

PLAN TWENTY THIRTEEN (2013)
Strategies for a National Approach
in Second Language Education
April 30, 2004

Official Languages Support Programs
Department of Canadian Heritage

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*Plan 2013 – Strategies for a National Approach in
Second Language Education*

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PREFACE

In the spring of 2003, the Federal Government launched its Action Plan for Official Languages in Canada, entitled *The Next Act: New Momentum for Canada's Linguistic Duality*. One important strategic objective in the plan is to double the proportion of graduates from Canadian high schools with a functional knowledge of their second official language by 2013.

In the wake of the Action Plan, the Office of the Director General, Official Languages Support Programs, commissioned *Plan Twenty Thirteen (2013), Strategies for a National Approach in Second Language Education*, a study intended to encourage reflection and suggest concrete steps towards the attainment of the 2013 objective.

Plan 2013 contains numerous recommendations that contribute to strategic objectives from the Action Plan for second-language instruction: improving core second-language programs; revitalizing immersion programs; increasing the number of qualified teachers; offering bilingual graduates the opportunity to use their second language skills; improving bursary and monitor programs; and promoting research in second language education. The report also identifies practical suggestions involving various partners in the area of second language instruction.

The Department would like to thank Sally Rehorick, Principal Consultant and the members of the Expert Consultative Group for the quality of their work.

The recommendations presented in this study do not necessarily reflect the views of the Department of Canadian Heritage. However, we believe that this report will enrich dialogue among governmental and non-governmental stakeholders on the future of French and English second language instruction in Canada.

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PLAN TWENTY THIRTEEN (2013)

Strategies for a National Approach in Second Language Education

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GLOSSARY

ACRONYMS	<i>PRINCIPLE ORGANIZATIONS</i>
CAAL	Canadian Association of Applied Linguistics
CAIT	Canadian Association of Immersion Teachers
CASLT	Canadian Association of Second Language Teachers
CMEC	Council of Ministers of Education, Canada
CMLR	Canadian Modern Language Review
CPF	Canadian Parents for French
CSBA	Canadian School Boards Association
CSOLECC	Canadian Second Official Language Education Coordination Commission (proposed)
JET Program	Japan Exchange and Teaching Program
NAC	National Arts Centre
OCOL	Office of the Commissioner of Official Languages
OISE	Ontario Institute for Studies in Education
OLE Program	Official Languages in Education Program (Canadian Heritage)
PSC	Public Service Commission of Canada
RCCPALS	<i>Regroupement des conseillères et conseillers pédagogiques d'anglais, langue seconde</i>
RREALS	<i>Regroupement des responsables de l'enseignement de l'anglais, langue seconde</i>
SEVEC	Society for Educational Visits and Exchanges in Canada
SLEC	Second Language Education Centre
SOLRAC	Second Official Language Research Agency of Canada (proposed)
SPEAQ	Society for the Promotion of the Teaching of English as a Second Language in Quebec
SSHRC	Social Sciences and Humanities Research Council of Canada
TESL Canada	Teaching English as a Second Language

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Strategies for a National Approach in
Second Language Education

PART A

Introduction and Executive Summary

PLAN TWENTY THIRTEEN (2013)

Strategies for a National Approach in Second Language Education Introduction and Executive Summary

“The level of thinking that got you where you now are will not get you where you dream of being.” Albert Einstein

In the spring of 2003, the federal government released its comprehensive new plan for official languages in Canada: *The Next Act: New Momentum for Canada’s Linguistic Duality. The Action Plan for Official Languages in Canada*. Ambitious in its scope, the plan outlines broad priorities for various aspects of official languages in the community, in education and in the public service. For second language education, the goal is clear: double the proportion of secondary school graduates with functional proficiency in their second official language by the year 2013. In October of 2003, a challenge was issued to me by the Director General of the Official Languages Support Programs Branch of the Department of Canadian Heritage: “Find a way to ‘do things differently’ in second language education.” A leader in second language education around the world, Canada had reached a plateau, and educators and policy-makers were being asked to reach into their well of creativity to find new ways to bring more students to a level of functional bilingualism, in other words, to inspire the nation to be better.

The need was to discard conventional wisdom and begin to think about the art of the (im)possible in achieving the 2013 goal. I was guided by two principal questions:

- What would it take to reach the 2013 goal?
- What would we do if we did everything right?

In framing the inquiry, I listened to the primary clients of the education system: the students and their parents. A recent survey of Core French students who had dropped out of French after Grade 9 reported that their courses were “boring, irrelevant and repetitious.” Students are disappointed by what they perceive to be a lack of success in learning their second official language, and attrition from programs at the secondary school level is high. Reacting to information about a new program in French as a second language, a parent wrote in a letter to the editor of a newspaper: “The real question here is whether it is more important to speak French or to be educated.” Clearly there is a need to create a more positive “buzz” about bilingualism.

The goal of doubling the proportion of bilingual graduates by 2013 provides us with a unique opportunity: for the first time, we have a clear, specific and measurable goal that is the same for every jurisdiction across Canada. In other words, we know where we are going. The task is therefore to define specific ways “to do things differently” to reach the objective, while identifying possible barriers along the way.

In developing any national strategy for education, one is faced with some intriguing challenges. In this case, the underlying challenges are:

- How to solve the dichotomy of a federal goal with provincial and territorial autonomy in education?
- How to shape public opinion when official bilingualism seems to be “off the radar screen” in so many ways? In other words, how can we “create the buzz?” How can we involve a broader base of groups—education, business, media, arts, culture and sports—in doing this?
- How to define reasonable program goals that provide students with a real skill, while managing the many expectations of stakeholders in second language education?
- How to increase achievement and reduce attrition? Which program designs work best, and are these the same in all contexts? What innovations need to be brought to existing programs? What is the best way to ensure support for the programs: well-qualified and well-supported teachers, excellent learning environments and materials, knowledgeable administrators, and committed parents?
- How to know when we’re there? What kind of research is needed to measure our progress toward the goal and to inform the various decisions taken along the way?
- How to create a system that is “teacher-driven and student-centred”? For, in the final analysis, teachers and students are two sides of the same coin, much in the same way that an Olympic athlete and her coach form a symbiotic relationship, the results of which are achievement and performance.
- How to galvanize the energies of the many interested parties in the official-language landscape, so that the students remain the primary focus?

As a result of the ambitious goal for 2013, there have been numerous enthusiastic conversations surrounding second language education in recent months: the Office of the Commissioner of Official Languages sponsored two symposia bringing together representatives of education, business, the media, arts, culture, and sport; Canadian Parents for French, in conjunction with the Privy Council, mounted a cross-Canada grass-roots consultation on the issue of the 2013 goal; and the Department of Canadian Heritage commissioned this study to examine the issues and suggest concrete courses of action that would have high impact on the goal. I am at once staggered by the extent of

the task yet encouraged by the number of groups and individuals who care passionately about affording the opportunity to every Canadian student to possess competence in both of Canada's official languages.

The members of the Expert Consultative Group who conducted this study with me brought to the table a vast array of experience and expertise. Our conversations were far-reaching and creative. The objective to propose concrete ideas for reaching the 2013 goal, "for doing things differently," has been achieved. In reflecting on the contributions of the expert consultants, I have considered the following emergent ideas:

- Investing in children and investing in teachers are primary goals. The notion of "investment" conjures up visions of long-term benefits, sustainability and legacies for the future and for the present.
- The central focus of what we can achieve on behalf of the students should remain foremost. The student voice counts and should be heard.
- We need to provide opportunities for all (encourage the "possible") but target resources in a coordinated (not "controlled") way. Put resources where they can have the highest impact.
- To set high expectations of others is to have faith in their capacity to succeed. Setting expectations for students, teachers and administrators is not the same as "setting standards," which is often borne of control and punishment.
- Although 2013 seems a long time in the future, the students who will graduate in 2013 are already in the system. There is a need to work quickly.
- Plans from the provinces and territories need to include both a strategic and tactical plan, focussing on 2013 outcomes around four indicators: student achievement, student retention, teacher development, and teacher retention.
- The plans will include a Long-term Student Development Model, showing the pathway for students to follow to achieve the goal and a Human Resource Development Plan for teachers and administrators.
- The idea is to reduce the cumbersome nature of applying for, and accounting for, program funds. Rather than creating a bigger bureaucracy, the key is to put choice on the table while rewarding real progress toward the goal.
- A core strategy for building commitment for implementation of the recommendations in this report is to create a new way for the various

- elements/groups/members of the second language education community to engage in finding productive ways to work together.
- The many vested interests in second language education should not envision themselves as competing jurisdictions, but rather as different contributors to a mosaic or a kaleidoscope, each group/person bringing their unique and valued perspective to the tableau.

The description of the study is outlined in detail in the next section of this report, followed by the recommendations. To summarize, the Expert Consultative Group members explored solutions in five priority streams outlined in the Action Plan (*The Next Act*):

1. Improve Core French and Core English programs
2. Increase the number of qualified teachers
3. Give new life to French Immersion
4. Promote research in second language education
5. Offer bilingual graduates the opportunity to put their bilingual skills to use and improve bursary and monitor programs*

Specific recommendations are grouped in five strategic areas. Each recommendation is framed as a specific action, with a rationale, implementation strategies and suggested timeframe:

1. *A priori* (overarching) - what needs to be in place before anything else can be done?
 - Impact Assessment Framework
 - Promotion and advocacy
 - Guide for quality second language education programs
 - Competency profile for teachers
2. Program improvement and support: making French real
 - Core French programs overhaul
 - Intensive Core French and follow-up programs
 - French Immersion program adjustments
 - Visits and exchanges
 - Exceptional students
 - Community resources
 - Core English programs
3. Program improvement and support: teacher development and post-secondary
 - Teacher education institutions
 - Post-secondary – creating opportunities to study in French
 - Bursaries for future teachers
 - Monitor programs
 - Core French teacher national award

**Note: The Official-Languages Monitor Program has recently been renamed: the part-time program is now called Accent and the full-time program is called Odyssey. For more information, visit the CMEC web site: <http://www.cmec.ca/olp/>*

4. Program improvement and support: New Information and Communication Technologies – NICT
 - Transfer of Knowledge model for teacher development
 - LangCanada website
 - Distance education
 - Wireless NICT for teachers
 - “Live in-person” website

5. Research
 - Second Official Language Research Agency of Canada (SOLRAC)

Highlights of the recommendations include:

- A comprehensive Impact Assessment Framework that will improve our collective understanding of the overall impact that the strategies and tactics are having relative to the investments.
- The creation of a national body (Canadian Second Official Language Education Coordination Commission) comprised of members of the variety of interest groups, to provide oversight and insight into progress toward the goal of 2013.
- A common measure of second language achievement for students that will provide a way of defining “functional knowledge” in a more concrete and useful way.
- A method for determining what are reasonable outcomes for the various second language programs, with an emphasis on managing the expectations of students, parents, administrators, and employers.
- The creation of an arms-length agency for research to promote multi-sectoral investment in exploring questions of importance to all groups interested in second language education.
- A promotion and advocacy campaign to create a positive “buzz” about the benefits of being bilingual, an essential component of which is “kids talking to kids” about how “cool” it is to speak both of Canada’s official languages.
- Guides for describing the qualities of a good second language program, together with a training program for administrators.

