SURVEY OF THE FRENCH IMMERSION PROGRAM –
SURREY SCHOOL DISTRICT

February, 2022

Surrey Schools
LEADERSHIP IN LEARNING

SD 36 | Research & Evaluation Department
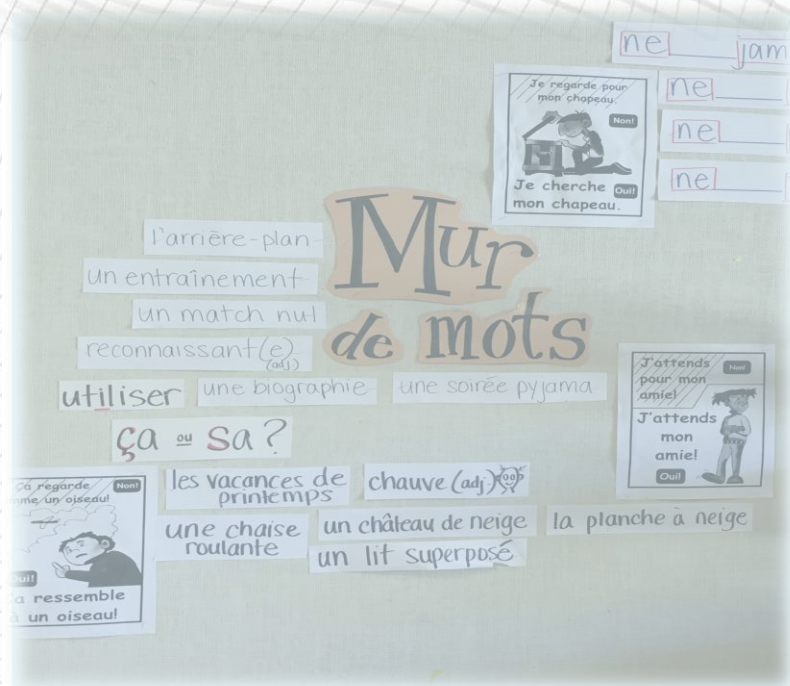
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OVERVIEW OF THE FRENCH IMMERSION PROGRAM

## Purpose of the French Immersion Program

The Surrey School District offers French Immersion (FRIM) programs for students from Kindergarten to Grade 12. French Immersion is an intensive second language acquisition program, intended to develop fluency in French leading to functional bilingualism. Students study in French while following the regular BC (British Columbia) Curriculum. It is available to students and families of all linguistic backgrounds.

Where French Immersion Programs Are Located

Students enter the program in Kindergarten or in Grade 6.

1. Early entry in Kindergarten is offered at six elementary schools in the district:

   - Laronde Elementary
   - Martha Currie Elementary
   - Peace Arch Elementary
   - Riverdale Elementary
   - Simon Cunningham Elementary
   - Woodward Hill Elementary

2. Late entry in Grade 6 is offered at five elementary schools across the district:

   - Crescent Park Elementary
   - Henry Bose Elementary
   - Jessie Lee Elementary
   - K.B Woodward Elementary
   - Sunrise Ridge Elementary
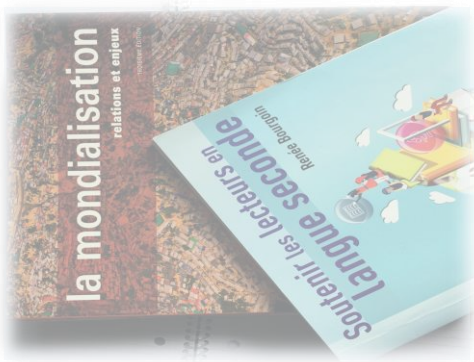
3. FRIM continues into the secondary level at four locations:

   ➢ Earl Marriott Secondary
   ➢ Kwantlen Park Secondary
   ➢ Panorama Ridge Secondary
   ➢ Salish Secondary

Background to this Evaluation Project

French language education in Canada provides added value both to the learner and the learner's family. Students completing a FRIM program in Grade 12 receive a bilingual graduation certificate. The continuity of FRIM programs impact the continuity of French education. If completion of this program is declining, it could potentially impact the continuity of FRIM programs within Surrey School District. Our parent and community partners are also interested in better understanding this potential trend and its impact.

The Continuous Learning Department in the Surrey School District is seeking to better understand the factors leading to decreased enrolment of secondary students in their FRIM programs. Data extracted from MyEd BC in Surrey Schools demonstrates a trend of decreasing participation in FRIM programs at the secondary level over the past six years. In other words, the number of students that entered FRIM in elementary school and then exited the program prior to secondary school has increased.

METHODOLOGY

Survey Design

This evaluation aims to provide a better understanding of French Education in the Surrey School District for all stakeholders. This evaluation identified factors influencing a student's decision to continue or withdraw from their FRIM program prior to completion. Survey items can be viewed in Appendix A (student survey) and Appendix B (parent survey).

FRIM students currently enrolled in Grades 7 to 12 in Surrey Schools, as well as their parents, were invited to complete an anonymous and electronic survey, asking questions about their decision to continue in the program.

Responses gathered from this survey were confidentially collected and analyzed to identify factors for enrolling, staying, and leaving a FRIM program, and any further supports or resources that could be provided.

The surveys were administered to students and parents in May of 2021.

Qualitative Analysis Approach to Survey Responses

Borrowed from well-established procedures in qualitative analysis,[1] responses underwent line-by-line analysis that reduced data into codes (i.e., deductive analysis) by identifying salient features in teacher' responses. Codes were combined into sub-themes based on shared

characteristics. Sub-themes were compared, refined, and further built up into higher-level themes (i.e., inductive analysis).

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[1] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. URL: https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa

Quantitative Analysis Approach to Survey Responses

Correlational analyses (Cramer's V[2] and tetrachoric[3]) were conducted on a series of questions to determine the relationship between students' entrance into FRIM (early or late) and student' responses on other survey questions. The following questions were asked about the data:

1. What is the relationship between students continuing FRIM with the following:
    a. Students having a family member who speaks French;
    b. Students' entrance into a FRIM Program (early or late); and
    c. students' self-ratings of their French-speaking and writing skills?

2. What is the relationship between the timing of students entrance into FRIM (early or late) with the following:
    a. Students having a family member who speaks French;
    b. Number of family members who speak French;
    c. Which family member speaks French (e.g., parent, sibling, etc.);
    d. Who was involved in the decision-making process to attend and stay in the FRIM program; and
    e. Students' self-ratings of their French-speaking and writing skills?

3. What is the relationship between students' self-ratings of their French-speaking skills with their French writing skills?

4. What is the relationship between a student having a family member who speaks French and students' self-ratings of their French-speaking and writing skills?

Results of the correlation analyses are provided in Appendix C.

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[2] *Calculates the correlation between categorical variables (i.e., three or more categories). The value for Cramer's V ranges from 0 to 1, with 0 indicating no association between variables and 1 indicating a strong association between variables.*

[3] *Calculates the correlation between binary variables (i.e., two categories). The value for tetrachoric correlation ranges from -1 to 1 where -1 indicates a strong negative correlation, 0 indicates no correlation, and 1 indicates a strong positive correlation.*

Number of Respondents

A total of 616 students in the French Immersion program completed the survey. Among the respondents, 37.5% of students are in Grade 7, 53.5% are in Grades 8 through 11, and 9.1% are in Grade 12.

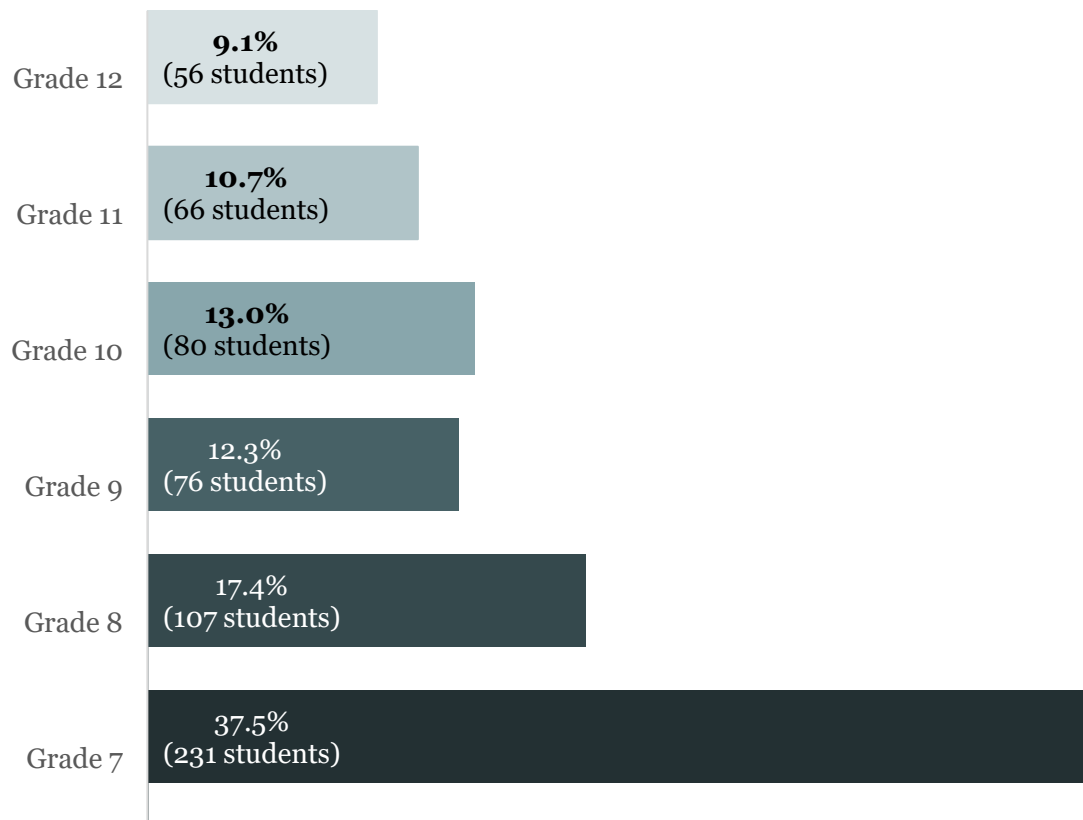See Figure 1 for a breakdown of the students' current grade level.

Grade 12 — **9.1%** (56 students)

Grade 11 — **10.7%** (66 students)

Grade 10 — **13.0%** (80 students)

Grade 9 — 12.3% (76 students)

Grade 8 — 17.4% (107 students)

Grade 7 — 37.5% (231 students)

Figure 1. *Students' Current Grade Level*

Where Students are Currently Attending School

Students were asked, *which school are you currently attending?* A total of 615 students responded, of which 37.6% are attending an elementary school and 62.4% of students are attending a secondary school.

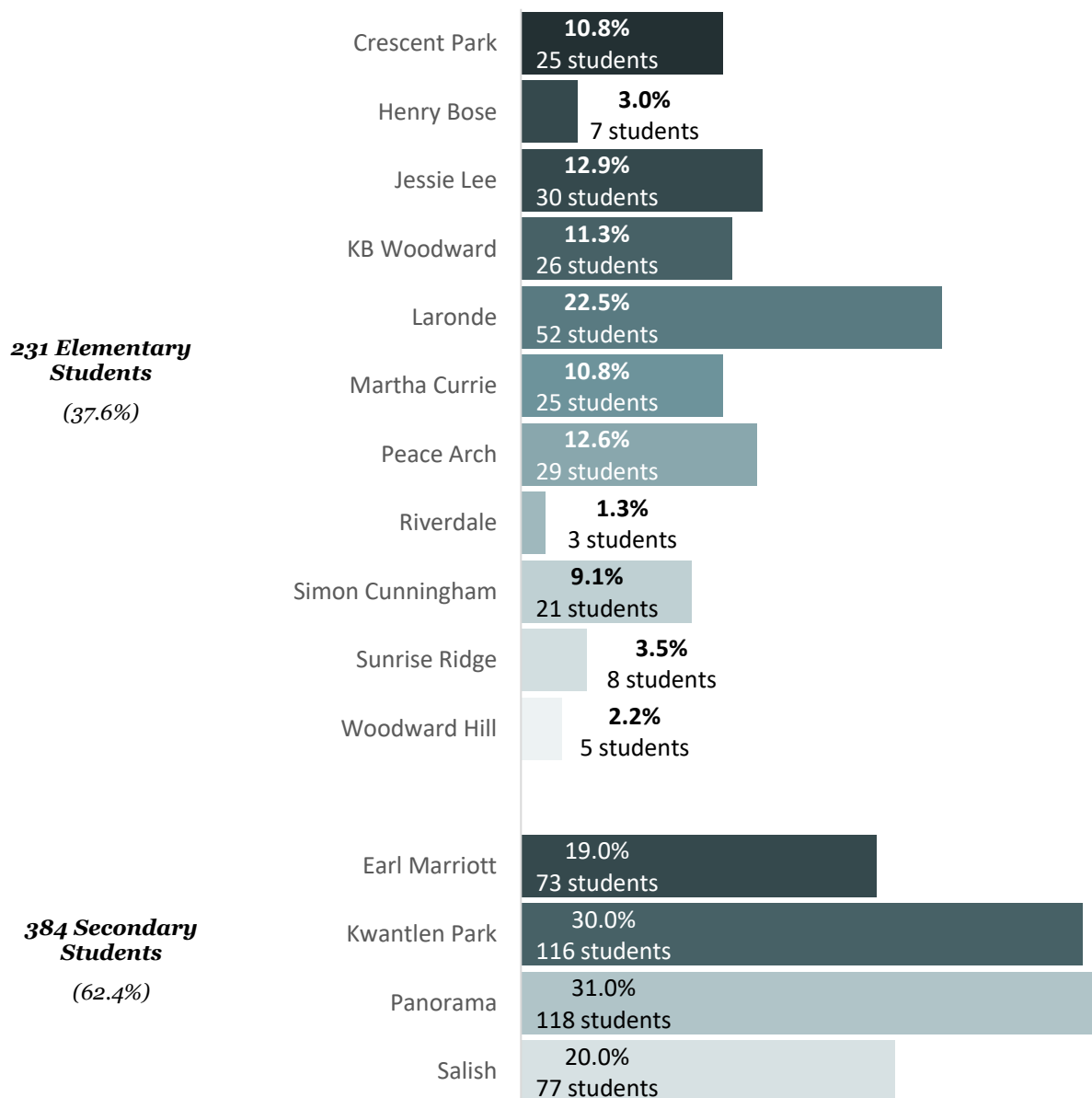A breakdown of student' responses by elementary and secondary schools is shown in Figure 2.

