

CANADIAN PARENTS FOR FRENCH FRENCH SECOND LANGUAGE RESEARCH UPDATE

COMPARISON OF STUDENT ATTITUDES AND PERFORMANCE IN IMMERSION CENTRES AND DUAL TRACK SCHOOLS

REFERENCE	CONTENT	URL (if available)
<p>Cadez, R. (2006) Student Attrition In Specialized High School Programs: An Examination Of Three French Immersion Centres, University of Lethbridge, Alberta</p>	<p>Attrition from h/s immersion programs has always been a problem. In response to a lack of current research, this study seeks to discover if the problems with students learning challenges, behavioural challenges, and difficulties with the French language persists. While many things that were considered problematic in the literature are no longer a concern, other issues still persist. Male and female students tend to leave the French immersion program for different reasons. However, the most common motivation to leave appears to be the perception that higher grades can be achieved in an English program.</p>	<p>http://www.uleth.ca/education/sites/education/files/RonCadezThesis.pdf</p>
<p>Crawford, D. (1995) Parts of a whole: Building a shared school culture in dual-track immersion schools, Immersion Journal, 18/3, p 28-29; L'Association canadienne des professeurs d'immersion, Ottawa</p>	<p>Overview of results of a study which explored perceptions of parents, students, staff and administrators in 2 dual-track schools with particular attention to the direct promotion of a shared school culture.</p>	<p>http://acpi.ca/journaux/V18N3.pdf</p>
<p>Doell, L. (2011) Comparing Dual-Track and Single-Track French Immersion Programs: Does Setting Matter? The ACIE Newsletter, May 2011, Vol. 14, No. 2, Minneapolis: CARLA</p>	<p>Immersion centres function like francophone schools: more exposure to French; easier to ensure that students speak French outside the classroom than in a dual-track setting, and increased exposure helps students to remember more words and encourages the creation of a French community within a single-track setting. Establishment of common goals and resources directed at one program is a key factor to the success of students in immersion centres. Immersion centres attract more committed parents. Recommendations to assist principals of dual-track schools to emulate some of the practices found in immersion centres.</p>	<p>http://www.carla.umn.edu/immersion/acie/vol14/no2/may2011_bp.html</p>

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<p>Doell, L. (2009) Differences in Setting: Compiled Research of the Comparison in Academic Achievement between Dual-Track and Single-Track French Immersion Programs; French Language Resource Centre, Grande prairie, Alberta.</p>	<p>Provides summary of findings for each of a number of research studies vis a vis dual-track and immersion centres. Includes comparative student performance and attrition</p>	<p>http://www.frenchlrc.ca/en/resources/research/Documents/Comparison%20in%20Academic%20Achievement%20btw%20Dual-Track%20Single-Track%20French%20Immersion%20Programs.pdf</p>
<p>Hamilton Wentworth District School Board (2009) Single - Track versus Dual-Track French Immersion Programs, Hamilton: Author</p>	<p>Research results indicate that there is a positive correlation between student exposure to and use of French on student achievement and test results. One study found that stakeholder satisfaction levels are higher in single-track immersion programs over those in dual-track settings. Another study reported that positive social environments are easier to create and maintain in a single-track setting and that, although it's not impossible to create the same atmosphere in a dual-track setting, it is harder work for the stakeholders involved. Regardless of the setting (single vs. dual), researchers agree that children benefit from learning multiple languages.</p>	<p>http://www.hwdsb.on.ca/ebest/files/2011/03/Single-vs.-Dual-Track-French-Immersion-BLAM.pdf</p>
<p>Kissau, S. (2003) The Relationship between School Environment and Effectiveness in French Immersion, Canadian Association of Applied Linguistics,</p>		<p>http://www.aclacaal.org/wp-content/uploads/2013/08/7-vol-6-no1-art-kissau.pdf</p>
<p>Lapkin, S. (1991) Uses and Misuses of Research in School Board Decision-making: Examples from French Immersion, Contact (1991, 10:3, 3-10), Faculty of Education, Simon Fraser University, B.C.</p>	<p>Examines how research is used in the decision making process of French immersion and French second language programs. She shows that the people making the decision in some cases misconstrued the research information which led them to make decisions that were different from the researchers intended suggestions, or that people didn't take into consideration that some studies were not reproduced and that the findings were not confirmed. This leads Lapkin to strongly suggest that administrators and decision makers create a dialogue with the researchers even if what they are saying is not what the people making the decisions want to hear so that the best possible program-within reason- is put in place for the students.</p>	<p>https://education.alberta.ca/media/6367734/appa2.pdf</p>

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<p>Lapkin, S., Swain, M. (1979) "The Immersion Centre and the Dual-Track Schools: A Study of the Relationship Between Environment and Achievement in a French Immersion Program, Canadian Journal of Education / Revue canadienne de l'éducation Vol. 6, No. 3 (1981), pp. 68-90</p>	<p>Investigates the relationship between school environment and effectiveness in French immersion. Questionnaires gathered relevant information from students in Grade 7 and from teachers in both school settings. The investigation determined that immersion-centre students were perceived, by both teachers and students, to be exposed to more French and less peer pressure than their dual-track counterparts. It was also determined that there were no significant differences between the two groups in regards to student use of French or student and teacher satisfaction with the program. In conclusion, it is suggested that teachers and administrators at dual-track schools attempt to recreate the perceived advantageous conditions at immersion-centre schools in order to maximize student exposure to French and to improve school atmosphere</p>	<p>http://www.jstor.org/stable/1494656?seq=1#page_scan_tab_contents</p>