



**French as a
Second Language**

FSL Student Confidence and Proficiency

Dr. Katherine Rehner,
Department of Language Studies,
University of Toronto Mississauga

Agenda

01 Proficiency

Connections to your practice

02 Confidence

Connections to your practice

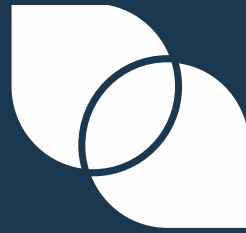
03 Linking Proficiency & Confidence

04 Conclusion

Ways forward

05 DELF Engagement and Impact

Engagement with the DELF



FSL Student Proficiency

Proficiency

FSL Student Proficiency and Confidence Pilot Project (2013-2014)

- Funded by
 - Government of Ontario
 - Government of Canada—Department of Canadian Heritage
- Directed by
 - Curriculum Services Canada



Common European Framework of Reference

Basic Users

A1

- Familiar expressions, basic phrases

A2

- Routine tasks, exchange of information

Independent Users

B1

- Simple connected text, familiar topics

B2

- Native speakers: fluency & spontaneity

Student Sample

434 Grade 12 FSL Students

14 Ontario English-language Boards

A2 - 84 students

B1 - 207 students

B2 - 143 students

Data Collection—DELF



- **Self-selected level**
- **Certified examiners**
 - From Boards, but not students' teachers

Data Collection — Student Survey

Background info

- What languages
- Which FSL programs
- Extra-curricular exposure
- Use of French media

Confidence

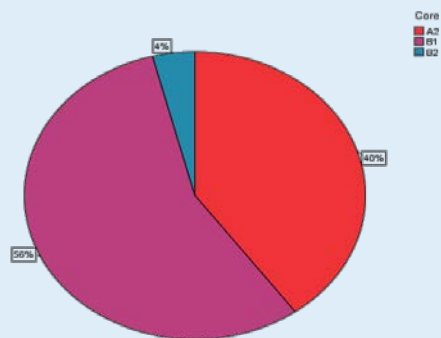
- conversing, listening, writing, reading
- range of situations and speakers

