

**CANADIAN PARENTS FOR FRENCH
FRENCH SECOND LANGUAGE RESEARCH UPDATE**

**FIRST LANGUAGE USE IN SECOND LANGUAGE CLASSROOMS
SELECTED BIBLIOGRAPHY
February 2015**

IMPORTANCE OF OFFICIAL-LANGUAGE BILINGUALISM FOR IMMIGRANTS

REFERENCE	CONTENT	URL
<p>Mady, C. (2012) Official Language Bilingualism to the Exclusion of Multilingualism: Immigrant Student Perspectives on French as a Second Official Language in "English-Dominant" Canada, Language and Intercultural Communication, v12 n1 p74-89</p>	<p>This study explores the implications of Canada's official bilingual status on young immigrant adults who are presently studying at the undergraduate level at university. More precisely, I examine how these young adults have experienced and judge French as a second official language (FSOL) learning in "English-dominant" regions of Canada. Through a questionnaire and interviews, the participants reveal that they invest in FSOL with the goal of adding French to their multilingual repertoire that includes English primarily in hopes of future economic gain. Examining the data through the lens of investment, I posit that access to FSOL as an investment and conversion of the investment into economic gain is mitigated by unequal positions of power that highlight Canada's emphasis on official language bilingualism to the practical exclusion of multilingualism. I suggest that means to change unequal practices may lie in the bi-directionality of relations between education and society and propose that rather than having language education in Canada reflect the official discourse, that education be used as a means to influence the discourse and practice thereof to be more inclusive of all languages</p>	<p>http://www.tandfonline.com/doi/pdf/10.1080/14708477.2011.592193</p>
<p>Canadian Council of Chief Executives (2009) Bilingualism and Canada's Future in the Global Economy</p>	<p>For individuals, bilingualism is a stepping stone toward global citizenship. For our country, it is an essential element in economic competitiveness. But in both cases, bilingualism matters not just for its inherent benefits, but because of the role it plays in fostering our multilingual and multicultural society</p>	<p>http://www.ceocouncil.ca/publication/bilingualism-and-canadas-future-in-the-global-economy</p>
<p>Carr, W. (2014). Canadian bilingualism and social cohesion: Perspectives of English/French as additional language learners in British Columbia. Workshop presentation. Canadian Association of Applied Linguistics. Brock University, St. Catherine's, ON.</p>	<p>Not available online</p>	<p>Requested copy from author 31/7/2014</p>

REFERENCE	CONTENT	URL
<p>Hardy-Vallée, B. (2014) Canadian Bilingualism: pourquoi c'est important? Canadian Newcomer Magazine #22</p>	<p>"Canadian policy encourages people to learn another language in a spirit of mutual understanding, but there is nothing in the policy that requires them to do so (unless you want a job in the Public Service)." Canadian schoolchildren do not necessarily understand both languages, but have the opportunity to learn a second one: thus 50 percent of English-speaking students and 60 percent of French students learn a second language".</p>	<p>http://www.cnmag.ca/issue-22/855-canadian-bilingualism-e08</p>
<p>Lazaruk, W. (2007) Linguistic, Academic and Cognitive Benefits of French Immersion, Canadian Modern Language Review 63(5), University of Toronto Press, Ontario</p>	<p>Addresses immigrant students</p>	<p>http://www.utpjournals.press/doi/full/10.3138/cmlr.63.5.605</p>

