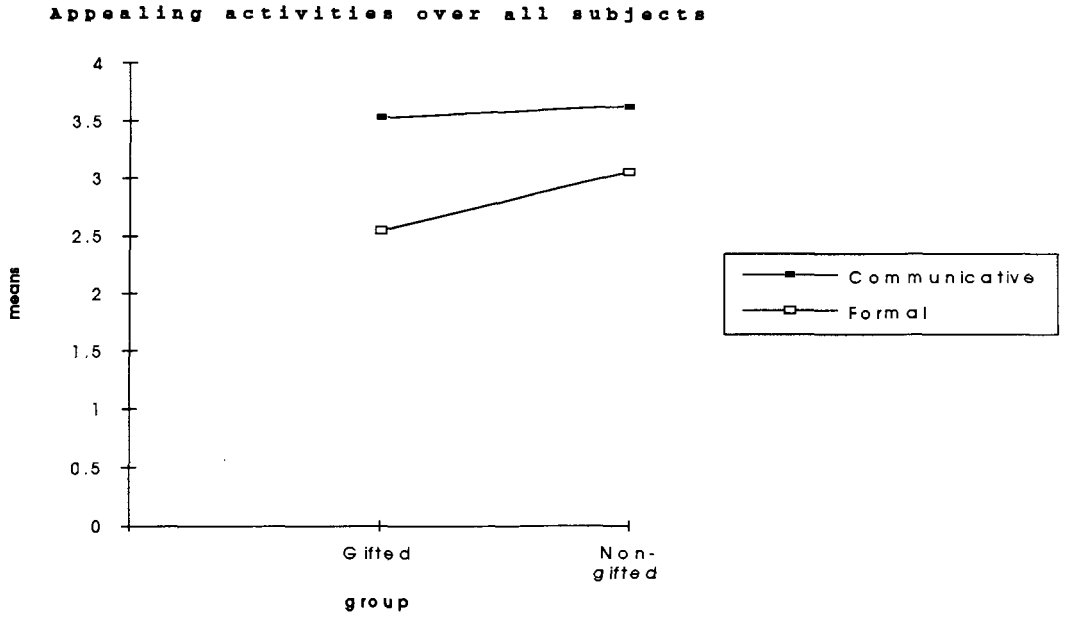
Summary of the results across all subject areas

The appeal of the communicative and formal linguistic approach

Comparison within the two groups using a two-way Analysis of Variance revealed that for gifted and non-gifted children there was strong evidence $F(1,152)=46.042$, $p<.0005$ to support a difference between the appeal of communicative types of speaking, vocabulary, reading and writing activities and formal linguistic types of speaking, vocabulary, reading and writing activities.

Comparison between the two groups (gifted and non-gifted) using a two-way Analysis of Variance (ANOVA) revealed strong evidence to support a significant difference between groups regarding the appeal of communicative types and formal linguistic types of speaking, vocabulary, writing and reading activities described $F(1,152)=7.657$, $p=.006$. There was weak evidence $F(1,152)=3.610$, $p=.059$ to suggest the presence of an interaction between variables.

Figure 23. Interaction on appealing activities across all subjects



Interpretation of the interaction

Although both gifted and non-gifted children found the communicative approach more appealing than the formal linguistic approach, the interaction reveals that non-gifted children appeared to find the formal linguistic approach more appealing than did gifted children across all subjects. Non-gifted children rated the formal linguistic and communicative approach fairly close to being equally appealing. In contrast, gifted children

rated the formal linguistic approach noticeably less appealing than the communicative approach. Because there was only weak evidence of an interaction between variables, subsequent statistical tests (to determine the degree of appeal of each teaching approach) were done.

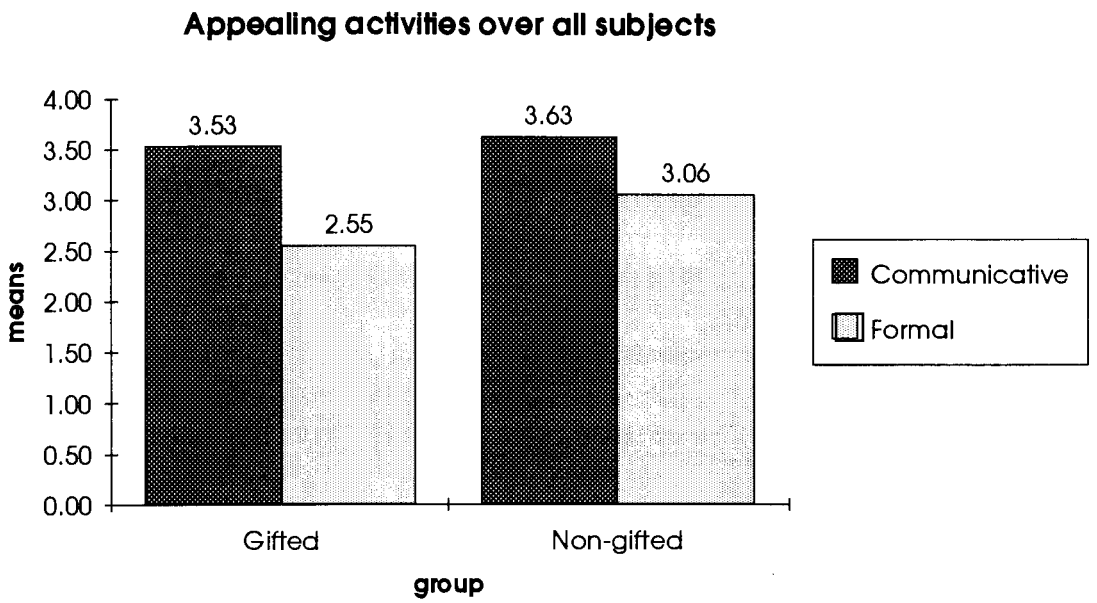
Gifted

A one-way ANOVA revealed that for gifted children, there was strong evidence ($p<.00005$) to support a difference between the appeal of the communicative approach ($\underline{M}=3.53$, sd=.7749) and the formal linguistic approach ($\underline{M}=2.55$, sd=.6626) for French speaking, vocabulary, writing and reading activities.

Non-gifted

A one-way ANOVA revealed that for non-gifted children, there was strong evidence ($p=.0001$) to support a difference between the appeal of the communicative approach ($\underline{M}=3.63$, sd=.692) and the appeal of the formal linguistic approach ($\underline{M}=3.06$, sd=.639) for for French speaking, vocabulary, writing and reading activities.

Figure 24. Appealing types of activities across all subjects: closed ended responses



Appealing types of activities across all subject areas

Gifted children

Overall, 85.2% (n=92) of the total number of responses considered from gifted children (n=108) suggested communicative types of speaking, vocabulary, writing and reading activities as being appealing. The remaining 14.8% (n=16) of the total number of responses considered suggested formal linguistic types of speaking, vocabulary, writing and reading activities as being appealing.

Non-gifted children

Overall, 63.5% (n=80) of the total number of responses considered from non-gifted children (n=126) suggested communicative types of speaking, vocabulary, writing and reading activities as being appealing. Over one third or 36.5% (n=46) of the total number of responses

considered suggested formal linguistic types of speaking, vocabulary, writing and reading activities as being appealing.

In order to see the strength of association between group membership and the type of appealing speaking, vocabulary, reading and writing activity described, a Pearson χ^2 was used. Comparison between the two groups revealed strong evidence to support an association between group membership and a preference for communicative or formal linguistic activities $\chi^2(1, \underline{N}=234)$, $p=.0002$. The Goodman and Kruskal Tau test revealed strong evidence ($p=.0002$) to support differences between the two groups regarding instructional types of activities considered appealing.

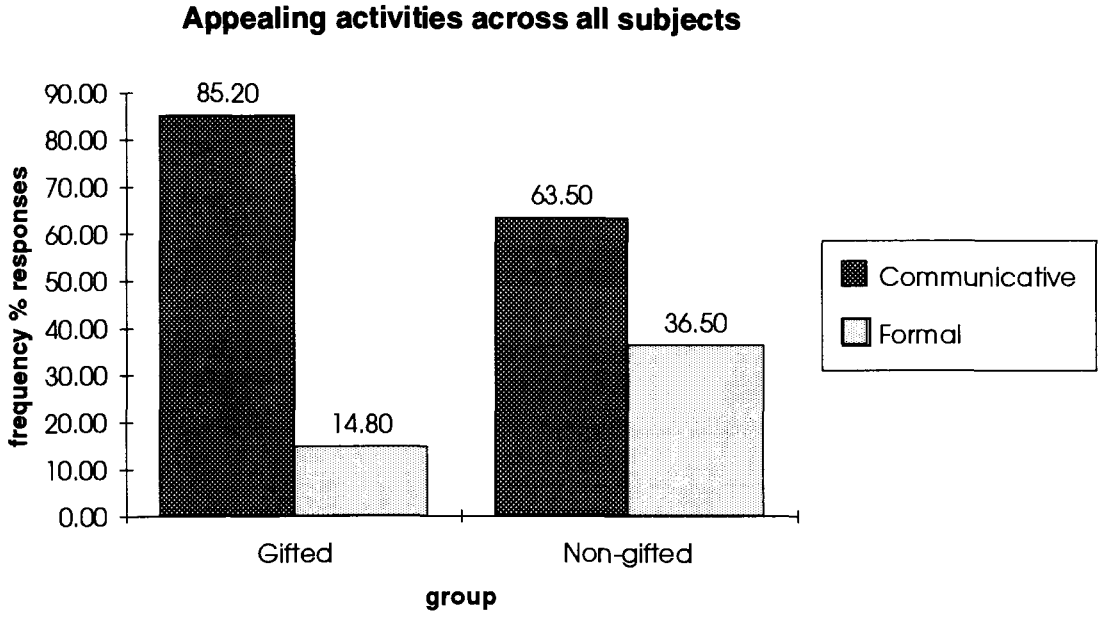
Gifted children

Multiple comparison tests were employed to determine the kinds of differences existing between factors within each group. For gifted children, a binomial test revealed strong evidence ($p<.0004$) to suggest that the communicative approach was considered more appealing than the formal linguistic approach for French speaking, vocabulary, writing and reading activities suggested by the children.

Non-gifted children

For non-gifted children, a binomial test revealed strong evidence ($p=.003$) to suggest a difference in appeal between the communicative and formal linguistic approach for "appealing" French speaking, vocabulary, writing and reading activities suggested by the children.

Figure 25. Appealing activities across all subjects: open-ended responses



Boring teaching approach across all subject areas

Gifted children

Overall, 34.6% (n=37) of the total number of responses considered from gifted children (n=107) suggested communicative types of speaking, vocabulary, writing and reading activities as being boring. The rest or 65.4% (n=70) of the total number of responses considered suggested formal linguistic types of speaking, vocabulary, writing and reading activities as being considered boring.

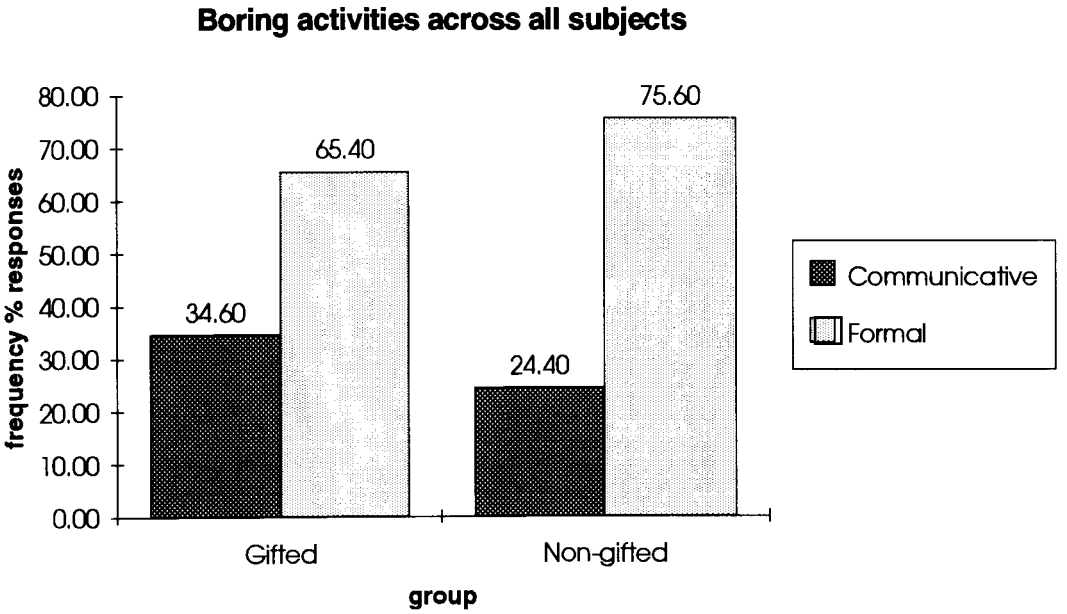
Non-gifted children

Overall, 24.4% (n=29) of the total number of responses considered from non-gifted children (n=119) suggested communicative types of speaking, vocabulary, writing and reading activities as being boring. The remaining 75.6% (n=90) of the total number of responses

considered suggested formal linguistic types of speaking, vocabulary, writing and reading activities as being boring.

Comparison between the two groups using a Pearson χ^2 revealed weak evidence to support an association between group membership and a preference for communicative or formal linguistic activities $\chi^2(1, \underline{N}=226)$, $p=.09$. Similarly, the Goodman and Kruskal Tau test revealed weak evidence ($p=.09$) to suggest a difference between groups regarding instructional types of activities considered boring.

Figure 26. Boring activities across all subjects: open-ended responses



Although both gifted and non-gifted children suggested more formal linguistic types of activities as being boring, more gifted children reported communicative types of activities as being boring than did non-gifted children. More non-gifted children reported formal linguistic types of activities as being boring than did gifted children.

Gifted children

For gifted children, a binomial test revealed strong evidence (p=.0005) to suggest that the communicative approach was considered less boring than the formal linguistic approach for French speaking, vocabulary, writing and reading activities suggested by the children.

Non-gifted children

For non-gifted children, a binomial test revealed strong evidence (p<.0002) to suggest a difference in the appeal between the communicative and formal linguistic approach for "boring" French speaking, vocabulary, writing and reading activities suggested by the children.

CHAPTER V

Discussion

The appeal of the early French immersion program:

A good match for gifted children?

5.1 Summary of the research objectives and the organization of the thesis

The purpose of this study was see to what extent different aspects of the French immersion program appeal to parents and their children, including the gifted. It was the author's intent to determine if the early French immersion program could potentially be a good match for gifted children as the literature suggested. To address this question, data from two groups (gifted and non-gifted) were analyzed and compared. The first objective of the study was to reveal the degree to which different factors affected a decision to enroll withdraw, consider withdrawing or continue with the early French immersion program in grades 4-7. The second objective was to discover what was happening pedagogically in the early French immersion program at the elementary level (grades 4-7) and how this could have affected the attitudes of parents and their children towards the program. The third objective was to see if students had a preference for the communicative approach or the formal linguistic approach used in the program. In order to meet these objectives, the thesis began with some background information in Chapter 1. This introduction explained the special concerns surrounding gifted children and their program needs. Among other government initiatives described, it introduced the early French immersion program as a viable option for parents of gifted children. Following this discussion was a presentation of the declining popularity of the early French immersion program at the secondary school level in the late 1980's. A statement of the problem was presented, the method of the study was

briefly highlighted and some definitions of key terms were outlined. The chapter closed with a presentation of the assumptions and limitations of the study. Chapter II reviewed the literature pertaining to gifted children in the French immersion program. First, the French immersion program was described: its historical development, popularity, characteristics and student composition. Then, gifted children were discussed: their characteristics, interests, special aptitudes and program needs. The chapter closed with a demonstration of how the French immersion program could meet the program needs of gifted children (far better than the regular public school program) provided the recommended communicative approach was predominantly used. Chapter III presented the purpose, method and procedure for this study. Chapter IV gave the results of the statistical analysis. In this chapter, the implications, conclusions and recommendations of the study and their potential impact on educational research and practice will be presented.

5.2 **Principal findings and discussion of the results**

Reasons for enrolling in the French immersion program

As predicted, for parents of gifted children, but contrary to what was expected for parents of non-gifted children, the study revealed that the challenge of learning French or learning in French (L2 factors) influenced a decision to enroll in the French immersion program. Second language learning factors, however, did not appear to be nearly as influential on a program decision as they were in the 1970's (R. Desaulniers, personal communication, 1995). Cogan (1978) found that parents chose to enroll their children in the French immersion program primarily for the additional stimulus or academic challenge it provided. In contrast, this study revealed that for parents of gifted and non-gifted children,

"other factors" were more influential on a decision to enroll their children in the French immersion program than L2 factors. L2 factors were only significantly more influential than instructional factors when making this decision. No differences were found between the two groups regarding the degree to which each factor influenced a decision to enroll in the French immersion program.

Open-ended responses supported these findings for both parents of gifted and non-gifted children. The study revealed that L2 factors were not significantly more influential than other factors for either group when choosing to enroll their child(ren) in the program. (Instructional factors were not suggested). No differences were found between groups. Of the popular reasons reflected by 45.8 % of parents of gifted children, long term second language benefits were the most frequently suggested by 20.8% of the respondents. Twelve and one half percent of parents of gifted children were also influenced by education-oriented parents in the program. Another 12.5% of the respondents enrolled their gifted children in the French immersion program because they considered it a better option than the English program (e.g., smaller class sizes, fewer ESL learners). Parents of non-gifted children, on the other hand, appeared to be less influenced by the appeal of education-oriented parents in the French immersion program. (Only 2.9% of the respondents suggested education related factors as being important). These respondents also seemed to be less persuaded that the French immersion program could be a better option for their children. (Only 2.9% of the respondents revealed this reason for enrolling). Of the popular reasons suggested by 59.9% of parents of non-gifted children, the most frequently endorsed was preserving the French heritage of their children (25.7% of the respondents). In contrast, only 8.3 % of the parents of gifted children were affected by this reason. Another 17.1 % of parents of non-gifted

children were also influenced by a commitment to bilingual Canada (compared to only 8.3% of the parents of gifted children). Similarly, 17.1% of the respondents were pursuaded by the long term benefits of knowing a second language.

Several explanations for these findings are possible. First, the challenge of L2 factors may not have been as influential on a parent's decision as it appeared to be in the early stages of the French immersion program because of the test of time and experience. That is, perhaps over the past 17 years some parents may have discovered, through personal experience and observation, that learning a second language was not as cognitively stimulating for their gifted children as they had imagined it to be or as was suggested by some of the literature (Cummins, 1978; Safty, 1988; Saville-Troike, McClure & Fritz cited in Tardif & Weber, 1987). This speculation is supported by studies conducted by Cummins and Diaz in the early 1980's (cited in Genesee, 1991). These researchers showed that this proposed link between cognitive growth and the French immersion setting is not as strongly conclusive as other research has indicated. Bilingual children, they found, are for the most part, not affected intellectually or cognitively. In certain cases there were some cognitive gains made by bilingual children as oppposed to monolingual children in terms of meta-linguistic sensitivity, flexible thinking and creativity but these were not significant in number.

With respect to this study, perhaps for linguistically adept gifted children, learning a second language was too easy to be considered "stimulating" or "complex". Research shows that many gifted children demonstrate superior linguistic development (relative to their peers) at a very young age (National Education Association cited in Maker, 1982). These findings are supported by some of the profiles generated on the gifted repondents in this study. (See Appendix C for a detailed account). Second, the increasing importance of

"other factors" influencing a decision to enroll in French immersion (such as the importance of developing cultural awareness and acquiring a second language) may be attributed to a growing multicultural Canadian community; hence the importance of these positive attitudes and L2 abilities. Future opportunities, for example, including employment opportunities, may depend on being able to communicate in a second or third language. According to parent responses in the survey, learning a second language (French) could help facilitate the learning of this third or fourth language. Access to future opportunities, including employment opportunities, could also depend on an ability to get along and relate to other cultures. A significant number of parents believed the French immersion program helped develop this cultural awareness and tolerance of others.

Withdrawing or considering to withdraw from the French immersion program

Overall, the results of the study indicated that only 6% of the children sampled (2 gifted, 3 non-gifted) withdrew from the early French immersion program in grades 4, 5 or 6. Only 16% of the respondents (6 gifted, 8 non-gifted) considered withdrawing from the program in one of the upper intermediate grades (4, 5, 6 or 7). Hence, an average of 78% participants (28 gifted, 37 non-gifted) continued with the French immersion program without expressing regrets. Contrary to the prediction, there was not a significantly higher number of gifted children (in comparison to non-gifted) who were withdrawn or were considered to be withdrawn from the program.

The small numbers reflected in this decision could be explained by a few possibilities. First, since other factors were found to be significantly influential on a decision to enroll children in the French immersion program and on a decision to continue with the program, it

could be speculated that parents of gifted children were less impacted by how well the needs of their children were being met by the program (i.e., the challenge of L2 factors and the appeal of instructional approaches used) and more impacted by other factors such as group membership in the program (i.e., education-oriented parents and students), L2, cultural and other long term benefits and the unavailabilty of better options in the public school system. Another possible explanation for these small numbers is that this decision (to withdraw or consider withdrawing a child from the French immersion program) may have already taken place. According to Learning Assistance and French immersion teachers in Delta, a decision of this nature usually takes place prior to or during grade 4 when it is clearer how the children are progressing with the written and oral language. As the majority of the children responding to this study were already in the upper intermediate grades (i.e., 91.6 % of gifted children and 85.6% of non-gifted children were enrolled in grades 5,6 or 7), a decision of this nature was less likely to be revealed. Finally, even though the difference between the two groups regarding a decision to withdraw or consider withdrawing was not significant, the reasons affecting this decision could have been significantly different as revealed by subsequent findings.

