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.
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