IMMIGRANT PARENTS AND STUDENTS SUPPORT LINGUISTIC DUALITY/WANT FSL EDUCATION

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Campbell, G. (2014) French Immersion: Perspectives of Immigrant Families, Language Portal of Canada, Department of Canadian Heritage, Ottawa</p>	<p>All the parents I spoke with recognize that Canada is a bilingual country and believe that it is important for their children to learn both official languages. All these families speak another language at home—Mandarin, Russian, Yoruba, Bengali and Vietnamese. Each family values the learning of several languages.</p> <p>The notion of global citizenship is very important to each family. Families want to provide their children with as many opportunities as possible, not only to increase their future employment prospects, but also to give them the opportunity to communicate with a wider range of people.</p> <p>Parents of children with major language & learning difficulties will be much more in favour of immersion if the school is able to meet the child's needs and support the child's learning. The reinforcement that results when concepts are taught in both English and French helps children increase their ability to understand and improve their academic performance. Immersion students are constantly trying to understand the meaning of the messages they receive, a process that promotes brain development. This additional mental exercise and the double dose of language teaching help children improve their learning, a result that would probably not be achieved in a unilingual program.</p>	
<p>Roy, S., Galiev, A. (2011) Why do immigrants want to learn French? Language Portal of Canada, Department of Canadian Heritage</p>	<p>It is important to promote French immersion to immigrants and newcomers in order to increase the number of people who speak both official languages, and to focus on their mother tongue at home or in their community.</p> <p>It is important to understand that young people can learn English and French at the same time. They already have many strategies for learning a mother tongue or second language and can learn other languages as well, as long as they receive guidance in this learning process.</p> <p>If the number of allophone students in French immersion increases, we will need to provide teachers with resources and training. In practice, these students will retain their mother tongue and will learn English and even French, if possible. Why not offer them educational support to help them to learn English and French and to participate in Canadian society now and in the future?</p>	
<p>Campbell, G. (2014) French immersion: Perspectives of immigrant families, Department of Canadian Heritage, Ottawa</p>	<p>Fl education should be presented as a truly feasible and beneficial option for their children. Myths must be dispelled so that families can recognize that anyone can succeed in immersion. Immersion educators must connect with the immigrant community to ensure that their schools are seen as welcoming environments that value multicultural and inclusive education from a global perspective</p>	<p>http://www.noslangues-ourlanguages.gc.ca/collaborateurs-contributors/articles/20140303-immersion-eng.html</p>

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Carr, W. (2013) Learning French in British Columbia: English as additional language learner and parent perspectives, Minority populations in Canadian second language education K. Arnett & C. Mady (Eds.) Multilingual Matters</p>	<p>In 1997 the BC Ministry of Education broadened the notion of linguistic duality to include knowing and learning other languages to prepare for economic prosperity, the rationale for learning French as a second or additional language encompasses benefits over and above developing linguistic proficiency. The parents of students in British Columbia's Intensive French program sought opportunities for their children, such as academic challenge, enhanced high school options, and acquisition of one of Canada's official languages, but they also wanted access to future benefits related to economic possibilities and increased mobility. For some parents, including those whose home language is neither French nor English, learning French as an element of Canadian citizenship was also seen as valuable. For these parents in particular, the stated link between learning French and enhancing one's Canadian identity builds on earlier research on allophone participation in French second language education and the general pursuit of assets accruing to language acquisition. The findings of this recent study reinforce those of an earlier one in a nearby British Columbia school district and show that common priorities related to Canada's official languages do in fact exert a cohesive effect on diverse groups of students and their parents.</p>	<p>http://www.unb.ca/fredericton/second-language/resources/pdf/arnettmady.pdf</p>
<p>Carr, W. (2009) Intensive French in British Columbia: Student and parent perspectives and English as additional language (EAL) student performance. The Canadian Modern Language Review, 65(5), 787-815, University of Toronto Press, Toronto.</p>	<p>Qualitative case studies found that students and parents believe IF affords short- and long-term benefits, especially for education and employment; some, particularly EAL students and their parents, expect advantages related to Canadian citizenship.</p> <p>English proficiency assessments of EAL students in IF showed their improvement over the school year was significantly greater than that of EAL peers not in IF</p>	<p>http://www.mmecarr.ca/ICF/ICF_PDFs/CarrCJAL2010.pdf</p>
<p>CBC Manitoba (May 8, 2013) Newcomers to Canada enrolling children in French immersion</p>	<p>Self-explanatory</p>	<p>http://www.cbc.ca/news/canada/manitoba/newcomers-to-canada-enrolling-children-in-french-immersion-1.1396457</p>
<p>Fraser, G. (2011) Discussion Forum on the Perspectives of Canadians of Diverse Backgrounds on Linguistic Duality, Office of the Commissioner of Official Languages, Ottawa</p>	<p>Need for rapprochement between the two language communities. Organizations that deliver services to English-speaking newcomers and French-speaking newcomers need to work together more. OCOL could do more to promote linguistic duality to these service providers and to ethno-cultural organizations. It may also be useful to draw up a list of best practices related to linguistic duality within ethno-cultural communities.</p> <p>Need for better access to language training in both official languages for newcomers, particularly adults. Need to expand or improve existing programs to encourage newcomers to learn both languages. Existing programs and resources available to newcomers for learning the other official language should also be promoted. An information kit for newcomers that paints a more accurate picture of the linguistic situation in each province should be developed.</p>	