Reasons for withdrawing from the French immersion program

Contrary to what was expected for gifted children and contrary to what was predicted for non-gifted children, the results to the closed-ended questions and open-ended responses revealed that there were no significant differences between L2 factors and other factors influencing a decision to withdraw or consider withdrawing from the French

immersion program. Nonetheless, open-ended responses revealed weak evidence to suggest that gifted children were more influenced by instructional factors than other factors when indicating their preference to consider withdrawing or withdraw from the French immersion program, hence supporting the hypothesis. L2 factors were not suggested by the gifted respondents. In contrast, non-gifted children were not as affected by instructional factors in indicating this preference. Initially, there was weak evidence to suggested a difference between factors; however, individual comparisons (using the Bonferroni correction) revealed no significant differences present.

Although small cell sizes affected the reliability of the results, (i.e., six of the six cells had an expected value<5), the results nevertheless revealed differences between gifted and non-gifted on their preference to leave or consider leaving the French immersion program. Gifted children appeared to be more affected by the instructional practices used to facilitate L2 learning than were non-gifted children. Seventy percent of the popular reasons given by gifted children reflected a dissatisfaction with instructional approaches and activities whereas only 22.2 % of the responses suggested by non-gifted children expressed similar types of instructional concerns. These results paralleled some of the findings revealed in secondary school studies cited in the literature review. For example, similar to the secondary school studies cited, the most popular reason given to withdraw or consider withdrawing from the French immersion program was a dissatisfaction with the quality of instruction. However, unlike the secondary studies, this study revealed that gifted children were more influenced by this reason than were non-gifted children. Of the popular reasons suggested by gifted children, 30 % of the responses reflected a dissatisfaction with the quality of instruction (compared to only 11.1 % of the responses suggested by non-gifted children). Twenty

percent of the responses suggested boredom with some activities (compared to only 11.1 % of the responses suggested by non-gifted children). Finally, 20 % of the responses given by gifted children (compared to none suggested by non-gifted children) reflected concerns about content deficiencies in Social Studies and Science and the lack of challenge in the program. On the other hand, 55.5% of the most popular reasons suggested by non-gifted children (compared to none suggested by gifted children) identified L2 or other factors as their main reasons for withdrawing or considering to withdraw from the program. Among the responses suggested, 33.3% expressed concerns about second language learning difficulties while 22.2% echoed a dissatisfaction with class composition such as three grade splits or sibling rivalry problems (in same class grade groupings).

As expected, for parents of gifted children, open-ended responses revealed that instructional factors were more influential than L2 factors when considering to withdraw or withdraw their gifted child(ren) from the program. However, contrary to the hypothesis, instructional factors were not more influential than other factors when considering or choosing this decision. For parents of non-gifted children, the results of the study revealed that, contrary to what was expected, instructional, L2 and other factors were not equally influential on a decision to withdraw or consider withdrawing from the French immersion program. The study revealed that other factors, for example, were more influential than L2 factors. There was also weak evidence to suggest that other factors were more influential than instructional factors when making this decision. However, instructional factors were not more influential than L2 factors when considering to withdraw or choosing to withdraw a child from the program.

Although there were no significant differences reported between groups regarding the degree to which each factor influenced a decision to leave or consider leaving the French immersion program, the open-ended responses were nevertheless revealing and suggestive. Over half or 58.3 % of the most popular reasons suggested by parents of gifted children, reflected a dissatisfaction with instructional approaches or activities compared to only 26.7 % of the responses given by non-gifted children. Of these reasons expressed by parents of gifted children, 25 % reflected a dissatisfaction with the quality of instruction (compared to 20 % of the responses suggested by parents of non-gifted children). Twenty five percent of the parents sampled complained about a lack of challenge in the program for their children (compared to none suggested by parents of non-gifted children). Finally, 8.3 % of the responses given by parents of gifted children (compared to none suggested by parents of non-gifted children) expressed concerns about content deficiencies in Science and Social Studies.

On the other hand, 46.6% or 8 of the most popular reasons suggested by the parents of non-gifted children (compared to only 4 responses suggested by parents of gifted children) identified L2 factors or other factors as being influential on a decision or preference. Of these responses suggested, 33.3% revealed a displeasure with a lack of program support within the school or within the district for the French immersion program (compared to only 8.3% voiced by parents of gifted children) while 13.3% of the responses reflected concerns surrounding learning difficulties in L2 (compared to none suggested by parents of gifted children).

The results of this section suggest that instructional approaches and activities used in the French immersion program may have been more influential on gifted children than non-

gifted children (relative to the influence of L2 and other factors) because of their special aptitudes and subsequent need for a differentiated curriculum. Research shows that because gifted children have a combination of special characteristics and aptitudes such as high vocabulary development and mastery recall (Maker, 1982), a quick grasp of concepts (Clark, 1988; Maker, 1982; Whitmore cited in Epstein, 1979); an inquisitive nature (Renzulli, 1978; Whitmore cited in Epstein, 1979) for investigating adult problems and controversial or important issues (Treffinger, 1975); an ability for attaining a high degree of abstract thought (Renzulli, 1978) and original ideas (Maker, 1982), they thrive best in an environment which is flexible, complex, learner oriented and interactive (Maker, 1982). These open-ended responses suggest that perhaps the the French immersion environment they experienced may not have been stimulating enough to meet these needs. From these findings it can be speculated that the formal linguistic approach may have been emphasized too much to facilitate language learning in the French immersion program. This speculation was confirmed in Section 2 of the student questionnaire.

Reasons for continuing with the French immersion program

Contrary to my hypothesis, the results of the closed items of the questionnaire revealed that for gifted children and their parents there were no differences found between the degree to which instructional, L2 and other factors influenced a decision to continue with the French immersion program. As predicted, for non-gifted children and their parents there were no differences found between factors on a decision to continue with the French immersion program. However, a weak interaction revealed that parents and their gifted children appeared to be more influenced by other factors to continue wth the French

immersion program than were parent and their non-gifted children. Similarly, this interaction suggested that parents and their non-gifted children appeared to be more influenced by L2 and instructional factors to continue with the French immersion program and less influenced by other factors than were parents and their gifted children. No significant differences were found between groups.

The results to open-ended responses confirm some of the findings noted in the interaction. As predicted for gifted children, other factors were more influential on a decision to continue with the French immersion program than instructional or L2 factors. However, contrary to my prediction for non-gifted children, there were differences found between the degree of influence each factor had on a decision to continue with the program. Although instructional factors were not significantly more influential than L2 factors, other factors were significantly more influential on a decision to continue with the French immersion program than instructional factors and L2 factors.

Although significant differences were, once again, not found between groups, the responses were nevertheless revealing. Among the reasons suggested by gifted children to continue with the program, over half (37.5% of the 59.5% most popular reasons given) were not related to an enjoyment of the French language or instructional activities done in the program to learn the French language. Rather, 15% of the responses reflected an appeal for close friends made in the program. Another 12.5 % of the responses revealed an appreciation for long term language benefits related to second language learning. Ten percent of the responses revealed a preference for some of the French immersion teachers. The remaining 22.5% of the most popular responses suggested by gifted children reflected a bias for communicative types of activities. These included the appeal of the Quebec

exchange (12.5 % of the responses) and the appeal of other communicative types of activities done in the program (10% of the responses). In contrast, almost all (50% of the 60.5% most popular reasons suggested) by non-gifted children related to an enjoyment of the French language and the instructional activities done to learn French. For example, 26.3 % of the responses reflected an enjoyment of learning a second language to communicate. An additional 13.2 % of the responses suggested a preference for learning a second language because "it's fun" or "it feels good" and 10.5% of the responses revealed a preference for the Quebec exchange. The remaining 10.5% suggested the appeal of close friends influencing a decision to continue with the program.

For parents of gifted children, open-ended responses confirm the hypothesis that other factors were more influential than instructional factors and L2 factors on a decision to continue with the French immersion program. In contrast to what was expected, parents of non-gifted children were also more influenced by other factors in comparison to instructional factors and L2 factors. For these parents, instructional factors were also found to be more influential than L2 factors on a decision to continue with the program.

There was only weak evidence to support differences between parents of gifted and non-gifted children. This evidence suggests that parents of non-gifted children were more influenced by the appeal of instructional factors than were parents of gifted children. (This supports the previous findings revealed by the interaction). Thirty percent of the 45.3% most popular reasons suggested by parents of gifted children surveyed suggested educational background and academic initiative as powerful influencers on a decision. For example, 20.8 % of the responses stated a preference for the education-oriented parents involved in the program while 9.4 % of the responses appreciated the education-oriented

students. The remaining 15.1% of the responses reflected a preference for the good teachers in the program. On the other hand, the reasons suggested by parents of non-gifted children for continuing with the program were more diverse. A tenth or 9.8 % of the 54.7% most popular responses suggested had to do with an appreciation for instructional factors. The remaining 44.9% of the responses reflected a variety of other factors. Responses ranged from an appreciation of good teachers in the program (13.7% of the responses) and education-oriented students (7.8% of the responses) to an appreciation for the perks of communicating in a second language (7.8% of the response) as well as other language benefits (7.8 % of the responses). The remaining 7.8 % of the responses given by parents of non-gifted children suggested a preference for the French immersion program as a better option for their children than the regular English program.

The noticeable differences between the two groups regarding the degree of influence L2 factors had on a decision could be explained by two possibilities. First, L2 learning may not have been as stimulating and hence not as influential for some gifted children because of an existing aptitude for languages (as revealed in student profiles in the Appendix C and as supported by Maker (1982) in the literature review). Second, L2 learning may not have been as appealing to gifted children because of a personal disinterest in communicating in French. This disinterest is suggested in the demographics section of the survey where 25% of the gifted children reported to have never or hardly ever spoken the French language (compared to only 14.2 % of the non-gifted respondents). This disinterest is also suggested in Section P3.4a/b of the questionnaire where only 7.5 % of the reasons suggested by gifted children for continuing with the program expressed a desire to communicate in French (compared to 26.3 % of the responses suggested by non-gifted childen). Finally, this disinterest in the

French language was alluded to in the demographics section of the questionnaire on favorite subjects. The two most favorite subjects chosen by gifted children were P.E. and Math. Interestingly, these subjects were more likely to be taught in English than other subjects according to 40% and 54.3% of the gifted participants (respectively). Perhaps this language/subject preference is coincidental but it is still worth noting for future studies. In contrast, 42.2% of the favorite subjects suggested by non-gifted children potentially involved more French interaction. Although P.E. was also ranked as their most favorite subject, their second most favorite subject was Art (which, according to 77.1 % of non-gifted respondents, was taught in French). See Appendix C for subjects taught in English.

Regarding the difference in degree to which instructional factors were influential on a decision for both groups, one explanation may be possible. Gifted children may have been less influenced by instructional factors to continue with the French immersion program because of special aptitudes and program needs not being met. The results of the study illustrate how this is possible: Findings in Section 2 of the student questionnaire reveal that the formal linguistic approach was predominantly being used to teach the French immersion program. A formal linguistic approach to language learning emphasizes teacher directed activities such as echo activities (drills), reinforcement exercises, (e.g. fill in the blanks) extension activities (e.g. sentence construction) and modeling activities (following the example given by the teacher). Research shows that gifted children become easily bored with routine tasks (Maker, 1982), too simple curricula (Whitmore, 1986) and teacher directed activities (Nasca & Davis, 1981). Given these findings, it can be speculated why instructional factors were less influential on a decision to continue with the program for gifted children. On the other hand, non-gifted children were perhaps more influenced by

instructional factors to continue with the French immersion program because of their more positive outlook towards the formal linguistic approach (as revealed in Section 2 of the student questionnaire).

Teaching approach predominantly being used to facilitate second language learning

Contrary to my hypothesis and contrary to recent research, the ratings given by children to the activities suggested in the study inferred that the formal linguistic approach was signficantly used more to facilitate second language learning than the communicative approach. Upon closer examination, the study revealed that this finding is significant for almost every subject examined (speaking, writing, reading) except vocabulary development. As predicted, the communicative approach was not significantly used more than the formal lingusitic approach to facilitate French vocabulary development.

It should be noted that although some significant differences were found, there were limitations to the generalizability of the findings. Although precautions were taken to have a representative sample of activities reflecting some common experiences with the formal linguistic approach (echo, modeling, repetition and extension activities) and some common experiences with the communicative approach (motivating, integrative, substantive and interactive tasks), (i.e., through feedback received in pilot studies), the findings were nevertheless limited in scope to the activities described and rated in the questionnaire.

One explanation for the lower frequency given for communicative types of activities, was the unfamiliarity children appeared to have with some communicative types of activities suggested in the survey. "Integrative" activities, for example, appeared to be the most unfamiliar to children. These involved interacting with French speaking persons via guest

speakers, mail correspondance, or visits in French communities. Although these kinds of activities are excellent for second language or L2 development (Genesse, 1984; Hall, 1993; Lapkin, 1984; Nunan, 1991; Safty, 1989; Shapson, 1988; Taron & Swain, 1995) and are potentially appealing to gifted children (Alampese & Erlanger, 1989; Maker, 1982; Renzulli & Reis, 1985), thay may have been less experienced by children in French immersion because of the time and/or costs involved in implementing them. For example, locating interesting French speaking persons (in an English dominated society) who are available and willing to share some of their experiences with children, could be very time consuming and potentially unavailing. Second, finding a francophone class of a similar grade level for French immersion children to correspond with, could also be difficult to set up given the demand and limited availability of such a service. A match, via the Quebec government, for example, cannot always be guaranteed. Third, field trips to authentic French communities, such as Maillardville, could be less attractive to teachers (than pre-organized field trips) because of the extra measures that need to be taken to avoid potential mischief in this more open, unstructured environment. Finally, although Quebec exchanges are highly rated by both gifted and non-gifted children, they have the potential of being labour intensive and time consuming to plan, finance and implement for educators, parent groups and administrators. In addition, exchanges of this nature are often hindered by equal opportunity issues between English and French programs within a school or between schools within a School District (as alluded to in the survey).

The findings revealed, overall, that the awareness and implementation of the communicative approach appears to have been a "well kept secret". Resarch supports this speculation. Most of the "pedagogical effort" has been concentrated on the financing, the

organization, the supervision and the structure of the immersion programs (Burns & Olsen, 1989). The children responding to this survey may have been taught by teachers who were more familiarized with the formal linguistic approach than the communicative approach. According to Bibeau (1991), there exists very little pedagogical expertise in terms of how one should teach subjects in a second language. The teaching style used in a second language learning environment is often dictated by personal preference, past experiences and aptitudes in addition to financial support and available resources (Burns & Olsen, 1989). Hence while some French immersion teachers may use a more teacher-centred formal linguistic approach, others may rely on a student-centred communicative approach to teach French and subjects in French.

According to Chaudron (cited in Tardif, 1991), this tendency for teachers to direct and dominate discussion (for example) is present in second language learning classrooms. Shapson (1988) believes that this inclination to use the formal linguistic approach could be the result of a lack of immersion training. According to Shapson (1988) our province produces only "a fraction of the qualified immersion teachers that the system needs each year" (p. 16). Teachers of French as a first language who are typically hired for immersion programs from outside the province are often unfamiliar with immersion methodology or other aspects of the B.C. curriculum. Similarly, teachers hired from within the province may lack sufficient linguisitic competence, cultural background or specific university training in French immersion. If these teachers completed a B.Ed degree at U.B.C. prior to1983, for example, with a professional concentration in French immerison, they would have had the option of taking only one French methodology course (maximum) in the Faculty of Education.

Appeal of the communicative and formal linguistic teaching approaches

This section begins with a discussion of the findings in each subject area, followed by an interpretation of some of the trends revealed in the data.

Speaking in French

As expected for speaking activities in French, gifted children revealed a strong preference for the communicative approach in comparison to the formal linguistic approach. In contrast to my predicition, non-gifted children revealed a weak preference for the communicative approach in comparision to the formal linguistic approach. A weak interaction showed that although both groups had a strong preference for the communicative approach, gifted children appeared to find the formal linguistic approach more appealing than did gifted children. While the formal linguistic and communicative approach were rated fairly close to being equally appealing by non-gifted children, the formal linguistic approach was rated noticeably less appealing than the communicative approach by gifted children. There were no significant differences found between the two groups regarding the degree of preference for the communicative approach or formal linguistic approach for speaking activities.

The findings suggested in the interaction were also reflected in the open-ended responses given for speaking activities. Although both groups preferred communicative types of activities (overall) and although there were no significant differences between groups, the open-ended responses nevertheless revealed that non-gifted children appeared to find formal linguistic activities more appealing than gifted children. Of the popular appealing speaking activities suggested by 48.2% of the gifted participants, a unanimous preference was given for communicative types of activities. Gifted children preferred to learn how to

speak in French by actively being involved in something else such as public speaking activities, oral presentations (10.3% of the respondents each) and plays (27.6% of the respondents). On the other hand, of the most frequently rated appealing speaking activities suggested by 55.5% of the non-gifted children, 13.9% reflected more formal linguistic types of activities such as following a lesson on the chalkboard or listening to the examples given by the instructor. The remaining 41.6% of the popular responses given by non-gifted children reflected communicative types of activities (such as participating in pronunciation games and activities and creating and performing plays).

Similarly, in concurrence with the hypothesis, a significantly higher number of formal linguistic activities (in comparison to communicative activities) were suggested by gifted children as being boring. Contrary to what was expected, similar significant results were also found for non-gifted children. More formal linguistic activities were suggested by non-gifted children as being boring than were communicative activities. No significant differences were found between groups. Of the most frequently suggested speaking activities considered to be boring by gifted children, 59.2% of the respondents revealed a dislike for modeling exercises, repetitive exercises and extension activities. Of the most frequently suggested speaking activities considered to be boring by non-gifted children, 66.8% of the respondents revealed a dislike for modeling exercises, pronunciation reinforcement exercises and reading out loud.

A similar outlook on preferred teaching approach used to facilitate second language learning was revealed by a study conducted by Legerstee and Feider (1982). In their study, underachieving primary school children in grade 2 were exposed to an intervention program

including games, theatre production and hands on activities. This student-centered, communicative approach improved attitudes, enthusiasm, participation and test scores.

Vocabulary Development

As expected, for vocabulary activities in French, gifted children revealed a strong preference for the communicative approach in comparison to the formal linguistic approach. Contrary to the hypothesis, non-gifted children also revealed a strong preference for the communicative approach in comparision to the formal linguistic approach. Significant differences were found between the two groups regarding the degree of preference for the communicative approach or formal linguistic approach for vocabulary activities. The results revealed that although both groups preferred communicative types of activities overall, non-gifted children expressed more of a preference for the formal linguistic approach than did gifted children.

Differences between the two groups were also reflected in the results generated for open-ended responses. The findings show that although a significantly higher number of gifted children suggested communicative types of vocabulary activities as being appealing, this was not the case for non-gifted children. In contrast, there were no differences found between the number of the communicative and formal linguistic types of vocabulary activities suggested. Results show that more non-gifted children suggested formal linguistic types of activities as being "appealing " than gifted children. Of the most popular appealing vocabulary activities suggested by 34.6% of gifted children, there was a unanimous preference for communicative types of activities. Gifted children preferred to learn new vocabulary words in French by being actively involved in something else such doing puzzles

and games (23.1% of the respondents) and writing stories (11.5% of the respondents). On the other hand, the most frequently rated appealing vocabulary activities suggested by 42.4% of non-gifted participants, were formal linguistic types of activities (30.3% of the respondents). For example, 18.2 % of non-gifted respondents preferred to learn vocabulary words by doing a formal reinforcement type of activity (where new words were learned in efficient and expedient ways- (e.g. matching words to their definitions). Another 12.1 % of the respondents preferred doing vocabulary extension types of activities such as writing sentences to show word meanings (another formal linguistic type of activity). The remaining 12.1% of the sample suggested doing a communicative type of activity to learn new words such as understanding and exploring something of personal interest.

Similarly, in concurrence with the hypothesis, a significantly higher number of formal linguistic activities (in comparison to communicative activities) were suggested by gifted children as being boring. Contrary to what was expected, similar significant results were also found for non-gifted children. More formal linguistic activities were suggested by non-gifted children as being boring than communicative activities. No significant differences were found between groups. Of the most frequently suggested vocabulary activities considered to be boring by gifted children, 42.8% of the respondents revealed a dislike for vocabulary extension activities and dictionary work. Of the most frequently suggested vocabulary activities considered to be boring by non-gifted children, 64% of the respondents suggested a dislike for vocabulary extension activities, dictionary work and copying from the board.

French Writing

As expected, for French writing activities, gifted children revealed a strong preference for the communicative approach in comparison to the formal linguistic approach. Similarly, contrary to the hypothesis, non-gifted children revealed a strong preference for the communicative approach in comparision to the formal linguistic approach. An interaction showed that although both groups had a strong preference for the communicative approach, a larger number of non-gifted children appeared to find the formal linguistic approach more appealing than gifted children. While the formal linguistic and communicative approach were rated almost equally appealing by non-gifted children, the formal linguistic approach was rated noticeably less appealing than the communicative approach by gifted children.

The findings suggested by the interaction, were also reflected in the open-ended responses given for writing activities. The results show that although a significantly higher number of gifted children suggested communicative types of vocabulary activities as being appealing, this was not the case for non-gifted children. In contrast, there were no differences found between the number of the communicative and formal linguistic types of writing activities suggested. Results show that more non-gifted children suggested formal linguistic types of activities as being "appealing " than gifted children. These results were corroborated by the responses suggested by both groups for popular appealing writing activities. Of the most popular appealing writing activities suggested by 50.1% of gifted children, there was a unanimous preference expressed for communicative types of writing activities. Gifted children preferred to learn how to express ideas in French by being actively involved in something else such as writing on a topic of their choice (16.7% of the

respondents), playing team games to learn grammar or spelling rules (16.7% of the respondents) and writing stories (16.7% of the respondents). On the other hand, among the most frequently rated appealing writing activities given by 49.9% of the non-gifted participants, 26.4% of these reflected formal linguistic types of activities. Another 17.6 % of the respondents, for example, preferred to learn how to express ideas in French by doing grammar reinforcement exercises (such as filling in blanks with the correct verb tense). An additional 8.8 % of the respondents preferred doing spelling/grammar extension activities such as writing definitions for words (another formal linguistic type of activity). The remaining 14.7% of the sample suggested that writing stories would be appealing (a communicative type of activitiy) while 8.8% of the sample preferred engaging in friendly competitions such as dictionary races (another communicative type of activitiy).

