CANADIAN PARENTS FOR FRENCH

THE STATE OF FRENCH SECOND LANGUAGE EDUCATION IN CANADA 2019

FOCUS ON FRENCH SECOND LANGUAGE PROGRAMS












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The State of French Second Language Education in Canada 2019

Canadian Parents for French

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For additional printed copies of this report, contact:

Canadian Parents for French
National Office
1104 - 170 Laurier Ave W
Ottawa, ON
K1P 5V5

Tel. 613.235.1481
Email cpf@cpf.ca

Design and Production
Shaunpal Jandu

Translation
The Masha Krupp Translation Group Ltd.

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CONTRIBUTORS

CPF National Research Support Committee 2018-2019:
Sharon Lapkin, Co-Chair, Representative of CPF National Board of Directors
Wendy Carr, Co-Chair, Representative of CPF National Board of Directors
Diane Tijman, CPF BC-YK, Representative of CPF Council of Presidents
Betty Gormley, CPF ON, Representative of CPF Council of Executive Directors
Paule Desgroseilliers, Quebec, Representative for CPF general membership
Nicole Thibault, CPF National Executive Director, Staff Support

Article Authors / Reviewers

McGill University

Roy Lyster	Professor Emeritus of Second Language Education, Faculty of Education

University of British Columbia

Wendy Carr	Professor of Teaching, Faculty of Education

University of Ottawa

Stephanie Arnott	Assistant Professor, Faculty of Education
Mimi Masson	Long-term Appointment Professor, Faculty of Education

University of Toronto

Sharon Lapkin	Professor Emerita, Ontario Institute for Studies in Education

Independent Researcher

Paule Desgroseilliers, EdD

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PREFACE

We are delighted to present the 2019 edition of Canadian Parents for French's The State of French Second Language Education in Canada. The 2018 edition published last year provided an in-depth examination of FSL teachers of core, extended, intensive and immersion programs across Canada. The 2017 edition focused on students, while the current edition highlights programs.

This Report opens with a review of the research in the current millennium relating to FSL programs, with an emphasis on core French and French immersion, the two programs serving most Canadian students. Stephanie Arnott and Mimi Masson orient their review of relevant literature around the theme of French language instruction. Three topics are examined in some depth: literacy instruction, grammar instruction and inclusive practices. The authors highlight the potential for research findings related to one program or the other to inform pedagogy in both core French and French immersion contexts.

We then present three short articles on core French, intensive French and French immersion, based on 'interviews' with researchers with long experience in studying these programs:

- Sharon Lapkin and Stephanie Arnott underline the need to infuse new life into core French programs, calling for a 'revolution' entailing a different distribution of instructional time for the FSL program that serves most Canadian students.
- Wendy Carr reviews the history and successes of intensive French programs, emphasizing how a literacy-based approach along with some intensity of instructional time can provide a solid foundation for bilingualism.
- Roy Lyster highlights findings from an extensive review of French immersion programs, pointing out strengths and areas for improvement identified through research. He summarizes his 'counterbalanced approach' to immersion instruction and outlines three key ingredients for successful FSL programs.

Other items in this report include an update about how the *Diplôme d'études en langue française* (DELF) is being used across Canada as a common standard for describing and measuring French proficiency across FSL programs. In the Recommended Reading section, we list two publications from the Council of Ministers of Education of Canada, one on strengthening engagement in FSL and the second, on language competencies needed for effective FSL teaching. Several pertinent documents from three provinces (Manitoba, Ontario and New Brunswick) round out this listing. Also included are the CPF position statements and a glossary of terms.

Research plays a critical role in supporting advocacy and to that end, we conclude the State of FSL Education in Canada with our "Agenda for Change" that we hope CPF volunteers and staff leaders can use to support and promote Canadian bilingualism as they consult education stakeholders across Canada.

Canadian Parents for French is hopeful that these recommendations, drawn from the research findings in this report, are considered thoughtfully and encourage national, provincial, and territorial governments to build upon this work by conducting more comprehensive studies about multiple approaches to learning French as a second language, including contexts other than immersion (e.g., core, intensive, extended).

As a nationwide, research-informed, volunteer organization that champions the opportunity to learn and use French for all those who call Canada home, we strongly urge the Government of Canada, ministries of education and school districts to play a leadership role in the delivery of and access to quality FSL education programs.

Wendy Carr and Sharon Lapkin
Chairs of the CPF National Research Support Group
2018-2019






TRENDS AND LESSONS TO BE LEARNED FROM 21ST CENTURY RESEARCH ON CANADIAN FSL PROGRAMS

Authors: Stephanie Arnott and Mimi Masson






This article extends our synthesis of 181 published empirical articles on Canadian K-12 French second language (FSL) education since the turn of the century[1] to focus specifically on FSL programs. Here, we examine issues related to French Language Instruction that are top of mind across FSL programs (i.e., Core French, Extended French, Intensive French, and French Immersion). French Language Instruction (referred to henceforth as "instruction") is a keyword that appears across both Core French (CF) and French Immersion (FI) programs - arguably the most common formats for Canadian FSL program delivery. Specifically, we discuss the potential for findings related to instruction in each program to "speak" to each other – for example, are there contributions from CF research that could inform FI programming, and vice versa?

To frame this discussion, we present three topics that are prevalent in both CF and FI instruction research since 2000, comparing and contrasting findings in each context. Then, we discuss two areas of insightful findings in CF research that merit more research in FI (and FSL more broadly).

FRENCH LANGUAGE INSTRUCTIONAL PRACTICES: CORE FRENCH AND FRENCH IMMERSION

The three most prevalent instructional practices that have been researched in both CF and FI programs since 2000 are (in no particular order): literacy instruction, grammar instruction and inclusive practices. Below is a synthesis of common and divergent findings across both contexts.

LITERACY INSTRUCTION

We can see a common advocacy across both CF and FI for instruction fostering cross-linguistic transfer. In CF, studies have documented a range of strategies used by teachers actively planning for such transfer (Arnott & Mady, 2013; Thomas & Mady, 2014). For instance, CF teachers draw on students' prior knowledge related to school or the content of lessons in other classes. They also invite students to connect what they are learning in French to English and other languages they know (e.g., examining cognates: words that sound or look the same but have slightly different meanings across languages). CF teachers also draw from principles, approaches and activities that prove successful in English Language Arts classes to demonstrate their usefulness in the CF context, all while maintaining French as the predominant language of the CF class. Arnott and Mady (2013) suggest the potential for biliteracy practices where CF and English Language Arts teachers modify their literacy teaching across contexts to benefit the development of both languages. However, they highlight the constraints at hand in the Ontario CF context for making this a reality, namely the absence of common planning time for the two teachers to collaborate and minimal CF teaching time compared to English Language Arts. While this may be less of an obstacle in provinces where generalist teachers deliver both subjects (e.g., British Columbia), additional challenges remain when advocating for literacy instruction in these CF contexts (e.g., generalist teachers' limited French language proficiency and/or knowledge of second language methodology – see Carr, 2007).

Such constraints become relevant when considering research documenting the success of biliteracy instruction in the FI context, where teachers have opportunities to plan for transfer between English and French Language Arts classes (e.g., Lyster, Collins, & Ballinger, 2009). For example, FI teachers who participated in a bilingual book project and read different chapters of the same book across the French and English Language Arts classes appreciated the close collaboration and observed benefits to students' overall engagement and literacy skill development in both languages (Ballinger, 2013; Lyster, Quiroga, & Ballinger, 2013).

Considered collectively, findings from CF and FI highlight the possibilities of instruction focusing on literacy and cross-linguistic transfer in both contexts. Whereas FI teachers are commonly characterized as literacy teachers, the literacy-related research in the CF context demonstrates the reality that CF teachers should equally be viewed as literacy teachers in their own right. Doing so would enable FSL stakeholders to draw from research in both contexts when considering how to enhance literacy instruction in FSL programs more broadly.

