

An Evaluation Study of the Summer Language Bursary Program

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This article presents the findings of a two-year evaluation study of the Summer Language Bursary Program. This six-week immersion program, funded by the Secretary of State (Canada), is designed for post-secondary students wishing to study English or French as a second language. The study examined the program's effects on students at the end of their immersion experience and eight months afterwards. It also investigated the relationship of numerous student and program variables to student performance. The results indicated that students attained the program objectives of improved oral-aural language skills and increased knowledge of the second culture. Attitudes toward the second culture were quite positive at the beginning of the program and remained at this level at the end. Students also demonstrated desirable changes in several other areas; for example, their anxiety about speaking the second language decreased. The follow-up study conducted eight months after the completion of the program indicated that these positive results had been maintained. Program monitors were found to be the most important variable related to student performance. Although the suggestions of the participating groups indicated that there were many areas for improvements, students, instructors and directors were generally very satisfied with the Summer Language Bursary Program.

Cet article présente les conclusions d'une étude échelonnée sur deux ans et dont l'objectif consistait à évaluer le Programme de bourses-cours d'été de langue seconde. Subventionné par le Secrétariat d'État (Canada), ce programme d'immersion d'une durée de six semaines s'adressait aux étudiants qui, après leur secondaire, désiraient apprendre l'anglais ou le français comme langue seconde. On a examiné, au cours de l'étude, quels étaient les effets du programme sur les étudiants, tant à la fin des six semaines que huit mois plus tard. On a en outre analysé les rapports entre un grand nombre de variables – relativement aux étudiants et au programme – et le succès des étudiants. Les résultats ont montré que les participants ont atteint les objectifs du programme qui étaient de les aider à s'exprimer plus facilement dans une langue, à mieux la comprendre, et à approfondir leur connaissance d'une seconde culture. Dès le début du programme, les étudiants ont adopté une attitude très positive vis-à-vis de cette culture, attitude qu'ils ont d'ailleurs conservée jusqu'à la fin. D'autres progrès ont également été notés chez ces derniers, notamment une diminution de leur crainte à s'exprimer dans une autre langue. L'étude complémentaire qui a été effectuée huit mois après la fin du programme a révélé que ces résultats positifs s'étaient maintenus. Par ailleurs, on a constaté que les moniteurs du programme constituaient la variable la plus importante rattachée au succès des participants. Bien que les suggestions recueillies auprès des divers intéressés aient indiqué bon nombre de domaines pouvant être améliorés, les étudiants, les professeurs et les directeurs ont été en général très satisfaits du Programme de bourses-cours d'été de langue seconde.

The past fifteen years have seen an increase in the number and diversity of opportunities for Canadian students to learn French or English as a second language. This increase has been stimulated by funding from the

federal government in keeping with its policy of encouraging students to become bilingual in Canada's two official languages. Among programs designed for older students is the Summer Language Bursary Program, a six-week summer immersion program for post-secondary students. The program is funded by the Secretary of State and is administered by the provincial ministries responsible for post-secondary education in conjunction with the Council of Ministers of Education.¹

This article presents the findings of a two-year evaluation study of the Summer Language Bursary Program, which was contracted with the Educational Research Institute of British Columbia by the Council of Ministers of Education.² The study examined the effects of the program on the students, both at the end of their immersion experience and eight months afterwards. It also investigated the relationship of numerous student and program variables to student performance.

DESCRIPTION OF THE SUMMER LANGUAGE BURSARY PROGRAM

The Summer Language Bursary Program (SLBP) is open to any student with Canadian citizenship or landed immigrant status who is at least 16 years of age and holds post-secondary standing at the time of entrance. In 1978, approximately 7,000 students were enrolled in Bursary programs at more than 40 accredited institutions across Canada. Bursaries are paid to participating institutions on behalf of the students and are intended to defray the costs of tuition and instructional materials, room and board, and compulsory excursions.

The objectives of the program are to improve students' ability to speak and understand the second language (English or French) and to increase their knowledge of and foster more positive attitudes toward the second culture. Programs are designed to include not only intensive formal instruction in the second language but also opportunities for contact with speakers of the language and/or for extensive use of the second language beyond the classroom. Most institutions have organized their programs in a similar manner; formal language classes are usually held in the morning, while afternoons and evenings are reserved for socio-cultural activities, conversation groups, sports activities, excursions, and special workshops. All students are required to live either in residence or in private homes especially chosen by the institution because of a favourable second-language milieu.

The great majority of instructors had strong academic training, many years of teaching experience, special training in methods of second-language teaching, and previous experience teaching in the SLBP.

