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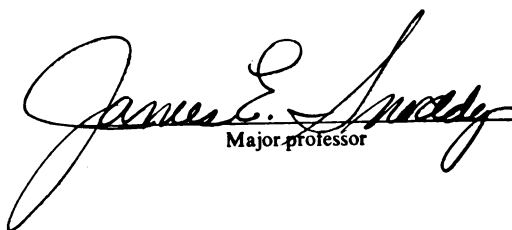
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In Elementary Core French
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**THE IMPACT OF MULTIGRADE
CLASSES ON STUDENT ACHIEVEMENT
IN ELEMENTARY CORE FRENCH**

By

Cheryl Jean Evans-Harvey

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
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ABSTRACT

THE IMPACT OF MULTIGRADE CLASSES ON STUDENT ACHIEVEMENT IN ELEMENTARY CORE FRENCH

By

Cheryl Jean Evans-Harvey

The organization of multigrade Core French classes poses instructional challenges to second language teachers. Many teachers feel that the organization of classes has an impact on student achievement, with students in single grade classes achieving more than students in multigrade classes.

The purpose of this study was to determine the impact of multigrade classes on student achievement in elementary Core French.

The study was grounded in a review of pertinent literature in the areas of increases in the number of multigrade classes, research on multigrade versus single grade achievement and factors unique to the Core French program.

One hundred and forty-seven students in single and multigrade classes in grades seven and eight completed a pretest and a posttest in the 1994-1995 school year. The test

used was *The Grade Eight Core French Test Package* which evaluates student achievement in listening, speaking, reading and writing. A number of significant elements were derived from the data of this quantitative study.

In listening and reading there were no significant differences in the achievement of students in single and multigrade classes when classes were combined. However, there was a statistically significant difference ($p = .05$) in oral communication skills and in written communication skills ($p = .001$) favoring the students in the single grades. The differences were associated with several elements identified in multigrade classes: reduction in teacher and student interaction time; fewer oral activities, increased student communication in English due to limited second language skills; and gaps in learning if teachers chose a program for either the lower or the higher grade. Although not part of the major question, analysis also revealed that females achieved greater gains than males in all four skill areas, and in writing, at a statistically significant level ($p = .016$).

As a result of the study, it was recommended that a reduction in the use of multigrade class assignments could significantly strengthen the achievement of oral and written skill development of students in elementary Core French. A second recommendation called for professional development for teachers of multigrade second language classes, especially in the areas of oral and written communication.

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DEDICATION

This dissertation is dedicated to teachers of French as a Second Language who seek optimal learning conditions for students, and excellence in programming.

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Embarking on this doctoral journey has been a significant and rewarding experience in my life. I found the challenge intellectually stimulating and exciting as I pushed myself to new limits. I also found that one does not undertake the journey alone. There are many people I would like to thank for their part in this achievement:

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CHAPTER 1

INTRODUCTION

The establishment of classes combining students from more than one designated grade level has been a long standing practice in school organization. Such classes, commonly called multigrade or split grade classes, were often found in small country schools established to educate children in rural areas. Here, children of many ages assembled in one-room schoolhouses to receive a basic education. The teacher hired by the local school board had to serve the needs of students of varying ages and levels along the graded curriculum of the day (Niagara South Board of Education, 1987). Larger school populations allowed for the organization of classes of single grade groups in which students were assumed to be at the same level of the graded curriculum. Such an organization, known as a straight grade or single grade class, was generally believed to be advantageous to students and teachers alike.

Today, partially due to school board policies on student and teacher ratios and to geographical student population density, administrators establish multigrade classes in order to make more cost effective use of personnel. Also, situations exist in which administrators organize multiage groupings, usually three grades in one classroom, based

on pedagogical philosophy. The result is that multigrade classes are very much a part of elementary school organization in virtually all provinces in Canada (Gayfer, 1991).

The topic of multigrade classes and the educational issues surrounding it has been widely discussed by educators for a long time. The debate about the problems or merits of multigrade organization goes on annually among educators and between parents and principals. Two major issues identified are the quality of education received by students in a multigrade class as compared to that received by students in a single grade class and the work loads of teachers in multigrade assignments as compared to the workloads of teachers in straight grade assignments (Niagara South Board of Education, 1987).

Along with this debate, the number of multigrade classes is increasing. Gayfer (1991) suggests that multigrade classes are on the increase throughout Canada. Her study found that one out of every seven classes is multi-level and that one out of every five students is enrolled in a multi-level classroom. She also reported that administrative considerations, not pedagogical ones, are the major considerations in organizing multigrade classrooms.

BACKGROUND TO THE PROBLEM

French as a Second Language was initially introduced to the Ontario curriculum at the beginning of the century starting in grade nine. In the seventies, three types of French

as a Second Language programs developed: Core French, Extended French and Immersion French.

The Core French program is designed to provide students with a basic achievement level in oral and written communication. Students study French for twenty or forty minutes a day. The Extended Program is designed to provide students with a middle achievement level. In the Extended Program, the Core Program is extended through the addition of one or more other subjects taught in French. The Immersion program is designed to provide students with the highest achievement level. In this program, French is not only the medium in which subjects are taught, but also the means of communication in the classroom and, as much as possible, beyond the classroom. All programs are taught, when possible, by competent and qualified French teachers (Ontario Ministry of Education [OME], 1977).

Prior to 1987, school boards could offer any or all of the three programs in the elementary system, and local school boards were offered monetary incentives by the government for initiation and program maintenance. In 1987, the Core French as a Second Language program became obligatory for students in grades four through nine, but boards still had the option of starting the program at any lower level, provided they assured a sequential program (OME PPM #58).

PROBLEMS OF MULTIGRADE CLASSES UNIQUE TO CORE FRENCH

Initially, there was an effort to minimize the number of multigrade classes in Core French, and some boards created policies on this matter. However, as the number of multigrade classes increased in the province of Ontario, Core French teachers were asked to teach more and more multigrade language classes. Campbell's survey of split grades in 1991 showed that nearly 80% of the responding boards approach multigrade classes in Core French as they would any other class. However, difficulties became apparent due to the nature and organization of the second language programs.

Ministry guidelines specify that, in order to provide the best learning possible, French teachers present the four basic skills of listening, speaking, reading and writing in an identified progression. As a child enters the program, much more emphasis is given to the listening and speaking skills. Gradually, the emphasis in reading and writing increases until, in advanced study, the attention to the four skill areas is similar to study in a maternal language (OME, 1980). In kindergarten, grade one and grade two, 100% of the program is oral. In grade three, 90% of the program is oral and 10% is written. In the junior division which includes grades four, five and six, 70% of the program is oral and 30% is written. In the intermediate division which includes grades seven and eight, 60% of the program is oral and 40% is written. Because Core French in the elementary system is a sequential and predominantly oral program with a focus on communicative competence, teachers in multigrade classes find that assigning independent written seatwork can be inappropriate since the majority of activities should be oral. Also,

assigning oral groupwork activities is unproductive if the students, with limited second language skills, communicate in English.

A study in the Middlesex County Board of Education examined students in multigrade classes in which some teachers taught the same material to the two grades and others taught two separate programs. Results indicated that students who have a good ability to concentrate and the desire to remain focused on their task do better than students who do not have those abilities.

Students with initiative and independent learning skills can achieve success, particularly when taught the same program. However, in classes where two separate programs are taught, students experiencing difficulty identify the distracting classroom environment, not understanding what they are supposed to be doing, and lack of individual attention and help from the teacher as reasons for their poor achievement. The students who suffer most are those who have difficulty concentrating and working independently. This situation is particularly acute in a split grade class in which two separate programs are being taught and in the lower grade of a split in which the same program is taught (Moscovitch, 1991, p.9).

Another problem unique to language teachers that impacts on their workload is the teaching timetable. Core French teachers must be qualified French as a Second Language teachers. Most teach only French, across two or three divisions; for example, from grade one through grade eight. Generally, classes are taught in twenty or forty minute blocks. Dealing with over one hundred students a day with seven to ten lessons to prepare, including about one third of the classes as multigrade classes, poses problems to teaching effectiveness. Due to time restrictions, the lack of French classrooms and appropriate resources, many teachers teach one program, usually that of the higher grade. The result

is that some students in multigrade classes experience a gap in learning while others experience a repetition of curriculum.

In response to the growing concern of French teachers, some boards have policies that attempt to avoid multigrade classes and also to avoid combining initial grade classes in which, for example, a grade three class of twenty minute duration would be combined with a grade four class of forty minute duration. However, the number of multigrade classes is still increasing. Daniel (1988) points out that the organizational flexibility of administrators has been drastically reduced by the need to provide teacher time for preparation. Since this has happened, the rise in the number of multigrade classes in Core French has been dramatic. In one metropolitan board, the number of these classes rose eight-fold in the first year of the new teacher contract.

One response to the perceived problem has been to conduct studies to investigate the problem and suggest strategies for improvement. The Niagara South Board of Education (1987), Carleton Board of Education (1990), The Modern Language Council (1990), Wentworth County (1991), and Middlesex County (1991) carried out surveys of the multigrade classrooms. Campbell (1991) also conducted a survey on split grades in the elementary Core French program on behalf of The Ontario Modern Language Teachers' Association. He discovered that:

1. Over 80% of the responding boards indicated their teachers were opposed to the teaching of multigrade classes in Core French.
2. Over 70% of the responding boards indicated that multigrade classes in Core French had a negative effect on programming.
3. The main disadvantage was felt to be a reduction in student-teacher interaction time (p. 12).

PROBLEM STATEMENT

From references cited above, it is clear that the organization of multigrade classes is increasing and that teachers of Core French are concerned about the effect such programming has on student learning and attitudes. To date, very little research has been conducted on this topic, especially in the area of student achievement, rendering decision making by administrators very difficult.