- An overhaul of Core French and immersion programs, particularly at the secondary level to encourage students to continue their studies in French or English as a second language.
- Incentives for students to enter the second language teaching profession and for post-secondary institutions to recruit more teachers for second language teaching.
- Expansion of Intensive Core French and appropriate follow-up programs for the 90% of students in Core French.
- Creation of a national certificate and a student portfolio to track and celebrate individual achievements.
- Identification of community resources to assist in “making French real” for students.
- Innovative integration of New Information and Communication Technologies that use what students already know how to do.

The overarching recommendations (*a priori*) frame the national strategy. These recommendations form the foundation and require the agreement of all parties. The rest of the recommendations provide a kind of a menu from which the provinces and territories can select to design the program improvements that make sense for their particular context. The solutions have been chosen because of their potential to have an impact on the goal of doubling the proportion of functionally bilingual graduates by the year 2013. Most of these can be implemented in the short and medium term (2-5 years). In other words, actions can be taken immediately to provide our students with the programs and infrastructure to help them reach the goal. They deserve nothing less.

Sally Rehorick
Principal Consultant

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PART B

Description of the Study

PLAN TWENTY THIRTEEN (2013)

Strategies for a National Approach for Second Language Education

Description of the Study

Situation addressed

This study focused on the goal of the Action Plan for Official Languages to double the proportion of bilingual graduates from Canadian high schools by 2013. The children who will graduate from these high schools in 2013 are already in the system. National strategies to increase the rate of bilingualism must therefore be mounted quickly to generate real impact. Nevertheless, defining these strategies for FSL education can be complicated and delicate, given the highly individual approaches to official languages education of each province and territory and given that education is a provincial/territorial jurisdiction. This study identified and prioritised ways for the Department of Canadian Heritage to focus its resources to achieve the goal in the most effective manner. The ultimate objective was to provide a blueprint for national strategies to guide decisions about second language education in the Action Plan for Official Languages. A particular emphasis is on recommending effective strategies to implement in the shorter term (2-3 years); the study has also identified which strategies need a longer-term focus for success (4-5 years). This study did not deal specifically with the second half of the timeframe except to point out how the initial decisions and actions could impact on the years 2008-2013. Nevertheless, issues for consideration of how Canadian Heritage can best support this second half emerged from the study.

Timeframe for the Study

The study took place between December 2003 and April 30, 2004.

Avant-propos – a dilemma of definitions

Census data were used to determine the current level of bilingualism among high school graduates for the purposes of establishing the goal of doubling the proportion of bilingual graduates. This kind of general self-assessment lacks the degree of specificity required for the purposes of valid comparisons. What happens, for example, if the strategies proposed through this study succeed in lowering attrition levels and doubling the proportion of FSL graduates but the graduates who answer the census question don't consider themselves bilingual? Have we failed to reach our goal?

For outcomes to be measurable, bilingualism must be linked to scholastic achievement. We will need to show that any student who completes a defined number of hours of

instruction in FSL should be able to achieve a defined standard in FSL that is the minimum requirement to be considered bilingual. In other words, graduating from high school FSL programs implies reaching a minimal level of bilingualism defined as a certain level. By testing a stratified national sample of graduates, a minimum requirement could thus be defined and then used as the yardstick for future measurement. Thus, we have recommended ways for this to be accomplished. In addition, we explored ways for students to track their own progress in meaningful ways.

Premises upon which this study was undertaken: The “givens”

Numerous studies have been conducted in recent years about certain critical components in FSL education. Moreover, there were endeavours currently underway which paralleled this study for Canadian Heritage: the symposium on FSL sponsored by the Office of the Commissioner of Official Languages; the Edmonton Public School Board’s FSL Renewal Project; the Canadian Parents for French’s annual State of FSL report, focusing on Core French; the Canadian Association of Second Language Teachers’ proficiency and certificate projects; the Canadian Association of Immersion Teachers’ update of their summary of research in French Immersion. Our intention was not to duplicate but to catalogue these nodes of activities and use the findings as input for our deliberations. Indeed the members of the Expert Consultative Group who conducted the study were themselves participants in these parallel endeavours.

Initial analyses of work already completed as well as that currently underway revealed a number of common themes, which were, for the purposes of this study, assumed to be “givens.”

The following challenges were identified in the delivery of FSL in Canada:

- There is a shortage of qualified teachers for Core French and French Immersion that is predicted to become more critical; however, exact numbers of teachers needed over the span of the Action Plan’s timeframe (2003-13) are not known.
- A common understanding of what “qualified FSL teacher” means has not been developed. Hiring practices vary substantially across the country. There may be merit in defining minimum desirable qualifications for FSL teachers and developing a portfolio approach that teachers could use for individually directed professional development.
- Although a teacher shortage has been predicted with some certainty, teacher turnover (length of time in FSL position) has not been documented. Anecdotal evidence suggests that many FSL teachers feel unsupported in their work.
- There is a high rate of attrition at the high school level in both Core French and French Immersion. Student dissatisfaction with Core French programs has been documented. The student voice must continue to be included in the implementation of new programs and approaches. Therefore, we assumed that

retaining students in FSL high school programs is a primary focus for PLAN TWENTY THIRTEEN, since the measurement of bilingualism will be at the end of high school.

- Although French Immersion is the most effective way for students to achieve high level of French, over 90% of Canadian students take Core French and it is here that the most gains are likely to be made. Many of the recommendations thus are aimed at improving Core French.
- Goals for achievement in FSL are unclear. Some provinces and territories (e.g. New Brunswick) do define goals, but many others do not. We have recommended a way to define a minimum level of FSL that can serve as a widely accepted national standard for bilingualism.

The following **strategies are in place but their effects have not been sufficiently studied and they are not widely implemented:**

- Effective intensive learning experiences (in addition to immersion) exist for FSL learning – e.g. intensive Core French, compact Core French – but these do not reach many students at this point. Moreover, research does not yet exist to determine the effects on subsequent enrolment patterns, nor on the ultimate level of bilingualism at graduation.
- Direct contact with Francophones (through exchanges, for example) helps to raise the knowledge and motivation of Anglophones, but there may be a saturation point preventing wide-scale implementation of such exchange programs in Francophone communities outside Quebec. On the other hand, recent data show that requests for bilingual exchanges from Quebec jurisdictions are frequently not met (e.g. statistics provided by SEVEC noted that of 176 Quebec groups that applied for exchanges this year, only 78 were accommodated).
- The monitor program likely is a positive means for monitors to improve their knowledge of their second official language and culture, at least indirectly, by living and working in the second language community. However, little is known about the effects of the monitor program on the students served by the monitors in dimensions such as student achievement, motivation and attrition. There is merit in reserving some of the monitor positions for future FSL teachers.
- There is some research on the emerging New Information and Communication Technologies (NICT), which have potential for achieving more contact between the linguistic groups and for providing rich learning opportunities for FSL. However, large-scale use in schools is as yet not fully realized. Widespread professional development is necessary for these technologies to become a solid part of the classroom learning environment.

- The FSL Renewal Project of the Edmonton Public School Board has a number of innovative and specific target goals. The Project is receiving national attention (e.g. the recent presentation to the staff of the Office of the Commissioner of Official Languages).

The following **strategies have not been implemented but may merit further study**:

- The presence of ESL students is having an effect on the make-up of classes, particularly in large urban centres such as Vancouver and Toronto. Some research exists to show that the nature of their presence may be a positive influence for Core French inasmuch as they may be more highly motivated to learn French. How to utilize their presence needs to be explored further.
- The Council of Europe implemented the European Language Portfolio in 2000, which can be applied fruitfully to the Canadian situation.
- CASLT's proposed Certificate of Achievement could form part of a practical program for students to document their own experiences and skills with FSL. In addition, CASLT's current work to develop a proficiency test based on the Public Service Commission's test holds promise for measuring bilingualism through a stratified national sample, as mentioned above.

Dimensions of the inquiry

The Action Plan identified five overall priority streams for achieving the 2013 goal. Inasmuch as these priorities are broad, foci within the major priority streams were identified in order to provide practical courses of action in the timeframe allotted for the study.

The two dimensions addressed in each of the priorities below are:

- to improve achievement
- to reduce attrition/increase enrolment.

1. *Improve Core French and Core English programs*

The Anglophone majority is seen to be a key component for achieving the 2013 goal. Therefore we will limit ourselves principally to Core French. We did, however, conduct an exploratory study for Core English. Objectives for the Core French study were as follows:

- a) establish a set of parameters around which reasonable goals for Core French can be determined as well as practical ways of assessing

achievement. CASLT's proposal for a Certificate of Achievement and the Council of Europe's portfolio were examined.