231 Elementary Students

(37.6%)

384 Secondary Students

(62.4%)

School	%	Students
Crescent Park	10.8%	25 students
Henry Bose	3.0%	7 students
Jessie Lee	12.9%	30 students
KB Woodward	11.3%	26 students
Laronde	22.5%	52 students
Martha Currie	10.8%	25 students
Peace Arch	12.6%	29 students
Riverdale	1.3%	3 students
Simon Cunningham	9.1%	21 students
Sunrise Ridge	3.5%	8 students
Woodward Hill	2.2%	5 students
Earl Marriott	19.0%	73 students
Kwantlen Park	30.0%	116 students
Panorama	31.0%	118 students
Salish	20.0%	77 students

Figure 2. *Where Students are Currently Attending School*

Where Students Plan to Attend in Grade 8

Students were asked, *which secondary school do you plan to attend in Grade 8?* A total of 174 students responded.

Over half (52%) of the students plan to attend Earl Marriott Secondary, while about one in five (22%) the students are going to attend Kwantlen Park Secondary.

A breakdown of the secondary schools that students intend to attend in Grade 8 is provided in Figure 4.
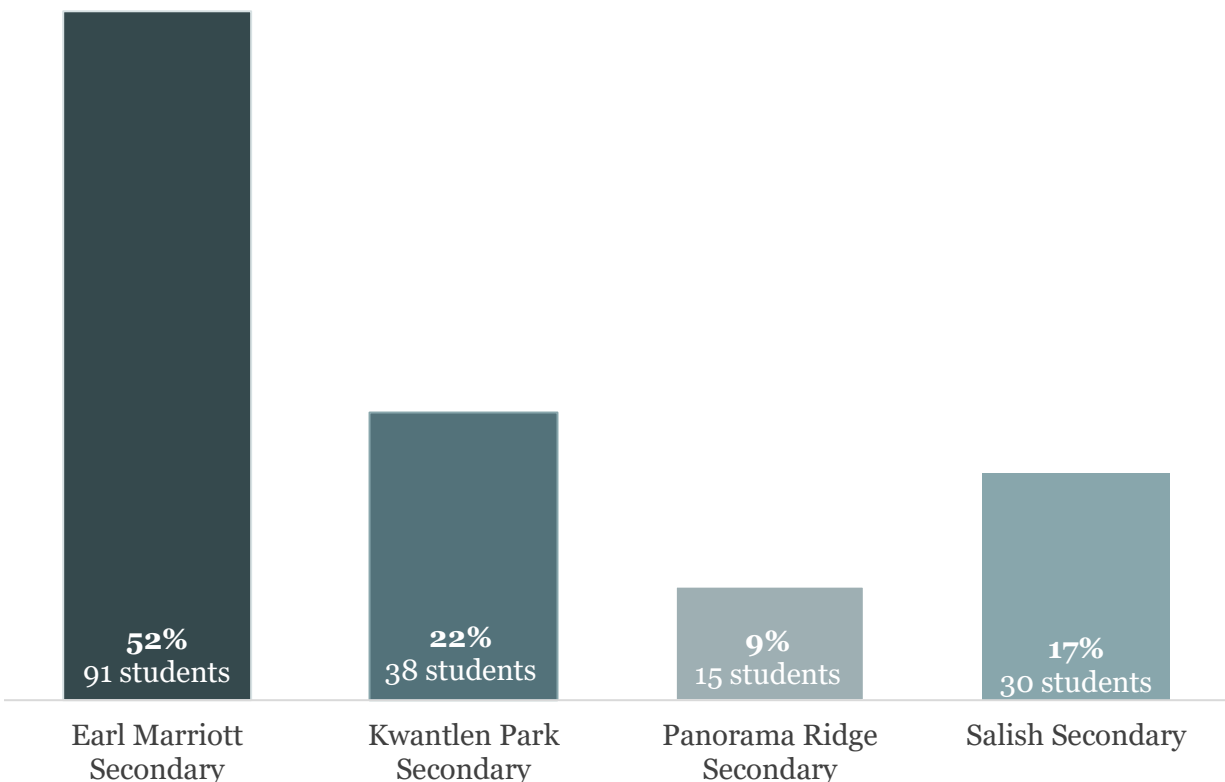

52%
91 students

22%
38 students

9%
15 students

17%
30 students

Earl Marriott Secondary

Kwantlen Park Secondary

Panorama Ridge Secondary

Salish Secondary

Figure 4. The Secondary Schools Students Plan to Attend in Grade 8

Which Family Members Speak French

Students were asked, *who in your family speaks French?* A total of 616 students responded, with 729 mentions across themes.

Approximately 52.5% of the students indicated that none of their family members speak French, and 35% have siblings who speak French.

A breakdown of students' responses indicated French speakers in their families is provided in Figure 5.
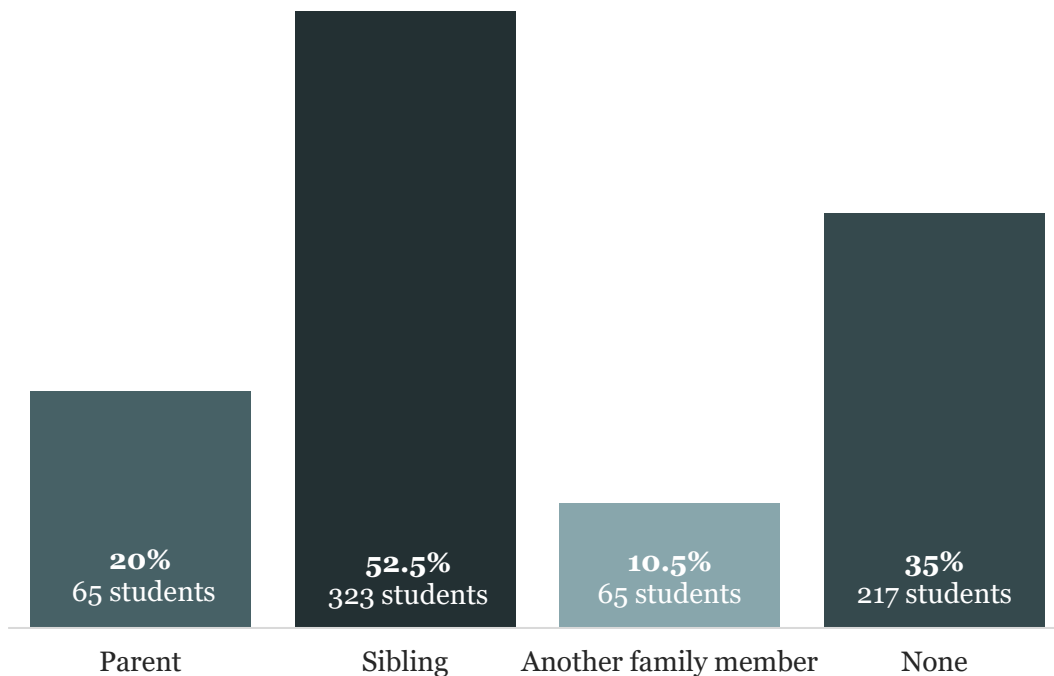

20%
65 students

52.5%
323 students

10.5%
65 students

35%
217 students

Parent   Sibling   Another family member   None

Figure 5. *French Speakers in Students' Families*

Students' decision to continue in FRIM the following year (yes or no) has a **weak association** with the presence of a French-speaking family member (tetrachoric correlation = 0.12; see Table C3 in Appendix C).

Who Was Involved in the Decision to _Attend_ French Immersion

Students were asked, *who played a part in the decision-making process to attend a French program?* A total of 329 students responded, and there were 459 mentions.

Approximately 85% of the students indicated that their parents played a part in their decision-making process. One-third (33%) of the students also identified themselves as a part of the decision.

A breakdown of participants in the decision-making process is provided in Figure 6.
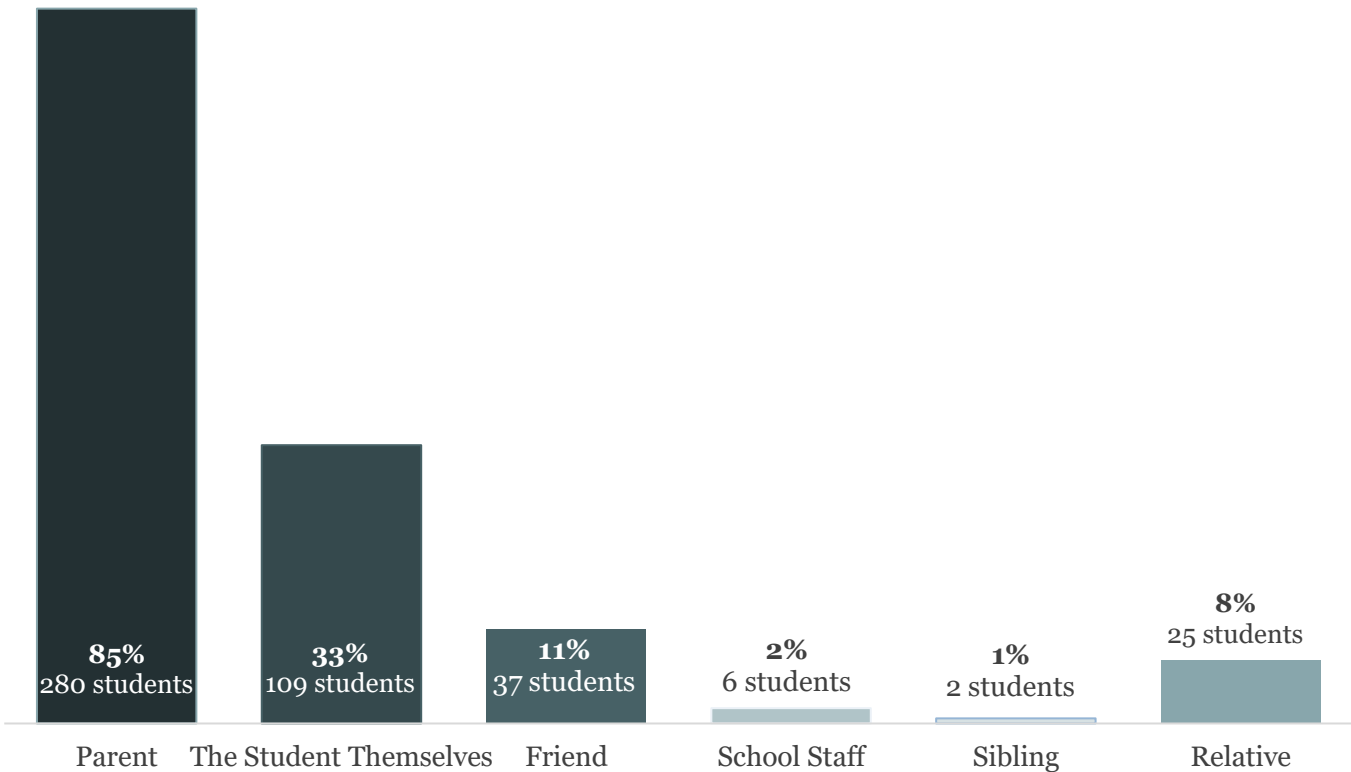

Figure 6. Participants of the Decision to Attend a French Program

Will Students Be Continuing French Immersion Next Year

Students were asked, *are you continuing in the French Immersion program next year?* A total of 559 students responded.

Approximately 86% of the students are continuing FRIM the following year from when they took the survey. Around 8% of students indicated that they will be leaving FRIM the following year, while 6% were uncertain.

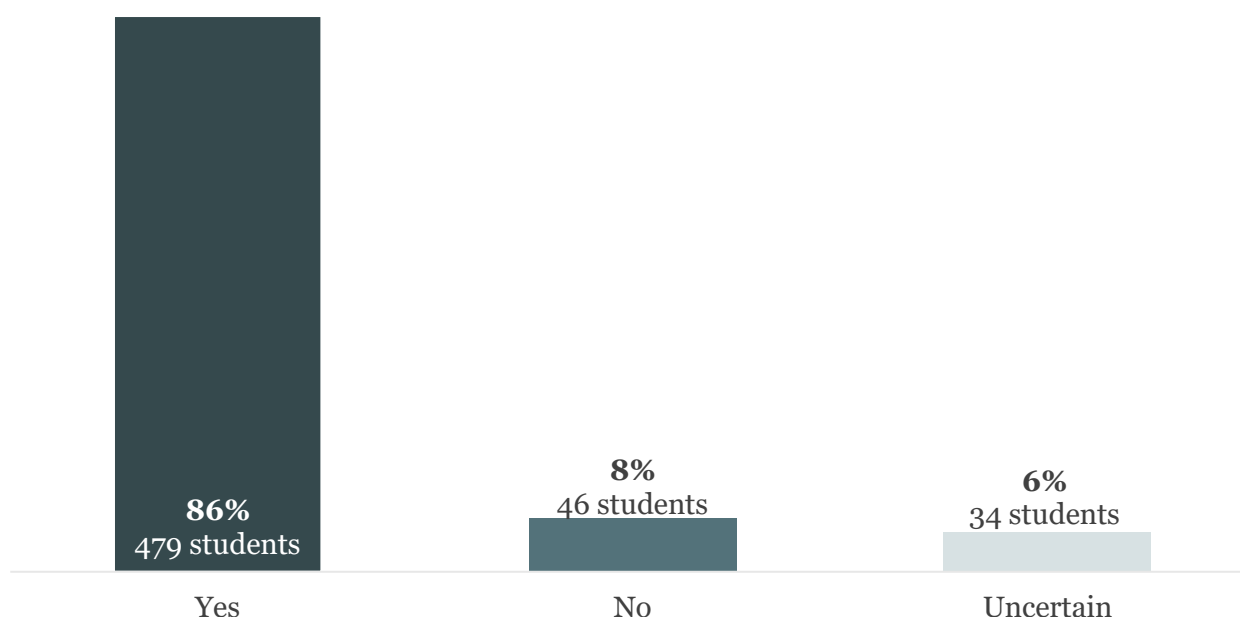A breakdown of students' choices is provided in Figure 7.

Figure 7. Whether Students Continue in French Immersion Next Year

Why Students Continue to Attend French Immersion

Students indicated that the most significant reason to continue attending FRIM is to enrich their skillsets (37.2%). The most mentions of any sub-theme were related to students' interests in language and culture (22.2%).

See Table 1 for a breakdown of themes generated from survey responses and a sample of quotes related to each theme.