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Mady, C. (2010) Motivation to Study Core French: Comparing Recent Immigrants and Canadian-Born Secondary School Students</p>	<p>This study suggests that allophone students can succeed in Core French while continuing to study English. In fact, given the high achievement of the allophone participants as compared with their Canadian-born peers, French may provide a subject area in which the allophone students succeed, whereas they may be faced with failure in other content areas. The success of the allophone students was influenced by a multitude of factors. First, the allophone participants' achievement in French was positively enhanced by their self-confidence and positive beliefs about multilingualism. Second, the allophone participants identified language-learning strategies that may have proven advantageous in additional language learning. Third, the novelty and practicality of the French class context may have enhanced their motivation and thus language learning. Lastly, the perception of the importance of French in the wider community of Canada served as inspiration for the allophone participants who were seeking to belong to their new country.</p>	<p>http://files.eric.ed.gov/fulltext/EJ910874.pdf</p>
<p>Mady, C., Turnbull, M. (2012) Official Language Bilingualism for Allophones in Canada: Exploring Future Research, TESL Canada Journal/Revue TESL Du Canada 29(2),</p>	<p>This article offers a review of policy and research as they relate to Allophones and their access to French Second Official Language (FSOL) programs in English-dominant Canada. Possible areas of future research are woven throughout the review as questions emerge in the summary of relevant literature.</p>	<p>http://files.eric.ed.gov/fulltext/EJ981500.pdf</p>
<p>Mady, C., & Carr, W. (2011) Immigrant perspectives on French learning in English-dominant Canadian communities. In Becoming multilingual. Language learning and language policy between attitudes and identities, C. Varcasia (Ed.), Peter Lang, Bern, DE</p>	<p>Implications of Canada's official bilingual status on young immigrant adults who are presently studying at the undergraduate level at university. Participants reveal that they invest in FSOL with the goal of adding French to their multilingual repertoire that includes English primarily in hopes of future economic gain. Access to FSOL as an investment and conversion of the investment into economic gain is mitigated by unequal positions of power that highlight Canada's emphasis on official language bilingualism to the practical exclusion of multilingualism. Means to change unequal practices may lie in the bi-directionality of relations between education and society and propose that rather than having language education in Canada reflect the official discourse, that education be used as a means to influence the discourse and practice thereof to be more inclusive of all languages</p>	<p>http://www.researchgate.net/publication/233463144_Official_language_bilingualism_to_the_exclusion_of_multilingualism_immigrant_student_perspectives_on_French_as_a_second_official_language_in_English-dominant_Canada</p>
<p>Mady, C. (2008) Opening the Doors to Official Language Learning for Allophones, The State of French-Second-Language Education in Canada 2008, Canadian Parents for French, Ottawa</p>	<p>with approximately two-thirds of Canada's population growth coming from immigration, French is an additional language for many immigrant students. Such an increase in numbers, accompanied by a greater diversity of language backgrounds, changes the landscape and thus calls for further investigation into the allophone experience of learning French.</p>	<p>http://cpf.ca/en/files/04_Allophone_E.pdf</p>

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Mady, C. (2007) Allophone Students in French Second-Official-Language Programs: A Literature Review, Canadian Modern Language Review 63(5), Toronto: University of Toronto</p>	<p>Section 1 examines the political response by investigating whether Canadian federal policies provide for the inclusion of allophone students in FSL programs. Section 2 provides an overview of provincial policies, specifically examining allophone students' access to FSL. A review of the literature regarding the motivation of allophone students is found in Section 3. Finally, Section 4 details the research on the achievement of allophone students studying French.</p>	<p>http://www.synergiescanada.org/journals/utp/120329/k02740110543/888j882811639350</p> <p>Not available online Literature Review and special CMLR edition commissioned by CPF. Branch copies provided in 2007 Contact J. Hawkins, National Office, if branch needs replacement copy</p>
<p>Mady, C. (2011) Official language bilingualism to the exclusion of multilingualism: immigrant student perspectives on French as a second official language in 'English-dominant' Canada</p>	<p>Implications of Canada's official bilingual status on young immigrant adults who are presently studying at the undergraduate level at university. Through a questionnaire and interviews, the participants reveal that they invest in FSOL with the goal of adding French to their multilingual repertoire that includes English primarily in hopes of future economic gain. Examining the data through the lens of investment, I posit that access to FSOL as an investment and conversion of the investment into economic gain is mitigated by unequal positions of power that highlight Canada's emphasis on official language bilingualism to the practical exclusion of multilingualism. I suggest that means to change unequal practices may lie in the bi-directionality of relations between education and society and propose that rather than having language education in Canada reflect the official discourse, that education be used as a means to influence the discourse and practice thereof to be more inclusive of all languages</p>	<p>http://www.researchgate.net/publication/233463144_Official_language_bilingualism_to_the_exclusion_of_multilingualism_immigrant_student_perspectives_on_French_as_a_second_official_language_in_English-dominant_Canada</p>

