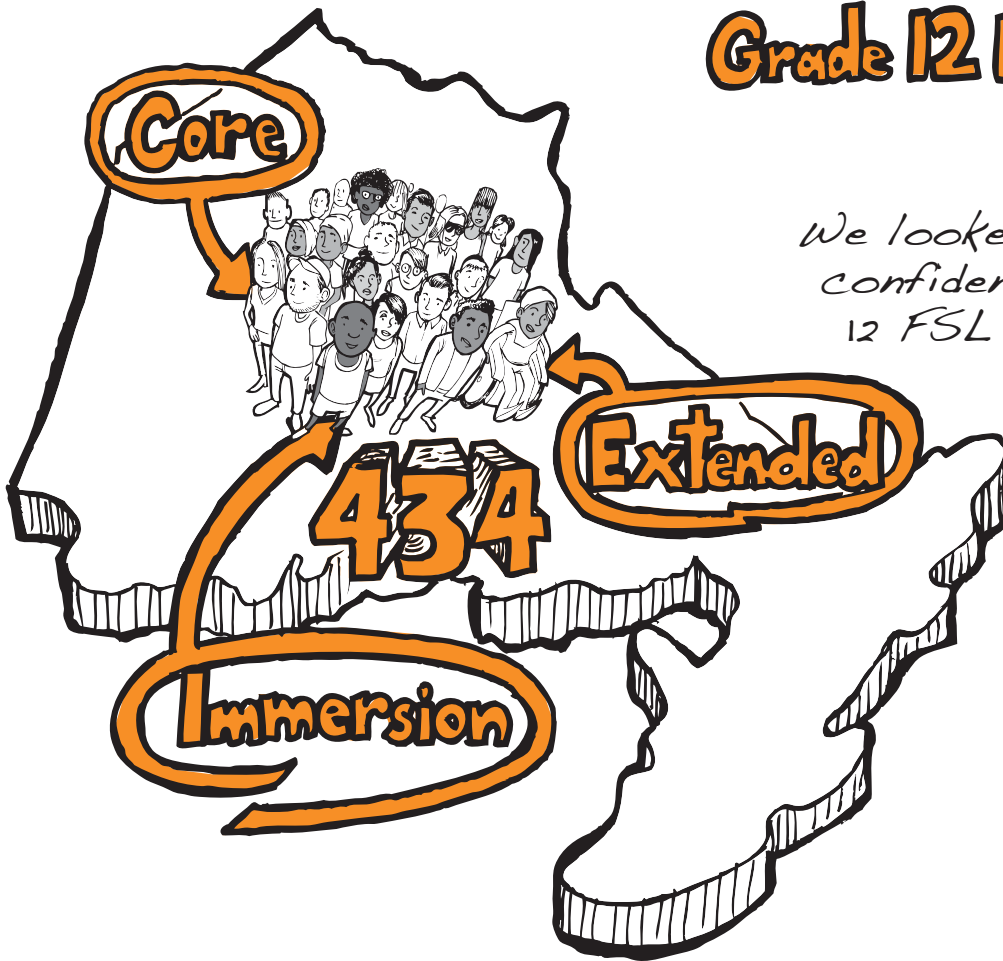


ESL STUDENT PROFICIENCY & CONFIDENCE PILOT PROJECT

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November 2015

Grade 12 FSL



We looked at proficiency and confidence levels of 434 Grade 12 FSL students from Core, Extended, and Immersion programs from 14 English-language school boards in Ontario.