Self-rated exam performance



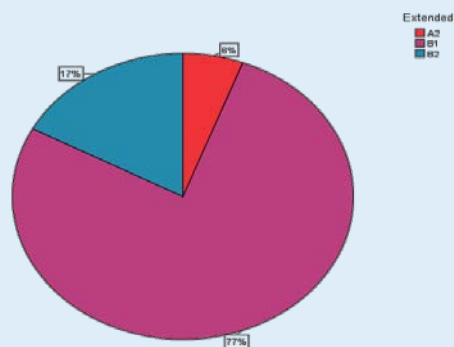
Sample by Program

Core



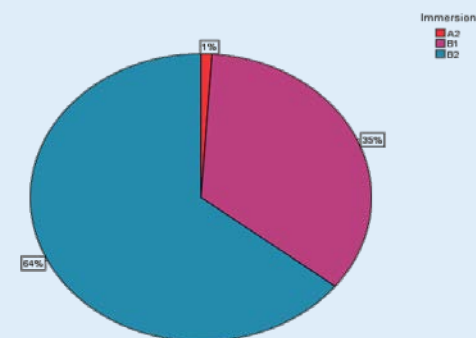
RED = Level A2

Extended



PURPLE = Level B1

Immersion



BLUE = Level B2

1. How did the students perform on the DELF overall and by skill area?

A2 - 79% **B1** - 72% **B2** - 62%

Average DELF score — **70%**

1. DELF performance (continued)

A2



+ all other skills

B1



+



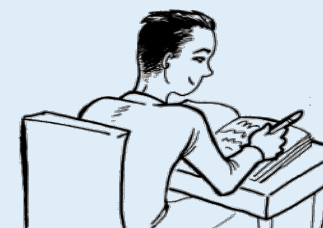
+



B2

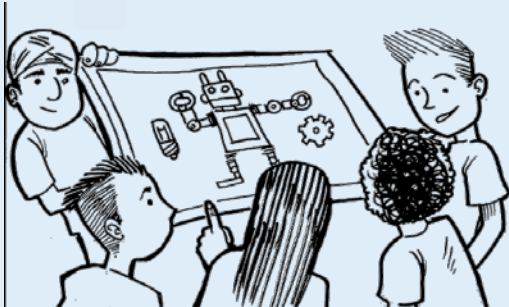
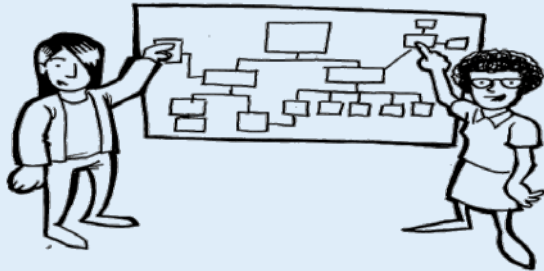


+

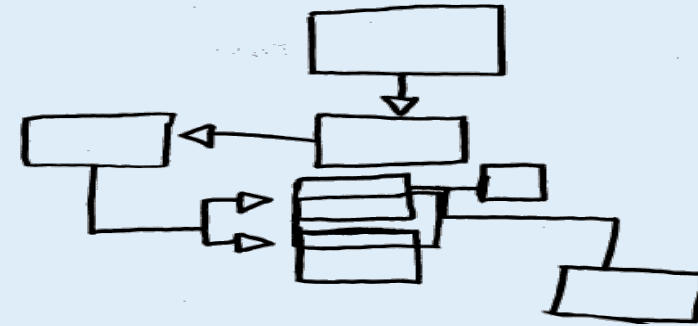


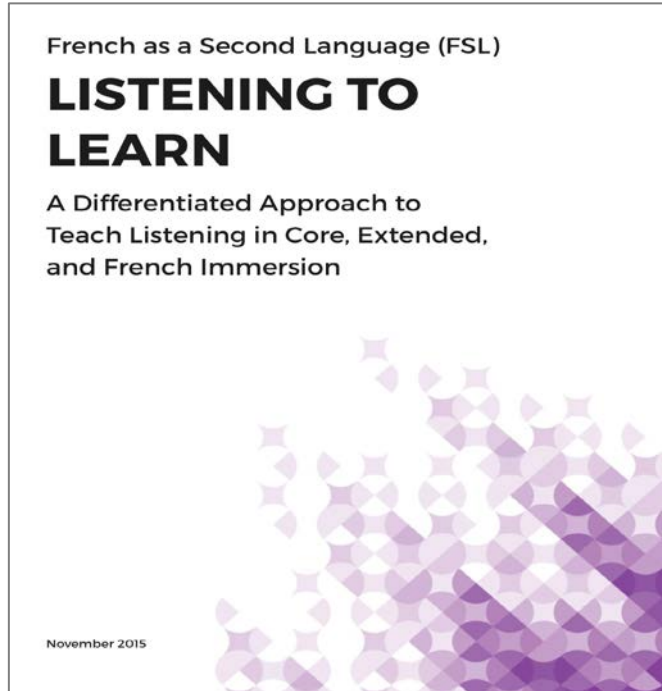
2. Which sub-skills were strongest and which offered most room for improvement?