- b) assess the possible impact of New Information and Communications Technologies on second language teaching/learning, including an examination of LangCanada/ PasserelleCanada, the new website with 400 resources for FSL education.
- c) examine the feasibility of broad implementation of current program successes and innovations in Core French programs and other foreign language programs (e.g. Intensive Core French, compact Core French, Edmonton Public School Board's French Renewal Project). What follow-up strategies make sense for "graduates" of the ICF and compact Core French programs?;
- d) Examine how the increasing number of ESL students learning French as another language in Anglophone schools might influence the overall goal for 2013.

2. *Increase the number of qualified teachers*

The well-established fact of teacher shortage provided the basis for these study objectives:

- a) examine the feasibility of determining the number of additional teachers required to double the proportion of bilingual graduates by 2013 (a "guesstimate");
- b) assess the possibility of expanding innovative strategies for placing Francophone teachers-in-training in Anglophone schools (e.g. CASLT's initiative with UQAM). To what extent could this be combined with the Monitor program to utilize resources effectively? Would teacher education institutions be willing to include this kind of placement as an internship possibility?
- c) assess the impact of the main challenges in FSL teacher education, including issues of fluency in French, knowledge of subject matter such as math and science for immersion teachers, knowledge of teaching methods and materials, teaching conditions, and availability of professional development programs;
- d) determine the kind of in-service professional development programs that would have the greatest benefit for teachers (e.g. for using the NICT);
- e) determine if the bursary program could attract students to the FSL teaching profession (e.g. what impact would bursaries created specifically for future FSL teachers have on the supply of qualified teachers?);
- f) determine what teacher education institutions need to attract and prepare more FSL teachers;

- g) identify other resources within communities that could assist teachers in the classroom and assess the impact of the Monitor program on providing in-school assistance to teachers and students.
 - h) examine the feasibility of establishing a standardized process for recognizing FSL teacher education programs. Would teacher motivation be increased through this kind of professionalisation process? Would student achievement be positively affected by this process? How would provincial/territorial certification processes and teachers' federations factor into this FSL recognition? The process used by TESL Canada to recognize TESL teacher education programs could be a starting point.
3. ***Give new life to French Immersion*** – French Immersion is widely accepted as the most effective way for Anglophones to achieve fluency in French. As with Core French, there is attrition at the high school level. Two key factors in the French Immersion equation are parental demand for the program and teacher supply. This study had the following objectives:
- a) determine on a province-by-province/territory-by-territory basis the gap, if any, between the demand for French Immersion and capacity of the school systems to deliver the programs;
 - b) where a gap exists, analyse the extent to which the supply of qualified teachers is an impediment to program implementation;
 - c) identify any other impediments to expansions of French Immersion;
 - d) identify new programs or initiatives currently underway to “give new life to French Immersion.”
 - e) Examine the potential effects of Intensive Core French programs on early and late entry immersion programs;
 - f) Propose strategies for increasing the number of immersion graduates who wish to become FSL teachers
 - g) Examine/develop strategies for responding to any gaps identified.
4. ***Promote research in second language education***

Given the lack of research on many of the potential strategies for improving Core French and other FSL programs and the need for such research to justify expansion of these strategies, we explored the feasibility of creating a pan-Canadian consortium for second language education research. The purpose of this body would be to provide a national network of experts from post-secondary institutions and other agencies who would: 1) identify priorities for research in French second language education; 2) coordinate proposals for funding; 3) identify experts who could form research teams; 4) establish methods for disseminating the research both within the academic community and within communities of other players and decision-makers (e.g. ministries of education, teachers, parents, students, employers from the private sector/government/NGO's, media).

The feasibility study included the following components:

- a) assess the willingness and capacity of post-secondary institutions that have second-language teacher education programs, as well as post-secondary research units such as OISE, to participate in such a Consortium;
 - b) identify other agencies that might be partners in the Consortium and assess their willingness and capacity to participate;
 - c) determine the willingness of SSHRC to participate in second language education research.
 - d) delineate some first steps in the formation of the Consortium.
5. ***Offer bilingual graduates the opportunity to put their bilingual skills to use and improve bursary and monitor programs***

The questions are these: What strategies exist (or can be developed) to present opportunities to “make French real” for students taking FSL? What kinds of opportunities will motivate FSL students to continue with their studies? What opportunities will motivate and prepare graduates to become French teachers? This study examined the impact that linguistic and cultural exchange programs (such as those mounted by SEVEC) could have on students who have taken or are taking Intensive Core French; we have recommended formats for additional exchange programs that would have a positive impact on Core French students.

Although the focus for the present study was not on post-secondary opportunities for students, it is possible that students might be more motivated to continue their studies in French at the high school level if they knew about the extensive opportunities to study and work in French or in bilingual environments. Exchange programs (existing and proposed), special bursaries (existing and proposed) for future second language education teachers, and monitor programs (existing and proposed) were examined. The summer bursary program and the second language monitor program were included in this part of the study as well. We have recommended formats for bursary programs and/or the second language monitor program to facilitate recruitment of future second language education teachers.

Ingredients for the Study

Expert Consultative Group

A small group of experts in FSL undertook the components of this study. Each of these experts has extensive practical experience at both local and national levels. Each brings both broad and particular areas of expertise. Sally Rehorick, Principal Consultant, led and coordinated the work of the group. Other members of the group include: Alina

MacFarlane, Gérard Bissonnette, Miles Turnbull, Susan Forward, and Helen Coltrinari. Their biographical notes can be found in the introductory pages of this study.

Each expert's work was defined through individual Terms of Reference addressing particular dimensions of the inquiry as outlined above. In addition each member:

- served as a member of the group as a whole as well as an individual responsible for specific deliverables
- located sources of existing information
- identified best methods of collecting data (e.g. documents, archives, individual interviews)
- collected the data
- funnelled the data into a manageable amount of information, summarizing and organizing it for feedback to the principal consultant
- suggested courses of action regarding strategies and tactics, including implementation of the recommendations.

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PART C

Recommendations

PLAN TWENTY THIRTEEN (2013)**Strategies for a National Approach for Second Language Education****Recommendations****We are presenting recommendations in five strategic areas:**

1. *A priori (overarching)* – These are recommendations that underpin all subsequent recommendations and that need to be in place and agreed upon before anything else can be done. All address the Impact Assessment Framework. Recommendations in the remaining four strategic areas provide a panoply of choices from which the provinces and territories can select to design their own customized plans for achieving the 2013 goal.
2. *Program improvement and support: Making French Real*
3. *Program improvement and support: Post-secondary / Teacher Development*
4. *Program improvement and support: New Information and Communication Technologies*
5. *Research*

Timeframes for all recommendations have been identified as follows:

Short term – 2 to 3 years
Medium term – 4 to 5 years
Long term – 6 to 10 years

These timeframes are not meant as constraints on provinces and territories for their own plans. Rather, the time designation simply identifies the technical feasibility of implementations.

PLAN TWENTY THIRTEEN (2013)

Strategic focus: A priori (overarching)

Priority stream: Impact Assessment Framework

Timeframe: Short, medium and long term

Recommendations

1. Implement a tracking system linked to scholastic achievement to evaluate the effects of improvements made to FSL programs. This parallel tracking system will provide more reliable and valid data than the census and will entail evaluating second language proficiency attained by graduates of existing FSL programs using a standardized national test as soon as possible and every 4-5 years thereafter.

Rationale:

Census data were used to determine the current level of bilingualism among high school graduates for the purposes of establishing the goal of doubling the proportion of bilingual graduates. This kind of general self-assessment lacks the degree of specificity required for the purposes of valid comparisons. What happens, for example, if the strategies proposed through this study succeed in lowering attrition levels and doubling the proportion of FSL graduates but the graduates who answer the census question don't consider themselves bilingual? Have we failed to reach our goal?

For outcomes to be measurable, bilingualism must be linked to scholastic achievement. We will need to show that any student who completes a defined number of hours of instruction in FSL should be able to achieve a defined standard of FSL that is the minimum requirement to be considered bilingual. In other words, graduating from high school FSL programs implies reaching a minimal level of bilingualism defined as a certain level. By testing a stratified national sample of graduates, a minimum requirement could thus be defined and then used as the yardstick for future measurement. Thus, we will be recommending ways for this to be accomplished. In addition, we will explore ways for students to track their own progress in meaningful ways.

Changes made to FSL programs may result in improvements in both student retention and achievement, but these improvements need to be measured in terms of the numerical goal of the Action Plan of doubling the proportion of high school graduates with a "functional knowledge" of French.

A standardized test administered to a national sample of students now, five years from now, and in 2013 would provide baseline data and a tracking system to register the effects of these improvements. This parallel system would provide a more reliable indication than the census data currently being used to identify young people with a

“working knowledge” of French and help determine whether the goals of the Action Plan have been met as a result of scholastic interventions.

Implementation:

If judged appropriate in the Alberta pilot currently underway, the Public Service Commission FSL Tests under the direction of CMEC could be administered to a national sample (stratified by program-type identified by number of hours of instruction) of the population of graduating Canadian FSL students.

A team consisting of a representative of the Edmonton Project in Alberta and CASLT could outline the Alberta experience to other provincial/territorial Ministry of Education representatives, and, using the Alberta project as a case study, facilitate implementation through CMEC in other provinces and territories as required for the necessary sample.

2. Define “functional knowledge” and determine if this is a “reasonable goal” for FSL programs.

Rationale:

While testing a stratified sample of FSL graduates would indicate proficiency levels that can be attained by graduates of specific FSL programs, it does not specify which of these levels is equivalent to “functional knowledge.”

It has not been established that “functional knowledge” is a reasonable goal for Core French, although one might surmise that it is reasonable for French Immersion. According to the Evaluation of the Official Languages in Education Program (Summary p.6), “a number of stakeholders noted, that even after several years in a core program, the average student will have acquired a limited and not working knowledge of the second language.”

Implementation:

A stratified sample of graduates of FSL programs would take the PSC tests. Results would be used to outline the relationship between various FSL programs formats and FSL achievement on the continuum of PSC proficiency levels (A, B and C). This relationship would reflect provincial/territorial FSL parameters such as number of hours of FSL study, intensity, entry point, etc.

