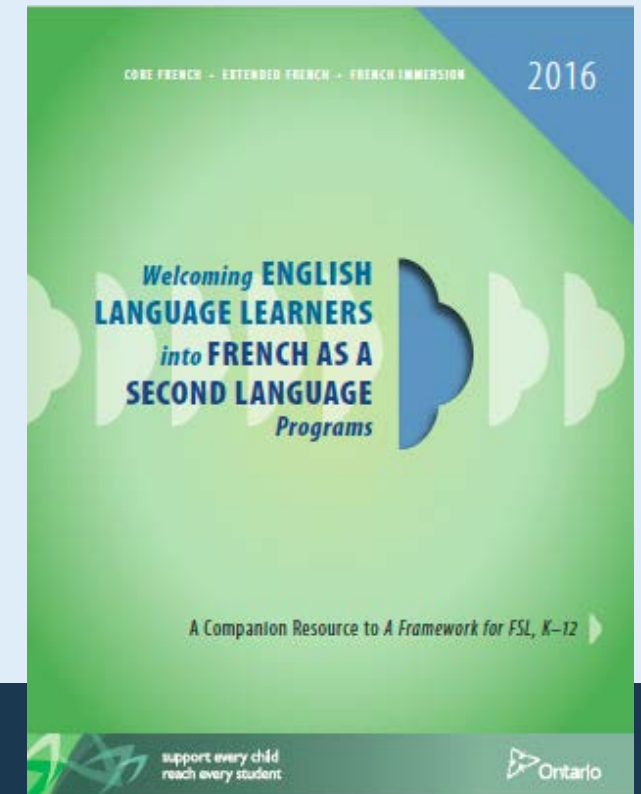




**French as a  
Second Language**



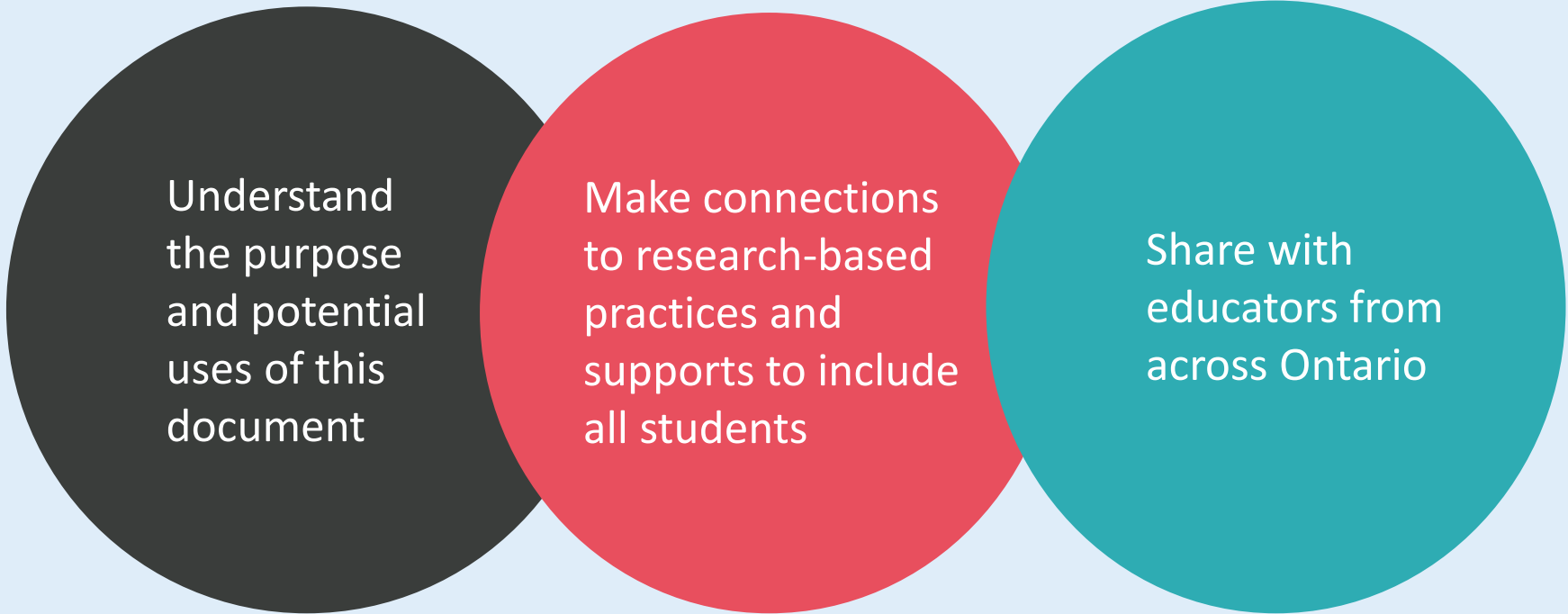
# Welcoming English Language Learners into FSL Programs

