[illegible]

[illegible] *12*[1] has been developed to help school boards[2] and schools in Ontario maximize opportunities for students to reach their full potential in French as a second language (FSL). The framework supports the three core priorities for education in Ontario:

- High levels of student achievement
- Reduced gaps in student achievement
- Increased public confidence in publicly funded education

B[illegible]

The Ministry of Education's commitment to improving the effectiveness of FSL education in Ontario is strengthened by an awareness and appreciation of the many proven benefits of learning an additional language. In Canada, where French and English have equal status as official languages, there are significant advantages to being able to communicate in both. Furthermore, the benefits of learning an additional language are now widely acknowledged to extend beyond the obvious rewards associated with bilingualism.

A considerable body of research shows that second-language learning provides significant cognitive and academic benefits. It is known to enhance first-language and overall literacy skills and to provide a foundation for the learning of additional languages (Jedwab, n.d.). There is also evidence that learning another language can help in the development of interpersonal and social skills. According to the 2004–05 report of the Commissioner of Official Languages, research shows that people "who master more than one language increase their self-confidence and self-esteem and are more at ease with others" (Adam, 2005, p. 107).

In an era of increasing globalization, it is critical to heighten students' awareness that English–French bilingualism is an economic and cultural asset both within Canada and beyond. In many countries around the world, as well as in Ontario's multilingual communities, it is taken for granted that students will learn more than one language, and often more than two. As the Internet makes global communication ever more widely available and more businesses become internationalized, it is increasingly important for people to have language skills in more than one language (Genesee, 2008, p. 23).

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1. R [illegible] *A Framework for FSL, K–12*.
2. T [illegible] *, school boards* E [illegible]

1. [illegible]: A [illegible] A[illegible]

[illegible], *12* presents a call to action to strengthen FSL programming, promote the benefits of FSL, heighten appreciation of and support for FSL educators, and increase public confidence in FSL education. It articulates the vision, goals, and guiding principles for FSL in Ontario, and suggests actions that school boards can take to improve FSL programming throughout the province. The framework is designed to support boards in building on the current momentum through the engagement of parents, educators, school board administrators, and communities.

Implementation of the framework begins in 2013–14 and extends over a ten-year period to 2022–23. During this time, boards will be required to develop and submit FSL plans that include specific measurable goals and to report on progress made in achieving these goals. (For details, see "Planning and Reporting on Progress in FSL", pages 20–21.)

Stakeholder involvement is a vital part of the process of renewal. In Ontario, it is mandatory for all students in publicly funded English-language schools to receive instruction in FSL beginning in elementary school. There is, however, considerable scope for local initiatives in the FSL programming that school boards offer. To meet local needs, boards may choose from a range of options for delivering FSL education, often providing different program models through which students can meet or surpass the minimum requirements for FSL in Ontario. Within the recognized types of FSL programs – Core French, Extended French, and French Immersion – further choices are available with respect to the grade in which students start learning French and the level of intensity of exposure to the language.[6] Such choices are best made in consultation with stakeholders, taking current research into consideration.

6. S A A, a. 39. 40, . a .

1. , , .

Students' achievement in FSL depends not only on their proficiency in the language but also on their confidence in using it. It is critical that students believe in their ability to apply their French-language knowledge and skills. While many students have this confidence, others do not, particularly when using French in authentic situations. To increase the percentage of students who achieve or surpass the provincial standard in FSL, there needs to be a focus both on developing proficiency and on instilling confidence in the ability to communicate in French. Stakeholders in FSL education are urged to keep in mind that confidence, proficiency, and achievement are interrelated.

2. .

Learning an additional language is a lifelong journey. Students need to have every opportunity to continue their study of FSL throughout secondary school and beyond. Increasing their confidence in communicating in French will motivate them to continue their FSL learning. Regardless of their anticipated postsecondary destination – apprenticeship, college, university, or the workplace – all students stand to benefit by staying in FSL until graduation, and stakeholders must consider all options to make that possible.

3. , , , .

Stakeholder engagement is a key factor in supporting the continuing success of FSL programs. Engaged students are motivated to learn. Engaged FSL educators inspire their students by sharing their passion for French language and culture. Engaged parents are committed to supporting their children in their learning. Community engagement leads to partnership opportunities that provide authentic French experiences for FSL students both within and beyond the classroom. Student achievement is enhanced when all stakeholders are engaged and place a high value on learning; therefore, increasing awareness of the benefits of learning FSL is critical.

[illegible]

The following principles are enduring, overarching statements that are intended to foster a common understanding of the importance of FSL in Ontario schools and to guide policy makers and educators in their decision making. These guiding principles, which are reflected throughout this document, provide a strong foundation for strengthening FSL in Ontario.