RELATED LITERATURE

In a recent article, Janice Yalden (1979) points to the need to shift the emphasis of post-secondary second-language courses away from formal

academic goals such as learning a language in order to study its literature to more functional ones such as learning a language for use in work, travel, or communication with native speakers of the language. Yalden calls for innovation and experimentation in course design and materials, and she points to the scarcity of evaluative research in second-language teaching at the university level. Indeed, evaluative research in this area is rare, and those studies of university-level programs which have appeared have focused largely on the attitudinal and motivational aspects of second-language learning (e.g., Gardner, Ginsberg, & Smythe, 1976; Lambert, Gardner, Barik, & Tunstall, 1963).

In contrast to the university situation described by Yalden, there has been a great deal of experimentation and innovation in programs for second-language learning in Canada's elementary and secondary schools and a substantial body of evaluative research to accompany this. Among the better-known programs at the elementary-school level and, more recently, at the secondary-school level, are immersion programs, in which children receive a significant portion of their instruction in French. A number of research studies have shown that students enrolled in these programs can attain high levels of bilingualism without detriment to their native language development or academic progress (e.g., Barik, Swain, & Gaudino, 1976; Bruck, Lambert, & Tucker, 1976; Shapson, & Kaufman, 1976; Stern, 1978). In addition, several extracurricular programs, such as excursion, exchange, and intensive summer programs have been reported (Cziko, & Lambert, 1976; Gardner, Smythe, & Brunet, 1977), so that within the elementary- and secondary-school system, an increasing number of options for second-language learning have become available.

A recently published directory (Department of the Secretary of State, 1979) lists numerous courses available for post-secondary students and/or adults wishing to study French or English as a second language. One alternative for students who wish to acquire functional ability in a second language is described as "tantamount to post-secondary immersion; it consists in an individual, after the high school years, moving into a milieu which requires extensive use of the second language, and then combining second-language instruction with efforts to use the second language either in the world of work or at the university level" (Edwards, & Smythe, 1976, p. 531). This is essentially the model for the SLBP, which combines a program of second-language instruction with extensive opportunities for students to use the language both through formal program activities and through informal contact with native speakers of the language.

OBJECTIVES OF THE STUDY

The evaluation study of the SLBP was designed to:

1/evaluate the degree to which the following national objectives of the SLBP were attained: (a) increased proficiency in the oral-aural aspects of

TABLE 1
Populations and Samples Desired in the Summary Bursary Study

<i>Time of Program</i>	<i>French Program</i>	<i>English Program</i>
	Population 1	Population 2
Spring session (May–June)	Sample = 150 students ^a	Sample = 150 students ^a
	Population 3	Population 4
Summer session (July–August)	Sample = 750 students ^b	Sample = 750 students ^b

NOTE: The sample size for each population refers to each of the two years of the study. In the second year, the same sample sizes were selected with the exception of Population 4, which was reduced by one-half for this year of the study.

^a30 for oral testing

^b150 for oral testing

the students' second official language, (b) increased knowledge of the culture represented by this language, (c) more positive attitudes toward the culture represented by this language; 2/investigate the relationship of numerous student and program variables to the attainment of the national objectives; 3/investigate the occurrence of any significant side-effects (or unintended consequences) of the SLBP. These were: attitudes toward the students' own cultural group and toward bilingualism; motivation to learn the second language; anxiety about speaking the second language; perceived understanding of the second cultural group; self-rating of ability in the second language; and knowledge of the students' own culture.

In addition, opinions and perceptions about the program were obtained from students, instructors and directors, and a smaller sample of students was surveyed eight months after the conclusion of the program in order to assess the longer-term effects of the SLBP.

METHOD

Target populations and sample

As shown in Table 1, there were four target populations, each defined in terms of the time of the program (spring session, summer session) and the students' second-language program (French program for students whose first language is English; English program for students whose first language is French).

It should be pointed out that students volunteered for this program, and were therefore a select group. The great majority of students in all programs responded on the questionnaire that they would not have taken

a second-language course in the summer if they had not received a bursary. Most of these students would have chosen the SLBP rather than accepting summer employment, if offered. The majority hoped to obtain course credit, but most stated that they would attend the program even if they could not receive credit.

Classes were randomly sampled within institutions, but stratified by province. The 28 institutions chosen in the sample have been described in an earlier paper (Kaufman & Shapson, 1978). Students were chosen from the spring (May–June) and summer (July–August) sessions in both years of the study (1977 and 1978). A sample was drawn of approximately 25% of students in French programs and 50% of students in English programs.³ The sample plan was repeated in the second year (1978) in order to cross-validate the findings of the first year.