Table 1. *Why Students Continue to Choose French Immersion*

Themes	Sub-Themes	# and % of Mentions	Sample Quotes
1. Benefit for Future *(n = 147; 28.9%)*	a. Benefit for Future and Getting More Opportunities	50 (9.8%)	*I would like to receive a dual diploma and have a way to show my knowledge of French in the future, for example for jobs.*
	b. Benefit for Future Employment	46 (9.0%)	
	c. Double Diploma and University Application	44 (8.7%)	
	d. Travelling to French-Speaking Region	7 (1.4%)	
2. Influenced by Time Investment and Others *(n = 96; 18.9%)*	a. Investment of Time and to Complete Program	61 (12.0%)	*Next year is my last year of French so I figured might as well do it for one last year. I also do it because of family expectations.*
	b. Influenced by Family Members (e.g., Parents, siblings, and relatives)	25 (4.9%)	
	c. Prominence of the French Language in Canada	10 (2.0%)	
3. Program and Learning Environment *(n = 75; 14.8%)*	a. Positive Experiences with Classroom Instruction and Activities Experiences	14 (2.8%)	*French Immersion is an amazing immersive experience with quality teachers and with all academic subjects very well taught. It is an amazing program overall.*
	b. Positive Experiences with the Social Learning Environment (e.g., being with friends/peers; helpful teachers; etc.)	61 (12.0%)	
4. Enrich Skillsets *(n = 189; 37.2%)*	a. Taking up the Opportunity and Taking on the Challenges	19 (3.7%)	*I love speaking French and want to continue learning about how I can speak it to the best of my ability.*
	b. Improve French Language Skills	57 (11.2%)	
	c. Interested in Language and Culture	113 (22.2%)	
Total = 508 Mentions			

*Unsure = 1 responses (0.2%)

Who Was Involved in the Decision to _Stay_ in French Immersion

Students were asked, _who plays a part in the decision-making process to stay in the program?_ A total of 554 students responded, and 992 participants were mentioned in responses.

About eight in ten (81%) students identified themselves as one of the decision-makers, while 65% of the students indicated that their parents played a part when making the decision.

A breakdown of participants who influenced the decisions to stay in the French Immersion program is provided in Figure 8.
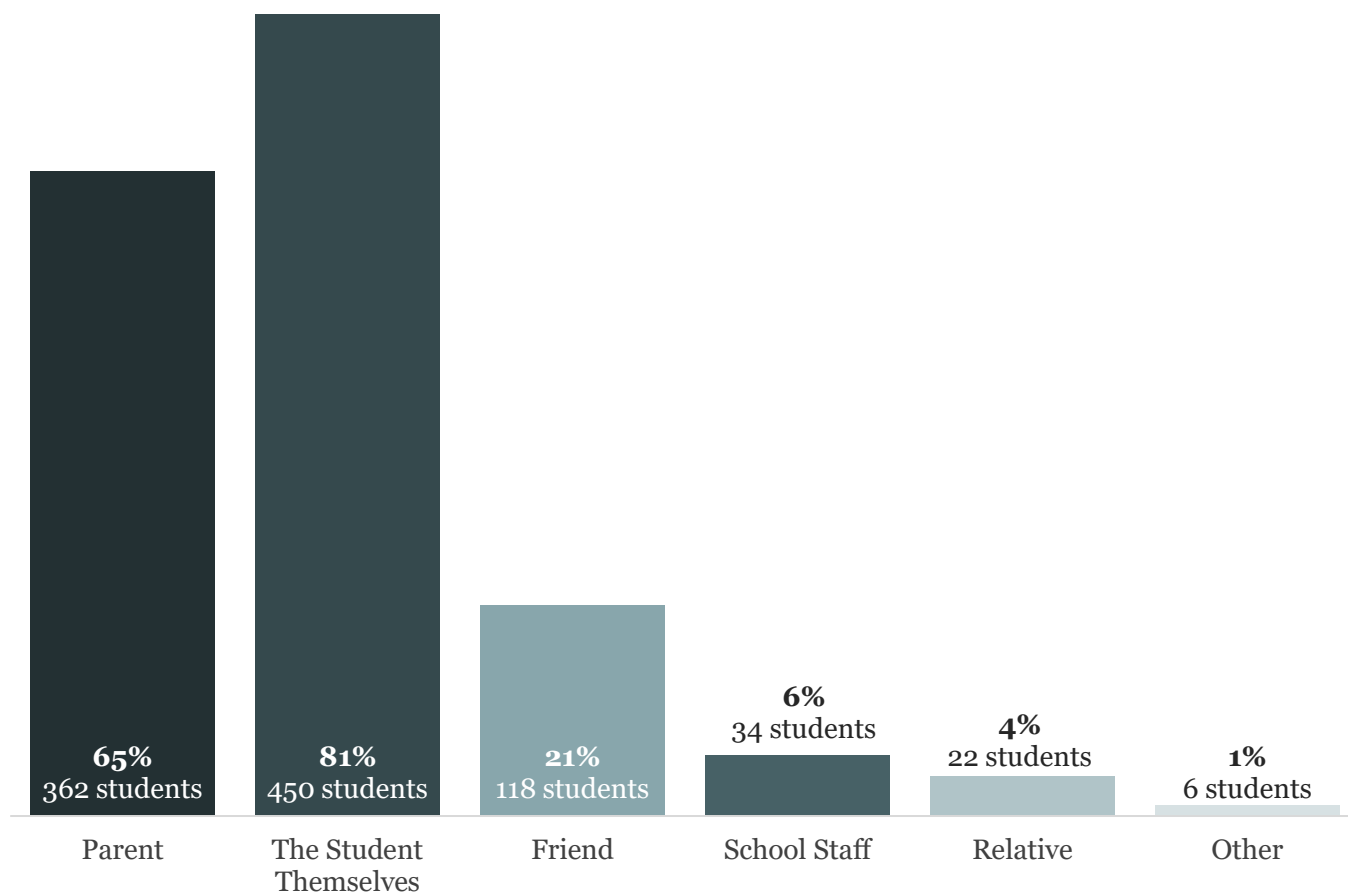

65%
362 students

81%
450 students

21%
118 students

6%
34 students

4%
22 students

1%
6 students

Parent   The Student Themselves   Friend   School Staff   Relative   Other

**Figure 8.** Participants Involved in the Decision to Stay in the Program

Potential Impacts That May Have Influenced Students' Decisions to Leave

Students were asked, *what potential impacts may have influenced your decision to leave?* 46 students responded to the question, and there were 51 mentions in total. Approximately 66% of the students indicated the distance issues are potential impacts, and 32.5% mentioned program and school facility influenced their decisions to leave.

A breakdown of the potential impacts which influenced students' decision to leave is provided in Table 2.

Table 2. *Potential Impacts on Students' Decisions to Leave the Program*

Themes	# and % of Mentions	Sample Quotes
1. Program and School Facility	15 (32.5%)	*French Immersion is getting too difficult.* *Friends say classes are hard and not enough support.*
2. Distance Issues	28 (66%)	*Moving out of district, Attend a school closer.* *The French Immersion school is too far.*
3. Interested in Other Programs	8 (17.5%)	*Entering in IB program.* *Want to pursue a third language.*

Supports and Resources Benefiting Student Learning in French Immersion

Students indicated that the most significant supports or resources beneficial to their French Immersion program learning are external resources (46%). The most mentions of any sub-theme were the support and resources provided by teachers and school staff (29.8%).

See Table 3 for a breakdown of themes generated from survey responses and a sample of quotes related to each theme.

Table 3. *What Supports or Resources are Beneficial to Students' Learning in French Immersion*

Themes	Sub-Themes		# and % of Mentions	Sample Quotes
1. Self-Motivation and Supports from Family and Peers *(n = 90; 12.8%)*	a.	Family Members (e.g., Parents, siblings, and relatives)	40 (5.7%)	*Mom speaks some French learned in school, sister in immersion as well.*
	b.	Friends and Peers	46 (6.5%)	
	c.	Self-Motivated	4 (0.6%)	
2. Program Support and Benefits *(n = 263; 37.3%)*	a.	Supports and Resources Provided by Teachers and School Staff	210 (29.8%)	*My teacher's support kept me in the program and they always provided useful resources during my studies.*
	b.	French Culture Activities, Field Trips, and Other School Activities	24 (3.4%)	
	c.	Classroom and School Environment	29 (4.1%)	
3. External Resources *(n = 323; 45.8%)*	a.	General Online Resources, Online Dictionaries and Grammar Checks	142 (20.1%)	*Sites like word reference, bon patron helps with vocabulary, and grammar/ spelling corrections in writing.*
	b.	Advanced Courses and Language Practice	47 (6.7%)	
	c.	Media, Software, and Apps	72 (10.2%)	
	d.	Libraries, Literature and Dictionaries	59 (8.4%)	
	e.	Government and Organizational Support	3 (0.4%)	
Total = 705 Mentions*				

*Unsure or None = 29 responses (4.1%)

Students Self-Ratings on Their Ability to Speak French

Students were asked, *how would you rate your ability to speak French now?* A total of 383 students responded. Two-thirds (66%) of the students rated their French speaking ability as proficient, and 15.5% rated it as extending.

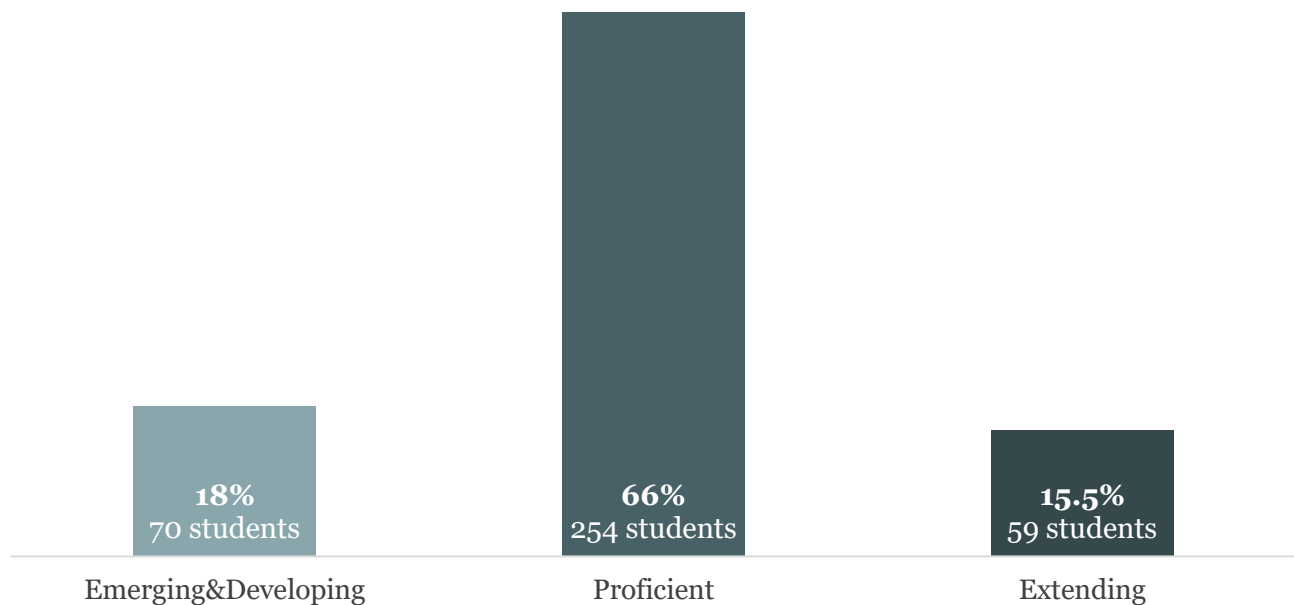A breakdown of the students' self-rated French speaking ability is provided in Figure 13.

Figure 13. Students' Self-Rated French Speaking Ability

Students' self-ratings of their French-speaking skills has a **weak relationship** with the presence of a French-speaking family member (Cramer's V = 0.104; see Table C4 in Appendix C).

Students' self-ratings of their French-speaking skills has a **weak relationship** with the decision to continue in FRIM the following year (Cramer's V = 0.103; see Table C5 in Appendix C).

Students Self-Ratings on Their Ability to Write in French

Students were asked, *how would you rate your ability to write in French now?* A total of 383 students responded. Approximately six in ten (60%) students rated their French writing ability as proficient, while two in ten (20%) rated their skills as developing.

A breakdown of the students' self-rated French writing ability is provided in Figure 14.
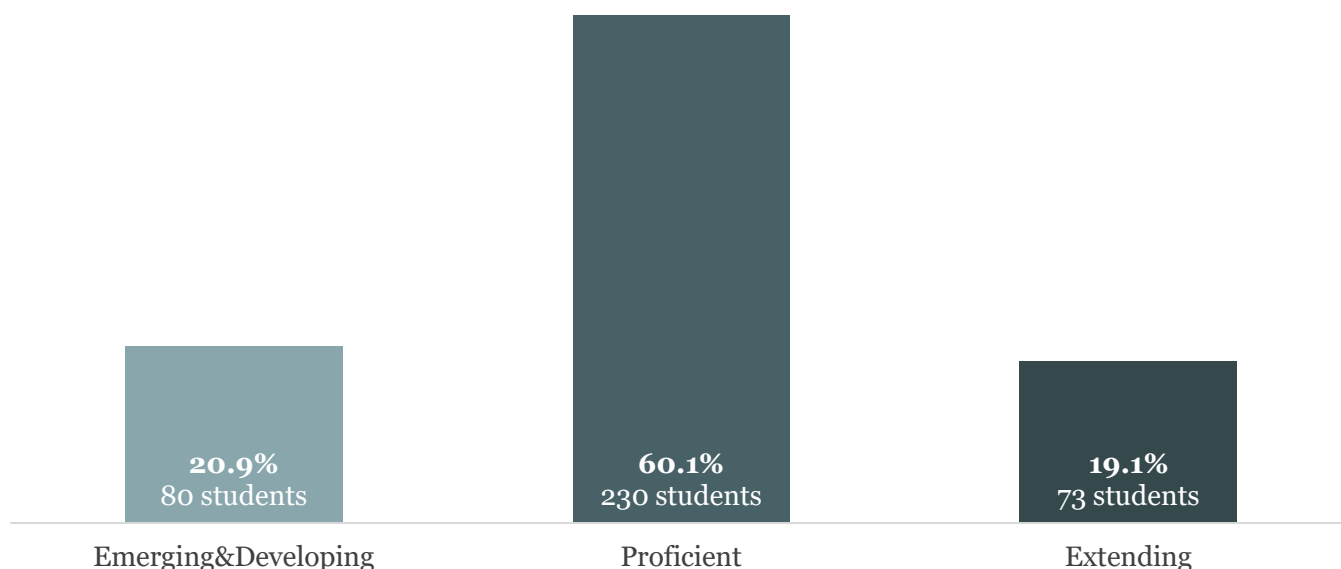
20.9%
80 students

60.1%
230 students

19.1%
73 students

Emerging&Developing   Proficient   Extending

Figure 14. Students' Self-Rated French Writing Ability

Students' self-ratings of their French writing skills has a **negligible relationship** with the presence or lack of French-speaking family members (Cramer's V 0.096; see Table C6 in Appendix C).

Students' self-ratings of their French writing skills has a **weak relationship** with the decision to continue in FRIM the following year (Cramer's V = 0.124; see Table C7 in Appendix C).

Students' self-ratings of their French writing skills has a **strong relationship** with their self-ratings of their French speaking skills (Cramer's V = 0.549; see Table C8 in Appendix C).

