



## CASLT PODCAST SERIES

### Effective Practices for Improving French as a Second Language Education

#### ***Enhancing French as a Second Language Learning for Multilingual Students*** **Callie Mady**

##### About the Researcher

*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 explores ways to enhance French as a Second Language learning for multilingual students.

##### Facts

- ✓ The diversity of language backgrounds in Canada is growing.
- ✓ A 2006 study (C. Mady) showed that, in general, allophone students outperform their Canadian-born peers despite the Canadian-born students' advantage of five previous years of French study.
- ✓ Prior language learning experience can facilitate further language learning.

##### **What you can do as a teacher to help your allophone or multilingual students:**

- When many students share a common language, you can become knowledgeable about their language and facilitate linguistic connections.
- In a class where many languages are represented, you can encourage your students to access their knowledge of other languages and share this knowledge with others.

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- You can help your students incorporate past learning strategies into their current French studies.
- In addition to recognizing your students' linguistic backgrounds, you can provide connections to their cultural background.

#### Further Reading

Bild, E., & Swain, M. (1989). Minority language students in a French immersion program: Their French proficiency. *Journal of Multilingual and Multicultural Development*, 10(3), 255-274.

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Calman, R. & Daniel, I. (1989). A board's eye view of core French: The North York Board of Education. In S. Lapkin (Ed.), *French second language education in Canada: Empirical studies* (pp. 283-325). Toronto: University of Toronto Press.

Hart, D., Lapkin, S., & Swain, M. (1988). *Ethnolinguistic minorities: Tracking success in an exemplary English-French immersion program*. Toronto, Ontario, Canada: MLC, OISE/UT.

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.

Swain, M., Lapkin, S., Rowen, & Hart, D. (1990). The role of mother tongue literacy in third language learning. *Journal of the Australian Advisory Council on Languages and Multicultural Education*, 4, 111-121