In the final analysis, a total of approximately 2,000 students were tested in the English and French programs for both years combined. In addition, a random subsample of 60 French and 60 English students was surveyed approximately eight months after the conclusion of the 1977 program in order to assess the longer-term effects of the program.

Measurement instruments

The instruments, described in Table 2, were employed to 1/gather student background information and opinions about the program, 2/measure listening and speaking ability in the second language and knowledge of Canadian culture (English and French), and 3/assess attitudes toward the second cultural group and the occurrence of several side effects (e.g., motivation to learn the second language, anxiety about speaking the second language, self-rating of ability in the second language, etc.). Background data, program information, and opinions and perceptions of instructors and directors were also gathered.

The listening comprehension tests are standardized instruments which were chosen after a thorough review of available tests. The French and English Speaking Tests, the Knowledge of Culture Test, and the questionnaires were developed by the researchers. The attitudinal instruments were adapted from existing scales and used with the permission of the authors (Clément, Smythe, & Gardner, 1976).⁴ All translations from English into French were verified and modified when necessary by officials in the Ministère de l'éducation au Québec.

Design and procedures

A series of regional workshops were held across Canada early in the study to allow program staff to provide input into the design process and to enable the evaluation team to explain the responsibilities of staff in informing participants about the study and administering the instruments.

TABLE 2
Measurement Instruments

<i>Instrument</i>	<i>Measures</i>	<i>Description of instrument</i>
Modern Language Association Cooperative Foreign Language Test, French (MLA, Forms LA, MA) Addison-Wesley Publishing Co., 1963.	Listening comprehension in French	The MLA (Form LA) is a 45-item tape-administered test with six parts (25 minutes) requiring responses to: orally presented statements, questions, short conversations, radio broadcasts and commercials, a telephone conversation, and an extended conversation. The MLA Form MA is an advanced form and was used with advanced students in the post-test only.
Comprehensive English Language Test for Speakers of English as a Second Language (CELT, Listening Form LA) McGraw-Hill Book Co., 1970.	Listening comprehension in English	A 25-minute tape-administered test (50 items) requiring student responses to orally presented questions, statements, and dialogues through selection from four printed choices.
Speaking Test	Oral production (pronunciation, vocabulary, grammar, fluency) and communicative proficiency (mainly question-asking and question-answering ability)	A four-part 15-minute test designed to assess oral production in the second language and communicative competence. Speech samples are elicited through visual cues and situational tasks. Students are tested individually or in small groups to a maximum of four. Student responses are recorded on a cassette tape-recorder.

TABLE 2 (Continued)

<i>Instrument</i>	<i>Measures</i>	<i>Description of instrument</i>
Knowledge of Culture Test	Knowledge of various aspects of French and English-Canadian culture	The Knowledge of Culture Test, an 18-item test, requiring 25 minutes to complete, assesses knowledge of various aspects of French- and English-Canadian culture, by requiring students to write in the spaces provided up to three examples of various aspects of these cultures, such as poets, political figures, song-writers, etc.
Student Opinions Questionnaire	i Attitudes toward French-speaking Canadians (8/7 items) ^a	A 28-item test with five-point Likert-type items which form the six subscales named. Requires approximately 10 minutes to complete.
	ii Attitudes toward English-speaking Canadians (5 items)	
	iii Attitudes toward bilingualism (5/7 items)	
	iv Anxiety about speaking the second language (4 items)	
	v Motivation for learning the second language (4 items)	

TABLE 2 (Concluded)

<i>Instrument</i>	<i>Measures</i>	<i>Description of instrument</i>
Student Questionnaire I	vi Perceived understanding of French/English Canadian culture (1 item)	A seven-point self-rating scale is given for speaking, understanding, reading and writing. Closed-ended questions requiring 5 minutes
	Self-reflected rating of ability in the second language (4 items)	
	Background information (Pre-test)	
Student Questionnaire II	Opinions and perceptions (Post-test)	Closed and open-ended questions requiring 10–15 minutes
Instructor and Director Questionnaire	Background information and opinion and perceptions	Closed and open-ended questions

^aThe first number refers to the English version of the Student Opinions Questionnaire; the second number refers to the French version.

Packages containing detailed instructions, measurement instruments, and cassettes for oral testing were prepared and mailed to individual sites for both pre-test and post-test sessions. These materials were returned by mail to the evaluation team. Telephone conversations and some personal visits to institutions were also utilized in order to maintain contact during the study.

In both years of the study, students in the sample were administered the instruments on a pre- and post-test basis in order to determine whether significant change occurred during the program. The pre-test was generally given on the second day and the post-test on the second to last day.

