

# **PENTE OR SLOPE? THE DECISION-MAKING PROCESSES OF SECONDARY STUDENTS CHOOSING TO REMAIN IN OR LEAVE FRENCH IMMERSION MATHEMATICS**

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## **Abstract:**

This study explores student retention and attrition in French Immersion (FI) Mathematics at the high school level. More precisely, the study aims to describe and understand the phenomenon of students' decision-making processes and experiences regarding an optional Grade 11 FI Mathematics course. Teachers' experiences of the phenomenon are also explored.

Phenomenological methodology guided the study. The main method of data collection was in-depth, semi-structured interviews with individual participants at a single site. Participants were purposefully selected and consisted of Grade 12 students, both those who had remained in, and transferred from, Grade 11 FI Mathematics, and FI Mathematics teachers.

Emergent themes, revealed through participants' voices, were organized within the framework of the research questions. Several emergent themes corroborate previous research results in the field, while others provide new insights into high school students' decisions regarding, and experiences in, FI Mathematics. Implications and directions for further research conclude the study.