GRAMMAR INSTRUCTION

While grammar instruction has been a focus in both CF and FI research, it has been examined from slightly different angles. In CF, research has focused more on explicit grammar instruction, whereas in FI, research has predominantly investigated corrective feedback (i.e., indications to the learner that their use of the target language is incorrect). For example, in CF, Jean (2005) found that teaching grammar explicitly helps improve student performance in terms of accuracy. In FI, although some research has revealed similar findings (e.g., explicitly teaching noun gender to avoid error fossilization – see Tipurita & Jean, 2014), FI research has investigated the additional use and impact of corrective feedback. Lyster (2004) revealed the effectiveness of explicit grammar teaching combined with different forms of corrective feedback, namely prompts (i.e., where teachers withhold the correct form in favour of offering learners an opportunity to self-repair and generate their own modified response) and recasts (i.e., where teachers respond to an incorrect student utterance simply by providing the correct form). Lyster found prompts were more effective for enhancing FI students' acquisition and correct application of grammatical gender forms than recasts.

Certainly, successful explicit grammar instruction strategies documented in CF research could be considered when exploring possible techniques and strategies

[1] Publications on other topics from this article database include: Arnott, Masson, & Lapkin (2019); Arnott, Masson, Lapkin & Knouzi (2017); and Masson, Arnott & Lapkin (2018).

for incorporating more grammar instruction in the FI context. That said, simply employing corrective feedback strategies found to be effective in FI to the CF context may not be as clear-cut. Lyster and Mori (2006) highlighted the role of the communicative orientation of an L2 class on the effectiveness of different interactional feedback techniques (in this case, prompts versus recasts). While prompts led to more student uptake and repair in FI (deemed to have a more meaning-focused orientation), recasts were more effective in other immersion contexts that were more form-focused in orientation (in this case, Japanese immersion). With CF typically characterized as more form-focused than FI (Allen, Swain, Harley, & Cummins, 1990), this FI research highlights potentially impactful feedback techniques that might be different for CF (e.g., recasts could be more effective than prompts for uptake and repair in CF compared to FI). Overall, further inquiry into grammar instruction in CF and FI generally – and specifically related to the use of corrective feedback in both contexts – could highlight valuable insights for both programs.

INCLUSIVE PRACTICES

While inclusive practices can refer to a pedagogical approach, or philosophy more broadly, in French language instruction research, they have generally been explored as a means to respond to the presence of students with learning exceptionalities and English Language Learners (ELLs). There remains a strong synergy across CF and FI[2] in terms of teachers' positive beliefs about the inclusion of ELLs and students with learning exceptionalities in FSL, and the need for more professional development in this regard (Arnett & Mady, 2017; Mady, 2012; Mady & Arnett, 2015). Still, research continues to show that streaming ELLs (Mady & Masson, 2018) and students with learning exceptionalities (Bourgoin, 2016) out of FI remains an ongoing practice in Canadian schools. Consequently, the research on inclusive practices in FI and CF since 2000 is strikingly different in terms of prioritized focus.

Since 2000, research has focused more on identifying at-risk students in FI versus responding pedagogically to the influx of students with learning exceptionalities in CF. Research in FI programs has a long history of looking at 'at-risk readers' (Genesee, 2007), students who have difficulties learning to read, specifically as these difficulties, which compound over the years, can predict later attrition rates in the program. Therefore, it is not surprising that studies in FI have focused on early identification of 'at-risk readers' and providing ad hoc training outside the classroom environment (e.g., Wise & Chen, 2010, 2015). While valuable, some might argue that addressing learning exceptionalities outside of the classroom runs counter to the principles of creating an inclusive and accessible learning environment for all learners. More recently, research on 'at-risk' learners has investigated specialized classroom intervention (Wise, D'Angelo, & Chen, 2016); however, the practices remain targeted and differentiated rather than integrated into a broader, more inclusive pedagogical program to benefit all learners.

In contrast, broader inclusive practices are not new to the CF context. Through case studies, Arnett (2003, 2010) identified how CF teachers approach working with students with learning exceptionalities. In particular, she described teachers using a generative approach to inclusion, meaning that they are "interested in creating and nurturing a classroom environment and a teaching approach in which as many needs as possible would be met from the start" (2010, p. 566). The various strategies identified include 1) classroom management techniques (e.g., changing the room layout, developing organizational and note-taking skills, maintaining easy and immediate access to learning tools, minimizing audio distractions), 2) content delivery (e.g., using visual, auditory, tactile and gestural practices), and 3) language support (e.g., strategic use of French and English, repeating written and/or oral prompts, using large script simultaneously with oral prompts). These case studies demonstrate how holistic inclusive practices in CF can help students produce language in French and reduce anxiety about having to complete a task that is new or difficult on their own. Certainly, these findings could also apply to FI, as was recently documented by Pellerin (2013) who showed the potential for FI teachers to implement inclusive pedagogy in early FI through the use of digital technologies and a universal design for learning (UDL) approach to inclusion.

Studies on the inclusion of ELLs in FSL have focused more on documenting their potential for success in order to justify reversing the trend of exclusion from both FI and CF. In this vein, it is worth noting that research documenting the success of ELLs in FSL programs originated from studies in the CF context (Mady, 2006, 2007). Subsequent research on ELLs in FI stemmed from a desire to see if the same results materialized in FI (Mady, 2013, 2014, 2015) as well as an interest in adding measures of students' English proficiency to see what trends materialized across languages. Findings from this expansion led to new insights on the potential benefits of including immigrant ELLs in FSL programs, not only in terms of French proficiency, but English as well, with statistical differences emerging to show that immigrant ELLs in FI outperformed their Canadian unilingual and multilingual peers on several components of both the French and English tests. In our opinion, this work provides an exemplary illustration of the reciprocal potential for research in one program (in this case, CF) to prompt inquiry into its applicability in another (in this case, FI) and subsequently provide valuable insights for both.

[2] Inclusion was the top-of-mind issue in published research since 2000 on Intensive French (31% articles in this program) and Extended French (38% articles in this program).

INSTRUCTIONAL PRACTICES IN CORE FRENCH: POTENTIAL FOR TRANSFER TO OTHER FSL PROGRAMS?

With instruction being the most top of mind issue in CF research since 2000, we would like to discuss two additional insights that have been explored in CF that could transfer to FI and other FSL programs.

ARTS-BASED INSTRUCTION

Arts-based instructional practices offer innovative cross-disciplinary approaches in the language classroom using music, theatre, dance or visual arts to teach French. Because the Arts usually involve full-body and emotional experiences, they allow students to connect with the language and culture in more immersive ways. For instance, in Rovers' (2013), Grade 9 Applied core French students practised playing drums, singing, drawing, painting, active listening, acting, chanting, pantomime, composition, food making and tasting, daily over the course of three weeks. Rovers found that using arts-based instructional practices enhanced the students' self-esteem, pride and willingness to speak French. As Roy has noted in her research, these are all areas in which FI students have also reported struggling (Roy, 2010, 2012).

The Grade 9 CF students in Rovers' study also made progress in both speaking and writing. When arts-based instructional practices are applied successfully, they transcend their entertainment value and foster meaningful learning experiences (Cahnmann-Taylor & Siegesmund, 2013). For instance, Dicks and Leblanc (2009) used global simulation, requiring students to imagine and embody a specific context where French is used (in this case, Youth Activity Centre). In this drama-focused intervention, the students drafted, directed and designed the interactions and the environment in which they would be performing their global simulation. As a result, they were able to draw on multiple intelligences (Gardner, 1993) to develop their speaking, writing listening and speaking in a holistic and integrated format and take ownership of their learning.