In order to assess the longer-term effects of the program, a follow-up sample of students was contacted eight months after the completion of the 1977 program, and asked to complete questionnaires and to attend a one-hour testing session. This sub-sample included all students from British Columbia living in the Greater Vancouver area and all students from Quebec living in the Greater Montreal area.

Data analysis

T-tests were used to establish the statistical significance of changes during the SLBP between pre-test and post-test mean scores on the measures of national objectives and side effects. This statistical test was also applied to examine the changes between post-test and follow-up mean scores.

In order to determine the relationship between the dependent variables (language achievement, attitude, knowledge of culture) and the various program and student background variables, analysis of (co)variance was conducted on the post-test scores using the pre-test scores on the appropriate dependent variable as the covariate. In conducting these analyses of (co)variance, each of the program and student variables was tested by dividing students into two or three groups based on categories defined on the questionnaire items.

RESULTS AND DISCUSSION

Return rates

Table 3 shows the response rates estimated in terms of the number of student questionnaires proposed and those actually received.

National objectives

The results for the attainment of the national objectives of the SLBP are presented in Tables 4 (1977) and 5 (1978). In both years of the study, students demonstrated significant increases from pre- to post-test in

TABLE 3
Estimate of Response Rates (Across all Institutions)

	Spring sample			Summer sample		
	<i>Number Proposed</i>	<i>Number Returns</i>	<i>% (Rate)</i>	<i>Number Proposed</i>	<i>Number Returns</i>	<i>% (Rate)</i>
1977 Program						
French	231	141	61	1050	971	92
English	255	188	73	920	816	89
1978 Program						
French	150	130	87	825	492	60
English	175	151	86	450	318	71

NOTE: The number proposed was based on a class size of 15 students, which is a conservative (high) estimate in many cases. Therefore, the % response rate shown here is lower than the actual rate.

TABLE 4
Results for National Objectives (1977)

		Spring French Program					Spring English Program					Summer French Program					Summer English Program				
Range		n	Pre- test mean	Post- test mean	t- value		n	Pre- test mean	Post- test mean	t- value		n	Pre- test mean	Post- test mean	t- value		n	Pre- test mean	Post- test mean	t- value	
Knowledge of Canadian culture																					
54	0	113	28.0	36.6	13.1***							608	23.4	29.4	22.09***		530	15.7	17.8	7.82***	
54	0					114	18.6	22.5	4.26***												
Student opinions																					
1	5	103	1.84	1.83	.13							602	1.95	2.00	2.74**						
Attitudes toward																					
1	5					121	2.86	2.88	.65								533	2.40	2.38	.65	
Listening comprehension ^a																					
50	0					106	29.1	36.5	10.69***								668	28.8	34.4	25.70***	
199	126	100	170.3	179.5	5.50***							634	167.2	175.6	23.1***						
Speaking ability																					
20	0	13	11.8	12.3	.71	15	10.1	10.7	1.85			60	9.2	11.6	9.74***	74	10.8	11.8	5.28***		
Oral production – part 1 total																					
20	0	13	10.9	13.7	4.07**	15	11.0	12.2	2.20*			58	9.6	11.8	10.12***	72	11.6	13.6	2.83**		
Oral production – part 2 total																					
5	0	13	2.7	3.5	3.83**	15	3.2	3.5	1.43			59	2.9	3.5	5.95***	72	3.5	3.9	4.50***		
Communication proficiency – part 2b																					
50	0	13	24.7	34.8	3.16**	15	30.5	35.8	2.94**			62	25.0	31.4	8.46***	74	32.4	36.1	5.37***		
Question-asking ability – part 3 total																					
50	0	13	31.5	30.3	.29	15	32.5	37.0	2.40*			62	30.2	35.2	6.74***	72	33.6	35.8	1.61		
145	0	13	81.7	94.5	3.06**	15	87.3	99.3	3.28**			56	78.1	94.2	10.62***	68	93.3	101.7	4.20***		
Total – speaking																					

^aThe raw scores for the Celt test and the converted scores for the MLA (forms LA and MA) are reported.

