

**CANADIAN PARENTS FOR FRENCH  
FRENCH SECOND LANGUAGE RESEARCH UPDATE**

**GENDER DIFFERENCES IN FRENCH-SECOND-LANGUAGE EDUCATION  
JULY 2016**

REFERENCE	CONTENT	URL
<p><b>Baker, S., MacIntyre, P. (2000) The Role of Gender and Immersion on Communication and Second Language Orientations, Language Learning (50)2,</b></p>	<p>The present study examines the non-linguistic outcomes of an immersion versus a non-immersion program. The dependent variables included attitudes toward learning French, orientations for learning, willingness to communicate, communication anxiety, perceived communicative competence and self-reported frequency of communication in both English (L1) and French (L2). Immersion students indicated higher willingness to communicate, lower communication anxiety, higher p  <a href="http://faculty.cbu.ca/pmacintyre/research_pages/journals/gender_L2com2000.pdf">http://faculty.cbu.ca/pmacintyre/research_pages/journals/gender_L2com2000.pdf</a> perceived communicative competence, and more frequent communication only in the French language. Among the non-immersion students, perceived competence was strongly correlated with willingness to communicate, but among the immersion students communication anxiety correlated most strongly with willingness to communicate. Male non-immersion students showed the least positive attitudes toward learning</p>	<p><a href="http://faculty.cbu.ca/pmacintyre/research_pages/journals/gender_L2com2000.pdf">http://faculty.cbu.ca/pmacintyre/research_pages/journals/gender_L2com2000.pdf</a></p>
<p><b>Cadez, R. (2006) Student Attrition In Specialized High School Programs: An Examination Of Three French Immersion Centres</b></p>	<p>Participants from three French immersion schools; 35 teachers, 220 current students and 18 former immersion students participate in the study. The research was conducted through three online surveys focusing on a specific group (teachers, current students, and former immersion students) Results indicate that male and female students leave FI programs for different reasons. Former female students were more concerned about their grades and that seemed to be why they transferred out of the immersion program. Former male students left because of a perceived lack of academic success, lack of support services, and lack of options within the school.</p>	<p><a href="http://www.uleth.ca/education/sites/education/files/RonCadezThesis.pdf">http://www.uleth.ca/education/sites/education/files/RonCadezThesis.pdf</a></p>
<p><b>Kristmanson, P., Dicks, J. (2010) Attitudes, Motivation and Willingness to Communicate in Their Second Language: Students' Experiences in Intensive French and Intensive English, Second Language Education Centre, University of New Brunswick, NB</b></p>	<p>Willingness to communicate (WTC) is a construct that researchers have shown to be closely linked to positive attitudes and motivation. This study examines students' attitudes and motivation prior to and after a five-month experience in an innovative, intensive L2 learning context. Results indicate that the intensive language learning experience maintains existing positive attitudes and increases student confidence and WTC. There are also gender differences favouring girls with respect to these effects.</p>	<p><a href="http://www.unbf.ca/L2/Resources/PDFs/Article_MotAtt_March12.pdf">http://www.unbf.ca/L2/Resources/PDFs/Article_MotAtt_March12.pdf</a></p>