Because of their highly social and cultural focus, arts-based instructional practices also have the potential to address a common concern about FI students' difficulties with socio-pragmatic and socio-linguistic know-how in French (e.g., Rehner, Mougeon, & Nadasdi, 2003). Indeed, one FI study found that students significantly improved their writing composition and cultural knowledge of French after participating in a drama-based intervention (Bournot-Trites, Belliveau, Spiliotopoulos, & Séror, 2007). Given that all of the arts-based instruction studies mentioned here reported increased student enjoyment, motivation to learn/speak French, and improved writing ability and cultural knowledge, additional investigations using cross-disciplinary art-based instruction could translate well across all programs. Students can benefit from a cross-disciplinary collaboration between teachers, a practice that is already common in FI schools and easily implemented.

INSTRUCTIONAL EXPERIMENTATION

Rethinking the way CF is delivered and analyzing the impact of instructional innovation has remained a focus of a large proportion of CF research to date (see Lapkin, Mady & Arnott, 2009, as well as the Arnott & Lapkin article later on page 9 for more information). Most relevant to this discussion is the potential for such findings to "speak" to other FSL program contexts.

On the whole, research on instructional experimentation in CF since 2000 highlights a similar kind of reciprocal potential as that discussed earlier in regards to the inclusion of ELLs in FSL, whereby instructional experimentation research in CF has prompted inquiry into the same instruction in FI – or FSL instruction more generally – ultimately providing valuable insights for all. For example, the widespread Canadian uptake in the early 2000s of the Accelerative Integrated Method (AIM) for FSL instruction first piqued researchers' interest in CF and then in FI. In CF, while clear advantages of AIM did not emerge in research comparing AIM and non-AIM student outcomes (e.g., Mady, Arnott & Lapkin, 2009), comparisons of AIM and non-AIM teaching showed that using the method led to greater use of French in the CF context (Arnott, 2011). With increased use of AIM in FI, researchers began investigating its impact. Bourdages and Vignola (2009, 2014) found that AIM students in French Language Arts classrooms produced more French and more semantic variety in their oral production than their non-AIM FI counterparts.

This instructional experimentation research has yielded additional insights into general aspects of FSL instruction. For instance, findings from Arnott (2017) documented the impact of mandating AIM, leading to more general recommendations for the need for collaborative dialogue and monitoring when enacting any kind of micro-policy involving an instructional method. Investigation of administrators' practices in mandated and optional AIM contexts also led to comprehensive descriptions of how instructional leadership is enacted in FSL generally and CF specifically (Milley & Arnott, 2016).

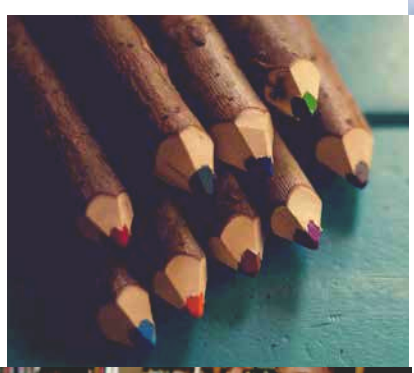
CONCLUSION

Ultimately, this analysis shows how stakeholders need not isolate their research-based knowledge of FSL instruction to studies situated in one specific program – there is clear potential for many findings to transfer directly across FSL programs. Certainly, advocating for similar practices in different FSL programs like FI and CF comes with structural challenges unique to each context (e.g., in regards to corrective feedback in both programs). However, it is worth noting the power of quality instruction to further highlight the overall potential for transfer. In a study comparing the written proficiency of students who graduated from both CF and FI, Lappin-Fortin (2014) found few statistical differences linked to their program of FSL study (rather, immersive experience in a francophone community emerged as a factor impacting students' written proficiency). These findings

point to the power of quality instruction to enhance FSL programming and reinforce the potential for research across different programs to optimize such quality.

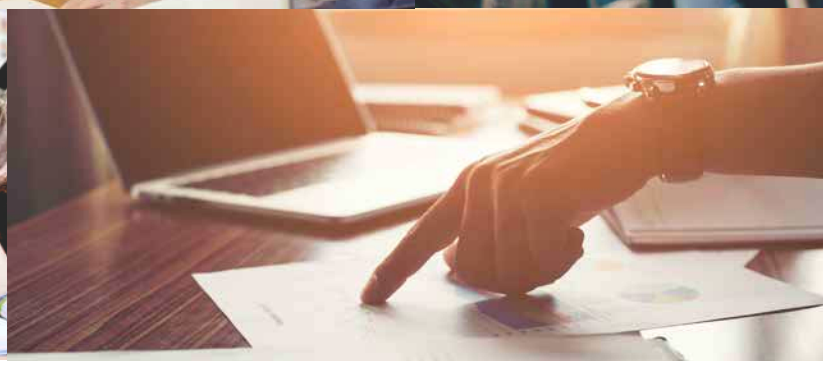
Finally, while the dominance of research interest in FI remains clear, this analysis goes beyond calling for more research in CF to showcase the potential impact of a renewed CF research emphasis for all FSL programs. It is worth considering the rich insights we have learned from CF inquiry to date regarding inclusive practices, ELLs in FSL, arts-based pedagogies, and instructional experimentation. Hopefully this analysis is a start to a more collective commitment to breaking down the barriers among FSL programs, as we certainly have a lot to learn from one another.

References available on CPF National's website at cpf.ca.








PROGRAM COMMENTARIES

Canadian Parents for French is known for sharing evidence-based research on a variety of contemporary issues in French second language education. We review and provide updates on three of the most prominent FSL program types delivered in Canada.







FOCUS ON CORE FRENCH

By Stephanie Arnott and Sharon Lapkin

EVOLUTION IN CORE FRENCH

In 1970, the Canadian government initiated the Official Languages in Education Program, which included funding to provinces and territories to allow them to offer mandatory second language instruction in both official languages (i.e., English and French). In English language school boards across many provinces, Core French (CF) began as a course taught in secondary school of about 40 to 50 minutes in length. Its move into the elementary school context involved even shorter instructional periods, often only 30 to 40 minutes two to five times per week. This introduction of short classes to the elementary grades has been cemented into many/all provincial and territorial scheduling routines, in spite of convincing research (Burstall, 1975; Munoz, 2006) showing that starting second language instruction in this format makes no difference in the level of proficiency reached by the end of elementary school, regardless of when it is introduced (e.g., in primary years). Research and educators generally agree that CF students often make very little progress in developing French proficiency during the elementary grades due to such factors as limited exposure to and use of French, teachers in some provinces/territories with limited linguistic proficiency themselves, and administrative devaluing of core French (except where it provides teacher preparation time).

Instruction in core French has advanced from its grammar-translation roots to 'newer' approaches, emphasizing oral communication, interaction, and reconsideration of CF learners as social agents (i.e., action-oriented approach). Despite the potential of these advances to optimize the CF student experience, research shows that teachers continue to face distracting challenges related to the chronic marginalization of CF in schools and the immediate community (Lapkin, Mady & Arnott, 2009), examples of which are less than ideal teaching spaces and less support for resources, professional learning, etc.

Overall, what should have been an exciting evolution has become an institutionalization of core French, which has hampered the potential impact of positive instructional change. Consequently, innovative thinking has been stifled regarding ways to revolutionize core French.