* $p < .05$

** $p < .01$

*** $p < .001$

TABLE 5
Results for National Objectives (1978)

Range		Spring French Program				Spring English Program				Summer French Program				Summer English Program			
		n	Pre-test mean	Post-test mean	t-value	n	Pre-test mean	Post-test mean	t-value	n	Pre-test mean	Post-test mean	t-value	n	Pre-test mean	Post-test mean	t-value
Knowledge of Canadian culture																	
French-Canadian	54 0	108	24.9	32.5	11.3***	128	16.6	21.7	8.99***	410	23.1	30.6	19.69***	243	14.7	18.7	10.49***
English-Canadian	54 0																
Student opinions																	
Attitudes toward French-speaking Canadians	1 5	103	1.93	1.96	.96					391	1.94	1.91	.89				
Attitudes toward English-speaking Canadians	1 5					126	2.39	2.23	3.24**					236	2.39	2.29	3.07**
Listening comprehension ^a																	
Celt	50 0					110	30.9	36.2	7.88***	377	166.2	173.7	19.04***	238	30.8	36.7	17.59***
MLA (Converted score)	199 126	108	169.3	178.4	9.60***												
Speaking ability																	
Oral production – part 1 total	20 0	13	11.2	11.9	.91	7	8.9	10.4	2.29	73	9.0	11.3	12.64***	87	9.4	11.1	13.89***
Oral production – part 2 total	20 0	13	11.2	12.2	1.40	7	9.3	11.1	2.93*	70	8.9	11.1	9.12***	87	9.9	12.1	12.04***
Communication proficiency – part 2b	5 0	13	3.1	3.9	3.81**	7	2.9	3.6	1.99	70	2.8	3.4	5.59***	87	3.1	3.7	6.63***
Question-asking ability – part 3 total	50 0	13	27.8	35.5	4.43***	7	26.6	30.1	1.11	72	23.3	31.8	10.11***	88	28.9	36.0	12.30***
Question-answering ability – part 4 total	50 0	12	32.8	39.3	3.17**	7	31.3	34.9	1.80	73	30.6	35.6	6.06***	87	31.6	37.2	8.47***
Total – speaking	145 0	12	85.1	102.2	7.83***	7	78.9	90.1	2.02	66	76.4	94.9	13.19***	85	82.8	99.9	15.19***

^aThe raw scores for the Celt test and the converted scores for the MLA (forms LA and MA) are reported.

* $p < .05$

** $p < .01$

*** $p < .001$

listening comprehension, speaking ability and knowledge of the culture represented by the second language. Student attitudes toward the second culture were quite positive both at the beginning and at the end of the program. However, a significant improvement occurred only in the 1978 spring and summer English programs.⁵

Although the above increases were statistically significant, the question arises as to their educational significance. On the test of Knowledge of Canadian Culture, the median increase from pre-test to post-test mean scores over all eight testing occasions was 29%. On the MLA testing of students in the French program, the median increase in percentile rank over four testing occasions was 12 percentile points compared to a norm group of U.S. college students. On the CELT testing of students in the English program the median increase in raw scores over four testing occasions was 19%.

In comparison with two 15-week regular college French courses in British Columbia,⁶ no significant differences were found at the end of the program with students in the French Summer Language Bursary Programs on the measures of Knowledge of French Canadian Culture, attitudes toward French-Speaking Canadians, and listening comprehension (in one program). Compared to students in the second program the SLBP students performed at a significantly higher level on the test of listening comprehension.

On the basis of these data, it would appear that substantial progress was made by students attending the SLBP. In the judgement of the authors, this progress may be considered to be educationally significant.

Side effects of the program

Tables 6 (1977) and 7 (1978) show the results for the side effects, i.e., unanticipated consequences, of the SLBP. As these tables indicate, students demonstrated desirable changes in several areas. Their anxiety about speaking the second language declined, and their self-ratings of ability in the second language increased significantly in all cases (all programs, both years). In most cases, there were also significant increases in students' perceived understanding of the second culture, as well as in their attitudes toward and knowledge of their own culture.⁷

Follow-up study

As Table 8 indicates, the significant gains achieved by students during the SLBP tended to be maintained eight months after the conclusion of the program.

Relationship among variables and opinions of participants

The numerous student and program variables which were examined for their relationship to the attainment of the program objectives and side

TABLE 6
Results for Side Effects (1977)

