

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

**THE IMPORTANCE OF EXTRA-CURRICULAR ACTIVITIES
SELECTED BIBLIOGRAPHY
September 2016**

REFERENCE	CONTENT	URL
<p><u>Smemoe, W.B., Dewey, D., Cundick, D., Evans, N., Henrichsen, L. (2012) The influence of out of class English use on language gain, <i>Language Learning</i> 22(1-2) 21-45</u></p>	<p>This study investigated the relationship between out-of- class L2 use and gains in learners of English as a second language (ESL) in an intensive English language program. In contrast to previous studies on this topic, which have found weak, non- existent or even inverse relationships between out-of- class language experience and L2 proficiency gains, this study took place over a longer period of time (31 weeks), involved a larger number of participants (61 ESL learners from 12 different language backgrounds at four proficiency levels), and found a statistically significant connection between out-of-class language use and proficiency gains. Participants took a proficiency pre-test and post-test and responded to a questionnaire designed to elicit information about out-of-class language use. In addition, six learners participated in semi-structured interviews. Data obtained from the questionnaire and interviews were compared to gains in proficiency between the pre-test and post-test. The results corroborate the "common sense" connection between L2 out-of-class use and proficiency development. They also identify the types of out-of-class language use that are most strongly connected with L2 proficiency gains</p>	<p>http://www.researchgate.net/publication/275020684_The_influence_of_out_of_class_English_use_on_language_gain</p>

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<p>Regan, V. (2010) What immersion education still needs: Views from the Irish Year Abroad experience, OLBI Working Papers Vol. 1, CCERBL, University of Ottawa, Ottawa 71-87</p>	<p>Immersion education is justifiably acclaimed. This success is achieved in the classroom and relates to language structures. Recent research, however, demonstrates that one area of acquisition lags behind in immersion speakers' acquisition of native speaker variation patterns is less successful in the classroom than in situations of contact with native speakers. Accommodation to native speaker norms is more successful with contact with native speakers in the native speech community</p> <p>Knowing a language implies more than a knowledge of some grammatical structures, since communication with real people in real life situations involves more than simply knowledge of linguistic structures. It involves knowledge of other areas of language such as discourse patterns, pragmatic knowledge and also knowledge of native speaker speech patterns. Immersion speakers tend to use vernacular less than native speakers. We may conclude that immersion learners, already at an extremely high proficiency level from their prolonged immersion experience, could benefit even further from home stays in francophone families. In Quebec, for instance, home stays have been found to have positive effects in the acquisition of sociolinguistic competence (Lapkin et al., 1995). Likewise, Freed et al. (2004) found, in relation to American students of French L2, that fluency increased significantly in an intensive domestic immersion context of acquisition where the classroom immersion experience was complemented by "daily opportunities to use French through participation on a soccer team, in a French School choir, and in painting classes, weekly musical performances, films and a cabaret offered on a regular basis."</p> <p>Only active authentic communication in the target language seems to stimulate the use of colloquial vocabulary. All quantitative studies carried out seem to indicate that being in the native speaker community is significantly beneficial to the acquisition of native speaker variation.</p>	<p>http://www.ccerbal.uottawa.ca/files/pdf/CAHIERS_Vol1_Regan.pdf</p>
<p>Saindon, J., Landry, R., Boutouchent, F. (2011) Majority English and French Second Language in Canada: Additional effects of education and social environment, Canadian Journal of Applied Linguistics 14(1), Second Language Research Institute of Canada, University of New Brunswick, NB</p> <p><u>Anglophones majoritaires et franc ,ais langue seconde au Canada : effets complémentaires de la scolarisation et de l'environnement social</u></p>	<p>The study had 410 participants, 144 students enrolled in a core French program, 80 in an immersion program, and 186 grade 12 students enrolled in a regular English program and compares the effects of schooling and out-of-school linguistic experiences regarding French second language learning in a majority setting via:</p> <p>(a) oral and written proficiency in French, and</p> <p>(b) cognitive-affective predispositions towards the French language and the Francophone community.</p> <p>Research confirmed:</p> <p>(a) That language experiences through schooling are to a greater extent associated with French proficiency, and</p> <p>(b) That out-of-school experiences are especially associated with cognitive-affective predispositions toward French language and culture</p>	<p>https://journals.lib.unb.ca/index.php/CJAL/article/view/19867</p> <p>Available in French only.</p>

