

Submission to the Education and Lifelong Learning Committee

Policy Review of the Welsh Language in Education

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Canada possesses two official languages, French and English. This duality is due primarily to the early history of the country in that it was first settled and explored by both England and France. However, French and English were designated official languages of Canada only within the last forty years. In the 1960's the first federal legislation to promote bilingualism and biculturalism (French and English) in Canada was adopted. This legislation was strengthened and renewed in the late 1970's. Since these acts, the government of Canada has been committed to the promotion of linguistic duality. However, linguistic duality is not equally present across the country.

English is the language spoken by the majority of Canadians in all provinces except Quebec. French is the official language of Quebec, and English is taught as a second language. In the other provinces and territories of Canada, French is one of several second languages that are taught in the school system, but enjoys special status because it is an official language of the country. In addition, in all provinces and territories, there are communities, generally called minority language communities, where the "other" language (English or French) is the language of communication and of schooling. Rights for minority language use and education are enshrined in the Canadian Charter of Rights.

Education in Canada is a provincial jurisdiction, and the priority which is placed on instruction in French or English as a second language varies. Commitment to French- language instruction in the schools differs from province to province, being generally stronger in the eastern provinces, and weaker in the more western provinces. In Quebec French is the first language of the majority of the population, and is therefore, the language of instruction in the schools. In this case French is the majority language, and English the minority one. Instruction in English as a second language is given in the majority schools. A system of minority schools also exists in which English is the language of instruction, and French is taught as a second language. In all other provinces and territories, English is the language of instruction in the schools, and French is taught as a second language, except for the minority language communities in each area where French is the language of instruction and English is taught as a second language. As a result of these distinctions, there are primarily two major types of French education provided across the country, each of which may be divide into to categories: French first language education, which comprises education given in French in the majority situation in Quebec and

also that given in the minority language communities; and French second language education, which consists primarily of what is called core French programs and French immersion programs.

Some similarities with the Welsh system of education can be identified. It is our understanding that the French first language programs given in minority language schools would be most similar to the Welsh medium schools, with the exception that, in Canada, no child from a home where French is not spoken as the mother tongue can attend such schools. The major role of these schools is the preservation and encouragement of the French language and culture. Traditionally, French and English as second languages have been taught through the core, or basic, programs in which the second language is studied as a subject. These programs would be similar to the program where Welsh is studied as a subject in the school curriculum. French immersion programs were developed in Canada in order to create a school situation for anglophones, or those for whom French is not their mother tongue, in which French could be used as the medium of instruction.

Second language education is promoted in Canada as an important part of a quality education. Advantages of second language study include:

- Intellectual benefits: students of a second language show increased problem solving skills, creativity, divergent thinking;
- Social benefits: students of a second language demonstrate greater respect for differences, for persons from other language communities, especially that of the language which they are studying;
- Personal benefits: students of a second language demonstrate greater self-esteem, greater autonomy and better personal organizational skills;
- Economic benefits: students of a second language have access to a wider job market, and are able to learn other languages more easily.

In Canada, the learning of French and English as second languages is also promoted in order to enable young citizens to participate more fully as adults in Canadian society, and to build bridges between the cultural groups in the country. In particular, French is recommended as the first second language that anglophones should learn because of its importance in all walks of life across the country. Currently, there are over 318, 244 students in the French immersion program in Canada, or about 10 % of the total population eligible to participate in French second language education, and 4,009,452 children in the core French program.