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<p><b>Ellsworth, C. (1997) A study of factors affecting attrition in late French immersion</b></p>	<p>This study involves 3 groups of adolescent L2 learners, a total of 268 students, in a junior high school late immersion program and strives to see the relation between their language anxiety and perceived competence and their willingness to communicate. The students fill out a questionnaire which incorporates 8 scales (willingness to communicate, perceived competence, communication apprehension and language anxiety, communication frequency, degree of integration, motivation, attitude toward the learning situation, attitude motivation index). The findings are that the willingness to communicate is higher in the L1 than in L2, higher among girls than among boys, and higher in grades 8 and 9 than in grade 7 but not significantly different between grades 8 and 9. Boys' overall willingness to communicate and anxiety levels remain constant across the three grades, girls show an increase in willingness to communicate and a decrease in anxiety from grade 8 to 9. Girls' more positive attitude can perhaps be explained by the teachers' differential treatments. Motivation is said to have an indirect on the L2 willingness to communicate. Those who have positive attitudes and motivation tend to be more willing to communicate, have higher perceived competence, communicate more frequently in the L2, and have lower communication apprehension. For motivation, it is found that grade has a significant effect, but sex does not. [1058]</p>	<p><a href="http://collections.mun.ca/cdm4/item_viewer.php?CISOROOT=/theses&amp;CISOPTR=10634&amp;CISOBX=1&amp;REC=4">http://collections.mun.ca/cdm4/item_viewer.php?CISOROOT=/theses&amp;CISOPTR=10634&amp;CISOBX=1&amp;REC=4</a></p>
<p><b>Gavard, K. (2003) Gender Differences and Oral Production in French immersion, Department of Second Language Education, McGill University, QC</b></p>	<p>The main purpose of this descriptive study was to examine gender differences in French oral production, in a French immersion context. The following criteria were developed to investigate these differences: quantity in production, the use of verbs and conjugations. Eleven boys and thirteen girls from the same fourth grade class located in Montreal, Quebec, Canada, participated in this study. Both quantitative and qualitative data were gathered through one-on-one audiotaped story retelling sessions and questionnaires. This analysis did not reveal any gender differences but instead similarities were found in relation to the types of errors they made. Limitations, such as the number of participants, or the variation across participants' inhibition, memory, and creativity may have affected the results. It is suggested that these results may be linked to a lack of opportunity to speak French in the classroom, and that the use of a story retelling activity might be one way to encourage speaking</p>	<p><a href="http://digitool.library.mcgill.ca/R/?func=dbin-jump-full&amp;object_id=19717&amp;local_base=GEN01-MCG02">http://digitool.library.mcgill.ca/R/?func=dbin-jump-full&amp;object_id=19717&amp;local_base=GEN01-MCG02</a></p>
<p><b>Henry, A. (2009) Gender differences in compulsory school pupils' L2 self-concepts: A longitudinal study, System: An International Journal of Educational Technology and Applied Linguistics 37(2),</b></p>	<p>Dörnyei has recently developed an approach to understanding L2 motivation that positions the learner's self-recognition as a potential communicator in another language at its core, thus marking a break from the established social psychology paradigm. In this article it is argued that, in the application of Dörnyei's Motivational Self-System model, gender is of particular importance. Girls' self-concepts strengthen whereas boys' weaken. This suggests a Gender X Age interaction in the trajectories of L2 self-concepts and 'gender role intensification'. Additionally, early L2 self-concepts were found to have good predictive qualities. The results underscore the importance of including gender as a key variable in future research conducted within the motivational self-concept paradigm. Further, the gender-role intensification evidenced in this study suggests that European policies of plurilingualism may have negative effects on boys' overall academic self-concepts.</p>	<p><a href="http://www.sciencedirect.com/science/article/pii/S0346251X09000025">http://www.sciencedirect.com/science/article/pii/S0346251X09000025</a></p>