How Students Plan to Use Their French Language Skills After Grade 12

Students indicated that they are most likely to use their French language skills after Grade 12 to benefit their future (83%), including for travel and immigration (24%). The most mentions of any sub-theme were related to using French language skills to support future employment (37.3%).

See Table 4 for a breakdown of themes generated from survey responses and a sample of quotes related to each theme.

Table 4. How Students Planning to Use French Language Skills after Grade 12

Themes	Sub-Themes	# and % of Mentions	Sample Quotes
1. Benefit for Future *(n = 62; 83%)*	a. General Application and Opportunity	3 (4.0%)	*I plan to use my French skills in my post-secondary studies and in my future employment.*
	b. Future Employment	28 (37.3%)	
	c. University and French Language Courses	13 (17.3%)	
	d. Travel and Immigration	18 (24.0%)	
2. Language Tool *(n = 8; 11%)*	a. General Language Application	5 (6.7%)	*Just to have as a skill and to be able to communicate with a broader demographic.*
	b. Communication	3 (4.0%)	
Total = 75 Mentions			

*Unsure or No Plan to Use = 5 responses (6.7%)

Number of Respondents

A total of 560 students in the French Immersion program who identified either having attended or are attending an early or late immersion program completed the survey.

Among the early immersion students, 45.7% of students are in Grade 7 and 54.3% are in Grades 8 through 11. Among the late immersion students, 38.6% of students are in Grade 7 and 61.4% are in Grades 8 through 11.

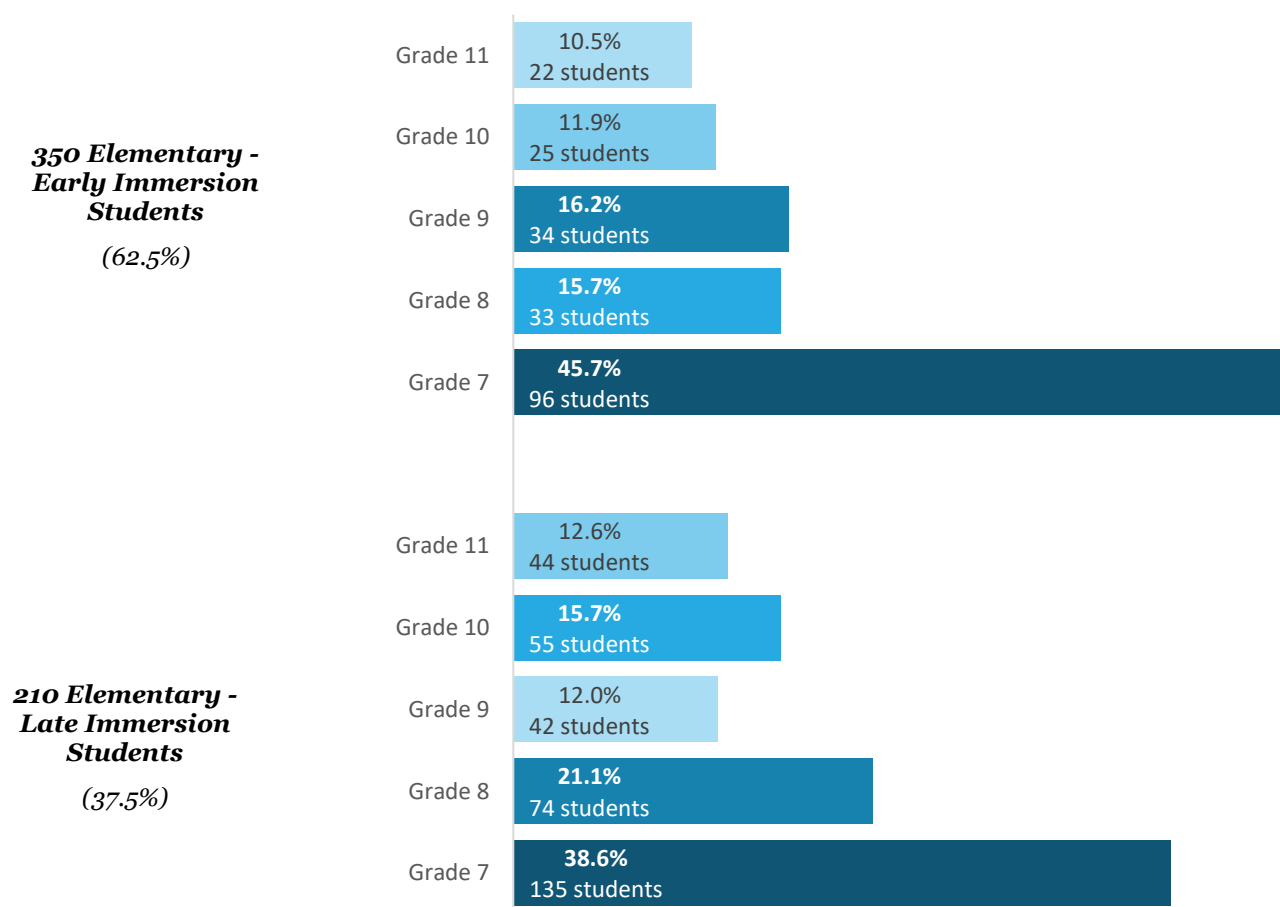See Figure 15 for a breakdown of the students' current grade level.

**350 Elementary -
Early Immersion
Students**

(62.5%)

Grade		
Grade 11	10.5%	22 students
Grade 10	11.9%	25 students
Grade 9	**16.2%**	34 students
Grade 8	**15.7%**	33 students
Grade 7	**45.7%**	96 students

**210 Elementary -
Late Immersion
Students**

(37.5%)

Grade		
Grade 11	12.6%	44 students
Grade 10	**15.7%**	55 students
Grade 9	12.0%	42 students
Grade 8	**21.1%**	74 students
Grade 7	**38.6%**	135 students

Figure 25. *Students' Current Grade Level*

Where Students are Currently Attending School

Students were asked, *which school are you currently attending?* A total of 615 students responded, of which 22% are attending an elementary early immersion school, 15.6% are attending an elementary late immersion school, and 62.4% of students are attending a secondary school.

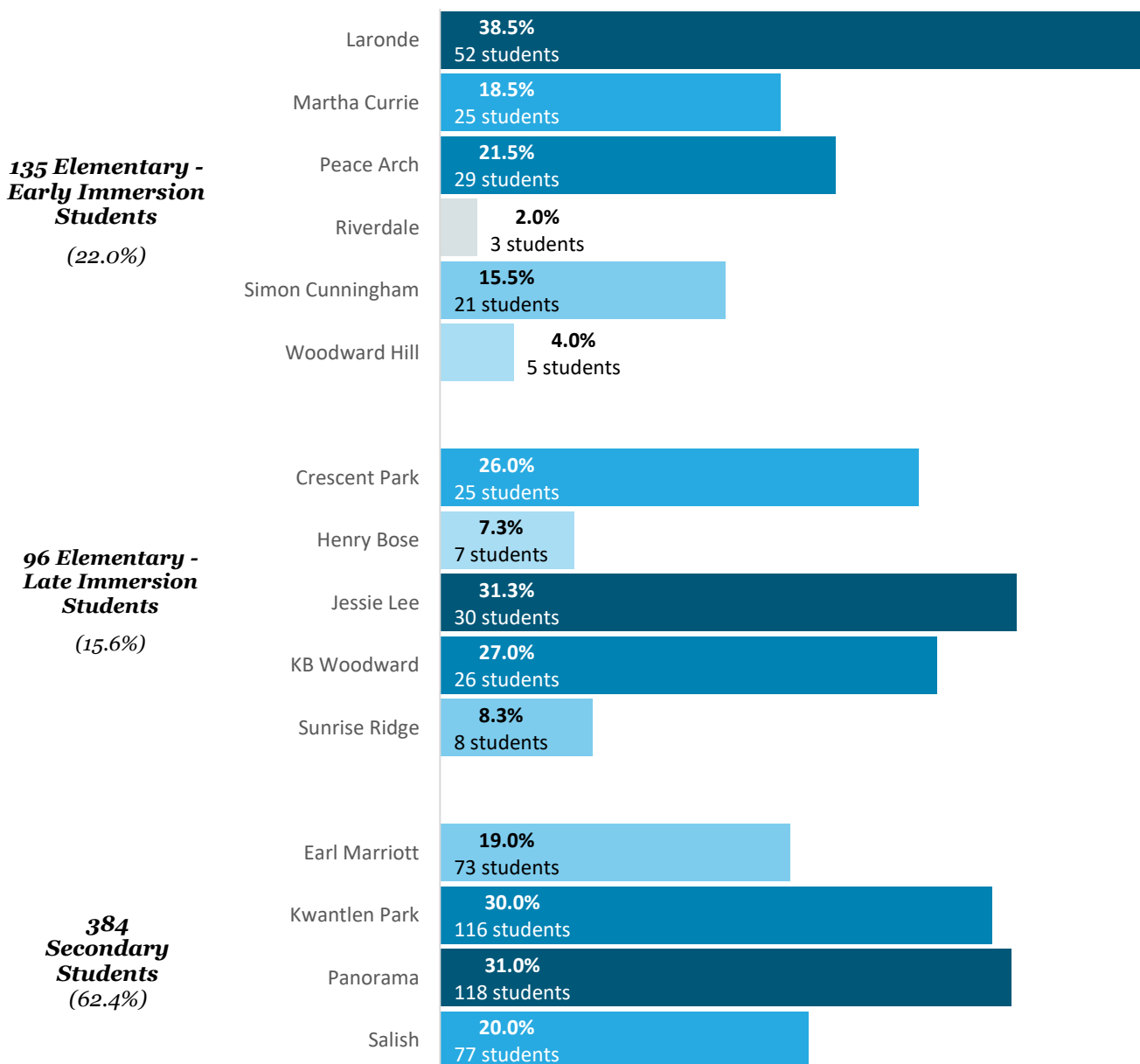A breakdown of student' responses by elementary and secondary schools is shown in Figure 16.

135 Elementary - Early Immersion Students

(22.0%)

Laronde
38.5%
52 students

Martha Currie
18.5%
25 students

Peace Arch
21.5%
29 students

Riverdale
2.0%
3 students

Simon Cunningham
15.5%
21 students

Woodward Hill
4.0%
5 students

96 Elementary - Late Immersion Students

(15.6%)

Crescent Park
26.0%
25 students

Henry Bose
7.3%
7 students

Jessie Lee
31.3%
30 students

KB Woodward
27.0%
26 students

Sunrise Ridge
8.3%
8 students

384 Secondary Students

(62.4%)

Earl Marriott
19.0%
73 students

Kwantlen Park
30.0%
116 students

Panorama
31.0%
118 students

Salish
20.0%
77 students

Figure 16. Where Students are Currently Attending School

The Secondary School Students Plan to Attend in Grade 8

Grade 7 students were asked, *which school are you currently attending?* A total of 384 students responded, of which 63.2% students are early immersion and 36.8% are late immersion.

A breakdown of the secondary schools that Grade 7 early and late immersion students indicated they would attend in Grade 8 is provided in Figure 17.
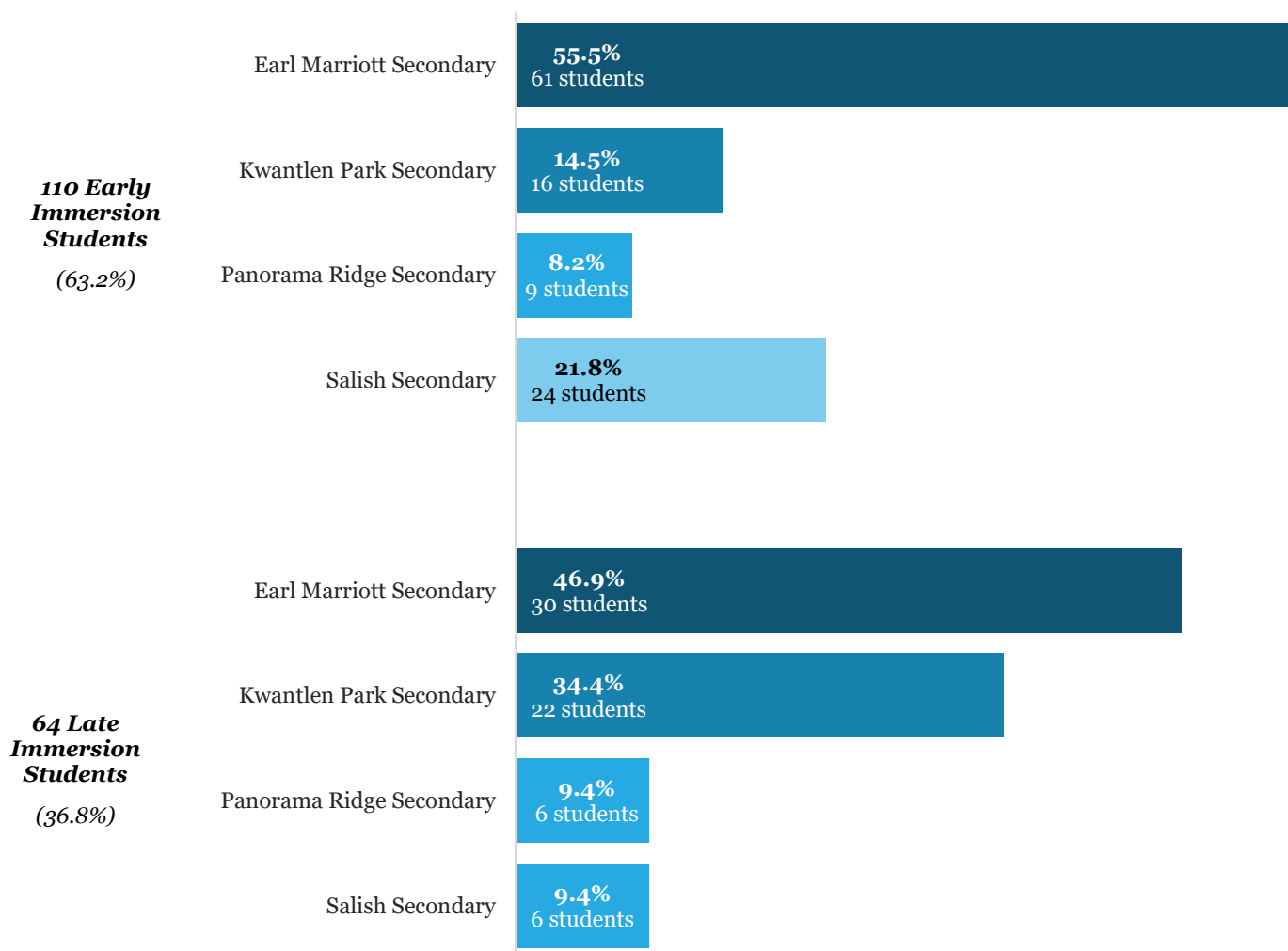
110 Early Immersion Students

(63.2%)

Earl Marriott Secondary — **55.5%** 61 students

Kwantlen Park Secondary — **14.5%** 16 students

Panorama Ridge Secondary — **8.2%** 9 students

Salish Secondary — **21.8%** 24 students

64 Late Immersion Students

(36.8%)

Earl Marriott Secondary — **46.9%** 30 students

Kwantlen Park Secondary — **34.4%** 22 students

Panorama Ridge Secondary — **9.4%** 6 students

Salish Secondary — **9.4%** 6 students

Figure 17. Students' Current Schools

Which Family Member(s) Speak French

Students were asked, *who in your family speaks French?* A total of 560 early and late immersion students responded. There were 662 selections in total.