A. Core French

In most of the Canadian provinces, core French instruction is compulsory, or strongly recommended, from grade 4 (students aged 9-10 generally) to the end of grade 9 (students aged 14-15). After this level the study of French becomes an option in the school curriculum. Instruction is usually given in daily, or almost daily, periods of about 40 minutes. Traditionally, the focus on instruction was on grammatical accuracy, although, with the emphasis on communicative competence in the 1970's, an attempt was made to place more emphasis on communication. Stern (1981) criticized core French for its narrow focus on linguistic detail, and suggested that the study of French could not contribute significantly to the education of children

until it was broadened in scope. A National Core French Study, originally directed by H.H. Stern, and completed after his death under the direction of R. Leblanc(1990), attempted to give greater breadth and depth to the study of French as a second language through the development of a multi-dimensional curriculum; four syllabi, linguistic, communicative, cultural and general education, were developed to be taught systematically and simultaneously. While this initiative contributed substantially to making the study of core French relevant and valuable, the program has had limited success in developing communicative competence among its participants. In general, students develop some understanding of French structures and vocabulary, but are unable to communicate with fluency in an authentic communicative situation (Calman and Daniel, 1998).

This limited success is primarily due to the time factor; only about 100 hours per year is devoted to French, which gives a total of about 1000 hours from grade 4 to grade 12 (the end of secondary school), and this amount of time is divided into short periods of 40 to 50 minutes duration. In such a situation, it is not surprising that students have little opportunity to use the language and develop a real ability to communicate. Success in the program depends primarily on the ability to memorize; students develop some declarative knowledge of the language, but little procedural ability. The target language remains a subject of study, and most students feel little sense of accomplishment or motivation to continue the study of the language after grade 9. While close to 90% of the school population studies French in grades 4 to 9, only about 10% continue studying French to the end of secondary school.

The advantage of the core French program is that a large number of students are given a rudimentary exposure to the target language. The difficulties are that neither parents, students nor teachers are satisfied with the results of the program (Calman and Daniel, 1998, Canadian Parents for French, 2000). In addition, because of the difficulty of establishing authentic communication in the target language inside a 40 minute time span, many lessons are not conducted in French (Calman and Daniel, 1998); the question of appropriate teacher supply is also a major issue.

Some parents feel that an earlier start in the primary grades would improve the results of the program. It is our contention that more time given in small doses, what is termed in Canada the drip-feed approach, will not significantly increase the possibility of developing fluency in the target language. In some school districts, core French is supplemented at the secondary level by what is called extended core French. In this program, students study French as a subject, but also use it as a medium in studying one or two subjects in French. This program produces a considerable improvement in French language skills, primarily due to the increase in intensity and the use of the language as a medium of instruction. However, this option is not widely implemented in the school system as it tends to appeal only to students who are high achievers.

B. French Immersion

After the adoption of the legislation which made English and French the two official languages of Canada, parents and some educators became concerned about the lack of ability to communicate in the second language developed by the traditional core program (Rebuffot, 1993). The need to improve the core program encouraged experimentation and a reassessment of the way in which communicative competence in a second language could be developed, and an

emphasis was placed on the importance of using the target language as a medium. As a result, the first French immersion program began in St. Lambert, a suburb of Montreal, in 1965. In this program, defined as a home-school language switch, anglophone children pursued their studies in French. In contrast to the core French program, this initiative enabled students to develop the ability to transmit a message in the target language with considerable fluency (Lapkin, Hart and Swain, 1991). As a result it rapidly spread across Canada, and there are now French immersion programs in all provinces and territories.

The program of study is organized so that students who begin in kindergarten (or grade 1, depending on the province) are instructed for 100% of the day in French until the end of grade 2. At grade 3 (for most provinces) English language arts is introduced, and instruction in French diminishes to about 80%. Instruction in French continues to diminish as the program increases: about 60% in grade 4 to 6; 50% in grades 7 to 9; and 30% in grades 10 to 12 (end of secondary school). Several varieties of French immersion have developed; early, as described above; middle, which begins usually in grade 4; and late which usually commences in grade 7. In all cases, the program is based on the use of French as the medium of instruction through which students learn the subject matter of the curriculum. Early immersion is most open to all students as the program is primarily one of literacy development in the primary grades. Middle immersion tends to be somewhat selective, and late immersion has generally been very selective; only students who succeed well academically will risk learning subject matter in their second language.