NEED FOR THE STUDY

Gayfer (1991, p. 7) reporting an extensive study of multigrade classes across Canada, recommended that "Research on the cognitive development of students in multigrade classes be continued in order to add much needed data to that which already exists". Although an early case study (Shapson, Kaufman & Durward, 1978) found that multigrade classes had positive effects on student achievement in French as a Second Language in the lower of the two grades involved, subsequent studies have not substantiated this finding. In fact, surveys indicate the opposite. Since no other study has been published which measured and reported student achievement in French as a Second Language, the need for research in this area is apparent. This is substantiated by the Carleton Board of Education (1990). After summarizing the disadvantages of multigrade

classes expressed in the literature, surveyors found that the impact these concerns have on student learning outcomes is largely unsupported by empirical evidence, especially in the area of second language learning. Most studies focus on the perceptions of students, teachers, parents and administrators. A survey conducted by Reed (1991) for the Wentworth County Board of Education concluded that students in multigrade Core French classes do not have equality of opportunity for learning compared to students in single grade classes.

The survey by The Ontario Modern Language Teacher's Association reported by Campbell (1991) indicates that the majority of boards in Ontario appear not to be taking any action at all to reduce the number of multigrade classes nor to define strategies to improve the situation. He also recommended that his work be used to "...help answer some of the questions educators who are concerned with excellence in Core French programming have regarding the effects of multigrade classes" (p. 3). He concluded with a call for further research in the area of student achievement and exemplary teaching practices while emphasizing the need for increased teacher support in terms of professional development and program materials. Lapkin, Harley and Taylor (1993) also identified the need for research in administrative areas such as multigrade classes in Core French. An action that further demonstrates the need for this research was the decision taken in 1992 by The Ontario Modern Language Teachers' Association to fund research on this topic.

PURPOSE OF THE STUDY

In response to the paucity of knowledge concerning student achievement in multigrade classes compared to single grade classes in Core French, this research is designed to compare the second language learning outcomes of students in single grade settings with students in multigrade settings.

The research consists of a comparison of the language learning outcomes of students in single grade seven and eight classes with the second language learning outcomes of students in multigrade seven and eight classes. Comparison of the test results will provide information on student achievement in the two settings.

RESEARCH QUESTIONS

The research question in this study is as follows: What is the relationship between multigrade class assignment and student achievement?

The null hypothesis is as follows: There is no statistically significant difference in the second language achievement of students in single grade classes compared to the second language achievement of students in multigrade classes.

The hypothesis is as follows: The second language achievement of students in single grade classes is greater than the achievement of students in multigrade classes.

RESEARCH DESIGN

The study assessed the student achievement of 147 grade seven and eight students. Generally, all students had a similar background in French with approximately six to eight hundred hours of instruction by grades seven and eight. Most students were anglophone, in the same board of education, in similar schools and exposed to the same curriculum. The treatment was the second language instruction the students received in the single or multigrade classes in a school year. The students in each school had a French teacher who taught a single grade seven, a combined grade seven and eight and a single grade eight class.

The study included a pretest administered in November and a posttest administered in June. The test was *The Grade Eight Core French Test Package* developed at The Ontario Institute For Studies in Education. All students completed three components of the test: *le test de compréhension auditive, le test de lecture, and le test d'écriture*. A random sample of eight students from each of the six classes completed *le test oral*. The gain scores of students assigned to single grade classes in grade seven were compared to the gain scores of students assigned to multigrade classes in grade seven. Similarly, the gain scores of students assigned to single grade classes in grade eight were compared to the gain scores of students assigned to multigrade classes in grade eight. An analysis of variance was used to determine if significant differences existed.

SIGNIFICANCE OF THE STUDY

The significance of the study lies in the hope that administrators, teachers, teacher educators, parents and students will benefit from the results. The results may be important to administrators in that they might become better informed of the effects of multigrade classes on student achievement in second language learning. This knowledge could help them create new policies and make better informed decisions in the following areas: the organization of single and multigrade classes, the delivery of curriculum of the French as a Second Language program, placement of students in multigrade classes, and support for teachers' professional development. Burns, Haché & Haynes (1988) support this from a sociological viewpoint. They state, "When second language policy is rhetorical, unclear or nondirectional, it may have the unintended effect of hindering effective implementation of French as a Second Language (sic) in a system" (p. 6).

Teachers may benefit from the results in that they might impact positively on attitudes and lead to the identification of the most effective strategies for teaching multigrade language classes. Teacher educators would be able to incorporate into their courses, curriculum about multigrade classes and the most effective strategies for teaching multigrade language classes. Knowledge about student achievement in multigrade classes would help parents make better informed decisions about the placement of their children in straight grade or multigrade classes. Students may benefit from the study because the effects of multigrade classes on student achievement might be better understood. Record

keeping of student assignments to multigrade classes might reduce repetition of curriculum, and the placement of students in multigrade classes might be based on pedagogical reasons rather than organizational needs.

Due to the assessment of student outcomes, this study would differ from earlier surveys by providing information on student achievement in the communicative skills of listening, speaking, reading and writing in Core French. Collegial decisions by administrators and teachers regarding the placement of students in multigrade classes might identify those students most likely to succeed in a multigrade class. The findings from this study might be somewhat applicable to foreign language teaching in general, thus addressing the issue on a much broader level.

DEFINITION OF TERMS

Core French

Core French is a program in which students may receive a minimum of 60 hours and a maximum of 120 hours of French language instruction in every grade level. French language arts are taught in a specific time frame, usually twenty to forty minutes each day.

Core French is obligatory in Ontario from grade four to grade nine. School boards have the option to offer this program in the primary division, so some boards offer Core French from prekindergarten to the end of secondary school (Ontario Academic Credits [OAC]), while others may offer Core French from grade four to OAC. The program must lead to a

minimum total accumulation of 1080 hours by the end of the grade 12 or OAC. The Core French program is designed to provide students with a basic achievement level.

Core French Teacher

Core French teachers are generally proficient in French and are qualified to teach the French as a Second Language programs. It is common for Core French teachers to teach across divisions, for example, from grade one to grade eight or from grade four to grade eight.

Divisions

The elementary and secondary school systems in Ontario are organized into the following divisions:

Primary: prekindergarten, kindergarten, grade one, two, and three

Junior: grade four, five, and six

Intermediate: grade seven, eight, nine, and ten

Senior: grade eleven, twelve, and Ontario Academic Credits, formerly known as grade 13.

Extended French

Extended French is a program in which students take 120 hours of instruction in French language arts, plus at least one other subject taught completely in French. Students receive a minimum of 180 hours per year in every elementary grade included in

the program. The program must lead to a minimum of 2100 hours by the end of the grade 12 or Ontario Academic Credit. The Extended French program is designed to provide students with a middle achievement level.

French As A Second Language

French as a Second Language programs are designed for anglophone students to develop communication skills in French. There are three French as a Second Language programs in Ontario: Core French, Extended French and Immersion French.

Immersion French

Immersion French is a program in which students take at least 120 hours of instruction in French language arts plus enough other subjects to provide for at least 50% of daily instruction taught in French. The program must lead to a minimum of 5000 hours of French instruction by the end of the grade 12 or the Ontario Academic Credit. The immersion French program is designed to provide students with the highest achievement level.

Itinerant Core French Teacher

A Core French teacher is considered to be itinerant if she or he teaches in other teachers' classrooms or if he or she teaches in two or more schools.

Mutiage Class

A mutiage class allows for the organization of students at different grade levels, usually three, in one classroom. These family groupings occur throughout the whole school and are based on pedagogical philosophy.

Multigrade Class

A multigrade class allows for the organization of students at different grade levels, usually two, in one classroom. This organization occurs in some classrooms of a school and are, in most cases, based on administrative need. Example: grade seven and eight. For purposes of this study, the terms multigrade class, multi-level class, split grade class and combination class are synonymous.

Regular Program

The regular program refers to the curriculum taught in English, avoiding confusion with the French as a Second Language programs that are taught in French.

Single Grade Class

A single grade or straight grade class allows for the organization of students in instructional classes in which the students are in the same level of the graded curriculum. Example: grade seven.

Ontario Academic Credits (OAC)

Formerly grade 13, the Ontario Academic Credits are required for an Ontario Secondary School Graduation Diploma and entrance into universities.

SUMMARY

The need for a study of the impact of multigrade classes on student achievement in elementary Core French has been established and supported by the literature. This study has been designed to collect relevant data, provide analysis and recommendations, and suggest implications. The findings may add new knowledge in the area of student achievement in Core French as well as in the area of second language learning in general.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter contains a review of the literature and relevant research on multigrade classes. The review has been organized into five sections to examine the following: 1) the history of graded curriculum, 2) the increase in the number of multigrade classrooms, 3) research on multigrade versus single grade achievement, 4) research on multigrade versus single grade achievement in Core French and, 5) factors unique to the Core French program.

HISTORY OF GRADED CURRICULUM

The occurrence of ungraded classes dates back to medieval Europe when instruction consisted of a single teacher teaching large groups of male students in the village church. The ages of students ranged from ten year old boys to elderly men (Pratt, 1983).

This concept of ungraded curriculum carried over into colonial America in the dame schools of the seventeenth century and the district schools of the eighteenth century.

Rural schools were also organized in this manner. As populations increased and schools were consolidated, there was support for the single grade concept in which students were placed in single grades with grade specific curriculum based mainly on age. The development of graded textbooks offered widespread support for the graded concept. This type of classroom organization was firmly rooted in North America by the latter part of the nineteenth century (Goodlad & Anderson, 1987), and has continued throughout most of the twentieth century. In recent years however, school boards have incorporated multigrading into the graded system, usually by combining two grade levels with separate curricula into one classroom.