Among Early Immersion students, nearly half (48.2%) of the students identified a sibling being able to speak French in their family while a similar percentage of Late Immersion students (48.6%) indicated that no one in their family speaks French.

A breakdown of early and late immersion students' responses indicated French speakers in their families is provided in Figure 18.

350 Early Immersion Students *(440 selections)*

Parents	**20.9%** 92 students
Another Family Members	**10.7%** 47 students
Siblings	**48.2%** 212 students
No one	**20.2%** 89 students

210 Late Immersion Students *(222 selections)*

Parents	**9.0%** 20 students
Another Family Members	**6.3%** 14 students
Siblings	**36.0%** 80 students
No one	**48.6%** 108 students
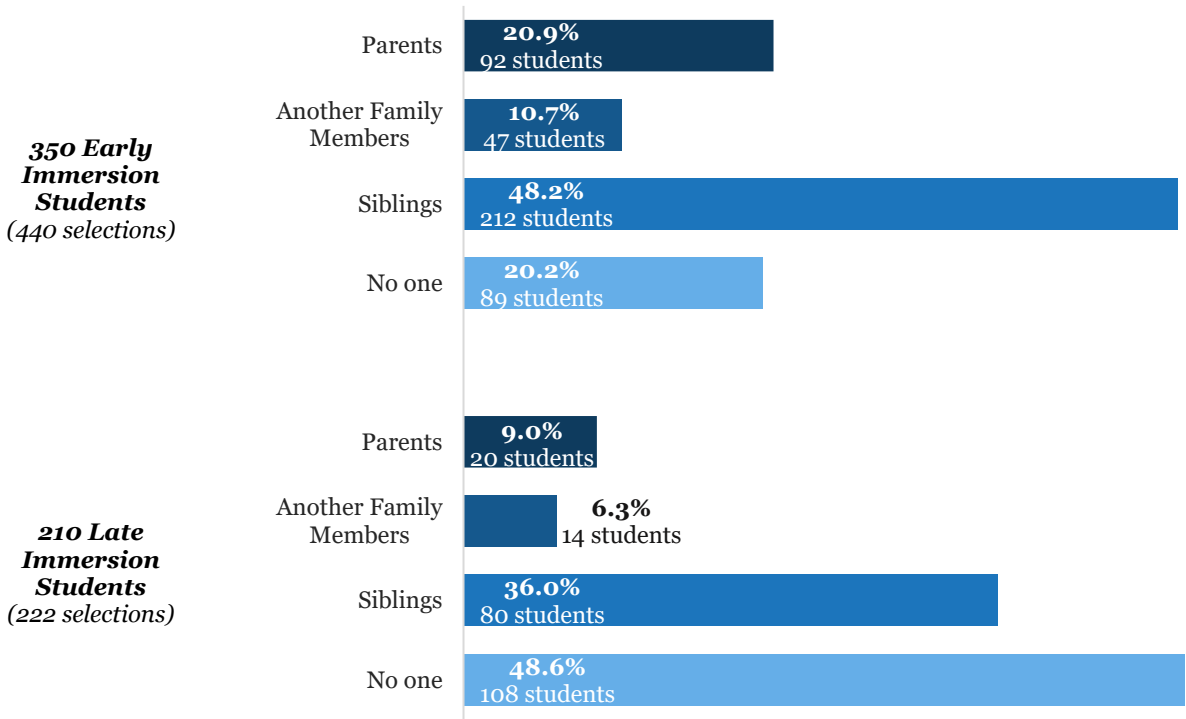
Figure 18. French Speaker in Students' Family

*Students' entrance into FRIM (early or late) has a **moderate relationship** with the presence of a French-speaking family member (tetrachoric correlation = 0.41; see Table C9 in Appendix C).*

*Students' entrance into FRIM (early or late) has a **moderate relationship** with the number of French speakers in the family (Cramer's V = 0.307; see Table C10 in Appendix C).*

*Students' entrance into FRIM (early or late) has a **moderate relationship** and who in the family speaks French (Cramer's V = 0.297; see Table C11 in Appendix C).*

Who Was Involved in the Decision to *Attend* French Immersion

Students were asked, *who played a part in the decision-making process to attend a French program?* A total of 458 students in early and late French immersion students responded.

About three-quarters (77%) of early immersion students indicated their parents were the decision makers while four in ten late immersion students indicated that they themselves were the decision makers.

A breakdown of who students selected as being involved in the decision-making process is provided in Figure 19.

215 Early Immersion Students
(269 selections)

Parents	**77.0%** 207 students
The Student Themselves	**12.6%** 34 students
Friends	**3.7%** 10 students
Another Family Member	**5.9%** 16 students
School Staff	**0.4%** 1 student
Sibling	**0.4%** 1 student

114 Late Immersion Students
(189 selections)

Parents	**38.6%** 73 students
The Student Themselves	**39.7%** 75 students
Friends	**13.8%** 26 students
Another Family Member	**4.8%** 9 students
School Staff	**2.6%** 5 students
Sibling	**0.5%** 1 student

Figure 19. *Participants of the Decision to Attend a French Program*

> Students' entrance into FRIM (early or late) has a **strong relationship** with the person who was part of the decision-making process to attend, stay, or leave the program (Cramer's V = 0.417; see Table C12 in Appendix C).

Will Students Be Continuing French Immersion Next Year

Students were asked, *are you continuing in the French Immersion program next year?* A total of 559 students responded.

Among early immersion students, closer to nine in ten (88.6%) indicated that they would continue while closer to eight in ten (80.9%) late immersion students indicated that they would continue.

A breakdown of students' choices by early and late immersion is provided in Figure 20.

350 Early Immersion Students

- Yes — **88.6%** 310 students
- No — **4.0%** 14 students
- Uncertain — **7.4%** 26 students

209 Late Immersion Students

- Yes — **80.9%** 169 students
- No — **15.3%** 32 students
- Uncertain — **3.8%** 8 students
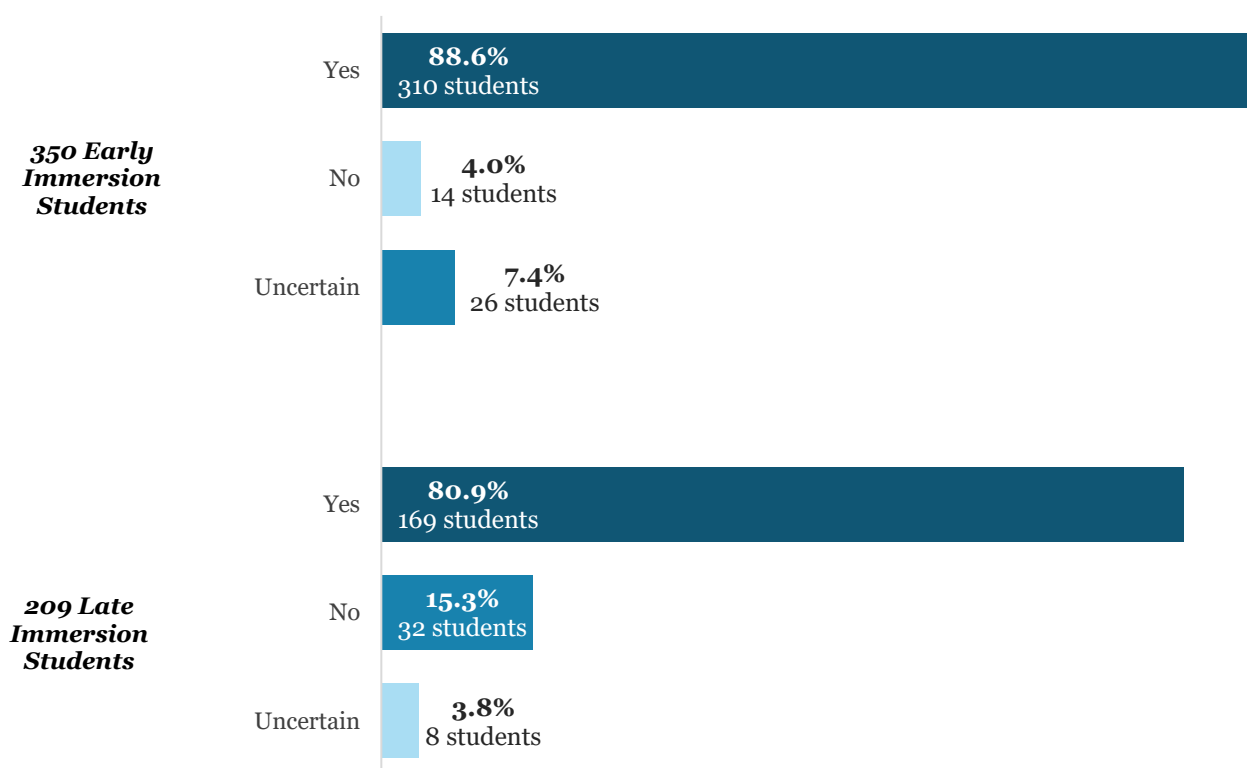
Figure 20. Whether Students Continue in French Immersion Next Year

> Students' entrance into FRIM (early or late) has a **moderate relationship** with whether the student will continue in FRIM the following year (Cramer's V = 0.207; see Table C13 in Appendix C).

Who Was Involved in the Decision to Stay in French Immersion

Students were asked, *who plays a part in the decision-making process to stay in the program?* A total of 890 selections were made by 497 early and late immersion students.

Approximately 84% of early immersion students and 79% of late immersion students identified either themselves, their parents or both as the decision-maker to stay.

A breakdown of participants who influenced the decisions to stay in the French Immersion program is provided in Figure 21.
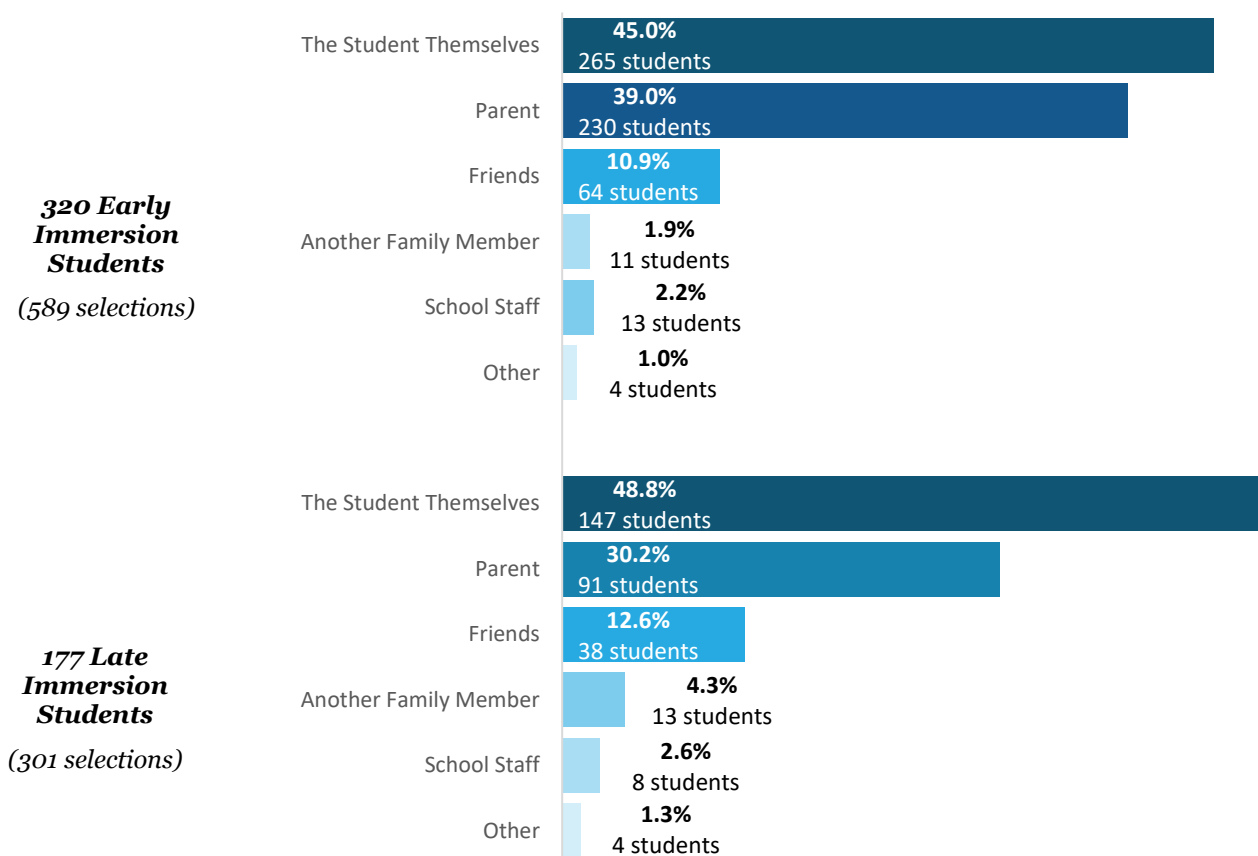
Figure 21. Participants Involved in the Decision to Stay in the Program

Students' entrance into FRIM (early or late) has a **weak relationship** with whoever was involved in the decision-making process for students to stay in the program (Cramer's V = 0.111; see Table C14 in Appendix C).

Why *Early Immersion* Students Continue to Choose to Stay in the Program

Early immersion students indicated that the most significant reason to continue choosing the French Immersion is to enrich their skillsets (32%). The most mentions of any sub-theme were related to students' interests in language and culture (21.8%).

See Table 5 for a breakdown of themes generated from survey responses and a sample of quotes related to each theme.