The advantages of the immersion programs are that students develop the ability to communicate in the target language with fluency. In addition, there do not appear to be any lags in the development of English language skills, or in the attainment of subject matter outcomes. Performance of immersion students in English-language arts and mathematics is similar to, and often superior to, that of their anglophone peers in pan-Canadian testing programs. Parents, teachers and the students themselves tend to express satisfaction with the results of this experience. According to Calman and Daniel (1998), 80% of parents whose children were in immersion expressed satisfaction with the program, compared to only 40% who expressed satisfaction with the core French program. Students participating in such programs demonstrate increased self-esteem, increased autonomy and improved personal organizational and study skills.

There are, however, several drawbacks to the immersion model. For language development, students tend to develop greater fluency than accuracy. This result may be related in part to the multi-tasking which must take place in the classroom. Some students have difficulty in learning both subject matter and language at the same time. In particular, because of teaching techniques used, it is often difficult for students to understand when corrections of language form are given (Netten, 1991; Lyster and Ranta, 1997). Teachers also have a tendency to stress subject matter learning and neglect language teaching.

Other criticisms of the approach have also been enumerated.

- Accessibility – Students in the larger population centres can be accommodated more easily than those in the rural areas. Dual-track schools require a sufficient population

to maintain two streams throughout the grades; uni-track immersion schools require a large population base.

- Costs – Both staffing and the provision of resources in the target language for each grade level entail some extra costs.
- Teacher supply – Teachers sufficiently fluent in the target language to be able to teach subject matter in that language must be available or provided.
- Pedagogical resources – Teaching materials in the target language and at the level of language development of the students must be available or provided.
- Elitism – Sufficient support is not given in Canada in most provinces to students in the program requiring remediation. Students having difficulties are generally advised to drop out of the program.

The program is an alternate form of education in all provinces and territories, and parents must decide to enrol their offspring in the program. As already indicated, French immersion is not available to all children. In addition, some parents fear the effects on mother tongue development and the attainment of subject matter outcomes, despite research to show that such effects are not common. It is to be remembered that in Canada only 10% of the eligible school population in most provinces participate in this program.

Overall, the results in Canada of the introduction of French immersion programs have been very positive. Canada currently possesses the largest number of bilingual adolescents and young adults that it has ever had; much of this increase is due to the implementation of immersion programs. The immersion model has been described as the most effective way of developing communicative competence in a second language, and the model is currently being explored and adopted in both Europe and Asia.

C. Intensive French

Intensive English and intensive French were developed in Quebec during the late 1970's based on the model used for the *classes d'accueil*. These classes were established in 1969 in order to enable immigrants to Quebec to function in French as quickly as possible so that they could integrate into the school system or the work world. The classes concentrated primarily on the development of language competence, and did not make reference to the learning of subject matter at the same time. An English immersion program could not be implemented in Quebec because of legislation forbidding the teaching in French schools of any subject in English, other than the English second language core program. In the same quest as that of anglophone parents to find a more effective way of teaching a second language than the core program, an experimental study was undertaken in Mille Iles, a community to the north of Montreal, to assess the effectiveness of intensive instruction (Billy, 1980). Two programs, one in intensive French and one in intensive English, were implemented at grade 2 and at grade 6 during which the second language was developed for a five month period by using it as a medium of communication for a variety of activities in the classroom, but not the learning of any other subject content. Results of this experience indicated that intensive instruction increased substantially communicative competence in the target language, and that it tended to work most efficiently with students at grade 6 (Billy, 1980).

As a result of this experiment, and the attendant political situation in Quebec, intensive English began to be introduced as a viable option to the core English program in the schools of Quebec. Since 1975 the success of this option in developing communicative competence in the second language has enabled the program to grow in popularity, and by 1993, approximately 22,000 students had participated in intensive English (Dussault, 1997; Watts and Snow, 1993). In a recent study of second language education in Quebec, a recommendation was made that the intensive English program option be more widely offered by school districts (Rapport Larose, 2001).