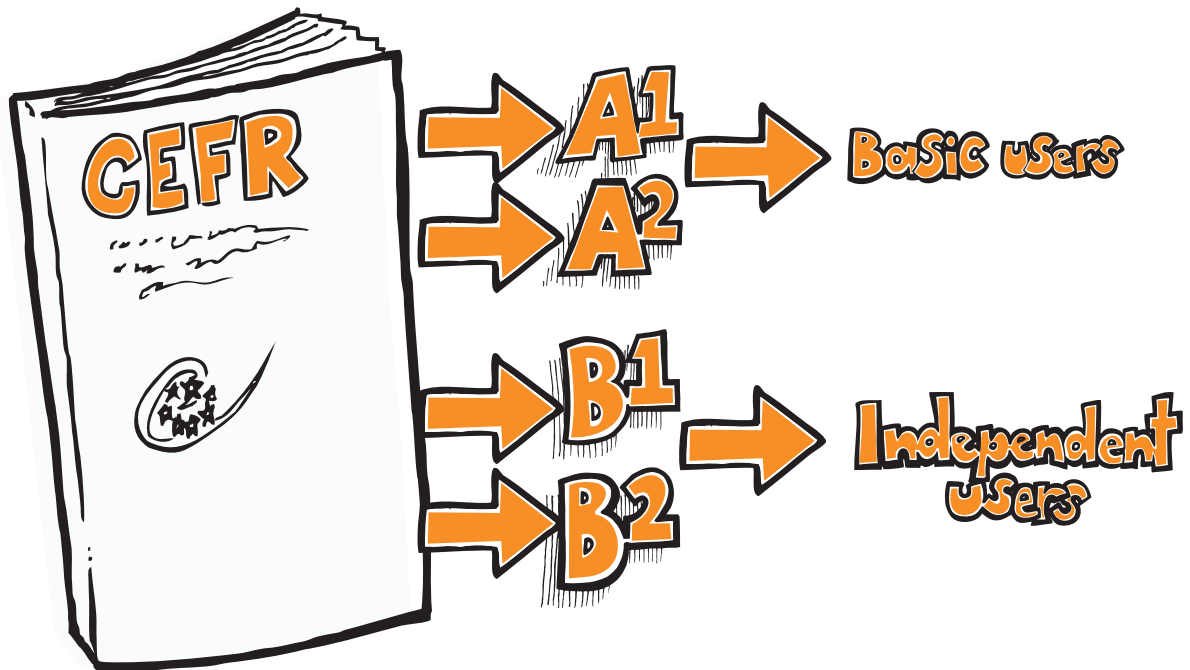
DEL F

SURVEY

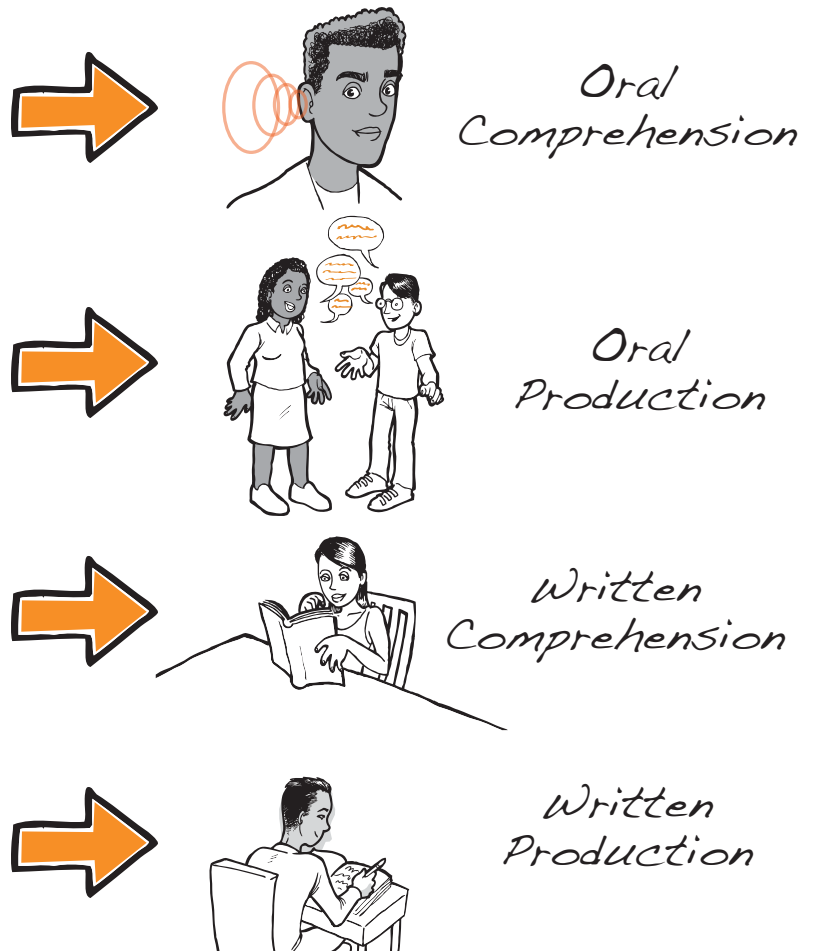
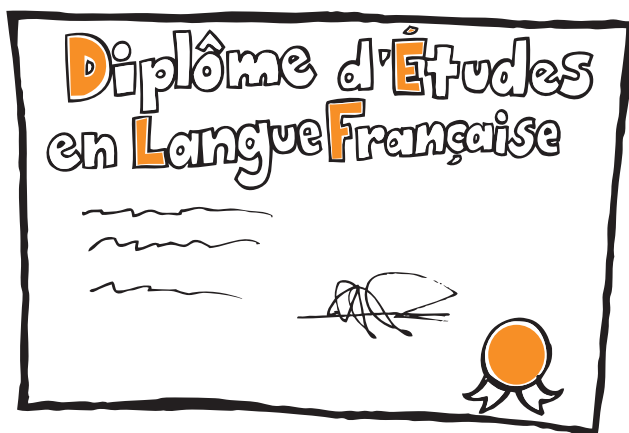
We did this by examining the students' results from the Diplôme d'études en langue française (or DELF) exam and their responses to a survey capturing their confidence.



The DELF exam provides official certification of French proficiency based on the CEFR levels A1, A2, B1, and B2.



The exam consists of four components:



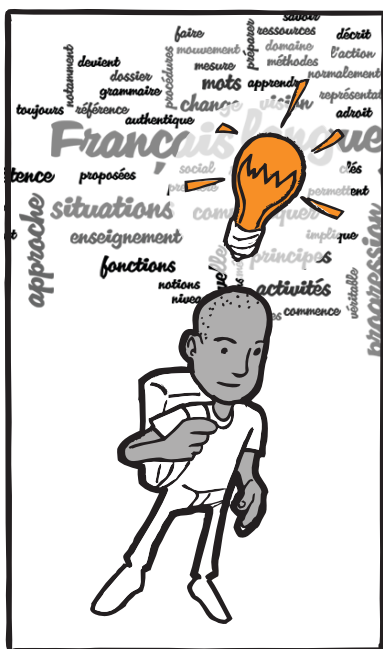
The student survey was organized into 4 sections, that examined the following areas:



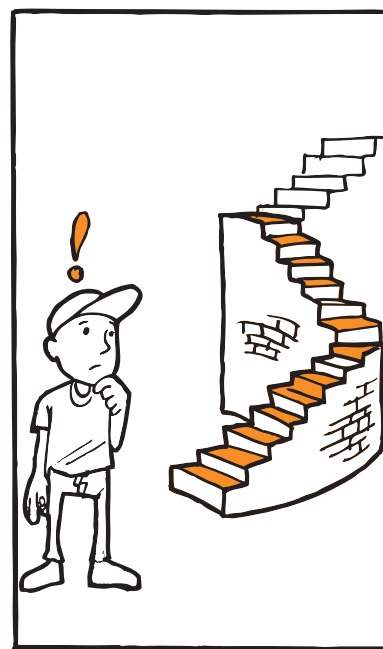
1. Students' exposure to French outside the classroom.