Table 5. *Why Early Immersion Students Continue to Choose French Immersion*

Themes	Sub-Themes	# and % of Mentions	Sample Quotes
1. Benefit for Future *(n = 90; 28%)*	a. Benefit for Future and Getting More Opportunities	29 (9.2%)	*I think it will help me in the future to get a job. My aunt and uncle speak French too. I have done it since Kindergarten, so it's an investment and I want to finish.*
	b. Benefit for Future Employment	31 (9.8%)	
	c. Double Diploma and University Application	25 (7.9%)	
	d. Travelling to French-Speaking Region	5 (1.6%)	
2. Influenced by Time Investment and Outside Factors *(n = 70; 22%)*	a. Investment of Time and to Complete Program	43 (13.6%)	*Because it's important in the future to know another language as it can get me a better job or if I wanted to visit France, it would be useful.*
	b. Influenced by Family Members (e.g., Parents, siblings, and relatives)	20 (6.2%)	
	c. Prominence of the French Language in Canada	7 (2.2%)	
3. Program and Learning Environment *(n = 38; 18%)*	a. Positive Experiences with Classroom Instruction and Activities	8 (2.5%)	*Because I like to be with individuals and teachers who really care about each other.*
	b. Positive Experiences with the Social Learning Environment (e.g., being with friends/peers; helpful teachers; etc.)	50 (15.5%)	
4. Enrich Skillsets *(n = 104; 32%)*	a. Taking up the Opportunity and Taking on the Challenges	7 (2.2%)	*Get to work together to better ourselves with our French speaking/writing*
	b. Improve French Language Skills	28 (8.7%)	
	c. Interested in Language and Culture	69 (21.8%)	
Total = 323 Mentions			

Why Late Immersion Students Choose to Stay in the Program

The late immersion students indicated that the most significant reason to stay in FRIM is to enrich their skillsets (45.7%). The most mentions of any sub-theme were related to students' interests in the French language and culture (23.4%).

See Table 6 for a breakdown of themes generated from survey responses and a sample of quotes related to each theme.

Table 6. *Why Late Immersion Students Continue to Choose French Immersion*

Themes	Sub-Themes	# and % of Mentions	Sample Quotes
1. Benefit for Future *(n = 57; 31.0%)*	a. Benefit for Future and Getting More Opportunities	21 (11.4%)	*I can have more job options when I am older and have a wider variety of university choices/ academics.*
	b. Benefit for Future Employment	15 (8.2%)	
	c. Double Diploma and University Application	19 (10.3%)	
	d. Travelling to French-Speaking Region	2 (1.1%)	
2. Influenced by Time Investment and Others *(n = 26; 14.1%)*	a. Investment of Time and to Complete Program	18 (9.8%)	*Because learning a new language, in my opinion, is a good thing especially in a diverse country. I've also started the French immersion program in Kindergarten so if I don't continue with the French immersion, it would be a waste.*
	b. Influenced by Family Members (e.g., Parents, siblings, and relatives)	5 (2.7%)	
	c. Prominence of the French Language in Canada	3 (1.6%)	
3. Program and Learning Environment *(n = 17; 9.2%)*	a. Positive Experiences with Classroom Instruction and Activities	6 (3.3%)	*Because I couldn't imagine it nit being a part of my life. It is a great experience and I've learnt a lot over my years in the program.*
	b. Positive Experiences with the Social Learning Environment (e.g., being with friends/peers; helpful teachers; etc.)	11 (5.9%)	
4. Enrich Skillsets *(n = 84; 45.7%)*	a. Taking up the Opportunity and Taking on the Challenges	12 (6.5%)	Because I like to learn French and I want to improve it more.
	b. Improve French Language Skills	29 (15.8%)	
	c. Interested in Language and Culture	43 (23.4%)	
Total = 184 Mentions			

Potential Impacts That May Have Influenced Students' Decisions to Leave

Students were asked, *what potential impacts may have influenced your decision to leave?* A total of 63 mentions across themes from 46 students were generated.

The program itself and the school facility (37.5%) and interest in other programs (25%) were the greatest influencers among early immersion students to leave the program, while distance issues (25.5%) and interest in other programs (25.5%) were factors for late immersion students to leave the program.

A breakdown of the potential impacts which influenced students' decision to leave by early and late immersion is provided in Figure 22.

14 Early Immersion Students

(16 mentions)

Program School Changing	18.8% 3 students
Program and School Facility	37.5% 6 students
Distance Issues	18.8% 3 students
Interest in Other Programs	25.0% 4 students

32 Late Immersion Students

(47 mentions)

Program School Changing	23.4% 11 students
Program and School Facility	23.4% 11 students
Distance Issues	25.5% 12 students
Interest in Other Programs	25.5% 12 students
Mental Health Issue	2.1% 1 student

Figure 22. Potential Impacts on Students' Decisions to Leave the Program

Supports and Resources Benefiting *Early* Immersion Student Learning

Early immersion students indicated that the most significant supports or resources beneficial to their French Immersion program learning are program support and benefits (40.5%) and external resources (40.5%). The most mentions of any sub-theme were the support and resources provided by teachers and school staff (32.8%).

See Table 7 for a breakdown of themes generated from survey responses and a sample of quotes related to each theme.

Table 7. What Supports or Resources are Beneficial to Early Immersion Students' Learning

Themes	Sub-Themes	# and % of Mentions	Sample Quotes
1. Self-Motivation and Supports from Family and Peers *(n = 55; 15%)*	a. Family Members (e.g., Parents; Siblings; etc.)	27 (7.3%)	*My mom is a French teacher so if I don't understand my homework, usually she explains it to me.*
	b. Friends and Peers	27 (7.3%)	
	c. Self-Motivated	2 (0.5%)	
2. Program Support and Benefits *(n = 149; 40.5%)*	a. Supports and Resources Provided by Teachers and School Staffs	121 (32.8%)	*The teachers play a great role in the French immersion program; they help a lot.*
	b. French Culture Activities, Field Trip, and Other School Activities	14 (3.8%)	
	c. Classroom and School Environment	14 (3.8%)	
3. External Resources *(n = 149; 40.5%)*	a. General Online Resources, Online Dictionary and Grammar Checks	61 (16.5%)	*Books and podcasts because those are things I need to practice (reading and listening) and they are good ways for me to stay proficient and keep practicing at the same time.*
	b. Advanced Courses and Language Practice	20 (5.4%)	
	c. Media, Software and Apps	37 (10.0%)	
	d. Library, Literature and Dictionary	28 (7.6%)	
	e. Government and Organizational Support	3 (0.8%)	
Total = 369 Mentions			

*Unsure or None = 15 responses (4.1%)

Supports and Resources Benefiting _Late_ Immersion Student Learning

Late immersion students indicated that the most significant supports or resources beneficial to their French Immersion program learning are external resources (54%). The most mentions of any sub-theme were the support and resources provided by teachers and school staff (24.1%).

See Table 8 for a breakdown of themes generated from survey responses and a sample of quotes related to each theme.

**Table 8.** What Supports or Resources are Beneficial to Late Immersion Students' Learning

Themes	Sub-Themes		# and % of Mentions	Sample Quotes
1. Self-Motivation and Supports from Family and Peers _(n = 30; 12%)_	a.	Family Members (e.g., Parents; Siblings; etc.)	12 (4.9%)	_My parents, grandparents and other family._
	b.	Friends and Peers	16 (6.5%)	
	c.	Self-Motivated	2 (0.8%)	
2. Program Support and Benefits _(n = 75; 30%)_	a.	Supports and Resources Provided by Teachers and School Staffs	58 (23.7%)	_A helping hand like a counsellor to encourage me._
	b.	French Culture Activities, Field Trip, and Other School Activities	5 (2.0%)	
	c.	Classroom and School Environment	12 (4.9%)	
3. External Resources _(n = 133; 54%)_	a.	General Online Resources, Online Dictionary and Grammar Checks	59 (24.1%)	_Books helped a lot and also short French videos did too with the captions turned on._
	b.	Advanced Courses and Language Practice	23 (9.4%)	
	c.	Media, Software and Apps	27 (11.0%)	
	d.	Library, Literature and Dictionary	24 (9.8%)	
Total = 245 Mentions				

*Unsure or No Benefits = 7 responses (2.9%)

Students Self-Ratings on Their French Speaking and Writing Abilities

Students were asked, *how would you rate your ability to speak and write in French now?* A total of 383 students responded.

Eight in ten early immersion students rated their French-speaking abilities (81.8%) and French-writing abilities (79.5%) as *proficient* or *extending*. About seven in ten (72.6%) late immersion students rated themselves as *proficient* or *extending* in their French-speaking abilities, while eight in ten (80.5%) rated themselves *proficient* or *extending* in their French-writing abilities.

A breakdown of the students' self-rated French speaking and writing abilities is provided in Figure 23.

Speaking Ability		Early Immersion		Writing Ability
13.8% 31 students		Emerging/Developing		20.5% 44 students
60.9% 137 studnets		Proficient		58.6% 126 students
20.9% 47 students		Extending		20.9% 45 students

		Late Immersion		
27.4% 31 students		Emerging/Developing		19.5% 22 students
4.4% 77 students		Proficient		63.7% 72 students
4.4% 5 students		Extending		16.8% 19 students

		Grade 12		
14.5% 8 students		Emerging/Developing		25.5% 14 students
72.7% 40 students		Proficient		58.2% 32 students
12.7% 7 students		Extending		16.4% 9 students

Figure 23. Students' Self-rated French Speaking and Writing Ability

Students' entrance into FRIM (early or late) has a **moderate relationship** with student's self-ratings of their French-speaking skills (Cramer's V = 0.253; see Table C15 in Appendix C).

Students' entrance into FRIM (early or late) has a **negligible relationship** with student's self-ratings of their French-writing skills (Cramer's V = 0.055; see Table C16 in Appendix C).

Number of Respondents

A total of 139 parents participated in the survey, and 118 parents indicated their child's current grade level.

Among the respondents, 22% of parents have kids in Grade 8, around one-quarter have kids in Grade 9, and 22% of parents identified their child are in Grade 10. Approximately 13% of parents indicated their child is in Grade 11, and 18.5% are in Grade 12.

A breakdown of the children's grade levels is provided in Figure 24.

22% 26 students	**24.5%** 29 students	**22%** 26 students	**13%** 15 students	**18.5%** 22 students
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
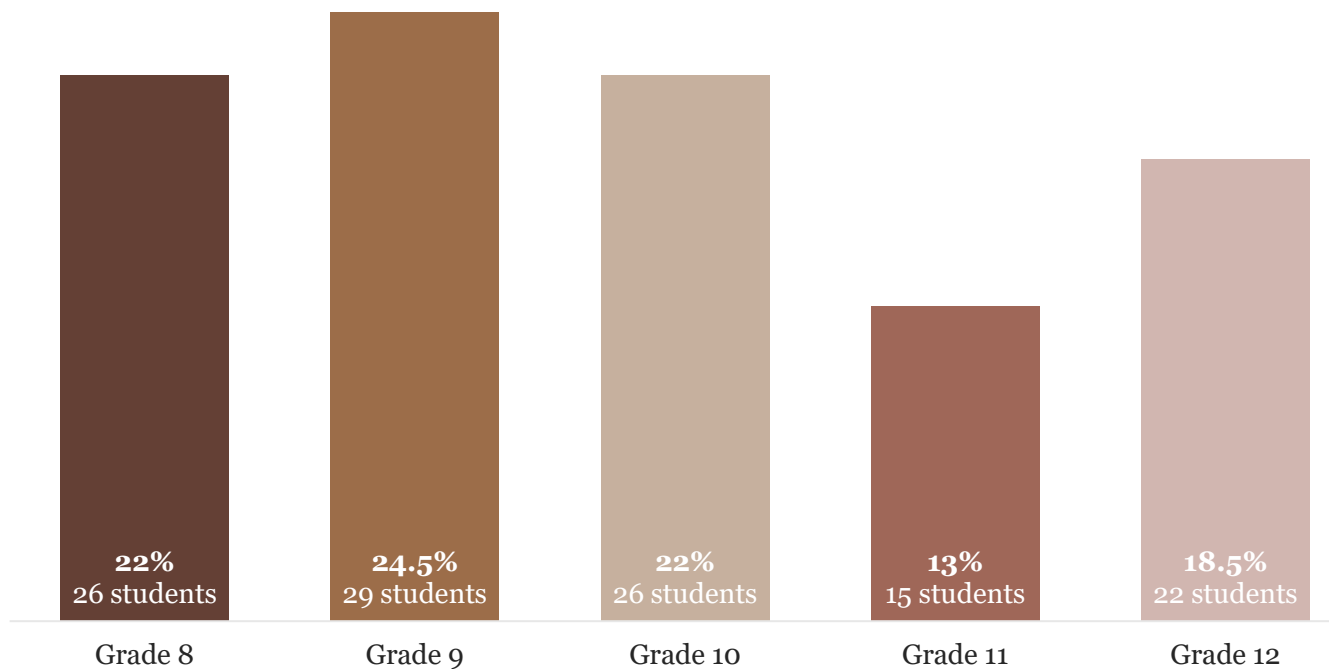
Figure 24. Child's Current Grade Level

Will Students Be Continuing French Immersion Next Year

Parents were asked, *will your child be continuing in the French program next school year?* A total of 139 parents were asked, and 96 responses were collected.

Approximately 90% of parents identified their child would like to stay in the French program next school year. Around 6% of the parents were still uncertain.

A breakdown of the parents' responses indicated whether their child will continue in the French program next year is provided in Figure 25.
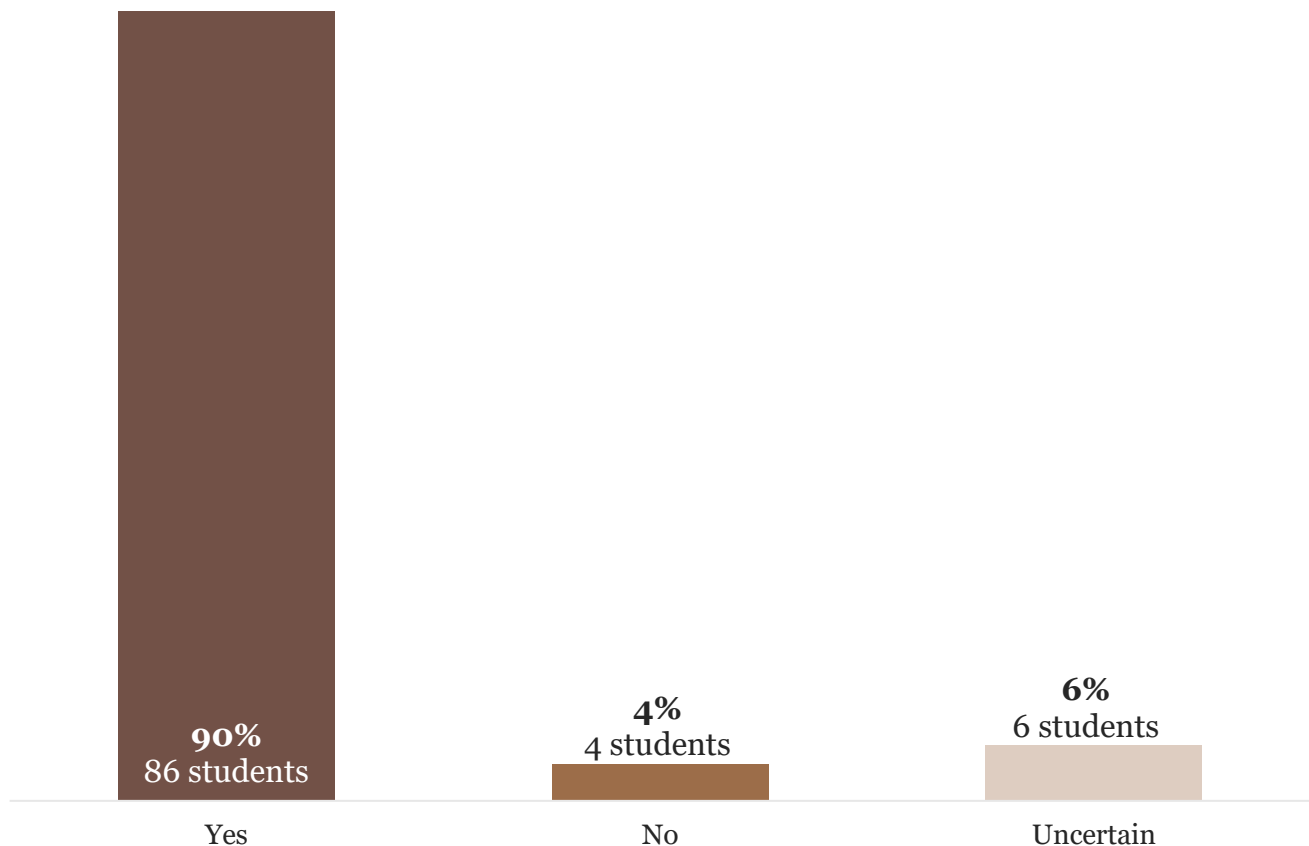
Figure 25. Whether Parents' Child Will Continue the French Immersion Next Year

Supports and Resources Benefiting Student Learning in French Immersion

Parents indicated that the most significant supports or resources beneficial to their child's learning in the program are French Immersion Program Resources and Support (50.9%). The most mentions of any sub-theme were the support from teachers and school staff (26.7%).