INCREASE IN THE NUMBER OF MULTIGRADE CLASSES

The increase in the number of multigrade classes reflects the impact of social and philosophical changes on the school system, involving changes such as economic variations, uneven fluctuations in population size, a decrease in birthrates and mobility of students (Gayfer, 1991). Within the educational system, teacher contracts defining teacher-pupil ratios and teacher preparation time have also increased the number of multigrade classes. Philosophical changes such as shifts towards multiage or family grouping reflect changing social conditions, adding to the growing number of multigrade classes.

Research for the British Columbia Teachers' Federation confirmed that there has been an increase in multigrade classes since 1982, resulting in 28% of the total elementary classrooms in British Columbia being organized as splits (Craig & McLellan 1987). Gajadharsingh (1983) also noted the increase in multigrade classes in Saskatchewan, drawing the conclusion that 33% of elementary teachers are teaching in multigrade classrooms. In Alberta, 50% of the classrooms in elementary grades are split grades (Alberta Teachers' Association, 1986).

The Canadian Education Association's study of multigrade classrooms across Canada, reported by Gayfer (1991), again confirmed that the number of multigrade classes has been increasing, especially at the primary and junior divisions. Results indicated that one out of every seven classes is a multigrade class and approximately one out of every five students is enrolled in a multigrade class. The study also pointed out that administrative expediency rather than philosophical or pedagogical reasons determined the assignment of students to most multigrade classes. As Craig & McLellan (1987) point out, this represents a significant educational concern.

Essentially, the split grade classroom places the expectation on teachers to prepare students according to mandated curriculum specifications in two or more grades simultaneously. This is a difficult, if not impossible, task to expect without forcing teachers to make compromises in the programs (p.7).

The reasons cited as pedagogical advantages for multigrade grouping are to institute a philosophy of family grouping. The advantages include grouping students

according to ability, meeting the individual needs of students, opportunity for independent study, and separating problem children (Gayfer, 1991).

Researchers in French as a Second Language document recent increases in the number of multigrade language classes. Levy (1982) noted the increase of multigrade language classes and reported that they were organized for administrative reasons such as enrolment, balancing class size, budget constraints, and use of available staff. Daniel (1988) reported a dramatic increase in the number of split grades due to negotiated preparation time in teachers' contracts in Ontario in 1987.

Moscovitch (1991) documented an increase in multigrade classes in the Middlesex County Board of Education, and Reed (1991) noted that 86% of the Core French teachers teach at least one split grade in the Wentworth Board of Education. Lapkin et al. (1993), discussing research directions in Core French, also made reference to the "inevitable and dramatic increase in the use of multigraded or nongraded classes in elementary school organization" (p. 482).

Concerned by the increase in the number of multigrade classrooms, administrators in school boards in Ontario conducted surveys and reports to assess the impact of such organization on teaching and learning (Lalonde et al. 1980; Niagara South Board of Education, 1987; Reed, 1991). In French as a Second Language, organizations such as Canadian Parents for French (1988), the Modern Languages Council (Melnick & Daniel, 1990) and The Ontario Modern Language Teachers' Association (Campbell, 1991) also expressed concern about the number of multigrade classes and the impact they have on the Core French program.

RESEARCH ON MULTIGRADE VERSUS SINGLE GRADE ACHIEVEMENT

The major concern about multigrade classes focusses on the question, "Do children really receive as good an education in a multigrade class as they do in a single grade class?" (Gayfer, 1991, p.1) Most of the studies that have been conducted are based on quantitative research methods comparing single grade classes to multigrade classes by measuring student achievement and assessing students' attitudes toward school.

Findings are organized under three headings: 1) studies that report no significant differences in the achievement of students in multigrade classes compared to the achievement of students in single grade classes, 2) studies that report significant differences in achievement and, 3) studies that report mixed results.

Studies Finding No Significant Differences

Sixteen studies in North America indicate that there is no significant difference in the achievement of students in single grade classes compared to the achievement of students in multigrade classes. The majority of studies conducted examined student achievement at the primary and junior levels.

Knight (1938) conducted the first study of multigrade classes. Using the *Stanford Achievement Test* with students in a combined grade three and four, and with students in a

combined grade four and five, Knight found that the achievement of fourth grade students in multigrade classes equalled or surpassed the achievement of fourth grade students in single grade classes, but not at a statistically significant level.

Drier (1948) studied the math, reading, language and spelling of grade six students and concluded that there was no significant difference in the achievement of students in single grade and multigrade classes .

Adams (1953) studied the reading, arithmetic and language of grade five students. He found that there was no difference in arithmetic and reading. The achievement of students in language favored the multigrade class, but not significantly so.

Chace (1961), using the *Stanford Achievement Test*, found that student achievement, in multigrade classes containing from two to four different grade levels taught by one teacher, was slightly higher than student achievement in the single grade classes, though not significantly so.

Two studies at the kindergarten level indicated no difference in the achievement of students in multigrade or single grade classes. Harvey (1974), studying students in kindergarten and combined kindergarten and grade one classes, concluded that the types of classroom organization, single or multigrade classes, have little or no effect on the self-concept, readiness, social-emotional development or achievement of kindergarten students. Adair (1978) reported no significant differences in achievement in listening, word analysis, mathematics or reading skills when studying kindergarten and grade one students.

Another study measured the reading achievement of grade two students who had been enrolled in a single grade one and a multigrade one, two and three class the year previously. MacDonald and Wurster (1974), using the *Gates-MacGinitie Reading Test* concluded that there was no significant difference in the reading skills of the two groups.

Lincoln (1981) analyzed the reading achievement of grade three students using the *Comprehensive Test of Basic Skills*. One group of students had been in single grade one and two classes, while the other group had been in multigrade one and two classes. The conclusion was that there were no significant differences between the reading test scores of the two groups.

Milburn (1981) conducted a longitudinal comparison of student achievement in multigrade and single grade classes over five years. Using the *Gates-MacGinitie Reading Test* and the *California Achievement Test in Mathematical Computation*, Milburn concluded that there was little difference between the two groups in basic skills achievement.

A study of the effects of multiage grouping on student achievement in grades one through five was conducted by Way (1981). Using the *Stanford Achievement Test*, Way concluded that there were no significant differences found between students in multi-age and single-age classrooms on any of the achievement means.

Perras (1983) studied academic achievement and cognitive development of students in combined and single grade classes in math and French first language. The conclusion was that when differences appeared, they favored the multigrade classes, but that there were no significant differences between the groups.

Johnson, Johnson, Pierson & Lyons (1985) studied age homogeneous and age heterogeneous cooperative learning groups in grades four, five and six. The conclusion was that educators who wish to use multiage groupings may do so with the expectation that it will increase students' achievement motivation without any negative effects on achievement or interpersonal relationships.

In New Brunswick, Brown and Martin (1989) found that students in grades one through five, in single and multigrade classes, did not differ significantly in grade points or total achievement scores.

Gayfer (1991), reporting Gajadharsingh's (1984) survey of multigrade and single grade classes, reported that more than 85% of the teachers and principals assessed cognitive development of students in multigrades as being comparable or superior to students in single grades in language arts, math, science and social studies.

Sexton (1992), using the *Stanford Achievement Test* in public elementary schools in Alabama, concluded that there was no significant difference in the scores of students in combination classes compared to the scores of students in the single grade classes.

In the most recent study, Berger (1993) conducted a qualitative study on the implementation of multiage classes. Her findings support the conclusions of many quantitative studies that academically, there are few differences in achievement between multiage and straight grade classes.

Studies Finding Significant Differences

Although there are fewer studies reported that document significant differences in student achievement in single and multigrade classes, all three favor the single grades. Hoen (1972) conducted a study of multiage classes at the grade five level using the *Gates-MacGinitie Test*. The conclusion was that the reading comprehension scores were significantly in favor of single grade classes after allowance was made for individual differences in mental ability. Significant differences in achievement levels were also cited for students in mathematics. Especially those students identified as 'average' scored significantly lower than their counterparts in single grade classes. Although students in the lower grade of a multigrade class performed better than those in the upper grade, it was recommended that multigrade classes in mathematics be used with only 'average to high achieving students' and 'high achieving students'.

Foshay (cited in Lincoln, 1981) studied students in grades four, five and six. The findings indicated that the students in the single grades made significantly greater gains in reading, arithmetic, spelling and language usage than the students in the multigrades.

Stimson (1991) investigated the effects of multigrade classes on student achievement in multi-track, year-round schools. She concluded that students in single grade classes scored significantly higher in achievement in reading, mathematics and language than their counterparts in multigrade classes.

Craig and McLellan (1987) agreed with these findings. Referring to a study by the Alberta Teachers' Association using statistics on multigrade classes from 1975-1985, they

noted the problem that the organization of multigrades due to administrative needs does not provide teachers and principals with a pedagogical basis for teaching multigrade classes. Many feel that they have to make compromises in the programs. Therefore, a majority of teachers prefer to be in single grade classes. Fifty percent of principals feel it is inadvisable to have multigrade classes, with another thirty-three percent adding that multigrade classes were advisable only because no other alternative exists.

Studies Finding Mixed Results

Three studies reported mixed results. Finley and Thompson (1963) compared the achievement of students in multigrade and single grade classes in a rural school. In grade three, in arithmetic, a significant difference was noted that favored the multigrade classes. However, in grade five, there was a statistically significant difference in arithmetic favoring the single grade males.

Bowman (1971), although finding no significant difference in student achievement between graded and nongraded schools at the primary level, concluded that at the intermediate level there is a significant difference in student achievement favoring the students in the nongraded classes.