IMMIGRANT STUDENT PERFORMANCE IN FSL STUDIES

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Mady, C. (2010) French as a Second language Literacy Strategies for English language Learners, Mosaic- The Journal for Language Teachers 11(1), SOLEIL Publishing, Toronto</p>	<p>The author suggests that many Canadian-born English-speaking peers have advanced English skills. Others arrive without prior English experience and some come to Canada with well-developed L1 skills, whereas others are not literate in their dominant language.</p> <p>Many English Language Learners (ELL) come from communities where it is common to use a variety of languages, making learning another language easier, although this is not always the case.</p> <p>One important question teachers should ask when selecting texts is whether or not students can see or hear themselves in the text and if the text reflects their interests. Cummins (2007) suggests using a variety of texts that students from different backgrounds can connect to in order to broaden ELL experiences. It is helpful to make connections to other languages represented by students in the classroom. This helps the students connect with one another. Many FSL common practices already respond to ELL needs, such as comprehensible text, choral work, and visual support of language</p>	
<p>Sinay, E. (2010) Programs of Choice in the TDSB: Characteristics of Students in French Immersion, Alternative Schools and Other Specialized Schools and Programs, Toronto District School Board, Etobicoke</p>	<p>With a high percentage of students speaking a language other than English at home within the TDSB (54%), one would expect a very diverse language profile among the students in French Immersion programs. The majority of the French Immersion students speak only English at home, much higher than the TDSB average. This distribution is consistent across the divisions. For example, from Grades SK- 6, 68% of the French Immersion students speak only English at home, compared to 46% in the TDSB in general.</p> <p>There is a greater percentage of students in French Immersion programs born in Canada (91-92%) compared with all students in the TDSB (64-81%). The greatest difference in enrolment of French Immersion students based on students' country of birth compared with students in the TDSB in general was in Grades 9-12 (91% versus 64%).</p> <p>A smaller percentage of recent arrivals participate in the French Immersion programs compared with students in the TDSB in general in all divisions. For example, in Grades SK-6, 1% of French Immersion students have been in Canada between 1 and 3 years compared to 7% of students in the TDSB in general</p> <p>A greater percentage of White students attend French Immersion programs in the TDSB than do students of any other racial background. Sixty percent (60%) of the French Immersion students in Grades 7-8, 62% in Grades 9-12, and 57% in Grades SK-6 identified themselves as White through the Student and Parent Censuses. In the TDSB, the proportions of White students within these grades are 31%, 33%, and 29%</p>	

