

# 2021 SURVEY OF STUDENT EXPERIENCES WITH THE FRENCH IMMERSION PROGRAM – SURREY

*All Students Survey Results*

*February, 2022*

# INFOGRAPHIC CONTENTS AND SURVEY QUESTIONS

## PART ONE

### Background Information

*Which grade are you currently in?*

*Which school are you currently attending?*

*Who in your family speaks French?*

*How would you rate your ability to speak French now?*

*How would you rate your ability to write French now?*

## PART TWO

### Student's Future Plan

*Are you continuing in the French Immersion program next year?*

*Which secondary school do you plan to attend in grade 8?*

### Potential Reasons for Leaving

*What potential impacts may have influenced your decision to leave?*

## PART THREE

## PART FOUR

### Participants in Decision Making Process

*Who plays a part in the decision making process to attend in the program?*

*Who plays a part in the decision making process to stay in the program?*

*Who plays a part in the decision making process to leave the French program?*

### Correlational Analyses

*Exploring relationships among student' survey responses*

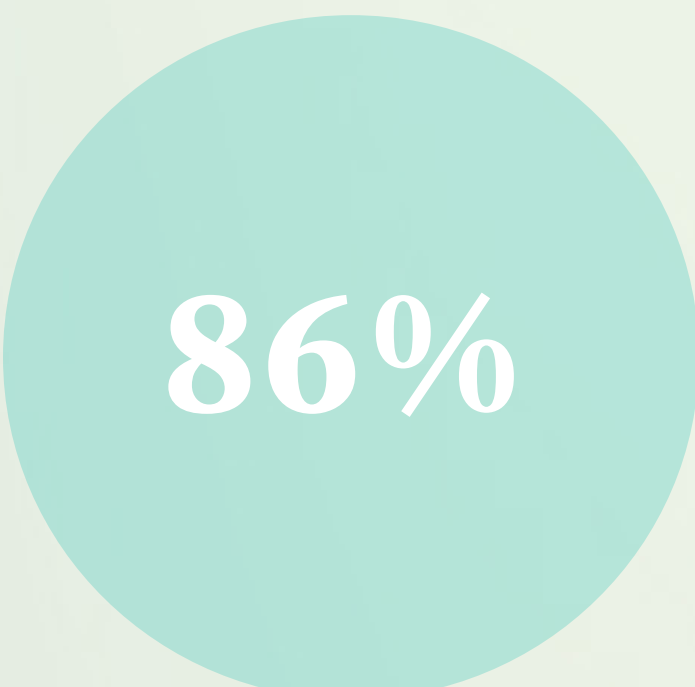
## PART FIVE



**560 EARLY/LATE  
STUDENTS  
PARTICIPANTS**

**56 STUDENTS  
DID NOT  
INDICATE EARLY  
OR LATE ENTRY**

**FUTURE PLAN**



**Continuing the  
Program or not**

Around four-fifths of  
the students are continuing  
attending FRIM program  
next year

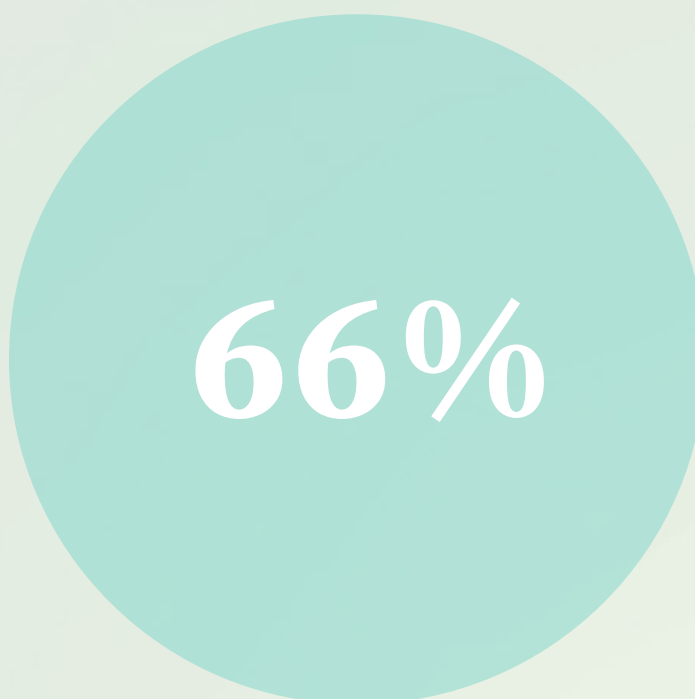
**FUTURE PLAN**



**Secondary School**

Around half of the students  
plan to attend Earl Marriott  
Secondary School in their  
grade 8

**STUDENT'S FRENCH  
SPEAKING ABILITIES**



Two-thirds of the students  
rate their French speaking  
abilities as proficient