Rule (1983) concluded that placement in multigrade classes did not negatively affect reading achievement however, mathematics achievement was negatively affected. As well, she reported that the lower grade in a multigrade class was favored by the organization. She indicated that careful selection of students for multigrade classes was

necessary and that specific instructional techniques for use in mathematics were identified as essential for effective instruction.

RESEARCH ON MULTIGRADE VERSUS SINGLE GRADE ACHIEVEMENT IN CORE FRENCH

Only one study provides information on student achievement in Core French. In 1978, Shapson et al. reported that multigrade classes had positive effects on student achievement in the lower of two grades and that attitudes towards the learning of French remained the same. However, the students in the higher grade were at a disadvantage in achievement the following year because they did not receive the full two year curriculum. The researchers also noted that student attitudes in the higher grade became more negative in the second year, possibly due to the repetition of content.

A study that refers to Core French indirectly, indicating that student achievement in multigrade classes is comparable or superior to single grade classes, was reported by Gayfer (1991). She notes that teachers, commenting on language arts, math, science and social studies, added a category "other" which included biology, French, music and art. More than eighty percent assessed cognitive development in that category as comparable or superior to single grade students.

Surveys which have focussed on the perceptions of administrators, teachers, parents and students indicate that multigrade classes have a negative effect on student

achievement. Many conclude that students in multigrade classes in Core French do not have equality of opportunity for learning compared to students in single grade classes (Daniel, 1988; Veilands, 1988; Campbell, 1991; Moscovitch, 1991; Reed, 1991). Several studies indicate that teachers do not present all the curriculum, hence creating gaps in learning that impact negatively on student achievement (Strauber, 1985; Daniel, 1988; Veilands, 1988; Moscovitch, 1991; Reed, 1991). In one study, student perceptions of their achievement indicated that multigrade classes had a negative effect on their achievement. Fewer than 60% of students in multigrades thought they were achieving as well as they had the previous year in a single grade, compared to 80-95% of students in single grades who thought they were achieving as well as they had in the previous year in a single grade (Moscovitch, 1991). It appears that more research on student achievement in Core French would be helpful.

FACTORS UNIQUE TO THE CORE FRENCH PROGRAM

Campbell (1991) warns against generalizing from the research in multigrade classes in the regular, or English first language program, to the Core French as a second language context:

Whereas a good deal of evidence has been collected which indicates that students in the multigrade regular classroom programs do not suffer and sometimes even benefit from their experience, compared with like-grade students in single grade classes, comparatively little evidence is available as to whether this holds true for the 20 to 40 minute Core French

classes. What research there is tends to indicate that this is not the case (p.1).

Multigrade classes have been introduced to the French program without the benefit of research to support the pedagogical soundness of this type of programming (Veilands, 1988; Campbell, 1991). Often, as noted by Moscovitch (1991), little time is provided for the development of curriculum, resources or professional development for teachers.

There is widespread agreement that there are factors unique to Core French that could have an impact on student achievement in multigrade classes. Mentioned most often are 1) the program, 2) the curriculum, and 3) the attitudes of the stakeholders.

Program

Two factors unique to the Core French program are the importance of the oral component of language learning and program delivery.

The Oral Component

Core French is a sequential, predominantly oral program in which the teacher is often the only model. The skills of listening and speaking should comprise 100% of the kindergarten, grade one and two programs; 80% of the grade three program; 70% of the grade four, five and six programs; and 60% of the grade seven and eight programs (OME, 1980, p.5). Several studies report that in multigrade classes there are fewer oral activities because teachers often assign seatwork to one grade while monitoring the oral activities of

the other grade (Campbell, 1991; Reed, 1991; James, 1991 and Moscovitch, 1991). Due to the difficulty of organizing and managing oral activities for multigrade classes there is an increase in reading and writing activities which can be inappropriate in a predominantly oral program (Daniel, 1988; Campbell, 1991; Reed, 1991; Melnyck and Daniel, 1990). This is an important consideration given the ministry mandate (OME, 1980, p.5) that states that mastery of the oral skills of listening and speaking should precede the written skills of reading and writing. The students in multigrade classes have less opportunity to master the oral skills of the language which could have an impact on their learning of the written skills.

Program Delivery

The delivery of the Core French program is affected by four factors: 1) instructional time, 2) classroom space, 3) classroom organization, and 4) the transportation of learning materials (Reed, 1991).

Instructional time

Core French teachers usually teach 20 or 40 minute lessons, often travelling from classroom to classroom and from school to school, teaching approximately 100-150 students each day. Teachers, because of their tightly scheduled classes, must leave one classroom immediately after the 20 or 40 minute time allotment to teach in another classroom. Generally, there is little flexibility in scheduling. The physical movement from

class to class plus the organization of students and resources for the multigrade classes often results in a loss of actual teaching time.

In conjunction with the loss of instructional time due to program organization, Campbell (1991) documents a concern that lack of individual attention in multigrade classes has a negative effect on achievement. Reed (1991) supports this by saying that teachers are "... rarely readily available to assist the students, monitor their progress, encourage communication in the target language or evaluate student progress" (p.20). James (1991) also notes that in the Core French classes, as compared to Immersion French classes, there are more students with exceptionalities who need more individual attention from the teacher. Moscovitch (1991) would agree, noting that both 'average' and 'at risk' students achieve at a lower level due to the lack of individual attention.

When split grades are taught one program, either the program of the lower grade or the program of the higher grade, there is also concern about the loss of instructional time the students experience from year to year (Veilands, 1988; Reed, 1991; Campbell, 1991).

Due to the factors mentioned above, the issue of time is an important consideration in the French as a Second Language program. Holmes (1979) reported that math and French are two subjects in which there is a strong relationship between time and achievement. In these subjects, more instructional time significantly increases achievement. It is possible that less instructional time, as observed by teachers in multigrade classes, could have a significant negative impact on student achievement.

Classroom space

Because Core French teachers often teach in the regular classroom teachers' classrooms, there may be inadequate space to store resources such as texts, charts, dictionaries and games. Frequently, an inadequate amount of blackboard space and space to post the visual aids which students desire and require is available. These aids include vocabulary and verb reference charts, student work, homework and assignments. Also, there is often inadequate desk space for teachers to put their own books, tape recorders and visual aids (Moscovitch, 1991). This problem is increased in multigrade classes that require resources for two grade levels, especially if the teacher teaches two or three multigrade classes, one after the other.

Classroom organization

The active learning environment required by multigrade classes is difficult to achieve in classrooms where the desks are not arranged for grouping. There is little provision for permanent centers such as listening or reading centers. For itinerant teachers, the reorganization of the classroom for a 20 or 40 minute lesson would result in a significant loss of instructional time (Moscovitch, (1991).

Transportation of materials

Due to the cost of learning materials, teachers often have one set of texts for each grade level. Transporting these materials, as well as the tape recorder, charts, visual aids and games from one end of a school to another becomes an organizational challenge.

Many teachers rely on carts to move materials, but are often frustrated because they can't move the carts up and down stairs. Multigrade classes increase the resources needed for instruction in each classroom (Reed, 1991).

Curriculum

There are two major factors affecting the French as a Second Language curriculum: teaching methodology and instructional organization.

Teaching Methodology

The differences in teaching methodology between maternal or first languages and second languages is based primarily on linguistic background and environment. The linguistic background of students entering school provides them with a vocabulary of approximately 3000-5000 words in their first language (OME 1975b, p.28). The linguistic competency expected in French as a second language students at the end of secondary school is also 3000-5000 words (OME, 1986). Second language methodology is designed to help students with limited second language skills learn the second language. Since multigrade classes require students to work independently (Gayfer, 1991; Moscovitch, 1991; Reed, 1991), students in language classes who have difficulty working independently, and who have a limited language background, often communicate in English (Daniel, 1988; Moscovitch, 1991; Reed, 1991). This practice is contrary to the

principal aim of the French program which is to develop communication skills in French (OME, 1980). The situation is more acute at the primary and junior divisions in which the second language is extremely limited and students are just beginning to develop their independent study skills.

An environmental factor to consider is that most students are not exposed to French outside the classroom. The ability to develop language skills in the first language continues throughout the day in both the school and the home context. The ability to develop second language skills outside the classroom is very limited (Daniel, 1988; Veilands, 1988; Reed, 1991).

Instructional Organization

In order to teach multigrade language classes, nearly 80% of teachers report significant modifications to the program (Reed, 1991). Surveys indicate that teachers present the curriculum in the following four ways: 1) two separate programs, 2) one thematic program, 3) one program, either the lower or the higher grade (Campbell, 1991), and 4) two programs, each one on alternate days (Veilands, 1988).

Two separate programs

In this approach, teachers present two separate programs to the two separate grade levels in the classroom (Moscovitch, 1991; Daniel, 1988). Reed (1991) noted that at the intermediate level, it was especially important to separate students into specific

grade levels to suit both parents and students. However, teaching two separate programs often results in the inability of the teacher to present all of the curriculum (Strauber, 1985; Veilands, 1988; Craig & McLellan, 1987). Because the program is predominantly oral, student confusion and the inability to concentrate often result. If all the students are engaged in oral activities, the noise level can be so high that meaningful learning diminishes (Reed, 1991). Moscovitch (1991) adds

Classroom management problems arise as it is difficult to keep all students on task and maintain the motivation and self-discipline of the unattended grade. This problem is particularly acute in the classes where the two programs are taught separately (p.5).

She also noted that fewer than 50% of the students expressed satisfaction with their situation in a split grade.