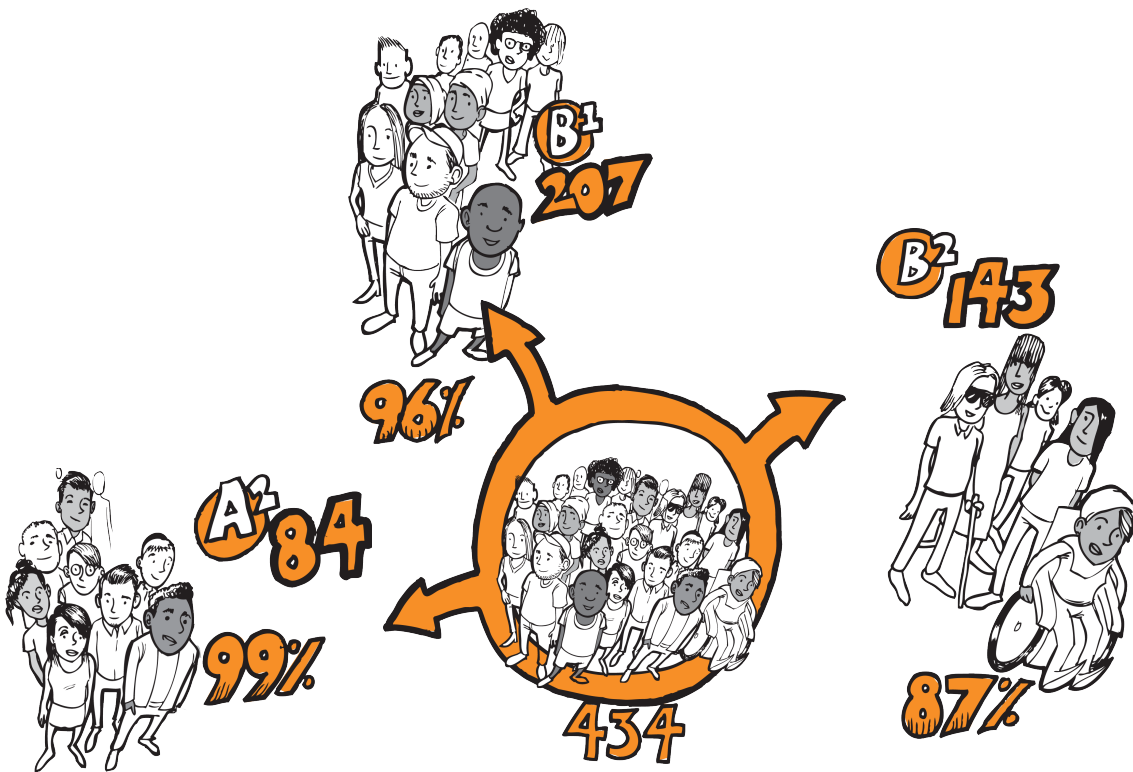
2. Students' confidence when using French while conversing, listening, writing or reading in a wide variety of situations.



3. Breadth of students' vocabulary knowledge.

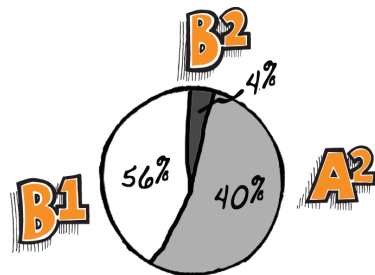


4. How difficult students found each component of the DELF exam and how well they thought they performed on each.



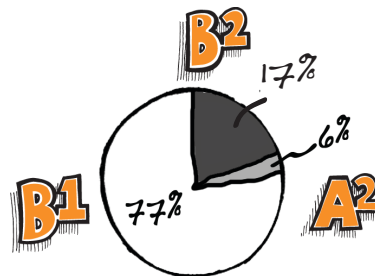
CORE

40% of Core students challenged level A2, 56% challenged B1 and 4% challenged B2.



