

Title: A Writing Framework in Late French Immersion: An Action Research Study

Allan M. Roy, BEd

Abstract:

Research clearly indicates that French Immersion students, although successful in many aspects, demonstrate difficulties in the areas of speaking and writing. This problem is exaggerated in the Late French Immersion (LFI) context due to delayed exposure to the target language. This action research project is an attempt to address the issue of writing instruction in LFI by implementing a writing framework that has been used successfully in Early French Immersion at the elementary and middle school levels. Research questions were developed based on determining the effectiveness of the model in LFI, students attitudes and confidence towards writing in LFI, teacher confidence in writing instruction and any modifications to be made to the model in order for it to be effective with these learners. Research subjects will be asked to complete a survey on attitudes towards writing in a second language. They will also be asked to complete a pre-test in the form of a writing assignment. Subjects will be exposed to an instructional unit on writing based on the *ÉCRI* model (Kristmanson et al, 2008). After working with this framework, the attitudes survey will again be administered and a post-test will be completed (a second writing assignment). Data collection methods will include classroom observations, teacher reflections via a Blog (online journal), analysis of surveys and analysis of writing samples.