Thematic units

In this approach, the teachers draw out the common elements from the two programs and create new units based on common themes. Moscovitch (1991) reported that since this approach allowed for more whole group instruction, positive student comments increased. This seems to be the best way to promote learning in multigrade classes. However, appropriate resources are often lacking and creating new thematic units requires an enormous amount of preparation time by teachers. The need to create a new curriculum with new outcomes, resources and evaluation strategies has been documented (Daniel, 1988; Moscovitch, 1991; Reed, 1991). This solution has already been suggested by Leblanc (1990) in the synthesis of the National Core French Study which recommended

that to improve the content of the Core French programs in Canada, consideration be given to creating a multidimensional curriculum based on interesting and appropriate themes.

One program

In this approach to curriculum delivery, teachers teach the program of either the higher or the lower grade. If the program of the lower grade is taught, the students in the higher grade would have a repetition of content creating gaps in their knowledge the following year (Shapson et al. 1978). If the program of the higher grade is taught, students in the lower grade would experience a gap in content that would lead to frustration. Either situation would have a negative influence on student achievement and attitude (Veilands, 1988). Also, teachers would not be following the ministry mandate that curriculum be cumulative. Curriculum guidelines state

Any French program should involve students in a planned sequence of learning experiences that provides opportunity for steady increments of knowledge and skill. The review and reuse of structures and vocabulary are essential and natural in language study, but there should be no gaps, no unnecessary repetition and no restarting from the beginning in a well articulated program (OME, 1980, p. 29).

Two programs on alternate days

In this approach, teachers teach one grade at a time on alternate days. Students not working with the teacher read library books. Teachers choosing this approach were

...concerned about the fact that students were receiving only half of the amount of French instruction required, but felt that at least this way students were receiving quality instruction on the days they were taught instead of 'the best they could do' type lessons with both classes at once (Veilands, 1988, p.11).

This approach does not follow the ministry mandate that "Students in this program should advance through an organized sequence of learning experiences that permits a steady growth of knowledge and skills" (OME, 1980, p.3).

Drawing on the Edmonton study of split grades in first language classrooms, Craig and McLellan (1987) noted that most principals did not require teachers to teach the curriculum of both grades in all subject areas in split grade classes. This appears to be the case in some situations in Core French.

Daniel (1988) and Reed (1991) express concern about the impact of multigrade classes on student achievement year after year. Gaps in learning and repetition of curriculum could have a negative influence on student achievement and attitude caused by frustration or boredom. The significance of these concerns increases with the recent trend towards accountability. The publication and distribution of The Common Curriculum and The Ontario Provincial Standards documents in 1995 require teachers to compare student outcomes with provincial standards.

Attitude

Research addressing attitudes towards teaching and learning French relates to attitudes of administrators, teachers, parents and students.

Administrators

Many administrators view multigrade classes as a positive concept that facilitates small group instruction and individualized programming. They stress that the key to a successful multigrade class is the teacher's attitude (James, 1991). Many also feel that multigrade classes in Core French are no different than multigrade classes in the English first language program (Campbell, 1991). However, Craig & McLellan (1987) point out that 50% of the principals in their study felt it inadvisable to have splits and 33% felt that there were no alternatives. Principals in the Wentworth County Board reported that split grade classes do not allow sufficient quality time for the development of oral skills; gaps in learning may be compounded by students who spend multiple years in split grades; and all students do not have access to a quality program because of the learning limitations imposed by the split grade situation (Reed, 1991).

Teachers

The majority of French teachers are opposed to multigrade classes and think that students in single grade classes have a greater learning opportunity than students in

multigrade classes (Campbell, 1991; Veilands, 1988; Moscovitch, 1991). The Ontario Modern Language Teachers' Association expressed concern about split grade classes and commissioned a review to investigate the situation. The resulting publication of a 'Cope Kit' resembles many produced by French consultants to help teachers 'survive' the split grade classes.

Parents

Principals note that multigrade classes continue to be of great concern to parents. Only 35% of parents surveyed in the Edmonton study indicated satisfaction with their child's placement in a multigrade class (Craig & McLellan, 1987). The Canadian Parents For French organization formally opposes school board policies under which predominantly oral Core French programs in elementary schools are taught to combined grades, thereby significantly diminishing the quality of these programs.

Students

Student perceptions of their achievement are that they achieve more in single grade classes (Moscovitch, 1991). Also, student attitudes towards the learning of French become more negative in the second year of being in multigrade classes (Shapson et al., 1978).

SUMMARY

In summary, the literature shows that the number of multigrade classes is increasing in both the English first language classes and the French as a second language classes. Generally, multigrade organization is based on administrative decisions more often than pedagogical or philosophical decisions. In the English first language programs, there are sixteen studies indicating that there is no significant difference in the achievement of students in single grade classes compared to the achievement of students in multigrade classes. However, three studies report that there are significant differences in achievement favoring the single grades. Three studies reported mixed results, noting that differences occur in the specific subject areas of English and math, and at the intermediate level, with students in single grades achieving more.

In the French as a Second Language program there is a paucity of research. Research on student achievement in Core French is needed. Also, due to the nature and the delivery of the program, the curriculum, and the attitudes of the stakeholders, there is concern that the mandates of the ministry are not being met. Core French teachers feel that students in multigrade classes do not have equality of opportunity to learn compared to students in single grade classes.

CHAPTER 3

DESIGN AND METHODOLOGY

The purpose of this chapter is to describe the design and methodology of the study. The discussion has been organized under the following headings: 1) design, 2) population and sample, 3) treatment, 4) data collection, and 5) analysis of data.

DESIGN

The study was designed to compare the second language achievement of students in multigrade classes with the second language achievement of students in single grade classes. The instrument, *The Grade Eight Core French Test Package*, is appropriate for students who have taken between 600-800 hours of instruction in French. Thus, students in grades seven and eight in specific boards of education have the appropriate number of hours of instruction relative to the test package. Students from two schools, assigned to six classrooms in total, participated in the study. In each school there was a single grade seven, a combined seven and eight, and a single grade eight class. To determine if there is a difference in student achievement, a pretest-posttest design was used to provide data at the beginning of the year and at the end of the year. The design allowed comparison of gains in achievement during the year.

Pretest

The pretest was conducted in the first week of November, 1994. All students completed three components of the test: the listening, reading, and writing sections. The French teachers in the two schools administered the tests in their regularly scheduled classes. A random sample of forty-eight students, eight per class, completed the oral interview which was scheduled and administered by the researcher in cooperation with school personnel.

Posttest

The posttest was conducted in the second week of June, 1995. All students completed the same test, administered in the same manner by the two French teachers and the researcher.

Research Question and Hypotheses

The research question in this study is as follows: What is the relationship between multigrade assignment and student achievement?

The hypothesis is as follows: The second language achievement of students in single grade classes is greater than the second language achievement of students in multigrade classes.

The null hypothesis is as follows: There is no statistically significant difference in the second language achievement of students in single grade classes compared to the second language achievement of students in multigrade classes.

POPULATION AND SAMPLE

An early step in the study was to identify a school board in Ontario in which students in grades seven and eight had approximately 600-800 hours of instruction in French. Next, two principals and two Core French teachers interested in the study were identified. The teachers were qualified Core French teachers who taught the single grade seven, the combined seven and eight, and the single grade eight classes. As well, both had at least two years experience teaching multigrade classes. Assignment of students to the single grade or multigrade classrooms followed the regular administrative methods of classroom organization within the schools. In grade seven, there were 40 students in the single grade classes and 36 students in the multigrade classes. In grade eight, there were 56 students in the single grade classes and 15 in the multigrade classes. The total number of student participants was 147.

All students completed the listening, reading and writing tests. To determine which students would complete the oral interviews, a random sample was conducted. For each class, the names of all students were written on individual pieces of paper and placed

in an envelope. The two French teachers drew the names of eight students per class in their respective schools.

Permission to participate was obtained from the board of education, the principals, the teachers, the parents of the students and the students themselves. Students were able to withdraw from the study at any time, with no penalty.

TREATMENT

During the 1994-95 school year, the students in grades seven and eight in both schools received instruction in Core French for forty minutes each day. The qualified French teachers moved from classroom to classroom to deliver the program to the students in their homerooms. The Ontario Ministry of Education mandates a four skills approach in the Core French programs with specific time allotments for each skill (OME, 1980). Teachers should instruct and evaluate student progress based on designated percentages of time. At the intermediate division, in grades seven and eight, the percentages are as follows: 30% for listening; 30% for speaking; 20% for reading; and 20% for writing. Both teachers used the resources of the same commercial program that was approved by the ministry of education.

The independent variable was the assignment of students to either a single or a multigrade class. The dependent variable was the second language learning that took place within an academic year. The pretest and posttest provided raw score means.

Comparison of the pretest and posttest scores provided gain scores for each student. Comparison of the gain scores of the students in single grade classes with the gain scores of the students in the multigrade classes provided further data for analysis.

DATA COLLECTION

Data was collected in 1994-95 in a pretest and posttest, using *The Grade Eight Core French Test Package*. This section contains details of the instrument used, and the administration and scoring of the tests.

Instrument

The instrument used was *The Grade Eight Core French Test Package* developed by Harley and Lapkin (1994) at The Ontario Institute for Studies in Education to test student achievement in Core French. The tests are designed to reflect the principal stated aim of Core French programs in Ontario and throughout Canada, which is to develop communication skills in both receptive and expressive aspects of French. The test includes four components to evaluate the communicative competence of students:

1. The listening test, *Test de compréhension auditive*, is a thirty minute tape-recorded interview with two francophone students in Montreal. Students answer global comprehension questions in a multiple choice format.

2. The reading test, *Test de lecture*, is a thirty minute test in which students match pictures to written signs. They also answer multiple choice questions based on postcards written by Quebec students on a trip, and the dialogue of a magazine interview with a thirteen year old.