Similarly, in concurrence with the hypothesis, a significantly higher number of formal linguistic activities in comparison to communicative activities were suggested by gifted children as being boring. Contrary to what was expected, similar significant results were also found for non-gifted children. More formal linguistic activities were suggested by non-gifted children as being boring than communicative activities. No significant differences were found between groups. Of the most frequently suggested writing activities considered to be boring by gifted children, 48.2% of the respondents revealed a dislike for writing a teacher directed story, doing grammar/spelling reinforcement activities and completing dictees. Among the most frequently suggested writing activities considered to be boring by non-gifted children, 48.1% of the respondents revealed as dislike for grammar/spelling reinforcement activities, grammar/spelling extension activities and dictees.

French Reading

As expected, for French reading activities, gifted children revealed a strong preference for the communicative approach in comparison to the formal linguistic approach. Non-gifted children, on the other hand, did not reveal a preference for either the communicative approach or the formal linguistic approach (as predicted). A weak interaction suggested that non-gifted children appeared to find the formal linguistic approach more appealing than did gifted children. While the formal linguistic and communicative approach were rated almost equally appealing by non-gifted children, the formal linguistic approach was rated less appealing than the communicative approach by gifted children.

Contrary to previous results, the open ended responses did not support the findings suggested by the interaction. Although the results to open-ended questions suggested a similar emerging pattern (for both groups regarding the degree of preference for an instructional approach) there were no significant differences found within groups or between groups. Perhaps it was because the number of responses given by both groups had to be reduced significantly from n=36 (gifted) and n=49 (non-gifted) to n=23 for each group. This was because of vague or ambiguous suggestions (which could not be classified under either approach) and were hence eliminated. In any case, among the most popular appealing activities suggested, communicative types of activities were the most frequently suggested by both groups. Gifted children expressed a desire to show their understanding of a story or novel by acting part of it out (39.1% of the respondents) or by expressing it in a visual or creative way (21.7% of the respondents). Similarly, 43.5 % of the non-gifted respondents expressed a desire to show their comprehension of a story or novel by acting it out or by expressing it in a visual or creative way (26.1% of the respondents).

Similarly, in accordance with the hypothesis, a significantly higher number of formal linguistic activities (in contrast to communicative activities) were suggested by gifted children as being boring. Contrary to what was expected, significant results were also found for non-gifted children. More formal linguistic activities were suggested by non-gifted children as being boring than communicative activities. No significant differences were found between groups. Of the most frequently suggested writing activities considered to be boring by gifted children, 42.8.% of the respondents expressed a dislike for reading and studying a novel under the teacher's direction and doing reading reinforcement activities such as answering questions to a story. Of the most frequently suggested reading activities considered boring by non-gifted children, 70.0% of the respondents expressed a dislike for doing reading extension activities (such as writing a story summary), reading and studying a novel under the teacher's direction and doing reinforcement activities.

Interpretation of the findings on the appeal of teaching approaches used

For gifted children, recurring appealing activities cited in the survey were games, interactive group activities and drama simulations. According to Maker (1982), these types of group process activities and simulation games are appealing for gifted children "because of the high degree of participation and the rapid pace of most games" (p. 56). They are also effective for gifted children because they generally build leadership skills, problem solving ability and higher level thinking skills (Maker, 1982).

Recurring boring activities for gifted children involved teacher directed, closed-ended activities involving exercises and drills. According to Maker (1982), these types of activities generally lead to a decrease in motivation. Whitmore in Epstein (1979) concurs.

Gifted children are "repelled by rigid structure, rote work, textbook centered curriculum, excessive group instruction and teacher control" (p. 57). On the other hand, non-gifted children are less bothered by structure in their learning environment than their gifted peers. They are also more teacher motivated than the gifted (Dunn & Price, 1980). This would explain why formal linguistic activities were more popular among non-gifted children for speaking, writing and reading activities than they were for gifted children. It would also help explain why there was only a weak preference for communicative activities for French speaking activities (closed-ended responses) and why there were no differences found between the appeal of the communicative and formal linguistic approach for French reading activities (closed-ended responses) and French writing and vocabulary activities (open-ended responses: appealing activities).

Appeal of the teaching approaches used to facilitate second language learning across all subjects area, speaking, vocabulary development, writing, reading

Overall, as expected for gifted children, the communicative approach was rated significantly more appealing than the formal linguistic approach for closed-ended responses. Contrary to what was expected, non-gifted children also found the communicative apparoch significantly more appealing than the formal linguistic approach. However, there was a significant difference found between groups regarding the appeal of communicative and formal linguistic types of activities. A weak interaction revealed that although the communicative approach was significantly more appealing for both groups, more non-gifted children appeared to find the formal linguistic approach more appealing than gifted children.

Non-gifted children rated the formal linguistic and communicative approach fairly close to being appealing, while gifted children rated the formal linguistic approach noticeably less appealing than the communicative approach.

This finding was also reflected in the open-ended responses for "appealing activities" across all subject areas. Although both groups indicated a preference for communicative activities overall, results show that more non-gifted children found formal linguistic types appealing than gifted children.

Similarly, as predicted by the hypothesis, more formal linguistic activities were considered to be boring by gifted children in comparison to communicative activities. Contrary to what was expected, similar significant results were also found for non-gifted children. More formal linguistic activities were suggested by non-gifted children as being boring than communicative activities. However, contrary to previous findings, significant differences were found between groups. Although the evidence supporting this difference was weak, more gifted children (34.6 % of the respondents) suggested communicative types of activities as being boring than non-gifted children (24.4% of the respondents). Conversely, more non-gifted children suggested formal linguistic types of activities as being "boring " (75.6% of the respondents) compared to gifted children (65.4% of the respondents).

Three possibilities could explain these overall findings: First, the communicative approach could have been considered more appealing by gifted children than the formal linguistic approach because of the parallels between the communicative approach and the program needs of gifted children. As the literature review revealed, both emphasized a learner focused curriculum (Chickering cited in Maker, 1982; Epstein, 1979; Hullen & Lentz,

1991; Lentz, 1993; Swain cited in Lapkin, 1984; Tardif, 1986; Walters & Gardner, 1984). Both favor a variety of motivating resources (Maker, 1982; Renzulli, 1977; Swain cited in Lapkin, 1984). Both promote interactive activities (Edwards & Rehorick, 1990; Naska & Davis, 1981; Steel, House, Lapan & Kerins cited in Maker, 1982; Swain cited in Lapkin, 1984; Tardif, 1991). Both aim to engage students in stimulating learning experiences (Epstein, 1979; Maker, 1982; Nunan, 1991; Swain cited in Lapkin, 1984; Taba cited in Maker, 1982; Torrance cited in Maker, 1982; Valiquette cited in Tardif, 1986; Walz, 1986; Williams cited in Maker, 1982). Moreover, both favor integrative activities outside the classroom (Alampese & Erlanger, 1989; Genesee, 1984; Hall, 1993; Lapkin, Harley, Swain, Kamin, 1981; Maker, 1982; Renzulli & Reis, 1985; Safty, 1989; Shapson, 1988; Tarone & Swain, 1995).

Second, the formal linguistic approach was probably found significantly less appealing for gifted children than non-gifted children because of their disdain for rote, repetitive, teacher directed activities as was revealed by Whitmore cited in Epstein (1979) and Maker (1982) in the review of the literature.

Third, more gifted children could have found the communicative approach boring than non-gifted children because of unique aptitudes and interests. Research shows that gifted students are developmentally advanced (Silverman cited Shiever & Maker, 1990) and can possess more abstract ideas at an earlier age than other students (Clark cited in Shiever & Maker, 1990). Given these findings, it is not surprising that these children have a natural curiosity for more complex, controversial subject matter (Maker, 1982). Demographics in this study support these finding. It was revealed, for example, that some gifted children disliked their two least favorite subjects because the pace was too slow (7.1% of the

responses compared to 0% of the responses suggested by non-gifted children). None of the gifted respondents, on the other hand, (compared to 2.8% of the responses suggested by non-gifted respondents) disliked their two least favorite subjects because the pace was too fast. While some gifted children disliked their two least favorite subjects because the content was too easy (12.5 % of the responses compared to 5.6% of the responses suggested by non-gifted children), it would be expected that a significantly lower number of gifted children disliked their least favorite subjects because it was too hard (19.6 % of the responses in comparison to 40.3% of the responses suggested by non-gifted children).

Fourth, French immersion may not be meeting the needs of gifted children-despite which approach is being used-because of the frustrations associated with pursuing and expressing complex subject matter in a second language. That is, since linguistic skills lag far behind cognitive skills (Ijaz, 1994) and emotional experience (Mohan, 1986), the French language could be perceived as a barrier for gifted children-limiting or preventing the pursuit and expression of interesting, more complex, abstract ideas, issues or opinions.

5.3 **Summary points**

Before discussing the recommendations, it may be helpful to summarize the results from the study. Initially, it was thought that the French immersion program could be a good match for gifted children given the proposed complex dimensions and cognitive advantages provided by the L2 component of the program. The study revealed otherwise. The challenge of learning in French or learning French was not rated as high as expected as a reason to enroll or continue with the program. Other reasons, such as class composition,

long term benefits, a lack of better options and the appeal of some communicative activities, were considered to be more influential by parents and their gifted children.

Initially, it was also thought that if the communicative approach was used more to teach the program than the formal linguistic approach, the French immersion program could be a good match for gifted children. The study revealed otherwise. Although the communicative approach was considered to be appealing by gifted children it was not being used more to teach the program. As research revealed in secondary school studies, the formal linguistic approach was perceived to be the predominantly used instructional approach in the elementary school program (grade 4-7). Even though the generalizability of this finding was limited by the narrowness of scope of the items rated, it does nevertheless help explain why gifted children who withdrew or considered withdrawing expressed a dissatisfaction with the instructional approaches used to teach the program. It would also help explain why gifted children were more influenced by other reasons than instructional reasons when deciding to continue with the French Immerson porgram. This dissatisfaction for the instructional approach used was also in evidence for reasons for disliking a subject (see Appendix C). Interestingly, the activities described had remarkable similarities to the formal linguistic types of activities disliked in secondary schools.

Third, it was believed that the French immersion program could potentially be a good match for gifted children if the communicative approach was considered significantly more appealing than the formal linguistic approach and was hence used more to teach the program. Although more gifted children revealed that communicative types of activities were significantly more appealing for closed-ended responses and open-ended responses on "appealing activities", more gifted children suggested communicative types of activities as

being boring than non-gifted children for the open-ended responses on "boring activities". The ambiguity of these results suggests that the communicative approach is not necessarily the "solution" to meet the program needs of gifted children in the classroom. Research shows the value of a particular teaching style depends on the types of students being taught (Gayle, 1984). Although gifted children share similar characteristics and aptitudes, they equally share just as many differences depending on the nature of their giftedness and their learning style (Epstein, 1979; Whitmore cited in Epstein, 1979).

So why does the French immersion program continue to be a chosen option for gifted children given the failures at the secondary school level and the high drop out rate? Why does the French immersion program continue to chosen for gifted children given the apparent lack of challenge of second language learning; the unappealing but widely implemented formal linguistic approach and the ambiguity surrounding the popularity and practise of the communicative approach? The study reveals that while these drawbacks are perceived to exist to varying degrees in French immersion classrooms, many parents continue to view the French immersion program as the best option available for their gifted children in the public school system. Once again, what appears to be valued by parents about the French immersion program are the smaller class sizes, more homogenous groupings (fewer ESL learners), more education-oriented parents and academically oriented peers and the potential for dynamic, energetic teachers. The cultural and long term benefits affiliated with learning a second language were also found appealing (given their potential to serve their children well in a growing multicultural community). What appears to be valued by gifted children in the French immersion program are the close friendships developed in

the program and the potential for exciting communicative types of experiences, such as the Quebec exchange (implemented in some districts).

5.4 **Recommendations for future research**

As this was the first exploratory study of its kind, more studies are needed to confirm its findings. For example, it is strongly recommended that the most popular open-ended responses suggested in each section of the study be included in subsequent closed-ended studies. This would help validate the strength of the reasons for enrolling, continuing, withdrawing and considering withdrawing from the early French immersion program. Second, it would help confirm the children's instructional preferences and dislikes and hence reveal the most effective teaching stategies and activities to use. Third, it would help determine differences between gifted and non-gifted children regarding the attitudes towards learning and communicating in the French language and would, hence, confirm or disprove the speculation suggested in this study. Finally, determining the frequency of occurence of these popular open-ended activities would help confirm to what extent each instructional approach is actually being used in the French immersion classroom.

5.5 **Implications and recommendations for gifted children and the early French immersion program**

Immersion programs are complex educational innovations which, once adopted, must be effectively implemented (Burns, 1990). Similarly, gifted children have complex needs and aptitudes which, once identified, should be addressed. The ultimate goal of this

study was to determine if an effectively implemented French immersion program could be a good match for gifted children.

While the second language component of French immersion did not appear to provide the challenge anticipated for gifted children, the study revealed that renewed emphasis on the communicative or experiential approach could foster more of an appeal for L2 learning than the formal linguistic approach would for both gifted and non-gifted children. This finding was supported by recent research in French immersion where motivation for learning in a second language increased when the instructional program focused on meaning as opposed to formal L2 features (Savignon, 1991). Research conducted by Lentz (1993) confirms these results. The success of the French immersion program can only be ensured if immersion teachers develop a student-centered approach which "genuinely draws on the learner's experience and requires the learner to play an active role" (p. 20). In this study, it was apparent how appealing this active participation was. The most frequently suggested activities considered to be apealing were interactive, student centered experiences such as lively discussions, drama activities, games and oral presentations. According to Savignon (1991), the use of games, role plays, pair and other small-group activities has gained acceptance and is now widely recommended for inclusion in language teaching programs. This does not mean, however, that the formal linguistic approach should be discounted completely-just modified. Research shows that integrating the formal linguistic approach with the communicative approach can effectively facilitate the learning of the formal aspects of the second language while maintaining authentic (meaning-focused) communicative activities (Rubuffot, 1993; Savignon, 1991).

While the communicative approach was determined to be appealing to all children across the four language areas (Speaking/Listening, Vocabulary development, Writing and Reading), the study suggests that this approach is not necessarily enough to meet the needs and interests of gifted learners, especially if its use is limited to Language Arts activities. According to Lentz (1993), children should be encouraged to use a vast array of language in a variety of contexts. Two contexts which appeared important among gifted learners were Science and Social Studies. The importance of these content areas is apparent in existing research on gifted children (Taba, Durkin & Fraenkel cited in Colangelo & Davis, 1991). The importance of Science and Social Studies was also evidenced by responses given by parents and their gifted children. For example, one of the reasons influencing parents and their gifted children on a decision to withdraw or consider withdrawing from the French immersion program was a dissatisfaction with the watered down content of Social Studies and Science programs. Second, the study revealed that although Math was ranked the second highest liked subject among gifted students, Science was surprisingly rated the least liked subject (despite shared characteristics with mathematics). Social Studies was rated the second least liked subject. The main reasons suggested for disliking these subjects was because of a disinterest in the content covered and a dissatisfaction with activity design.

To help renew interest in Science and Social Studies, it is strongly recommended that the communicative approach be applied just as vigourously in these content areas as they are applied in the Language Arts areas of the program. In keeping with immersion experts, activities should be designed on "interaction and cooperative learning principles where teachers play facilitative roles and where language learning is integrated with other cognitive processes" (Lentz, 1993, p. 20). In addition, Science and Social Studies activities should be

based on problem solving, simulations and decision making where participants explore freely (Breen cited in Nunan, 1991). Engaging students in learner centered discussions, debates or simulations around current events such as environmental or political issues, for example, would reflect these instructional objectives and meet some of the needs of gifted children (Maker, 1982). By permitting interaction, an experimentation with language could result, leading to higher levels of competence in the second language (Netten cited in Lyster, 1995). Second, these learner-learner interactions would stimulate more modified interactions and unique information than one-way tasks where one member of the group (e.g. the teacher) possessed all the relevant information (Long cited in Nunan, 1991). According to gifted specialists, these types of student-student interactions, which critically examine a current event or issue, are very appealing to gifted children (Epstein, 1979; Maker, 1982).

To help free up time to implement these content areas more effectively (in a program already dominated by French and English Language Arts programs), it is strongly suggested that learning be integrated outside of the classroom. The Vancouver Aquarium, for example, has an excellent hands-on lab experience (conducted in French) where small groups of children discover the world of invertebrates through the guidance of volunteers. Mount Seymor (in North Vancouver) also has a very good snowshoeing/nature walk program (available in French) where small groups of children are directed by a guide to discover and appreciate the fauna and flora of the area while perfecting their snowshoeing skills. These flexible learning environments would reflect both the objectives for gifted learners and French immersion students. According to Maker (1982), Taba (1971) and Renzulli and Reis (1985), an environment which promotes movement outside of the school encourages gifted children to engage their abilities in their learning to the greatest extent

possible. According to the CPF (1995), to become well-rounded "bilinguals", children need French language experiences outside the school setting.

Another way to implement these content areas efficiently and effectively is by hosting interactive , discovery school programs in the classroom such as the "Green team", "worm bins", "salmon enhancement programs" "Science World discovery programs" and "First Nations interactive programs". These programs are efficient and effective because they can be ongoing throughout the year and they provide children with a rich variety of materials, resources, people, media, equipment, complex ideas, sophisticated methods and challenging tasks which meets objectives for the communicative approach and gifted programs.

A more substantial Science and Social Studies program in French immersion would also be ensured if "an interdisciplinary approach leading to general language education were promoted" (Lentz, 1993, p. 20). For example, children could actively learn about Science through investigative activities while developing les "quatre savoirs" of listening, speaking, reading and writing. Similarly, children could improve their written expression while responding to a "burning question" on a current issue in Social Studies.

5.6 **Conclusion**

The communicative approach: The solution for a defensible program for gifted children?

Even if the communicative approach were to be implemented across the four Language Arts areas and two content areas, it would not necessarily be "the solution" for a defensible program for gifted children. The study revealed that while the communicative approach was appealing for children overall (for closed ended and "appealing" open-ended

activities), a significant number of gifted children suggested communicative types of activities as being "boring". Demographics reveal that this disinterest could be attributed to their unique aptitudes and interests which were not necessily being met by the communicative approach or second language learning. According to Taba (1971), Maker (1982) and many other gifted specialists such as Renzulli (1977) and Renzulli and Reis (1985), other measures or curriculum modifications need to be in place to meet the needs of gifted learners. Content modifications (such as curriculum compacting and problem solving opportunities) and process modifications (such as acceleration) would streamline and adapt the regular program for gifted children. These modifications could be done by eliminating concepts or skills which have already been mastered (Renzulli & Reis, 1985), by enriching existing curriculum with opportunities for complex problem solving and abstract thinking and by accelerating the pace at which new concepts and skills are learned (Shiever & Maker, 1990). Curriculum should move away from clearly defined, rote-memory and comprehension-based activities and concept attainment (typically characteristic of pure formal linguistic activities) to enriched and varied learning opportunities involving thematic organizations, abstract content and higher level thinking skills, that is, critically examining, synthesizing and evaluating ideas (Shiever & Maker, 1990). Although the communicative approach suggests the importance of considering a student's interests, this alone may not be enough to stimulate a gifted child cognitively. For example, learning facts about a country of his/her choice may not be enough to challenge him/her. To thrive, a gifted child may need the additional challenge of investigating an abstract concept or issue such as the changing "values" in his/her chosen country over time (Taba, Durkin & Fraenkel cited in Shiever & Maker, 1990). Research shows that programs based on "child-initiated learning approaches

were found to be more effective in averting negative social consequences such as school dropout, adolescent delinquency and social dependence in adulthood" (Stallings cited in Ari & Rich, 1991, p. 355).

Fortunately, the B.C. Ministry of Education recognizes these special program requirements and provides funding for the regular identification of gifted learners and the development and implementation of supplemental and independent educational programs (or IEP's) as detailed in Appendix D. Government funded gifted programs support the provision of services by district consultants, specialist or helping teachers and/or mentors to extend learning for gifted children by curriculum compacting, acceleration, special groupings, pull-out programs, mentorships, enriched courses and district and community classes among others.

According to Ms. Roch, the current Assistant Director of Special Education Service, all school districts in British Columbia claimed the maximum funding allowable for gifted programs (2% of $7,000 000) for 1994-1995. (Roch, personal communication, Oct., 1995). In theory, this suggests that 11 000 identified gifted students were benefiting from gifted programs throughout the province (Roch, personal communication, Oct., 1995). Ironically, the study suggests the opposite to be true. According to the parents of gifted children surveyed across 9 school districts in British Columbia, only 40% of their children had ever been formally tested at their school. Moreover, although 79.4% of the sample of gifted participants were chosen to participate in pull-out programs (according to their parents), only 61.1% of the respondents actually did (according to the children). Some of the gifted children complained that although they had been chosen for such programs, these never got off the ground. In addition, the study revealed that less than half or 47.2% of the gifted

respondents sampled were benefiting from supplemental programs offered in districts. Ironically, some of these were initiated and funded by parent groups involved with the Gifted Children Association. For a complete list of activities, please refer Appendix C.