See Table 9 for a breakdown of themes generated from survey responses and a sample of quotes related to each theme.

Table 9. *What Supports or Resources are Beneficial to Child's Learning in the Program*

Themes	Sub-Themes	# and % of Mentions	Sample Quotes
1. Child's Motivation and Support from Family and Peers *(n = 20; 12.1%)*	a. Family Members (e.g., Parent, siblings, and relatives)	8 (4.8%)	*My child has a passion for learning. She is self-motivated and she decided she wanted to go into the program and graduated bilingual.*
	b. Friends/Peers	4 (2.4%)	
	c. Child's Effort and Motivation	8 (4.8%)	
2. French Immersion Program Resources and Support *(n = 84; 50.9%)*	a. Teachers and School Staff	44 (26.7%)	*Textbooks in French and good teachers of French language.*
	b. Classroom and School Environment, Program Learning Support, and French Textbook and School Resources	26 (15.7%)	
	c. French Immersion Activities, Field Trip, and Other School Activities	14 (8.5%)	
3. External Resources *(n = 61; 36.9%)*	a. General Online Resources, Online Dictionary and Grammar Checks	13 (7.9%)	*CPF is a great resource for the French Language and opportunities.* *My daughter was actually a participant in Encounters with Canada, where she was placed in a French cohort week which was INCREDIBLE for her.*
	b. Advanced Courses and Language Practice, Additional Programming, Activities and Tutoring	26 (15.7%)	
	c. Media	10 (6.1%)	
	d. Library and Literature	8 (4.8%)	
	e. Government and Organizational Support	4 (2.4%)	
Total = 165 Mentions			

Who Was Involved in the Decision to Stay in French Immersion

Parents were asked, *who played a part in the decision-making process to leave French Immersion?* A total of 92 parents responded, and there were 171 mentions.

Overall, approximately 73% of parents identified at least two groups of people make impacts on the decision-making process. Among these, 71% of parents indicated both themselves and their child were play an essential role in the decision.

A breakdown of the people who influenced the decisions to stay in the French Immersion program is provided in Figure 26.

81.5%
75 students — Parent

89%
82 students — Child

11%
10 students — School Staff

4%
4 students — Relative
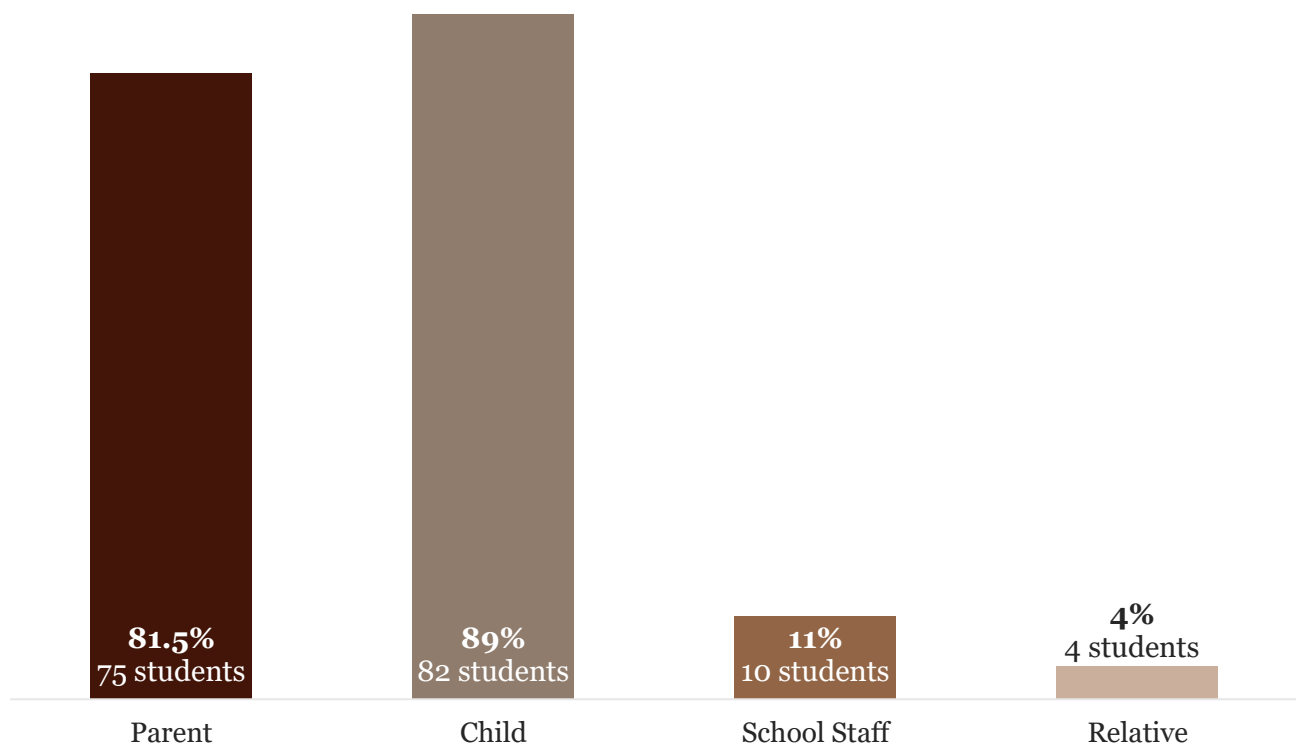
Figure 26. Participants of the Decision to Stay in the Program

Which Family Members Speak French

Parents were asked, *who in your family speaks French?* A total of 139 parents responded, and there were 169 mentions.

Approximately 36% of parents identified that their child has siblings who speak French, while 38% of parents indicated that none of their family members are French speakers.

A breakdown of the parents' responses indicated French speakers in their families is provided in Figure 27.
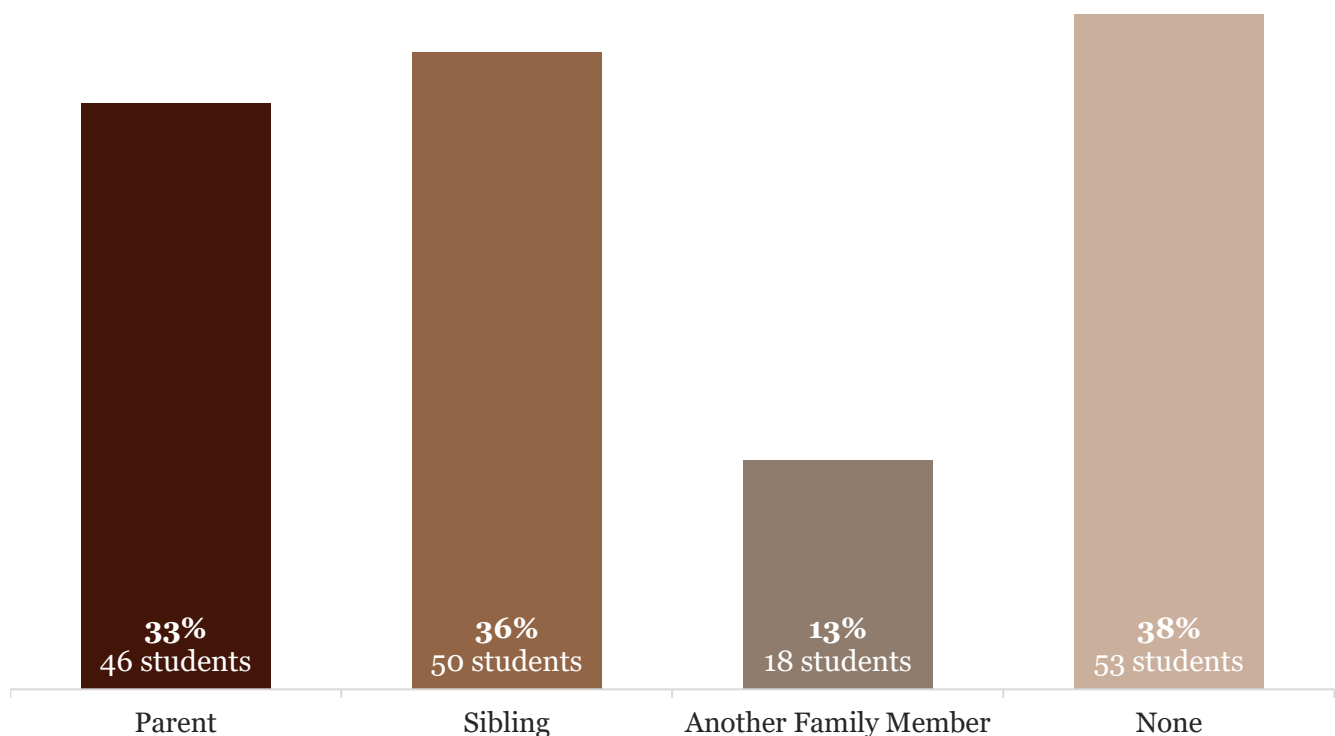
Figure 27. French Speakers in Parents' Families

RECOMMENDATIONS

Below are a set of recommendations based on the analysis of survey data.

1. Continue to survey current FRIM students to understand reasons for attending, staying, and leaving FRIM.

2. Ensure an adequate response rate for questions that help answer why FRIM enrollment has declined.

   ➤ Only 46 students responded to the question, *"What potential impacts may have influenced your decision to leave?"*

   ➤ The survey question may be rephrased to collect more responses. For example, *What reasons may cause you to leave the French Immersion program? What reasons have caused you to not enroll in a French Immersion program?*;

3. Explore ways to expand the populations being surveyed or as part of focus groups to understand why students have attended, stayed, left, or prevents students from enrolling in FRIM.

   ➤ Additional populations to be surveyed could include (1) Former FRIM students and (2) FRIM teachers.

4. Review the student and parent surveys for ways to enhance the quality (reliability and validity), including:

   ➤ Re-organizing survey items into themes;

   ➤ Increasing the number of survey items for parents to answer to further validate student' responses;

   ➤ Streamlining the survey administered to students, rather than having multiple surveys that had some inconsistencies;

   ➤ Revise questions to improve survey quality (reliability and validity), including re-wording survey items to improve understanding and response rates; and,

   ➤ Create survey items that could better identify factors for the decrease in FRIM enrollment.

5. Identify specific supports, resources, and activities that would help to retain and promote the engagement of students currently enrolled in FRIM.

   ➢ A significant reason for students leaving FRIM was related to the level of difficulty and feelings of not receiving enough support. Students who discussed classroom instruction, resources, and supports were often vague. Understanding what enhances student engagement, which supports students find most helpful, and when students are more likely to be disengaged or find FRIM to be too difficult could lend to integrating resources and supports students are more receptive to and help reduce the number of FRIM leavers.

6. Promote ongoing enrollment into French Immersion programs to students and families, highlighting engaging activities and benefits of bilingualism.

French Immersion Survey

* Required

1. Which grades are you currently in French Immersion program?*

   ◯ Grade 7
   ◯ Grade 8-11
   ◯ Grade 12

2. When did you start the French Immersion program?*

   ◯ Kindergarten or Grade 1-Early Immersion
   ◯ Grade 6 – Late Immersion
   ◯ Grade 12 students - Unknown

3. Which Late Immersion school are you currently attending?

   ◯ Crescent Park Elementary
   ◯ Henry Bose Elementary
   ◯ Jessie Lee Elementary
   ◯ KB Woodward Elementary
   ◯ Sunrise Ridge Elementary

4. Are you continuing in the French Immersion program next year?

   ◯ Yes
   ◯ No
   ◯ Uncertain

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

   ◯ Earl Marriott Secondary
   ◯ Kwantlen Park Secondary
   ◯ Panorama Ridge Secondary
   ◯ Salish Secondary

6. Which Early Immersion school are you attending?

  - ◯ Laronde Elementary
  - ◯ Martha Currie Elementary
  - ◯ Peace Arch Elementary
  - ◯ Riverdale Elementary
  - ◯ Simon Cunningham Elementary
  - ◯ Woodward Hill Elementary

7. What supports or resources are beneficial to your learning in the program?

8. Which school do you currently attend?

  - ◯ Earl Marriott Secondary
  - ◯ Kwantlen Park Secondary
  - ◯ Panorama Ridge Secondary
  - ◯ Salish Secondary

9. Why do you continue to choose French Immersion?

10. What potential impacts may have influenced your decision to leave?

11. How are you planning to use your French language skills after grade 12?

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
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12. Who played a part in the decision-making process to attend a French program? (Select all that apply)

- ○ Parent
- ○ Myself
- ○ Friend
- ○ School Staff
- ○ Sibling

13. Who was involved in the decision to leave the French program? (Select all that apply)

- ○ Parent
- ○ Myself
- ○ Friend
- ○ Sibling
- ○ Relative

14. Who played a part in the decision-making process? (Select all that apply)

- ○ Parent
- ○ Myself
- ○ Friend
- ○ Sibling
- ○ Relative

15. Which grade are you currently in?

- ○ Grade 8
- ○ Grade 9
- ○ Grade 10
- ○ Grade 11

16. Who plays a part in the decision-making process to stay in the program? (Select all that apply)
- ○ Parent
- ○ Myself
- ○ School Staff
- ○ Friend
- ○ Relative
- ○ Others

17. Who plays a part in the decision-making regarding the French program? (Select all that apply)
- ○ Parent
- ○ Myself
- ○ School Staff
- ○ Friend
- ○ Others

18. Who in your family speaks French? (Select all that apply)
- ○ Parent
- ○ Sibling
- ○ Another Family Member
- ○ None

19. How would you rate your ability to speak French now?
- ○ Emerging
- ○ Developing
- ○ Extending
- ○ Proficient

20. How would you rate your ability to write in French now?
- ○ Emerging
- ○ Developing
- ○ Extending
- ○ Proficient

French Immersion Parent Survey

* Required

1. Which grades are your child currently in French Immersion program? *

   ⭕ Grade 8
   ⭕ Grade 9
   ⭕ Grade 10
   ⭕ Grade 11
   ⭕ Grade 12

2. Will your child be continuing in the French program next school year?

   ⭕ Yes
   ⭕ No
   ⭕ Uncertain

3. What supports or resources are beneficial to your child's learning in the program?

   ┌───┐
   │   │
   │   │
   │   │
   │   │
   └───┘

3. Who plays a part in the decision-making process to stay in the program? (Select all that apply)

   ⭕ Parent
   ⭕ Child
   ⭕ School Staff
   ⭕ Relative

4. Who in your family speaks French? (Select all that apply)

   ⭕ Parent
   ⭕ Sibling
   ⭕ Another Family Member
   ⭕ None

Overview of Correlations

Cramer's V was used to calculate the correlation between nominal categorical variables (Yes, No, and Uncertain). The value for Cramer's V ranges from 0 to 1, the interpretation of associations is shown in Table C1 below.