**STUDENT'S FRENCH  
WRITING ABILITIES**



Two-thirds of the students  
rate their French writing  
abilities as proficient

**Correlation Analyses**

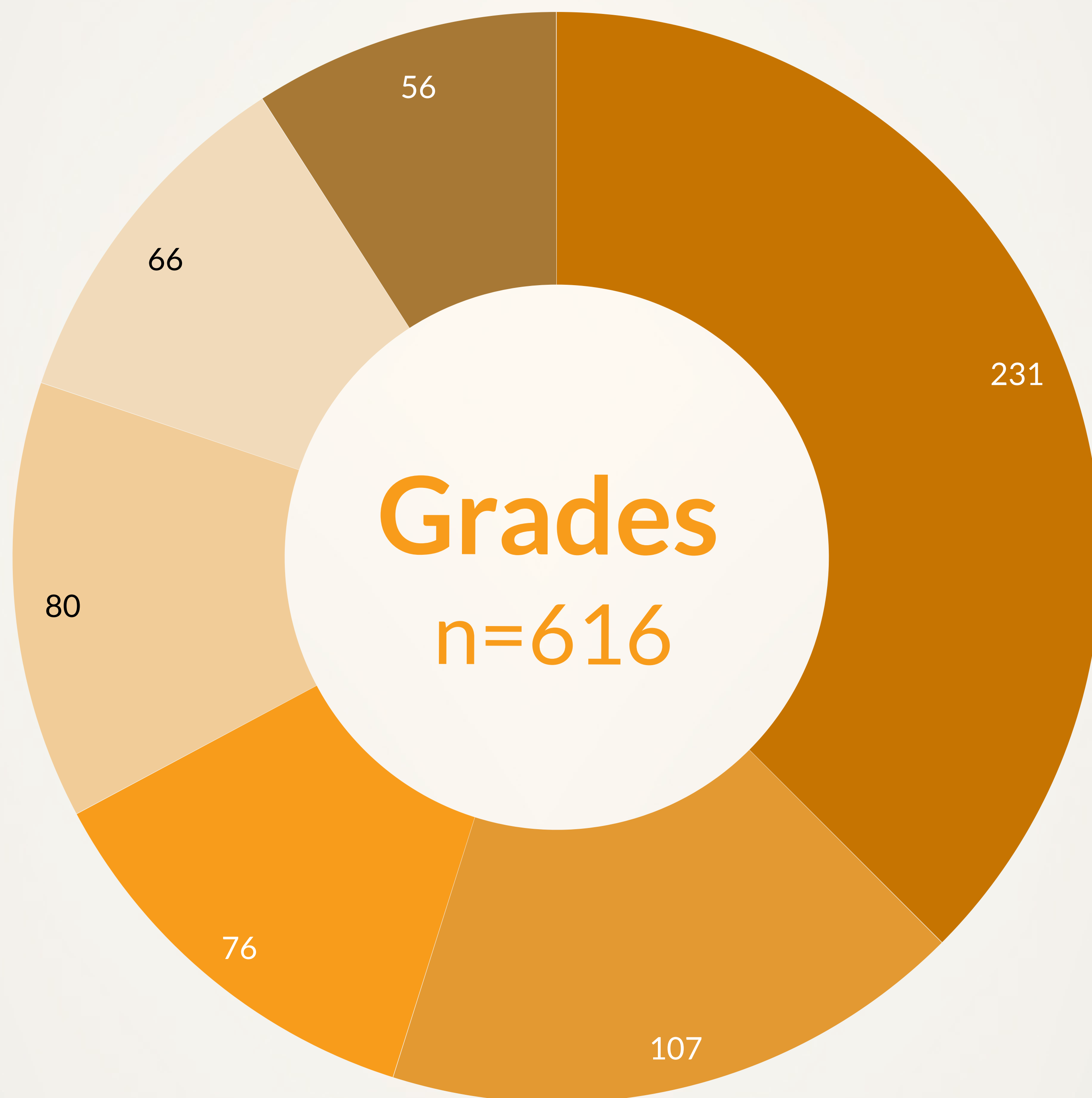


Students self-rated French  
speaking ability has a strong  
relationship with their self-rated  
French writing ability

# PART ONE

## Grade Levels of Students in FRIM

*Which grade are you currently in?*



Grade 7 (37.5%) Grade 8 (17.37%) Grade 9 (12.34%) Grade 10 (12.99%)  
Grade 11 (10.71%) Grade 12 (9.09%)

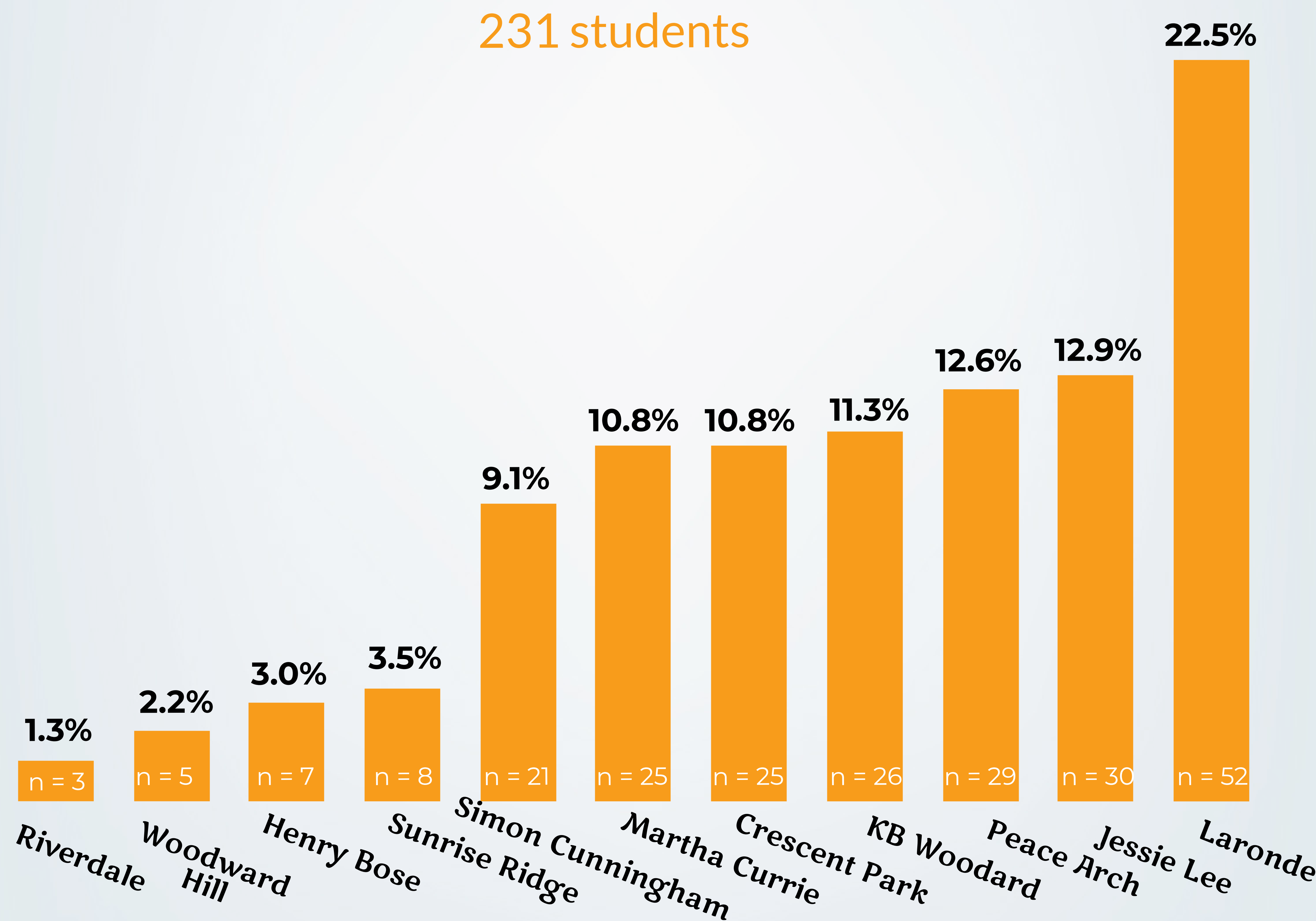


# Immersion Schools Students are Currently Attending

Which school are you currently in?