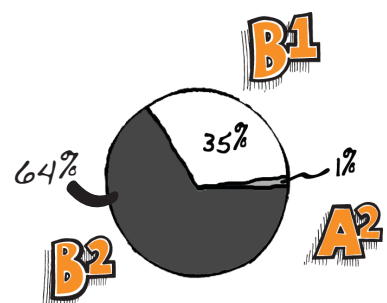
EXTENDED

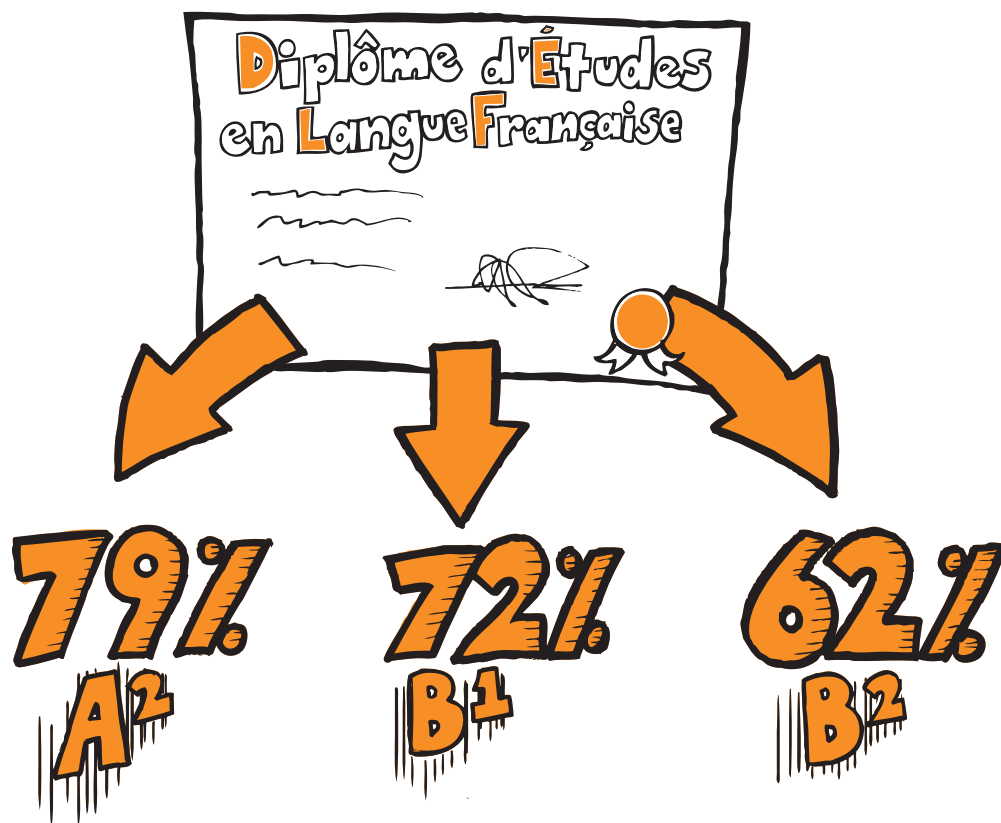
6% of Extended French students challenged A2, 77% challenged B1, and 17% challenged B2.



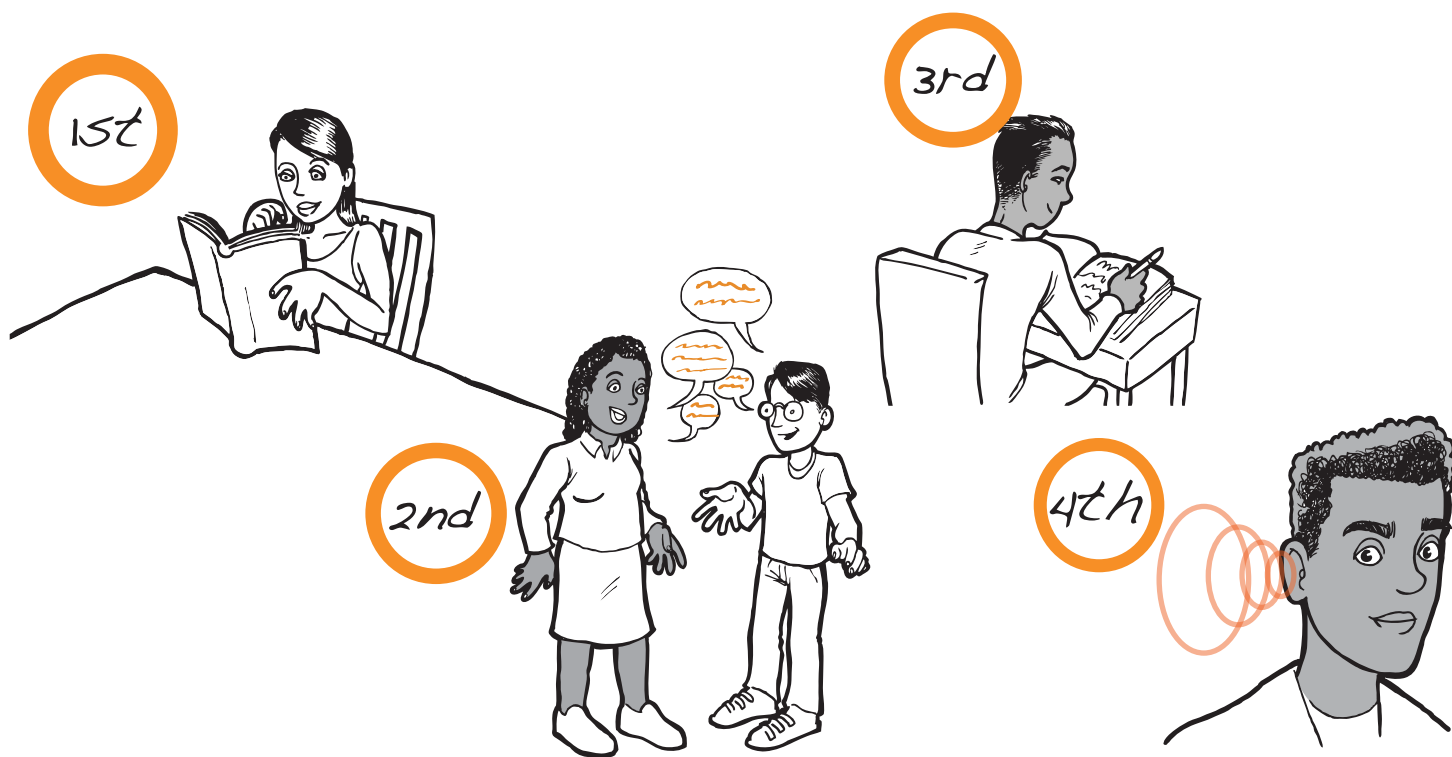
IMMERSION

1% of Immersion students challenged A2, 35% challenged B1 and 64% challenged B2.