3. The writing test, *Test d'écriture*, is a thirty minute test in which students perform a dictation task, prepare an advertisement for a magazine and give a brief opinion on a school related issue.

4. The oral interview, *Test oral*, is an individually administered, fifteen minute test which is tape recorded. The students invite a friend to the interview and give the friend instructions related to picture tasks and a written menu.

The test was designed to be administered to students having between six hundred and eight hundred hours of accumulated instruction in French. The test includes notes for the administration of the four tests as well as a detailed scoring manual.

The validity of the test, whether it measured what it was supposed to measure, was considered by the authors of the test. Test items reflect real-life communication situations wherever possible. This is in line with current ministry objectives for the Core French programs as well as the National Core French Study which outlines proficiency objectives of the language syllabus and communicative activities syllabus. The test items were designed to show what students can do in the second language rather than what they know about the language (Harley & Lapkin, 1988).

The tests are also based on real-life situations involving students at school in the province of Quebec. They reflect the cultural objectives of Core French for both the

ministry and the National Core French Study. Because teenagers in Ontario are familiar with the life of teenagers in Quebec, the familiarity would be an asset in performing the tasks. The four tests emphasize the four skill areas of listening, speaking, reading and writing, allowing students in a classroom setting to be "...tested on as wide a range of language dimensions and tasks as is practically feasible and educationally desirable in terms of program objectives" (Harley & Lapkin, 1988, p.3).

The reliability of a test refers to the consistency with which it measures the intended outcomes. In a reliable test, high scores are awarded consistently for good performances and low scores for poor performance. The individual test items should be neither too difficult nor too easy. They should discriminate between high and low proficiency with respect to the particular aspect of language being measured. The authors therefore developed "...tests that could be measured statistically as to reliability only where possible without unduly compromising the realism of the language task" (Harley & Lapkin, 1988, p. 3). To ensure consistency in scoring, precise scoring criteria were provided to assure inter-rater reliability and intra-rater reliability.

Along with the *Grade Eight Core French Test Package*, questionnaires, which are included in appendices D through F, were designed for principals, teachers and students to gather relevant background information.

Administration

Permission to conduct the study was received from the school board, principals, teachers, parents and students. These consent forms are included in appendices A through C. The pretest and the questionnaires were completed in early November, 1994. The two French teachers administered the listening, reading and writing components of the test to all participants. The researcher chose, by random sample, eight students from each classroom and conducted the oral interview with them. The same test, the posttest, was administered in the same manner by the French teachers and the researcher in June, 1995.

Scoring

All the pretest data was scored by the researcher as well as all the posttest data except for the listening test. Inter-rater reliability was assured due to the precise scoring criteria that was not subject to variation depending on the scorer. Intra-rater reliability was assured in the written tests by marking 10 tests, waiting two months, and re-marking the tests. Similar procedures were carried out with 5 oral tests.

ANALYSIS OF DATA

Several analyses were conducted to determine if students in straight grade classes

achieve more than students in multigrade classes. An analysis of variance with repeated measures and t tests were conducted on the following data:

1. The mean scores on the pretest by type of class assignment.
2. The gain scores by class assignment.
3. The gain scores by grade level.
4. The gain scores by gender.
5. The gain scores by teacher assignment.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to determine if the organization of single grade or multigrade classes has an impact on student achievement in listening, speaking, reading and writing in elementary Core French. Students completed a pretest and a posttest in 1994-95 using *The Grade Eight Core French Test Package*. A multiple analysis of variance with repeated measures (MANOVA) and t tests were calculated on the scores of students in the single grade and multigrade classes. Calculations for listening, reading and writing were based on the scores of a sample of one hundred and forty-seven students. Calculations for the oral test were based on the scores of a subsample of forty-four students. Computations included an analysis of the mean gain scores of students in single grades and multigrades; the gain scores by grade; and the pretest scores by grade. This chapter will provide a presentation of data with results of the statistical analyses, hypotheses tested and a summary.

STATISTICAL ANALYSIS

A multiple analysis of variance with repeated measures (MANOVA) was calculated on the *Grade Eight Core French Test* scores of students in the single grade and multigrade classes. Analysis of variance is used to make inferences about the means of the populations from which samples have been drawn. These different samples have been treated differently to determine if the treatment, or independent variable, had an effect on the dependent variable. In this case, the scores on the reading, listening, writing and oral tests are the dependent variables and the assignment to single or multigrade classes is the treatment or the independent variable. The test of the null hypothesis, that the mean gain scores are equal across the four class groups, for each of the four measurements, was conducted using an analysis of variance for repeated measures and t tests. An alpha level of .05 was used for all statistical tests.

Pretest Results

The mean scores on the pretest for the four test components, type of class assignment, and grade level showed no significant differences. Table 1 contains the mean performance scores of one hundred and forty-seven students by grade in listening, reading and writing in the pretest.

Table 1

Mean Performance Scores by Grade in Pretest in Listening, Reading and Writing

Total Scores Possible							
	15		20		81		
Grade	Listening	Sig. of t	Reading	Sig. of t	Writing	Sig. of t	n
7	7.825	.053	9.000	.659	38.675	*.006	40
7 of a 7/8	6.583		8.778		50.194		36
8 of a 7/8	6.533	.990	8.267	.271	49.600	.440	15
8	6.571		7.286		46.179		56

Table 1 shows that, at the beginning of the year, neither the single grade nor the multigrade classes showed consistently higher achievement in listening, reading and writing. In some components of the test, the students in the single grade classes scored higher marks. At the same time, in other components of the test, students in the multigrade classes scored higher marks, depending on both the grade level and the specific component of the test. The MANOVA indicated an interaction effect ($p = .001$). Analysis of each grade level, in the three tests, using t tests indicated no significant differences in all cases except writing. The students in the multigrade seven classes scored higher in writing than the students in the single grade seven classes at a statistically significant level ($p = .006$).

The oral scores of forty-four students in the pretest are contained in Table 2. No significant differences were found by grade, by type of class assignment or by type of test.

Table 2

Mean Performance Scores by Grade in Pretest in Oral Test

Total Scores Possible		39	
Grade	Oral Pretest	Sig. of t	<i>n</i>
7	23.500	.212	14
7 of a 7/8	27.875		8
8 of a 7/8	25.714	.505	7
8	24.067		15

At the end of the pretest, given that there was only one significant difference by grade, by class assignment or by type of test, the credibility of the gain scores is strengthened.

Comparison by Teacher

Another analysis indicated that differences in learning were not affected by student assignment to either teacher. Table 3 contains the gain scores compared by teacher for the forty-four students who completed all four tests.

Table 3**Gain Scores by Teacher across Grades and by Class Assignment**

	Teacher	Pretest Mean	Posttest Mean	Mean Gain	Standard Deviation	<i>n</i>	Sig. of F
L I S T E N I N G	1	6.857	7.143	.286	3.002	21	.679
	2	8.261	8.957	.696	3.169	23	
R E A D I N G	1	7.429	9.238	1.810	3.188	21	.852
	2	8.348	9.913	1.565	4.727	23	
W R I T I N G	1	46.667	53.810	7.143	12.014	21	.607
	2	46.565	56.174	9.609	13.527	23	
O R A L	1	24.762	28.429	3.667	4.531	21	.875
	2	24.913	28.783	3.870	3.969	23	

Comparing the gains by teacher allowed for an investigation of the effect of the two teachers on the achievement of the students. The tests of significance indicated that there were no significant differences in the instruction of the two teachers. Both teachers provided instruction that increased student achievement in the four skill areas. These results show no statistical significance for the teacher effect which strengthens the credibility of the gain scores when compared by class assignment.

Gain Scores by Class Assignment

Analysis of the mean gain scores of all students combined, in single and multigrade classes, indicated no significant differences in listening and reading. Table 4 indicates that students in both types of classrooms gained in achievement during the year in these two skill areas.

Table 4

Mean Gain Scores of Single and Multigrade Classes in Listening, Reading and Writing

	Class	Pretest Mean	Posttest Mean	Mean Gain	Standard Deviation	<i>n</i>	Sig. of <i>F</i>
L I S T E N I N G	Multigrade	6.531	7.776	1.245	2.997	49	.055
	Single Grade	7.102	7.265	.163	3.125	98	
R E A D I N G	Multigrade	8.612	9.102	.490	3.202	49	.969
	Single Grade	8.020	8.480	.459	3.909	98	
W R I T I N G	Multigrade	50.224	52.633	2.408	9.456	49	*.001
	Single Grade	43.092	51.561	8.469	11.346	98	

Students in the multigrade classes had greater gain scores than the students in the single grade classes in listening and reading, but this difference was not significant. However, students in the single grades had higher gain scores than students in the multigrades in writing, at a statistically significant level ($p = .001$).

The computation of the oral scores also indicated a statistically significant difference in achievement. The students in the single grade classes scored significantly higher than the students in the multigrade classes ($p = .051$). Table 5 indicates that there was mean gain for students in multigrade and single grade class assignments. However, students in the single grades made greater gains in learning than the students in multigrades, at a statistically significant level.

Table 5

Mean Gain Scores of Single and Multigrade Classes in Oral Test

	Class	Pretest Mean	Posttest Mean	Mean Gain	Standard Deviation	<i>n</i>	Sig. of <i>F</i>
O R A L	Multigrade	26.867	28.933	2.067	4.079	15	*.051
	Single Grade	23.793	28.448	4.655	4.047	29	

Statistically, .051 is not significant at the .050 level, but it is significant at the .05 level. The difference of .001 is so small that the results will be considered to be statistically significant in this analysis.