Research on brain development affirms the cognitive advantages of acquiring an additional

communicate and interact with French speakers throughout Canada and the world, they also develop a deeper appreciation and sensitivity for languages and cultures, and establish a foundation for acquiring additional languages. Employers recognize that students of FSL have an aptitude for working with diverse linguistic communities, as they are "more sensitive to the culture" (Jedwab, n.d.). As international mobility and interdependence increase, many students who speak languages other than English and French bring important perspectives into the classroom. FSL education recognizes the link between culture and language, and further engages students to accept diversity.

Research consistently indicates that students participating in FSL education develop strong English-language literacy skills (Lapkin, Mady, & Arnott, 2009; Netten & Germain, 2005). It is suggested that learning FSL also develops a range of cognitive abilities, from improved memory to greater facility in abstract thinking, and as students progress in their learning, they generally become more flexible and creative thinkers (Lazaruk, 2007). Such competencies serve them well in all academic and cognitive tasks. FSL teachers collaborate with teachers of all subjects to help students make connections between French and English, and when possible, between French and the students' other languages. By making these connections, FSL students can develop a strong understanding of how languages work

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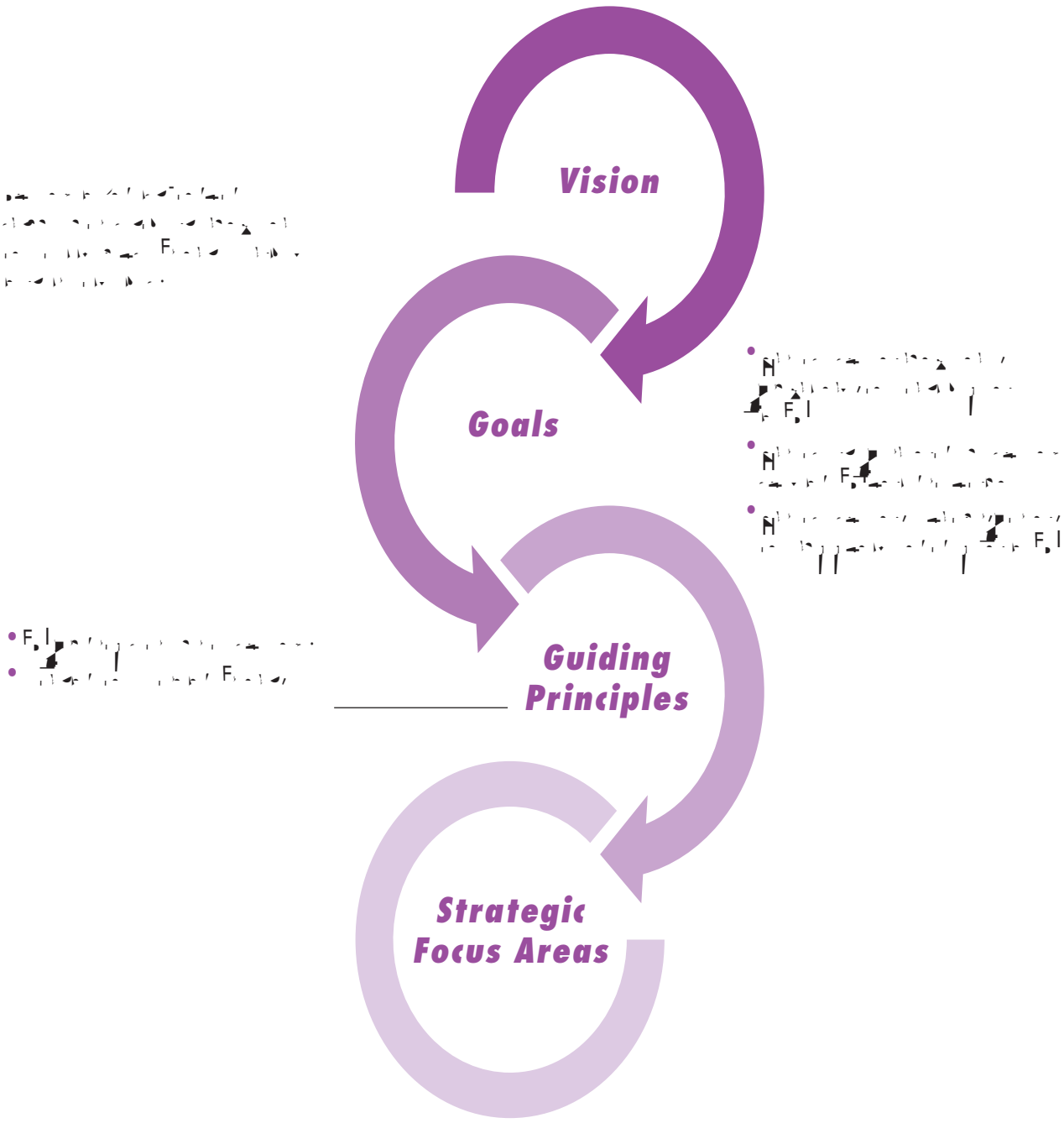