Although these results are not conclusive, they do, according to McLean's magazine (1994), reflect the concern voiced by parents and teachers on the front lines of gifted education: finding and preserving gifted programs for gifted children (cited in Dwyer, 1994). In many provinces it is only because of the vigilence of parents that gifted programs are being kept alive. If it hadn't been for the Gifted Children Association of B.C., for example, the North Vancouver School District may not have been audited by ministry officials. The public may never have known that the school board had been collecting $41, 000 from the province for gifted programs, but was making no effort to identify gifted children-let alone tailor classes for them. Sadly, this low priority for gifted programs could be occurring in other school districts. For this author, finding "identified" or nominated gifted children across the province for this study was an arduous and almost impossible task.

This "laissez faire" attitude towards gifted education has been felt across the whole country. According to Dwyer (1994), Canada is slipping fast against the competition. While several European and Asian countries are devoting significant attention and money to support and nurture their gifted students, Canadian public schools appear to be heading in the opposite direction towards an increasingly uniform educational product. Canada's failure to cultivate excellence is evidenced, for example, by dismal scores obtained by Canadian students on complex sections of international tests and by the strong presence of foreign students in graduate science faculties (1/3 of the spaces are occupied by foreign students).

For parents of the gifted, the fallout is more immediate. They have to contend with "bored, often poorly behaved children who run the risk of drifting academically" (cited in Dwyer, 1994, p. 38). Bruce Shore, chairman of the department of educational counselling and psychology at McGill University (Montreal), warns that dismissing the needs of highly gifted students is a recipe for disaster; eventually they will just turn off (cited in Dwyer, 1994). However, it is not that regular classroom teachers don't try to meet their needs of gifted students, says Michael Thomas (a retired consultant for gifted programs with the Protestant School Board of Greater Montreal), they simply cannot (cited in Dwyer, 1994). Teachers are faced with ballooning class sizes, increasingly diverse student bodies and the arduous task of "fitting in" and implementing new government initiatives and programs without much advance warning, support or time. Given this state of affairs, it is no wonder why many brighter students find themselves in helping roles as teachers' aides instead of being in roles where they are themselves being nurtured (Thomas, cited in Dwyer, 1994). Conversely, it is no wonder why parents of gifted children are seeking other alternatives (such as homeschooling or private school) or are investigating other programs in the public school system for their children to provide them with a more optimal learning environment. For example, although the French immersion program may not be meeting all the needs of their gifted children, it is still considered a more attractive option with its smaller class sizes and more homogenous groupings.

Implementing change

While French immersion is purported to be education's single greatest success story, as implied by the increased enrollement in the program (Statistics Canada, 1991), the survival of the program depends on its continued proven effectiveness for parents and children (including the gifted). To ensure the continued success of the early French immersion program, it is strongly suggested that the latest findings on effective second language instruction revealed in this study and others be implemented in the immersion setting.

In order for change to take place, Ministry officials and support teams should consider the implications of the communicative approach when developing IRP's (curriculum guides) and support documents. Second, it is critical that school boards revisit and clearly define immersion program goals and have an implementation plan which includes factors such as the size of the program, staffing, provision of support services, curriculum development and teacher in-service using this approach (Shapson, 1988). Third, curriculum development, support services and teacher inservice should be met through "collaborative activities among various orgnanizations, that is, universities, school districts, teacher federations and departments of education (both in how programs are carried out and how they are supported through policy" (e.g., Anderson, Duek & McIntosh 1982; Fullan & Connelly,1987; Lieberman, 1986; Shapson & Norman in press, cited in Lapkin, Swain & Shapson, 1990). Universities and colleges should also stress the importance and effectiveness of the communicative approach to better equip students planning a career in French immersion or teachers taking additional courses in French immersion. Furthermore, the role and training of principals providing leadership in immersion programs need careful

attention in future program development (Shapson, 1988). Simply said, if these collaborative measures are not put into place, the quality of the French immersion programs is not likely to improve (Burns, 1990) and the needs of all learners (including the gifted) are less likely to be met.

Second, since it is mandated by the government to provide differentiated curriculum for gifted children, it is the responsibility of school boards to ensure that even the French immersion program be altered to accomodate the full range of needs and differences of children who enroll in them (Burns, 1990). If this means toughening the criteria (to prove the existence of gifted programs /identification and subsequently determine future eligibility for government funding), so be it. Differentiated programs should not just be seen as a matter of cultivating excellence but as an essential of educational equity. Just as some children are supported with learning assistance to meet their needs, gifted children should be supported with the assistance necessary to provide for their needs. Both programs, after all, are considered by the Ministry of Education as special education services for special kids with special needs. Both programs are being funded equitably. Hence, both programs should be viewed with the same level of respect and understanding. It's only fair. Let's give all children the tools and the opportunities to be their best.

APPENDIX A

OPEN-ENDED RESPONSES: PARENTS & CHILDREN

Factors influencing a program decision

PARENT QUESTIONNAIRE

Reasons for enrolling in the French immersion program

The open ended factors influencing a decision to enroll, continue, withdraw or consider withdrawing from the French immersion program were written in (%) rank order according to how often the activity was suggested by respondents. The reasons suggested were categorized and identified in the table according to the factor or category they best reflected: L2 (or second language factors); I (or instructional factors) and O (or other factors).

P1.7a: Open ended responses (parents)

Table A2

% of respondents	P1.7A Reasons for enrolling in French immersion: **Parents of gifted children**
20.8 (O) (*n*=5)	good opportunity and long term benefits -becomes good citizen of the world (informed and compassionate towards others) -beneficial and to know more than one language "a gift" -weird to grow up unilingual -takes child little effort/time to learn L2 -gain knowledge and ability -rich advantages
12.5 (O) (*n*=3)	education oriented parent group: supportive, motivated, concerned -higher interest in their children's education
12.5 (O) (*n*=3)	better option in comparison to English program available -English program did not inspire parent's confidence -English program and content being eroded by increasing ESL learners -English school in neighborhood was a poor choice -smaller class sizes a plus
8.3 (O) (*n*=2)	commitment to a bilingual Canada: French/English
8.3 (O) (*n*=2)	French immersion school in neighborhood
8.3 (O) (*n*=2)	benefit of L2 to facilitate learning L3 and L4

8.3 (O) (*n*=2)	way of preserving French heritage/background
4.2 (O) (*n*=1)	Cadre program not available
4.2 (O) (*n*=1)	elite peer group -interest in learning -smaller group of children
4.2 (L2) (*n*=1)	cognitively advantageous learning L2
4.2 (L2) (*n*=1)	enriching or "added bonus" learning L2
4.2 (O) (*n*=1)	Ethnic background

total (*n*=24)

Table A3

% of respondents	P1.7a Reasons for enrolling in French immersion: **Parents of non-gifted children**
25.7 (O) (*n*=9)	way of preserving French heritage/background
17.1 (O) (*n*=6)	good opportunity and long term benefits -get the most for kids from public school system -French immersion like an "elective"; why not take advantage of the opportunity -learning a second language (always beneficial) -opens minds to other languages
17.1 (O) (*n*=6)	commitment to a bilingual Canada: French/English
5.7 (L2) (*n*=2)	extra challenge learning L2
5.7 (L2) (*n*=2)	enriching or "added bonus" learning L2
5.7 (O) (*n*=2)	good reputation of school and/or staff-teacher enthusiasm and administration support
5.7 (O) (*n*=2)	child's choice
2.9 (O)	benefit of L2 for fluency and communication locally and abroad

(*n*=1)	(exciting)
2.9 (O) (*n*=1)	elite peer group -nurturing effect (small group stays together through grades)
2.9 (O) (*n*=1)	education oriented parent group: supportive, motivated, concerned
2.9 (O) (*n*=1)	French immersion program was recommended
2.9 (O) (*n*=1)	immersion is a natural way/opportunity to learn L2
2.9 (O) (*n*=1)	better option in comparison to English program available -English program was lacking; French immersion was an "alternative"; child needed a challenge

total (*n*=35)

Section 2: Reasons for choosing to withdraw or consider withdrawing from the French immersion program

The open ended factors influencing a decision to withdraw or consider withdrawing from the French immersion program were written in (%) rank order according to the frequency of responses given.

P2.4a/5a Open-ended responses (children)

Table A4

% of responses	P2.4a/5a Reasons for withdrawing or considering to withdraw from the French immersion program: **gifted children**
30.0 (I) (*n*=3)	dissatisfied with quality of instruction/teacher -poor classroom practices -teachers (whose first language was French) were too scholastic or academically demanding (academic students do well but it puts a lot of pressure on the "average" student) -very little turnover of staff-poor classroom practices perpetuated over 10+ years
20.0 (I) (*n*=2)	bored with some activities (lack of stimulation) "stupid questions" "too easy"
10.0 (O) (*n*=1)	classroom issues affecting the program -stuck with sibling

10.0 (O) (*n*=1)	child wanting to go to school in neighborhood
10.0 (O) (*n*=1)	resource issues -poorly written/boring/hard to understand textbooks, novels-bad plots)
10.0 (I) (*n*=1)	dissatisfied with content deficiencies in Socials and Science
10.0 (I) (*n*=1)	program does not challenge -not demanding enough outside language sphere

total (*n*=10)

Table A5

% of responses	P2.4a/5a Reasons for withdrawing or considering to withdraw from the French immersion program: **Non-gifted children**
33.3 L2 (*n*=3)	difficulties listening, understanding and/or communicating in French
22.2 (O) (*n*=2)	classroom issues affecting the program -3 grade splits -poor classroom dynamics
11.1 (O) (*n*=1)	lack of support for program -lack of support from English program parents/teachers in dual track school
11.1 (I) (*n*=1)	dissatisfied with quality of instruction/teacher -lack of classroom experience -poor teaching skills
11.1 (I) (*n*=1)	bored with some activities (lack of stimulation)
11.1 (O) (*n*=1)	learning disability (i.e. mild dyslexia- withdrew for one year)

total (*n*=9)

Section 2: Reasons for choosing to withdraw or considering to withdraw from the French immersion program

The open ended factors influencing a decision to withdraw or consider withdrawing from the French immersion program were written in (%) rank order according to the frequency of responses given.

P2.9a/10a Open-ended responses (parents)

Table A6

% of responses	P2.9a/10a Reasons for withdrawing or considering to withdraw from the French immersion program: **Parents of gifted children**
25.0 (I) (*n*=3)	dissatisfied with quality of instruction/teacher -quality of instruction has declined in the past few years -lack of confidence in teacher to instill good values -the teacher and everything about the program
25.0 (I) (*n*=3)	program does not challenge -some subjects/activities not stimulating enough; child bored -extreme levels of abilities in the classroom
8.3 (I) (*n*=1)	dissatisfied with content deficiencies in Socials and Science
8.3 (L2) (*n*=1)	L1 affected (English below par)
8.3 (O) (*n*=1)	inequity issues district wide -unequal funding opportunities for French immersion inner city schools
8.3 (O) (*n*=1)	classroom issues affecting the program -stuck with sibling
8.3 (O) (*n*=1)	expression of ideas limited due to vocabulary constraints
8.3 (O) (*n*=1)	lack of support for program -lack of monitoring for teacher qualifications to teach immersion

total (*n*=12)

Table A7

% of responses	P2.9a/10a Reasons for withdrawing or considering to withdraw from the French immersion program: **Parents of non-gifted children**
33.3 (O) (*n*=5)	lack of support for program -CPF did not elicit enough parental involvement -lack of support from school board "anti-French" feeling -lack of support from school board for exchange programs -lack of support/funding from English program parents
20.0 (I) (*n*=3)	dissatisfied with quality of instruction/teacher -poor tactics to motivate and/or discipline -questionable practices--no extra/core content; no real sense of accomplishment -teacher did not motivate children, nor was the teacher committed
13.3 (O) (*n*=2)	issues regarding learning difficulties -not picked up until later in the program because of L2 component and "late bloomers" theory -disregarded to keep numbers up
6.7 (L2) (*n*=1)	difficulties listening, understanding and/or communicating in French
6.7 (O) (*n*=1)	inequity issues district wide -unequal opportunities among schools to participate in Quebec exchange program
6.7 (O) (*n*=1)	classroom issues affecting the program -3 grade splits
6.7 (O) (*n*=1)	parents concerned about not being able to help more (re: French component)
6.7 (I) (*n*=1)	the program did not provide a "total immersion" experience; it was just an "enhanced core program"

total (*n*=15)

Section 3: Reasons for choosing to continue with the French immersion program

The open ended factors influencing a decision to continue with the French immersion program were written in (%) rank order according to the frequency of responses given.

P3.4a/4b: Open-ended responses (children)

Table A8

% of responses	P3.4a/4b: Other aspects **gifted children** found appealing about the French immersion program
15.0 (O) (*n*=6)	close knit friends in program
12.5 (I) (*n*=5)	Quebec exchange appealing
12.5 (O) (*n*=5)	other cultural/language benefits -can understand others who speak French -Fr. immersion has more children from different cultures -social interactive aspects positive -can speak and know a second language
10.0 (I) (*n*=4)	found some communicative activities appealing (e.g.): -writing activities: (e.g.) corresponding with Quebec (penpals) or working on an independent writing project (story) -see a French movie -have choice in reading materials
10.0 (O) (*n*=4)	child likes some of his teachers
7.5 (O) (*n*=3)	benefit of using L2 for communication here and abroad (French immersion works!!)
7.5 (I) (*n*=3)	found some culturally enriching activities/event(s) appealing to promote L2 learning (e.g.) -Fete Colombienne -Concours d'Art Oratoire -French Camp -Carnaval de Quebec -French Festival -Salmonid enhancement program
2.5 (L2) (*n*=1)	likes doing work in French
2.5 (O) (*n*=1)	don't know otherwise-can't compare-never been in English program
2.5 (L2) (*n*=)	facility/ease in learning and using L2

2.5 (O) (*n*=1)	pleased with class environment
2.5 (I) (*n*=1)	not positive or negative, just something I do
2.5 (L2) (*n*=1)	learning L2 offers more richness/variety inside/outside of school (e.g.) -can understand French and English television programs -potential of doing more activities in both languages
2.5 (O) (*n*=1)	education-oriented parents -involved
2.5 (O) (*n*=1)	education-oriented students -motivated -inquiring
2.5 (O) (*n*=1)	would be very bored in a straight English program
2.5 (O) (*n*=1)	close knit community: teachers/parents/kids

total (*n*=40)

Table A9

% of responses	P3.4a/4b Other aspects **non-gifted children** found appealing about the French immersion program
26.3 (O) (*n*=10)	benefit of using L2 for communication here and abroad (French immersion works!!)
13.2 L2 (*n*=5)	it's fun/feels good learning L2 or learning in L2 e.g. can help others who just know L1
10.5 (O) (*n*=4)	close knit friends in program
10.5 (I) (*n*=4)	Quebec exchange appealing
7.9 (I) (*n*=3)	found some communicative activities appealing (e.g.): -writing activities: (e.g.) corresponding with Quebec -French cultural exposure/activities -drama activities with French monitors
5.3 (O) (*n*=2)	don't know otherwise-can't compare-never been in English program
5.3 (I) (*n*=2)	found some culturally enriching activities/events appealing to promote L2 learning (e.g. Carnaval de Quebec) -felt was getting "extras" over

	English program
5.3 (L2) (*n*=1)	extra challenge/ learning L2 or in L2 (harder than learning just in English)
2.6 (O) (*n*=1)	other cultural/language benefits -speak and know a second language -be fluent in both
2.6 (O) (*n*=1)	child committed to completing the program
2.6 (O) (*n*=1)	child doing fine academically-no reason to transfer -likes school/learning in general
2.6 (L2) (*n*=1)	facility/ease in learning and using L2
2.6 (L2) (*n*=1)	with L2 component, learn more
2.6 (O) (*n*=1)	don't have to do English all day

total (*n*=38)

Section 3: Reasons for choosing to continue with the French immersion program
The open ended factors influencing a decision to continue with the French immersion program were written in (%) rank order according to the frequency of responses given.

P3.9a/P3.10a: Open-ended responses (parents)

Table A10

% of responses	P3.9a/10a Other aspects **parents of gifted children** found appealing about the French immersion program
20.8 (O) (*n*=11)	education-oriented parents -interested/committed to education -actively involved with child's learning -high degree of participation as volunteers
15.1 (O) (*n*=8)	pleased with teaching staff -ongoing communication/parents well informed via newsletters -open minded -motivated -often young/ enthusiastic/spirited -patient/supportive -good methods
9.4 (O) (*n*=5)	education-oriented students -motivated/positive attitude towards learning -intelligent/ inquiring -open-minded -bright
7.5 (O) (*n*=4)	other cultural/language benefits -tolerance of different cultures -development of good social skills -exposure to French culture -become well rounded "enriched" individuals via exposure to cultural events
5.7 (O) (*n*=3)	close knit community: teachers/parents/kids
3.8 (O) (*n*=2)	better option in comparison with English program available -fewer ESL/special needs learners -smaller class sizes -a way around the low level of school in neighborhood
3.8 (I) (*n*=2)	pleased with the development of good work habits/organizational skills from a very young age

3.8 (I) (*n*=2)	pleased with the emphasis on developing good communication skills/listening skills -e.g. public speaking/writing activities (stories)
3.8 (I) (*n*=2)	extra challenge/ learning L2 or in L2 (harder than just learning in English)
3.8 (I) (*n*=2)	Quebec exchange appealing
1.9 (O) (*n*=1)	nowhere else for gifted kids/English program less challenging
1.9 (O) (*n*=1)	benefit of using L2 for communication here and abroad (French immersion works!!)
1.9 (I) (*n*=1)	found some communicative activities appealing (e.g.): -writing activities: (e.g.) corresponding with Quebec -speaking activities: (e.g.) Concours d'Art Oratoire -drama activities -buddy activities with lower grades -doing things with Fr. immersion kids from other schools -projects with guest speakers/French monitors -creative activities that use the imagination
1.9 (L2) (*n*=1)	think/create in French
1.9 (O) (*n*=1)	pleased with school environment: all in French or promoting French
1.9 (O) (*n*=1)	child doing fine academically-no reason to transfer -likes school/learning in general
1.9 (O) (*n*=1)	English program not that different -just as easy -would have enjoyed it too
1.9 (O) (*n*=1)	skills transferable L2 to L1
1.9 (L2) (*n*=1)	facility/ease in learning and using L2
1.9 (L2) (*n*=1)	with L2 component, learn more
1.9 (O) (*n*=1)	no ill effects on L1
1.9 (O) (*n*=1)	best option available; nowhere else for gifted child

total (*n*=53)

Table A11

% of responses	P3.9a/10a Other aspects **parents of non-gifted children** found appealing about the French immersion program
13.7 (O) (*n*=7)	pleased with teaching staff -good quality of teaching -teachers-young and energetic -teachers have sense of pride about the French culture -helpful teaching children French
9.8 (I) (*n*=5)	found some culturally enriching activities/events appealing to promote L2 learning (e.g.): -Fete Colombienne -celebrating cultural holidays with food, music, dress -school performances
7.8 (O) (*n*=4)	education-oriented students -bright -inquiring -most honor roll students in high school have been or are in the French immersion program
7.8 (O) (*n*=4)	benefit of using L2 for communication here and abroad (French immersion works!!)
7.8 (O) (*n*=4)	better option in comparison with English program available -less ESL/special needs children
7.8 (O) (*n*=4)	other cultural/language benefits -opportunity to learn a second language at a young age -exposure to/tolerance of different cultures/ become a good Canadian -learn to speak in French (bilingual) -learn about other cultures; celebrate differences -equity in kindergarten (start knowing same amount of French)
5.9 (I) (*n*=3)	found some communicative activities appealing (e.g.): -writing activities: (e.g.) corresponding with Quebec -speaking activities: (e.g.) Concours d'Art Oratoire -drama activities -buddy activities with lower grades -doing things with Fr. immersion kids from other schools -projects with guest speakers/French monitors -creative activities that use the imagination

5.9 (O) (*n*=3)	close knit community: teachers/parents/kids
3.9 (I) (*n*=2)	pleased with the development of good work habits/organizational skills from a very young age
3.9 (I) (*n*=2)	pleased with the emphasis on developing good communication skills/listening skills -e.g. public speaking writing activities (stories)
3.9 (L2) (*n*=2)	think/create in French
3.9 (O) (*n*=2)	pleased with school environment: all in French or promoting French
3.9 (O) (*n*=2)	education-oriented parents -involved in children's studies -concern for quality education -involved
3.9 (O) (*n*=2)	close knit friends in program
2.0 (I) (*n*=1)	Quebec exchange appealing
2.0 (I) (*n*=1)	heard others enjoyed program
2.0 (I) (*n*=1)	provides a degree of challenge/enrichment usually only available to gifted or handicapped students
2.0 (O) (*n*=1)	pleased with school (in general)
2.0 (O) (*n*=1)	don't know otherwise-can't compare-never been in English program

total (*n*=51)

APPENDIX B

OPEN ENDED RESPONSES: CHILDREN

Appeal of Teaching Approach (Activities)

STUDENT QUESTIONNAIRE

Section C2A, B, C, D: Open-ended responses (children)

The children were asked to describe appealing and boring activities in each of the four subject areas surveyed: A. Speaking; in French B. Vocabulary development; C. Writing and D. Reading. Activities suggested were put in rank order in the table according to how often they were suggested. Some activities suggested reflected the communicative (C) approach, while others reflected the formal (F) linguistic approach. To facilitate this distinction for the reader, the activities suggested in each table were identified with a C or an F. The percentages given are based on the total number of respondents who suggested the activity described.