Range + -	Spring French Program				Spring English Program				Summer French Program				Summer English Program			
	n	Pre- test mean	Post- test mean	t- value	n	Pre- test mean	Post- test mean	t- value	n	Pre- test mean	Post- test mean	t- value	n	Pre- test mean	Post- test mean	t- value
1 5	103	2.60	2.40	3.87***	121	1.71	1.70	.54	602	2.60	2.50	4.74***	533	2.04	2.01	1.39
Attitudes toward one's own culture																
1 5	103	1.55	1.65	2.39**	121	1.89	2.09	4.78***	602	1.67	1.78	6.82***	533	1.93	2.06	6.59***
Attitudes toward bilingualism																
1 5	103	1.38	1.45	2.52**	121	1.35	1.58	4.40***	602	1.35	1.48	7.46***	533	1.35	1.47	4.82***
Motivation to learn the second language																
1 5	103	2.82	2.37	6.58***	121	3.05	2.50	8.50***	602	2.90	2.60	11.30***	533	3.02	2.70	9.74***
Anxiety about speaking the second language																
Perceived understanding of the culture represented by the second language																
1 5	103	3.40	2.80	8.16***	121	3.40	3.10	3.22**	602	3.20	2.80	8.58***	533	3.20	3.10	2.04*
Self-reflected rating of ability																
7 1	104	3.80	4.10	4.75***	140	3.80	4.20	5.25***	605	3.90	4.20	8.60***	534	4.00	4.40	8.16***
Writing																
7 1	104	4.30	4.60	3.19**	140	4.30	4.60	5.05***	606	4.20	4.60	11.54***	534	4.40	4.80	8.50***
Understanding																
7 1	104	4.00	4.30	4.01***	139	4.20	4.50	4.39***	606	4.10	4.40	9.06***	534	4.20	4.60	9.30***
Reading																
7 1	104	3.90	4.20	4.45***	140	3.70	4.20	7.30***	604	3.70	4.20	15.78***	534	3.80	4.30	11.64***
Speaking																
Knowledge of one's own culture ^a																
54 0	113	35.50	37.70	3.34***	114	41.4	38.9	2.29*	608	32.60	34.30	5.53***	530	36.70	37.20	1.34

^aThis was analysed in the first year of the study (1977) only.

* $p < .05$

** $p < .01$

*** $p < .001$

TABLE 7
Results for Side Effects (1978)

		Spring French Program					Spring English Program					Summer French Program					Summer English Program				
		Range	n	Pre- test mean	Post- test mean	t- value	n	Pre- test mean	Post- test mean	t- value	n	Pre- test mean	Post- test mean	t- value	n	Pre- test mean	Post- test mean	t- value			
Student opinions																					
Attitudes toward one's own culture	1	5	103	2.57	2.45	2.64**	126	2.04	1.87	4.01***	391	2.56	2.40	5.26***	236	2.04	1.94	3.39***			
	1	5	103	1.64	1.68	1.17	126	1.85	1.97	3.23**	391	1.60	1.68	3.35***	236	1.84	1.89	1.88			
	1	5	103	1.34	1.43	2.83**	126	1.35	1.36	.41	391	1.36	1.44	3.29***	236	1.36	1.42	2.17*			
Anxiety about speaking the second language	1	5	103	3.15	2.59	9.76***	126	2.94	2.61	4.95***	391	3.00	2.62	10.21***	236	3.13	2.70	9.20***			
	1	5	103	3.45	2.87	6.22***	126	3.38	3.23	1.50	391	3.46	2.92	10.69***	236	3.25	3.16	1.43			
	1	5	103	3.69	4.26	8.05***	117	3.77	4.37	7.51***	393	3.67	4.13	11.50***	226	3.74	4.30	9.86***			
Self-reflected rating of ability																					
Writing	7	1	103	3.86	4.22	4.41***	117	3.78	4.25	5.50***	394	3.80	4.03	5.05***	226	4.01	4.39	6.73***			
	7	1	102	4.15	4.67	6.07***	116	4.52	4.92	5.17***	393	4.02	4.48	11.35***	226	4.38	4.75	6.42***			
	7	1	103	4.11	4.49	3.96***	117	4.26	4.73	5.84***	393	3.94	4.31	7.94***	226	4.26	4.69	7.26***			
Reading	7	1	103	3.69	4.26	8.05***	117	3.77	4.37	7.51***	393	3.67	4.13	11.50***	226	3.74	4.30	9.86***			
Speaking	7	1	103	3.69	4.26	8.05***	117	3.77	4.37	7.51***	393	3.67	4.13	11.50***	226	3.74	4.30	9.86***			

* $p < .05$

** $p < .01$

*** $p < .001$

effects are presented in the final report of the project (Kaufman, Shapson, & Day, 1978). Each of the variables was tested by dividing students into groups based upon categories defined on the questionnaires (e.g., type of housing: private family vs. university residence; student satisfaction with aspects of the program) and then comparing the performance of the groups on the post-test measures of the program objectives and side effects, adjusting statistically for pre-test scores (analysis of covariance). The summary presented in Table 9 is only for those variables which are 1/ malleable, i.e., under the control of program staff and with the possibility of being changed, and 2/ reliable, i.e., positively related to the attainment of one or more program objective or side effect in *both* years of the study. It is important to note that the results of this type of ex-post facto analysis are exploratory. These findings should be viewed with caution, and experimental studies should be undertaken to establish causal relationships.