2. [illegible]

[illegible]

This section presents strategic focus areas and suggested actions to support the attainment of the goals for FSL in Ontario.

The six focus areas, under which the suggested actions are grouped, identify components of a strong FSL plan that school boards can use to develop and implement their own plans over the ten-year period of the FSL framework:

1. Heightening awareness of FSL programs and benefits
2. Enhancing leadership and accountability
3. Strengthening programming to improve achievement in FSL
4. Supporting all students
5. Implementing effective practices in planning, teaching, and assessment
6. Expanding student learning opportunities and heightening engagement

The suggested actions are not intended to be a checklist of actions to complete; rather, the aim is to spark discussion among and/or between stakeholders. In developing their FSL plans under [illegible], *12*, school boards will have the flexibility to determine specific actions to improve FSL programming according to their local needs and circumstances.

School boards, educators, parents, and FSL organizations in Ontario are invited to explore the suggested actions and to work together in identifying effective ways of contributing to the attainment of the goals for FSL. In addition, the ministry recognizes that it too has a critical role in working towards meeting the goals for FSL, and that only the dynamic, concentrated, and collective efforts of all involved will result in a positive impact on FSL, for the benefit of all Ontario students.

1.

- Raise awareness of the benefits of FSL with a broad range of stakeholders (i.e., parents,

- Include analysis of data and evidence of progress towards Ontario's goals for FSL in the School Improvement Plan (SIP)
- Promote collaboration between FSL and non-FSL educators (e.g., by ensuring that FSL educators are included in professional learning communities within the school and the board)
-

3•

- Explore program delivery options at elementary and secondary schools, as well as entry levels and requirements, to maximize student participation and opportunities to develop proficiency in French
- Explore the use of flexible timetabling and scheduling to provide students with a wider range of options and to avoid conflicts with mandatory courses (e.g., use block scheduling)
- Inform students at all grade levels of the educational opportunities available with continued study of FSL
- Help Grade 8 students and their parents develop a solid understanding of FSL course types
- Facilitate collaboration of educators involved in the transition of FSL students from elementary to secondary school or from one program to another
- Provide opportunities to integrate French-language skills in curricular and extracurricular activities (e.g., volunteer hours)
- Remind students that they may count up to three FSL credits towards the 18 compulsory credits
- Increase possibilities for credit recovery in FSL
- Inform guidance staff about the province's goals for FSL (in view of the important role they play in timetabling and influencing students to pursue FSL)
- Explore the availability of French cooperative education work placements
- Increase course and program offerings (e.g., subjects other than French at the applied level for French Immersion students taking applied courses)

- Supports school boards through ongoing dialogue and professional learning opportunities
- Reviews research relevant to FSL in order to inform decision making and enhance support
- Supports school boards in exploring various FSL delivery models by sharing research

4•

- Promote the inclusiveness of FSL programs, recognizing that all students can learn FSL given the appropriate support
- Apply principles of Universal Design for Learning and differentiated instruction to FSL program planning[9]

9. S *Learning for All, K–12*, a. 11. 21.

- Provide required accommodations and modifications as outlined in a student's Individual Education Plan (IEP)
- Implement the Tiered Approach to prevention and intervention[10]
- Where required for students with special education needs, ensure access to assistive technology as outlined in the student's IEP
- Involve FSL teachers in the planning and implementation of a student's IEP where appropriate
- Include school- and board-level resource teams (e.g., school resource teacher, FSL consultant, senior administration) to support problem solving and decision making
- Support English language learners in transferrinur5.1(r)-12.9(a)5(353.5.8(s)13.5(k)-48.1(1(n)9l2(a)-(-)7(s