DESIRE TO *REVOLUTIONIZE* CORE FRENCH

Our mutual desire to conduct research in the CF context is inextricably linked to our experiences as lifelong FSL learners:

> **Sharon:** *For me, French studies began in Grade 9 core French and continued through to a Ph.D. in French language and linguistics. I know how long and complex a task it is to master another language without intensive exposure to it in the community.*

> **Stephanie:** *I began learning French in middle immersion and continue to use and improve my French skills to this day in my current position at the University of Ottawa. Looking back, I am conscious of how privileged I was to have been in immersion, with long periods of the day spent entirely in French and the rich language learning experiences that followed.*

Both of our experiences sparked a keen interest in researching this program that serves the majority of Canadian students. Taking into account several decades of research on core French, we feel strongly that two specific lines of inquiry remain in urgent need of continued attention from all FSL stakeholders:

1. WHAT MEASURES CAN BE TAKEN TO IMPROVE CORE FRENCH STUDENT OUTCOMES? IS THERE A SUPERIOR WAY OF DELIVERING/TEACHING THE PROGRAM THAT COULD PRODUCE BETTER RESULTS?

Two small-scale studies undertaken in Ontario (Lapkin, Harley, & Hart, 1995; Marshall, 2011) provide a potentially effective response to this question. They both involve 'compact' models or 'massed' instructional time wherein teachers can innovate in longer instructional periods. Rather than increasing the time for core French in a year, the time is distributed differently; think of semestering that occurs in many secondary schools so that instructional periods last for about 80 minutes as opposed to the 30- to 40- minute periods we associate with core French at the elementary level.

Lapkin, Harley, and Hart (1995) found that two experimental compact classes outperformed a comparison (40-minute) Grade 7 class on several components of a multi-skills French test administered at the end of their French course. One gain persisted even to the following September, when one of the classes had not had any French instruction for 8 months. Moreover, the questionnaire data showed that the participants in the compact models self-assessed their French skills more positively than the comparison class. They linked their perceived better speaking skills to the longer class periods; participants in compact core French liked the longer periods and thought they learned more effectively.

The teacher's journal notes maintained that students in the compact classes were more advanced and motivated as compared to the 40-minute group. The teacher also noted that the 40-minute period tended to be eroded so that instructional time was lost; in fact, she completed one fewer unit with the comparison class. Observations suggested also that the comparison students did fewer communicative activities.

In a second study, Marshall (2011) served as the teacher for three Grade 7 core French classes. Two had 80

minutes of French a day for half a year and the third was a comparison class having daily 40-minute classes throughout the year. Using a collaborative, project-based syllabus, Marshall found that she was able to implement more communicative tasks in the two compact classes.

Although the research literature focusing on compact formats for core French at the elementary level is limited to several small-scale studies, the findings are persuasive and suggest that further experimentation should be undertaken in this area. Decades of larger-scale, carefully controlled studies indicate that we are failing students in core French programs both with respect to language outcomes and innovative pedagogical approaches. Coupled with the marginalization of the core French program in many school settings, the lack of imaginative thinking with respect to program formats stymies teachers and discourages learners.

2. WHAT IS THE BEST WAY TO MOTIVATE STUDENTS AND RETAIN THEM IN THE CORE FRENCH PROGRAM WHEN IT IS NO LONGER AN OBLIGATORY SUBJECT OF STUDY?

Research has shown that motivating CF students is not a simple task and that retaining them in the program is even more challenging. While motivating teaching practices have been documented in CF (e.g., Naumovski, 2017; Early & Yeung, 2009; Faez, Majhanovich, Taylor, Smith, & Crowley, 2011), divides continue to emerge that complicate student success in the program, including those linked to gender (i.e., difficulties of motivating male CF students – see Chan, 2016; Kissau, 2006) and immigrant status (i.e., newcomers to Canada are more motivated to study French than their Canadian unilingual counterparts – see Mady, 2010, 2012).

If student retention in CF were an indicator of program success (amongst other possible criteria), then it would likely be characterized as unsuccessful. Enrollment numbers from across the country show a similarly sharp decline when CF is no longer a mandatory subject of study. Research continually identifies similar factors that motivate students to continue learning French in CF (e.g., enhanced job/post-secondary opportunities, linguistic confidence, importance accorded to French, etc.) and demotivate them (e.g., negative attitudes toward the CF learning situation, perceived incompetence, timetable constraints, lack of importance accorded to French, etc.). The question remains on how to respond: do we focus on the motivating factors? Or do we focus on reversing the demotivating ones? Arnott (in press) recently explored this question by speaking directly with CF students, considering their perspectives in light of the prevalent discourse on the benefits of additional language learning. Those motivated to continue CF studies were still openly contemplating the relevance of their self-identified motivating factors (e.g., job opportunities, desire to communicate with others in French) to their own lives and futures. To us, this calls into question the power of such motivators to resonate enough with Canadian adolescents, not only to sustain their motivation to continue studying French in school, but to override the negative attitudes toward French and CF that continue to emerge as the main reason for discontinuing CF studies.

LESSONS FROM CORE FRENCH – LINKS TO OTHER FSL PROGRAMS?

For CF, it is clear that continued innovation in instructional approaches is needed across all FSL programs such that project-based, action-oriented strategies can be implemented to improve student learning. Still, manipulating the length of instructional periods in CF to optimize the impact of these approaches is key. The fact that such scheduling innovation is not considered in CF is disappointing, particularly given the wealth of research demonstrating the positive impact of intensive and immersive formats on both FSL teaching and learning (see Arnott, Masson & Lapkin, 2019 for a synthesis of key findings).

Lessons learned about CF student motivation apply to all FSL programs. Future efforts to motivate all learners to continue their FSL studies requires serious consideration of students' lived experiences. Generally speaking, these findings point to the need to reconsider our messaging when it comes to motivating all FSL students and communicating the benefits of learning French. That said, potential exists for efforts to have a limited impact in CF in particular if the chronic marginalization of its programming in Canadian schools is allowed to continue.

References available on CPF National's website at cpf.ca.

FOCUS ON INTENSIVE FRENCH

By Wendy Carr

HOW HAS THE INTENSIVE FRENCH PROGRAM EVOLVED?

Intensive French (IF)[1] was first implemented in NL in 1997 and initially conceived by Joan Netten (Memorial University) and Claude Germain (Université de Québec) as a way of improving core French and addressing the unsatisfactory proficiency results achieved by learners. Students enter IF in Grade 5 or 6 and participate in five months of intensive French instruction followed by five months of a compacted version of the regular English curriculum. They maintain their French with a daily one-hour French lesson[2] for the rest of the intensive year and then enter a post-intensive program, secondary core French or other FSL program[3].

The use of a literacy-based approach that emphasizes oral language development and neurolinguistically-based teaching strategies is at the heart of IF. These strategies involve using and re-using language in authentic, cognitively meaningful interactions (both oral and written) so that students internalize and begin to use it instinctively. French is the sole language of classroom communication during the intensive phase; however, math and some other subjects, e.g., PHE, music or art, may be taught in English throughout the year. The combination of time and intensity is widely known to be effective in accelerating language learning.

Intensive French programs experienced a surge in growth in the mid-2000s, spreading to almost every province and territory, ranging from a few schools/boards in each (e.g., in BC, AB, SK, MB, ON) to slightly more (e.g., 7% of FSL programming in NS) to a more substantial proportion of FSL programming (e.g., 25% in NT, 29% in NL, 32% in YK and 60% in NB). In two provinces, IF has either decreased (ON[4]) or ended (PE). Enrolment numbers have remained constant over the years with one notable exception. In 2008, New Brunswick ceased offering core French as a program option, replacing it with pre-intensive French in Grade 4, intensive French in Grade 5 and post-intensive French in Grades 6 to 12.

WHAT RESEARCH QUESTIONS HAVE BEEN EXPLORED ABOUT THIS FSL APPROACH?