Strengths



Improvement





Proficiency-Related Conclusions

Elizabeth Hoerath

Transforming FSL Website
Curriculum Services Canada
<http://www.curriculum.org/fsl>

Proficiency-Related Conclusions

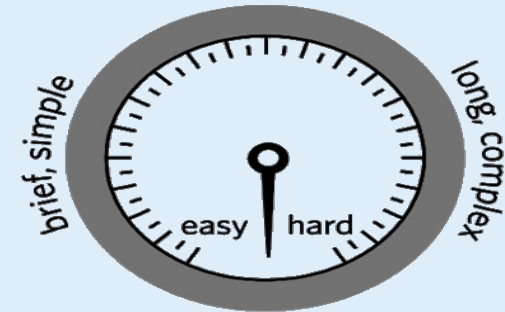
Dials of Difficulty



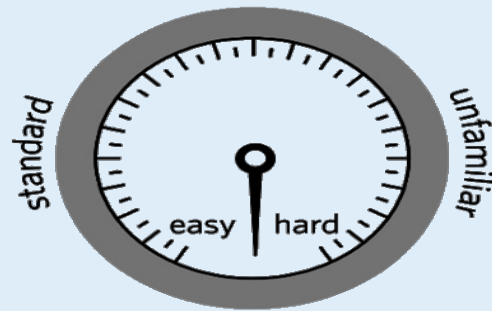
Topic



Purpose



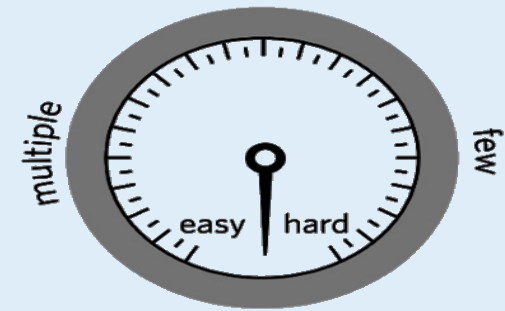
Complexity



Accent/Register



Pace



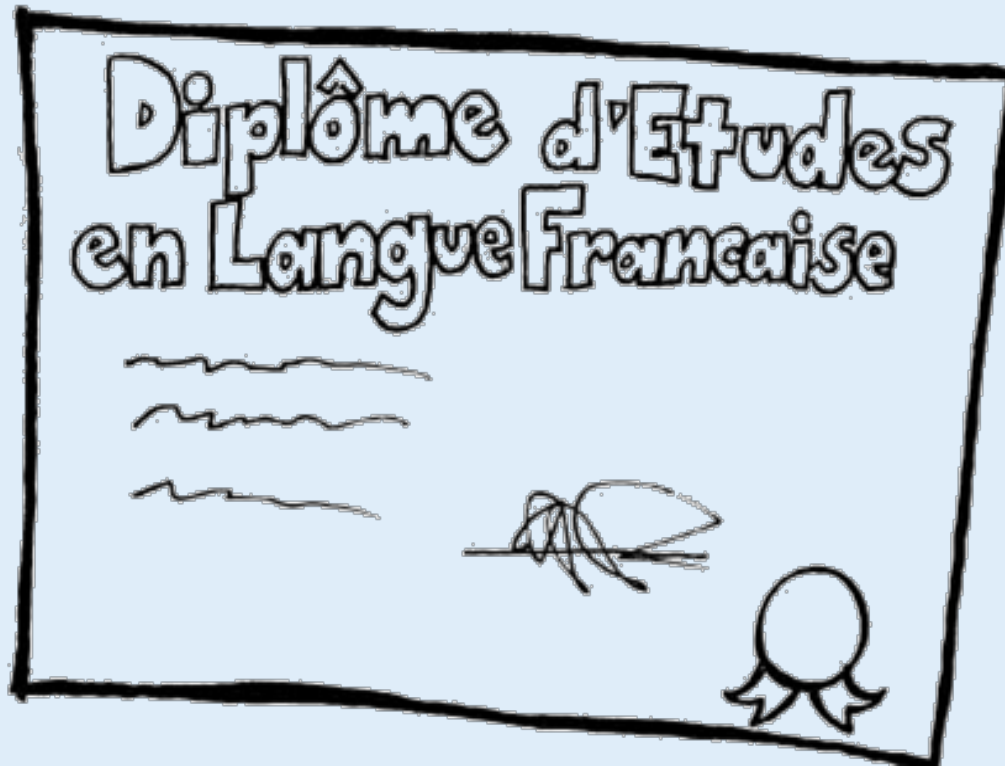
Supports

Proficiency-Related Conclusions

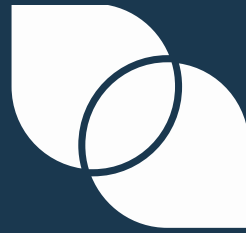
Using grammar and vocabulary in context

- Spontaneous
 - Unrehearsed
 - Subtleties of use
-
- Facilitate communication
 - Action-oriented
 - Inductive

Connections to Your Practice



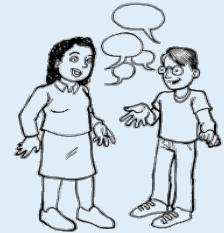