Due to the popularity of French immersion in anglophone Canada, for it was already growing rapidly by the beginning of the 1970's, intensive French was not pursued in any concentrated fashion at that time. While there have been some isolated attempts to develop intensive French programs in several provinces (in Quebec: Coutu-Vaillancourt, personal communication; in British Columbia, Daneault, personal communication; and in Ontario, Peters, 2000), no concerted plan to develop and evaluate this approach was undertaken until the establishment of a three-year research project in the province of Newfoundland and Labrador, funded by the Department of Canadian Heritage, in 1998 (Netten and Germain, 1998). In conceptualizing intensive French for Newfoundland and Labrador, considerable and significant changes were made to the model for intensive English as developed in Quebec. (See Netten and Germain, 2001 and forthcoming, 2003).

Intensive French has now been adopted as an alternative program in Newfoundland and Labrador for September, 2002. In this same year several pilot classes will be undertaken in New Brunswick with a view to implementing it as a province-wide option. Saskatchewan (September 2002) and Nova Scotia (January 2003) are also planning to implement pilot classes to determine the most effective way to implement the program in the schools of their province.

Intensive French is defined as an enrichment of the core French program by the creation of an intense period of study increasing from three to four times the amount of time ordinarily devoted to French instruction. This period of intensity is offered at grade 6 for five months of the school year. During the five-month period, 50 to 80 % of the school day is devoted to activities in French; however, no other subject areas are studied in French. The implementation of intensive French requires two major adjustments: a reorganization of the regular curriculum and a reorientation of the program of study for French.

In order to obtain the time required for the intensive period of French instruction, the normal timetable must be modified. The amount of time given to certain subjects is reduced for five months; the number of subjects and the amount of the reduction in time depends on the priorities and the circumstances in each school or school district. However, a careful analysis of the curriculum must also be undertaken. In Newfoundland and Labrador, four major options were developed. These are illustrated in Table 1.

Table 1

Four options for intensive French instruction

| PLANS | % i n t e n s i v e F r e n c h (5 m o n t h s) | Number of hours (5 months) | Number of hours (10 months) |
|-------|---|-------------------------------------|--------------------------------|
| I | 80 | de 360 à 375 | de 400 à 420 |
| II | 70-75 | de 310 à 335 | de 350 à 400 |
| III | 50- | de 215 à 270 | de 225 à 300 |

| | | | |
|----|---|----------|--------------|
| | 6 | | |
| | 5 | | |
| IV | 3 | de 140 à | de 175 à 200 |
| | 0 | 150 | |
| | - | | |
| | 4 | | |
| | 0 | | |

In the case where a large percentage of the school day was devoted to French, considerable modifications to the amount of time given to the other subjects occur, as indicated in Table 2. A smaller percentage of time devoted to instruction in the target language in the five months of intensity requires fewer adjustments to the normal timetable, as indicated in Table 3.