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- Explore ways to optimize the use of e-Learning resources
- Liaise with francophone communities and promote student participation in French cultural activities, immersion opportunities, and the use of technology and social digital media to connect with French communities
- Foster awareness of community organizations that promote French language and culture or that offer services in French
- Build a sense of community to create a positive and inclusive environment where students feel motivated to improve their French-language skills
- Promote awareness of French resources available through classroom, school, and public libraries
- Provide opportunities for students to have a voice in shaping learning experiences
- Host a Language Assistant through the Odyssey program, where possible[11]
- Provide information for students and parents about opportunities for bursaries to learn French, such as the five-week intensive language–immersion course[12]
- Invite parents of FSL students to learn about how French is taught in the classroom
- Explore partnerships with parents and community organizations and within the global community to increase opportunities for students to use and/or be exposed to French

- Seeks input and feedback on provincial initiatives from the FSL Provincial Working Group
- Meets regularly with major stakeholdurM83alText (þ5301 Tc 133N-5.6(a(k)-2.7(e)1.1(h(þ5301 T7il)-4.1(y/

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3.

Increased parental and community engagement is a critical component of the FSL goals. High levels of engagement in FSL by adult role models in the school, home, and community highlight for students the value that is placed on learning additional languages, especially French, in Ontario.

Parent involvement leads to student success

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www.edu.gov.on.ca/eng/parents/involvement/

Parents and schools share responsibility for children's education throughout elementary and secondary school, and working together increases the effectiveness of the support that each provides. Influential in shaping attitudes and values, parents help their children set goals and look to the future. Parental interest and encouragement can be a significant factor in motivating students to engage fully in learning FSL and to continue their FSL studies throughout secondary school and beyond. FSL educators reach out to parents to build strong relationships and open the lines of communication between home and school. Grounded in mutual understanding, respect, and trust, these relationships provide the foundation upon which positive experiences in FSL are developed and long-lasting impressions formed.

Some parents may think that they have little to contribute to their children's FSL education because they do not speak or read French. This perception is groundless. Parents do not need to possess French-language skills themselves in order to support children in learning FSL.

It is important for parents to understand that skills developed in learning one language are transferable to the learning of others. Parents can support their children in this learning by providing a language-rich environment in the home. Having meaningful conversations and reading with children daily in their home language, as well as surrounding them with books and magazines on a variety of topics, are among the most effective ways for parents to support children's developing skills in any language(s) they may be learning.

Parents can also support their children's FSL learning by exposing them to French through television, movies, and cultural events. Children can be highly motivated to study FSL when they see that French is the language used by many people in their daily lives. Moreover, such experiences help nurture an enduring appreciation of French culture in Ontario, throughout Canada, and around the world.

The offering of FSL programs may differ in school boards across Ontario; therefore, it is essential that parents have access to detailed information about the programs their board offers so that they are aware of their options and are able to make well-informed decisions regarding their children's FSL education.

[illegible]

While learning FSL may begin in the classroom, research suggests that there are considerable benefits in making it come alive through authentic French-language experiences beyond the school (Mady & Arnott, 2010). In communities that are primarily English speaking, opportunities to provide such experiences may not be readily available. Yet these are the communities in which students most need to be exposed to French in real-life contexts; therefore, they should be encouraged to seek opportunities to make connections with French-language communities across the province and the country as well as internationally.

"Of course, the quality of second-language courses and programs and strengthening of these programs through opportunities for social interaction, cultural activities and exchanges are key factors for attracting and retaining young students."

(F a , 2008, . 14)

Ways in which students could be exposed to authentic French-language experiences include the following:

- Provide opportunities for secondary school students to develop their FSL skills through cooperative education work placements and volunteer community involvement.
  - Cooperative education work placements could be offered in businesses, libraries, and other organizations in which French is used.
  - Volunteer placements could include reading in French to younger children at the local library or helping provide French services in local communities.

- Provide opportunities for community members and students to share their interest in French language and culture.
- Arrange travel and exchange programs between communities.
- Add a French component to camps and after-school programs.
-

than one language has a positive effect on the development of problem-solving and creative-thinking abilities. Additional personal benefits include a heightened appreciation for French culture in Canada and around the world, a broadening of global perspectives, and increased opportunities for international travel and study as well as a general understanding and acceptance of diversity.

Children are not expected to know any French prior to beginning Core French, Extended French, or French Immersion. Even if they do not know French themselves, parents can encourage their children to take an interest in French in various ways. Children might enjoy noticing and examining how French is used in their environment – for example, on packaging of food and household items. Some children might also enjoy listening to French children's songs and rhymes, watching French children's programming, videos, or movies, counting in French, or singing the alphabet in French. A positive outlook, a commitment to supporting your child's education, and a belief in your child's ability to learn provide a strong foundation for a positive experience in FSL.