Germain and Netten[5] conducted a great deal of research about the impact of IF on French proficiency, its application in various contexts, and reasons why the neurolinguistic strategies were so effective. Germain has since applied the approach to learning other languages in Canada, including Indigenous languages[6], as well as in other countries in Asia and Europe.

In the early years, 1998 to late 2000's, the New Brunswick Oral Proficiency Index was used to evaluate oral proficiency at the end of the initial IF year (Grade 5 or 6), with average results of Novice Low to Basic Mid, representing the ability to communicate on familiar topics with some spontaneity. Currently in NB, IF and post-IF curriculum documents identify CEFR A2.2 as the goal for learners by the end of Grade 8 and B1.2 by the end of Grade 12. In BC, students tested after the introductory IF year (Grade 6) achieved A1 on the DELF[7], which means they were able to understand key information and participate in basic interactions. Post-IF Grade 11 and 12 testing results from across Canada indicate that most learners achieve B1 or B2.

Early research conducted by Kristmanson (2006) focused on IF students' learning strategies and cognitive processing as well as teachers' pedagogical approaches. Several teacher studies, e.g., Collins, Stead, & Woolfrey (2004) explored the shift in teaching practices when switching to IF, and my research (Carr, 2007) focussed on implementation of BC's first IF program and how students, teachers and parents experienced it. More recent research has examined the French and English performance of English language learners in IF (Carr, 2009), the motivations of IF parents and students (Carr, 2013), and the inclusion of IF students with learning difficulties (Joy & Murphy, 2012; Mady & Arnett, 2015).

ARE THERE LESSONS THAT CAN BE GLEANED FROM INTENSIVE FRENCH THAT ARE APPLICABLE TO ALL FSL PROGRAMS?

A key tenet of IF is that oral language development underpins all language development; that is, learners cannot become proficient speakers or writers unless they systematically build language, starting with hearing and speaking that language. Learners in any FSL program (core, immersion, intensive or extended) are well served by an approach that highlights oral language development through a cycle of active modelling and scaffolded language use/re-use. This is the most effective way for students to develop an "internal grammar" on which to build new language learning and is a key component of the neurolinguistic approach.

A literacy-rich approach is also important not only to IF and post-IF but to all language learning, including home languages. When learners interact with text in its many forms (written, spoken, heard, viewed, etc.), they build understanding and proficiency. Teaching and learning strategies that focus on literacy allow learners to make sense of the world in a multimodal way and thus become effective language users and meaning makers.

Provincial program assessments conducted by NB's Department of Education have shown that the implementation of IF/post-IF programs has positively impacted the pedagogy of French immersion program teaching, especially as many FSL teachers teach in both programs. The focus on oral language development

and literacy is not always front and centre in immersion classrooms where curriculum content may be "covered" without sufficient attention to scaffolding learning with enough modelling and time to use and reuse newly acquired language. One look-for that can be used as a guideline is whether learners contribute as much as or more to the classroom discourse than their teachers.

In core French programs as they are currently designed (see Lapkin & Arnott in this issue), there is a limited degree to which time and intensity can favour the development of proficiency; however, a literacy-rich approach that nurtures oral language development and uses French as much as possible in the classroom can set learners up for success in their continued participation in FSL programming[8]. Effective core French programs feature a communicative or action-oriented approach where learners interact frequently about meaningful topics, i.e., learning content that matters — in French.

There is much that Intensive French contributes as an effective option for FSL learning. With its history of implementation across the country and a strong research base, it represents an important pathway to bilingualism for Canadian learners and their families.

FOOTNOTE – FSL IN QUEBEC

Quebec's FSL programs are focused on developing strong language and sociocultural skills through task-oriented activities that place students in authentic situations allowing them to develop the competencies articulated in the provincial curriculum; however, a program such as intensive French in other provinces and territories is not offered.

Thank you to the following for their contributions: Susan Forward and Gillian Blackmore (NL), Élaine Melanson (NS), René Hurtubise (PE), Fiona Stewart and David MacFarlane (NB), Louise Outland (QC), Betty Gormley and Jennifer Kruitoff (ON), Linda Romeo (MB), Linda Osborne (SK), Eve Moreau (AB), Pascal St.-Louis and Jeff McConomy (YK), and Jean-Marie Mariez (NT).

1 Intensive French is called Intensive Core French in NL.
2 This amount varies, e.g., in some jurisdictions, such as NT, the continuing French contact is 25% of the day.
3 For example, in NB, students who have completed the IF year in Grade 5 may choose to either continue to post-intensive French or enter Grade 6 late French immersion.
4 In ON, a pilot program was established in four school boards. IF has now been discontinued in two of the four boards, with one other being phased out.
5 A selection of Germain & Netten's research is available: http://uqam.academia.edu/ClaudeGermain
6 For more information: http://francaisintensif.ca/index.php/en/approach/other-applications/12-the-neurolinguistic-approach-for-aboriginal-languages
7 Carr, W. (2014). Evaluation of Vancouver School Board's intensive French program 2012-2014. Unpublished report.
8 Some provinces and territories (e.g., NT, YK, BC) engage core French as well as intensive French teachers in professional development sessions based on neurolinguistically-based teaching strategies.

References available on CPF National's website at cpf.ca.

FRENCH SECOND LANGUAGE PROGRAMS IN QUÉBEC

By Paule Desgroseilliers

In Québec, FSL is a compulsory subject for students enrolled in the English school system throughout their entire education path. Two provincially mandated FSL programs are offered: elementary and secondary core French and elementary immersion which flows into a variety of «enriched French» programs at the secondary level.

The overarching goal of Québec's FSL programs is to provide every student with the tools needed to participate with confidence, socially as well as professionally, in Québec's French-speaking pluralistic society. Students in core French are expected to develop sociolinguistic competencies enabling them to participate at a functional level in every aspect of Québec life. As for enriched French, secondary students are expected to reach a degree of proficiency that approaches bilingualism in order to prepare themselves to either pursue their studies in French or to transition to French environment workplaces.

Within the core and immersion/enriched streams, the nine English school boards can and do offer a range of delivery models. The Ministry of Education & Higher Educaiton requires only that the French language instruction provided to students offer opportunities to develop the competencies set out in the provincial curriculum and meet the expected outcomes and instructional time allotment. Time allocation for FSL elementary programs is determined at the school level. At the secondary level, time allocation is fixed for both the General and Applied General educational streams: 100 hours/year for core French for all five years, and 150 hours/year for the first three years of enriched French and 100 hours for the final two years. Examples of delivery models include a Bilingual program (50% English and 50% French), a Français + program (15% English, 85% French) and a Français, langue maternelle program, an advanced FSL program with the flexibility to adapt it to the sociolinguistic characteristics of eligible students.

FOCUS ON FRENCH IMMERSION

By Roy Lyster

HOW HAS THE FRENCH IMMERSION PROGRAM EVOLVED?

French immersion has evolved over the years in step with research on immersion education. This research has confirmed that French immersion students develop higher levels of communicative abilities in French than students in core French, as would be expected given the greater amount of time in the French immersion curriculum devoted to French. Research has also shown that French immersion has no negative effects on students' academic achievement nor on their English language development. Studies comparing French immersion students' proficiency in French to that of native speakers of French have also revealed positive outcomes, as well as some that fall short of expectations. In comparison to native speakers of French of the same age, early research showed that the French proficiency of immersion students was characterized by (a) high levels of comprehension abilities as measured by tests of listening and reading comprehension and (b) high levels of communicative ability, but with lower-than-expected production skills in terms of grammatical accuracy, lexical variety, and sociolinguistic appropriateness (Harley, Cummins, Swain, & Allen, 1990).