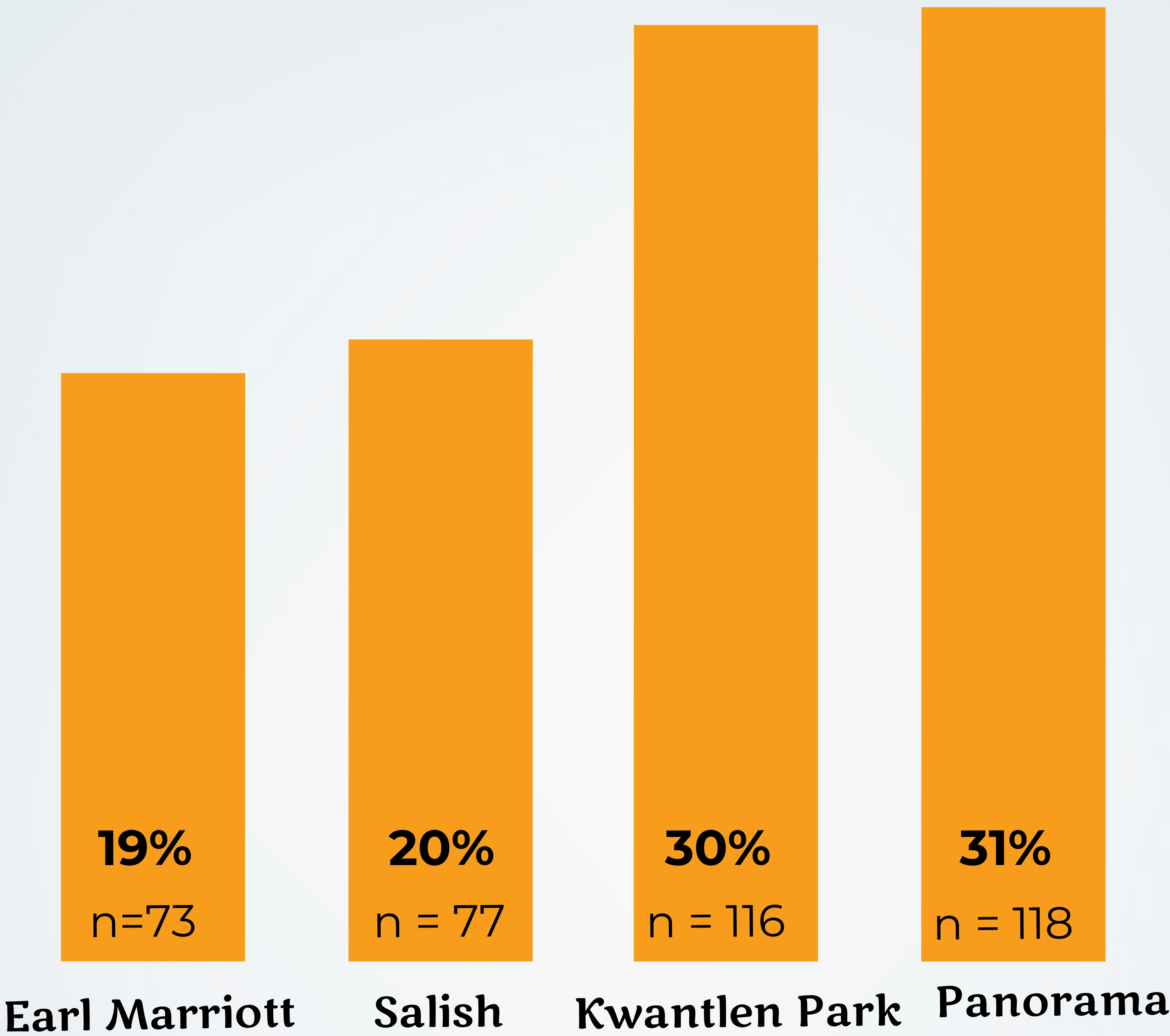
## Elementary Schools

231 students



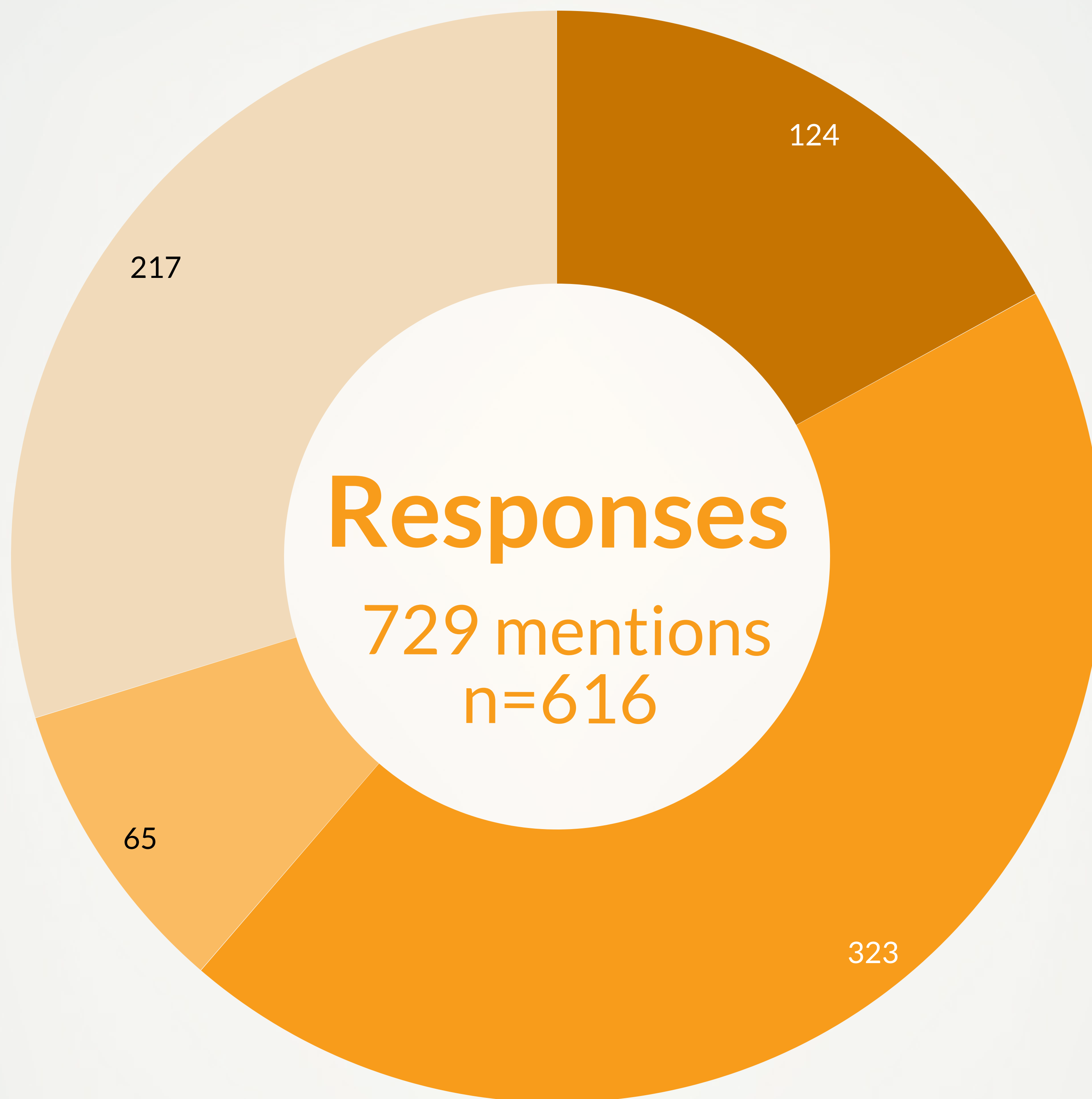
## Secondary Schools

384 students