Table 2

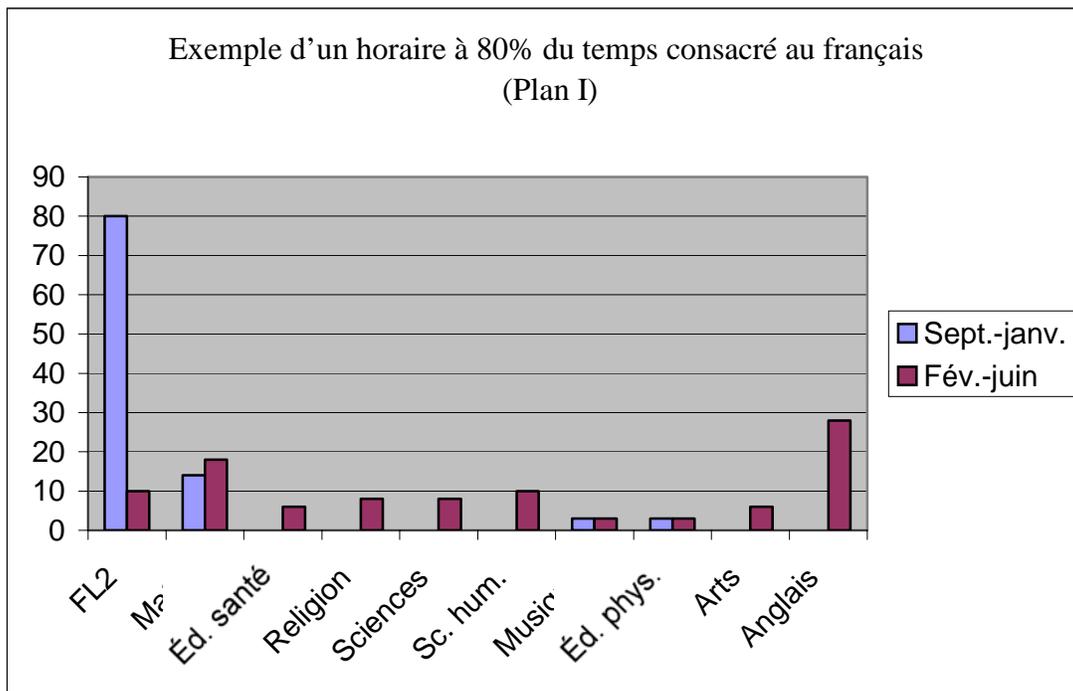
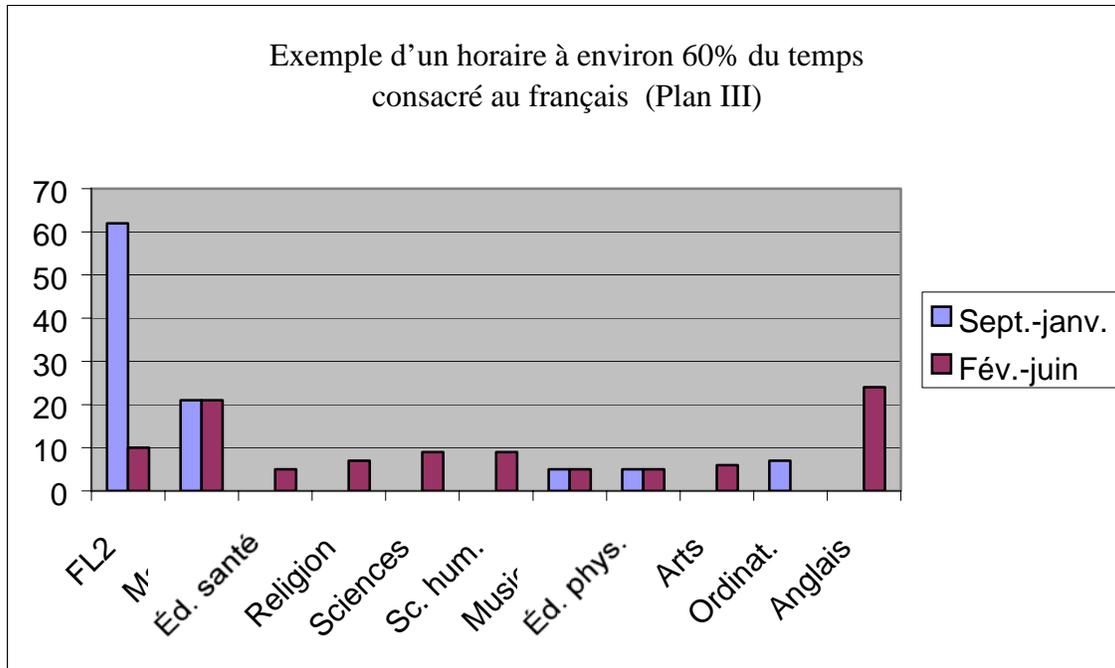


Table 3



Results of the experience in Newfoundland and Labrador have demonstrated that a minimum of 250 hours is required to reach the level of spontaneous communication in French which is the goal of the program (Netten, Germain and Séguin, 2002).