If one assumes, like the Edmonton Public School Board, that the target (i.e. the level defined as “working knowledge”) is Level B on the PSC test, it would then be possible to identify which programs currently result in graduates with a “working knowledge” of their second language. It would then also be possible to calculate the proportion of FSL

students who graduate with that level using available enrolment statistics. This would provide a baseline against which to measure results in 2013.

3. Adopt the test used in Recommendation 2 above as the standard measure against which progress towards the 2013 goals is framed.

Rationale:

According to the Evaluation of the OLE Program (2003), “the federal government should take advantage of the upcoming negotiations with the provincial/territorial partners to agree on the program results and performance indicators”(Summary, p.14). The new “agreements signed with the provincial and territorial governments will have to specify clearly the expected results with respect to common objectives.” A standardized measure would improve our collective understanding of the overall impact that the strategies and tactics are having relative to the investments of time, money and human resources. In addition, such a measure would align French as a second language with other subject areas such as mathematics, which have common national measures; this would allow provinces and territories a sound basis for comparisons. Finally, test development is an expensive and long-term endeavour; a common measurement tool would reduce the cost substantially and allow the provinces and territories to share resources.

Implementation:

The common measure should be adopted as soon as possible after the implementation of Recommendations 1 and 2 above, and no later than the beginning of the second half of the timeframe for Plan 2013 (2009).

4. Plans from the Provinces and Territories should be focused on the achievement of the overall goal for 2013 (doubling the proportion of functionally bilingual graduates). The four principal dimensions of progress toward the goal will be:

- **student achievement**
- **student retention**
- **teacher development**
- **teacher retention**

A major shift in how projects receive funding should be phased in to reflect the overall 2013 goals and the commitment of all parties to its success.

Rationale:

There is sufficient evidence that many students are dissatisfied with the state of FSL education in Canada. A transition to achievement-based funding will establish a “teacher-driven and student-centred” approach, emphasizing an essential commitment to investment in students and investment in teachers. The word “investment” suggests positive outcomes such as “long-term benefits” and “legacies.” The teacher is a key

element in the equation, for without qualified and committed teachers, little progress will be made.

Implementation:

The plans should specify inputs and processes, particularly in Phase 1 of the timeframe (2004-2008). However, the investments in programs and human resource development must ultimately achieve the desired results, and thus outcomes (measured both quantitatively and qualitatively) should be outlined as well, particularly in Phase 2 (2009-2013). In their individual plans, each province and territory needs to outline its objectives in terms of the goal, and benchmark targets along the way. How they plan to achieve the goals will, of course, vary from province to province and from territory to territory according to their unique context. The specific recommendations provided in this report will serve as a kind of menu from which provinces and territories select suitable strategies and tactics.

Phase 1 would include the following elements:

- realistic plan of objectives and benchmarks for a minimum of 4 years, focussing particularly on inputs and processes.
- an outline of a Long-term Student Development Model that shows the pathways for students to follow towards the goal. The LSDM will also include an analysis of student attrition and retention issues and an outline for including the student voice in the plans.
- a Human Resource Development Plan for teachers, showing how teachers will be recruited, prepared, and developed. The HRDP will include an analysis of teacher competencies and attrition/retention.

In Phase 2 would include the following elements:

- an analysis of the results of students on the standardized measures noted in Recommendation 3 above.
- a plan for objectives and benchmarks focusing on the four results areas noted above in this recommendation.

Consideration should also be given to awarding students a financial bonus (e.g. \$200.) as well as an achievement certificate if they continue their study of FSL until they graduate and if they achieve a “functional knowledge” of French, as defined above by the standardized measures.

5. Establish a Canadian Second Official Language Education Coordination Commission (CSOLECC) to provide oversight and insight into progress towards the 2013 goals.

Rationale:

There is an ongoing dichotomy of federal versus provincial/territorial roles in educational matters. The question becomes: “How can we set a national strategy while respecting the autonomy of each province and territory?” An additional dimension of the issue is the existence of a myriad of national and regional associations and groups, all of who have an interest in second language education. It is not a question of how to streamline (or eliminate) the multiple voices of the second language mosaic. Rather, we need to find a way to galvanize and align the substantial energies of the various players, all passionately focused on investing in students, and investing in teachers.

Implementation:

The Coordination Commission would be composed of one member from each of the following groups:

- Council of Ministers of Education, Canada (who would take the lead to convene the Coordination Commission)
- Canadian Heritage
- Canadian Association of Immersion Teachers
- Canadian Association of Second Language Teachers
- Canadian Association of Applied Linguistics
- Post-secondary institutions
- Canadian Parents for French
- Canadian School Boards Association
- Second Official Language Research Agency of Canada
- SPEAQ

Other members could be added: a student, SEVEC, and so forth. There would need to be a professionally staffed infrastructure, since volunteers, already stretched in terms of commitments, run many of these organizations. Any infrastructure is fragile in a volunteer-based system, and continuity would be of prime importance here.

The terms of reference of the CSOLECC would include the following:

- Provide an effective and efficient interface among all member groups.
- Provide oversight and insight, from a national perspective, of progress toward the goal of 2013.
- Provide the provinces and territories with a consistent methodology for assessing the impact of their programs.
- Identify high-impact projects and endeavours in which to invest resources.

- Identify ways to create sustainable legacies for the future development of bilingual graduates.
- Act as the engine to promote the development of bilingualism through education.
- Identify areas where support and/or advice might be appropriate and ensure integration of appropriate resources.
- Develop ways to manage the expectations of the various groups through an effective communication plan involving students, parents, business, media and other stakeholders.

PLAN TWENTY THIRTEEN (2013)

Strategic focus: A priori (overarching)
 Priority stream: Impact Assessment Framework
 Timeframe: Short term

Recommendations:

6. Develop a *Guide for the Implementation of Quality French Second Language Programs* for use by provincial or territorial/ school board or school officials.

Rationale:

This guide would be of tremendous use to all those involved in the implementation of programs geared to the successful attainment of 2013 goals. This document would provide the essential information about what kinds of inputs/programs have the potential for achieving progress toward the goals in the most effective and efficient manner, while respecting provincial and territorial autonomy to make their own choices based on local circumstances. The guide would serve also as a blueprint for provincial and territorial plans, particularly in Phase 1 (2004-2008).

Implementation:

A starting point would be to examine the Edmonton Public Board's French Renewal Project documents (<http://french.epsb.ca/>), which contain the following summary statements:

Characteristics of Successful French Language Programs

Successful French Immersion and FSL Programs demonstrate the following characteristics:

POSITIVE DISTRICT SUPPORT

The district endorses the importance of learning French and has a policy stating its commitment to French language learning. The district defines programming conditions (e.g. student eligibility, equitable access, instructional time), provides sufficient funding and hires competent teachers. The district encourages lifelong professional development and promotes the French Immersion and FSL programs.

POSITIVE PRINCIPAL SUPPORT

The principal hires and assigns competent teachers and schedules sufficient time for the French language programs. The principal plays a leadership role in the administration and promotion of the programs, allocates an appropriate budget and supports teachers.

COMPETENT, ENTHUSIASTIC TEACHERS

The teachers possess Intermediate or High Level competency in French if teaching FSL, and an Advanced or Superior level if teaching French Immersion. The teachers are knowledgeable about second language acquisition and appropriate teaching strategies. The teachers understand how to effectively integrate technology into their instruction. They teach effectively, arranging a variety of interactive learning activities for students. They are competent in the content areas if teaching subjects other than French, and participate in professional development activities.

POSITIVE COMMUNITY SUPPORT

Parents understand and support the French Immersion and FSL programs. The business community and the community at large support second language learning as part of a world-class education. The school community supports second language learning. The French language and culture are visible in the school and community.

INTEGRAL PART OF REGULAR PROGRAM

FSL is given the same importance as other subjects. FSL is taught in a classroom designated for the language. Class time is respected. The program is stable.

SUFFICIENT INSTRUCTIONAL TIME

FSL students receive instruction for a minimum of 30 to 40 minutes per day or 150 to 200 minutes per week over ten months. Students take FSL for up to nine years, from Grades 4 to 12, and receive at least 945 hours of instruction from Grades 4 to 12.

French Immersion programs provide at least 75% of the instructional time in French at the elementary school level, 60% of the instructional time in French at the junior high level and 40% of the instructional time in French at the senior high level. Following these guidelines, students would receive over 7,000 hours of instruction from Grades 1 to 12.

CLEAR AND RELEVANT CURRICULAR EXPECTATIONS

The curricular expectations are easy to understand and help students to develop a meaningful level of language proficiency and cultural understanding in French. In French Immersion, students learn effectively a variety of required and optional courses through the medium of French.

STUDENTS ENGAGE IN INTERACTIVE LEARNING

Students learn French in situations that are as close as possible to real communication. They develop an understanding of the French language system and subsystems (phonological, syntactic, semantic and pragmatic) by using the French language in authentic contexts. They develop communication skills through games, skits, simulations and dramatizations. Students make contact with speakers of French through structured interviews, use of the telephone, writing letters or e-mail messages and meeting French-speaking residents in the community.

QUALITY LEARNING RESOURCES

Sufficient and appropriate classroom and library resources are available to support the French language programs. Learning resources are appropriate for the students' interest and language level. Resources include dictionaries, novels and audio-visual material such as videos, cassettes, computer software, CD-ROMS, films, music and television programs, novels, magazines and books for personal interest.

WELL-ARTICULATED PROGRAMS

Students experience a similar learning program at a given instructional level in schools across the district. Program expectations, instructional time, instructional and assessment practices and learning resources are similar at each grade level.

Smooth and logical transitions occur between elementary, junior high and senior high levels. Program expectations in junior high build on knowledge and skills acquired at the elementary school level and program expectations at the senior high level build on knowledge and skills acquired at the junior high school level.

Elementary, junior high and senior high second language teachers and school administrators work together to develop programs that build on previous learning in the second language.

