



CASLT PODCAST SERIES

Effective Practices for Improving French as a Second Language Education

Access to French Language Studies for Allophone Students **Callie Mady**

About the Author

Callie Mady has taught French in various settings for 19 years. Her doctoral research compared allophone students' French proficiency to that of Canadian-born students. She is presently seconded to the Ontario Institute for Studies in Education of the University of Toronto where she teaches Intermediate/Senior French and French Immersion.

Content of this Podcast

Callie Mady shares with listeners the reasons why allophone students should have access to French learning.

Facts

- ✓ In Canada, a large proportion of the student population is allophone and this population is growing. It could provide a strong foundation for the future of French second language learning in Canada.
- ✓ A 2003 study (C. Mady) confirmed that allophone students are generally motivated to learn French and are often more motivated to learn French than their Canadian-born peers.
- ✓ A 2003 study (Parkin & Turcotte) found that allophones in Canada are more favorable towards official language bilingualism than anglophones.
- ✓ Although allophone students may be interested in learning French, they are not always given the opportunity to do so.

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Myths which need to be dispelled:

- Learning French impedes learning English.
- French is an additional burden to allophone students.

Conduct your own research:

- In general, are allophone students included in your program?
- Would it be beneficial for them to be included?

Further Reading

Mady, C. (2003) *Motivation to study and investment in studying core French in secondary school: Comparing English as a second language students and Canadian-born students*. Unpublished master's thesis, Ontario Institute for Studies in Education, University of Toronto, Toronto, Ontario, Canada.

Mady, C. (2006). *The suitability of core French for recently arrived English-as-a-second-language adolescent immigrants*. Unpublished doctoral dissertation, Ontario Institute for Studies in Education of the University of Toronto, Toronto, Ontario.

Parkin, A., & Turcotte, A. (2003, May). *Public support for bilingualism in Canada*. Paper presented at the Annual Conference of The Royal Commission on Bilingualism and Biculturalism: 40 Years Later, Montreal, Quebec.

Taffe, R. Maguire, M., & Pringle, I. (1996). The impact of social contexts and educational policy/practice on biliteracy development: Ethnolinguistic minority children in English primary schools in Ottawa and Montreal. *Journal of the CAAL*, 18(2), 85-101.