Results of the analysis of mean gain scores for single and multigrade classes indicated that there were no statistically significant differences in the receptive skills of listening and reading. There were, however, significant differences in the expressive skills of speaking and writing.

Comparison by Grade Level

Additional analysis was calculated using the gain scores of the single grade and multigrade classes by grade level. Table 6 contains the gain scores by grade in the listening, reading and writing components of the test.

Table 6

Mean Gain Scores by Grade in Listening, Reading and Writing

Grade	Listening				Reading				Writing				n
	Pretest Mean	Posttest Mean	Gain	Sig. of t	Pretest Mean	Posttest Mean	Gain	Sig. of t	Pretest Mean	Posttest Mean	Gain	Sig. of t	
7	7.825	6.750	-1.075	*.0001	9.00	8.750	-.250	.263	38.675	47.475	8.800	*.007	40
7 of 7/8	6.583	8.444	1.861		8.778	9.500	.722		50.194	52.944	2.750		36
8 of 7/8	6.533	6.267	-.267	.096	8.267	8.400	.133	.415	49.600	51.933	2.333	.119	15
8	6.571	7.589	1.018		7.286	8.196	.911		46.179	54.429	8.250		56

Students in the single grade seven classes showed a negative mean gain from pretest to posttest in listening and reading. The grade seven students in the multigrade classes made greater gains in listening, at a statistically significant level ($p = .0001$), and

in reading than grade seven students in the single grade classes. In writing, however, the students in the single grade seven classes showed greater mean gains, at a statistically significant level ($p = .007$), than the students in the multigrade classes. In grade eight, the students in the single grade classes showed greater gains, in all three components of the test, than the students in the multigrade eight classes.

In Table 7, analysis of the gain scores by grade for the oral test indicated that students in the single grades in both grades seven and eight made greater gains than the students in the multigrade classes. However, none of the differences by grade level were significant.

Table 7

Mean Gain Scores by Grade in Oral Test

Grade	Oral		Gain	<i>n</i>	Sig. of t test
	Pretest Mean	Posttest Mean			
7	23.500	29.071	5.571	14	.105
7 of 7/8	27.875	29.875	2.000	8	
8 of 7/8	25.714	27.875	2.161	7	.285
8	24.067	27.867	3.800	15	

Table 7 indicates that while all students made gains in their oral skills, the students in the single grade seven classes showed greater mean gains in achievement than the

students in the multigrade seven classes. In grade eight, the students in the single grade eight classes showed greater mean gains than the students in the multigrade eight classes.

Results of the analyses of gain scores by grade indicated that in grade seven, students in single grades achieved higher gain scores in two skill areas, speaking and writing ($p = .007$). However, grade seven students in multigrade classes achieved higher gain scores in listening ($p = .0001$) and in reading. In grade eight, the students in single grade eight classes achieved higher mean gains than the students in the multigrade eight classes in all four skill areas.

Comparison by Gender

Although not originally part of the study of the achievement of students in single grade and multigrade classes, a comparison of achievement by gender indicated one statistically significant difference. Table 8 contains the pretest means, posttest means, gain means and standard deviations for single grades and multigrades divided by gender.

Table 8**Comparison by Gender, Across Grade Level and by Class Assignment**

	Gender	Pretest Mean	Posttest Mean	Mean Gain	Standard Deviation	<i>n</i>	Sig. of <i>t</i>
L I S T E N I N G	Male	7.938	7.687	-0.251	2.938	82	.129
	Female	7.393	8.321	0.928	2.653	68	
R E A D I N G	Male	7.813	7.875	0.062	4.015	82	.438
	Female	7.964	10.571	2.607	3.132	68	
W R I T I N G	Male	41.875	48.125	6.250	18.110	82	*.016
	Female	49.321	59.000	9.679	11.598	67	
O R A L	Male	23.500	27.063	3.563	6.005	16	.805
	Female	25.607	29.500	3.893	5.966	28	

The females scored higher than the males in all four components of the test. In writing, the difference was statistically significant ($p = .016$).

RESULTS OF HYPOTHESES TESTED

The null hypothesis tested for this study states that there is no statistically significant difference in the second language achievement of students in single grade

classes compared to the second language achievement of students in multigrade classes. Overall, the null hypothesis was not rejected for the listening and reading components of the test. The null hypothesis was rejected for the oral and written components of the test.

SUMMARY

The results of the statistical analysis of data were reported in this chapter. The administration of *The Grade Eight Core French Test Package* to one hundred and forty-seven students in the fall of 1994 and the spring of 1995 provided data for the study.

Analysis of the total gain scores indicated no statistically significant differences for students in single or multigrade classes in listening and reading. However, in the oral and written tests, students in the single grade classes showed greater gain than the students in the multigrade classes at statistically significant levels.

Analysis of the gain scores by grade indicated that grade seven students in multigrade classes achieved higher gain scores in listening, at a statistically significant level, and in reading. The grade seven students in single grades achieved higher gain scores in the oral component and in writing, at a statistically significant level. The data shows that students in the single grade eight classes showed greater gain than the students in the multigrade eight classes in the listening, reading, writing and oral tests, but not at a statistically significant levels.

Analysis of the mean pretest and posttest scores by grade and by type of class assignment also indicated no overall pattern showing higher achievement. Students in the multigrade seven classes showed higher achievement in listening, at a statistically significant level, whereas students in the single grade seven classes showed higher achievement in writing, at a statistically significant level. Students in single grade eight classes showed higher achievement in all four skill areas, though not at a statistically significant level.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This study compared the achievement of students in single grade classes with the achievement of students in multigrade classes using *The Grade Eight Core French Test Package*. From the findings, it is possible to see that some of the data supports literature on the subject while other findings contribute new knowledge in the area of French as a Second Language.

The analysis of the data provides the following findings:

1. The null hypothesis was not rejected for two components of the test when grades were combined. The results indicated that the achievement of students in single grade classes and students in multigrade classes is approximately the same in listening and reading when grades are combined. No pattern emerged showing that the students in either grade seven or eight, in single or multigrade classes consistently scored higher in a statistically significant way in these components of the test.

2. The null hypothesis was rejected for two parts of the test. The results indicated that the mean gains on the oral and written components of the test by

students in single grade classes was greater than that of students in multigrade classes at a statistically significant level. This represents new findings in the area of student achievement in Core French as a Second Language.

Also, although not part of the major question, the results indicated the existence of significant differences in gain scores by gender. In both grades seven and eight, in all four parts of the test, females made greater gains than males. In writing, the difference was statistically significant.

DISCUSSION

In two of the four components of the test, the results indicated that there were no significant differences in the achievement of students in single or multigrade classes when grades were combined. In grades seven and eight these two components, listening and reading comprise 50% of the French as a Second Language program. From the literature this appears to be due to program organization (Moscovitch, 1991); adjustments for multigrade classes (Reed, 1991); and effective teaching strategies of the teacher (James, 1991). Students demonstrated similar gains in achievement in listening and reading regardless of assignment to single or multigrade classes when grades were combined.

The literature makes it clear that French teachers believe that oral communication skills of students in single grades are better developed than oral communication skills of students in multigrade classes. This is supported by the study. From the literature, it would appear that in multigrade classes there is a reduction in teacher and student interaction time (Campbell, 1991; Reed, 1991; Moscovitch, 1991); fewer oral activities

(Campbell, 1991; Reed, 1991; James, 1991; Moscovitch, 1991); increased amounts of written work (Daniel, 1988; Campbell, 1991; Reed, 1991; Melnyck & Daniel, 1990); student communication in English due to limited second language skills (Daniel, 1988; Moscovitch, 1991; Reed, 1991) and gaps in learning if teachers choose a program for either the lower or the higher grade (Shapson et al., 1978; Daniel, 1988; Veilands, 1988).

In writing, although students in multigrade classes are assigned increased amounts of written work (Daniel, 1988; Campbell, 1991; Moscovitch, 1991), the students in the single grades achieved greater gains. This appears to be due to reduction in teacher and student interaction time (Campbell, 1991; Reed, 1991; Moscovitch, 1991); a distracting classroom environment (Moscovitch, 1991); not understanding what they are supposed to be doing (Moscovitch, 1991) and gaps in learning if teachers choose a program for either the lower or the higher grade (Shapson et al., 1978; Daniel, 1988; Veilands, 1988).

STUDY LIMITATIONS

The thesis addressed the issue of student achievement by examining the impact of assignment of students to single or multigrade classes. Significant differences appeared in oral and written communication skills. The study did not include all factors that may have influenced the results. Factors that could also affect achievement that were not included in this study are the teaching styles of the teachers; the amount of English spoken by the teachers; the attitude of the learners towards the learning of French; and the composition of the classroom relating to gender, student ability, personality and behavior.

The study was conducted with teachers and materials from one board of education. As such, the findings represent the reality of a medium size metropolitan area. Findings could be different in other boards of education or in other regions of the province.

IMPLICATIONS

Multigrade classes exist, and will continue to exist, in the educational systems of North America. Based on findings from the literature review and the study of student achievement in single or multigrade classes in Core French, a number of implications for educators can be formulated. These implications relate to administrators, teachers, teacher educators and publishers.

The study contains findings that have decision making implications for school administrators. The organization of single grade and multigrade classes in elementary Core French does not appear to have a significant impact on student achievement in the receptive skills of listening and reading. However, the organization of single grade and multigrade classes does appear to have a significant impact on student achievement in the expressive skills of speaking and writing, favoring those in the single grades. The results of the analysis on oral and written skills are contrary to the stated aim of the Core French program which is to develop communication skills in French (OME, 1980). In grades seven and eight the development of oral and written skills in French is a key component of the program in which 50% of instructional time should be devoted to the development of these skills (OME, 1980). Educators might conclude that the organization of single grade

classes in elementary Core French will significantly strengthen the achievement of students in French as a Second Language.