The junior and senior high schools develop several program streams to accommodate both students who are beginning the learning of a second language and those who are continuing from a previous level.

In the French Immersion program, French language arts and English language arts teachers undertake joint planning to eliminate needless repetition of skills already taught in one language, to maximize the possibilities of language transfer and to reduce interferences between the two languages.

Additional implementation issues:

This project could be accomplished in a short timeframe as best practises in FSL programs are not contentious issues and are mostly well known. I believe this project could be completed within one year by PCH giving out a contract stipulating the outcomes expected and the level of consultation required. I would see CPF, OISE-UT, SLEC-UNB as possible contractors individually or in partnership.

7. Develop a professional development program for FSL school administrators and prospective administrators in order to give them a solid knowledge base for French as a second language programs and their characteristics and needs.

Rationale:

The Guide in and of itself is not sufficient to ensure that there is transfer of knowledge to the administrators of the schools, who very often are assigned to FSL programs or schools with very little if any knowledge of this type of program. This lack of knowledge

and familiarity with the program most often produces less than ideal conditions for its success. The principal is the educational leader of a school and unless he/she is well versed in the philosophy, the pedagogy and the material/personnel needs of the program its chances of succeeding are much reduced. It may be worthwhile considering the possibility of requiring a credential in order to be appointed principal of an FSL program or school.

Such a strategy would better equip school administrators to “lead” all facets of the program components – staffing, teacher evaluation, program delivery, extra-curricular activities, promotion/recruitment, student special needs and counselling. There could also be a module or two developed for central office administrators and/or school trustees. Modified module(s) could be developed for parent consumption and media consumption.

Implementation:

There could be various ways that this could be done, but in order to make this P.D. initiative available and accessible to all administrators needing it or interested in following it, consideration should be given to evaluating the model developed by the Canadian School Boards Association’s (CSBA) “Board Learning Centre.” A modular program available on-line and on CD, it was developed to educate school board members and those individuals interested in running for election about the role of a trustee. This website can be found at <http://www.cdnsba.org>. Once on the site, click on Trustee Development in the menu and then click on Board Learning Centre. Once on the site use the password **blc** and the password **C2003** (case sensitive). A Transfer of Knowledge model of professional development would be appropriate here as well (see later recommendations about teacher development).

PCH could contract out this development and approach CAIT/CSBA to locate the modules on their websites as well as to take responsibility for distributing the CD version.

PLAN TWENTY THIRTEEN (2013)

Strategy focus: A priori (overarching)
 Priority stream: Promotion / Advocacy
 Timeframe: Short term

Recommendations:

8. Develop, promote, support, and sustain a national FSL marketing strategy to bring bilingualism to the forefront, to create a “buzz” to demonstrate that bilingualism is necessary and fun; the strategy, lead by Canadian Heritage will encompass the following:

- **A new information web site, www.iambilingual.ca, will provide new and vital information to parents, educators and the community as well as links to existing web sites; the links will include: LangCanada, CASLT, CAIT, CPF, SLEC, etc. as well as pertinent provincial and territorial sites. The main message on the site will promote the message: “be a Canadian, be bilingual”. Hot buttons will deliver short pithy messages before linking to sites. The web site will be “top ten” listed on search engines.**
- **A promotional campaign “why be bilingual?” will run on TV, radio, the Internet and in print, using short vignettes to send the message that to be bilingual is to be Canadian (following the model of Heritage Moments or Canadian of the Century contest). These “spots” will be delivered using champions of bilingualism,” heroes, celebrities, and kids talking to kids. They will run where kids and parents are watching: prime time, sporting events, MuchMusic etc. Each ad will end with the iambilingual.ca address for further information. The messages must be engaging, memorable, fun, and subtle.**

Rationale:

- To create a buzz about how “cool” it is to be bilingual
- To show the “fun” in knowing a second language (opens doors etc.)
- To inform parents – create the “need to know more”
- To promote the advantages (cognitive skills) – the “did you know?”
- To encourage Canada’s economic advantages through bilingual citizens

Implementation:

There is an urgency to begin the promotion immediately and to conduct research to measure impact. Project proposals should contain a communication plan for promotion, advocacy and/or dissemination of information.

9. Plan 2013 proposals for the development of resources such as teacher resources, guides for stakeholders, research projects and promotional products should include a plan for dissemination and possibly publication through commercial publishers.

Rationale:

Past projects have produced some very worthwhile resources, which have not benefited from a follow-up phase of marketing distribution and advocacy. Including a plan for marketing (promotion) and distribution in every project proposal will ensure the maximum impact on the goals of 2013.

Implementation:

10. Publish a *Guide to Plan Twenty Thirteen Program Applications* containing information about the parameters for applying for support from Plan 2013 funds. Each proposal needs to include a plan for research and promotion or dissemination of the project results.

Rationale:

There is a need to demystify the application and reporting process, which is widely considered to have become unnecessarily complex and cumbersome in recent years. Since the ultimate goal is a long-term one, provinces and territories need to be given the scope to design a customized plans to suit their context. The Guide will outline, in a clear and uncluttered way, the blueprint to do this.

Implementation:

A consultant, knowledgeable in second language, government programs and guidebook publishing should be contracted as soon as possible. The Guide should be clear, comprehensive and non-jargonized.

PLAN TWENTY THIRTEEN (2013)

Strategic focus: A priori (overarching)

Priority stream: Increase the number of qualified teachers.

Timeframe: Short and medium term

Recommendation:

11. Develop a competency profile to define the knowledge, skills and attitudes of a successful FSL teacher.

Rationale:

In order to develop a Human Resource Development Plan for teachers, it is important to know exactly what education, qualities and experiences are needed to be successful. Teaching a second language is often a misunderstood area. Often teachers are hired strictly on their own ability to speak French. This is only one of the necessary skills alongside equally important knowledge of second language acquisition, bilingual education, pedagogy and, in the case of French Immersion teachers, a knowledge of subject areas such as history or science. A competency profile could serve as a blueprint for teacher education institutions, ministries, school districts and teachers themselves to use as a basis for development plans. It could also provide the basis for an FSL Teacher Portfolio.

Implementation:

There are several ways to develop such a profile. Some professional associations such as CASLT, CPF, ACTFL (American Council on the Teaching of Foreign Languages) and TESOL publish documents that would make a good start. Human resource development professionals also have ways to define job competencies. Teacher input into the profile is essential.

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support: Making French Real

Priority stream: Improve Core French programs.

Timeframe: Short term, medium term

Recommendations:

12. Overhaul Core French programs, particularly at the junior high and high school levels, with a view to developing courses that focus on authentic communication and meet the interests, abilities and needs of the students. Core French for Specific Purposes including French for a summer job; French for travel; Core French through Drama; Popular culture of La Francophonie, and Conversational Core French, should be primary considerations for implementation.

Rationale:

Over 90% of Canadian students take Core French and it is here that the most gains are likely to be made in doubling the proportion of high school graduates with a working knowledge of their second language. However there is also a high rate of attrition at the high school level in Core French programs and a history of poor outcomes among graduates of these programs. Improving both the retention rate and the outcomes for Core French will be key to the goal of 2013.

The Atlantic Provinces Education Foundation Core French Survey: A Regional Report provides an excellent (if somewhat discouraging) explanation for low enrolments in high school Core French.

In response to the survey question “*Why are you no longer taking French?*” a significant number of high school students stated that they had studied French for years and still could not express themselves in the language.

The following recommendation from the APEF Core French Survey confirms that the key to improving Core French programs is to ensure that students are learning how to speak French:

“A paradigm shift in methodology and curriculum content of the Core French program is required. French has to become more interesting, more relevant and more oriented to the goal of learning to speak the language. **This is the most obvious first step towards motivating students to continue their study of French.**”

On the question of “Improvements to encourage students to study Core French in high school,” the most repeated suggestion was to put more emphasis on the spoken language, through student exchanges, field trips, and generally increased opportunities to meet and interact with Francophone communities. Students underlined the need to put more emphasis on hands-on classroom activities that would also serve to improve and promote speaking. Students recommended less concentration on verbs and grammar, and new, more exciting, high-interest resource material

Students commented on the poor quality of the resources, and the fact that the work was repetitive, explaining that they often covered the same material from elementary through high school.

Implementation:

If provincial and territorial ministries are to revise current Core French programs and develop new courses, this will require additional human and material resources at the level of the ministry of education and at the level of the school district.

Targeted federal funding through the bilateral agreement for the development and implementation of new courses, monitored through standardized testing of outcomes, will ensure that these concerns are addressed.

Of the courses suggested above, the most pressing need is for a general-level oral communication Core French course. *Such a course must be available on every high school curriculum before mandatory Core French is phased in at the high school level. This ensures that there are courses to meet the abilities of all students.*

A Core French conversation course can be developed at the level of the ministry in a reasonably short time. This is a short-term strategy that will have an immediate, direct and positive impact on the retention rate in High School Core French. The development and implementation of such a course is the important first step in the phasing-in of mandatory high school Core French.

13. Include mandatory Core French in provincial/territorial high school graduation requirements.

Rationale:

The status of a program and the demand for a program depends largely on its place in the provincial/territorial graduation requirements. To ensure that all Canadian students have the opportunity to complete all of their high school Core French courses these courses must have core status in their graduation requirements. Otherwise, the courses required for a high school diploma take precedence and students will continue to experience the familiar dilemma of having to drop Core French for other courses.

The status of a program in the graduation requirements also reflects the value that school and society place on that subject. Because Core French is not a required program, many students place it last on their list of important subjects.

25% of the respondents stated that their timetables did not permit them to enrol in a Core French class. (Different reasons for these timetabling problems are identified in the breakdown of responses to question 46, page 14: “More Important Options/Scheduling.” More specifically, when asked in question 46 why they were no longer taking Core French, 21% indicated that other courses were more important or more relevant for their future career plans, while 10% indicated that they couldn’t fit French in their schedules, or that it wasn’t offered at the grade 11 level in their school).