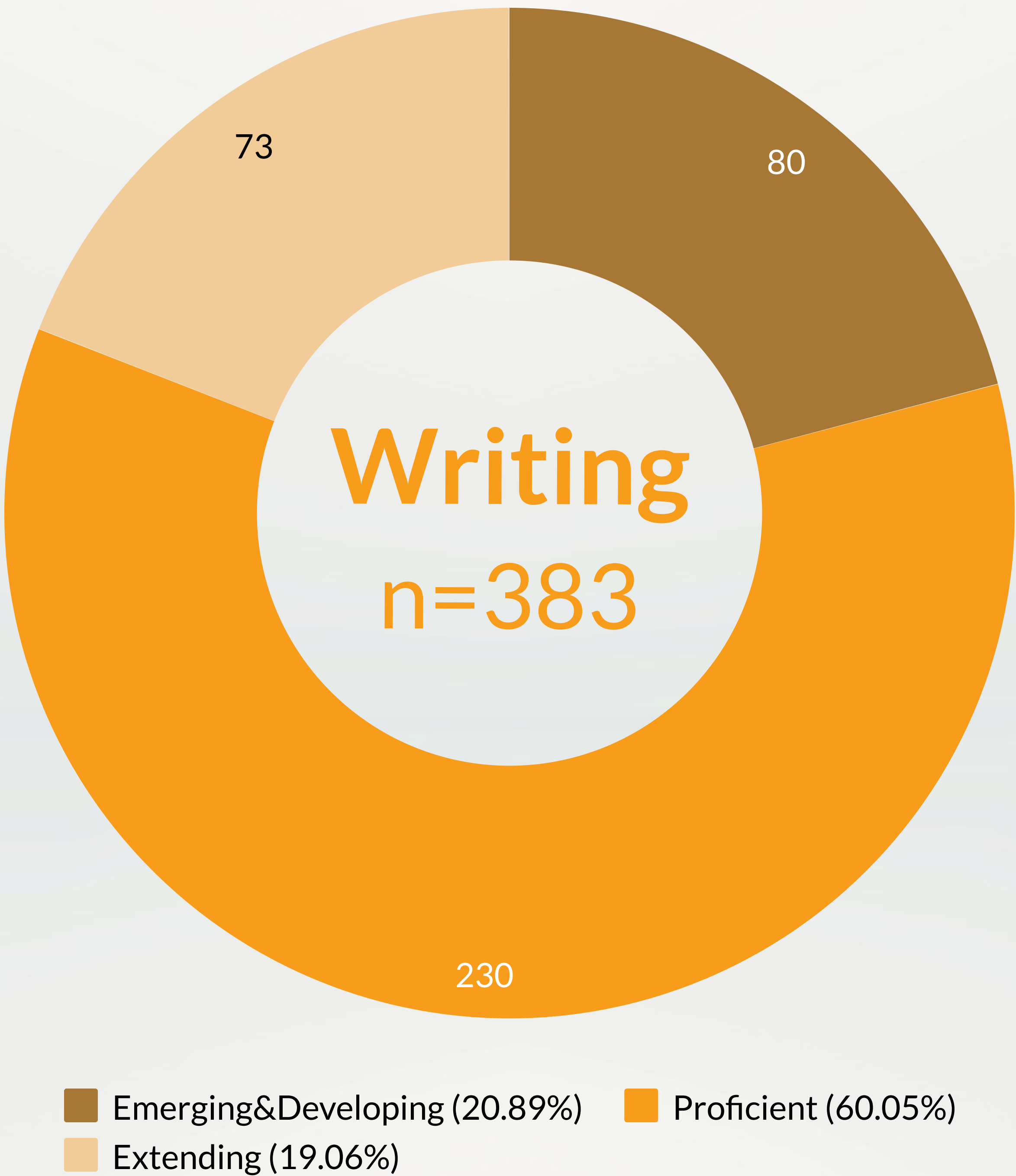
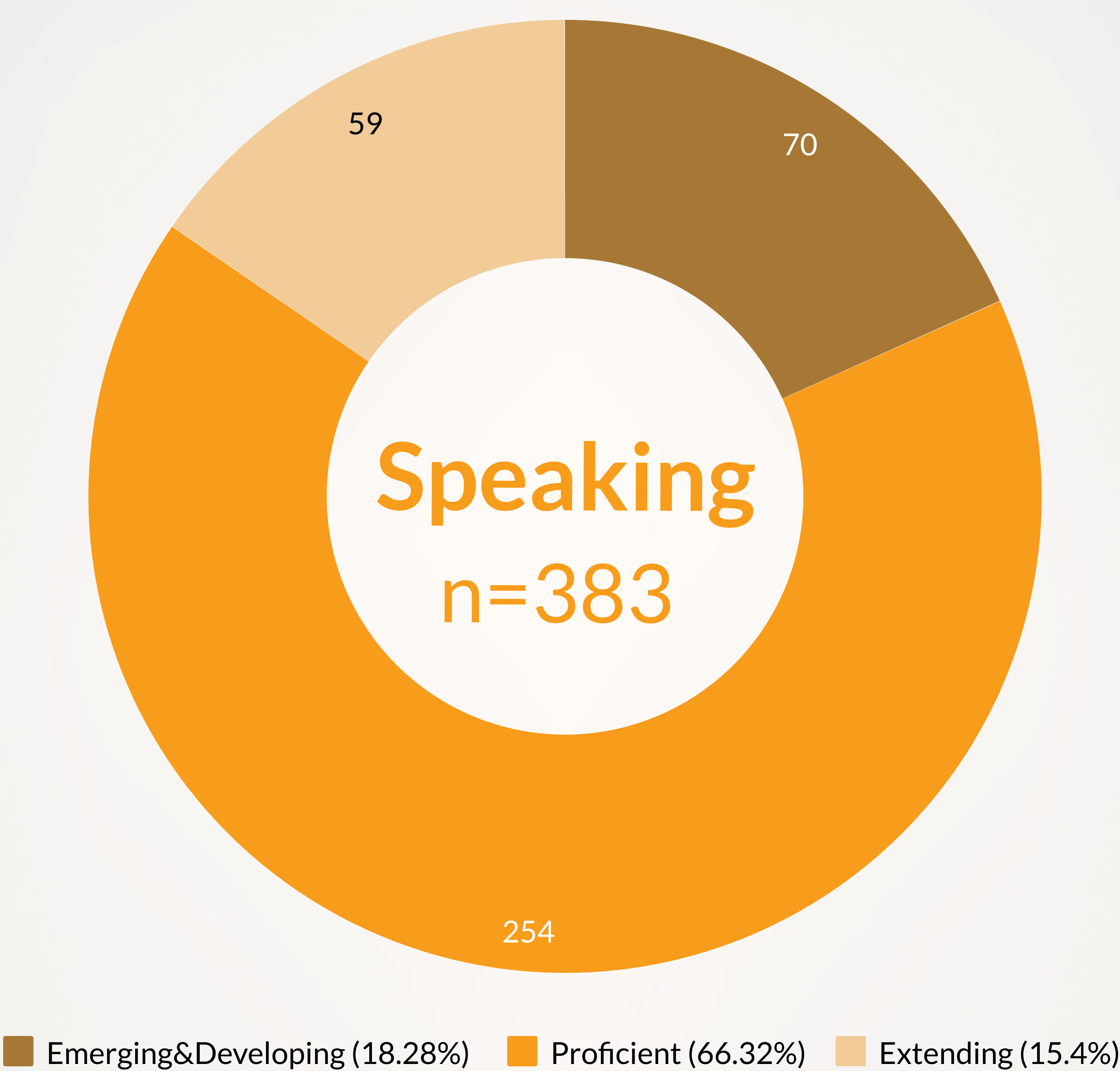
# Students' French-Speaking Family Member