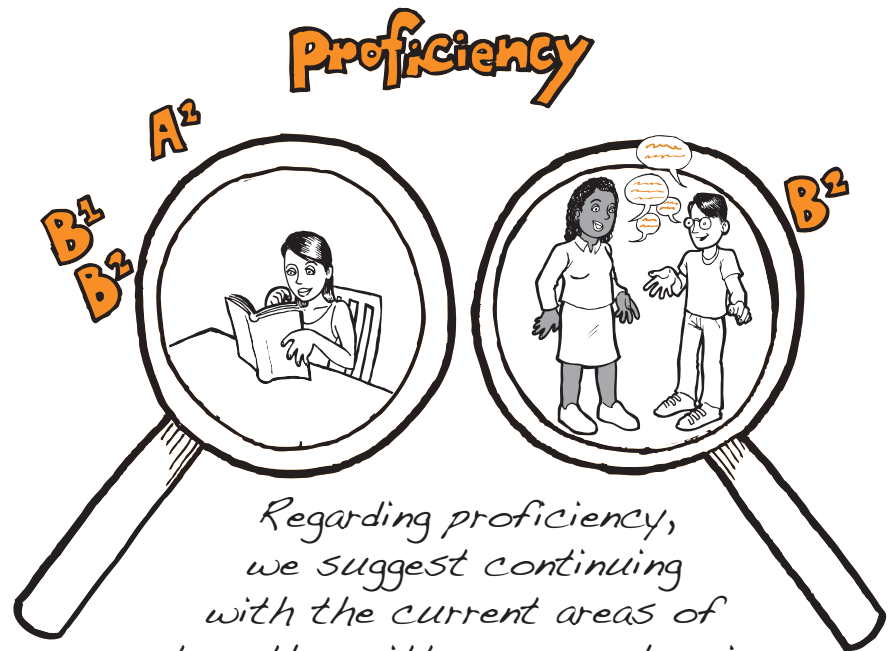




The overall DELF score was 70%.
The mean score for level A2 was 79%, 72% for B1 and 62% for B2.



Students scored highest on written comprehension, followed by oral production, written production, and finally oral comprehension.

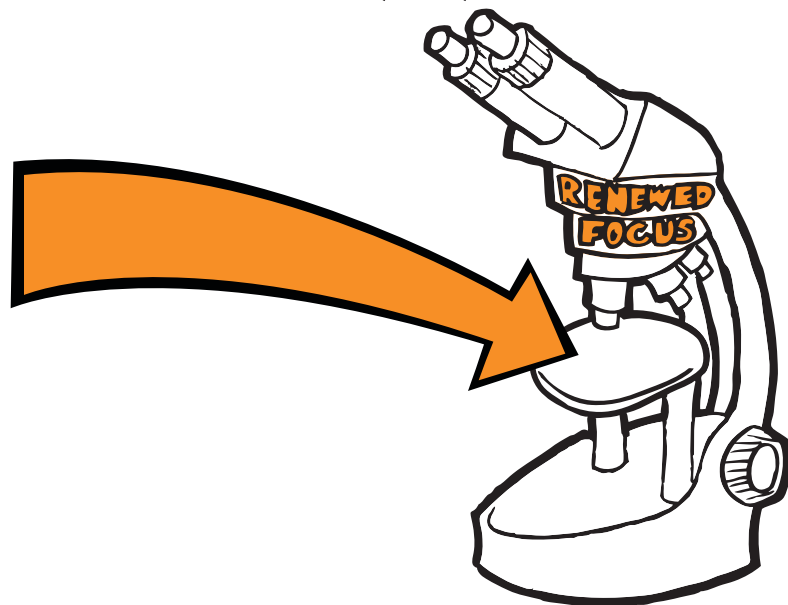


Regarding proficiency,
we suggest continuing
with the current areas of
strength: written comprehension
skills for all levels and oral
production for level B2.

A renewed focus would target
proficiency in oral comprehension
and written production,



specifically listening (particularly
the speed, accent, non-standard
usages and non-linear nature of
every-day oral communication and

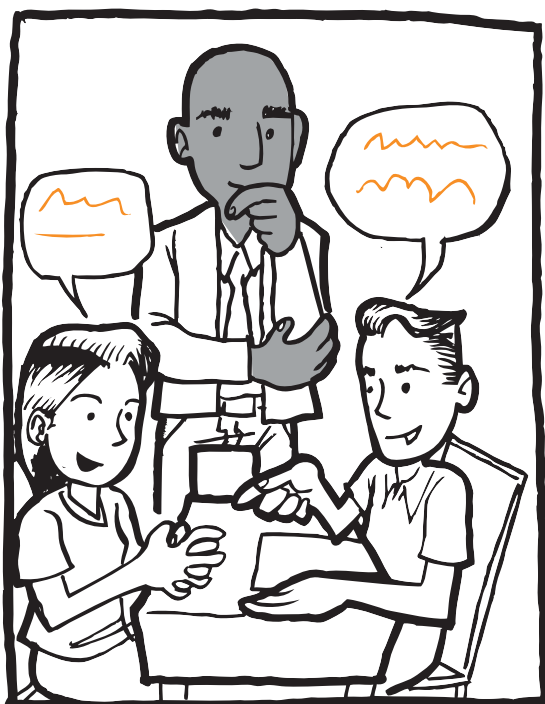


in the contextualized use of grammar and vocabulary for the purpose of communicating (spontaneous use; attention paid to subtleties like who uses particular items, when, where, and why; what impression is created by using similar items that carry different social and stylistic connotations; and what social conventions lead people to expect to hear certain things in certain contexts).