February 21, 2017

**#FSL4ALL**

# Goals for the session

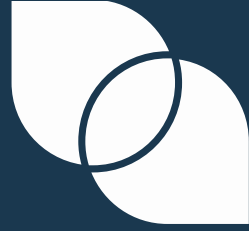
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Understand  
the purpose  
and potential  
uses of this  
document

Make connections  
to research-based  
practices and  
supports to include  
all students

Share with  
educators from  
across Ontario



Let's get to know the document

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# What is the purpose of the document?

- A companion resource to *A Framework for FSL K- 12*.
- Promotes discussion among various stakeholders about issues related to the inclusion of English language learners in FSL programs.
- Summarizes research findings
- Provides supports



# Why now?

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- 25% of students in Ontario are English language learners
- *Achieving Excellence: A Renewed Vision for Education in Ontario* outlines the ministry's goals for education including the goal of “ensuring equity”.
- Current research outlines the many benefits for learning FSL
- A need to address the ongoing misconception that FSL programs are too difficult for English language learners.

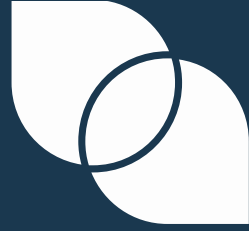
# Why now?

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- Although French as a second language is a compulsory subject in Ontario, and although research reveals that learning a second or third language provides many benefits, some English language learners continue to be exempted from participating in FSL programs. This is the case even though ***parents*** of these students are often very supportive of official-language bilingualism.

In the context of FSL, research confirms that a prior language learning experience can facilitate and accelerate further language learning. Indeed, many English language learners are motivated and able to excel in French, while in other areas of the curriculum, where their success may depend on their knowledge of English, the achievement gap between themselves and their peers may be much greater.





What is the research evidence?

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# Three key findings

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Key Findings	Items from Research Related to the Key Findings
English language learners benefit from FSL.	<ul style="list-style-type: none"><li data-bbox="766 634 2142 743">• The learning of one language can enhance the learning of another (Aronin, 2005, and Cenoz, 2003, as cited in Mady, 2013).</li><li data-bbox="766 758 2142 1001">• “Not only do Allophone students meet with success in studying French, but a more intensive exposure to French can also enhance their English skill development” (Carr, 2007, as cited in Mady &amp; Turnbull, 2012, p. 139).</li><li data-bbox="766 1015 2142 1186">• Because they have a deep understanding of second language learning, FSL teachers “may sometimes be among the best trained to meet ELLs’ needs” (Mady, 2012, p.13).</li></ul>

# Three key findings

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English language learners perform as well as, or better than, English-speaking students in FSL.

- English language learners do as well as, or outperform, English-speaking students in FSL (Mady, 2007, 2014, 2015a).
- Allophone students are often more motivated than their English-speaking Canadian-born peers to take FSL, and this motivation helps them to achieve success in FSL (Mady, 2015b).

# Three key findings

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Mindsets may be based on misconceptions, and may negatively affect access to programs.

- Decision makers sometimes believe it is inappropriate for English language learners to participate in FSL, on the grounds that the first priority for these students should be targeted support in English. Despite decision makers' good intentions, this mindset negatively affects equitable access (Stainback & Stainback, 1992, as cited in Mady, 2013).
- Some school principals express concern that learning French may be a burden for allophone students. However, the results of French testing show no significant difference in performance between allophone students and English-speaking students, even when allophone students have received much less French instruction (Mady & Turnbull, 2012).

# Activity 1

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**Please add your comments to the chat boxes below.**

Which of the three key research findings do you think people are least aware of?

How can the three key research findings be used to influence mainstream thinking?

What is one step that you might take in your practice to address these findings?



Mindset?