Furthermore, in the same APEF survey only 4% of students surveyed rated French as “most important” in a list of courses. In contrast, 60% of students rated Math as “most important,” 48% rated science courses as “most important”. In fact, French was rated last in the overall cumulative score on this question. Even other languages received a higher score.

Implementation:

It will be important to develop secondary Core French courses that meet the needs of a broader range of learners before mandatory Core French is phased in at the secondary level. As stated in recommendation 12, a general course that focuses on oral proficiency and provides learners of varying abilities and interests with a chance for success must be the first step.

Students who will be entering Grade 6 in September 2004 will be entering high school (Grade 10) in 2009. Four to five years would be a reasonable phase-in period for the implementation of mandatory Core French. These students would be in Grade 12 in 2010.

14. Implement necessary professional development for Core French teachers who will deliver these improved Core French programs. (see also Recommendations 45, 46, 47, 49, 50 concerning Transfer of Knowledge professional development through New Information Communication Technology - NICT).

Rationale:

Teachers are the key to the improvement of Core French. The low profile of Core French programs, the decreasing enrolment, and the value that students place on French has inevitably affected the amount of in-service time that Core French teachers receive. The results of focus group discussions with teachers place teacher PD at the top of their list of concerns.

Implementation:

Teachers themselves should be at the centre of new course development, piloting and implementation. This is all part of professional development, as many excellent teachers simply need to be provided with the time and resources to develop the types of courses suggested in these recommendations. Specific funding for district level French Programs consultants will ensure that there is someone in place to coordinate and deliver these initiatives.

15. Organize a series of forums for teachers of Core French on a regional basis.

Rationale:

Regional forums will provide an opportunity for teachers to reflect on the state of Core French programs and to discuss the plans for improvements.

Implementation:

The Canadian Association of Second Language Teachers has a mandate to create opportunities for professional development by facilitating the sharing of information and the exchange of ideas among second language educators. With its partners, CASLT is well placed to organize these forums with a focus on Core French.

16. Develop and implement a French Second Language Portfolio and a high school Core French second language certificate.

Rationale:

The purpose of the portfolio and certificate is to recognize and highlight the achievement of students in Core French and to raise the profile of Core French programs in our schools. They would also create an awareness among students and parents, which could positively influence census data (more accuracy).

Goals for achievement in FSL are unclear. Some provinces and territories (e.g. New Brunswick) do define goals, but many others do not. A certificate of course completion (along with the proposed proficiency test) will help to define a minimum level of FSL that can serve as a widely accepted national standard for bilingualism.

It is important to keep in mind that as the FSL proficiency test goes forward certain students will have a “level” to use on their resumes, but not all students can or will pay the \$200 for the test. Therefore all students should also have the opportunity to record their progress in Core French through a language portfolio and to receive a certificate of course completion at the end of secondary school.

A national certificate will also encourage, and eventually result in, common performance standards for FSL throughout the country. It will be feasible within 5 to 7 years to issue a common national certificate based on achievement outcomes and standardized measurement. The certificate would attest to completion of Core French courses and to a

level of proficiency based on numbers of hours. The national certificate would be granted to all students completing an FSL program. It would specify the number of hours of study completed and the proficiency level range expected of graduates with that number of hours. This proficiency level would have been determined from the results of students from programs with the same number of hours who were part of the stratified sample tested through the standardized assessment.

The certificate is a short-term strategy that can be developed, piloted and implemented in a 2-3 year period. The kind of promotion and positive publicity that can be built around every Core French student in Canada receiving an FSL certificate at the end of high school will do a lot to increase the profile of Core French at the secondary school level.

The language portfolio would contain the language learning and cultural experiences, of students, whether at school or outside school.

The portfolio contains a language passport that its owner regularly updates. A grid is provided where his/her language competencies can be described according to common criteria. The document also contains a detailed language biography describing the owner's experiences in each language, which is designed to guide the learner in planning and assessing progress. Finally, there is a dossier where examples of personal work can be kept to illustrate one's language competencies.

A Canadian student portfolio will support current programs such as SEVEC exchanges and educational visits, CPF French camps and the *concours d'art oratoire*, French for the Future, and summer language bursary experiences.

Implementation:

The Canadian Association of Second Language Teachers is currently submitting a proposal to Canadian Heritage on student FSL portfolios. The portfolio will be proposed as part of the experience through which a student of Core French also attains the High School FSL certificate upon completion of all secondary school Core French courses.

The Canadian Association of Second Language Teachers has already completed a preliminary exploration of the possibilities for a certificate based on course completion that would also correspond to levels of proficiency. OCOL and partners such as CASLT and ministries of Education could issue the certificate.

Canadian businesses and universities would be invited to endorse the certificate.

The following issues will have to be considered in any development of a student portfolio:

Who will establish and own the framework and the guidelines? Canadian Heritage? OCOL? CMEC? (A national framework, but separate development at the provincial/territorial or regional level?)

When should school children begin their portfolios?

Can a certificate be part of the portfolio?

Who will publish the portfolios? (In Europe, publishers such as Didier have them)

Can they be electronic? Partly electronic?

To what extent, if at all, can they be mandated?

Will they be endorsed/sponsored by business? Is this a way to cover some of the cost?

17. Develop Core French courses for high school that can be delivered through New Information and Communications Technologies to ensure that all high school students have equal access to a Core French program.

Rationale:

Accessibility to quality Core French courses may be an issue for some schools. Since all students are entitled to complete high school with courses in their second official languages, it will be essential to deliver these courses through technology.

Implementation:

Many ministries of education and school districts already deliver programs through technology and will be able to add Core French to this list. Another option for Core French resources on-line would be through the CASLT web site.

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support: Making French Real

Priority stream: Improve Core French programs.

Timeframe: Short, medium, long term

Recommendations:

18. Implement Intensive Core French in all provinces and territories as the approved program for Grade 6 (or Grade 4 or 5 if deemed more appropriate in the context of a province's or territory's program of studies).

Rationale:

Broad implementation of Intensive Core French, together with effective follow-up programs (see Recommendation 19 below) could have a very high positive impact on the goals of 2013.

The implementation of Intensive Core French is recommended in part because the program has already been studied and its results are documented. Intensive Core French was a three-year research project (1998-2001) undertaken in two school districts, one rural and one urban, in the Province of Newfoundland and Labrador. The program has also, since 2002, been implemented and evaluated in two further provinces, New Brunswick and Saskatchewan, where results replicated the findings in Newfoundland and Labrador. A further reason for recommending that Intensive Core French be implemented as the standard program for grade 5 or 6, depending on the province or territory, is the fact that, since 2002, Intensive Core French has been implemented in other Canadian provinces. There are already over 3000 students who have participated in Intensive Core French. By September 2004, classes of Intensive Core French will exist in all provinces of Canada except Ontario, Quebec and Prince Edward Island. This expansion means that the program is already well known, and steps are already being taken that will enable the provinces and territories to implement the program effectively and efficiently throughout the school system. A final reason for recommending the implementation of Intensive Core French is the positive effects that participation in the program has on Junior High/Intermediate School French. It improves the students' attitudes to learning French, which is at the heart of our concerns with Core French. Students, teachers, parents and administrators have all commented on the increased motivation for studying FSL, and often for school in general, of students who have participated in Intensive Core French. This increased motivation and positive attitude to the learning of French has a significant impact on Core French programs in junior high or intermediate school. Not only can the students do more, and therefore find French more interesting, but the teachers find themselves with a much more positive teaching situation.

Implementation:

CASLT, as a national organization, would be well suited to further develop the units of study specifically for this delivery model. CASLT should hire a national Coordinator for ICF, who would be knowledgeable in the implementation and administration of ICF, including the Transfer of Knowledge model for teacher preparation. This can be done through PD opportunities throughout the school year and in summer institute formats. CASLT should sponsor and disseminate further research on the model through provincial/territorial conferences and national and international forums (including the CASLT/FIPLV conference 2006). CASLT can work in partnership with school districts and provincial/territorial ministries of education to provide information and professional development on Intensive Core French.

19. Make one or more of the following programs/options available for students who have completed the Intensive Core French Program and who wish to continue with French:

- **Late French Immersion**
- **Extended Core French**
- **A Quality Junior High Core French Program**

Rationale:

A follow-up study of the first groups of Intensive Core French students has shown that these students maintain a higher level of competence in oral and written French than the students who have not participated in the Intensive Core French when they have participated only in a regular Core French program after grade 6. However, students who complete the Intensive Core French program in Grade 5 or 6 should be offered a program that would enable them to build on what they have acquired, particularly if the goal of functional bilingualism for 50% of secondary school graduates is to be reached. In order to achieve the goal, one of the above options should be made available.

- 1) Late French Immersion should be made available to students where possible. Indeed, it has been the case in the urban areas where Late French Immersion is offered, that the majority of Intensive Core French students choose to join this program, as they feel more confident and are motivated to continue their studies in French. Students who choose this option will certainly attain the desired goal.
- 2) However, this option should not be the only choice that should be made available. Interviews with students have shown that not all students wish to study their academic subjects in French. After participating in Intensive Core French, many students are open to studying one or two subjects in French. Therefore, an Extended Core French program which gives them an enriched Core French, along with one or two other subject areas in French, is a recommended option. Many students will prefer this option, which is less intensive than Late French

Immersion. This kind of option is already in existence in one province, Extended French at grade 7, but it has not yet been possible to evaluate its effectiveness with Intensive Core French students. There is another province that is investigating Extended French as a follow-up to Intensive Core French. The choice of the subject offered should be left to the provinces and territories, but it could be important to offer different subjects at different grades: for instance, social studies could be offered at the grade 7 level, science at the grade 8 level, and so on, making sure, though, that the subject proposed will contribute to the intellectual and linguistic development of the students.

- 3) Finally, an Improved Core French Program could be offered as a follow-up. This would be an enriched version of the current Junior High/Intermediate School French Program. Ideally, such a program would focus on French as a means of communication and would develop reading and writing skills. Through this means, the level of French competence developed in the school system could eventually be improved for all students.