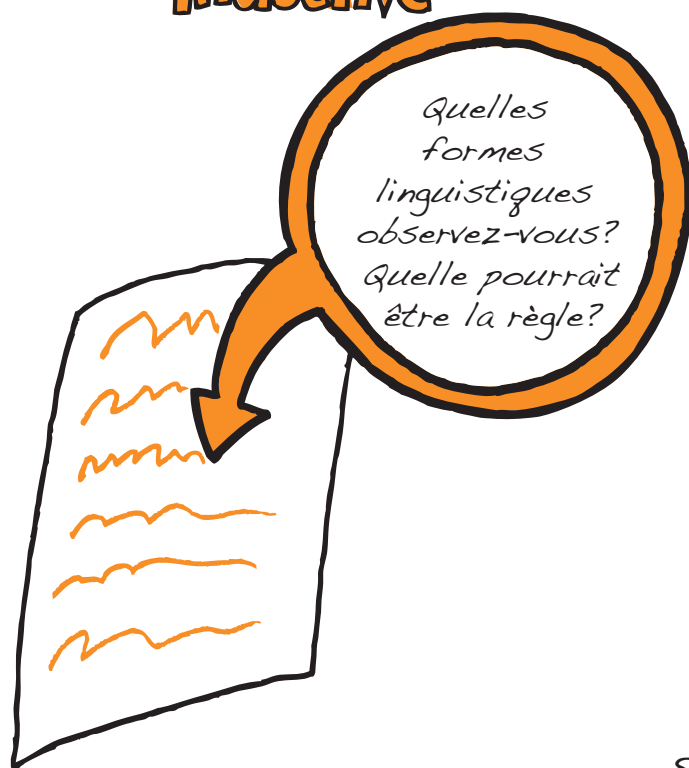


Action-oriented and inductive means can be used to further develop these communication skills.