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■ Parent (17.01%)   ■ Sibling (44.31%)   ■ Another Family Member (8.92%)  
■ None (29.77%)

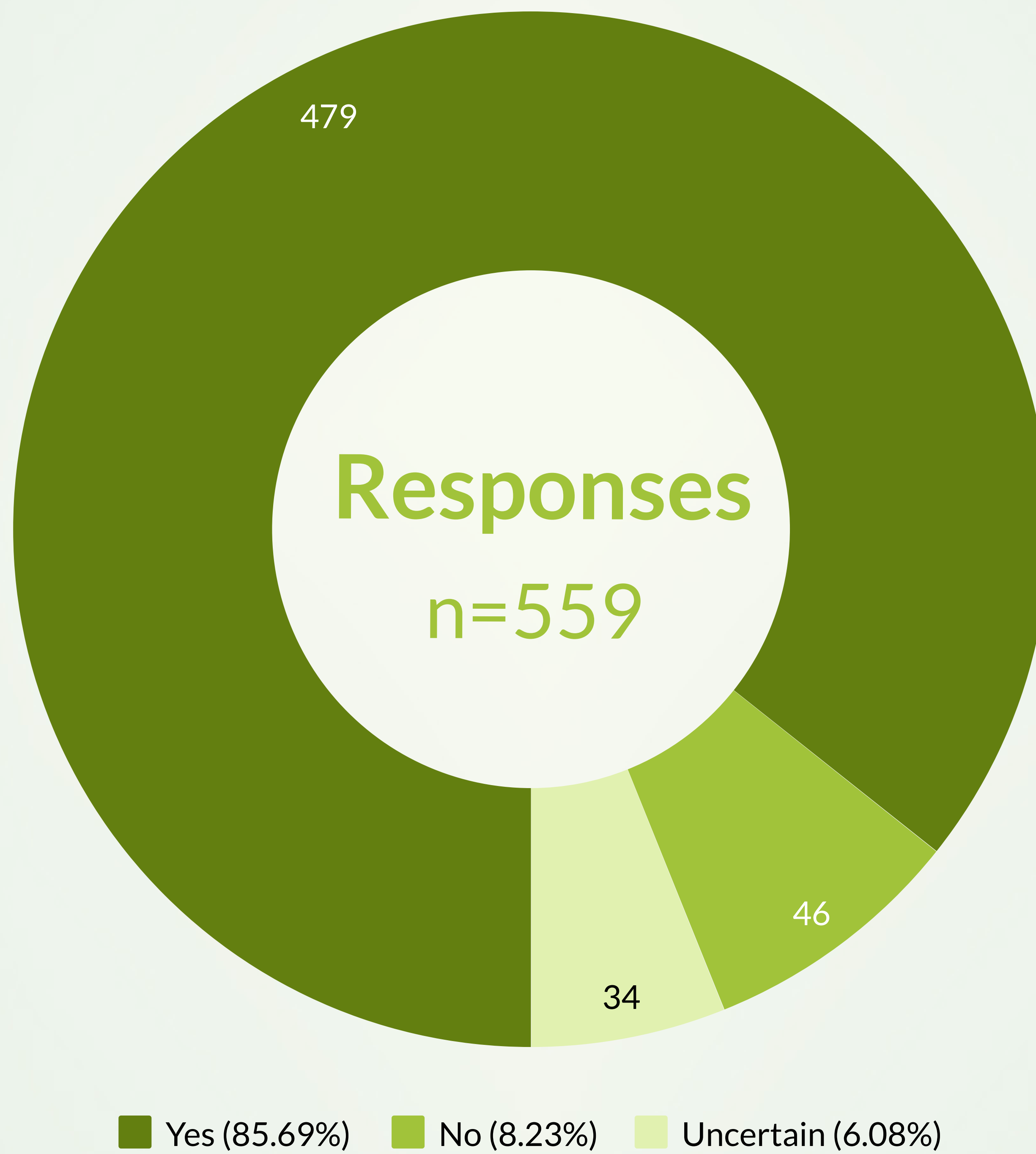
# Student Self-Ratings on French Skill



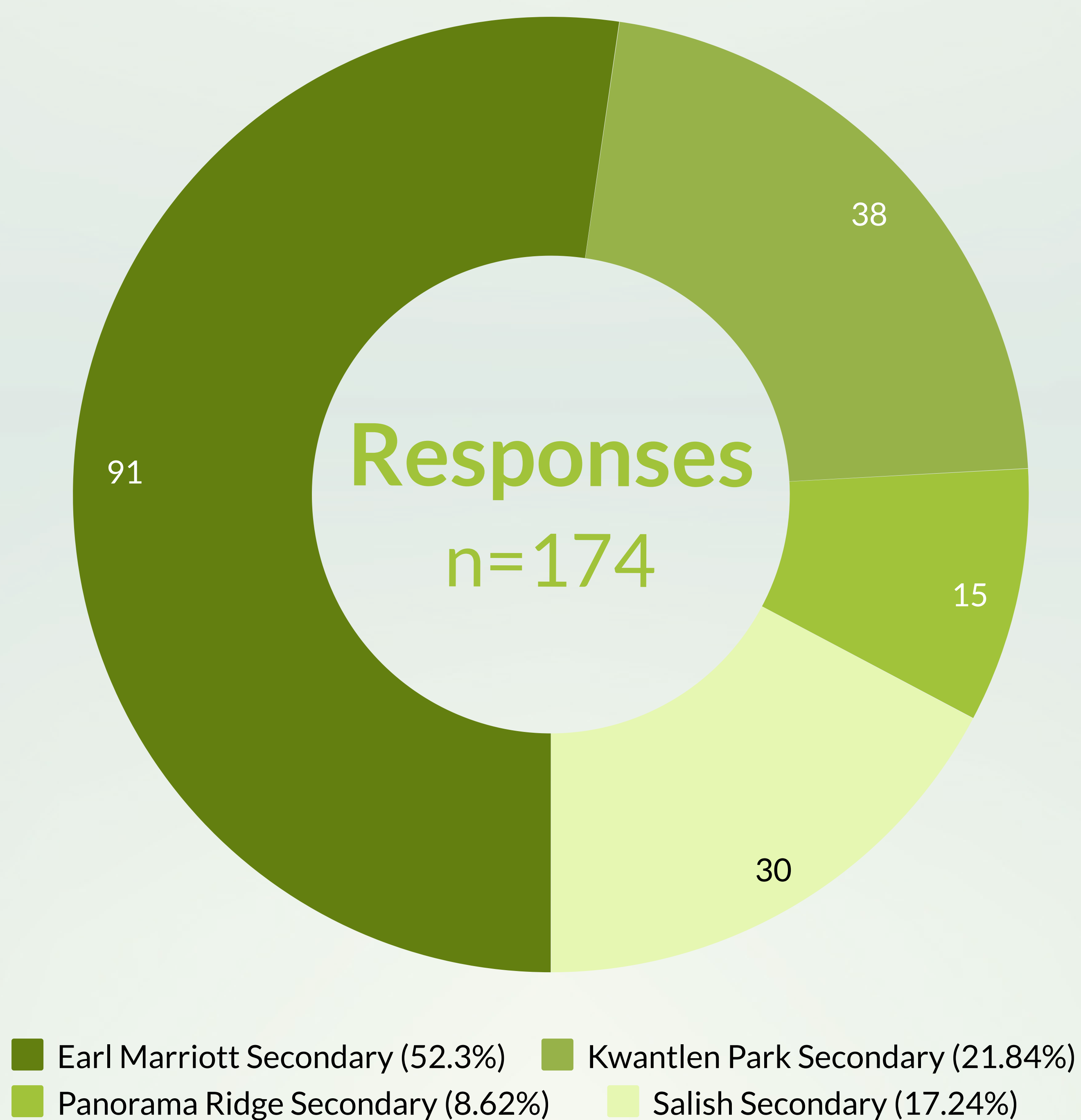