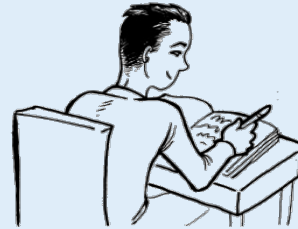
- How do these DELF results compare to your observations of FSL proficiency in your own teaching context?
- What have you tried in your own practice to improve your students' FSL proficiency?



FSL Student Confidence

1. How confident are the students in each skill area?

Overall



A2



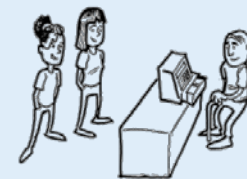
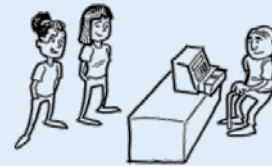
B1



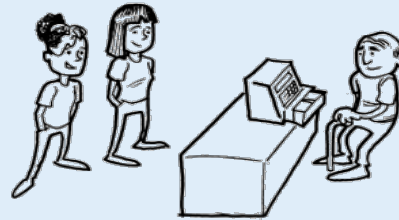
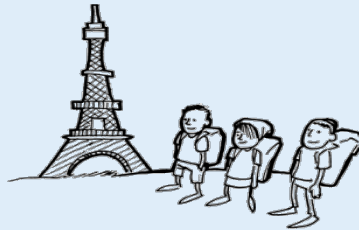
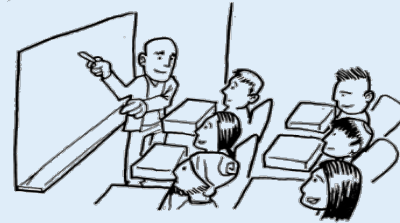
B2



2. In which situations do the students feel most and least confident in each skill area?



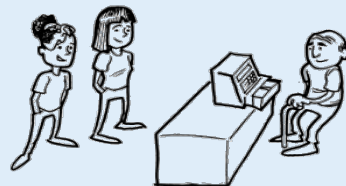
2. Situations (continued)



A2



B1 B2



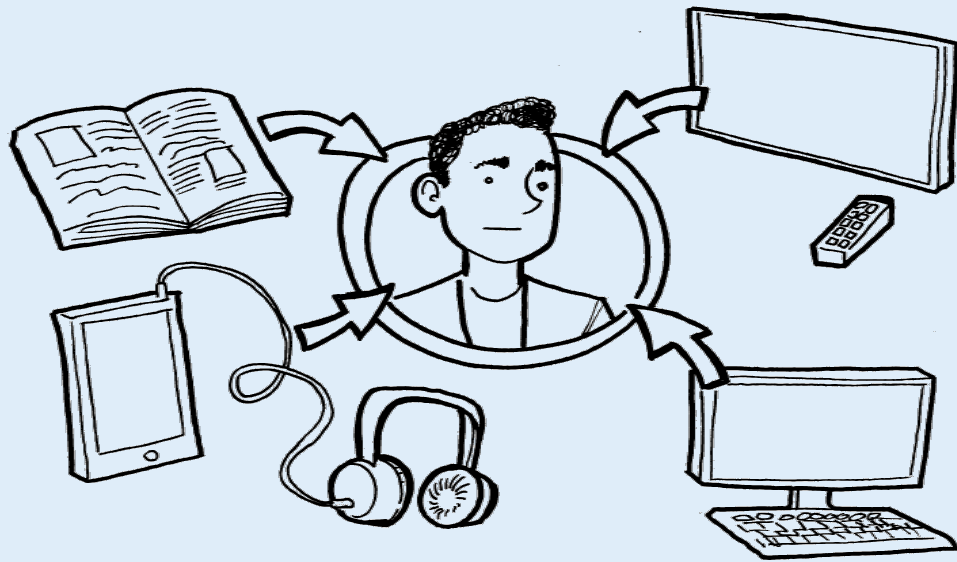
2. Situations (continued)