Based on the literature review and the study results, educators might consider the creation and revision of board policies on multigrade classes in ways that would be beneficial for principals, teachers, parents and students. Policy makers could refer to the pedagogical organization of multigrade classes with regards to class size (Strauber, 1985); teacher selection (James, 1991; Strauber, 1985); student selection (Reed, 1991; Moscovitch, 1991; Niagara South Board of Education); and curriculum and supervision (Craig & McLellan, 1987). Also, based on the literature review and study results, it seems that there is a real need for revised staff development programs (Reed, 1991; Moscovitch, 1991; Craig & McLellan, 1987) and appropriate resources (Daniel, 1988; Leblanc, 1990; Campbell, 1991).

Staff development could focus on creating links between the philosophical reasons for establishing multiage classes and the philosophical reasons for establishing multigrade classes. Examination of mixed ability groupings, thematic curriculum and strategies such as cooperative learning in the multiage classrooms might provide positive transfer to multigrade classrooms.

Based on the findings that females made significantly greater gains than males in French as a Second Language, it might be concluded that gender bias may exist in the French as a Second Language curriculum and in the attitudes of teachers and students.

Teachers' perceptions that students in single grade classes achieve more than students in multigrade classes in oral and written communication were generally supported

in this study. Teachers might conclude that teacher involvement in classroom research could identify the most effective strategies for teaching the oral and written communication skills in multigrade classes.

Implications for second language teachers in the faculties of education are twofold.

Since most faculties of education do not include specific preparation for, or practice teaching opportunities in multigrade classes (Lapkin et al., 1993; Strauber, 1985), faculties should implement changes in curriculum. Teacher training curriculum should include both the planning of curriculum for multigrade classes and effective strategies for teaching multigrade language classes, especially the oral and written communication skills.

Implications for students in French as a Second Language programs are that they might expect to achieve more, in oral and written communication, if assigned to single grade classes rather than multigrade classes.

RECOMMENDATIONS FOR PRACTICE

From this study, several recommendations can be made for educators relating to policy making and practice. Recommendations for use of this study are as follows:

1. School boards should consider the findings of this study when making policies for multigrade classes and providing professional development for teachers.
2. Administrators should analyze the findings of this study when making decisions about the organization of single and multigrade second language classes in schools as a reduction in the use of multigrade class assignments could significantly strengthen the achievement of oral and written skill development of students in elementary core French.

3. Administrators should consider the findings in this study when organizing professional development for French teachers, assuring that strategies for teaching multigrade classes in general, and strategies for teaching the specific skills of speaking and writing are included in the professional development activities.

4. Administrators should apply the findings of this study when considering the organization of the multigrade classes, relating the philosophy of multiage classrooms to multigrade classrooms.

5. Administrators should apply the findings in this study when advising teachers regarding their responsibilities for the delivery of curriculum.

6. Teachers should apply the findings of this study when developing curriculum and choosing teaching strategies, making efforts to highlight the development of oral and written communication skills.

7. Teachers should lobby for professional development in the areas of teaching multigrade language classes and strategies to enhance oral and written skill development in multigrade classes.

8. Teachers should participate in classroom research to examine the most effective strategies for teaching multigrade language classes.

9. Publishers should consider the development of thematic units of study when developing commercial materials for the Core French program.

10. Teachers responsible for the French as a Second Language programs at teacher training institutions should consider the findings of this study when determining the content of their courses.

RECOMMENDATIONS FOR FURTHER STUDY

The findings of this study indicate that there is need for further investigation into the impact of multigrade classroom organization on student achievement in Core French. To provide more information on the achievement of students in French as a Second Language, the following recommendations are proposed:

1. Replicate this study at the primary division, where listening and speaking skills comprise 100% of the program, or in the junior division where listening and speaking skills comprise 70% of the program in French as a Second Language.
2. Replicate this study in the Extended or Immersion programs to learn more about the impact of multigrade classes on student achievement in other types of second language programs.
3. Conduct a study to track the frequency of individual student placement in multigrade classes in elementary school, attempting to determine the impact that continued placement in single or multigrade classes has on student achievement and attitude in Core French.
4. Expand this study to include multigrade classes of three different grades as is found in multiage classroom organizations.
5. Conduct a study to examine the most effective strategies for teaching multigrade language classes.
6. Conduct a study to identify the most effective strategies for developing the expressive skills of speaking and writing of students in multigrade classes.

7. Conduct a study to examine, through extended classroom observation, teacher and student actions in single and multigrade classrooms relative to the development of speaking and writing skills in Core French programs.

8. Conduct a study to examine the impact of cooperative learning strategies on student achievement in Core French.

CLOSING COMMENTS

The organization of multigrade classes has increased dramatically within the past ten years, posing challenges to educators. Teachers have been expected to teach multigrade classes without the benefit of preparation at faculties of education, professional development or appropriate resources. Administrators faced with declining student populations, mobility of students, economic influences and teacher contract considerations often organize multigrade classes due to administrative needs.

Although in this study it was found that the organization of single grade second language classes could enhance student achievement in oral language, the reality is that multigrade classes will continue to be organized for both administrative and pedagogical reasons. It is vital therefore, that research in this area be continued to assist administrators and teachers in making informed decisions to improve the quality and the delivery of French as a Second Language programs.

APPENDICES

APPENDIX A
PRINCIPAL CONSENT FORM

PRINCIPAL CONSENT FORM

Dear Principals:

I am delighted to be working with you, your teachers, your students and your school board in a study of student achievement in Core French in grades seven and eight. Knowledge of the results of this study will allow administrators, teachers and parents to make better informed decisions about the placement of students in straight or split grade classes for Core French in future years.

The second language test that will be used with students was designed at the Ontario Institute for Studies in Education. The three skill areas of listening, reading and writing will be examined within three regular periods of French instruction. The French teachers will be asked to administer these three components of the test for both the pretest in November, 1994, and the posttest in June, 1995. The oral skills will be examined with a random sample of students in a relaxed, ten minute interview that includes two students and the researcher, Professor Cher Evans-Harvey from the Faculty of Education at Nipissing University in North Bay. Ms. Evans-Harvey will score all components of the test. Students will also be asked to complete a questionnaire that provides information on their maternal language and the F.S.L. programs in which they have participated. Principals will be asked to complete a questionnaire regarding the total number of hours of

French instruction the students have had as well as the normal procedures for student placement within the school.

There are no foreseeable risks to any student, teacher or principal. All participation is voluntary. Any participant may withdraw from the study at any time without penalty. We do, in fact, anticipate several benefits for students, teachers and principals. Students may experience a sense of accomplishment and service through participation. The test has interesting and relevant tasks to perform which they might find challenging and worthwhile. In the oral interview, the students chosen by random sample are asked to bring a friend to the interview to help them. The friends would feel helpful and needed. All students would learn French from the carefully designed, communicative activities in the test itself. Teachers and principals may experience personal and professional development from participation in the study, discussion of student achievement and from access to the *Grade Eight Core French Test Package* with its emphasis on communicative competence.

All results will be treated with strict confidence. The students, the teachers, the principals and the schools will remain anonymous in any report of research findings. When the study is complete, a presentation will be made to the teachers, principals and board personnel. A letter would be available to all participating students and parents with the results of the study.

I would like to thank you, in advance, for your support of and participation in this worthwhile educational project. Please complete the following consent form and return it to Professor Evans-Harvey.

If you have any questions please contact me at Nipissing University (705) 474-3450.

Sincerely,

Professor Cher Evans-Harvey

CONSENT FORM

I hereby agree to participate in the study of student achievement in elementary Core French conducted by Cher Evans-Harvey.

(Signature)_____

APPENDIX D
QUESTIONNAIRE FOR PRINCIPALS

QUESTIONNAIRE FOR PRINCIPALS

Thank you for participating in this study to determine the impact of multi-level classes on student achievement in elementary Core French.

Please answer the following questions:

1. **Name of school.** _____

2. **Generally, how many hours of French instruction would the students have entering grade seven?** _____

3. **Generally, how many hours of French instruction would the students have entering grade eight?** _____

4. **Please describe the regular method of assigning students to straight grades.**

5. **Please describe the regular method of assigning students to split grades.**

APPENDIX E
QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE FOR TEACHERS

1. Name _____

2. Teaching qualifications

O.T.C. YES___ NO___

F.S.L 1 YES___ NO___

F.S.L 2 YES___ NO___

F.S.L 3 YES___ NO___

Other qualifications

3. Number of years of teaching experience in total. _____

4. Number of years of teaching experience in F.S.L. _____

-
- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

8. Do you think students in straight grades in Core French achieve more than, as much as or less than students in split grade classes?

9. What do you think the results of this study will show?

APPENDIX F
QUESTIONNAIRE FOR STUDENTS

QUESTIONNAIRE FOR STUDENTS

Thank you for participating in this study on the impact of split-grade classes on student achievement in Core French.

Please answer the following questions.

1. **Name** _____
2. **School** _____
3. **Grade** _____
4. **Are you in a split grade? Yes**____ **No**____
5. **What language do you speak at home?** _____
6. **How long have you lived in Canada?** _____
7. **Have you ever been enroled in French immersion?** _____

8. How many years were you in French immersion? _____
9. Please circle the letter of the sentence that best describes your perception.
- A. In second language classes, I feel I learn as much when I'm in a split grade as I do when I'm in a straight grade.
- B. In second language classes, I feel I learn more when I'm in a split grade than I do when I'm in a straight grade.
- C. In second language classes, I feel I learn less when I'm in a split grade than I do when I am in a straight grade.

[illegible]

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