Being a positive role model can have a powerful influence on children. Showing your child that you value the learning of French is one of the most important ways to nurture your child's motivation to do well. You can do this by periodically listening to French audio books with your child, watching French television or movies together, and talking about the many communities in Ontario, throughout Canada, and around the world in which French is spoken. Another way of showing that you value French is by learning along with your child. You may also find it useful to take part in social activities for learners of French or to join a parent group that supports FSL education. Such experiences can increase your confidence in contexts where French is used, and thus enhance your ability to support your child's FSL learning.

Because literacy skills acquired in one language will transfer to another, seeing their parents reading in English or their first language can motivate children to read on their own, thus developing literacy skills in the languages they are learning. Taking children to the library, reading together, and encouraging them to read in French as well as English are further ways for parents to support the development of their children's literacy skills.

Some children may be eager to share at home what they have learned in French at school, while others may feel uncomfortable if called upon to "perform". Asking children to say something in French will not likely result in a demonstration of what they know, whereas encouraging children to read books and magazines in French, their own French compositions, or French labels on packaging shows that you value their French-language skills. You could also look out for opportunities for your child to take part in French activities beyond the classroom, such as school trips, camps, or visits and exchanges. It is always beneficial for children to see that French is the language used by many people in their daily lives.

Children should understand that it takes time to develop French-language skills. Like a novice athlete or musician, an FSL learner cannot be expected to master the required skills without instruction and practice over an extended period. Drawing attention to bilingual role models can motivate children to continue their FSL studies so that they become proficient in French.

It is important to discuss the benefits of having French-language skills with children when they are thinking about secondary school course options, or even earlier than that, so they can make decisions that do not close doors and limit their opportunities in the future. If children find it hard to see how French-language skills will have a positive impact on their chosen field of interest, parents can point out that there are institutions and jobs, both in Canada and around the world, that require French-language skills. Having a high level of

school board to find out about the FSL programs offered, their beginning grade level, and the enrolment options and process. Boards often offer an information session in winter or spring for parents interested in registering their children.

There are many models of French Immersion programs in elementary schools since school boards have the flexibility to design programs to meet local needs. For example, boards decide the grade at which immersion programs begin as well as which subjects will be taught in French and in which grade courses in English language arts will begin.

4. A [illegible] W[illegible]

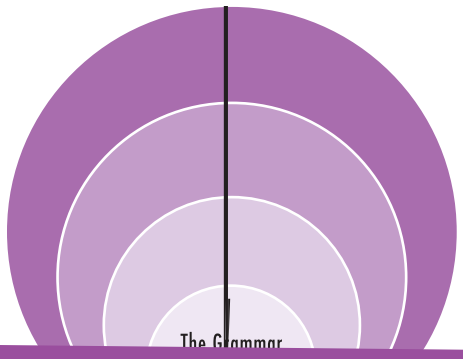
This section presents highlights from research that educators may find useful to inform and support their decision making related to FSL and their communications with other FSL stakeholders. There are numerous aspects to second-language education and acquisition. The research included in this review focuses on FSL programs, and is by no means exhaustive. The section presents an overview of teaching approaches, emphasizes that FSL is for all learners, and suggests research-based actions to improve opportunities for all students to succeed in FSL programs.

[illegible]

There are many practical, cognitive, and psychological benefits to learning languages. For example, research has documented that individuals who can converse in more than one language enjoy increased employment opportunities and demonstrate enhanced problem-solving skills and confidence in social situations. Recognizing such benefits, researchers have studied the various methods for teaching languages in order to evaluate which are most effective in developing strong second-language capabilities in young learners. Not surprisingly, outcomes differ depending on the strategy.

Second-language teaching approaches have evolved over time to meet the changing needs of society and to reflect new insights from ongoing research. Knowledge of the expectations and experiences of past generations with respect to second-language teaching and learning assists educators and other stakeholders to make informed choices about how to support and strengthen second-language learning for today's and tomorrow's students. The following paragraphs summarize some of the more prominent approaches to second-language pedagogy.

E[illegible]



The Grammar Translation Approach

As the motivations for learning languages have evolved with increasing global interconnectivity, so, too, have the approaches to and means of teaching languages. Whereas the focus of language instruction in today's classrooms is on the ability to communicate, traditional methodology in the early twentieth century focused on the ability to translate foreign words into the first-language equivalent (Puren, 2006). This methodology, often referred to as the "grammar translation approach", had its origins in the teaching of classical languages (Lightbown & Spada, 2006). The primary objective of this approach was to enable students to read literature in the target language; a typical classroom activity required students to read text in the second language and translate it into their first language. A common teaching strategy was to present vocabulary lists alongside their translation equivalents, supplemented by explicit teaching of related grammar rules (p. 138). Through the study of foreign words and the grammatical forms of the language, students acquired competencies in reading and writing but not necessarily in oral communication skills.