## PART TWO

# Student's Future Plan

*Are you continuing the French Immersion program next year?*



*Which school do you plan to attend in grade 8?*

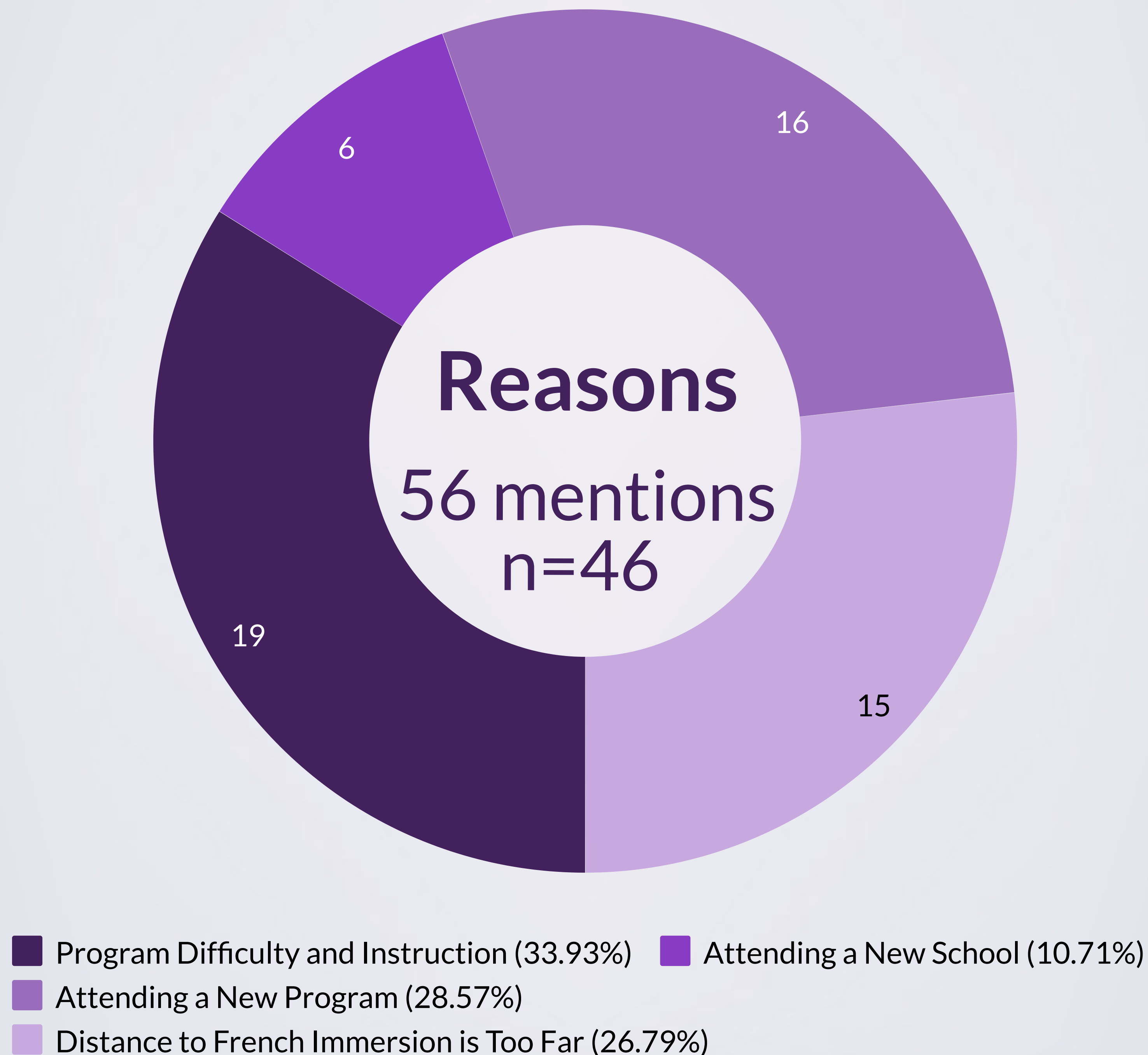




# PART THREE

## Potential Reason for Leaving

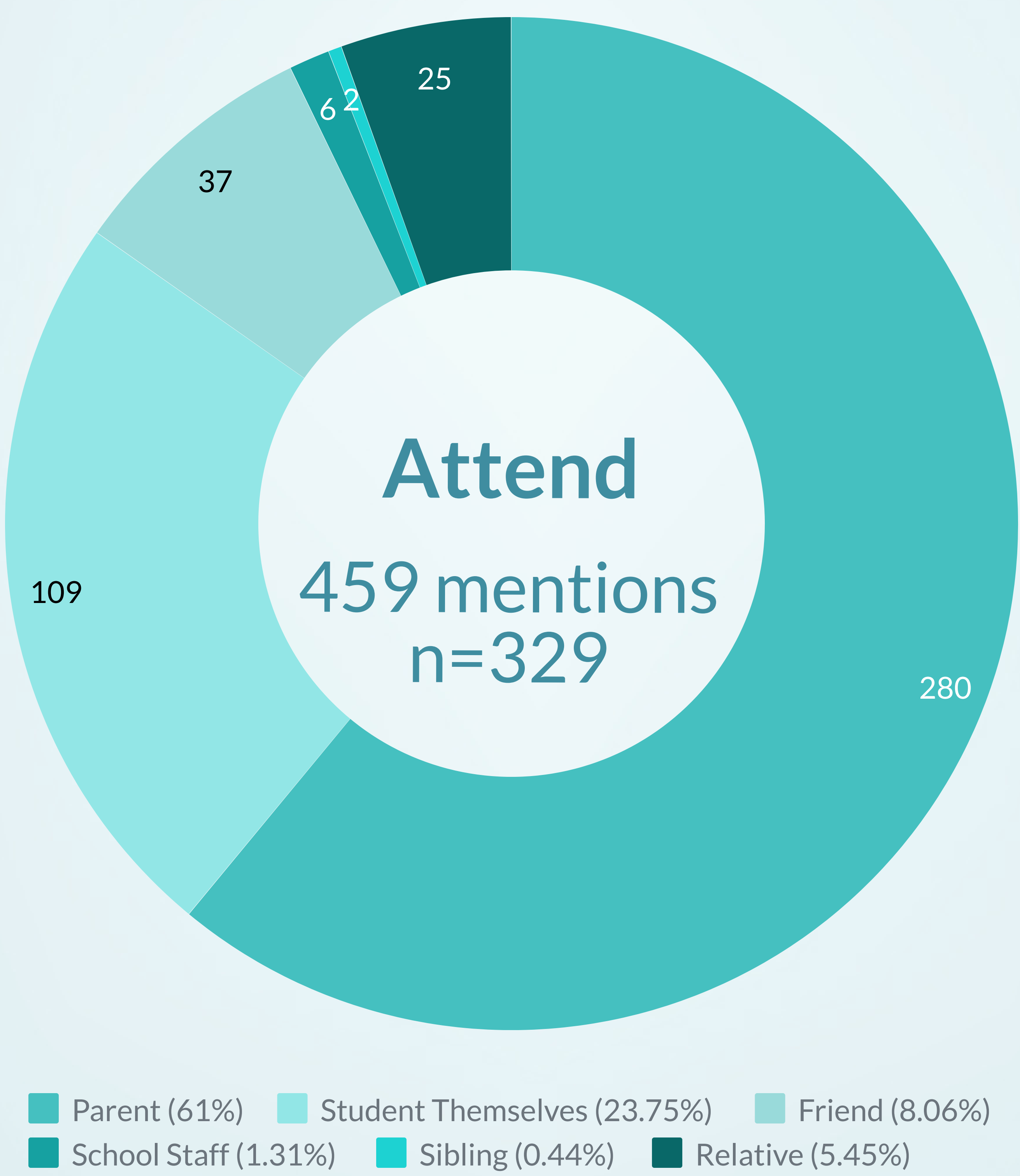
*What potential impacts may have influenced your decision to leave?*