It is to be noted that in the second five months, students return to their normal timetable, including instruction in core French of approximately 40 minutes per day.

In order to determine which subjects can be reduced, and to what extent, the outcomes of all subject areas are examined. Two aspects are taken into account; cognitive processes that can be developed through the second language, and content that can be used as a basis for general study in the second language program of study. The learning of languages is different from the learning of other subjects because the language itself is not primarily learned consciously. The conscious attention of the learner is directed to the message that is being expressed through the language. In other words, to learn a language one must talk about something; the something that one talks about can be related to topics in other subject areas, thus giving students a passive knowledge base from which to attain the specific outcomes for that subject later in the second five months. The subjects which lend themselves to this transfer of outcomes are instruction in the mother tongue (for intensive French in Canada: English language arts) and subjects such as social studies, science, health education. In Canada, instructional time devoted to mathematics has not been reduced. Instructional time for special subjects, such as music and physical education, also has not been reduced. (For more details on the adjustments to the timetable and the normal curriculum, see the attached article by Netten and Germain.)

Reorientation of the core second language program (in Canada: French) changes the focus of teaching from the second language as object of study to medium of communication. The second language is used to develop literacy skills rather than to emphasize grammatical structures and

vocabulary. The four skills of listening, speaking, reading and writing are used in an authentic manner from the beginning of the program, except for the first introductory weeks. Each student undertakes an individualized reading program and daily journal writing is encouraged. A theme-based approach is recommended where students explore topics in which they are interested in depth. In this way the students are motivated to use the language in communicative situations, as well as to use the target language for cognitively demanding tasks. It is this reorientation of the second language program of study which permits the reduction of time in other subject areas. It is through learning to use a second language as well as accomplishing cognitively demanding tasks in the target language that outcomes related to other subject areas and general cognitive development can be attained. The themes developed in intensive French in Newfoundland and Labrador include: myself, my family, my school, animals, technology and communication, the environment, travel around the world, and celebrations.

Since students are not required to attain subject matter outcomes, as is the case in immersion, they can focus their attention on the learning of the second language. In this way the development of both accuracy and fluency are addressed. Fluency is developed by the engagement of the student in tasks in which he is required to communicate with others that is through the ambiance of the classroom where the target language is the medium of communication. Accuracy is addressed through the teaching techniques used; time can be taken to explain language forms and give corrective feedback. Anxiety levels are lowered as students need to demonstrate only progress in using the target language and do not have to demonstrate in addition control of new subject matter knowledge. For these reasons the program is open to students from a wider variety of academic achievement levels than is the immersion program.

Intensive French is based on both a sound theoretical foundation and the results of empirical research into the most effective ways of learning a second language. Empirical research has demonstrated that time is an important factor in developing a high level of communicative competence in a second language. More time devoted to learning a second language tends to correlate with improved results (Carroll, 1975, Swain, 1981). However, results have been shown to be even more positive when the amount of time is concentrated in a period of intense instruction in the target language. Students who received the same number of hours of instruction, but received this instruction in a concentrated period of time, developed a higher degree of communicative competence than those receiving the instruction by the drip-feed method (Lightbown and Spada 1989,1993). Intensive French is based on an increase in instructional time that is concentrated in a five-month period. In addition, empirical research has shown that authentic use of a second language in the classroom increases the ability to communicate in the target language (Stern et al., 1976; Swain, 1981).

The theoretical foundations of intensive French may be found in the work of Cummins (1979, 1981) and Cummins and Swain(1996), Vygotsky (1985), and in the neo-piagetan explanation of the relation between social and cognitive development (Doise and Mugny, 1981; Moscovici, 1989; Mugny, 1985; Perret-Clermont, 1979; Schubauer-Leoni et Perret-Clermont, 1979).