The comparison with native-speaker peers might not seem fair given that the goal of French immersion programs is not to attain native-like proficiency in French. However, the need to improve immersion students' abilities in French is not for the purpose of attaining native-like levels of proficiency but rather for enhancing their ability to engage with the type of complex language that is key to school success and characteristic of academic literacy. Accordingly, the goals of French immersion aim not only for functional communicative skills in French but also for high levels of bilingual proficiency that have the potential to open many doors for French immersion graduates—socially, professionally, and academically. French immersion has thus evolved towards a greater focus on French language development and away from notions of learners as "sponges" who will simply pick up the language from rich exposure. As Lightbown (2014) summed it up: "After decades of research on language acquisition in content-based language teaching in a variety of educational and social contexts, it is clear that language acquisition does not 'take care of itself'" (p. 129).

WHAT MADE YOU WANT TO RESEARCH THIS PROGRAM? WHAT QUESTIONS HAVE YOU EXPLORED?

I was a French immersion teacher in Ontario in the 1980s. The idea of teaching subject-matter through the students' second language (L2) as a means of developing their L2 skills and content knowledge simultaneously was a fascinating one that seemed more promising than other ways of L2 teaching. This experience, however, was not without some surprises and disappointments. I had expected that my students, after eight years in the immersion program, would have higher levels of proficiency in French. I became interested in finding out why they were not more proficient and also how we could improve the program so that they could develop the high levels of proficiency necessary to manage increasingly complex subject matter in French. I was inspired by research conducted in the 1980s at the Ontario Institute for Studies in Education (OISE) where I was doing graduate studies. I became interested in exploring different kinds of language-focused instruction that would fit well with the immersion approach while moving students forward in their French L2 development.

I continued this line of research in the Montreal area when I took up my position at McGill University in the 1990s. This research was initially observational, examining how immersion teachers draw their students' attention to language through a reactive approach, followed by experimental research investigating the effects of a proactive approach. A reactive approach includes scaffolding techniques, such as follow-up questions and corrective feedback in response to students' language production, that support student participation while ensuring that oral interaction is a key source of learning. A proactive approach entails pre-planned instruction that enables students to link form with meaning in contexts that are content-driven and thus motivating, while honing their metalinguistic awareness and engaging in purposeful use of the target language, ranging from contextualized practice to more autonomous use. Together, reactive and proactive approaches are what I call counterbalanced instruction, which gives content and language objectives complementary status while shifting students' attention between language and content (Lyster, 2007, 2016).

ARE THERE LESSONS THAT CAN BE GLEANED FROM FRENCH IMMERSION THAT ARE APPLICABLE TO ALL FSL PROGRAMS?

Years ago, Genesee (1991) identified three "lessons from immersion": namely, that L2 instruction in any setting can increase its effectiveness by:

1) integrating content other than only language itself,

2) incorporating ample opportunities for interaction in classroom activities,

3) planning systematically for language development.

I believe that these lessons are still relevant today.

The main difference between French immersion and core French programs is time, with the former benefitting from more time and the latter characterized, along with other such programs, by "limitations in quantity and quality of exposure" (Muñoz & Spada, 2019, p. 235). From a learning perspective, in addition to more time on task, the effectiveness of immersion programs is associated with their content-driven orientation, which provides a motivational basis for purposeful communication and a cognitive basis for language learning.

In parallel with French immersion's motivational basis for purposeful communication and cognitive basis for L2 learning, and despite comparatively less time, those core French programs that incorporate content from other areas in the students' curriculum typically yield higher levels of student engagement and proficiency than those in which language alone is the focus. Incorporating content in this way is not for the purpose of studying high-stakes academic content in the L2, but rather to enrich classroom discourse for the purpose of increasing motivation and enhancing L2 proficiency.

The effectiveness of such an approach was illustrated by a study by Cumming and Lyster (2016) that was conducted not in Canadian core French classrooms but in not-too-distant French L2 classrooms in upstate New York. An instructional unit on environmental issues in French served to connect FSL high school students to the French language more than was usually the case, owing to the use of cognitively engaging and purposeful academic content. Students repeatedly mentioned how motivated they were by the content focus, insofar as environmental issues applied to their own lives and became part of a bigger picture, thus making French a purposeful medium for learning about the world. As one student stated, "It wasn't just for language—it was for science, and our world" (p. 88).

References available on CPF National's website at cpf.ca.

ASSESSING LANGUAGE PROFICIENCY IN FRENCH SECOND LANGUAGE PROGRAMS: DELF UPDATE

By Wendy Carr

A recent CPF position paper[1] referred to the need for universally-understandable proficiency levels for learners, parents, teachers, post-secondary institutions and potential employers to clarify program expectations and inform decision-making. Multiple studies and briefs[2] over the past two decades have described the benefits of the Common (European) Framework of Reference (CFR), used in 50+ countries for over 40 years, to define language proficiency in a transparent and comprehensive way. The most commonly used, CFR-calibrated assessment is the Diplôme d'études en langue française (DELF), and many Canadian learners are regularly assessed on a voluntary basis.

The DELF is administered from coast to coast to coast[3]. It is generally voluntary for FSL learners in all programs (core, immersion, intensive, extended), and costs related to administration and marking are usually paid for by the district or province[4]. The DELF assesses oral comprehension and production and written comprehension and production. In the K-12 context, the levels most often challenged are:

A2 - basic user: communicates in simple and routine tasks about familiar and routine matters,

B1 – independent user: produces simple connected text on familiar topics,

B2 – independent user: able to interact with native speakers without strain for either party.[5]

It is very important to note that the choice of DELF level that a learner challenges is theirs to make. There is, therefore, no hard and fast equivalency that can be drawn between an FSL program, grade level, learner age and/or DELF level. It should also be noted that a learner can elect to take the DELF at any grade level if their board/district/division offers it (or at an independent testing agency such as L'Alliance française); however, for brevity, in most cases, we include findings for students in Grade 12 only. After reviewing the data from jurisdictions across Canada who reported on various group sizes, and removing exceptional results (e.g., for very small student numbers), these general findings were noted:

FSL PROGRAM (GRADE 12 LEVEL)	LEVEL/S MOST OFTEN CHALLENGED AND PASSED
Core French	A2 and B1
Extended or Integrated French (ON / NS)	B1
Post-Intensive French	B1
French Immersion	B1 and B2

Key contacts from each province and territory provided information to support these findings. While **not meant to be comprehensively representative**, results were very consistent for each FSL program across the country. Sophie Bergeron (BC), Pascal St.-Laurent (YK), Jean-Marie Mariez (NT), Lesley Doell (AB), Stephenie Leitao Csada and Linda Osborne (SK), Krystyna Baranowski (MB), Joan Oracheski, Katherine Rehner, Betty Gormley (ON), Louise Outland and Paule Desgroseilliers (QC), Fiona Stewart (NB[6]), Élaine Melançon (NS), Kelly MacNeil and René Hurtubise (PE), and Susan Forward (NL).

1 Canadian Parents for French (2019). Network public policy position and white papers: CPF FSL proficiency levels and testing. https://cpf.ca/en/research-advocacy/advocacy/network-public-policy-position-statements-and-white-papers/

2 Two examples are:
Vandergrift, L. (2006). *New Canadian perspectives: Proposal for a common framework of reference for languages for Canada.* Ottawa: Canadian Heritage. http://publications.gc.ca/collections/collection_2011/pc-ch/CH4-114-2006-eng.pdf
Council of Ministers of Education, Canada. (2010). *Working with the Common European Framework of Reference for Language in the Canadian Context.* https://www.cmec.ca/docs/assessment/CEFR-canadian-context.pdf

3 In NT, the DELF is not offered to students but, rather, the Test de français international (TFI), also based on the CEFR: [Insert hyperlink to our position paper for more info.] In SK, students may take the DELF at their own expense.