Implementation:

The suggested courses are already being delivered in many school districts. Late French Immersion is well established in the Canadian school system. Nova Scotia has successfully implemented Extended Core French in several districts. Newfoundland and Labrador has an Extended Core French Curriculum Guide and program description for the secondary level.

It is important to develop new materials for the Junior High/Intermediate School. Current materials are not suitable in that they treat French as an object of study and place an emphasis on explicit teaching of the forms of the language. Materials are needed which treat French as a language of communication and use of a language arts/literacy approach to the teaching of second language.

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support: Making French Real

Priority stream: Give new life to French Immersion. •

Timeframe: Short and medium term

Recommendation:

20. Offer a wider selection of courses to French Immersion students at the high school level, including on-line courses and French for specific purposes.

Rationale:

French Immersion is, and will remain, the most successful program for learning French as a second language. Not only do students attain high proficiency levels in French, they do so in an additive way, that is, at no cost to their first language or to the knowledge acquired in other subject areas. Therefore maintaining and expanding French Immersion programs are desirable goals. Nevertheless, there is a high rate of attrition from high school immersion programs. Students cite a variety of reasons: preferring to prepare for university in English; scheduling; lack of availability of courses in specific areas; a sense of fatigue with studying in French. Sharing courses across the country among school districts with similar needs would be a goal of on-line courses. In addition, courses focusing on specific purposes would attract students to a much greater degree than current course offerings. Some examples of French for Specific Purposes would be: French for Business; French-Canadian pop culture, including film, video, music, literature; French for Academic Purposes.

Implementation:

Students should be included in needs assessments as well as evaluations for the development of new courses at the high school level. Particular attention needs to be paid to developing courses with authentic communication as a driving principle, and language learning through the content of the course.

• Note: There are many more recommendations in this report which include French Immersion: (Recommendations 1-9, 11, 19, 21, 24-27, 30-43, 46-54)

PLAN TWENTY THIRTEEN (2013)

Strategic focus:	Program Improvement and Support: Making French Real
Priority stream:	Offer bilingual graduates the opportunity to put their bilingual skills to use and improve the bursary and monitor programs.
Timeframe:	Short and medium term

Recommendations:

21. Organize visits and exchanges between communities (or school boards or schools) rather than between teachers and their classes. Involve CPF (and other language-related organizations) and the wider community.

Rationale:

Part of the difficulty in organizing exchanges is that the whole process is dependant on the teacher, since it must be the teacher who applies to SEVEC. Many teachers are unwilling to do this, since they receive little compensation or support. Another difficulty is safety and security. Because of recent world events, parents are afraid for their children and want to be reassured that they will be safe. Exchanges cannot be part of the curriculum because a teacher does not know if he/she will get an exchange until late October or November, and the same teacher is unlikely to get an exchange the following year because of SEVEC policy, which gives priority to new applicants. If exchanges are one of the few ways to make French “real” for students, the current approach centred on the teacher is too haphazard to be effective.

Implementation:

Twinning with international communities has already been implemented in Canada (e.g. Perth is twinned with a community in Japan). This idea could be used to twin Anglophone and Francophone communities (or school boards or schools) in Canada. This could be done through SEVEC (which has extensive links with school boards in Quebec) and CPF, which has chapters in all provinces. One teacher would no longer shoulder the entire responsibility. The exchange/visit could be integrated into the curriculum. Different students (but from the same community and the same grade level(s)) would participate each year. Parents would know the twin community from exchanges/visits by other family members, friends etc. and feel more secure about where they were sending their children. There could be spillover effects with families visiting each other outside of the organized events. SEVEC already facilitates exchanges between Calgary and Québec City, which are twinned communities.

The cycle could begin with exchanges between adults following the process in the twinned international communities (i.e. principals, language teachers, consultants, CPF parents visit the Francophone community and similar members of the Francophone community visit the Anglophone community). This first visit would include discussions concerning which grades would be best for exchanges, what times of the year, what types of activities, who would do the organizing, the chaperoning, the fund-raising, the twinning, etc. This could be followed by a pilot exchange between students. Following this, there would be adjustments to the process. There would be a yearly review of the year's exchanges and a renewal of the committee to organize those for the next year. Additional formats could be added if interest grew (i.e. additional school year group exchanges, summer group exchanges, 3-month summer exchanges, work exchanges).

Technological support (NICT) could be a web site like www.mytripjournal.com/aid=1000.

The students can upload their digital photos and write a "blog" or diary entry to say what they did that day. If the site has a "translator" attached to it, then the parents could instantly translate their child's message (if the child wrote it in French, which of course would be the ideal). Through such a site, parents from each community could communicate with each other to send photos before the exchange begins etc. It is a way of tracking where their children are, who they are with and what they are doing. These sites are easy to set up; once up, a "moderator" checks in from time to time to make sure all is well. All participants have the e-mail of the moderator in case of difficulties.

22. Combine visits/exchanges to Francophone communities and bursaries as a follow-up for students taking Intensive Core French.

Rationale:

The Intensive Core French (ICF) program has proved to be very popular among students and has shown good language-learning results compared to existing Core French programs. However, there is no direct link in this program to making French "real" for these students. Similarly, there is no follow-up plan to motivate them to continue their study of French.

It is possible that some may choose late French Immersion where available after their year in ICF and this may eventually become the path most frequently chosen. The visit/exchange/bursary follow-up suggested here would be suitable for this scenario as well.

Implementation:

Following the suggestions in Recommendation 21, a cycle of visits, exchanges and bursaries could be integrated into the French curriculum of ICF students after the completion of their intensive year. These could be several of the following:

- In the year following their ICF program (grade 6 or 7), students could participate in a visit to the selected Francophone community. This could be a regular visit or one following curriculum guidelines with a linguistic and cultural focus.
- In the summer after grade 7 or grade 8, students could participate in a summer group exchange to the same community.
- In grade 8, 9, or 10, students could participate in a regular school year group exchange to the same community.
- In the summer after grade 10 or 11, students could be offered a Summer Language Bursary for 5 weeks that could count towards their high school credits and would allow them to complete their French studies in spite of other priorities in their final years of high school.

23. Offer visits/exchanges as a carrot to keep students in Core French beyond the mandatory years. Offer exchanges/bursaries as a reward for staying in French until grade 12.

Rationale:

Exchanges are very popular and become legends in schools where they are repeated on an annual basis. This could be harnessed by offering visits/exchanges in grades where students are at risk of dropping Core French or to reward those who manage to complete their FSL studies.

Implementation:

Following Recommendation 21, grade 10, 11 or 12 Core French could be the year in which community visits were integrated into the curriculum. Similarly an exchange could be incorporated into the curriculum for grade 10, grade 11 or grade 12 (however, it is usually impossible for grade 12 students to be absent from class).

Priority could be given to students completing grade 12 French who apply to the bursary program.

24. To help students complete grade 12 French and/or acquire a “functional knowledge” of French, offer Second Language Bursary Program courses to younger students and offer credits for these courses tied to outcomes on PSC standardized tests. [This program could also be used in conjunction with distance learning.]

Rationale:

Many students drop French in senior high school grades because they feel they must concentrate on other subjects to prepare for university admission. In some Canadian municipalities, senior French courses are not offered because of insufficient demand.

Implementation:

If Second Language Bursary Program courses were offered to students of 15 and up and a national credit system were established for these courses, students could complete the requirements for grade 12 French through the bursary program and concentrate on other subjects during the school year.

If some municipalities are only able to offer senior high school courses through distance learning because of insufficient enrolment, these students could be offered summer language bursary program courses instead of distance learning or in addition to distance learning (i.e. reading and writing could be offered through distance and oral communication could be offered through the bursary program).

25. Implement exchanges between Francophone and Anglophone teachers.

Rationale:

To facilitate maintenance of L2 language and cultural referents

Implementation:

One-semester exchanges where a Francophone teaching ESL in Québec or New Brunswick exchanges with an Anglophone teaching FSL in the rest of Canada.

There are a few challenges in implementing these recommendations:

- Funding is an issue. For SEVEC, the overall number of applications increased to 12,284 in 2002-2003, from 9,715 in 2001-2002. However, there were only 7,025 actual participants. Reasons why all applicants were not accommodated included: inability to absorb cost of exchange within budget, inability to find an appropriate match, and in a very few cases, withdrawal of the group or refusal of the proposed twinning.
- An inability to find an appropriate match may be due to the age of participants, or the size of group, but it is also due to provincial/territorial quotas. Each province or territory has a quota proportional to population. However, demand is not the same in each province/territory. Consequently, in provinces and territories where there is most interest and demand (e.g. BC), the lowest percentage of applicants is accepted; in provinces and territories where there is little interest or demand (e.g. ON), almost all applicants are guaranteed acceptance.
- Because of the aforementioned provincial/territorial quotas and a policy of favouring new applicants to offer the opportunity to as many as possible, it is almost impossible for the same school to have an exchange two years in a row. This reduces the possibility of an exchange becoming a community event.

- Students cannot choose to participate in an exchange. An exchange must be teacher-initiated but organizing an exchange is not a very attractive proposition to many teachers. Teachers are often unsupported by their schools in this endeavour (e.g. they must organize all aspects of the exchange alone; they must cover their own supply costs during the exchange; they must travel during their vacation time; they are not compensated for the extra workload through reduced supervision in other areas, must take sole responsibility in the case of liability issues, etc).
- Some school boards have policies that hinder participation in exchanges such as: no billeting; billeting two to a home (defeats the idea of developing a one-to-one relationship with a L2 peer); no out-of-province or out-of-territory travel; no travel during scheduled class time.
- Teachers prefer “visits” to exchanges”. A “visit” is a class trip to a specific location (SEVEC and many other organizations organize these). The organization takes care of all the logistics (accommodation, meals, sightseeing, transportation.) The teacher only has to collect the money and accompany the group – the teacher goes for free. An “exchange” takes place between two groups of students in two different locations. The teacher must arrange everything except travel between the two locations. (And only travel costs are covered by SEVEC). Students are billeted in each other’s homes. A series of activities is planned in each location to help participants get to know each other and each other’s communities. All of this must be done by the teacher.