Cummins hypothesis on the interdependence of languages indicates that there are many processes in the use of language which are common to all languages. Having developed the ability to read in one language, these strategies may be used in reading in any language. Once the writing process has been developed in one language, this process can be accessed through any

language. Furthermore, the cognitive processes developed through language, such as synthesis , analysis, sequencing, and so forth, can be accessed for use in any language. These skills developed in the first language may be transferred to a second, but also when developed in a second language may be transferred for use in the mother tongue. The hypothesis of interdependence of languages permits us to reduce the time spent in instruction in the mother tongue in order to give more time to second language instruction. (See Netten and Germain, 1999; Netten, Germain and Séguin, 2002).

According to Vygotsky, cognitive processes are not developed in separate isolated compartments as it often seems when we look at the school curriculum. Problem solving is developed through mathematics, through science, and it also may be developed through the study of a second language. This view of learning enables us to examine the other subject areas in order to ascertain what cognitive processes in a particular subject matter may also be developed in the learning or use of a second language. Consequently, it is possible to reduce time in other subject areas to increase time in second language learning, if these processes are addressed in the tasks that are given to students in their second language classes. (See Netten and Germain, 1991; Netten, Germain and Séguin, 2002).

In intensive French increased time and intensity devoted to instruction in the second language enables students to develop a higher level of competence in the second language. However, the development of this higher level of competence also enables students to engage in more cognitively demanding tasks in the second language. This authentic use of the second language in turn increases language competence to the extent that a level of spontaneous communication in the second language can be achieved in a relatively short period of time. (See Netten and Germain, 1999; Netten, Germain and Séguin, 2002). The attainment of this level of spontaneous communication is the goal of the intense period of instruction. Once this level has been achieved, students become autonomous learners of the second language, as they are for their first language. They can profit more fully from exposure to the second language, and can learn and use the second language independently. In addition, perceived success in using the second language to communicate a message increases motivation to continue learning and using the second language.

Lastly, the hypothesis of proponents of the neo-piagetan school of cognitive psychology that social development not only occurs parallel to intellectual development , but actually contributes to intellectual development is also reflected in our conceptualization of intensive French. The use of an interactive pedagogy is recommended as being the most effective type of teaching approach to use in teaching French for communicative purposes. The use of an interactive pedagogy enhances intellectual development through the causal relationship between social and intellectual growth. In addition, based on our model for the development of communicative competence in the school situation, an interactive classroom is essential to the development of an ability to communicate in a second language with both accuracy and fluency (Netten, 2001; Netten and Germain, forthcoming).

The results of intensive French have demonstrated that most students achieve a level of spontaneous communication in a relatively short period of time. At the end of five months in intensive French, students in Newfoundland and Labrador were able to write a composition in French similar to that of grade 4 francophones in Quebec. Of the 14 criteria, 70% were attained at the grade 4 level, 60% at the grade 5 level and 15% at the grade 6 level when compared with

francophones in Quebec. For the 5 criteria measuring fluency, the average level of attainment was above that of grade 5 Quebec francophones; for the five criteria measuring accuracy, the average level of performance was just below grade 4 when compared with Quebec francophones. This is a considerable achievement when it is realized that French was the second language of anglophone students in grade 6 in Newfoundland and Labrador (Netten, Germain and Séguin, 2002). For oral production, the average level of performance attained over the three years of the project by students in intensive French was 3.7, that is nearly at level four on the interview scale developed for use at the end of secondary schooling in the province of Newfoundland and Labrador (Netten, Germain and Séguin, 2002). Level 4 is defined as possessing the ability to “show considerable spontaneity in language production and sustain general conversation” (Government of Newfoundland and Labrador, Department of Education, 1992).