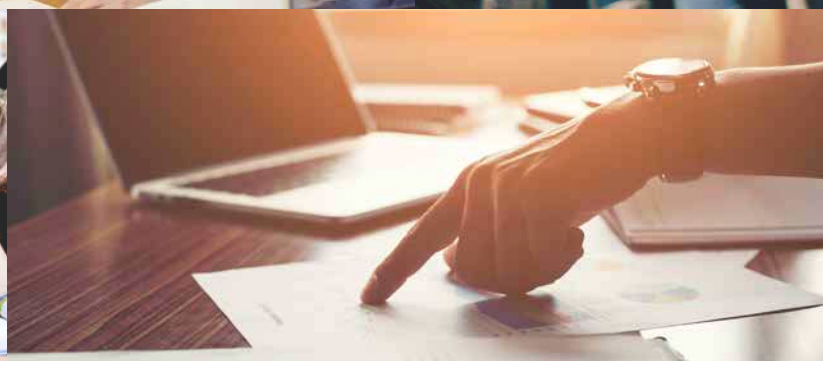
4 In Québec, students in core, immersion, Français enrichi and bilingual stream in the 9 English language school boards (and private schools) are able to take the DELF B1 or B2 but must pay the $195 administration fee. The numbers who take the DELF are, therefore, relatively low, especially compared to 2017 when the fee was paid, thanks to a one-year pilot project.

5 Council of Europe (2001). *Common European framework of reference for languages: Learning, teaching, assessment. testing results.* https://rm.coe.int/16802fc1bf

6 NB continues to assess proficiency (for learners and teachers) using the Oral Proficiency Interview but has made links to CEFR/DELF levels and links its Intensive/Post-Intensive French curriculum expectations to the CEFR (see references in article about intensive French).





RECOMMENDED READING

Our report contributors have gathered a listing of many newly published documents as further reading. We begin with two publications from the Council of Education Ministers, Canada (CMEC). These are followed by recent policy and related documents from three provincial ministries or departments of education identifying principles, goals and suggested actions to increase engagement and making French an integral component of education in English language schools.




NATIONAL SCOPE

Strengthening Engagement in French as a Second Language
https://inspirefsl.ca/2/Home.html

This professional resource includes a video series and accompanying guide that combines research and authentic examples from classrooms across Canada illustrating effective practices which aim to help increase student and stakeholder engagement in French second language education.

Speaking for Excellence: Language Competencies for Effective Teaching Practice
https://www.cmec.ca/Publications/Lists/Publications/Attachments/320/Speaking_for_Excellence.pdf

This report examines the language competencies that research indicates are important for elementary and secondary teachers in English and French first-language schools for effective professional practice and teaching excellence.

PROVINCIAL AND TERRITORIAL SCOPE

MANITOBA

French Language Education Review – French (English Program) 2016-2017: Provincial Report – Profile of Initiatives and Five-year Overview
https://www.edu.gov.mb.ca/k12/docs/reports/fr_eng_report_16-17/index.html

French Language Education Review – French Immersion Program 2015-2016: Provincial Profile
https://www.edu.gov.mb.ca/k12/docs/reports/imm_profile15-16/index.html

These reviews, published in 2017, were intended to enable data gathering in schools and school divisions to improve the French immersion program and delivery of FSL programs as well as track their progress over time.

The French immersion Program in Manitoba: A Renewed Vision-2017
https://www.edu.gov.mb.ca/k12/docs/french_imm/vision/docs/renewed_vision.pdf

The document includes a diagram of students' pathway in French immersion and pedagogical practices that support the realization of this vision.

ONTARIO

Toronto District School Board FSL Program Review: Developmental Evaluation
https://www.tdsb.on.ca/Portals/0/docs/TDSB%20French%20Programs%20Review%20Mar082019.pdf

A review of French programs at the TDSB was conducted in 2018 to examine the successes and challenges of French immersion, Extended French and core French programs from key stakeholders' perspectives.

Three additional reports (see below) from Ontario focus on curriculum specifications for core, extended and immersion programs, as well as special needs and supporting success in extended French and French immersion:

A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12.
http://edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf

Nipissing-Parry Sound Catholic District School Board: Supporting Students with Special Education Needs in French as a Second Language- A Parent Guide
https://www.npsc.ca/programs/french_as_a_second_language/supporting_students_with_special_education_needs_i

Ontario Ministry of Education: Supporting your Child's Success in French Immersion and Extended French Elementary Schools- A Parent Guide.
http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideFrench.pdf

NEW BRUNSWICK

Report of the French Second Language Task Force, February 2012
https://cpf.ca/en/files/Task-Force-Report-in-NB-2012_FLSreport_E-00000002.pdf

This report presents the findings of an investigation of entry points for early French immersion, recommending that the entry point be changed to Grade 1 (from Grade 3) province-wide.

AGENDA FOR CHANGE

Canadian Parents for French represents 24,000 members across Canada. We are a nationwide, research-informed, volunteer organization that champions the opportunity to learn and use French for all those who call Canada home. Canadian Parents for French is the most recent recipient of the Commissioner of Official Languages Award of Excellence – Promotion of Linguistic Duality.

We are pleased to publish this literature-focused report to provide stakeholders with an overview of research conducted in the 21st century (2000-present). This comprehensive database of 181 research articles also underpinned our 2017 report focusing on FSL students and 2018 report on FSL teachers.

An analysis of the database shows that, with respect to FSL programs, the literature is rich in its discussion of core French and French immersion with a focus on literacy instruction, grammar instruction and inclusive practices. Authors Arnott and Masson highlight points of connection between these and other FSL programs, e.g., literacy and cross-linguistic transfer (linking what students are learning in French, English and other languages); explicit correction strategies and interactional feedback techniques; and inclusive, integrated practices that benefit at-risk learners, English language learners, and others in FSL classrooms. They also suggest that instructional practices that optimize learning in one context can be applied in others; for example, arts-based instruction and instructional experimentation, e.g., time-blocking and approaches such as AIM.

This report features three articles that provide overviews of key FSL programs: their history and evolution, distinguishing features, and the lessons that each can contribute to or learn from others. **French immersion** has received accolades for its success in opening up social, academic and professional possibilities for learners. The importance of balancing a focus on language and content has never been more of a priority in enhancing proficiency, sustaining levels of motivation and combatting attrition. A counterbalanced approach to language development, using both proactive and reactive strategies, serves to develop autonomous use of French. **Core French**, experienced by the majority of Canadian youth, has not produced a strong record of proficiency attainment to date except for highly motivated students and those who have learned via highly communicative, action-oriented pedagogies and/or have augmented their in-class learning with additional language-rich experiences. One key program challenge is a well documented lack of valuing or support for the program. The research into varied delivery models, especially those that compact teaching hours and incorporate action-oriented pedagogies, shows promising possibilities. **Intensive French**, offered in almost every province and territory, is another pathway for learners to become bilingual. An historical overview is provided along with some general proficiency results and participation statistics from across the country. IF's focus on literacy and oral language development provides an important pedagogical link to other FSL programs.

CANADIAN PARENTS FOR FRENCH RECOMMENDS

Within the findings of the research reported here, Canadian Parents for French sees shared key priorities that would provide opportunities for the Government of Canada, the Ministries of Education, the Faculties of education and school districts to work together to help increase dissemination of the importance of official-language education and subsequently the promotion of French as a second language programs across the country.