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<p><b>Kissau, S., Turnbull, M. (2013) Boys and French as a Second Language: A Research Agenda for Greater Understanding, Canadian Journal of Applied Linguistics 11(3), N.B</b></p>	<p>Following an extensive and federally funded analysis of literature related to boys learning French as a second language (FSL) in Canada, the authors propose a series of research questions to guide future research related to males in FSL classrooms. To better understand the need for this research agenda, the researchers provide an overview of the current state of male participation in FSL programs in Canada and in foreign language programs internationally and review various explanations for the reported lack of male interest in language learning. While acknowledging the existing literature on the topic, the researchers emphasize the lack of research specific to the Canadian context and the need for more Canadian research to understand why males are disinterested in learning French in Canada.</p>	<p><a href="http://www.aclacaal.org/wp-content/uploads/2013/08/3-vol-11-no3-art-kissau-turnbull.pdf">http://www.aclacaal.org/wp-content/uploads/2013/08/3-vol-11-no3-art-kissau-turnbull.pdf</a></p>
<p><b>Kissau, S. (2013) Motivating Male Language Learners: The Need for “More Than Just Good Teaching” The Canadian Journal of Applied Linguistics 16(1), N.B</b></p>	<p>Four American boys in an advanced high school French class and their teacher were chosen to participate in a research project. An exploratory case study was then conducted to better understand what motivated these boys to pursue their second language (L2) studies and to address the lack of related qualitative research. Through interviews and classroom observations the study shifted attention from what boys dislike or find different about L2 learning to what can possibly be learned from a small number of motivated males who studied an L2 throughout high school. While preliminary in nature, the findings help to confirm the results of previous related research with respect to pedagogical strategies that motivate male language learners. That being said, the findings also suggest that “boyfriendly” teaching strategies may not be sufficient. To motivate their male students, L2 teachers are encouraged to develop a caring relationship with them based on respect in an environment where both students and teacher feel at ease and free to be themselves</p>	<p><a href="https://journals.lib.unb.ca/index.php/CJAL/article/view/21055">https://journals.lib.unb.ca/index.php/CJAL/article/view/21055</a></p>
<p><b>Kissau, Scott (2008) Strategies for Teaching to Boys in FSL: Attrition from FI and Core French Programs</b></p>	<p>Many boys think knowledge of the French language is only beneficial if one wants to become a French teacher. It is important to show boys the value of learning French in Canada vis a vis career opportunities.          Help find ways to show your male students that they are in fact as capable as girls.          Allow your male students input into the choice of materials to read or the questions to answer.          Brainstorm with your students before a test or present some of the strategies they need to study successfully.          Encourage your students to establish personal goals.</p>	<p><a href="http://www.caslt.org/pdf/SK%20Strategies%20for%20Teaching%20to%20Boys.pdf">http://www.caslt.org/pdf/SK%20Strategies%20for%20Teaching%20to%20Boys.pdf</a></p>

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<p><b>Kissau, Scott (2005) Motivating Male Students to Stay in French</b></p>	<p>Researchers believe motivation to be the single most influential factor in learning a new language. Studies reveal that about 2/3 of Grade 9 dropouts from FSL programs are male, and in this article, Kissau focuses on what motivates boys to stay in French. 490 core French students filled out a questionnaire that was designed to determine if gender differences in motivational factors exist among the students. The males in the study perceived themselves to be less motivated than their female peers, less interested in knowing French-speaking people, and less interested in learning French with regard to future job opportunities. They also perceived themselves as being less capable in the classroom, less encouraged by their parents, teachers and peers, and they seemed to set fewer and less specific goals for themselves. Recommendations from this study suggest teachers and parents help to motivate young men by tapping into male needs in the classroom (introduce topics/themes that are male-oriented or more gender neutral), exposing them to more French-speaking males, encouraging them to go to job fairs where they can see that French is an important skill, encourage boys to open up and express their feelings, couple core students with immersion peers, and not to feed into stereotypes. (1420)</p>	<p><a href="http://www.oecta.on.ca/forteachers/french/pdfs/motivating.pdf">http://www.oecta.on.ca/forteachers/french/pdfs/motivating.pdf</a></p>
<p><b>Kissau, Scott (2006) Gender Differences in Motivation to Learn French,</b></p>	<p>There is concern among second language educators in Canada that male students are losing interest in studying French as a second language (FSL). In response, in the fall of 2003, a study was conducted to investigate gender differences in second language (L2) motivation among Grade 9 core French students. Building upon the traditional model of L2 motivation that emphasizes learner attitudes toward the target-language community, the researcher broadened the concept of L2 motivation to include both societal and classroom-related factors. A mixed methodology was then employed to determine if gender differences in these factors exist among Grade 9 FSL students. Approximately 500 students in Grade 9 completed a questionnaire. The significant findings of the questionnaires were then explored in interviews with students and teachers. As the study progressed, it became apparent that societal perceptions of what is appropriate for males lay at the root of the identified. (1429)</p>	<p><a href="http://www.bcatml.org/LLED325/kissau-gender.pdf">http://www.bcatml.org/LLED325/kissau-gender.pdf</a></p>
<p><b>Martino, W. (2008) Boys' Underachievement: Which Boys Are We Talking About?</b></p>	<p>Policy and research-based literature identifies boys' underachievement and specifically their engagement with literacy, as both a Canadian and an international problem. In Organisation for Economic Co-operation and Development (OECD) countries, boys do not perform as well as girls on the reading comprehension and writing components of literacy tests. However, the Program for International Assessment (PISA) 2000 report on reading performance explicitly states that students from less favourable socioeconomic backgrounds are on average less engaged in reading. The problem is that boys are often presented as an undifferentiated group, on the basis of simply being boys. This has resulted in interventions designed to cater to perceived common interests and learning styles, such as the introduction of the boy-friendly curriculum and of more male teachers. Not all boys are underachieving, nor are all girls out-performing boys; educators and policy makers need to address the question of which boys require help becoming literate and what kinds of help educators can provide</p>	<p><a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf">www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf</a></p>