Table 9 indicates that the program monitors play an important role in both the French and English programs.⁸ Students' satisfaction with their monitors was found to be positively related to the attainment of many of the objectives and side effects.

In the *French* program, the malleable variables which were found to be positively related to student performance were mainly "out-of-class" variables. Students who were satisfied with the opportunity to learn about French-speaking people and their culture and with relations with the local community had more positive scores on some of the objectives and side effects than students who were dissatisfied with these variables.

Students who felt that the bursary program had succeeded in immersing them in a French-speaking experience or that the housing facilities had encouraged such an immersion had higher scores on some of the objectives and side effects than students who did not feel this way. As students' estimates of the amount of time spent speaking French outside of the classroom increased, their scores on several objectives and side effects also increased. There was a slight advantage also in favour of students staying with a family compared to those staying in university residence. Finally, students who made French or English friends in the program had higher scores on some of the objectives and side effects.

In the *English* program, the malleable variables were both "in-class" and "out-of-class" variables. Students who were satisfied with the opportunity to speak English in class had more positive scores on several objectives and side effects than students who were dissatisfied. As students' satisfaction with the amount of time spent in socio-cultural activities or with the variety of socio-cultural activities increased, their scores on several objectives and side effects also increased. Students who were satisfied with the opportunity to speak English outside of class had higher scores on several objectives and side effects than students who were dissatisfied. Finally, as students' satisfaction with relations with the local

TABLE 8
Results for Follow-up Study

Measurement instrument	Range + -	Summer English Program				Summer French Program			
		n	Pre-test	Post-test	Follow-up	n	Pre-test	Post-test	Follow-up
Knowledge of Canadian culture									
French-Canadian	54 0					22	22.8	→ 32.6	30.7
English-Canadian	54 0	23	17.3	15.9	→ 21.0				
Student opinions									
Attitudes toward French-speaking Canadians	1 5					28	1.96	1.97	2.06
Attitudes toward English-speaking Canadians	1 5	26	2.09	→ 1.92	2.02				
Listing comprehension									
CELT	50 0	25	36.1	→ 41.7	41.4				
MLA	199 126					13	166.7	→ 173.7	177.5
Student opinions									
Attitudes toward one's own culture	1 5	26	2.29	→ 2.46	2.36	28	2.56	2.43	2.55
Attitudes toward bilingualism	1 5	26	1.70	1.74	1.96	28	1.62	1.67	1.75

TABLE 8 (Concluded)

Measurement instrument	Range +	-	Summer English Program				Summer French Program			
			n	Pre-test	Post-test	Follow-up	n	Pre-test	Post-test	Follow-up
Motivation to learn the second language	1	5	26	1.40	1.41	1.58	28	1.32	1.41	1.53
Anxiety about speaking the second language	1	5	26	2.83	→ 2.31	2.34	28	2.62	→ 2.31	2.44
Perceived understanding of the culture represented by the second language	1	5	26	3.31	3.15	3.08	28	3.43	3.07	2.92
Self-reflected rating of ability	7	1	23	4.83	5.09	5.00	27	3.93	4.11	4.30
Writing	7	1	23	5.39	5.39	5.65	27	4.41	4.59	4.74
Understanding	7	1	23	5.22	5.48	5.48	27	4.18	4.18	→ 4.63
Reading	7	1	23	4.52	4.78	4.87	27	4.11	4.18	→ 4.48
Speaking	7	1	23							
Knowledge of one's own culture	54	0	18	39.3	38.4	→ 43.4	22	33.8	34.0	37.4

NOTE: The arrow (→) indicates a statistically significant t-value at the .05 level.

TABLE 9
Summary of Relationship Analysis: Malleable and Reliable Variables

<i>Variables in French Program</i>	<i>Variables in English Program</i>
1/ Satisfaction with monitors	1/ Satisfaction with monitors
2/ Satisfaction with opportunity to learn about French-speaking people and their culture	2/ Satisfaction with opportunity to speak English in class
3/ Satisfaction with relations with local community	3/ Satisfaction with opportunity to speak English outside of class
4/ Estimate of amount of time spent speaking French outside of class	4/ Satisfaction with relations with local community
5/ Type of housing (private family vs. university residence)	5/ Satisfaction with amount of time spent in socio-cultural activities
6/ Students made French friends in the program	6/ Satisfaction with variety of socio-cultural activities
7/ Students made English friends in the program	
8/ Bursary program succeeded in immersing students in a French-speaking experience (opinion of students)	
9/ Housing facilities encouraged such an immersion (opinion of students)	

community increased, their scores on several objectives and side effects increased.