Table C1. *Interpretation of Cramer's V when the Degree of Freedom is =1[4]*

Value for Cramer's V	Interpretation of Association
0.0-0.1	Negligible
0.1-0.2	Weak
0.2-0.4	Moderate
0.4-0.6	Relatively Strong
0.6-0.8	Strong
0.8-1.0	Very Strong

Table C2. *Interpretation of Cramer's V when the Degree of Freedom is ≥ 2[5]*

Degree of Freedom	Small	Medium	Large
2	0.07-0.20	0.20-0.35	≥ 0.35
3	0.06-0.17	0.17-0.29	≥ 0.29
4	0.05-0.15	0.15-0.25	≥ 0.25
5	0.04-0.13	0.13-0.22	≥ 0.22

Degree of freedom=min(#rows-1, #columns-1)

Tetrachoric Correlation was used to calculate the correlation between binary categorical variables (*Yes* and *No* or *Have* and *Haven't)*. The value for tetrachoric correlation ranges from -1 to 1 where -1 indicates a strong negative correlation, 0 indicates no correlation, and 1 indicates a strong positive correlation.

Table C2. *Interpretation of Tetrachoric Correlation*

Strength of Association	Positive	Negative
Small	0.1 to 0.3	-0.1 to -0.3
Medium	0.3 to 0.5	-0.3 to -0.5
Large	0.5 to 1.0	-0.5 to -1.0

[4] Rea, L. M., & Parker, R. A. (1992). Analyzing Cross-Tabulated Data. In Designing and conducting survey research. San Francisco: Jossey-Bass.

[5] Cohen, J. 1988. Statistical Power Analysis for the Behavioral Sciences, 2nd Edition. Routledge.

Results of the Correlation Analyses

Table C3. *Relationship Between a Student's Decision to Continue FRIM the Following Year and the Presence of a French Speaking Family Member*

French Speaking Family Member	Will Continue	Will Not Continue
Yes	313	26
No	166	20

*Tetrachoric correlation = 0.12; df=1

Table C4. *Relationship Between a Student's Self-Rated French Speaking Ability and the Presence of a French Speaking Family Member*

French Speaking Family Member	Emerging & Developing	Proficient	Extending
Yes	34	140	37
No	28	74	15

*Cramer's V = 0.10; df=1

Table C5. *Relationship Between a Student's Self-Rated French Speaking Ability and Whether a Student Continues with FRIM the Following Year*

Continuing with FRIM	Emerging & Developing	Proficient	Extending
Yes	54	201	50
No	1	5	0
Uncertain	7	8	2

*Cramer's V = 0.10; df=2

Table C6. *Relationship Between a Student's Self-Rated French Writing Ability and the Presence of a French Speaking Family Member*

French Speaker in the Family	Emerging & Developing	Proficient	Extending
Yes	37	134	40
No	29	64	24

*Cramer's V = 0.09; df=1

Table C7. *Relationship Between a Student's Self-Rated French Writing Ability and Whether a Student Continues with FRIM the Following Year*

	Emerging & Developing	Proficient	Extending
Will Continue	56	186	63
Will not Continue	3	3	0
Uncertain	7	9	1

Cramer's V = 0.12; df=2

Table C8. *Relationship Between a Student's Self-Rated French Speaking Ability and a Student's Self-Rated French Writing Ability*

	Speaking Emerging & Developing	Speaking Proficient	Speaking Extending
Writing Emerging & Developing	20	17	0
Writing Proficient	14	110	10
Writing Extending	0	13	27

Cramer's V:0.5499, df=2

Table C9. *Relationship Between the Presence of a French Speaking Family Member and Timing of a Student's Entrance into FRIM (Early or Late)*

	Presence of a French Speaking Family Member	No Presence of a French Speaking Family Member
Early	261	89
Late	102	108

Tetrachoric correlation:0.41, df=1

Table C10. *Relationship Between the Number of French Speaking Family Members and Timing of a Student's Entrance into FRIM (Early or Late)*

	0	1	Above 2
Early	89	183	78
Late	108	92	10

Cramer's V:0.307, df=1

Table C11. *Relationship Between a Specific Family Member Who Speaks French and Timing of a Student's Entrance into FRIM (Early or Late)*

	Parents	Another Family Members	Siblings	No one
Early	92	94	212	89
Late	20	28	80	108

Cramer's V: 0.2977, df=1

Table C12. *Relationship Between Who was Involved in Deciding to Attend FRIM and Timing of a Student's Entrance into FRIM (Early or Late)*

	Parents	Themselves	Friends	Relatives	Staff	Siblings
Early	207	34	10	16	1	1
Late	73	75	26	9	5	1

Cramer's V: 0.4173, df=1

Table C13. *Relationship Between Whether a Student Continues FRIM the Following Year and Timing of a Student's Entrance into FRIM (Early or Late)*

	Will Continue	Will Not Continue	Uncertain
Early	310	14	26
Late	169	32	8

Cramer's V = 0.2074; df=1

Table C14. *Relationship Between Who Was Involved in Deciding to Stay in FRIM and Timing of a Student's Entrance into FRIM (Early or Late)*

	Parents	Themselves	Friends	Relatives	Staff	Others
Early	230	265	64	11	13	4
Late	91	147	38	13	8	4

Cramer's V = 0.1113; df=1

Table C15. *Relationship Between a Student's Self-Rated French Speaking Ability and Timing of a Student's Entrance into FRIM (Early or Late)*

	Emerging & Developing	Proficient	Extending
Early	31	137	47
Late	31	77	5

Cramer's V = 0.2534; df=1

Table C16. *Relationship Between a Student's Self-Rated French Writing Ability and Timing of a Student's Entrance into FRIM (Early or Late)*

	Emerging & Developing	Proficient	Extending
Early	44	126	45
Late	22	72	19

Cramer's V = 0.05522; df=1

French Immersion Survey

BACKGROUND INFORMATION

* Required

1. What grade are you currently enrolled in?*

    ○ Grade 7
    ○ Grade 8
    ○ Grade 9
    ○ Grade 10
    ○ Grade 11
    ○ Grade 12

2. When did you start the French Immersion program?*

    ○ Kindergarten or Grade 1-Early Immersion
    ○ Grade 6 – Late Immersion
    ○ Unsure

3. Which French Immersion school are you currently attending?

    ○ Crescent Park Elementary
    ○ Henry Bose Elementary
    ○ Jessie Lee Elementary
    ○ KB Woodward Elementary
    ○ Sunrise Ridge Elementary
    ○ Laronde Elementary
    ○ Martha Currie Elementary
    ○ Peace Arch Elementary
    ○ Riverdale Elementary
    ○ Simon Cunningham Elementary
    ○ Woodward Hill Elementary
    ○ Earl Marriott Secondary
    ○ Kwantlen Park Secondary
    ○ Panorama Ridge Secondary
    ○ Salish Secondary

4. Which school do you plan to attend next year?

○ Earl Marriott Secondary
○ Kwantlen Park Secondary
○ Panorama Ridge Secondary
○ Salish Secondary
○ Another school in the Surrey School District
○ Another school outside of the Surrey School District
○ Unsure

5. Are you continuing in the French Immersion program next year?

○ Yes
○ No
○ Uncertain

6. Who in your family attended French Immersion? (Select all that apply)

	Early Immersion Only	Late Immersion Only	Both Early and Late Immersion	Did Not Attend French Immersion	Unsure
a. Parent(s)	○	○	○	○	○
b. Sibling(s)	○	○	○	○	○
c. Other family member(s)	○	○	○	○	○

7. Please rate each statement based on how important you believe it is.

	Very Important	Important	Somewhat Important	A Little Important	Not at All important	Unsure
a. I have an ability to communicate in French	○	○	○	○	○	○
b. School districts offer French Immersion programs to students	○	○	○	○	○	○
c. More people in Canada can speak French	○	○	○	○	○	○

8. If you plan to continue with French Immersion, what supports or resources, if any, have been beneficial to your learning while in French Immersion?

9. What supports or resources, if any, could be improved to be more beneficial to your learning while in French Immersion?

10. What activities, if any, did you enjoy most in your French Immersion program?

11. What activities, if any, did you enjoy least in your French Immersion program?

12. Who had an influence on the decision to **first attend** a French Immersion program? (Please rate all categories below)

	Very Significant Influence	Significant Influence	Some Influence	A Little Influence	No Influence	Unsure
a. Myself	☐	☐	☐	☐	☐	☐
b. Parent(s)	☐	☐	☐	☐	☐	☐
c. Sibling(s)	☐	☐	☐	☐	☐	☐
d. Other family member(s)	☐	☐	☐	☐	☐	☐
e. Friend(s)	☐	☐	☐	☐	☐	☐
f. School staff	☐	☐	☐	☐	☐	☐
g. Someone else	☐	☐	☐	☐	☐	☐

13. Who has an influence on the decision to **stay** in French Immersion? (Please rate all categories below)

	Very Significant Influence	Significant Influence	Some Influence	A Little Influence	No Influence	Unsure
a. Myself	☐	☐	☐	☐	☐	☐
b. Parent(s)	☐	☐	☐	☐	☐	☐
c. Sibling(s)	☐	☐	☐	☐	☐	☐
d. Other family member(s)	☐	☐	☐	☐	☐	☐
e. Friend(s)	☐	☐	☐	☐	☐	☐
f. School staff	☐	☐	☐	☐	☐	☐
g. Someone else	☐	☐	☐	☐	☐	☐

14. If you plan to leave the French Immersion program, who had an influence on the decision to **leave** French Immersion? (Please rate all categories below)

	Very Significant Influence	Significant Influence	Some Influence	A Little Influence	No Influence	Unsure
a. Myself	☐	☐	☐	☐	☐	☐
b. Parent(s)	☐	☐	☐	☐	☐	☐
c. Sibling(s)	☐	☐	☐	☐	☐	☐
d. Other family member(s)	☐	☐	☐	☐	☐	☐
e. Friend(s)	☐	☐	☐	☐	☐	☐
f. School staff	☐	☐	☐	☐	☐	☐
g. Someone else	☐	☐	☐	☐	☐	☐

15. What reasons, if any, have influenced or could influence the decision to **<u>leave</u>** French Immersion? (Please rate all categories below)

	Very Significant Influence	Significant Influence	Some Influence	A Little Influence	No Influence	Unsure
a. How French instruction is delivered	☐	☐	☐	☐	☐	☐
b. The French activities/lessons selected	☐	☐	☐	☐	☐	☐
c. Limited French-inspired field trips	☐	☐	☐	☐	☐	☐
d. Difficulty with learning French	☐	☐	☐	☐	☐	☐
e. Less interested in learning French	☐	☐	☐	☐	☐	☐
f. Interest in learning another language	☐	☐	☐	☐	☐	☐
g. Something else	☐	☐	☐	☐	☐	☐

16. In what ways do you use your French language skills outside of school? (select all that apply)

	All of the Time	Most of the Time	Some of the Time	A Little of the Time	None of the time
a. Communicate in French with family members	☐	☐	☐	☐	☐
b. Communicate in French with friends	☐	☐	☐	☐	☐
c. Communicate in French with anyone else					
d. Watch media (movies, shows, etc.) in which the language primarily spoken is French	☐	☐	☐	☐	☐
e. Read French language books	☐	☐	☐	☐	☐
f. Attend French culture events	☐	☐	☐	☐	☐
g. None of these	☐	☐	☐	☐	☐
h. Other (please describe in the box below)	☐	☐	☐	☐	☐

17. How are you planning to use your French language skills after Grade 12? (select all that apply)

	Very Likely	Likely	Somewhat Likely	A Little Likely	Not at All Likely	Unsure
a. Communicate in French with family members	☐	☐	☐	☐	☐	☐
b. Communicate in French with friends						
c. Communicate in French with anyone else						
d. Apply for employment in which French language skills are beneficial or necessary	☐	☐	☐	☐	☐	☐
e. Travelling purposes (i.e., visiting French-speaking regions/countries)	☐	☐	☐	☐	☐	☐
f. Enhance university/college applications	☐	☐	☐	☐	☐	☐
g. Enroll in university/college French language courses	☐	☐	☐	☐	☐	☐
h. Watch media (movies, shows, etc.) in which the language primarily spoken is French	☐	☐	☐	☐	☐	☐
i. Read French language books	☐	☐	☐	☐	☐	☐
j. Attend French culture events	☐	☐	☐	☐	☐	☐
k. None of these	☐	☐	☐	☐	☐	☐
l. Other (please describe in the box below)	☐	☐	☐	☐	☐	☐

18. How would you rate your French communication abilities now?

	Proficient (Advanced)	Extending (Good Ability)	Developing (Some Ability)	Emerging (Beginner)
a. French speaking ability	☐	☐	☐	☐
b. French writing ability	☐	☐	☐	☐
c. Ability to read in French	☐	☐	☐	☐
d. Ability to understand others who are speaking French	☐	☐	☐	☐

19. When thinking of the parent, sibling, and other family member (relative) with the greatest French language abilities, how would you rate their French communication abilities?

	Proficient (Advanced)	Extending (Good Ability)	Developing (Some Ability)	Emerging (Beginner)	Does Not Speak French
a. Parent	☐	☐	☐	☐	☐
b. Sibling	☐	☐	☐	☐	☐
c. Other family member	☐	☐	☐	☐	☐