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Mady, C. (2014) Learning French as a second official language in Canada: comparing monolingual and bilingual students at Grade 6 International Journal of Bilingual Education and Bilingualism Volume 17, Issue 3,</p>	<p>This paper presents the results of a study that compared the French as a second official achievement of three groups of students: (1) Canadian-born English speaking (CBE), (2) Canadian-born multilingual (CBM), and (3) immigrant multilinguals (IMM) as determined by multi-skills test results. ANOVAs and subsequent post hoc tests revealed that the immigrant group outperformed the other two groups on some test components. In order to identify statistically significant predictors of the French as a second official language (FSOL) results, multiple linear regression analyses were conducted considering groupings, attitudes and experiences as revealed through a questionnaire. The results indicate that the immigrant group's advantages are beyond language(s) proficiency, motivation, attitude, metalinguistic awareness, or strategy use. The author suggests the immigrant group's status of immigrant has a positive impact on the results</p>	<p>Free online version not available.</p>
<p>Mady, C. (2014) Immigrant Status as an Influential Factor in Additional Language Learning: A Comparison of French Language Achievement of Canadian-born Monolinguals, Bilinguals and Bilingual Immigrants, Journal of Language Teaching and Research, Vol. 5, No. 1, pp. 12-20,</p>	<p>This study compares the French as a second language achievement of Canadian-born English-speaking students, Canadian-born bilingual students and bilingual immigrant students as gathered by means of a multi-skills FSL test. In addition, it seeks to explain the differences in performance by investigating the impact of a variety of influential factors that have been previously identified in the literature to date: L1 use and context of learning for bilingual groups, motivation, attitude, willingness to communicate, metalinguistic awareness and strategy use for all groups.</p>	<p>PDF attached</p>
<p>Mady, C. (2014) The Role of Proficiency and Social Context on the Grade-6 Students' Acquisition of French as a Second Official Language in Canada International Journal of Multilingualism, v11 n2 p247-262</p>	<p>This paper reports on the findings of a study that compared the French as a second official language (FSOL) proficiency of three groups of Grade-6 students in English-dominant Canada: Canadian-born monolingual English-speaking students, Canadian-born bilingual students and immigrant bilingual students (IMBs). The goal of the study was to examine if and how proficiency in previously known languages impacts students' FSOL proficiency while taking into account the broader societal context of English-dominant Canada as well as the observed classroom contexts. Analysis of variances showed IMBs to have higher FSOL proficiency scores. Multiple regression analysis determined that membership in the IMB group is advantageous even when considering language of origin proficiency.</p>	<p>Free online version not available.</p>
<p>Mady, C. (2013) Moving towards Inclusive French as a Second Official Language Education in Canada International Journal of Inclusive Education, v17 n1 p47-59</p>	<p>This paper examines French-as-a- second-official-language (FSOL) teachers' perspectives as they relate to the inclusion of immigrants who are learning English (IMMs), in elementary FSOL education in an English-dominant region of Canada, in particular within French immersion. In this paper, I have tried to examine the question of access to elementary FSOL education for IMMs and its potential outcomes with the hope of raising awareness of this issue and finding solutions. The questionnaire and interview findings revealed that teachers distinguish between core French and French immersion programme options when considering the inclusion of IMMs. Using a lens of inclusive education, this paper shows the FSOL teachers practiced segregation and benevolence in both limiting access to FSOL education for IMMs and in their pedagogy. Solutions to promote movement away from segregation and benevolence and towards inclusive FSOL education are suggested by the research participants and the author.</p>	<p>Free online version not available.</p>

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Abu-Rabia, S., Sanitsky, E. (2010) Advantages of Bilinguals Over Monolinguals in Learning a Third Language, Bilingual Research Journal: The Journal of the National Association for Bilingual Education 33(2), Taylor & Francis Online</p>	<p>Examination of the contribution of bilingualism to trilingualism, namely the influence of learning two different orthographies on learning a third. The participants were two groups of sixth graders from Israeli schools who were studying English as a foreign (second or third) language: Russian Israeli children for whom Russian was their native language and Hebrew was their second language and a control group of native Hebrew speakers. Findings support the notion that knowledge of several different orthographies enhances rather than diminishes L1 and L2 proficiency.</p>	<p>http://www.tandfonline.com/doi/pdf/10.1080/15235882.2010.502797#.U9oth2d0xdg</p>
<p>Albertan, B., Bellegarde, B., Campeau, J., et al (2011) Journeying toward Student Success for Immigrant Students in French Immersion, Teaching and Learning Research Exchange, Project #209, Dr. Stirling McDowell Foundation for Research into Teaching Inc., Saskatchewan</p>	<p>Providing current research in order to verify or to challenge perceptions would assist educators to learn more about this current reality in our French immersion schools.</p> <p>Teachers do need to differentiate their instruction to best meet the needs of their ELLs. School divisions are further encouraged to share best practices with their teachers.</p> <p>Although there are similarities between all schools providing services to ELLs, there are enough differences between French immersion and English programs to warrant variation in the services provided to our immigrant population. We recommend that school districts consider varying their EAL service model in consideration of the program chosen by immigrant parents to further the acquisition of additional languages.</p>	<p>https://www.yumpu.com/en/document/view/13828916/journeying-toward-student-success-for-immigrant-students-in-</p>
<p>Arnett, K., Mady, C. (2014) Minority Populations in Canadian Second Language Education, Education Matters 2(1)</p>	<p>Book chapter. Follow URL to view the Table of Contents</p>	<p>http://books.google.ca/books?id=uibTyAzr6-QC&pg=RA1-PT7&lpg=RA1-PT7&dq=Minority+Populations+in+Canadian+Second+Language+Education++eric&source=bl&ots=FmASmCFwgA&sig=ufiTOyTX-osVpr8LW4tr6X7ChNM&hl=en&sa=X&ei=1y_aU-Akg6jxAeS0gMgK&ved=0CCEQ6AEwAA#v=onepage&q=Minority%20Populations%20in%20Canadian%20Second%20Language%20Education%20%20eric&f=false</p>
<p>Canadian Council on Learning (2009) Effective literacy strategies for immigrant students</p>	<p>Literacy strategies</p>	<p>http://www.ccl-cca.ca/CCL/Reports/LessonsInLearning/LinL20090923Effectiveliteracystrategiesimmigrantstudents.html</p>

