

Bilingualism in a Plurilingual Canada Podcast Series

Integrating English Language Learners in Core French Using a Literacy-Based Approach, by Callie Mady

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

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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

Author

Callie Mady is a professor at Nipissing University in North Bay. Her research interests include additional language learning, inclusive classrooms, French as a second language pedagogy and teacher beliefs.

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Summary

Callie Mady shares with listeners strategies for supporting English language learners in FSL classrooms.

A Few Definitions

English language learners: Students for whom English or French is not their dominant language.

Literacy-based approach to FSL: An approach to teaching FSL whose foundation is the development and enhancement of literacy skills and strategies.

Facts

- There is no one formula to meet the needs of all English language learners. But some strategies do provide support to students as they add additional languages to their repertoire.
- English language learners can be advantaged in FSL as they already have second language-learning strategies that they can transfer to French language learning. Research also suggests that their learning of French can enhance their learning of English.
- As an FSL teacher, your knowledge of second language acquisition and second language learning as well as your use of supporting visuals, expressions and gestures, can help you support English language learners in other areas of the curriculum than FSL, where they may struggle because English is the language of instruction.



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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.

Strategies to Support the Inclusion of English Language Learners in Your FSL Classroom:

- Consider the needs of your English language learners when choosing texts. In order for all your students to consider part of your curriculum, you need to ensure that the texts you are using represent a variety of backgrounds and experiences.
- Spoken texts: Make sure that a variety of francophones are represented. Encourage your students to make sound symbol connections, relating sounds in French to sounds in their languages.
- Themes: Select texts that provide a variety of experiences. Whereas most students can relate to and have experience with some themes, other themes will require you to make explicit connections to your students' lived experience.
- Use literacy-based strategies: Engage the prior understandings of your students in order to provide connections between French and their language or allow other students to provide same language support to your English language learners. Your students can also provide such connections by teaching their language to the class. Using knowledge of all languages not only helps decode text, but also makes students feel more comfortable in your class as their identities are recognized.

Further Reading

Mady, C. (2008). *Opening the Doors to Official Language Learning for Allophones*. Ottawa: Canadian Parents for French.

Mady, C. (2007). *The suitability of core French for recently arrived adolescent immigrants to Canada*. *Canadian Journal of Applied Linguistics*, 10 (2), 177-196.

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

Mady, C. (2006). *Allophone students in second-official language programs: A literature review*. Ottawa: Canadian Parents for French.

The financial support of the Department of Canadian Heritage is gratefully acknowledged.