- That the Government of Canada increase investments in official language research, which is needed to inform multiple approaches to learning French as a second language, including studying various delivery models, programmatic innovations and pedagogical strategies.
- That the Ministries of Education, Faculties of Education and school districts build upon this work by supporting preservice and inservice teacher education in inclusive, literacy-based second-language instructional practices that maximize student engagement, participation and success.
- That the Government of Canada increase investments in official language promotion and learning, including actively promoting and funding official language proficiency assessment practices, such as DELF testing.
- That the Government of Canada place an emphasis on increased dialogue and support to increase understanding of the various FSL program options and how each can contribute to and learn from the others through shared professional learning opportunities that will ultimately improve program quality and learning outcomes for Canadian youth.

CPF POSITION STATEMENTS

Canadian Parents for French represents 25,000 members across Canada. We are a nationwide, research-informed, volunteer organization that champions the opportunity to learn and use French for all those who call Canada home. Canadian Parents for French is the most recent recipient of the Commissioner of Official Languages Award of Excellence – Promotion of Linguistic Duality.

We promote and create opportunities for youth and support parents in all aspects related to French language learning. We believe in:

1. Universal Access

   In Canada, all students have the opportunity to learn French and to access the French as a second official language program that meets their needs and aspirations.

2. Effective Programs

   All students have access to a wide variety of effective, evidence based French as a second language (FSL) programs from Grades one to 12 and at the Post-secondary level.

3. Recognized Proficiency Levels

   The proficiency levels of the Common European Framework of Reference (CEFR), and French-language proficiency testing (such as the DELF) are used to provide language learners, parents, educators, post-secondary institutions and employers with a common understanding of each learner's French-language skills and the expected outcomes of each respective FSL program.

4. Leadership Accountability

   Education leaders, school jurisdictions and provincial/territorial and federal governments are accountable for student achievement in French as a second language programs. Parents and community stakeholders are actively engaged with educational leaders in their decision making. Reporting is meaningful, timely and available publicly.

GLOSSARY

Accelerative Integrated Method (AIM): A language teaching approach that uses gestures, music, dance, and drama to help students learn. The basic premise of AIM is that students learn and are more likely to remember something when they use a gesture as they say words, e.g., as they say 'regarder' (to look), they hold their hands in front of their eyes in the shape of binoculars.

Action-Oriented Approach: An approach to language acquisition that views communication as a social activity designed to accomplish specific tasks with an emphasis on oral communication, interaction, and consideration of learners as social agents. Active language use develops five language skills – spoken production, spoken interaction, listening, reading, and writing. Language proficiency is described in terms of what learners are able to do in the target language.

Applied (FSL) Courses: Courses in which goals and topics are designed with a focus on hands-on practical learning, whereas academic courses tend to focus on abstract reasoning as a basis for learning.

'At-risk' Learners: A term used to describe a learner who requires temporary or ongoing intervention in order to succeed academically.

Biliteracy Instruction: Where teachers plan instruction around themes to maximize opportunities to acquire and transfer between English and French language concepts; any and all instances in which communication occurs in two (or more) languages.

Common European Framework of Reference for Languages (CEFR): This language proficiency framework provides a transparent, coherent and comprehensive basis for the development of language curriculum, teaching, learning and assessment materials. Language proficiency is defined by six global levels of performance according to what learners are able to do in the target language.

Communicative Pedagogy / Approach: An approach to second language acquisition in which students learn by communicating in the target language rather than by practising language skills in isolation. Learning activities are selected to build communicative proficiency by engaging the learner in meaningful, authentic language use.

Core French Program / Basic French Program: A program in which French is taught as a subject among others in a regular English program in two to five lessons a week for usually 30 to 40 minutes. Also known in some jurisdictions as Basic French Program or French Second Language Program.

Cross-Linguistic Transfer: Refers to speakers or writers applying knowledge and skills from one language to another language. Also known as cross-linguistic influence.

Delivery Models: Methods by which instruction and interaction is provided between students and the instructor; may be classroom-based, via distance or online learning, or a hybrid approach offering both in-person and distance delivery.

Diplôme d'études en langue française (DELF): The official French-language diploma awarded by France's Ministry of National Education to recognize French as a second language proficiency among non-native speakers. The DELF is taken by those whose proficiency is between A1 and B2 on the Common European Framework of Reference (CEFR). The more advanced levels of C1 and C2 may be recognized by the Diplôme approfondi de langue française (DALF).

English Language Learner (ELL): Students in English-language schools whose first language is not English. Includes newcomers from other countries, as well as children born in Canada and raised in families or communities where languages other than English are spoken.

Extended French: A French as a second language program in which students take two or three subjects taught in the French language, in addition to French Language Arts. The Junior extended French program begins at the Grade 4 level. Students in this program spend 50% of their day in French instruction from Grade 4 to 8. The subjects taught in French are generally French Language Arts, Social Studies and Arts. The Grade 7 Extended French program offers students who have successfully completed three years of core French the option to enter into a more intensive program in Grade 7 where they spend approximately 40% of their day in French classes. Offered only in Ontario.

French Immersion: A second-language education program in which French is the language of communication and instruction. The term is an inclusive one that can be used to refer to a number of variants of immersion (based on entry year, amount of time and intensity, etc.)

Generative Approach: Creating and nurturing a classroom environment and a teaching approach in which as many needs as possible are met from the start. This approach is also referred to as universal design for learning (UDL).

Grammar Instruction: Includes explicit and implicit teaching of grammatical knowledge and ability. Context-based grammar holds an important place for effective learning as it is more motivating for learners if grammar is taught in context as students have an opportunity to understand how the new grammar structures work.

Inclusive Practice / Pedagogy: An approach to teaching that recognizes the diversity of students, enabling all to access course content, fully participate in learning activities and demonstrate their knowledge and strengths.

Intensive (Core) French: A FSL approach in which French is taught intensively for most of the day during five months of the Grade 5 or 6 year. The students in the program receive about 80% of their instruction in French, with a focus on literacy learning rather than learning all subjects in French (used in immersion), during the first half of the year and 20% during the second half; the rest of the subjects (except for Mathematics) are "compressed" into the second half of the year. In some jurisdictions, the term "neurolinguistic approach" is used to denote the same approach but with certain pedagogical specificity.

Learner / Learning Exceptionalities: Refers to learners whose physical, behavioral, or cognitive performance requires additional support in order to meet learning outcomes.

Literacy-Based Approach / Instruction: Is similar to how learners acquire a first language, i.e., using language to read, write, listen, speak, view, represent, share information, interact with others, and make meaning from the varied (oral, written, audio, electronic, and multi-media) texts around them. A literacy-based approach in FSL focuses on authentic, communicative situations where learners encounter and express ideas in the target language, similar to the best practices in Language Arts, typically with a strong emphasis on oral language development as foundational to developing other receptive and productive skills.

Pedagogical Approaches / Practice: Methods, strategies, and/or styles of instruction.

Proactive Approach: Involves pre-planned instruction that enables students to notice and to use target language features that might otherwise not be used or even noticed in classroom discourse; to link form with meaning in content-driven contexts; and thus honing their metalinguistic awareness and engaging in purposeful use of the target language, ranging from contextualized practice to more autonomous use.

Proficiency Levels: A standard or reference by which language learners' progress can be measured.

Reactive Approach: Involves instruction that occurs in response to students' language production during teacher-student interaction; incorporates corrective feedback and other scaffolding techniques, such as teacher questions and follow-up techniques including requests for elaborations that support student participation while maintaining a focus on oral interaction.

Socio-Pragmatic Competence / Know-how: An ability to recognize the importance of context and use language appropriately in specific social situations. In French, a typically difficult socio-pragmatic competence for language learners to master is the pronouns of address (e.g., tu/vous).

Universal Design for Learning (UDL): An educational framework that guides the development of flexible learning tasks/environments that can accommodate individual learning differences; focuses on using teaching strategies or pedagogical materials designed to meet diverse needs to enhance learning for all learners, regardless of age, abilities, or situation.