Table B12

% of respondents	C2a.5 Appealing speaking activities **Gifted** children
27.6 (C) (*n*=8)	doing plays, skits, improvisations
10.3 (C) (*n*=3)	participating in public speaking contests "Concours" d'Art Oratoire
10.3 (C) (*n*=3)	doing an oral presentation in front of the class-story/report you've written
6.9 (F) (*n*=2)	doing pronunciation reinforcement exercises (e.g.) -pronouncing the words in syllables -phonics activities
6.9 (C) (*n*=2)	doing pronunciation games/activities/competitions
6.9 (C) (*n*=2)	going to Quebec or France
6.9 (C) (*n*=2)	having a class discussion on a topic
3.4 (F) (*n*=1)	following the example given by the instructor (e.g.) -listening to the teacher correct pronunciation as students read out loud -following a story along as it is being read on the tape recorder -listening to the teacher read -following lesson on chalkboard -listening to tape recorder -listening to guest speaker talking about language
3.4 (C) (*n*=1)	listening and/or interacting with French speaking monitors and/or guest speakers

3.4 (C) (n=1)	going to a French movie
3.4 (F) (n=1)	repeating back what the teacher says
3.4 (F) (n=1)	practicing words out loud repeatedly
3.4 (F) (n=1)	reading a story selection out loud
3.4 (F) (n=1)	using efficient and expedient ways to learn how to pronounce new words: teacher tells me -we say it once or twice then goes on

total (n=29)

Table B13

% of respondents	C2a.5 Appealing speaking activities **Non-gifted** children
22.2 (C) (n=8)	doing plays, skits, improvisations,
19.4 (C) (n=7)	doing pronunciation games/activities/competitions
13.9 (F) (n=5)	following the example given by the instructor (e.g.) -listening to the teacher correct pronunciation as students read out loud -following a story along as it is being read on the tape recorder -listening to the teacher read -following lesson on chalkboard -listening to tape recorder -listening to guest speaker talking about language
8.3 (C) (n=3)	participating in public speaking contests "Concours" d'Art Oratoire
8.3 (F) (n=3)	memorizing poem/list of words and saying them out loud
5.6 (C) (n=2)	going to a French movie
2.8 (C) (n=1)	making a video
2.8 (C) (n=1)	having a class discussion on a topic
2.8 (C) (n=1)	singing
2.8 (C) (n=1)	recording myself on a cassette

2.8 (C) (*n*=1)	doing an oral presentation in front of the class-story/report you've written
2.8 (F) (*n*=1)	doing pronunciation reinforcement exercises (e.g.) -pronouncing the words in syllables -phonics activities
2.8 (F) (*n*=1)	using flash cards
2.8 (F) (*n*=1)	using efficient and expedient ways to learn how to pronounce new words (teacher tells me -we say it once or twice then goes on)

total (*n*=36)

Table B14

% of respondents	C2a.6 Boring speaking activities Gifted children
33.3 (F) (*n*=9)	doing pronunciation reinforcement exercises (e.g.) -pronouncing the words in syllables -phonics activities
14.8 (F) (*n*=4)	following the example given by the instructor (e.g.) -listening to the teacher correct pronunciation as students read out loud -following a story along as it is being read on the tape recorder -listening to the teacher read -following lesson on chalkboard -listening to tape recorder -listening to guest speaker talking about language
11.1 (F) (*n*=3)	practicing words out loud repeatedly
7.4 (F) (*n*=2)	doing pronunciation extension exercises (involves more production) e.g., look up the pronunciation of words in the dictionary
7.4 (F) (*n*=2)	individually pronouncing words out loud from the dictionary or a list
7.4 (F) (*n*=2)	repeating back what the teacher says
3.7 (C) (*n*=1)	doing plays, skits, improvisations,
3.7 (F) (*n*=1)	memorizing poem/list of words and saying them out loud
3.7 (C)	oral presentation in front of the class a story/report you've written
3.7 (C) (*n*=1)	listening and/or interacting with French speaking monitors and/or guest speakers

3.7 (F) (*n*=1)	reading a story selection out loud

total (*n*=27)

Table B15

% of respondents	C2a.6 Boring speaking activities **Non-Gifted children**
21.2 (F) (*n*=7)	following the example given by the instructor (e.g.) -listening to the teacher correct pronunciation as students read out loud -following a story along as it is being read on the tape recorder -listening to the teacher read -following lesson on chalkboard -listening to tape recorder -listening to guest speaker talking about language
15.2 (F) (*n*=5)	doing pronunciation reinforcement exercises (e.g.) -pronouncing the words in syllables -phonics activities
15.2 (F) (*n*=5)	reading a story selection out loud
15.2 (F) (*n*=5)	individually pronouncing words out loud from the dictionary or a list
9.1 (F) (*n*=3)	repeating back what the teacher says
3.0 (F) (*n*=1)	practicing words out loud repeatedly
3.0 (C) (*n*=1)	singing
3.0 (F) (*n*=1)	repeating back what the French tape says
3.0 (C) (*n*=1)	doing plays, skits, improvisations,
3.0 (F) (*n*=1)	doing pronunciation extension exercises (involving more production) e.g., look up the pronunciation of words in the dictionary
3.0 (F) (*n*=1)	memorizing poem/list of words and saying them out loud
3.0 (F) (*n*=1)	writing the skit down we presented orally
3.0 (F) (*n*=1)	whole class pronouncing words at the same time

total (*n*=33)

Table B16

% of respondents	C2b.9 Appealing vocabulary activities Gifted children
23.1 (C) (*n*=6)	studying words by doing puzzle, games contests (e.g.) -word searches -story with most correct words -dictionary races -crossword puzzles
11.5 (C) (*n*=3)	writing a story
7.7 (C) (*n*=2)	doing plays, skits, improvisations
7.7 (C) (*n*=2)	doing a research project
7.7 (C) (*n*=2)	going to Quebec or France
7.7 (C) (*n*=2)	participating in public speaking contests ("Concours")
3.8 (F) (*n*=1)	studying words using efficient and expedient ways (e.g.) -analyzing the meaning of its root word to determine word meaning -asking someone for the meaning -using context clues -matching words to definitions
3.8 (C) (*n*=1)	studying words to understand something else of interest to me (e.g.) -science -research report of my choice
3.8 (F) (*n*=1)	doing vocabulary extension exercises (involves more production) (e.g.) -finding synonyms/homonyms for words -writing/reading word meanings/definitions -writing sentences to show word meanings -making a dictionary with the words given
3.8 (C) (*n*=1)	studying/researching/discussing words that interest or challenge me (e.g.) -more complex -unusual -useful to know to communicate ideas
3.8 (C) (*n*=1)	doing group work/discussion
3.8 (C) (*n*=1)	learning new words through drama activities (e.g.) -miming -watching play (audience participation)

3.8(F) (*n*=1)	looking up words in dictionary (any words)
3.8(C) (*n*=1)	watching a video: words don't know are explained
3.8(C) (*n*=1)	responding to a question or topic via a group or class discussion

total (*n*=26)

Table B17

% of respondents	C2b.9 Appealing vocabulary activities **Non-Gifted children**
18.2(F) (*n*=6)	studying words using efficient and expedient ways (e.g.) -analyzing the meaning of its root word to determine word meaning -asking someone for the meaning -using context clues -matching words to definitions
12.1(C) (*n*=4)	studying words to understand something else of interest to me -science -research report of my choice
12.1(F) (*n*=4)	doing vocabulary extension exercises (involves more production) (e.g.) -finding synonyms/homonyms for words -writing/reading word meanings/definitions -writing sentences to show word meanings -making a dictionary with the words given
9.1(C) (*n*=3)	studying words by doing puzzle, games contests (e.g.) -word searches -story with most correct words -dictionary races -crossword puzzles
9.1(C) (*n*=3)	studying/researching/discussing words that interest or challenge me (e.g.) -more complex -unusual -useful to know to communicate ideas
9.1(C) (*n*=3)	doing plays, skits, improvisations
6.1(F) (*n*=2)	doing dictionary work (look up words given)
3.0(C) (*n*=1)	doing group work/discussion

3.0 (C) (*n*=1)	studying words through drama activities, miming, watching play (audience participation)
3.0 (C) (*n*=1)	doing a research project
3.0 (C) (*n*=1)	interacting with French speaking monitors and/or guest speakers
3.0 (C) (*n*=1)	going to French camp
3.0 (F) (*n*=1)	doing vocabulary reinforcement exercises such as filling the blanks with the correct words
3.0 (F) (*n*=1)	memorizing words/word meanings for tests
3.0 (F) (*n*=1)	look up words in dictionary (any words)

total (*n*=33)

Table B18

% of respondents	C2b.10 Boring vocabulary activities Gifted children
23.8 (F) (*n*=5)	doing vocabulary extension exercises (involves more production) (e.g.) -finding synonyms/homonyms for words -writing/reading word meanings/definitions -writing sentences to show word meanings -making a dictionary with the words given
19.0 (F) (*n*=4)	doing dictionary work (looking up words given)
9.5 (F) (*n*=2)	look up words in dictionary (any words)
9.5 (F) (*n*=2)	doing word searches or other activity repeatedly
9.5 (F) (*n*=2)	doing vocabulary reinforcement exercises such as filling the blanks with the correct words
9.5 (F) (*n*=2)	listening to the teacher talk, explain and/or lecture
4.8 (F) (*n*=1)	copying words/sentences/definitions from the board
4.8 (F) (*n*=1)	making word lists
4.8 (C) (*n*=1)	studying words by doing puzzle, games contests (e.g.) -word searches -story with most correct words

	-dictionary races -crossword puzzles
4.8 (F) (*n*=1)	memorizing words/word meanings for tests

total (*n*=21)

Table B19

% of respondents	C2b.10 Boring vocabulary activities **Non-gifted** children
24.0 (F) (*n*=6)	copying words/sentences/definitions from the board
20.0 (F) (*n*=5)	look up words in dictionary (any words)
20.0 (F) (*n*=5)	doing vocabulary extension exercises (involves more production) (e.g.) -finding synonyms/homonyms for words -writing/reading word meanings/definitions -writing sentences to show word meanings -making a dictionary with the words given
8.0 (F) (*n*=2)	doing dictionary work (look up words given)
4.0 (C) (*n*=1)	writing a story
4.0 (F) (*n*=1)	studying words using efficient and expedient ways (e.g.) -analyzing the meaning of its root word to determine word meaning -asking someone for the meaning -using context clues -matching words to definitions
4.0 (F) (*n*=1)	writing a play without presenting it
4.0 (F) (*n*=1)	making word lists
4.0 (C) (*n*=1)	participating in public speaking contests "Concours"
4.0 (C) (*n*=1)	writing a story using the vocabulary given
4.0 (F) (*n*=1)	doing word searches or other activity repeatedly

total (*n*=25)

Table B20

% of respondents	C2c.8 Appealing writing activities **Gifted children**
16.7 (C) (*n*=5)	writing a story
16.7 (C) (*n*=5)	playing games -team games using chalk board e.g.-Tic Tac Toe/spelling races
16.7 (C) (*n*=5)	writing activity/topic of my choice
13.3 (C) (*n*=4)	correcting the teacher's mistakes s/he made on purpose (grammar and/or spelling)
6.7 (F) (*n*=2)	doing dictees, spelling tests, dictations on a regular basis
6.7 (C) (*n*=2)	writing a research report
6.7 (C) (*n*=2)	writing a directed story (teacher gives student topic/and or the vocabulary/verb tense to use)
3.3 (C) (*n*=1)	studying grammatical rules or structures in creative or original ways e.g., metaphors or rhymes
3.3 (C) (*n*=1)	using resources as a means to help me communicate my ideas
3.3 (C) (*n*=1)	expressing my ideas, feelings, thoughts through Journal writing activities
3.3 (C) (*n*=1)	corresponding with someone in Quebec
3.3 (F) (*n*=1)	doing grammar extension exercises (more production) (e.g.) -writing sentences/paragraphs with spelling words -writing sentences and identifying its parts (noun, verb, adj. etc.) -writing definition for word -writing sentence with correct verb tense -writing sentences correctly -editing mistakes in a story

total (*n*=30)

Table B21

% of respondents	C2c.8 Appealing writing activities **Non-gifted** children
17.6 (F) (*n*=6)	doing formal grammar/spelling reinforcement exercises/worksheets (e.g.) -sequencing words in sentences -filling in the blanks with the correct verbs -completing grammar sheets -identifying verbs, nouns, adjectives in a list of words -copying verbs from verb book -filling blank with correct word
14.7 (C) (*n*=5)	writing a story
8.8 (F) (*n*=3)	doing grammar extension exercises (more production) (e.g.) -writing sentences/paragraphs with spelling words -writing sentences and identifying its parts (noun, verb, adj. etc.) -writing definition for word -writing sentence with correct verb tense -writing sentences correctly -editing mistakes in a story
8.8 (C) (*n*=3)	having friendly competitions (individual) (e.g.) -dictionary races -writing story to see who can.... -spelling Bees
5.9 (C) (*n*=2)	making up my own list words to study in spelling
5.9 (F) (*n*=2)	conjugating verbs (using a Bescherelle)
5.9 (C) (*n*=2)	correcting the teacher's mistakes s/he made on purpose (grammar and/or spelling)
5.9 (C) (*n*=2)	expressing my ideas, feelings, thoughts through Journal writing activities
5.9 (F) (*n*=2)	doing dictees, spelling tests, dictations on a regular basis
5.9 (C) (*n*=2)	corresponding with someone in Quebec
2.9 (C) (*n*=1)	writing activity/topic of my choice
2.9 (C) (*n*=1)	playing games (e.g.) -team games using chalk board -Tic Tac Toe /spelling races

2.9 (F) (*n*=1)	completing/using a "teacher guided" worksheet
2.9 (F) (*n*=1)	rewriting misspelled words
2.9 (C) (*n*=1)	studying grammatical rules or structures in creative or original ways such as using metaphors or rhymes

total (*n*=34)

Table B22

% of respondents	C2c.9 Boring writing activities **Gifted children**
17.2 (F) (*n*=5)	doing formal grammar/spelling reinforcement exercises/worksheets (e.g.) -sequencing words in sentences -filling in the blanks with the correct verbs -completing grammar sheets -identifying verbs, nouns, adjectives in a list of words -copying verbs from verb book -filling blank with correct word
17.2 (C) (*n*=5)	writing a teacher directed story (teacher gives student topic/and or the vocabulary/verb tense to use)
13.8 (F) (*n*=4)	doing dictees, spelling tests, dictations on a regular basis
10.3 (F) (*n*=3)	doing grammar extension exercises (more production) (e.g.) -writing sentences/paragraphs with spelling words -writing sentences and identifying its parts (noun, verb, adj. etc.) -writing definition for word -writing sentence with correct verb tense -writing sentences correctly -correcting mistakes in a story -a writing assignment including spelling and grammar
10.3 (F) (*n*=3)	copying words, sentences, lessons from the board
6.9 (F) (*n*=2)	rewriting misspelled words
3.4 (F) (*n*=1)	conjugating verbs (using a Bescherelle)
3.4 (C) (*n*=1)	writing a story
3.4 (F) (*n*=1)	memorizing words/verbs for test

3.4 (F) (n=1)	brainstorming ideas or lists of words
3.4 (F) (n=1)	following and practicing a particular sentence pattern the teacher gives me
3.4 (F) (n=1)	following long lessons on the chalkboard
3.4 (F) (n=1)	studying spelling in a more challenging way (e.g.) -not to see the pretest first -writing sentences not just list words

total (n=29)

Table B23

% of respondents	C2c.9 Boring writing activities **Non-gifted** children
18.5 (F) (n=5)	doing formal grammar/spelling reinforcement exercises/worksheets (e.g.) -sequencing words in sentences -filling in the blanks with the correct verbs -completing grammar sheets -identifying verbs, nouns, adjectives in a list of words -copying verbs from verb book -filling blank with correct word
14.8 (F) (n=4)	doing dictees, spelling tests, dictations on a regular basis
14.8 (F) (n=4)	doing grammar extension exercises (more production) (e.g.) -writing sentences/paragraphs with spelling words -writing sentences and identifying its parts (noun, verb, adjectives etc.) -writing definition for word -writing sentence with correct verb tense -writing sentences correctly -editing mistakes in a story
11.1 (F) (n=3)	copying words, sentences, lessons from the board
7.4 (F) (n=2)	conjugating verbs (using a Bescherelle)
7.4 (C) (n=2)	writing a story
7.4 (C) (n=2)	writing a directed story (teacher gives student topic/and or the vocabulary/verb tense to use)

3.7 (F) (*n*=1)	memorizing words/verbs for test
3.7 (F) (*n*=1)	brainstorming ideas or lists of words
3.7 (F) (*n*=1)	rewriting misspelled words
3.7 (F) (*n*=1)	listening to the teacher talk, explain and/or lecture
3.7 (C) (*n*=1)	correcting the teacher's mistakes s/he made on purpose (grammar and/or spelling)

total (*n*=27)

Table B24

% of respondents	C2d.7 Appealing reading activities **Gifted children**
39.1 (C) (*n*=9)	acting part(s) of a story/novel out
21.7 (C) (*n*=5)	showing comprehension of a story in a visual or creative way (e.g.) -cartoons/pictures -transforming story ending -telling a story about it -story map
13.0 (C) (*n*=3)	doing a novel study from a book of choice
8.7 (F) (*n*=2)	doing reading comprehension reinforcement exercises (e.g.) -answering questions to a story (story read by student or teacher) -answering questions in a textbook -correcting a sheet about a novel
4.3 (C) (*n*=1)	reading a story at own pace and doing a short 1 page book report or oral report
4.3 (C) (*n*=1)	reading the story at own pace and using context to guess meaning
4.3 (C) (*n*=1)	presenting what happened in story in front of people
4.3 (F) (*n*=1)	reading and study a novel/story under the teacher's direction

total (*n*=23)

Table B25

% of respondents	C2d.7 Appealing reading activities **Non-gifted** children
43.5(C) (*n*=10)	acting part(s) of a story/novel out
26.1(C) (*n*=6)	showing comprehension of a story in a visual or creative way (e.g.) -cartoons/pictures -transforming story ending -telling a story about it -story map
13.0(F) (*n*=3)	doing reading comprehension reinforcement exercises (e.g.) -answering questions to a story (story read by student or teacher) -answering questions in a textbook -correcting a sheet about a novel
8.7(F) (*n*=2)	doing reading comprehension extension exercises (involves more production) (e.g.) -reading a novel and writing a story summary -doing a character study
4.3(C) (*n*=1)	reading in groups/discussing story
4.3(C) (*n*=1)	presenting what happened in story in front of people

total (*n*=23)

Table B26

% of respondents	C2d.8 Boring reading activities **Gifted** children
23.8(F) (*n*=5)	doing reading comprehension reinforcement exercises (e.g.) -answering questions to a story (story read by student or teacher) -answering questions in a textbook -correcting a sheet about a novel
19.0(F) (*n*=4)	reading and studying a novel/story under the teacher's direction
9.5(F) (*n*=2)	doing reading comprehension extension exercises (involves more production) (e.g.) -reading a novel and writing a story summary

	-doing a character study
9.5(F) (*n*=2)	doing lots of activities for one book/big book report
9.5(F) (*n*=2)	writing a response after each chapter (thoughts, impressions, predictions, resume)
9.5(F) (*n*=2)	answering questions in complete sentences
9.5(F) (*n*=2)	answering questions after each chapter (sometimes before too)
4.8(C) (*n*=1)	reading the story at own pace and using context to guess meaning
4.8(C) (*n*=1)	acting part(s) of a story/novel out

total (*n*=21)

Table B27

% of respondents	C2d.8 Boring reading activities **Non-gifted children**
30.0(F) (*n*=6)	doing reading comprehension extension exercises (involves more production) (e.g.) -reading a novel and writing a story summary -doing a character study
20.0(F) (*n*=4)	reading and studying a novel/story under the teacher's direction
20.0(F) (*n*=4)	doing reading comprehension reinforcement exercises (e.g.) -answering questions to a story (story read by student or teacher) -answering questions in a textbook -correcting a sheet about a novel
10.0(F) (*n*=2)	doing book reports all the time
10.0(F) (*n*=2)	writing a response after each chapter (thoughts, impressions, predictions, resume)
5.0(F) (*n*=1)	answering questions in complete sentences
5.0(C) (*n*=1)	showing comprehension of a story in a visual or creative way (e.g.) -cartoons/pictures -transforming story ending -telling a story about it -story map

total (*n*=20)

APPENDIX C

STUDENT PROFILES

STUDENT PROFILE

The student profile includes the following sections:

A.1 Identification of gifted group: parent survey
A.2 Other strong indicators that helped determine child was gifted (Open ended responses: Parent)
B. Identification of gifted group: student survey
C. Enrichment or special activities offered in the district for gifted children
D. Subjects learned in English
E. Favorite subjects
F. Least favorite subjects
G. Reasons for disliking least favorite subjects

A.1 Identification measures for gifted group: Parent questionnaire

This table summarizes the screening measures used in the parent questionnaire to determine group membership (gifted /non-gifted). (% is based on number of respondents who answered each statement affirmatively)

PARENT QUESTIONNAIRE

Table C28.a

GIFTED parent respondents 34	% YES	NON-GIFTED parent respondents 46	% YES
P4.3A child was tested by a private psychologist who determined s/he was gifted	3.1 *n*=1	P4.3A child was tested by a private psychologist who determined s/he was gifted	0 *n*=0
P4.3B child was formally tested at school which determined s/he was gifted	40 *n*=14	P4.3B child was formally tested at school which determined s/he was gifted	0 *n*=0
P4.3C child chosen to participate in a pull-out program	79:4 *n*=27	P4.3C child chosen to participate in a pull-out program	0 *n*=0
P4.3D other strong indicators which helped us determine s/he was gifted	61.1 *n*=22	P4.3D other strong indicators which helped us determine s/he was gifted	0 *n*=0
for each statement:	*n*~35		*n*=47

A.2 A Synopsis of other strong indicators that helped determine child was gifted (Open ended responses: Parent)

P4.3D Other strong indicators suggested by parents included one or more of the following: (A synthesis of these indicators have been grouped under their appropriate headings by the author).