Audiolingual Instruction

Arising in part as a reaction to the limitations of the grammar translation approach, a subsequent phase in second-language teaching, described by some as "audiolingual instruction", placed a greater emphasis on oral elements. Rather than focusing on the reading of foreign texts, audiolingual teaching provided students with opportunities to listen to and speak the target language. Despite the greater attention given to oral language, however, students taught by this method were still limited in their ability to use the language to communicate. Since free or spontaneous speech might lead to errors that could become entrenched over time as "bad habits", instruction emphasized the repetition of learned expressions rather than impromptu speech. A typical classroom activity would have students memorize and act out a short conversation, without necessarily understanding the context or what they were saying (Lightbown & Spada, 2006, p. 139).

Studies of the use of audiolingual and grammar-based approaches in the classroom have found little evidence to suggest that they lead to second-language comprehension, fluency, or communicative competence. As Lightbown and Spada (2006) explain, "Learners receiving audiolingual or grammar-translation instruction are often unable to communicate their messages and intentions effectively in a second language. Experience has also shown that primarily or exclusively structure-based approaches to teaching do not guarantee that learners develop high levels of accuracy and linguistic knowledge" (p. 143).

The Communicative Approach

Evidence that both grammar translation and audiolingual methods were often ineffective in producing fluent, accurate speakers of the target language led to the development of the "communicative approach". In this approach, instruction focused on providing learners with opportunities to use the language in a meaningful way. Supporters of this approach hold that errors are a natural part of the language-learning process and that communication of meaning should be central, with less emphasis on language form (Lightbown & Spada, 2006). In short, fluency rather than accuracy is the priority. Classroom activities are often organized around such communicative activities as asking for information, expressing likes and dislikes,

describing, inviting, promising, or apologizing – functions that a learner would need to know to get by in a foreign language. Contextual cues, props, and gestures are used to support communication of meaning. Grammar rules are learnt in the context of how they help to express meaning appropriately (Canale & Swain, 1980, p. 2).

The notion that language is acquired most effectively when it is learned for and through communication has been widely accepted and supported through research (see Lightbown & Spada, 2006; Genesee, 1994). In a 2005 study documenting the relationship between teaching strategies and student learning outcomes, authors Netten and Germain define [illegible] as "the use of strategies which focus on language use (modelling, using and correcting) in spontaneous communication throughout the lesson, without previous practice of vocabulary or forms" (p. 198).

Teaching strategies are an important factor in the achievement of communicative abilities in a second language. Educators who employ [illegible] methods have been found to be more successful in developing students' skills in spontaneous communication.

The Action-oriented Approach

Although the communicative approach highlights the value of listening to and producing language as a way to develop oral proficiency, some argue that it does not fully meet the diverse needs of language learners (Puren, 2006). The communicative approach is often associated with the use of themes or literature to organize units of study that may or may not be relevant to students. Recent research has proposed a view of language learning as occurring through "social action". The "action-oriented approach" focuses on learning functional language related to accomplishing real-life tasks. This approach views students as "social agents" who use "acts of speech" to interact with others in order to complete tasks that involve a "purposeful action … to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved" (CEFR, 2001, p. 10). Students create and process oral and written texts using general and linguistic competences and a variety of "reception, production, interaction or mediation" strategies (p. 15).

Teachers adopting an action-oriented approach may present language activities to students that closely mimic tasks they might face in everyday life. The tasks are therefore open-ended and require the use of a variety of skills and knowledge, often requiring oral and/or written interaction between two or more students. Grammar is viewed as a tool to enhance oral and written communication skills, and as such is taught in a relevant context. Activities engage learners in meaningful communication that is clearly related to their personal needs and interests and to life beyond the classroom.

Using a Combination of Approaches to Meet Diverse Needs

Each of the approaches to language instruction discussed above provides educators with a set of theoretical principles from which to derive their instructional strategies; however, basing classroom activities exclusively on one approach has limitations. Given the diversity of students' strengths and needs, readiness to learn, interests, and learning styles, teachers may find that no single set of prescribed procedures is adequate to meet the needs of all students

(Alberta Education, 2008). Teachers generally find it more appropriate to use a combination of approaches in order to meet the needs of their students. Teachers who do so may be said to favour an eclectic approach.