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Carr, W. (2009) Intensive French in British Columbia: Student and parent perspectives and English as additional language (EAL) student performance, Canadian Modern Language Review, 65(5), 787-815, University of Toronto Press, Toronto.</p>	<p>Qualitative case studies found that students and parents believe IF affords short- and long-term benefits, especially for education and employment; some, particularly EAL students and their parents, expect advantages related to Canadian citizenship.</p> <p>English proficiency assessments of EAL students in IF showed their improvement over the school year was significantly greater than that of EAL peers not in IF</p>	<p>http://www.mmecarr.ca/ICF/ICF_PDFs/CarrCJAL2010.pdf</p>
<p>Gottardo, A., Grant, A. (2008). Assessment of reading acquisition in bilinguals, Encyclopedia of Language and Literacy Development, Canadian Language and Literacy Research Network. London, ON:</p>	<p>Children from bilingual backgrounds are sometimes over identified with language impairment (LI) because educators do not have appropriate developmental expectations. At other times bilingual children are under identified because educators wait to identify difficulties while children learn the second language. In this review we discuss data on language acquisition from several sources including cross-linguistic studies of typical first language acquisition and LI in monolingual and bilingual children. Based on this literature we discuss problems with current assessment approaches. We then propose a decision-making framework for identification of bilingual children who are at risk for LI. A key feature of this proposal is the importance of clinical markers for identification of LI.</p>	<p>https://www.academia.edu/2411082/Assessment_of_Bilingual_Children_for_Identification_of_Language_Impairment_Current_Findings_and_Implications_for_Practice</p>
<p>Mady, C. (2014) Immigrant Status as an Influential Factor in Additional Language Learning: A Comparison of French Language Achievement of Canadian-born Monolinguals, Bilinguals and Bilingual Immigrants, Journal of Language Teaching</p>	<p>This study compares the French as a second language achievement of Canadian-born English-speaking students, Canadian-born bilingual students and bilingual immigrant students as gathered by means of a multi-skills FSL test. In addition, it seeks to explain the differences in performance by investigating the impact of a variety of influential factors that have been previously identified in the literature to date: L1 use and context of learning for bilingual groups, motivation, attitude, willingness to communicate, metalinguistic awareness and strategy use for all groups.</p>	<p>See PDF (attached)</p>
<p>Prasad, G. (2012) Multiple Minorities or Culturally and Linguistically Diverse (CLD) Plurilingual Learners? Re-envisioning Allophone Immigrant Children and Their Inclusion in French-Language Schools in Ontario, Canadian Modern Language Review 68(2), University of Toronto Press, Ontario</p>	<p>Four out of five immigrants to Canada speak a language other than English or French as a first language. Immigration is increasingly transforming francophone minority communities. Allophone children acquire minority status on multiple levels within French-language schools, where they can become both a linguistic minority and a cultural minority within an official francophone minority in Canada. This article examines how culturally and linguistically diverse (CLD) allophones have been constructed historically through official language and multiculturalism policies in Canada and how this political framing limits language rights and schooling for allophone immigrant children. By examining recent language policies, this article argues that the ways in which policy makers, educators, and researchers conceptualize CLD children shape their integration into Canada. This article draws upon a case study of teachers' practices with allophone learners in one French-language school to highlight the potential for transformative third-space practices to support CLD children in French-language schools</p>	<p>http://utpjournals.metapress.com/content/u6025762m210h336/fulltext.pdf</p>