FACILITY LEARNING LANGUAGES

-early language skills
-self-taught to read English at a very young age; read French in kindergarten
-read at age 3
-developed vocabulary at a young age
-read adult books since grade 4/5
-advanced language skills
-said complete sentences at age 3

SENSITIVE & GOOD SENSE OF HUMOR

-very sensitive
-quick-witted

VERY CREATIVE: GOOD PROBLEM SOLVING ABILITY

-solved complex puzzles at a young age
-creative ideas
-high degree of creativity
-very creative

EXCELLENT RETENTION OF FACTS AND INFORMATION

-excellent memory

PROCESSES IDEAS QUICKLY AND MAKES CONNECTIONS with LITTLE EFFORT

-exceptionally quick at games and card tricks
-very bright; understands concepts quickly without effort
-very quick to learn things
-able to understand complex ideas

INQUISITIVE, SELF-DIRECTED LEARNER

-very capable of finding own challenges
-self-motivated to do extra projects
-looks for challenges
-inquisitive

TALENTED IN MANY AREAS

-early motor skills
-high comprehension level in some subject areas: reading, vocabulary, math
-math skills beyond age level

TALENTED IN MANY AREAS cont.

-high marks with no effort
-facility in many areas

ADVANCED PLACEMENT IN SCHOOL

-advanced (high school) math in grade 7
-advanced placement
-skipped a grade

OTHER INDICATORS

-teacher's indications
-Szabo's criteria

B. Identification measures for gifted group: Student questionnaire

This table outlines the screening measures used in the student questionnaire to verify group membership to the gifted or non-gifted group. (% is based on number of respondents who responded affirmatively)

C1.10A and C1.10B

Table C28.b

GIFTED child respondents 36	% YES	NON-GIFTED child respondents 48	% YES
C1.10A Ever participate in a pull-out program	61.1 *n*=22	C1.10A Ever participate in a pull-out program	4.2 *n*=2
C1.10B Ever participate in other enrichment activities organized for gifted children in your school district	47.2 *n*=17	C1.10B Ever participate in other enrichment activities organized for gifted children in your school district	10.4 *n*=5
for each statement:	*n*=36		*n*=48

Please note: C1.10B was not used as a screening measure for the gifted group.

C. Enrichment or special activities offered in the district for gifted children

C1.10C: Other enrichment or (*special*) activities organized for gifted children in your school or School District

Table C29

GIFTED (16 respondents)	NON-GIFTED (5 respondents)	Activities offered for gifted students
		Science and Math related
18.8 (*n*=3)		Advanced Math/Math Challenge program
18.3 (*n*=3)		Extra problem solving
6.3 (*n*=1)		Math Expo
	20.0 (*n*=1)	Science and Math
		Language Arts related
6.3 (*n*=1)		Writing stories/doing science experiments
	20.0 (*n*=1)	Reading/Writing Activities
		Games & puzzles
6.3 (*n*=1)		Evening of games
6.3 (*n*=1)		Unsolved Mysteries
6.3 (*n*=1)		Games/Mazes
		Other
18.8 (*n*=3)		Creative minds
6.3 (*n*=1)		Comic Voyagers
	20.0 (*n*=1)	Gifted Learner program
	20.0 (n=1)	Odyssey of the Mind
		Special Events
	20.0 (*n*=1)	Super Saturday
6.3 (n=1)		Field trips
total: *(* ***n***=16)	(n=5)	

D. Subjects learned in English in French immersion

C1.9 Subjects learned in English (in addition to English language arts)

The subjects learned in English are written in rank order according to the percentage of respondents that had experienced that subject in English. (% is based on number of respondents who respondent affirmatively)

Table C30.a

GIFTED (34 respondents)	% YES	NON-GIFTED (48 respondents)	% YES
MUSIC	70.6 (*n*=24)	MUSIC	64.6 (*n*=31)
MATH	54.3 (*n*=19)	P.E.	33.3 (*n*=16)
ART	45.7 (*n*=16)	MATH	27.1 (*n*=13)
P.E.	40.0 (*n*=14)	ART	22.9 (*n*=11)
SCIENCE	8.8 (*n*=3)	SCIENCE	6.3 (*n*=3)
SOCIAL STUDIES	8.6 (*n*=3)	SOCIAL STUDIES	2.1 (*n*=1)
for each statement:	(n~35)		(n~48)

Other subjects identified as being learned in English were as follows:
(% is based on number of respondents who responded affirmatively)

Table C30.b

GIFTED	% YES	NON-GIFTED	% YES
Computers	37.5 (*n*=3)	Band	37.5 (*n*=3)
Drama	25.0 (*n*=2)	Drama	25.2 (*n*=2)
Band	25.0 (*n*=2)	Computers	25.0 (*n*=2)
Second Step	12.5 (*n*=1)	Lifeskills	12.5 (*n*=1)
total	**(*n*=8)**		**(*n*=8)**

E. Student's favorite subjects in French immersion

Section C1. 11 (group) Favorite three subjects
(% is based on number of responses)

Table C31

C1.11A (group) Favorite subjects		C1.11 (group) Favorite subjects	
GIFTED	%	NON-GIFTED	%
P.E.	23.1 (*n*=25)	P.E.	21.8 (*n*=31)
Math	17.6 (*n*=19)	Art	20.4 (*n*=29)
Art	13.0 (*n*=14)	Math	14.8 (*n*=21)
Social Studies	11.1 (*n*=12)	Science	12.7 (*n*=18)
Reading	10.2 (*n*=11)	Reading	9.9 (*n*=14)
Science	9.3 (*n*=10)	Socials	7.7 (*n*=11)
Music	7.4 (*n*=8)	Music	7.7 (*n*=11)
Writing	7.4 (*n*=8)	Writing	3.5 (*n*=5)
Computers	.9 (*n*=1)	Spelling	.7 (*n*=1)
		Band	.7 (*n*=1)
total:	***n*=108**		***n*=142**

F. Students' least favorite subjects in French immersion

Section C1. 12 (group) Least two favorite subjects

(% is based on number of responses)

Table C32

C1.12A (group) Least favorite subject			C1.12A (group) Least favorite subject		
GIFTED	%		NON-GIFTED	%	
Science	19.1	(*n*=13)	Math	22.0	(*n*=20)
Social Studies	17.6	(*n*=12)	Science	16.5	(*n*=15)
Music	14.7	(*n*=10)	Writing	15.4	(*n*=14)
Math	11.8	(*n*=8)	Socials	13.2	(*n*=12)
Writing	11.8	(*n*=8)	Music	8.8	(*n*=8)
Art	8.5	(*n*=6)	Reading	7.7	(*n*=7)
Reading	7.4	(*n*=5)	Art	5.5	(*n*=5)
Grammar	4.4	(*n*=3)	English Language Arts	2.2	(*n*=2)
P.E.	1.5	(*n*=1)	P.E.	3.3	(*n*=3)
Novel studies	1.5	(*n*=1)	Grammar	3.3	(*n*=3)
Band	1.5	(*n*=1)	Computers	1.1	(*n*=1)
			Band	1.1	(*n*=1)
total:	***n*=68**			***n*=91**	

G. Reasons for disliking least favorite subjects

Section C1. 12a/b: Reasons for disliking least two favorite subjects
(% is based on number of responses)

Table C33

% responses	% responses	C1.12 a/b Reasons for disliking subjects
Gifted	Non-gifted	
25.0 (n=14)	13.9 (n=10)	not personally interested in subject material/content (or don't feel talented in this area)
19.6 (n=11)	40.3 (n=29)	content: too hard to do or to understand -overwhelming -takes too much thinking -slow/bad at it -not good at it -verbs/grammar frustrating -takes too much patience -confusing or difficult -too many things to remember -vocabulary hard
16.1 (n=9)	16.7 (n=12)	dissatisfied with the process/activities used to learn the content(which focuses on exercises, practice and drill) -too much homework; worksheets sent home -not enough games -not enough opportunity for creativity -boring exercises -activities too repetitive-not varied enough -not active enough -copy off board -textbook work (read/discuss)
12.5 (n=7)	5.6 (n=4)	content: too easy/not challenging -outcome(s) too obvious -already know -don't learn much/anything -too easy -not challenging -too much review
7.1 (n=4)	5.6 (n=4)	dissatisfied with the quality of instruction -too repetitive -too teacher directed -lessons not well explained/poorly instructed -too much teacher talk

7.1 (n=4)	0 (n=0)	pace too slow -lessons too long -too much time spent on something
5.4 (n=3)	4.2 (n=3)	not satisfied with teacher-mean-annoying
1.8 (n=1)	1.4 (n=1)	dissatisfied with the resources used to learn the program -textbook work boring -resources not interesting
3.6 (n=2)	2.8 (n=2)	writing activity too physically demanding -hands gets tired
1.8 (n=1)	4.2 (n=3)	hard to generate ideas for writing activity
0 (n=0)	2.8 (n=2)	pace too fast -not enough time to complete projects/assignments
0 (n=0)	2.8 (n=2)	subject not emphasized enough

***total*: *n*=56 *n*=72**

APPENDIX D

SPECIAL PROGRAMS MANDATED FOR GIFTED CHILDREN

SPECIAL PROGRAMS MANDATED FOR GIFTED CHILDREN

According to the Special Education Services Manual of policies, procedures and guidelines (1995), "current funding allows for up to 2% of total student enrolment for supplemental funding in this category if supplemental services are provided to identified students on a regular basis and a current Individual Education Plan is in place. Reduction in class size is not by itself a sufficient service to meet the definition (Section E, p. 17)". "It is also expected that districts and schools will include gifted students in regular evaluation and reporting. Reports should indicate the adaptations and modifications made to the student's educational program, as well as performance relative to widely-held expectations (Section E, p. 19)."

The Special Education services manual (1995) also states that an Individual Education plan should be classroom-based, school-based and/or district-based. Regardless of how services are delivered, the common elements which are appropriate for a student who is gifted and which characterize an individualized program (IEP) include the following:

- it is different in pace scope and complexity in keeping with the nature and extent of the exceptionality;
- it provides opportunities for a student to interact socially and academically with both age peers and peers of similar abilities;
- it addresses both the cognitive and affective domains;
- it incorportates adaptations and/or extensions to content, process, product, pacing, learning environment and
- it goes beyond the walls of a school and into the larger community.

In addition, in accordance with the Special Education Services manual (1995), the supplemental services which should be provided for the gifted student should contain some of the following elements, but are not limited to these:

- independent guided education;
- specialist teachers in resource centres or resource rooms;
- district and community classes;
- special grouping which provide opportunities for learning with intellectual peers;
- mentorships;
- consultative services to assist teachers in expanding experiences in the regular classroom;
- accelerating/telescoping/compacting some or all of the student's program; opportunities to challenge courses when appropriate and opportunities to take incriched courses and to participate in Advanced Placement, International Baccalaureate or honours courses.

APPENDIX E

BRIEF HISTORICAL DEVELOPMENT OF THE QUESTIONNAIRE

The historical development of the questionnaire

As this was the first study of its kind, it took two years to develop. During these two years, the survey instrument evolved through 9 different versions and was subjected to 4 pilots. To help ensure the validity and reliability of the instrument, the following measures were taken during the course of its development:

A. Parent Questionnaire

Accuracy of the reasons affecting a program decision

To ensure an accurate analysis of the reasons for enrolling, withdrawing, considering to withdraw or continuing with the French immersion program, the final version of the survey generated responses from parents regarding their perceptions about the program in addition to responses from children regarding their experiences in the program. Previous versions elicited parent response only.

To ensure a more accurate representation of the reasons influencing a decision to enroll, withdraw, consider to withdraw or continue with the French immersion program, the author included open-ended statements for both parents and students to complete when warranted. Previous versions of the instrument provided less opportunity for open-ended responses.

B. Student Questionnaire

Accuracy of the activities reflecting a communicative and formal linguistic teaching approach

The author also sought the advise of Dr. Diane Dagenais (specialist in French immersion) to ensure the activities described in the survey accurately reflected the communicative or the formal linguistic approach as defined in the literature.

In order to ensure an accurate analysis of each approach, the author took the time to ensure its components were reflected in the activities to be rated. For example, the author ensured that communicative types of activities described included tasks which were motivating, interactive, substantive or integrative (Swain cited in Lapkin, 1984). Similarly the author ensured that formal linguistic types of activities suggested included exercise and drill in different forms such as echo, extension, modeling and repetition (Lavallee cited in Tardif, 1991). A balance of both approaches (and their components) was reflected in the process. Contrary to previous versions of the questionnaire, the activities described in this final version reflected these activity types more concisely.

Reliability of the Activities described

To help ensure the types of activities described would be familiar to children in grades 4-7, the author drew on her own teaching experiences and observations as an intermediate, elementary French immersion teacher (these past ten years in two different School Districts) in addition to the learning experiences suggested by children in 4 the four pilot studies described on page 216.

To ensure a comprehensive analysis of the appeal of the communicative and formal linguistic approach, the author included open ended statements which asked students to suggest activities they considered appealing and boring. The activities reflecting the communicative or the formal linguistic approach, were categorized and analyzed accordingly. To ensure a higher response rate to these open-ended statements, the final version of the questionnaire gave students the option of describing activities they had already had experienced in French immersion (grade 4-7) or just considered to be boring or appealing.

Clarity in layout, wording, rating scale and organization of the questionnaire

The author took measures to ensure the wording of the questionnaire items and the rating scale would be clearly understood by piloting different versions of the instrument to different groups of children (refer to the table, p. 216) and making the necessary revisions accordingly. The author also made changes to the survey based on the feedback received from Dr. Lannie Kanevsky (specialist in the field of gifted education; S.F.U.); Dr. Diane Dagenais (specialist in the field of French immersion, S.F.U.); and Doug Talling (a consultant in the field of data analysis). Upon their suggestion, for example, more concise definitions and examples were included throughout the questionnaire.

To ensure the length of the instrument was manageable and the layout and organization were clear, the author asked for feedback from the children involved in the pilot studies in addition to feedback from Doug Talling and S.F.U. faculty members (including Dr. Lannie Kanevsky, Dr. Diane Dagenais, Dr. Adam Horvath, Dr. Tom O'Shea).

In the process, the questionnaire evolved from a more cluttered and complex design to one which as more simple and manageable.

The pilot studies which were implemented included:

Date of Pilot	Questionnaire version #	Description of the respondents
May 11, 1993	#4	3 gifted children in the French immersion program (grade 5,6 and 7) 3 gifted children in the regular English program (grade 5, 6, and 7) (3 boys and 3 girls)
August 12, 1993	#6	1 gifted boy (entering grade 9) who had been in the French immersion program in grade 7.
May 3, 1995	#8	1 grade 6 French immersion student (non-gifted)
July 8, 1995	#8	1 gifted boy entering grade 7 1 exceptionally creative boy entering grade 3

To collect feedback from the pilot studies the author asked students to

1. write directly on the questionnaire if they sought clarification
2. write suggestions for changes directly on the questionnaire
3. ask questions of the author to seek clarification
4. complete a comment sheet about the questionnaire which asked for the student's evaluation of the instrument (e.g. clarity, layout & organization, interest generated, and relevance)

5. repeat their understanding of the meaning of the questions in their own words (a strategy proposed by William Belson, 1981)
6. explain to the researcher why particular items were rated the way they had been rated (to ensure the rating given reflected the intent of the respondent)

Statistical validity and reliability of the items surveyed

To ensure the questionnaire items reflected the research questions and hypothesis and were statistically valid, reliable and testable by quantitative analysis methods, the author elicited feedback from Dr. Tom O'Shea and Dr. Michael Roth (specialists in quantitative analysis, S.F.U.) and Doug Talling (a consultant data analyst, Vancouver). This feedback was applied during the development of the instrument.

The rating scale, for example, evolved from a 5 face scale to a more reliable 5 point Likert scale. The wording of the statements changed from neutral statements (I learn French words by...) to statements which carried a positive or negative tone (e.g. "It is appealing to me to learn"or "It bores me to..."). These introductions were randomly ordered for statements reflecting the communicative or formal linguistic teaching approach to ensure more statistically reliable results.

Other references consulted

In addition to referring to the literature review and the feedback elicited from faculty members, Doug Talling and the children consulted in the pilot studies, these references were also consulted to assist with the development of the survey:

References

Belson, W. A. (1981). The Design and Understanding of Survey Questions. Aldershot, England: Grower.

Borg, W., & Gall, M. (1989). Educational Research: An Introduction (5th ed.). New York: Longman.

Buchanan, T. K., & Buchanan, J. F. (Eds.). (1991). Conducting Research and Evaluation of Gifted Education; A Handbook of Methods and Applications. New York: Teachers College Press.

Davies, I. K. (1981). Instructional Techniques. New York: McGraw-Hill Book Company.

Orlich, D. C. (1978). Designing Sensible Surveys. New York: Redgrave Publishing Company.

Sudman, S., & Bradburn, N. (1982). Asking Questions; A Practical Guide to Questionnaire Design. CA: Jossy-Bass Limited.

APPENDIX F

July, 1995 QUESTIONNAIRE, AMENDMENT and COVERING LETTERS

Gifted children/French Immersion
c/o Faculty of Education
Simon Fraser University
Burnaby, B.C.
V5A 1S6
July 12, 1995

Dear Parent:

As a graduate student in the Faculty of Education at Simon Fraser University, I am doing research in the fields of Gifted Education and French Immersion to complete the requirements for an MA degree.

The intent of this study is to determine if (or to what extent) gifted students in grades 4 - 7 are being motivated or challenged in the French Immersion program. It is often assumed that the dynamic methodology and second language component of the French Immersion program could potentially address the needs of gifted children. However, is this indeed the case? If not, why not?

Enclosed are two questionnaires which will help me gather the data I need to address this question. **Part #1** is primarily for the parent(s) to fill out. **Part #2** is for the gifted child to fill out. Gifted children eligible for this study would need to have been enrolled in the **early** French Immersion for at least one of these upper intermediate grades: 4, 5, 6 or 7. Secondary school students (who meet this criteria) should respond to the questionnaire items as though they were still in **grade 7.**

THANK YOU for your participation. This study could **not be possible** without your **assistance.** Because my sample is so specific (gifted children in French Immersion), I will have just enough subjects for the study if **EVERYONE** (who has received a questionnaire) completes and returns it **as soon as possible.**

As an **incentive, all** gifted children who complete and send back the questionnaire package will automatically receive a **CASH PRIZE** just for participating. They will either win a **$5.00** cash prize or a **$10.00** cash prize. The lucky **$10.00** winners will be determined by several draws. The faster the questionnaires are returned, the more draws the participant will be entered in to win **$10.00.**

To ensure **ANONYMITY, only the Gifted Children Association or your liaison contact** (who gave you a copy of the questionnaire) will know your name and address. The **ID** number on each questionnaire will be used by the GCA (or your liaison contact) to **mail** the cash prizes to those who have returned the completed questionnaires. Each respondant's answers will be held in the strictest confidence; only summary data will be reported in my thesis.

Enclosed is a **self-addressed stamped envelope** in which the completed questionnaire package can be returned. If you are interested, **a file copy** of the survey results will be available through the Gifted Children's Association. A copy of the findings will also appear in the GCA Newsletter some time next year.

Thank you for making a difference. The questionnaire should not take more than 35- 45 minutes of your time.

Sincerely yours,

Sylvie Lanmark-Kaye

Gifted children/French Immersion
c/o Faculty of Education
Simon Fraser University
Burnaby, B.C.
V5A 1S6
July 12, 1995

Dear Student:

I am a Graduate student at Simon Fraser University. I am doing research on gifted kids in French Immersion for my Masters Degree in Education. The enclosed questionnaire will help me see what your experiences were like in French Immersion.

- What did you like about the French Immersion program?
- What didn't you like about the French Immersion program?
- If **you** were the **teacher**, what kinds of activities would **you** do with your class?

I am looking forward to your participation in this study. It would **not be possible** without your **valuable assistance.** With you included, I may have **just** enough gifted children/parents for my study. The results of this study will help teachers and educators become more aware and (we hope) more responsive to the types of activities you enjoy.

As an incentive, **all** gifted children (needed for this study) who complete and send back the questionnaire package will automatically be awarded a **CASH PRIZE ($) just** for participating.

You will either receive a **$5.00** cash prize or a **$10.00** cash prize. The lucky **$10.00** winners will be picked through several draws. (The questionnaires will be numbered for identification with the G.C.A.) The **faster** you return the questionnaires (in the self-addressed stamped envelope provided), the more draws you will be entered in, the more chances you have to win **$10.00**.

Please note: The questionnaire is **not as long** as it appears. At least three of the pages are instructions and examples to help you complete the questionnaire. **Part #1** of the questionnaire is mainly for your parents to complete. **Part #2** are for you to complete.

HURRY HURRY HURRY and get the questionnaires back as soon as you can. It should **not** take you more than 30 to 45 minutes to complete. If you complete it now, a **$10.00 CASH PRIZE** could be as good as yours.

Sincerely yours,

Sylvie Lanmark-Kaye

PART #1 PARENT QUESTIONNAIRE

Thank you parents for participating in this survey. The information you will be providing in Part #1 is a very valuable part of my research. It will help me determine why some children (including gifted children) continue in the French Immersion program and why others leave it and go into a regular English program (or other education alternative).

Instructions:
Please read each statement. Then circle the abbreviated word on the scale (to the left of each statement) which best describes how you felt about that particular statement. Each abbreviated word has the following meaning:

Abbreviated word:	**Short for:**	**Meaning:**
SA =	Strongly Agree =	This statement is definitely true.
A =	Agree =	This statement is somewhat true.
N =	Neutral =	I'm not sure how I feel about this statement.
D =	Disagree =	This statement is somewhat not true.
SD =	Strongly Disagree =	This statement is definitely not true.

SECTION 1: Reasons for choosing the French Immersion program

I CHOSE TO ENROLL MY CHILD(REN) IN FRENCH IMMERSION BECAUSE...

1) SA A N D SD I (we) felt that learning in French would challenge our child(ren).