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<p><b>McCall, I. (2011) Score in French: Motivating Boys with Football in Key Stage 3, Language Learning Journal 39(1)</b></p>	<p>This study examines a pilot program in which football was used to motivate students, especially male students to continue their study in a second language, and in the case of the Score in French, specifically the French language. The researcher outlined the issues facing second language enrolment. Through this study the researcher found that by relating language learning to something that interests students their desire to learn and continue studying a language will increase. In the case of this study associating French language learning with football made learning a second language more appealing to the boys in the test program.</p>	
<p><b>MacIntyre, D., Baker, S., Clement, R., Donovan, L. (2003) Talking in Order to Learn: Willingness to Communicate and Intensive Language Programs, University College of Cape Breton, Sydney, NS</b></p>	<p>Immersion and other intensive language programs produce both linguistic and non-linguistic outcomes, like willingness to communicate in the second language (L2), given the opportunity. Both increasing perceived competence and lowering anxiety help to foster a willingness to communicate. These variables relate to motivation for language learning and are expected to differ between immersion and non-immersion learners. Among university level students, this study evaluates differences between immersion and non-immersion students in: willingness to communicate, communication apprehension; perceived competence and frequency of communicating. Also examined elements of integrative motivation. Differences between immersion and non-immersion groups are observed in the communication-related variables, but not in motivation. Correlations among these variables also differ between the groups. Results are examined in terms of Skehan's notion of talking in order to learn and a model of L2 willingness to communicate.</p>	<p><a href="http://faculty.cbu.ca/pmacintyre/research_pages/journals/talking_to_learn_2003.pdf">http://faculty.cbu.ca/pmacintyre/research_pages/journals/talking_to_learn_2003.pdf</a></p>
<p><b>Netten, J., Riggs,C., Hewlett, S. (1991) Choosing French in the Senior High School: Grade 9 Student Attitudes to the Study of French in the Western Avalon School District</b></p>	<p>This study examined low levels of senior high school student participation in French. A questionnaire was administered to 380 grade nine core French students in the Western Avalon District in Newfoundland and Labrador, in order to determine the factors that influence students' decisions about whether or not to continue studying French beyond Grade 9. The participating students represented a wide range of abilities, attitudes, and socio-economic levels; however, because of the location of the district, findings may be more representative of rural populations. Findings indicate that students who chose to continue studying French were those who had achieved well in French, perceived themselves as able to communicate in French, felt that French would help them in finding employment, and felt that French was important in Canadian society. Those who did not intend to continue had experienced a lack of success in learning French, felt that they were unable to communicate adequately in French, and perceived French to be a subject of little importance. Findings also suggest significant gender differences in attitudes towards studying French. Female students reported achieving higher grades, perceiving the French classroom more positively, being encouraged to study French, and possessing more positive attitudes to French and to Francophones. Male students achieved significantly less well, were much less sure of their ability to communicate, felt themselves less encouraged to study French, were more likely to study science, felt that the school gave a low priority to French, and felt that French was spoken in class less often than did females. [500]</p>	