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Asia Pacific Foundation of Canada () An Asian-Flavoured “French Connection”, Toronto: Author</p>	<p>Many reasons have been offered to explain the renewed interest in FI among Asian (mostly Chinese) families. Besides the obvious answers of trying to get better quality education in the public school system, or trying to <u>compensate for their children’s possible deficit in mastering English</u>, some parents are interested in giving their children the future opportunity to work for the federal government. The motivation to ensure that they would be able to meet the bilingual requirements for any civil servant position may come out of the hope and desire for permanent employment in Canada for their family members.</p>	<p>http://www.asiapacific.ca/blog/asian-flavoured-french-connection</p>
<p>Ball, J. (2011) Enhancing Learning of Children From Diverse Language Backgrounds: Mother Tongue-Based Bilingual or Multilingual Education in the Early Years, UNESCO</p>	<p>UNESCO has encouraged mother tongue instruction in early childhood and primary education since 1953 (UNESCO, 1953). Yet, monolingualism in official or dominant languages is still the norm around the world.</p> <p>UNESCO points out the overlooked advantages of multilingual education in the early years. When children are offered opportunities to learn in their mother tongue, they are more likely to enrol and succeed in school and their parents are more likely to communicate with teachers and participate in their children’s learning (</p> <p>Mother tongue based education especially benefits disadvantaged groups, including children from rural communities and girls, who tend to have less exposure to an official language and tend to stay in school longer, achieve better, and repeat grades less often when they are taught in their mother tongue</p>	<p>http://unesdoc.unesco.org/images/0021/002122/212270e.pdf</p>

NEED FOR EQITABLE ACCESS FOR IMMIGRANT STUDENTS

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Garbato, J. (2013) Core French Teachers' Perceptions of ELL Inclusion: A Mixed-Methods Investigation, Graduate Postdoctoral Studies, Western University</p>	<p>The purpose of this study was to examine French as a second language (FSL) teachers' attitudes toward inclusion of English language learners (ELLs) and the contributing factors affecting teachers' attitudes toward ELLs.</p> <p>Findings suggest that while teachers, overall, demonstrate generally positive attitudes toward ELL inclusion in CF, they express many challenges, including, but not limited to workload demands, preparation time, ELLs' use of L1, availability of appropriate resources, and ELLs' grade entry level in CF. This research adds to the knowledge base of teachers' perceptions of ELLs and offers new insight into the particularities of the Ontario Core French classroom context.</p>	<p>http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=2795&context=etd</p>
<p>Mady, C. (2012) Inclusion of English language learners in French as a second official language classes: teacher knowledge and beliefs, International Journal of Multilingualism 9(1), UK</p>	<p>This study examines the growing number of English language learners (ELL) in Canadian schools and their success in French as a second official language (FSOL) programs. The researcher focuses specifically on teacher beliefs and attitudes towards inclusion of ELLs in FSOL programs. The researcher had 69 teachers from a southern Ontario school board complete a questionnaire and then interviewed 20 of the respondents the majority of which taught core French. The study found that teachers agreed that ELL students should participate in FSOL classes as it allows them to take a class where they can be on par with their peers. The study also found that teachers supported ELLs in their classroom, but that they would benefit from more professional development in dealing with such students. The majority of teachers saw benefits for ELLs and regular students in an inclusionary classroom.</p>	<p>Free online version not available</p>
<p>Cummins, J. (2014) To what extent are Canadian second language policies evidence-based? Reflections on the intersections of research and policy</p>	<p>The paper addresses policies concerning the learning of English and French by students from immigrant backgrounds and heritage language teaching. A large majority of teachers and administrators have not had opportunities to access the knowledge base regarding effective instruction for these students nor have they had opportunities for pre-service or in-service professional development regarding effective instructional practices. Educational policies in most jurisdictions have also treated the linguistic resources that children bring to school with, at best, benign neglect. Some school systems explicitly prohibit enrichment bilingual programs that would promote students' bilingualism and bi-literacy.</p>	<p>http://www.ncbi.nlm.nih.gov/pubmed/24847289</p>
<p>Ontario Ministry of Education (2013) A Framework for French as a Second Language in Ontario Schools,</p>	<p>The belief that FSL programs are not suitable for English language learners (ELLs) may be based on the assumption that learning an additional language will disadvantage or unfairly burden students who are still working to attain proficiency in English. Requiring students to learn an additional language, it is reasoned, places undue stress on students' capacity to learn and may even interfere with English language acquisition.</p> <p>There is no evidence to support this claim. In fact, research indicates that exposing English language learners to FSL may have a positive influence on their English acquisition. Other studies have also concluded that knowing a second language facilitates the learning of a third language. Bilingual students are therefore considered to be excellent candidates for French Immersion programs.</p>	<p>http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf</p>