2) SA A N D SD Research showed that there were no adverse effects on English language development, so why not.

3) SA A N D SD I (we) heard good things about the way the French Immersion program was taught.

4) SA A N D SD I (we) felt that learning a second language would be challenging for our child(ren).

5) SA A N D SD Learning in another language would help my/our child(ren) with future employment opportunities.

6) SA A N D SD The French Immersion program would help my/our child(ren) become culturally enriched and more open minded towards other cultures.

7) SA S N D SD Other reason(s) not listed which would explain why you enrolled your child(ren) in French Immersion:

_____

_____

_____

_____

SECTION 2: Reasons for withdrawing or considering to withdraw your child(ren) from the French Immersion program

Please check this box ☐ *if this particular section is* ***Not Applicable*** *to you.*

If you withdrew your child from French Immersion, please specify the last grade he/she **completed** in the French Immersion program: **Grade** ____

If you have not yet withdrawn your child from the French Immersion program but have **considered** doing it (or are considering doing it), please **check here**: ____

IMPORTANT*: For the first part of* ***Section 2****, please ask your child to respond to the statements.*

I WITHDREW (*or I CONSIDERED WITHDRAWING)* MY CHILD(REN) FROM THE FRENCH IMMERSION PROGRAM BECAUSE...

WHAT DOES YOUR CHILD THINK? Read each statement with your child. Ask him/her to circle the rating that best describe his/her feelings.

1) SA A N D SD My child was not interested in learning subjects in French.

2) SA A N D SD My child was not interested in learning the French language.

3) SA A N D SD My child was having difficulties with some of his/her classmates in the French Immersion program.

4) SA A N D SD My child was bored with some aspects of the French Immersion program. Please describe what your child found boring:_____

_____

_____

5) SA A N D SD Something else bothered my/our child about the French Immersion program. Describe what that was:

_____

_____

_____

WHAT DO PARENT(S) THINK? I withdrew or considered withdrawing my child(ren) from the French Immersion program because... Rate each statement below:

1) SA A N D SD I (we) felt frustrated because I (we) didn't really know what was going on in the program (as most of it was taught in French).

2) SA A N D SD I (we) felt at a loss because my/our French isn't good enough to help my/our child with his/her homework.

3) SA A N D SD The French Immersion school was not within walking distance to my/our home.

4) SA A N D SD Something bothered me/us about the French Immersion program. Describe what that was: _____

_____

_____

5) SA A N D SD Something else bothered me/us about the French Immersion program. Describe what that was:_____

_____

_____

SECTION 3: Reasons for continuing with the French Immersion Program
*Please check this box ☐ if this particular section is **Not Applicable** to you.*

***IMPORTANT:** For the first part of **Section 3**, please ask your child to respond to the statements.*

WE CHOSE TO KEEP MY/OUR CHILD(REN) IN FRENCH IMMERSION BECAUSE...

WHAT DOES YOUR CHILD THINK? Read each statement below with your child. Ask him/her to circle the rating which best describe his/her feelings.

1) SA A N D SD It motivated my/our child to learn his/her subjects in French. The challenge was exciting.

2) SA A N D SD The activities done in French Immersion were appealing to our child.

3) SA A N D SD It motivated my/our child to learn a second language. (He/she was thrilled by it.)

4) SA A N D SD Our/my child was pleased with other aspects of the French Immersion program. Describe what he/she liked about the program:

_____

_____

_____

_____

WHAT DO PARENT(S) THINK? We chose to keep our child(ren) in French Immersion because... Rate each statement below.

5) SA A N D SD Research showed that there were no adverse effects on English on language development, so why not.

6) SA A N D SD Learning in another language would help my/our child(ren) with future employment opportunities.

☞

7) SA A N D SD I (we) found that the French Immersion program helped our child(ren) become culturally enriched and more open minded towards other cultures.

8) SA A N D SD Our child(ren)'s friends were in the French Immersion program.

9) SA A N D SD I (we) were pleased with other aspects of the French Immersion program. Describe one you liked: _____

_____

_____

_____

10) SA A N D SD I (we) were pleased with other aspects of the French Immersion program. Describe what you liked: _____

_____

_____

_____

SECTION 4: DEMOGRAPHIC DATA:

1) Please indicate (with a check mark) the highest educational level of each parent:

Mom:	**Dad:**	
____	____	Less than high school graduation
____	____	High school graduation
____	____	Some technical school, college or university
____	____	Technical school certificate or diploma
____	____	College certificate or diploma
____	____	Undergraduate University degree
____	____	Post Baccalaureate Diploma
____	____	Post Graduate University degree

2) Approximately how many books do you own in your home? Please check ONE box:

☐ 0 - 9 books	☐ 100 - 249 books
☐ 10 - 24 books	■ 250 - 499 books
☐ 25 - 99 books	☐ 500 or more books

3) Please **check** the appropriate box below to respond to each statement. Complete the statements whenever possible.

YES	**NO**	
☐	☐	My child has been formally tested by a private psychologist to determine if he/she were gifted. The tests were:_____
Y	**N**	
☐	☐	My child has been formally tested at his/her school to determine if he/she were gifted. The methods and/or tests that were used in this identification process were:_____
Y	**N**	
☐	☐	My child was chosen to participate in a pull-out or challenge program in his/her school to better meet his/her needs. **Other comments:**_____

*Thank you for completing **Part 1** of this questionnaire. Please turn to **Part 2.***

☙ PART #2: STUDENT QUESTIONNAIRE

DEAR PARENT(S): Part **#2** pertains only to your child's involvement in the survey. His/her participation is equally as **important** to complete my research. It should not take him/her more than 30-45 minutes to complete this part of the questionnaire. Please **read the instructions** with your child to ensure he/she understands what to do. Then ensure he/she completes the sections required.

DEAR STUDENT: Thank you for helping your parents complete **Part #1** of the questionnaire. Also, thank you for completing **Part #2** of this survey. Your responses and comments are a **VERY** important part of my research. Read the instructions carefully. DON'T RUSH THROUGH. Ask your parents for help if you don't understand something or if you are unsure. **RETURN** both questionnaires as soon as possible to be eligible for the cash prizes outlined in the covering letter.

SECTION 1: STUDENT QUESTIONNAIRE: General Data ☺

I) What is today's date?_____ When do you plan to **mail back** this questionnaire to be eligible for a cash prize? _____

2) What is the name of your School District? _____ (e.g. Richmond)

3) What program are you currently enrolled in? Check one box:
☐ French Immersion
☐ Regular English program

4) Circle the grades you have **completed** in the early French Immersion program:

K 1 2 3 4 5 6 7 8 9 10

5) How old are you?_____ When were you born?_____(month/day/year)

6) What grade are you going into (or have just begun)?_____

7) Are you a girl or a boy? (Check one box:) ☐ girl ☐ boy

8) How much do you **speak French** with your classmates while you are working on French work. Check one box below: Be as honest as you can.

☐ **All** the time ☐ **Most** of the time ☐ **1/2** the time ☐ **Hardly** ever ☐ **Never**

9) What subjects (in addition to English Language Arts) do you learn **in English**?

Check them: ☐ Art ☐ Music ☐ Social Studies ☐ Science

☐ Math ☐ P.E. ☐ Other _____(identify them)

10) Have you ever participated in a **pull-out** or **challenge** program for gifted children? This is a program that took place outside your classroom (once or twice a week) where you would do activities with other gifted children in your school.
☐ **Yes** ☐ **No**

Did you participate in any other kind of **enrichment** (*or special*) **activities** organized for gifted children in your school or School District? ☐ **Yes** ☐ **No**
(If yes) **describe** them:_____

Where did they take place?_____

11) List your **favorite subjects** in school in order of preference. That is, tell me which one you liked the best, second best and third best.

Choose from: Science, Art, Reading, P.E., Socials, Writing, Music or Math.
Check the box which tells me if the subject was taught in French or in English.

	French	**English**
Favorite subject:_____	☐	☐
Second favorite:_____	☐	☐
Third favorite: _____	☐	☐

12) Which two **subjects** did you **like the least** and why? Be detailed with your reasons.

Least favorite subject:_____because_____
_____

Second least favorite:_____because_____
_____

SECTION 2: LIKES AND DISLIKES about the French Immersion program

SPECIAL INSTRUCTIONS TO STUDENTS:
Your responses to this section will give teachers and other educators a better idea of the kinds of activities you enjoy and the kinds of activities that bore you. Your responses will also tell us what is happening in the French Immersion classroom.

Please note: If you are in year (or grade) **1, 2 or 3,** or in grade **12, DO NOT** complete this questionnaire. If you have always been enrolled in **Programme Cadre** **DO NOT** complete this questionnaire.

** If you are in grades **8, 9, 10** or **11** please complete the questionnaire as though you were still in elementary school: **grade 7.**

DO NOT RUSH THROUGH THE QUESTIONNAIRE.
READ ALL INSTRUCTIONS step by step. Do the SAMPLE QUESTIONS.

Here is a **GLOSSARY OF TERMS** to understand before starting **SECTION 2:**

TEACHER: regular classroom teacher

APPEALING TO ME: I have the desire or the motivation to do this activity.

BORES ME: I do not have the desire or the motivation to do this activity.

(e.g.): An example is shown to help you understand the activity described.

YOU WILL NOW BEGIN SECTION 2.

In this section, I would like to know what kinds of speaking, vocabulary, writing and reading activities you do most often in your class. Secondly, I would like to know which speaking, vocabulary, writing and reading activities you find more appealing to do and which ones you find more boring to do. ☹😐☺

In order to help me find out which activities you find more appealing or boring, please rate each of the activities listed below the titles: SPEAKING IN FRENCH, VOCABULARY DEVELOPMENT, FRENCH WRITING, and FRENCH READING The instructions below will explain how to rate each of the statements:

INSTRUCTIONS:

On the left hand side of each statement, please rate how you feel about the statement. Do you agree with the statement or not? Circle one of the abbreviated words in the rating scale to the left of each of the statements which best describes **how you feel.** Each abbreviated word has the following meaning:

Abbreviated word:	Short for:	Meaning:
SA =	Strongly Agree =	This statement is definitely true.
A =	Agree =	This statement is somewhat true.
N =	Neutral =	I'm not sure how I feel about this statement.
D =	Disagree =	This statement is somewhat not true.
SD =	Strongly Disagree =	This statement is definitely not true.

On the right hand side of each statement, please rate **HOW OFTEN** you have done this type of activity in the last grade you have completed in elementary school. Please uses a rating scale of 0 to 4 (0 1 2 3 4).

A rating of 0, 1, 2, 3, and 4 would mean the following:

0 = We have **never** done this type of activity.
1 = We have done this type of activity... **less than once** each month.
2 = We have done this type of activity... **about once** each month.
3 = We have done this type of activity... **about twice** each month.
4 = We have done this type of activity... **more than twice** each month.

Here are some **SAMPLE STATEMENTS** to help you understand how these rating systems work: Use the explanations **below** to help you rate the statement in Sample #1:

SAMPLE 1: Rating a statement that begins with: **It is appealing to me.....**

How much I agree or disagree with this statement:	ACTIVITY	**How often I did** this type of activity in class.
SA A N D SD	It is appealing to me to learn how to spell by writing a sentence to show the meaning of each spelling word on my list.	0 1 2 3 4

If you **Strongly Agree** with this statement... (It is **very appealing** to you to do this activity),... you would circle **SA** on the rating scale.

If you **Agree** with this statement ... (This activity is **somewhat appealing** to you),... you would circle **A** on the rating scale.

If you **Disagree** with this statement... (This activity is **not that appealing** to you),... you would circle **D** on the rating scale.

If you **Strongly Disagree** with this statement ... (This activity is **boring** to you), ... you would circle **SD** on the rating scale.

If after careful consideration, you still aren't sure how you feel about this activity, circle **N** on the rating scale.

Now rate **how often** you have done this type of activity in class by circling one of the numbers on the rating scale 0 1 2 3 4 (to the right of the statement).

0: We have **never** done this type of activity.
1: We have done this type of activity... **less than once** each month.
2: We have done this type of activity... about **once** a month.
3: We have done this type of activity... about **twice** a month.
4: We have done this type of activity... **more than twice** a month. ☞

Use the **explanations below** to help you rate the statement in Sample #2:

SAMPLE #2: Rating a statement that begins with: **It bores me...**

How much I agree or disagree with this statement:	ACTIVITY	**How often I did** this type of activity in class:
SA A N D SD	It bores me to learn French vocabulary words and expressions by doing an exchange with a Quebec student where we would visit each other's provinces and stay with each other's families.	0 1 2 3 4

If you **Strongly Agree** with this statement... (It would be **boring** to you to do this activity),... you would circle **SA** on the rating scale.

If you **Agree** with this statement... (This activity is **not** that appealing to you),... you would circle **A** on the rating scale.

If you **Disagree** with this statement... (This activity would be **somewhat appealing** to you- the opposite to Disagree),... you would circle **D** on the rating scale.

If you **Strongly Disagree** with this statement... (This activity would be **very appealing** to you),... you would circle **SD** on the rating scale.

If after careful consideration, you still aren't sure how you feel about this activity, circle **N** on the rating scale.

Now rate **how often** you have done this type of activity in class by circling one of the numbers on the rating scale 0 1 2 3 4 (to the right of the statement). ☞

SECTION 2: LIKES AND DISLIKES about the French Immersion program

Please continue now with the statements and questions in **Section 2** that will be **counted** for my research. Use the **sample questions** you have just worked through to help you understand how to rate the statements in **Section 2.**

IT IS **VERY IMPORTANT** that you have worked through the SAMPLE questions and explanations **FIRST** before continuing with this part of the questionnaire.

If you are ever unsure about something, ask your parents for help.

A. SPEAKING IN FRENCH: fluency and expression

How much I agree or disagree with this statement:	ACTIVITY	**How often** I did this type of activity in class:
1) SA A N D SD	It bores me to learn how to pronounce French words by listening to guest speakers from France or Quebec tell us about their native homelands and their experiences there.	0 1 2 3 4
2) SA A N D SD	It bores me to learn how to pronounce French words by reading a French story out loud (one student at a time). As one student reads, the teacher listens to his/her pronunciation and corrects the student when necessary.	0 1 2 3 4
3) SA A N D SD	It bores me to learn how to pronounce French words in order to present a play or skit of my choice to the class.	0 1 2 3 4
4) SA A N D SD	It is appealing to me to learn how to pronounce French words by doing phonics activities. A phonic activity is when we learn a new sound in French by studying a list of words which have the same sound. We are asked to say these words in our head and to **trace or underline** the different spellings we find for the same sound. **(e.g.)** bébé nez des - have one sound but different spellings	0 1 2 3 4

Please list two activities that you have done in elementary school (grades 4-7) which helped you **PRONOUNCE** new words and expressions in French. Describe one activity which was boring to you and another activity which was appealing to you.

Please note: If you cannot think of any oral French activities that you have already done which either bored you or appealed to you, write down WHAT YOU THINK would be a boring and/or appealing activity.

5) An activity that **appealed** to me or would appeal to me (to learn how to pronounce French words or expressions) is:

_____

_____

_____

6) An activity that **bored** me or would bore me (to learn how to pronounce French words or expressions) is:

_____

_____

_____

B. VOCABULARY DEVELOPMENT and learning new expressions in French

How much I agree or disagree with this statement:	ACTIVITY	**How often** I did did this type of activity in class:
1) SA A N D SD	It is appealing to me to learn French words and expressions so that I can interview a person of my choice in a French speaking community.	0 1 2 3 4
2) SA A N D SD	It is appealing to me to learn French words and expressions as I need them so that I can talk with a French speaking person.	0 1 2 3 4
3) SA A N D SD	It bores me to learn French words and expressions by correctly completing sentences with the words and expressions that the teacher gives me. **(e.g.)** Il va au magasin pour acheter de la viande. **Choisis un de ces mots:** (magasin) fille, ou maison	0 1 2 3 4
4) SA A N D SD	It is appealing to me to learn French words and expressions by copying them from the blackboard and by using them in sentences to show their meaning.	0 1 2 3 4

5) SA A N D SD	It is appealing to me to learn French words the teacher gives me by looking them up in the dictionary and by writing a dictionary definition for each.	0 1 2 3 4
6) SA A N D SD	It bores me to learn French words and expressions so that I can participate in discussions or debates with my classmates.	0 1 2 3 4
7) SA A N D SD	It is appealing to me to learn French words and expressions so that I can write a research report of my choice.	0 1 2 3 4
8) SA A N D SD	It is appealing to me to learn French words and expressions by matching words with their correct definitions: **(e.g.)** petit — très grand; énorme — minuscule	0 1 2 3 4

Please list two **VOCABULARY** activities that you have done in elementary school (grades 4-7) which helped you learn new words and expressions in French. Describe one activity which was boring to you and another activity which was appealing to you.

Please note: If you cannot think of any vocabulary activities that you have already done which either bored you or appealed to you, write down WHAT YOU THINK would be a boring and/or appealing activity.

9) An activity that **appealed** to me or would appeal to me (to learn French vocabulary words or expressions) is:

_____

_____

_____

10) An activity that **bored me** or would bore me (to learn French vocabulary words or expressions) is:

_____

_____

_____

C. FRENCH WRITING: spelling, grammar, written expression

How much I agree or disagree with this statement:	ACTIVITY	**How often** I did this type of activity in class:
SPELLING:		
1) SA A N D SD	It bores me to learn how to spell by doing the spelling pretests (the teacher gives me) and writing my spelling corrections three times each.	0 1 2 3 4

How much I agree or disagree with this statement:	ACTIVITY	**How often** I did this type of activity in class:
2) SA A N D SD	It bores me to learn how to spell by making up my own list of challenging spelling words (that I find useful) and by learning these words in my own way.	0 1 2 3 4
GRAMMAR:		
3) SA A N D SD	It is appealing to me to learn how to correctly write ideas in French by completing sentences the teacher gives me with the missing verb (action word). A **Bescherelle** would help me correctly spell (conjugate) the verbs. **(e.g.)** Il marche **(marcher)** au magasin. Je vais **(aller)** a l'ecole.	0 1 2 3 4
4) SA A N D SD	It bores me to learn how to correctly write ideas in French by writing a creative story of my choice which would help me practice a particular verb tense the teacher would show me. **(e.g.)** Il était une fois une fille qui avait...	0 1 2 3 4
5) SA A N D SD	It is appealing to learn how to correctly write ideas in French by correcting the mistakes my teacher has made on purpose in his/her story. **(e.g.)** Je ~~va~~ vais au magasin.	0 1 2 3 4
6) SA A N D SD	It bores me to learn how to correctly write ideas in French by writing sentences that follow a pattern the teacher gives me. **(e.g.)** The **teacher** writes: Il va (au parc) *hier.* **I** write: Je vais (à la maison) *demain.*	0 1 2 3 4

7) SA A N D SD	It bores me to learn how to correctly write ideas in French so that the person I am writing to in South Africa, France or Quebec can understand me.	0 1 2 3 4

Please list two **GRAMMAR**, or **SPELLING** activities that you have done in elementary school (grades 4-7) which helped you write your ideas correctly in French. Describe one activity which was boring to you and another activity which was appealing to you.

Please note: If you cannot think of any grammar or spelling activities that you have already done which either bored you or appealed to you, write down WHAT YOU THINK would be a boring and/or appealing activity.

8) An activity that **appealed** to me or would appeal to me (to help me write ideas in French) is:

_____
_____
_____

9) An activity that **bored me** or would bore me (to help me write ideas in French) is:

_____
_____
_____

D. FRENCH READING:

How much I agree or disagree with this statement:	ACTIVITY	**How often** I did this type of activity in class:
1) SA A N D SD	It bores me to read a French novel of my choice and study it at my own pace.	0 1 2 3 4
2) SA A N D SD	It is appealing to me to read and study a novel under the teacher's direction. The teacher would tell us how much we could read before the next lesson. After reading each chapter, we would discuss what had happened in the story.	0 1 2 3 4
3) SA A N D SD	It is appealing to me to do a book report which would tell the teacher exactly what happened in the French novel.	0 1 2 3 4
4) SA A N D SD	It is appealing to me to inform others about what I have read in a French story in an unusual and creative way.	0 1 2 3 4

5) SA A N D SD It bores me to read a French story the teacher has given us and answer questions about it after I finish it. I answer the questions in complete sentences. **(e.g.)** 0 1 2 3 4

Pourquoi est-ce que Julie s'est cachee dans la foret?

Julie s'est cachée dans la forêt parce qu'elle avait peur de la méchante sorcière.

6) SA A N D SD It is appealing to me to read a French story the teacher gives us and act it out for primary students. 0 1 2 3 4

Please list two **READING** activities that you have done in elementary school (grades 4-7) which helped you understand what happened in a French story or novel. Describe one activity which was boring to you and another activity which was appealing to you.

Please note: If you cannot think of any reading activities that you have already done which either bored you or appealed to you, write down WHAT YOU THINK would be a boring and/or appealing activity.

7) A reading activity that **appealed** to me or would appeal to me is:

_____

_____

_____

8) A reading activity that **bores** me or would bore me is:

_____

_____

_____

Thank you for completing this questionnaire. Your responses are very important to help teachers and educators understand what children like and don't like about existing programs and activities at school.

In order to be eligible for the cash prizes **$,** please go over the questionnaire to make sure it is **completely** filled out.

Please mail both the **parent and student questionnaires** as soon as possible (in the self-addressed stamped envelope provided), to be awarded your **$5.00** or **$10.00 CASH PRIZE**.

September 15, 1995

Dear parent:

Thank you for responding to the questionnaire I sent to you in July, 1995 regarding gifted children in the early French Immersion program (grades 4-7). When reading your responses, I noticed that you checked **NO** for all boxes pertaining to how you determined your child was gifted.

Example:

3) Please **check** the appropriate box below to respond to each statement. Complete the statements whenever possible.