There has been considerable debate about the impact of explicit knowledge on the development of proficiency in a second language. Explicit knowledge, in this regard, refers to the conscious awareness and practice of the grammatical rules that govern a language. In this model, knowledge of a language is acquired first through explicit teaching, perhaps through the memorization of vocabulary and verb forms, and then develops into what is often referred to as "implicit competence", or the internal grammar that facilitates spontaneous oral communication (Netten & Germain, 2005). Through time and practice, it is reasoned, explicit knowledge of language rules will eventually become internalized knowledge that enables language learners to communicate with ease in the second language (Newfoundland and Labrador, Department of Education, 2011).

Neurological research on this topic, however, indicates that the path to implicit competence through explicit knowledge is not so direct. Michel Paradis, for example, has argued that conscious knowledge and implicit knowledge require two different types of memory, which are located in different regions of the brain. The conscious knowledge of rules and grammar is stored in declarative memory, whereas the implicit or intuitive knowledge used when speaking spontaneously requires procedural memory. Studies of patients with Alzheimer's disease confirm that these two types of memory are located in different parts of the brain and are not directly connected. In his , Paradis therefore concludes that explicit knowledge cannot be transformed into implicit competence. While implicit competence is required for spontaneous oral production, explicit knowledge is not (Netten & Germain, 2005).

Canadian studies have supported Paradis' findings that an explicit emphasis on grammatical forms and rules does not necessarily translate into the spontaneous oral production of language. In a 2005 study conducted by Netten and Germain, two classes of Grade 6 students were given the same number of hours of instruction in French over a five-month period. Students in classroom A spent considerable time developing explicit knowledge of language with a focus on spelling, pronunciation, and error correction. In classroom B, the teacher's strategy was much more focused on fluency, with an emphasis on student-to-student interaction, open-ended questions, and personalization.[14] Despite the lack of emphasis on language form, the students in classroom B were found to be able to communicate orally with considerable spontaneity and accuracy, while their peers in classroom A were less able to do so.

14. A *Learning for All, K–12, personalization* (O , M E , 2011a, . 7).

The Role of Explicit Instruction

Though a focus on grammar and language form may not be the single most effective strategy for learning a second language, the role of explicit instruction in language acquisition should not be discounted entirely. As explained by Netten and Germain (2005), "The role of explicit instruction is not to facilitate acquisition as such but to assist in increasing the degree of accuracy of the language that is being or has been acquired" (p. 195). It has been proposed that explicit instruction can be beneficial to students by drawing attention to errors and allowing students the opportunity to self-correct. Research seems to favour a combination of the implicit and explicit approaches to second-language instruction. That is, teaching methods that include correction and attention to form in meaningful and communicative tasks may be effective in capitalizing on the learning benefits of both explicit and implicit strategies (Dagenais, 2008).

A common barrier to enrolment in FSL programs is the belief that learning French as a second language, especially at a young age, can interfere with or delay the development of proficiency in English. This is of particular concern to parents who are considering enrolling their child in French Immersion or Extended French programs, but also to parents who may feel that time spent during Core French could be better spent on developing English literacy skills.

Standing in direct opposition to these fears, however, is the concept of [illegible]. The belief that learning an additional language does not interfere with the development of the first language is a central tenet of all second-language immersion programs. While some argue that strong first-language skills facilitate the learning of a second language, research also shows that second-language learning enhances first-language and overall literacy skills. Mastery of the first language is not a prerequisite for learning a second language. Rather, students can develop fluency and proficiency in a second language while continuing to learn their first, as is the case with students in French Immersion programs.

Some studies have pointed to a limited period of time during which students in immersion programs do not perform as strongly as same-age peers who have received instruction in their first language. Students in immersion programs have been found to test lower on some early literacy skills, including word knowledge, spelling, and punctuation. However, this delay has been shown to disappear within one or two years after the immersion student begins receiving instruction in the first language (Fortune & Menke, 2010; Lapkin, Hart, & Turnbull, 2003). Students are able to "catch up", likely by transferring critical skills, including literacy skills, from French to English and vice versa (Dagenais, 2008).

Students with Special Education Needs in FSL

Parents and educators work to provide appropriate support when a student experiences challenges in any subject. With respect to learning FSL, a number of academic researchers state that, under the right circumstances, all children are able to learn two languages.

As explained by Archibald and colleagues (2006), "Students with special needs can learn second languages. As with other subjects, they need accommodation, but there is nothing inherent in the learning of a second language that precludes special needs students" (p. 2). For these reasons, some academics have suggested that attention should be paid to creating learning environments where students feel comfortable expressing their ideas in a second language (Gersten & Woodward, 1994). Other language experts have focused on the need for differentiated instruction.