“Socio-situational factors outweigh the impact of underlying skill-confidence”

3. How do interactive and receptive exposure impact student confidence in each DELF level by skill area?



3. Interactive and receptive exposure (continued)

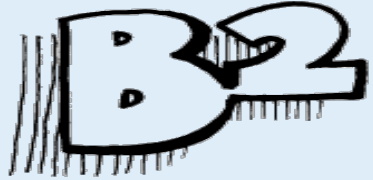


3. Interactive and receptive exposure (continued)

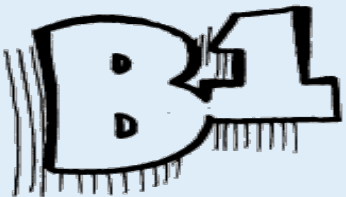


Interactive = oral

Receptive = written

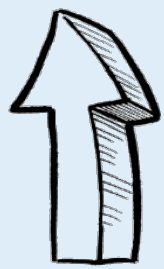


Limited impact



Impact across skills

Confidence-Related Conclusions



=



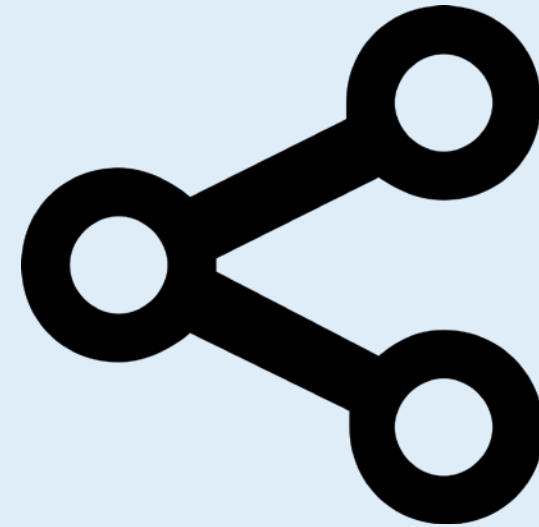
=



We need to work explicitly on confidence.

Connections to Your Practice

- How do these survey results compare to your observations of FSL student confidence in your own teaching context?
- What have you tried in your own practice to improve your students' FSL confidence?

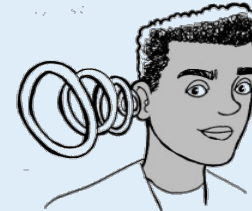
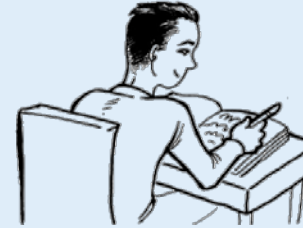