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# Activity 2

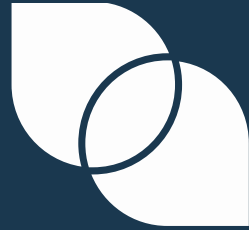
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**Please add your comments to the chat boxes below.**

What interested you about the video clip?

How can we ensure that programming decisions for English language learners are based on individual strengths and needs?

What is one step that you might take in your practice to address mindset?



What strategies can be used to support English language learners in FSL programs?

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FSL educators are well suited to supporting English language learners. The strategies that both FSL and ESL educators use to support student learning are similar and, as such, can provide a smooth transition for English language learners entering FSL programs.





# Activity 3

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There are many suggestions for each of the 5 strategies found on pages 10-13 in the document.

Please choose one or two and add concrete examples of what you feel would support English language learners in an FSL program.

Developing student profiles

Focusing on oral language and vocabulary development

Differentiating instruction

Encouraging Metacognition

Cooperative learning



What might welcoming English  
language learners into FSL  
programs look like?

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# STEP

## Steps to English Proficiency

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*STEP – Steps to English Proficiency* is a framework for assessing and monitoring the language acquisition and literacy development of English language learners across the Ontario curriculum.



# Case study #1

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Please read Case study A:

*Providing Modifications in a Grade 8 Core French Program* found on pages 17 & 18.

## **CASE STUDY A – LUCIANA**

### **Providing Modifications in a Grade 8 Core French Program**

Luciana is a Grade 8 student who has recently moved to Canada from Mexico. When school staff interview her parents with the help of an interpreter, they learn that Luciana attended school full-time in Mexico, is in good health, and is interested in soccer and music. She speaks, reads, and writes Spanish fluently.

After Luciana completes an initial STEP assessment (see the box on page 16 for more information on STEP) of her English-language proficiency, she is identified as being at Step 2 of the Oral continuum and at Step 1 of both the Reading and Writing continua. She is placed in the age-appropriate grade, with her peers, in a class that includes three other English language learners.

During discussions with her family, school staff reinforce that Luciana will follow a similar timetable to that of her peers. A team meeting that includes the itinerant ESL teacher, the homeroom teacher, and the Core French teacher is held to discuss programming. At the meeting, it is decided that Luciana will require accommodations to meet the curriculum expectations in math, and modifications to the grade-level expectations in language and Core French (she will be starting with the Grade 4 FSL curriculum expectations). The Core French teacher recognizes that the overall expectations for Core French are similar from Grades 4 to 8, so he discusses with the team how his assessment will differ for Luciana and how the strategies that are currently in use with the other English language learners in the classroom will help Luciana feel supported in the program. It is determined that the ESL teacher will support the homeroom teacher with programming for Luciana in her other subjects and that Luciana will receive direct support from the ESL teacher, on a weekly basis.

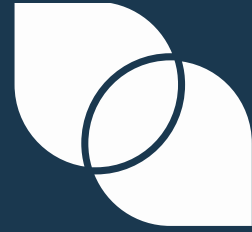
# Activity 4

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**Please add your comments to the chat boxes below.**

What are the important points outlined in this case study?

What is one action that you might take to address similar situations?



# Online supports

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# Online supports

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- Transforming FSL website - [www.curriculum.org/fsl](http://www.curriculum.org/fsl)

The screenshot shows the homepage of the Transforming FSL website. At the top, a dark blue header contains the title "Transforming FSL" and the tagline "Search and share resources relevant to you." Below this is a white search bar with a magnifying glass icon and the placeholder text "Search Transforming FSL Resources...". Underneath the search bar are three white buttons with icons: "All Resources" (grid icon), "Lesson Plans" (document icon), and "Principals & VPs" (group of people icon). The main content area is titled "Featured Resources" and features a large graphic with the word "French" in the center, surrounded by other words like "language", "principals", "pathways", "encouraged", "reflect", "age", "second", "already", "programs", "solely", "core", "immersion", "release", and "influenced". To the right of the graphic, the text "From Awareness to Action: Resources for Principals and Vice Principals" is displayed.