Further information from the student questionnaires helped to identify the reasons for students' degree of satisfaction with the opportunity to speak the second language outside of class. Overall, less than one-third of the students felt that the SLBP had "completely" succeeded in immersing them in a second-language-speaking experience, while the majority (about two-thirds to three-quarters) indicated that the SLBP had succeeded "to some extent" in this regard. The main reason given by students for the partial, rather than complete, immersion experience was the presence of too many speakers of their own language and the consequent excessive use of this language in the program. Many specific suggestions for improvement were made. These related to increasing the opportunities to speak the second language and to meet speakers of the language, and to improving the classroom and socio-cultural activities. The responses to

questionnaires to instructors and directors also confirmed the need to create a more suitable immersion environment.

CONCLUSIONS

Perhaps because the federal government has set uniform national objectives which emphasize the functional aspects of language study and because the programs have been designed with these objectives in mind, the Summer Language Bursary Program appears to be one program existing for university students which is responding to the need described by Yalden (1979). Many positive results were apparent in this study. Students attained the major program objectives of improved oral-aural skills and increased knowledge of the second culture. Attitudes toward the second culture were quite positive at the beginning and remained at this level at the end of the program. Students also demonstrated desirable changes in several other areas – for example, their anxiety about speaking the second language decreased. The follow-up study conducted eight months after the completion of the program demonstrated that these positive results had been maintained.

Monitors were the most important variable related to the attainment of the national objectives and side effects in both the French and English programs. It is interesting to note that many variables related to attainment of objectives and to the side effects were those not usually included or able to be included in university-language courses (e.g., monitors, degree of immersion, socio-cultural activities, etc.). In addition, many of these variables tended to be those involving speaking or interpersonal communication (e.g., time spent speaking French outside of class, relations with local community) rather than classroom activities or instructional variables such as class size or instructor teaching experience.

Although the suggestions of the participating groups indicated that there were many areas in which improvements could be made, the students, instructors and directors were generally very satisfied with the Summer Language Bursary Program. The majority of students felt that their expectations had been met and about 90% would “recommend the program to a friend.” In fact, about three-quarters of the students indicated that they would be interested in continuing in the SLBP in the following year. In the follow-up questionnaire given eight months after the conclusion of the 1977 SLBP, students were still extremely positive about the program and once again gave suggestions related to increasing the opportunity to speak the second language.

Instructors were very positive and enthusiastic about their experience in the SLBP. The great majority indicated that they would “advise a colleague to be an instructor in the program.” The major student successes mentioned by over half of the program directors were either improvement in speaking and understanding of the second language or

increased awareness and understanding of, and more positive attitudes toward, the second culture.

NOTES

This research was a joint project of the Council of Ministers of Education, Canada, and the Department of the Secretary of State, Canada, and does not necessarily reflect the opinions or policies of agencies or institutions sponsoring, funding, or participating in the research.

- ¹ Council of Ministers of Education, Canada. Information booklet for directors of accredited institutions, Summer Language Bursary Program, March, 1978.
- ² The decision to contract with the Educational Research Institute of British Columbia was made on the basis of a proposal prepared by Shapson and Kaufman in response to a "Call for Proposals" distributed nationally.
- ³ The English program sampling ratio was reduced to 25% in the second year of the study in order to cut costs.
- ⁴ Reliability coefficients were determined in the first year of the study for all the measurement instruments. These coefficients were determined eight times separately for the spring and summer sessions, French and English programs, and pre-test and post-test. The reliability (Cronbach's Alpha) for the total Student Opinions Questionnaire was .78 or higher. For the subscales of this instrument, values ranged from .31 to .81, indicating that some of these measures had lower than desirable levels of internal consistency. The reliability of the Self-reflected Rating of Ability Scale was .89 or higher, and that of the Knowledge of Canadian Culture Test ranged from .79 to .96, indicating that these measures were very reliable. On the Speaking Test, the inter-rater agreement was .95 (on the total score).
- ⁵ It would be expected that the correlations among the various post-test measures (totals and subscales) would be statistically significant. Data from correlational as well as multivariate analyses could be useful in further interpreting the findings of this study. The authors regret that these data are not currently available.
- ⁶ Students in the SLBP were also compared to students in other types of programs. Details of the results of these comparisons are not presented in this article, but they may be found in the final report (Kaufman, Shapson, & Day, 1978).
- ⁷ In order to verify that these changes were not simply a result of pre-test sensitization, or a practice effect, a sample of SLBP students were given the post-test but not the pre-test. No significant differences were found on the post-test measures between these students and the SLBP students in the research sample.
- ⁸ Monitors are native speakers whose duties include helping students with the spoken language through participating in workshops and socio-cultural activities, living in residence with students, etc.

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