Linking Proficiency & Confidence

1. How is confidence in each skill area related to DELF scores for the same skill?

A2



B1



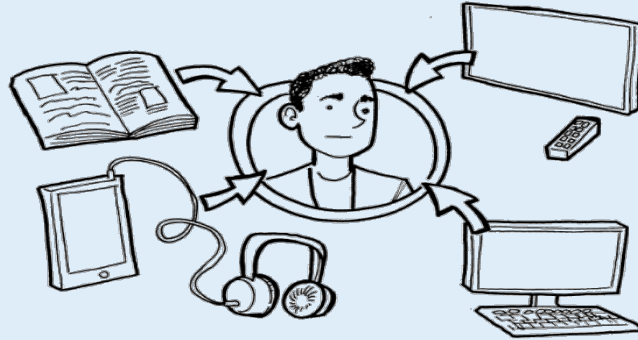
all skills (except writing)

B2

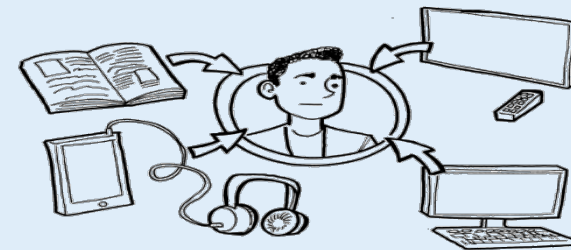


2. How do interactive and receptive exposure impact students' performance on DELF components?

A2



B1



B2

none (except receptive = oral comprehension)

3. How is situational confidence in each skill area related to DELF scores for the same skill?

A2

=



B1

=

all skills (except written production)

B2

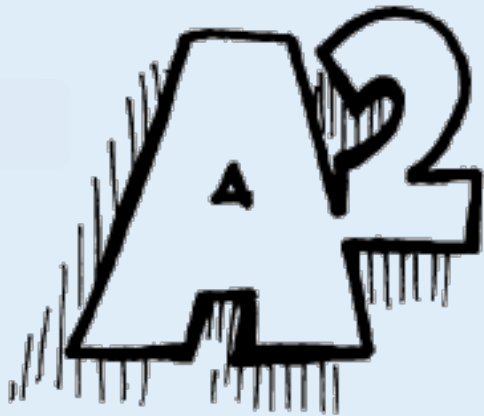
=

none

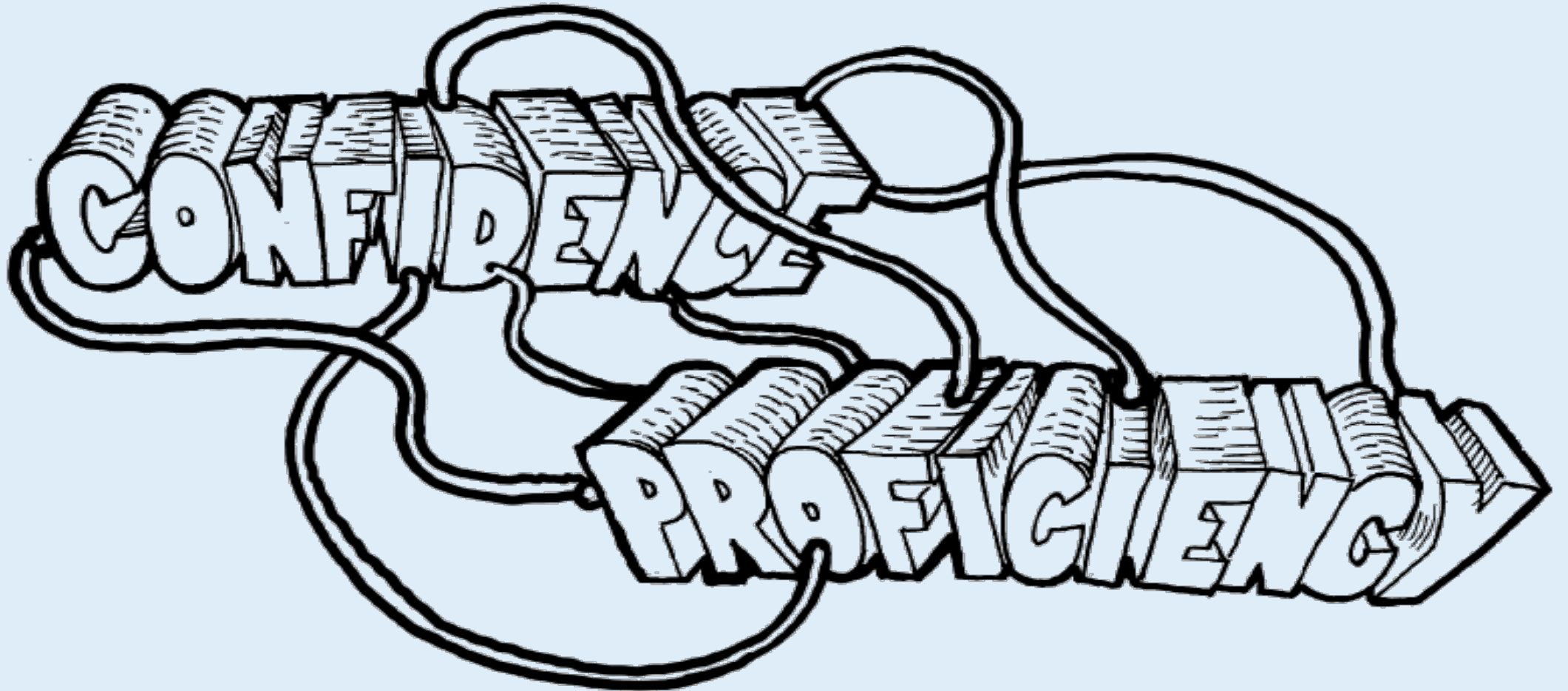
4. Does self-assessed performance on each DELF component pertain to students' scores for that component?