# Online supports

- Edugains - <http://www.edugains.ca/newsite/ell/index.html>

The screenshot displays the EduGAINS website interface. At the top left, the 'EduGAINS' logo is visible above a search bar labeled 'Google™ Custom Search' with 'Site Search' and 'Search Tips' buttons. A navigation bar below the logo includes links for 'Classroom Educator', 'School Leader', 'System Leader', 'Professional Learning Facilitator', and 'Contact Us'. On the left side, a vertical menu lists 'Policy', 'Resources', 'Initial Assessment', 'STEP-Ongoing Assessment', 'Webcasts', and 'Monographs'. The main content area features a carousel slide for a resource titled 'Supporting English Language Learners with Limited Prior Schooling', which includes a tree graphic made of multilingual text and the subtitle 'A practical guide for Ontario educators'. Below the slide, the text 'English Language Learners with Limited Prior Schooling (2008)' is displayed. The 'ELL' logo is positioned in the top right corner of the main area. A series of five dots at the bottom center indicates the current slide position in the carousel.



# Activity 5

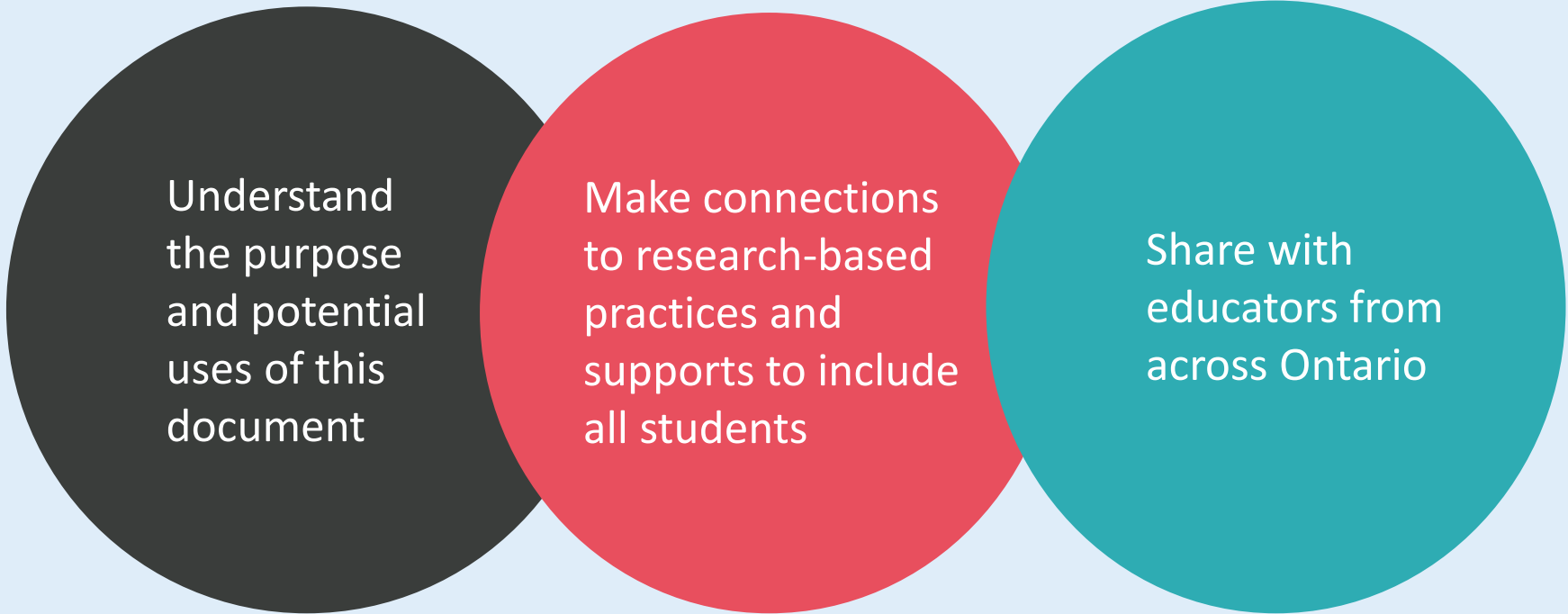
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**Please add your comments to the chat boxes below.**

What are some online supports that you find beneficial when supporting English language learners in FSL?

# Goals for the session

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Understand  
the purpose  
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document

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Share with  
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across Ontario

English language learners are a diverse and growing population in many Ontario schools. As we increase our understanding of the language-learning potential of all students and continue to recognize the importance for all students of being able to communicate in both official languages, it is essential that we reflect on current practices.