In addition, qualitative data collected through structured and unstructured interviews with students, teachers and principals indicated that there were no perceived lags in English language development or in the achievement of the outcomes in other subjects. In some cases, students achieved better in English language arts after participation in intensive French. Students were also reported to show increased self-esteem, increased autonomy, increased personal organizational skills, and increased motivation to continue the study of French. Students who are academically challenged also were able to profit from the program; some of these students actually demonstrated improvement in English language arts after their participation in the program. Students, parents, administrators and teachers all reported satisfaction with the program (Netten, Germain and Séguin, 2002).

The advantages of intensive French are that the program enables students to develop communicative competence in French which possesses both fluency and accuracy, as well as experiencing an enhancement of their overall school experience. In addition, their perceived success motivates them to use the language and also to continue their study of French. The program is open to all students, including those who are academically challenged as they are not required to learn subject matter at the same time as the second language; they are able to develop communication skills in the second language without undue stress. Implementation of the program does not cause dislocation administratively as the entire grade 6 class participates in the program. Parents did not indicate that their lack of knowledge of French presented a difficulty.

There are, however, some conditions for success. Appropriate teachers need to be recruited; such teachers require sufficient fluency in the target language to use the language as the medium of communication in their classroom for 50% of the school day. The degree of fluency required is somewhat less than that of immersion teachers who teach subject concepts in the second language. Teachers also need to have the ability to teach in an interactive, student-centred classroom. In addition, some costs are incurred through implementation of the program. Pedagogical resources, particularly dictionaries, reference works and readers in the target language are required.

D. Follow-up

It should be mentioned that, even without a follow-up program students who engage in an intensive program in grades 5 or 6 maintain an advantage over their peers who have not had this opportunity to the end of secondary school (Dussault, 1997). However, in order to obtain the best

results from the program, a program which enables students to maintain, or preferably improve, their target language skills should be introduced in the following years. Four options have been explored in Newfoundland and Labrador. These options include:

- Enriched core French
- Extended French
- Late immersion
- Integration into an early immersion program.

In enriched core French, students continue to study the normal school curriculum, but participate in a core French program where they are able to engage in more complex activities and tasks in the target language than is the case for students who have not participated in an intensive program. In the other three options, students study one or more of the subjects in the curriculum through the medium of French. One or more of these options should be available to students from an intensive program. However, student's willingness to participate in such programs will vary according to their motivation and success with learning the target language.

In Newfoundland and Labrador, where available, about 80% of the students who participated in an intensive program opted to enter the late immersion program. Parents and teachers hypothesized that the opportunity to learn the language in the intensive program enabled students to judge whether they felt they could succeed in an immersion program. Their success in the intensive program motivated many of them to enter the immersion program when they would not have considered the option otherwise. Some students who attained a particularly high level of competence in the target language entered an early immersion classroom; the majority of students entered the late immersion program which begins in grade 7 in Newfoundland and Labrador.

E. Role of Parents

In the implementation of intensive French in Newfoundland and Labrador parents were included in the consultations about the implementation of the program. Particularly in the rural areas where there is only one grade 6 class in a school each year, every parent had to agree to participate in the program in order to implement it in the school. While there were some parents who were a little concerned at first, all parents agreed to the implementation of the program. In no case were parents dissatisfied with the program, and no parent withdrew their child from the program. (See video, *Highlights from Intensive French: An Innovative Program*, 2002). In general, parents were pleased to be able to have their child participate in a program that would expand their horizons and their job opportunities.

It would be our recommendation that parents also be informed regularly of their child's progress and activities in the intensive program, particularly if the parent is not able to communicate in the target language. It was found that parents who can appreciate their child's progress and feel included in the education of their child, even though they do not understand the language, have positive attitudes towards the program and its implementation.

F. National Curriculum

The integrity of the National Curriculum would not be compromised. All objectives of the national curriculum for grade 6 should be attained if the process of transfer of outcomes is undertaken circumspectly. In addition, the attainment of communicative competence in Welsh by a larger number of young people should contribute to the attainment of the objectives of a national curriculum.

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