YES!

Except:



Conclusions: Connecting Confidence and Proficiency





Conclusion

Ways Forward: Proficiency

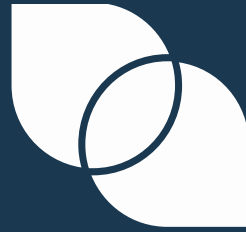
Focus	Level	Strengths	Areas for Improvement
Overall proficiency	All	Written comprehension	Oral comprehension
Proficiency by level	A2	Written comprehension	Written production
	B1	Written comprehension	Oral comprehension
	B2	Oral prod. & written comp.	Written production
Proficiency by sub-skill	A2	Following instructions	Use of grammar in context
	B1	Following instructions, information	Grammar and vocabulary in context
	B2	Following instructions, information	Grammar and vocabulary in context

Ways Forward: Confidence

Focus	Level	Strengths	Areas for Improvement
Skill-based confidence	All	Reading	Conversing
Situational confidence	All	Non-Francophones, individual communication, friends	Francophones, large groups, strangers
Interactive exposure supports confidence	A2	Conversing	
	B1	Conversing, listening, reading	
	B2	Conversing	
Receptive exposure supports confidence	A2	Written skills	
	B1	Productive skills	
	B2	--	

Ways Forward: Confidence & Proficiency

Focus	Level	Strengths	Areas for Improvement
Confidence and proficiency	A2	Written skills	Oral skills
	B1	Oral skills	Written production
	B2	Oral production	--
Exposure and Proficiency	A2	Productive skills	
	B1	Oral skills	
	B2	--	
Situational confidence and proficiency	A2	Written skills	Oral skills
	B1	Oral skills, written comp.	Written production
	B2	All skills	--
DELf confidence and proficiency	A2	Receptive skills, written prod.	Oral production
	B1	All	--
	B2	All	--



DELF Engagement & Impact

Engagement with the DELF

- For those boards that are engaged in the DELF, what factors encourage you to do so?
- For those boards not engaged with the DELF, what is preventing you and what supports would encourage you to do so?

DELFL in the Classroom

How has your involvement with the DELFL impacted your classroom practices (or how do you imagine it would)?

MERCI !