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<p><b>Pan, Y-C, In'nami, Y. (2015) Relationships Between Strategy Use, Listening Proficiency Level, Task Type, and Scores in an L2 Listening Test, Canadian Journal of Applied Linguistics 18(2), N.B.</b></p>	<p>Examines strategy use in relation to L2 proficiency, types of test task, and test performance in listening assessment. A total of 170 Taiwanese university students completed the Test of English for International Communication (TOEIC®) practice listening test and questionnaires designed to measure cognitive and metacognitive strategies. We found that some strategies—voice and imagery inference and elaboration, approaches, and top-down processing strategies—were used with similar frequency regardless of learners' proficiency, while others—planning, monitoring and evaluation, linguistic inference and elaboration, and bottom-up processing—were more often used by advanced listeners. Additionally, planning (and linguistic inference and elaboration, and top-down processing) strategies were more often used in easier tasks. Finally, the relationship between reported strategy use and test scores was weak, accounting for 7% of the total score variance and 5% to 10% of the score variance for each task type section</p>	<p><a href="https://journals.lib.unb.ca/index.php/CJAL/article/view/21074">https://journals.lib.unb.ca/index.php/CJAL/article/view/21074</a></p>
<p><b>Parkin, A., Turcott, A. (2004) Forty Years of Public opinion on Bilingualism in Canada - Quarante ans d'opinion publique sur le bilinguisme au Canada, Vision and Challenges for the 21st Century: Symposium on Official Languages, Office of the Commissioner of Official Languages, Ottawa</b></p>	<p>Parkin uses statistics to show that support for bilingualism has increased in Canada since the early 1990's. He is quick to point out though that Canadians and more specifically a large Anglophone population feel that official bilingualism should not be an important spending concern of the federal government. He then describes how fewer people are learning any second language in Canada, not just French. The author then describes the different levels of support based on gender, and age. He points out that allophones are more likely to support bilingualism than Anglophones as they see bilingualism as going hand in hand with diversity, he then explains how women support bilingualism more than men, and that young people support bilingualism more than older people. Parkin concludes his article by suggesting future topics for research to help the state of official bilingualism in Canada. He suggests that research be done on: why Anglophones don't want to learn a second language, and why there is a difference of opinion for men and women.</p>	<p><a href="https://library.carleton.ca/sites/default/files/find/data/surveys/pdf_files/cric-sol-03-not2_000.pdf">https://library.carleton.ca/sites/default/files/find/data/surveys/pdf_files/cric-sol-03-not2_000.pdf</a></p>
<p><b>Sinay, E. (2010) Programs of Choice in the TDSB: Characteristics of Students in French Immersion, Alternative Schools and Other Specialized Schools and Programs, Toronto District School Board, Toronto</b></p>	<p>Percentage Distribution of Extended French Students Enrolled in TDSB Schools by Student Characteristics Achievement Results by Gender in French Immersion, Alternative Schools and Other Specialized Schools and Programs Percentage of Students Enrolled in French Immersion Programs by Gender and Percentage of All French Immersion Students in the TDSB Over Time</p>	<p><a href="http://www.tdsb.on.ca/Portals/0/community/community%20advisory%20committees/fslac/support%20staff/programsofchoicestudentcharacteristics.pdf">http://www.tdsb.on.ca/Portals/0/community/community%20advisory%20committees/fslac/support%20staff/programsofchoicestudentcharacteristics.pdf</a></p>
<p><b>Statistics Canada (2016) Enrolments in official languages programs offered in public elementary and secondary schools, by type of program, grade and sex, Canada, provinces and territories, CANSIM Table 477-0027, Centre for Education Statistics, Ottawa: Author</b></p>	<p>Presents French-Second-Language enrolment statistics, including breakdown by sex.</p>	<p><a href="http://www5.statcan.gc.ca/cansim/a26?!ang=eng&amp;id=4770027">http://www5.statcan.gc.ca/cansim/a26?!ang=eng&amp;id=4770027</a></p>

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<p><b>Trillium Lakelands DSB, Laurentian University, Ontario College of Teachers &amp; Conseil scolaire de district du Centre-Sud-Ouest (2004) Narrowing the Gender Gap: Attracting Men to Teaching</b></p>	<p>Male high school students: perception of low salaries; low status, few male teacher role models  Male teachers: initial salary low; need career mentoring, male teachers in promotional efforts  Administrators: low starting salary; low status; need more aggressive marketing and mentoring</p>	<p><a href="https://www.oct.ca/-/media/PDF/Attracting%20Men%20To%20Teaching/EN/Men_In_Teaching_e.pdf">https://www.oct.ca/-/media/PDF/Attracting%20Men%20To%20Teaching/EN/Men_In_Teaching_e.pdf</a></p>