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<p>Mady, C. (2009) English-French School Groups Exchanges in Canada and their Impact-2009, Society for Educational Visits and Exchanges in Canada, Ottawa</p>	<p>A study to determine the effect of short term L2 exchanges on motivation, attitude and competence of participants. 243 youth, the majority aged 13 and 14 from 5 provinces and a variety of school programs, participated. They were given pre and post-questionnaires online about their attitudes regarding L2 learning, culture, and their own knowledge. Their journal entries were also examined. The results showed overall improvements for the students L2 levels. Most Anglophones improved with speaking and francophones improved in all linguistic skills and even some strategies. They were most likely to affect 13 year old anglophones or 14 year old francophones. Students from immersion programs improved the most. Many participants made goals to continue to improve their L2 skills. Anglophones aspired to study and travel, whereas francophones planned to pursue linguistic training for job-related purposes. Both groups acknowledged similarities and differences between their own culture and the target one and the language used in and outside of the classroom.</p>	<p>https://www.experiencescanada.ca/wp-content/themes/sevec/PDFs/Research-English-French%20School%20Group%20Exchanges%20in%20Canada%20and%20Their%20Impact%202009%20EN.pdf</p>
<p>Mady, C. (2009) SEVEC's Youth Volunteer Program and its Impact-2008, Society for Educational Visits and Exchanges in Canada, Ottawa</p>	<p>49 young Canadians from ages 14-16 representing 5 of Canada's provinces and different first official languages learned took part in this study. There were questionnaires and interview protocols regarding the three themes of student leadership, community participation and L2 acquisition. The researchers furthermore examined the participants' daily journals and conducted on-site observations. Through this research, it was discovered that these volunteer exchanges offer unique opportunities to improve L2 skills through community engagement, leadership experiences, and volunteerism. These two-week experiences targeted youth aged 14-17, giving them chances to volunteer in both languages. They enhanced L2 motivation and confidence in writing. There was improvement in L2 proficiency regardless of the language level before entering. The students were motivated to be part of the community and 61% of them had a changed view on student leadership afterwards. More than half of them gained confidence in real-life speaking situations in the target language.</p>	<p>https://www.experiencescanada.ca/wp-content/themes/sevec/PDFs/Research-SEVECs%20Youth%20Volunteer%20Program%20and%20its%20Impact%202008.pdf</p>
<p>Durant, M. (2010) Developing a Knowledge-Based Research Approach to Second Language Learning, Second Language Learning Research Roundtable, Canadian Heritage, Ottawa</p>	<p>The English-French bilingualism rate in Canada is 42.8% for 20-24 year olds. Quebec's population is more than twice as bilingual as the rest of Canada. Issues influencing these statistics are gender, age, residence, and other factors such as proximity to OL group. According to the Centre for Education Statistics, there has been a steady decline of Core French students and growing immersion enrollment in Nova Scotia among other provinces. This has especially occurred during the 90's and is likely influenced by the new collection of methodology in 1997-1998. Fewer than 50% of Québec francophones agreed that their elementary and secondary L2 education was adequate. Over half of the young people living in a majority situation want to learn the other language. The extra-curricular activities suggested were: classes, lessons, courses, tutoring, and language exchanges. The most popular reasons for the lack of L2 learning were related to personal interest and opportunities to practice the target language. Employment opportunities was the main reason for interest. Exchanges through Young Canada Works official language programs have had positive effects including more L2 use at home.</p>	

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<p>Reva, A. (2012) The Role of Extracurricular Activities in Foreign Language Learning in University Settings, Department of Languages and Linguistics University of Saskatchewan Saskatoon, Saskatchewan</p>	<p>(1) Language-related extracurricular activities are an important part of foreign language programs and student life; (2) The degree of instructors' participation in these activities is high both in Russia and Canada, and the importance of ECA is confirmed by their impact evaluations by students and by language instructors in both countries; (3) In general, based on opinions of students and language instructors, language-related ECA have a positive impact on all the aspects of students' language acquisition; (4) Among the problems with organizing ECA, the respondents listed: uncertainty about who should be responsible for this part of language instruction, and lack of spare time due to the busy schedules of both students and instructors in both countries; (5) In order to inspire students' motivation to participate in ECA and study foreign languages more, ECA need to be organized according to students' current interests and needs, and follow other basic principles like voluntary basis and students' initiative.</p>	<p>http://ecommons.usask.ca/bitstream/handle/10388/ETD-2012-06-507/REVA-THESIS.pdf?sequence=3 questions:</p>
<p>MacFarlane, A. (1998) Linguistic and attitudinal aspects of school year group exchanges: Immediate and long-term outcomes for participants, University of Ottawa, Ottawa</p>	<p>Neither interactional ability nor cultural understanding are easily acquired in the language classroom. In a recent study (MacFarlane & Wesche, 1995), French immersion graduates who reported using their French during contact opportunities with francophones outside the classroom were those who attained higher French proficiency and integrated French more into their daily lives after graduation. This led to the hypothesis that certain classroom limitations may be overcome by providing young learners of both official languages with opportunities for contact with native speakers and their culture beyond the classroom.</p> <p>To test this hypothesis, this study examined interethnic contact in the context of the SEVEC School Year Group Exchange Program. This exchange program, linked directly to classroom language study through pre- and post-exchange activities, pairs groups of anglophone and francophone students between the ages of 10 and 18. Although many exchange formats exist, the School Year Group Exchange program is accessible to a wider range of language students than longer exchanges. This research sought to answer the following questions: (1) What are the characteristics of school year group exchanges? (2) Which factors promote successful school year exchanges? (3) How are brief interethnic contact experiences and classroom language learning complementary? Evidence from the case study exchange indicates that exchange language learning processes and classroom language learning processes are complementary. The classroom equips participants with basic language skills without which communication would be impossible. It also provides participants with the self-confidence to attempt communication with native speakers (NSs). The exchange provides a sheltered "real" L2 use context: participants are paired with native-speaking peers in situations which guarantee opportunities and incentive for communication. Finally, different learning styles are accommodated in each context. For gregarious students, unmotivated by classroom academic-type L2 acquisition, the exchange context provides a social stage for language acquisition more suited to their personalities</p>	<p>http://137.122.14.44/handle/10393/4477 Scroll down to open the PDF</p>