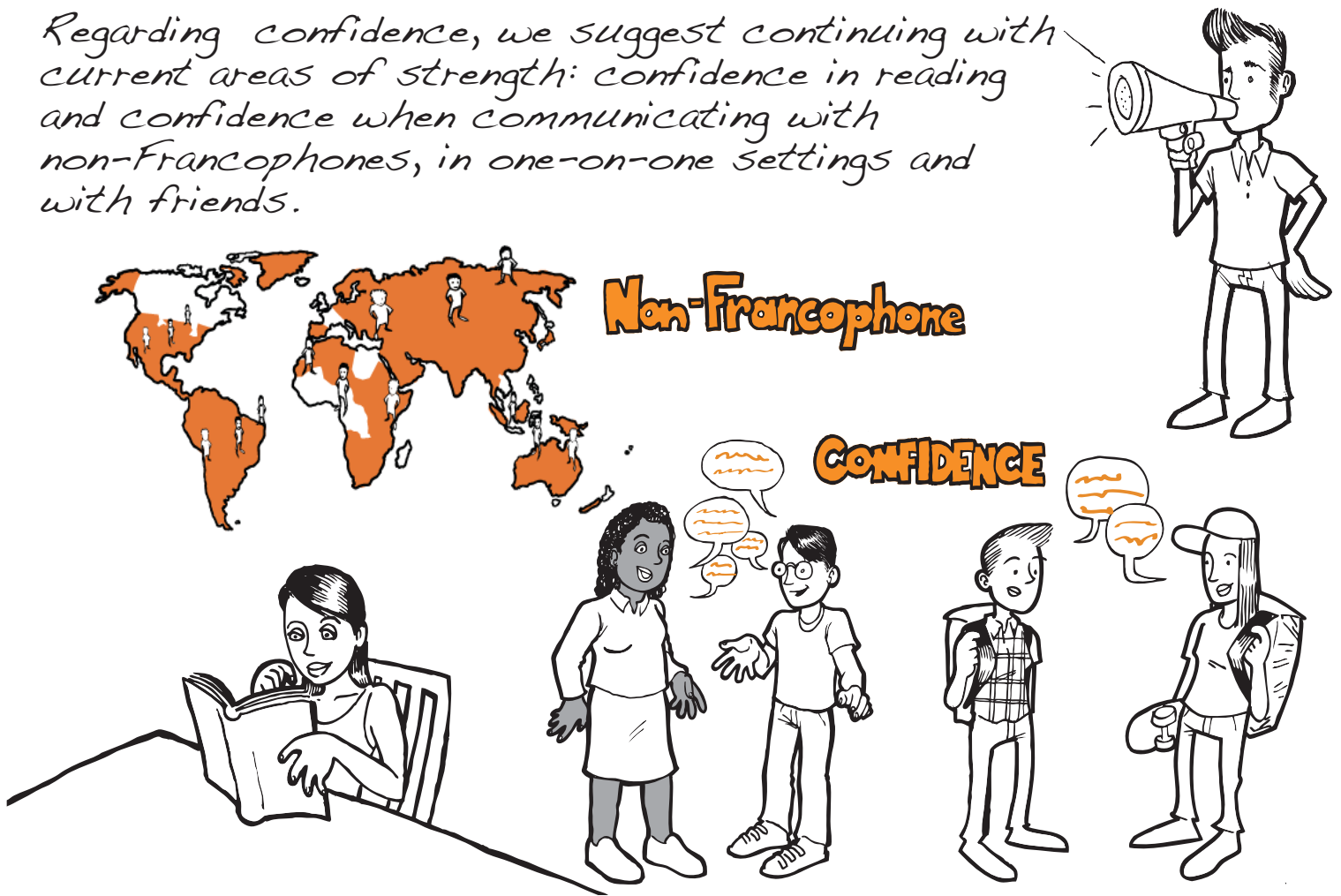
Action-oriented



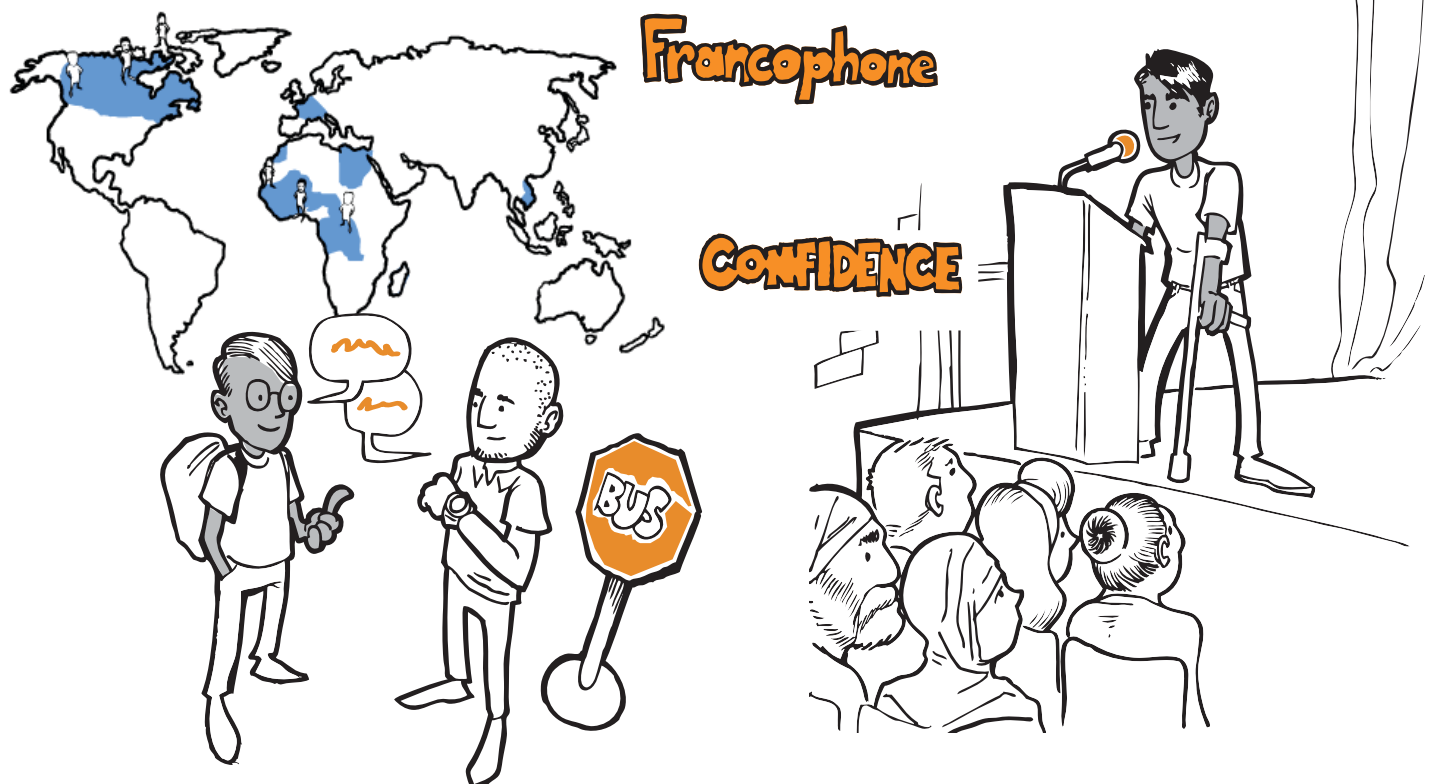
Inductive



Regarding confidence, we suggest continuing with current areas of strength: confidence in reading and confidence when communicating with non-Francophones, in one-on-one settings and with friends.

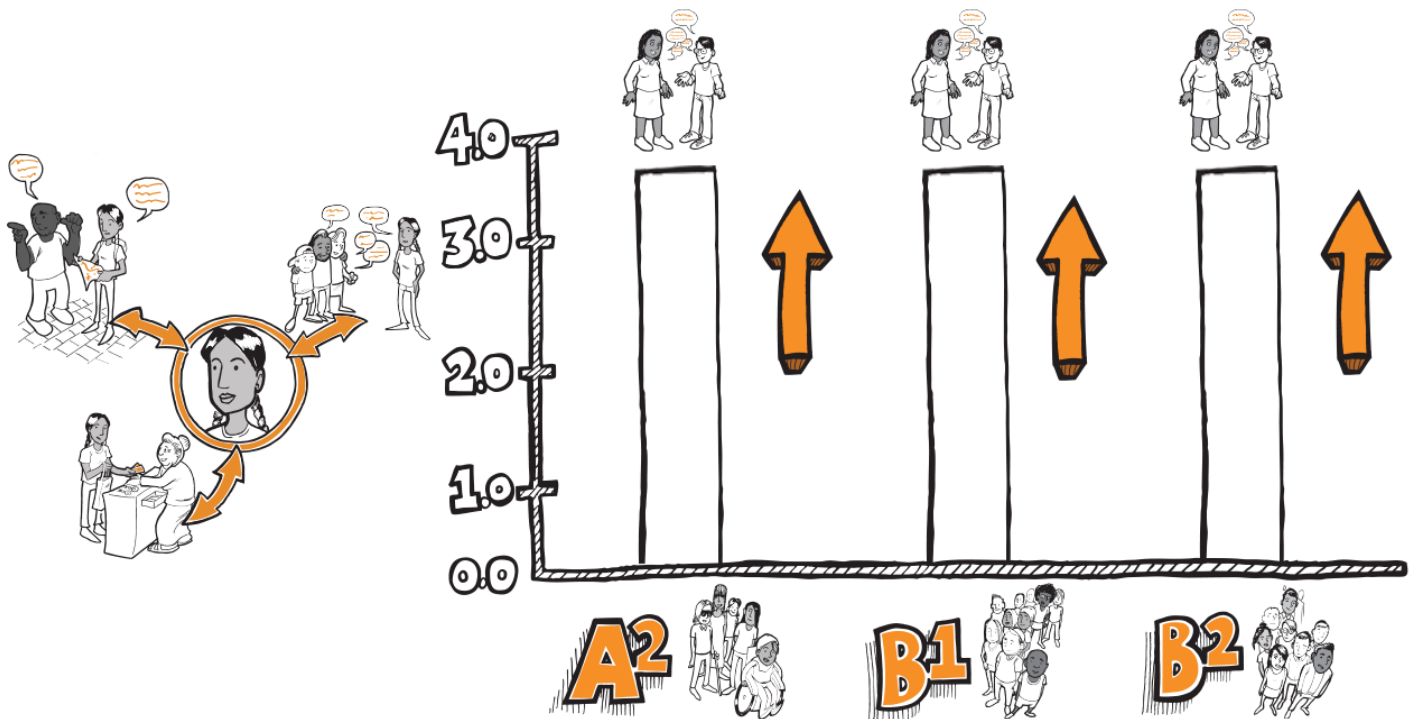


We can work on building greater confidence when it comes to communications with Francophones, in large groups and when interacting with unfamiliar people.