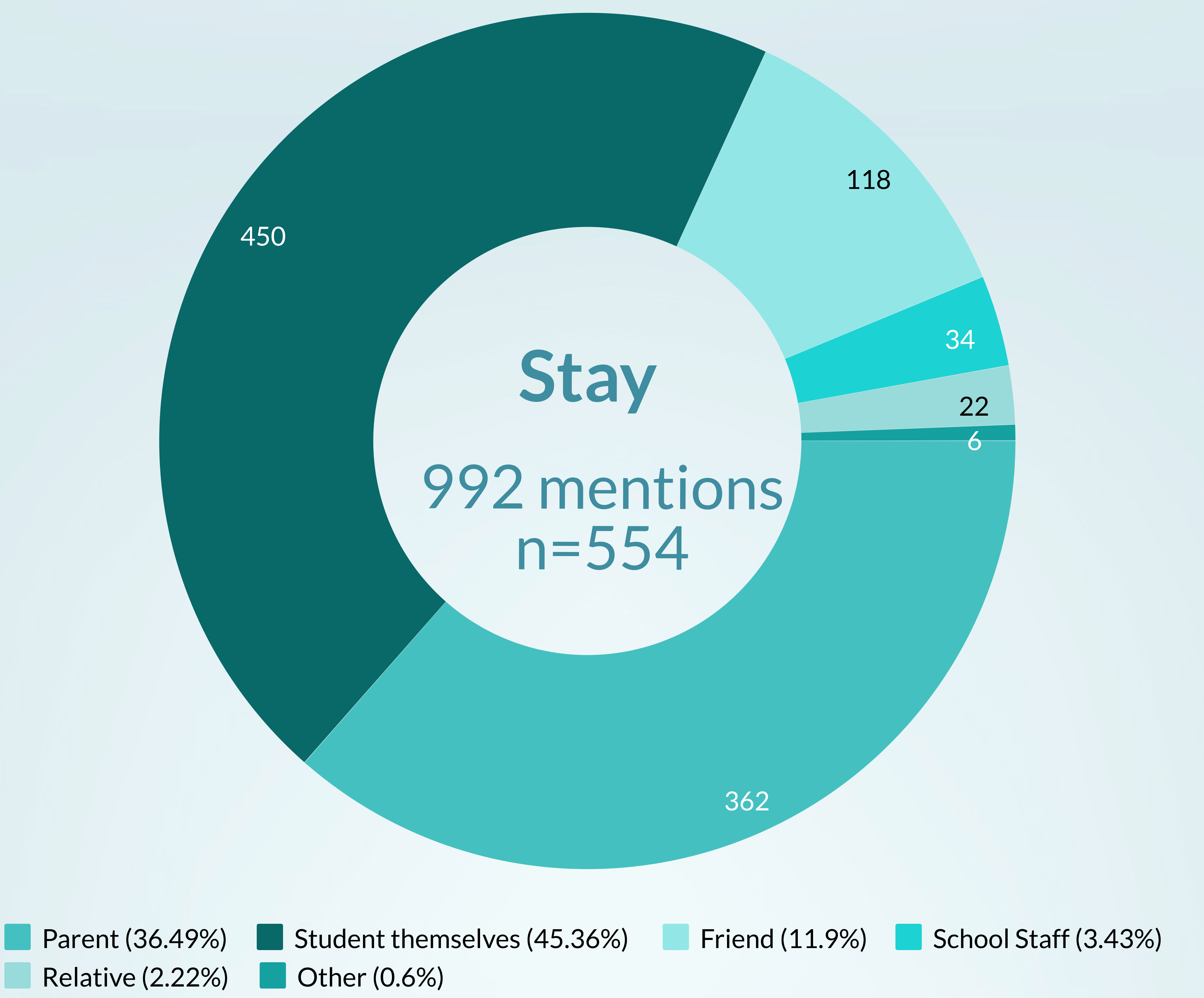
PART FOUR

Participants in Student's Decision Making Process

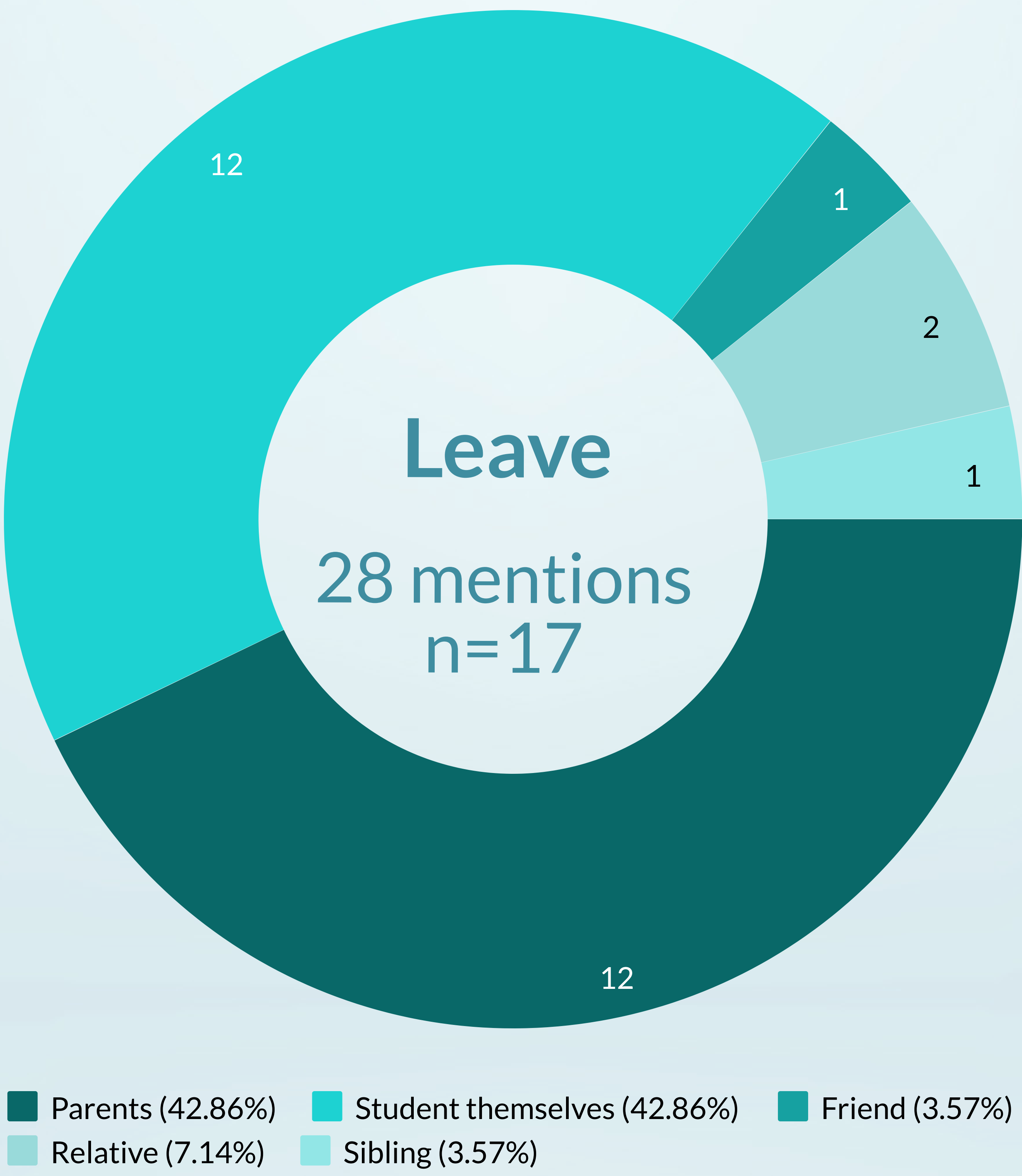
Who plays a part in the decision making process to attend in the program?



Who plays a part in the decision making process to stay in the program?



Who plays a part in the decision making process to leave the program?

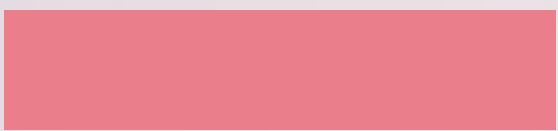




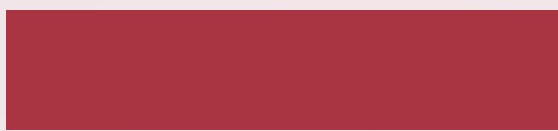
PART FIVE

Relationships Between Student' Survey Responses

Strength of Relationship



Weak



Moderate



Strong

Relationship with French Speaking Family Members

There is a weak relationship between students' decision to continue FRIM and the presence of a French speaking family member

There is a weak relationship between students' self-rated French speaking ability and the presence of a French speaking family member

There is a weak relationship between students' self-rated French writing ability and the presence of a French speaking family member

Relationship with Students' French Communication Skills

There is a weak relationship between students' self-rated French speaking ability and whether a student continues with FRIM

There is a weak relationship between students' self-rated French writing ability and whether a student continues with FRIM

There is a strong relationship between students' self-rated French speaking ability and students' self-rated French writing ability

\* All conclusions above were made based on Cramer's V and Tetrachoric correlation values