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Mady, C. (2011) Official language bilingualism to the exclusion of multilingualism: immigrant student perspectives on French as a second official language in 'English-dominant' Canada</p>	<p>Implications of Canada's official bilingual status on young immigrant adults who are presently studying at the undergraduate level at university. Through a questionnaire and interviews, the participants reveal that they invest in FSOL with the goal of adding French to their multilingual repertoire that includes English primarily in hopes of future economic gain. Examining the data through the lens of investment, I posit that access to FSOL as an investment and conversion of the investment into economic gain is mitigated by unequal positions of power that highlight Canada's emphasis on official language bilingualism to the practical exclusion of multilingualism. I suggest that means to change unequal practices may lie in the bi-directionality of relations between education and society and propose that rather than having language education in Canada reflect the official discourse, that education be used as a means to influence the discourse and practice thereof to be more inclusive of all languages</p>	<p>http://www.tandfonline.com/doi/abs/10.1080/14708477.2011.592193#.U9o6xGdOxdg</p>
<p>Mady, C., Turnbull, M. (2012) Official Language Bilingualism for Allophones in Canada: Exploring Future Research, TESL Canada Journal/Revue TESL Du Canada Vol. 29, No 2,</p>	<p>This article offers a review of policy and research as they relate to Allophones and their access to French Second Official Language (FSOL) programs in English-dominant Canada. Possible areas of future research are woven throughout the review as questions emerge in the summary of relevant literature.</p>	<p>http://files.eric.ed.gov/fulltext/EJ981500.pdf</p>
<p>Mady, C., & Carr, W. (2011) Immigrant perspectives on French learning in English-dominant Canadian communities. In C. Varcasia (Ed.) Becoming multilingual. Language learning and language policy between attitudes and identities (pp. 195-216). Bern, DE: Peter Lang</p>	<p>ABSTRACT This study explores the implications of Canada's official bilingual status on young immigrant adults who are presently studying at the undergraduate level at university. Participants reveal that they invest in FSOL with the goal of adding French to their multilingual repertoire that includes English primarily in hopes of future economic gain. Access to FSOL as an investment and conversion of the investment into economic gain is mitigated by unequal positions of power that highlight Canada's emphasis on official language bilingualism to the practical exclusion of multilingualism. The means to change unequal practices may lie in the bi-directionality of relations between education and society. Rather than having language education in Canada reflect the official discourse, education could be used as a means to influence the discourse and practice thereof to be more inclusive of all languages</p>	<p>http://www.unb.ca/fredericton/second-language/_resources/pdf/arnettmady.pdf</p>
<p>Mady, C., Black, G. (2011) Access to French programs French as an Additional Language: Immigrants' Learning of French in English-Dominant Canada, Alberta Journal of Educational Research, Vol. 57, No. 4, Winter 2012, 498-501</p>	<p>Book chapter. Follow URL to view the Table of Contents</p>	<p>http://www.unb.ca/fredericton/second-language/_resources/pdf/arnettmady.pdf</p>

REFERENCE	CONTENT	URL (IF AVAILABLE)
<p>Mady, C. (2007) Allophone Students in French Second-Official-Language Programs: A Literature Review. In Canadian Modern Language Review 63(5). University of Toronto Press, Toronto.</p>	<p>Section 1 examines the political response by investigating whether Canadian federal policies provide for the inclusion of allophone students in FSL programs. Section 2 provides an overview of provincial policies, specifically examining allophone students' access to FSL. A review of the literature regarding the motivation of allophone students is found in Section 3. Finally, Section 4 details the research on the achievement of allophone students studying French.</p>	<p>Not available online Literature Review and special CMLR edition commissioned by CPF. Branch copies provided in 2007 Contact J. Hawkins, National Office, if branch needs replacement copy</p>