



Figure 2. Control group reading comprehension

Table 1. Pretest and posttest means and standard deviations for experimental and control groups

	E - Pre	E - Post	C - Pre	C - Post
Mean	1.91	2.55	2.54	2.93
SD	0.54	0.52	0.62	0.62
N	11	11	70	70

4. Discussion

The use of Direct Instruction French Literacy instruction seemed to be effective in improving English Literacy. The experimental group of eleven lower-ability Grade 7 Late French Immersion students showed significant improvement in English Reading comprehension after receiving a three month remediation program. In comparison to the control group of the remaining general population of Grade 7 LFI students, the intervention group had a marked increase in their performance with posttest mean scores that were similar to the regular LFI students.

The purpose of this study was to increase the English Reading comprehension skills for lower-ability students in Late French Immersion (LFI) through the use of Direct Instruction French Literacy support. This did occur. The result of this study is analogous to previous research where academic abilities are shown to improve as a result of French Immersion instruction [1, 2, 3, 4]. Also parallel is that struggling FI students do improve their competencies in both languages [5] and on measures of Reading [6, 7]. This study had a number of strengths. The remediation for the experimental group was feasible in that it was financially economical and manageable to implement. The study employed a short and concentrated intervention that produced a significant improvement in student performance. Student participation was strong as

they applied themselves diligently for the first author.

There were also some limitations in this current investigation. The time period was relatively short as the intervention was engaged for only three months prior to the posttest data being gathered. Performance data was restricted to English Reading comprehension and other facets of Literacy were excluded. Participation was constrained to one school site, at one grade level.

For the purposes of study duplication it would be beneficial to have a longer period of intervention with the possibility of mid-year and year-end data gathering. Pushing the investigation longitudinally into a Grade 8 follow-up on Literacy skills retention would be an advantage. The insight developed by this study could be supported by aspects of mixed methods such as including teacher interviews and student products. Adding additional measures of Literacy in both English and French a second marker to ground the standard of student performance would assist with reliability. The insight developed by this study could be supported by methods such as teacher interviews and student products. Adding further measures of Literacy in both English and French may provide additional impressive results.

The impetus for this investigation came from a desire to show that it was appropriate to place and retain struggling students in French Immersion programs. The finding in this study will assist in developing this as a common understanding for greater numbers of FI teachers and for school districts offering such programs. The data demonstrated that lower-ability students, who receive modest and manageable intervention support, can attain a similar level of Literacy proficiency as their peers, and stay in French Immersion programs to receive the benefits of such a placement.

5. References

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