The difference pedagogically between a “visit” and an “exchange” is not clear (or widely enough promoted). A visit may be a great first step to showing students a culturally different place where the language they are learning is used for everyday communication. It may give them a very small opportunity to use the L2 (for ordering meals, etc.) but it is a totally sheltered opportunity. The student is never required to “*se débrouiller en français.*” He/she is still learning about the language – from a distance, as a tourist. An “exchange,” on the other hand, while still a sheltered opportunity (i.e. billets are hand-picked, activities are planned to make communication easy, the teacher is available 24/7 in case of difficulty), throws the students into a situation where they must use what they have learned in class when they are alone with their billets and his/her family. They get to know a real-life L2 peer. (It has been shown that peer models are much more effective than teacher models for certain elements of language such as accent.) They form a relationship with this person that allows them to take risks with the language. They learn language appropriate to their age level. It’s the bridge between learning the language and using the language. If it doesn’t happen, our students will never cross the bridge to use French outside the classroom with Francophones.

PLAN TWENTY THIRTEEN (2013)

Strategic focus: Program Improvement and Support: Making French Real

Priority stream: Improve Core French programs: Give new life to French Immersion.

Timeframe: Medium term

Recommendation:

26. Develop diagnostic tools and materials to support teachers in their efforts to serve adequately all students with diverse needs, including the gifted, those with special needs and ESL students: Teachers need to be trained in the application of these tools through the Transfer of Knowledge model described elsewhere in this report. The pedagogy of differentiated needs in an immersion context should be a particular focus.

Rationale:

A major contributor to attrition among high school students is the inability of the school system to serve students with exceptional needs. These students are not just those with learning disabilities, but also those who are gifted and thus need a different approach, and those who are children of immigrant families whose first language is not English or French. Research has demonstrated that these students can reach their potential as much in the French Immersion or Core French programs as they can in an English program. The tools and materials needed to diagnose these needs are severely lacking commercially. If teachers had adequate resources in this area, many more special needs students would continue and succeed in FSL programs. With French Immersion in particular, serving more if not most special needs students in French would also eliminate the “elitist” stature that the program has in many people’s eyes.

Implementation:

This initiative could be the object of research and development at faculties of education in universities preparing FSL teachers, in combination with special education experts.

PLAN TWENTY THIRTEEN (2013)

Strategic focus: Program Improvement and Support: Making French Real

Priority stream: Increase the number of qualified teachers.

Timeframe: Short and medium term

Recommendation:

27. Hire expertise (e.g. FSL consultants) at the ministry and/or district levels that would have, among other responsibilities, the creation, cataloguing and/or promotion of community resources such as the following:

a) Community tutors

Most communities have at least a few Francophone families. These families can be approached to act as community tutors. An inventory can be prepared of the types of tasks they would be willing to undertake (e.g. presenting a Francophone tradition to a class; helping FSL students represent French in a school multicultural fair; talking about famous Francophones; tutoring students; talking about a Francophone community that students will be visiting; teaching French to parents, being interviewed by FSL students, being judges of FSL events, writing etc.).

This inventory could be prepared by teachers, FSL students' parents, CPF members and/or staff, FSL students, and updated on an annual basis. It could be made available through a school or a CPF chapter website.

b) Community theatre

In areas where French theatre is available (e.g. NAC in the Ottawa area and communities such as Perth within reach), weekday matinee student performances are often available at reduced costs. Anglophone students attend together with an audience of primarily Francophone students. Study guides are available. If curriculum guidelines allow, teachers could study a play that would be presented that year with senior high Core French and/or immersion classes.

There are also travelling performing arts companies that perform in schools (e.g. in Ontario, Prologue: Performing Arts for School: www.prologue.org). They have both an English and a French catalogue of performances for students of all ages. They can bring French dance, theatre, music and storytelling to schools or school boards for an average cost of \$2 per student/per performance. Each program has a curriculum focus identified from the Ontario curriculum. Teacher guides are included for every performance. Students are invited to help with set-up and there is a question period for students after each performance.

c) Teacher mentors

SEVEC has set up a “volunteer network” for new teachers wanting to take a class on a student exchange. This network is composed of teachers in every province/territory who have been participating in SEVEC exchanges for a number of years. They provide advice to teachers who have not participated in exchanges before. SEVEC covers some costs on an ad hoc basis (e.g. funds to host a workshop – refreshments, photocopy costs, rental of facility if required). When a new teacher expresses an interest in participating in an exchange, he/she is given the name and coordinates for the nearest member of the volunteer network. Volunteers are given the names of any new teacher in their area whose group has been accepted for an exchange. This is in addition to the support provided by the SEVEC office staff, the handbook that is sent out to all teachers participating in an exchange, and the step-by-step description of what to do and how to do it on the SEVEC website. These volunteers have:

- a. come to the new teacher’s school with a few student participants and presented their last exchange complete with a slide show and/or video. This is followed by a question/answer period for the principal/parents/school board, etc.
- b. organized evening and weekend workshops to help new teachers organize their first exchange.
- c. provided telephone/e-mail support. New teachers can ask them whatever they need to know and the volunteer will respond.

A similar system of teacher mentors could be established for new FSL teachers. Names of volunteers could be made available through provincial/territorial FSL teacher associations, or CASLT, or local CPF chapters. These could be current teachers or retired teachers.

d) Peer tutors

CPF is currently piloting a project where older French Immersion students assist immersion students in grades 2 and 3 who are experiencing difficulties reading in French. Students are referred to the program following standardized assessments or by language teachers. Parents administer the program. CPF has trained 4 parent/teacher teams from SK and NB. Monique Bournot-Trites is researching the effects on learners and parents such as confidence, willingness to keep children in FI.

This idea could be expanded beyond assisting grade 2/3 students with reading difficulties.

e) Community FSL Portal

LangCanada, a national portal for FSL and ESL resources, is in the final stages of development. These resources are not organized by province or territory and do not follow local curricula.

Gail Lecky (CPF PEI) has been testing the idea of a community FSL portal. This would include local FSL resources for teachers, a list of mentors (from the community or virtual in other areas). She is going to demo the portal to her CPF counterparts across Canada in April. This may make the LangCanada portal more accessible to beginning teachers. A

community portal could also be managed by Provincial / Territorial Core French and French Immersion Teacher Associations.

f) Professional Development

CASLT currently offers mini local professional development sessions on request. These mini sessions usually accommodate 100 people and cover topics with which CASLT has expertise (e.g. formative evaluation for FSL/ESL).

Rationale:

Many new teachers are overwhelmed in their first years of teaching. In some schools, they may be the only FSL teacher. They require additional support to teach effectively in their initial years.

FSL teachers need help with class preparation. They are often required to prepare for many different classes due to time allocations for FSL (in elementary school) and mixed grades (in both elementary school and secondary school). Although they would like to use innovative materials and teaching approaches, they do not have the time to find these materials and they are not sure how to make use of the innovative approaches.

Although Faculties of Education attempt to introduce new approaches and the use of authentic materials, many students do not want to hear about innovative ways to make French “real” and “cool” during their year at the Faculty. They want to know how to handle the class and how to teach from existing fully developed concrete resources, preferably a textbook. These teachers need additional support once they have mastered how to “manage” their classes.

Teachers confirmed that during their first year or two of teaching they were not ready or able to venture beyond the textbook. They wished they had had teacher mentors – to help them through the first couple of years and explain to them how to deal with the realities of teaching and then, in subsequent years, to guide them through more innovative approaches.

A graduate student a few years ago did her thesis on the teacher mentor program in NB. It was a case study stemming from her own unhappy experience with mentoring a new teacher the previous year. The context was FSL, but her findings were not necessarily FSL specific. More research is needed here to see if the SL context has different issues from L1 in Core French and immersion or both.

Many groups, organizations, individuals, seem to have similar ideas about out-of-class resources for FSL teachers. It is unclear how one could decide who should do what to avoid duplication. It is also unclear how to maintain a “local” connection if efforts are centralized. Some topics seem clearly universal while others require a more local approach.

Communication is difficult. There is no centralized place where FSL teachers can get information on available resources – and perhaps there cannot be due to local idiosyncratic needs and available resources.

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support

Priority stream: Improve Core English programs.

Timeframe: Short term

Recommendations:

28. Develop a standardized ESL assessment for Francophones in Quebec and New Brunswick so as to establish more effective measures for comparisons from now until 2013.

Rationale:

Inasmuch as the census data used for determining the level of bilingualism among 15-19 year olds has limitations, it is important to establish a parallel tracking system. This will ensure more accurate measures of the effectiveness of any interventions taken toward the 2013 goal.

Implementation:

The current efforts by the Canadian Association of Second Language Teachers to develop an assessment system for FSL using the tests of the Public Service Commission could be applicable and the feasibility of doing so should be explored. TESL Canada might be another organization to be approached to do this.

29. Commission a more in-depth study into priorities for ESL.

Rationale:

The information gathered during the focus interviews for this study is accurate, but further study is needed to develop more specific recommendations.

Summary of Issues and Challenges

Quebec

The main issues in Quebec are as follows:

- There is an extensive reform of the ESL program from Grade 3 to Secondary 5. The shift is a major one for teachers: from objectives-based to competency-based. The reform is in its fourth year and will begin next year in Grade 7.

- Teachers are having a difficult time with the shift, principally in the area of classroom assessment: how to differentiate between evaluating “competencies” and “objectives.” An additional problem is how to deliver the competency-based programs to 300 students, which is the average load for many teachers.
- There are intensive programs such as the “*bain linguistique*,” but there are many different models. Some are considered elitist and their existence is somewhat fragile. However, there is considerable effort to move away from selection of students for the programs in favour of more diversity. One of the major issues is that some teachers feel that the regular curriculum (i.e. math, social studies, etc. in French) cannot be delivered adequately in the compacted timeframe. Where this belief is prevalent, students who are considered less able from an academic standpoint are not participating as frequently in the program. Moreover, if students have done their French or math from September to January then they will have forgotten much of it by the time the June exams are taken.
- