

Canadian Association of Second Language Teachers (CASLT)

The Canadian Association of Second Language Teachers is a non-profit professional association of over 4 000 members.

Through its research, resources and publications, professional development and advocacy activities, the association plays a significant role in increasing awareness, appreciation and understanding of the importance of second and additional language learning and teaching throughout Canada. www.caslt.org

Official Language and Bilingualism Institute (OLBI)

The Official Languages and Bilingualism Institute of the University of Ottawa provides instruction in Canada's two official languages provides instruction in Canada's two official languages. Through its research centre, CCERBAL, it is committed to strengthening and promoting education and research in the fields of teaching, evaluation, and language policy and planning. www.olbi.uottawa.ca

Bilingualism in a Plurilingual Canada Podcast Series

EAL Students in FSL Programs: Perspectives from Intensive French,
by Wendy Carr

Author

Wendy Carr coordinates the French Teacher Education Program at the University of British Columbia. Her research interests include French as a second language pedagogy with a focus on Intensive French, perspectives of English as additional language learners, and teacher education.

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Summary

Wendy talks about her research on the inclusion of English as additional language learners within French as a second language programs – speaking first hand from her experience in British Columbia.

Facts

- When students learn a second or additional language, they often develop knowledge and insights about their first language.
- For English as additional language (or EAL) learners who participate in FSL programs, the same positive effect on English proficiency has been observed.
- Studies have been conducted on EAL learners in French Immersion and Core French settings, and, as of very recently, from Intensive French as well.
- The study in BC involved EAL students starting intensive French along with an equal number of similarly-levelled EAL students in the regular English program. A total of 86 students were tested in English at the start and end of each of three years. There was a statistically significant difference between the growth experienced by EAL students in intensive French and that of their peers in the regular English program. In Oral Language, for example, the estimated mean grade level score of EAL students in the IF program increased by 2.8 years compared to 1.8 years experienced by their peers in the regular English program.



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Podcast Series

The Bilingualism in a Plurilingual Canada podcast series is an initiative brought to you by the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa in partnership with the Canadian Association of Second Language Teachers (CASLT).

These podcasts are based on research funded through the Official Languages Research and Dissemination Program jointly sponsored by the Social Sciences and Humanities Research Council of Canada and the Department of Canadian Heritage.

The goal of this initiative is to make current research in second language teaching and learning available to teachers and the general public.

All podcasts from this series can be downloaded from the CASLT and OLBI Web sites.

- It is important to welcome all learners into our FSL programs, especially English as additional language learners. A growing body of research supports their inclusion, and it is up to us as educators to spread the word!

Further Reading

Bournot-Trites, M. & Tellowitz, U. (2002). *Report of current research on the effects of second language learning on first language literacy skills.*

<http://acpi.scedu.umontreal.ca/pdf/report.pdf>

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy.* San Diego, CA: College Hill Press.

Mady, C. (2006). *The suitability of core French for recently arrived English as a second language adolescent immigrants.* Unpublished doctoral thesis, University of Toronto.

Mady, C. (2007). Allophone students in French second-official-language programs: A literature review. *The Canadian Modern Language Review*, 63(5), 727-760.

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