YES	NO	
☐	☐	My child has been formally tested by a private psychologist who determined s/he was gifted. The tests were:_____
Y	N	
☐	☐	My child has been formally tested at his/her school which determined s/he was gifted. The methods and/or tests that were used in this identification process were:_____
Y	N	
☐	☐	My child was chosen to participate in a pull-out or challenge program in his/her school to better meet his/her needs.

You checked:

To legitimize the participation of your child in this study, it is important that I know **what other indicators** helped you come to the decision that s/he could be gifted.

Please complete the statement below:

Other **strong indicators** which helped us determine s/he could be gifted were:

_____

_____

_____

_____

_____

_____

_____

Thank you for having taken the time to complete this important statement.

Please send this form back to me as soon as possible in the self-addressed **stamped** envelope provided. *Gifted children/French Immersion* c/o Faculty of Education, *S.F.U.* BB *V5A 1S6*

Sincerely yours,

Sylvie Lanmark-Kaye

APPENDIX G

August 1995 AMENDED PARENT QUESTIONNAIRE

AND COVERING LETTERS

Gifted children/French Immersion
c/o Faculty of Education
Simon Fraser University
Burnaby, B.C.
V5A 1S6
January, 1996

Dear Parent:

As a graduate student in the Faculty of Education at Simon Fraser University, I am doing research in the fields of Gifted Education and French Immersion to complete the requirements for an MA degree.

The intent of this study is to determine to what extent different aspects of the early French Immersion program appeal to parents and their children.

Enclosed are two questionnaires which will help me gather the data I need to address this question. **Part #1** is primarily for the parent(s) to fill out. **Part #2** is for the student to fill out. Children eligible for this study would need to have been enrolled in the **early** French Immersion program for at least one of these upper intermediate grades: 4, 5, 6 or 7. Secondary school students (who meet this criteria) should respond to the questionnaire items as though they were still in **grade 7.**

THANK YOU for your participation. This study could **not be possible** without your **assistance.** Because my sample is so specific, I will have just enough subjects for the study if **EVERYONE** (who has received a questionnaire) completes and returns it **as soon as possible.**

As an **incentive, all** children who complete and send back the questionnaire package will automatically receive a **CASH PRIZE** just for participating. They will either win a **$5.00** cash prize or a **$10.00** cash prize. The lucky **$10.00** winners will be determined by several draws. The faster the questionnaires are returned, the more draws the participant will be entered in to win **$10.00.**

To ensure **ANONYMITY, only your liaison contact** (who gave you a copy of the questionnaire) will know your name and address. The **ID** number on each questionnaire will be used by your liaison contact to **mail** the cash prizes to those who have returned the completed questionnaires. Each respondent's answers will be held in the strictest confidence; only summary data will be reported in my thesis.

Enclosed is a **self-addressed stamped envelope** in which the completed questionnaire package can be returned. If you are interested, **a file copy** of the survey results will be available through the Gifted Children Association (GCA) and the Canadian Parents for French (CPF).

Thank you for making a difference. The questionnaire should not take more than 35- 45 minutes of your time.

Sincerely yours,

Sylvie Lanmark-Kaye

Gifted children/French Immersion
c/o Faculty of Education
Simon Fraser University
Burnaby, B.C.
V5A 1S6
January, 1996

Dear Student:

I am a Graduate student at Simon Fraser University. I am doing research on children in the French Immersion program for my Masters Degree in Education. The enclosed questionnaire will help me see what your experiences were like in French Immersion. Think about your experiences in grade 4, 5, 6 **or** 7.

- What did you like about the French Immersion program?
- What didn't you like about the French Immersion program?
- If **you** were the **teacher**, what kinds of activities would **you** do with your class?

I am looking forward to your participation in this study. It would **not be possible** without your **valuable assistance.** With you included, I may have **just** enough children/parents for my study. The results of this study will help teachers and educators become more aware and (we hope) more responsive to the types of activities you enjoy.

As an incentive, **all** children (needed for this study) who complete and send back the questionnaire package will automatically be awarded a **CASH PRIZE ($) just** for participating.

You will either receive a **$5.00** cash prize or a **$10.00** cash prize. The lucky **$10.00** winners will be picked through several draws. (The questionnaires will be numbered for identification with the C.P.F.) The **faster** you return the questionnaires (in the self-addressed stamped envelope provided), the more draws you will be entered in, the more chances you have to win **$10.00.**

Please note: The questionnaire is **not as long** as it appears. At least three of the pages are instructions and examples to help you complete the questionnaire. **Part #1** of the questionnaire is mainly for your parents to complete. **Part #2** is for you to complete.

HURRY HURRY HURRY and get the questionnaires back as soon as you can. It should **not** take you more than 30 to 45 minutes to complete. If you complete it now, a **$10.00 CASH PRIZE** could be as good as yours.

Sincerely yours,

Sylvie Lanmark-Kaye

PART #1 PARENT QUESTIONNAIRE

Thank you parents for participating in this survey. The information you will be providing in Part #1 is a very valuable part of my research. It will help me determine why some children (including gifted children) continue in the French Immersion program and why others leave it and go into a regular English program (or other education alternative).

Instructions:
Please read each statement. Then circle the abbreviated word on the scale (to the left of each statement) which best describes how you felt about that particular statement. Each abbreviated word has the following meaning:

Abbreviated word:	**Short for:**	**Meaning:**
SA =	Strongly Agree =	This statement is definitely true.
A =	Agree =	This statement is somewhat true.
N =	Neutral =	I'm not sure how I feel about this statement.
D =	Disagree =	This statement is somewhat not true.
SD =	Strongly Disagree =	This statement is definitely not true.

SECTION 1: Reasons for choosing the French Immersion program

I CHOSE TO ENROLL MY CHILD(REN) IN FRENCH IMMERSION BECAUSE...

1) SA A N D SD I (we) felt that learning in French would challenge our child(ren).

2) SA A N D SD Research showed that there were no adverse effects on English language development, so why not.

3) SA A N D SD I (we) heard good things about the way the French Immersion program was taught.

4) SA A N D SD I (we) felt that learning a second language would be challenging for our child(ren).

5) SA A N D SD Learning in another language would help my/our child(ren) with future employment opportunities.

6) SA A N D SD The French Immersion program would help my/our child(ren) become culturally enriched and more open minded towards other cultures.

7) SA S N D SD Other reason(s) not listed which would explain why you enrolled your child(ren) in French Immersion:

_____

_____

_____

_____

SECTION 2: Reasons for withdrawing or considering to withdraw your child(ren) from the French Immersion program

Please check this box ☐ *if this particular section is* ***Not Applicable*** *to you.*

If you withdrew your child from French Immersion, please specify the last grade he/she **completed** in the French Immersion program: **Grade** ____

If you have not yet withdrawn your child from the French Immersion program but have **considered** doing it (or are considering doing it), please **check here**: ____

IMPORTANT*: For the first part of* ***Section 2****, please ask your child to respond to the statements.*

I WITHDREW (*or I CONSIDERED WITHDRAWING)* MY CHILD(REN) FROM THE FRENCH IMMERSION PROGRAM BECAUSE...

WHAT DOES YOUR CHILD THINK? Read each statement with your child. Ask him/her to circle the rating that best describe his/her feelings.

1) SA A N D SD My child was not interested in learning subjects in French.

2) SA A N D SD My child was not interested in learning the French language.

3) SA A N D SD My child was having difficulties with some of his/her classmates in the French Immersion program.

4) SA A N D SD My child was bored with some aspects of the French Immersion program. Please describe what your child found boring:_____

_____

_____

5) SA A N D SD Something else bothered my/our child about the French Immersion program. Describe what that was:

_____

_____

_____

WHAT DO PARENT(S) THINK? I withdrew or considered withdrawing my child(ren) from the French Immersion program because... Rate each statement below:

6) SA A N D SD I (we) felt frustrated because I (we) didn't really know what was going on in the program (as most of it was taught in French).

7) SA A N D SD I (we) felt at a loss because my/our French isn't good enough to help my/our child with his/her homework.

8) SA A N D SD The French Immersion school was not within walking distance to my/our home.

9) SA A N D SD Something bothered me/us about the French Immersion program. Describe what that was: _____

_____

_____

10) SA A N D SD Something else bothered me/us about the French Immersion program. Describe what that was:_____

_____

_____

SECTION 3: Reasons for continuing with the French Immersion Program
Please check this box ☐ *if this particular section is* ***Not Applicable*** *to you.*

IMPORTANT*: For the first part of* ***Section 3****, please ask your child to respond to the statements.*

WE CHOSE TO KEEP MY/OUR CHILD(REN) IN FRENCH IMMERSION BECAUSE...

WHAT DOES YOUR CHILD THINK? Read each statement below with your child. Ask him/her to circle the rating which best describe his/her feelings.

1) SA A N D SD It motivated my/our child to learn his/her subjects in French. The challenge was exciting.

2) SA A N D SD The activities done in French Immersion were appealing to our child.

3) SA A N D SD It motivated my/our child to learn a second language. (He/she was thrilled by it.)

4) SA A N D SD Our/my child was pleased with other aspects of the French Immersion program. Describe what he/she liked about the program:

_____

_____

_____

_____

WHAT DO PARENT(S) THINK? We chose to keep our child(ren) in French Immersion because... Rate each statement below.

5) SA A N D SD Research showed that there were no adverse effects on English on language development, so why not.

6) SA A N D SD Learning in another language would help my/our child(ren) with future employment opportunities.

7) SA A N D SD I (we) found that the French Immersion program helped our child(ren) become culturally enriched and more open minded towards other cultures.

8) SA A N D SD Our child(ren)'s friends were in the French Immersion program.

9) SA A N D SD I (we) were pleased with other aspects of the French Immersion program. Describe one you liked: _____

_____

_____

_____

10) SA A N D SD I (we) were pleased with other aspects of the French Immersion program. Describe what you liked: _____

_____

_____

_____

SECTION 4: DEMOGRAPHIC DATA:

1) Please indicate (with a check mark) the highest educational level of each parent:

Mom:	**Dad:**	
____	____	Less than high school graduation
____	____	High school graduation
____	____	Some technical school, college or university
____	____	Technical school certificate or diploma
____	____	College certificate or diploma
____	____	Undergraduate University degree
____	____	Post Baccalaureate Diploma
____	____	Post Graduate University degree

2) Approximately how many books do you own in your home? Please check ONE box:

☐ 0 - 9 books	☐ 100 - 249 books
☐ 10 - 24 books	☐ 250 - 499 books
☐ 25 - 99 books	☐ 500 or more books

3) If applicable, please **check** the appropriate box below to respond to each statement. Complete the statements whenever possible (**especially 3b).**

YES	**NO**	
☐	☐	My child has been formally tested by a private psychologist who determined s/he was gifted. The tests were:_____
Y	**N**	
☐	☐	My child has been formally tested at his/her school which determined s/he was gifted. The methods and/or tests that were used in this identification process were:_____
Y	**N**	
☐	☐	My child was chosen to participate in a pull-out or challenge program in his/her school to better meet his/her needs.

3b) **Other strong indicators** which helped us determine s/he was gifted were:

_____

_____

_____

_____

*Thank you for completing **Part 1** of this questionnaire. Please **turn** to **Part 2**.*

APPENDIX H

SAMPLE CORRESPONDENCE WITH CONTACTS

Gifted children/French Immersion
c/o Faculty of Education
Simon Fraser University
Burnaby B.C.

July 13, 1995

Dear

Thank you **so much** for helping me distribute the questionnaires. Without your valuable assistance, this study would not be possible.

To assist me with the **distribution of the study**, you need only complete the mailing addresses of your contacts who may want to take part in the study. (Eligible gifted children for the study should have been in the early French Immersion program for at least one year in the upper intermediate grades:4, 5, 6, 7. Secondary school students (meeting this criteria) may also participate in the study. However, they should respond to the questionnaire as though they were still in **grade 7.**

To ensure **ANONYMITY**, you will be the only person who will know the names and addresses of the participants you have contacted for this study.

As you may have noticed, each questionnaire has been given an **ID number** (The ID number is also on each envelope.) This ID number will be used for the purpose of distributing the cash prizes **anonymously** to the participants in the study. To ensure easy distribution to these participants, please make a **record** of which questionnaire ID number corresponds to which address the questionnaire will be sent to.

As each gifted child completes and returns the questionnaire to me, he/she will be sent a $5.00 or a $10.00 cash prize. These cash prizes (cheques) will be mailed to you for easy distribution (in self-addressed stamped envelopes). In order to know who should receive which cash prize, the corresponding ID number of each participant will be written on each cheque.

Thanks again for making a difference. If you have any questions or comments, please do not hesitate to call me collect at (604) 926 - 9356 or (604) 926 - 9860.

If you would like more questionnaire packages, please let me know. I will be more than happy to send them to you.

Sincerely yours,

Sylvie Lanmark-Kaye

STUDY ON GIFTED CHILDREN IN FRENCH IMMERSION PROGRAMS

Feel free to use this grid to keep a record of the questionnaire ID numbers and their corresponding addresses.

Questionnaire ID number: e.g. (003)	Corresponding address each questionnaire package was sent to:

Sept. 15, 1995

Dear

RE: STUDY ON GIFTED CHILDREN IN THE EARLY FRENCH IMMERSION PROGRAM

Thank you so much for being a liaison contact to help me the distribute the questionnaire packages. Without your help this study wouldn't be possible.

As the summer is a very busy time for most people, I did not get a very high response rate yet. Out of the 80 questionnaires distributed, only 13 respondents completed and returned the questionnaire so far.

In order to increase the response rate, I will be mailing out more questionnaires (via liaison contacts) such as yourself to new interested participants. If you know of anyone who may be interested in participating in the study, (including non-G.C.A. members), please forward their name(s) to Rae Desaulniers (G.C.A. vice president) by telephone (534-6343) or by fax (534-9143).

To help increase the response rate, I have also enclosed ***reminder postcards*** to send to participants who have already received a questionnaire but have not yet returned it (as of Sept. 7, 1995). Could you address and mail the stamped reminder postcards to the following participants:

Each code number below corresponds to a name/address on your master list.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

In order to thank participants who have returned a completed questionnaire, I have enclosed the ***cash prizes*** to be distributed accordingly. Please send the cash prizes to the following participants:

Once again, each code number below (and on each cheque) corresponds to a name/address on your master list.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Thank you for distributing the post cards and cash prizes. Your perseverance and efficiency are very much appreciated.

Sincerely yours,

Sylvie Lanmark-Kaye
(Home phone (926-9356) Fax (922-2695)

January 18, 1996

Dear

Thank you for helping me implement this study in your school district. It has been developed over two years and is the first of its kind. The study has been approved by the ethics review board at Simon Fraser University. In addition, the seven school districts approached across British Columbia (including yours) have approved of the study and have agreed to allow me to implement it.

As you know, there will be no contact with any school to implement this study. The study is designed to be implemented as a mail out questionnaire via a contact person for the Canadian Parents for French. All responses will be anonymous and will be held in the strictest of confidence. Only summary data will be reported.

Intent of the study

According to research, the early French Immersion program has the potential of appealing to many children (including the gifted) given the dynamic nature of the *Communicative Approach* (one of the approaches recommended to foster language learning) and the benefits of second language learning. The intent of the study is to determine to what extent different aspects of the early French Immersion program **appeal** to parents and their children. The feedback received will be presented (in summary) to the Ministry of Education via an advisory committee. This feedback will be reviewed by the committee in order to relate to the Ministry what is appealing about the program and what should be continued or emphasized according to parents and their children.

Summary of the questionnaire

Part #1: Parent Questionnaire
Statistics: Parents are asked to rate some statements reflecting either French learning factors, French factors or other factors which influenced their program decision. There are also spaces for individual responses to be included.
Purpose: To determine to what extent French language learning factors, French factors and other factors influence a program decision to enroll, possibly withdraw or continue with the French Immersion program. (So far my responses have been very constructive/positive). There is also another short section in the Parent Questionnaire to generate some demographic data about the respondents.

Part #2: Student Questionnaire
Statistics: Children are asked to rate some statements reflecting two of the approaches used to foster language learning in French Immersion: the Communicative Approach or the Formal Linguistic approach. There are also spaces for individual responses to be included.
Purpose: To determine to what extent the Communicative Approach and the Formal Linguistic approach (used to foster language learning) appeals to children. This section will also reveal to what extent each of these approaches is emphasized /should be emphasized in the program according to its participants. There is also a short section in the Student Questionnaire to generate some demographic data.

In closing, thanks again for all your assistance. I am deeply grateful. Included in this package are 10 questionnaires. Also included is a recording sheet to help you keep track of which questionnaire number went to which participant/address.

Sincerely yours,

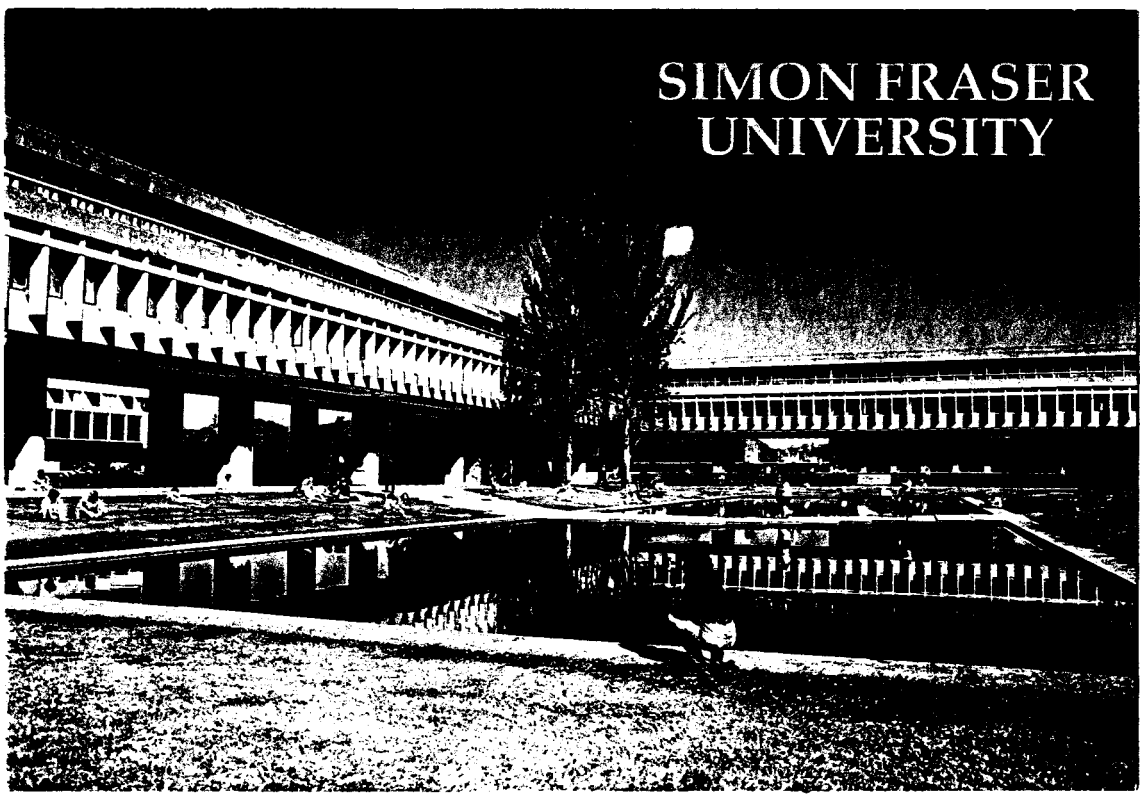
Sylvie Lanmark-Kaye

If you need to contact me, I can be reached at: 926-9356 (voice mail) or 581-6185 (work).

Hi!! **Thanks for participating in the study and returning the completed questionnaire. CONGRATULATIONS!! You won $_____.**
Sincerely yours, **Sylvie Lanmark-Kaye**

Dear student:
I hope you're having a good year. Here's your chance to make some **extra money**. In 1995 you were sent a questionnaire to complete. A completed questionnaire will help educators understand what you like and don't like about the early French Immersion program. Your participation is **very** important to help bring about change. This study will not be possible without your participation. Complete your questionnaire without delay to win a **$5.00** or **$10.00** CASH PRIZE. The sooner you mail it, the more chances you have of winning the $10.00 **cash prize**. I am looking forward to hearing from you. Sincerely yours, Sylvie Lanmark-Kaye

Thank you parents for your participation too.
P.S. Phone Rae at 534-6343 if you need another questionnaire.



APPENDIX I

NOTICES

GIFTED CHILDREN'S ASSOCIATION OF B.C.
Vancouver Chapter Newsletter -- September 1995

Welcome, everyone, to the 1995-96 school year.

1. Chapter meetings are normally held on the third Thursday of the month at Wolfe Elementary School, 4251 Ontario St., from 7 to 8:30 p.m. However, this month, we will meet on the fourth Thursday, Sept. 28/95. Please use the south door of Wolfe School. The monthly meeting dates for this year are: Sept. 28, Oct. 19, Nov. 16, Jan. 18, Feb. 15, Mar. 14, Apr. 18, May 16, and June 20.

8. RESEARCH STUDY: SFU graduate student, Sylvie Lanmark-Kaye, is doing research in the field of Gifted Education and French Immersion. She is looking for families with a gifted child who has been enrolled in the early French Immersion program up to grade 4, 5, 6, or 7 and is currently in grade 4-11 to complete a questionaire. The study looks at the question of whether the dynamic methodology and second language component of the French Immersion program adequately addresses the needs of gifted children. If you and your child are interested in participating in this study (and receiving a cash prize for your participation!) please contact the GCA-BC vice-president, Rae Desaulniers by telephone (534-6343) or fax (531-9143) and she will mail you a questionaire. For confidentiality, only Rae will know your name and address. All responses will be held in strictest confidence. Participants do not need to be GCA members; please pass on this request to anyone you know who might be interested. Sylvie expressed her thanks to the GCA for our assistance.

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