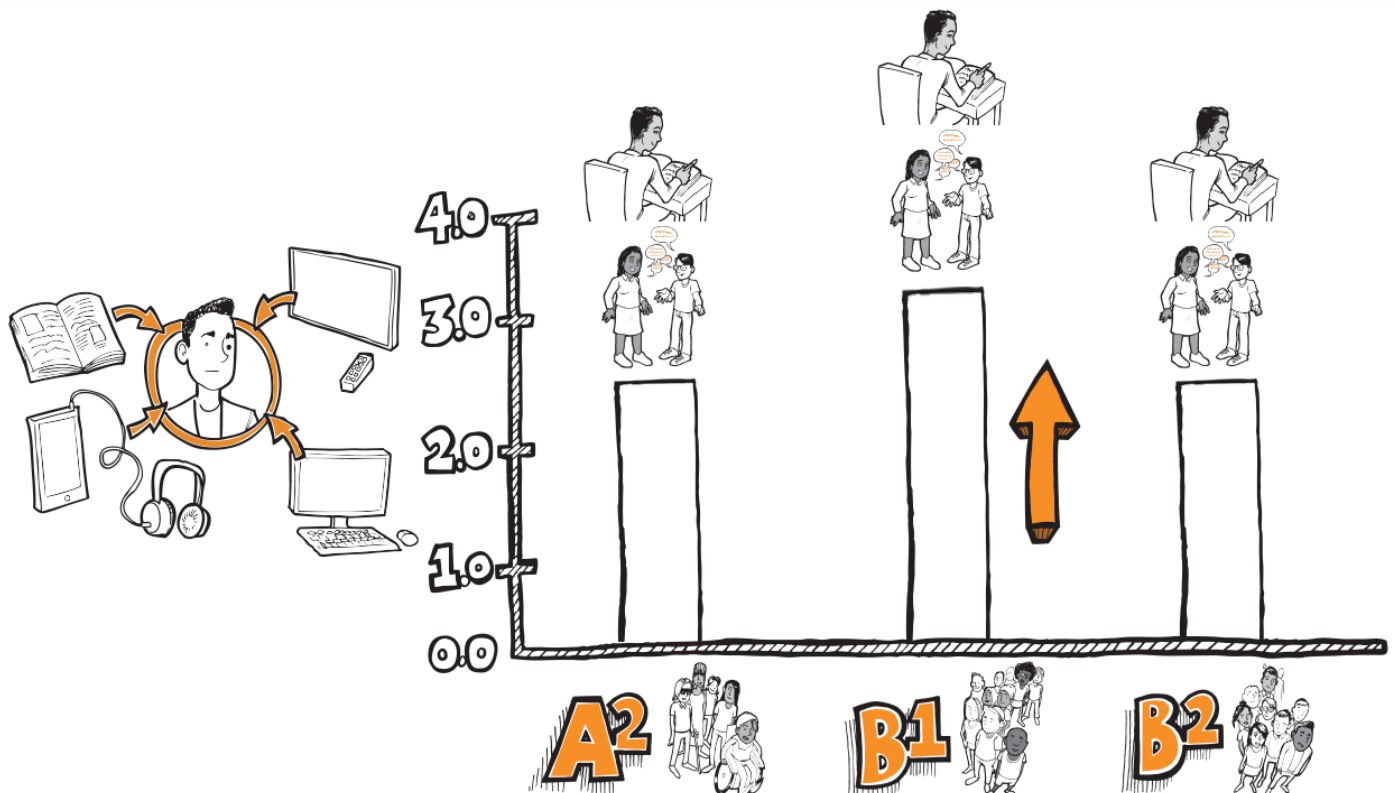


Keep in mind

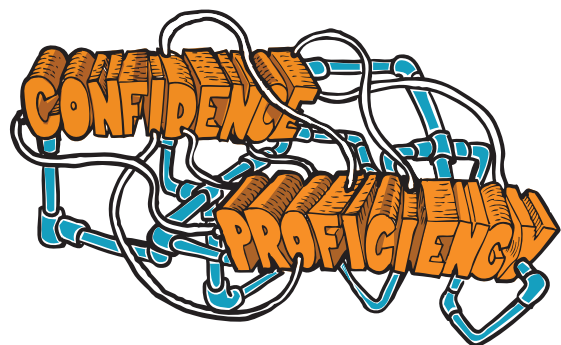
interactive exposure boosts conversing confidence for students at all levels,



receptive exposure boosts productive skill confidence for students at the mid-point of the proficiency scale.



Regarding the links between confidence and proficiency, we suggest the continued focus on the current areas of strength: supporting the positive relationship between level A2 student confidence and proficiency in reading and writing, level B1 student confidence and proficiency, particularly in oral skills, and level B2 student confidence and proficiency, specifically in the receptive skills.



A2



B1



B2



The most urgent areas for improvement are: improving level A2 students' confidence in their oral skills, and improving level B1 students' confidence in their writing.

A2



CONFIDENCE

B1