Differentiated instruction is a teaching practice that acknowledges the varied learning needs

professional opportunities, may be described as being instrumentally motivated. Integrative motivation, in contrast, is illustrated when a student is learning for personal growth or cultural enrichment. The motivation to speak another language may occur as a consequence of, or arise from the desire for, interaction with speakers of the target language (Lightbown & Spada, 2006).

Exposure to French outside the classroom – through exchange programs or extended visits, for example – has been demonstrated to increase motivation to learn the language. In a survey of English-speaking and French-speaking fourteen- to sixteen-year-olds who took part in a two-week volunteer exchange program, participation in the program was found to have had a positive impact on motivation to learn the second language (Mady & Arnott, 2010). Students in this program volunteered at two cultural festivals – one in their home community and the other where their second language was the dominant language. Students were therefore required to use both official languages to function and communicate in a real non-school setting.

Exchanges between English-speaking and French-speaking students have also been found to have other positive effects on language learning. In a case study of Grade 6 immersion classes in Quebec and Ontario, students who participated in the program reported feeling more confident about themselves and their second-language skills after the exchange experience. The author of the study concludes that even brief contact with native speakers – through authentic interaction opportunities for students and exposure to peer models – can enhance classroom-based learning (MacFarlane, 2001). While no explicit links were drawn to either instrumental or integrative motivation in this study, it could be argued that an exchange program or a connection to French speakers through the use of technology, would likely tap into both forms of motivation: positive exposure to the second-language community would increase positive personal associations while allowing students to experience some of the many opportunities available to those who are able to converse confidently in a second language.

[illegible]

[illegible] *12* was developed to strengthen FSL education in Ontario by supporting English-language school boards in maximizing opportunities for students to reach their full potential in FSL.

What will the impact of this framework be for Ontario students, from those who are just beginning elementary school to those who are entering the workforce or embarking on postsecondary studies?

As a result of clearly articulated goals for FSL and in response to the call to action communicated through this framework, it is realistic to foresee cohesive efforts to strengthen FSL education evolving across the province. The collection of data will have allowed stakeholders to analyse the effectiveness of short- and long-term initiatives and actions taken in supporting these ambitious goals.

In a rapidly changing society in which the importance of languages is becoming increasingly evident, it is possible to envision FSL education in Ontario ten years in the future. Learning French will be widely recognized as a valuable component of every child's education. Students of FSL programs will be equipped with the knowledge, understanding, and skills to communicate with confidence in French. Parents, educators, and communities will support students as lifelong learners, and seek opportunities for continued enhancement of FSL education.

A decade from now, stakeholders in FSL will no doubt have different questions and challenges as well as new and exciting opportunities. It is critical that this document be viewed not only as a ten-year initiative, but as a vehicle to carry the current momentum in FSL into the future for the benefit of Ontario's students.

App d A: A l

• T C F . a . 3 a . 600 . F . 3 Ga3 8. • T O a . . . 3 . . 3 . a3 - . . . a Ga3 4 8. • A . 3 Ga3 4 8 a C F . * . a 3 E 3 3F . F . I .	• O FSL . 3 (110 .) . . . a3 a . • T O a . . . 3 . . 3 . a3 - . . . a a 3 a 3 a a3 . C F . Ga3 9 a 3 10, . a3 a 3. a a . . Ga3 11 a 3 12. • I 3 3 . 3 . . . , a 3 . a a- 3 . a 3 a 3 . Ga3 9 a 3 10 F . a a . 3 a . a . . • S . a a C F . a Ga3 9 3 Ga3 12.
• T E 3 3F . a . 3 a . 1260 . F . 3 Ga3 8. • A . 25 . a . . 3 3 F . . •	

Appendix B: [illegible]

The following suggestions are provided to assist in the collection and analysis of data to support the three goals for FSL that are outlined in this document (page 9).

• W a a a FSL 3 a 3 4 a a a a a ?

• H . . FSL- . . a a . 3? • A FSL 3 . a . 3 . a a a F . ? • D a a a . - a . a a . a 3 3 ? • W a . a FSL a a . FSL a a . ?
• I a . a . a / a a FSL . 3 ? • I a . a FSL . . . a a 3 . a ? • D . . . a a a FSL a . ? • Ha Pa R a . O . a . 3 a 3/ 3 3 FSL a ? • W a . a . FSL? • W a . a - . . 3 a . FSL?
• H . 3 3 . 3 a . F . - a . a a 3 G a 3 6, 8, 9, 12? • W a a a a 3 . 3 a . 3 ' a . 3 a 3 a . FSL? • W a a 3 . 3 . a . / a . C F . G a 3 10, 11, 12? • W a a 3 . 3 a 3/ a . a . a F . I E 3 3 F . . a ?

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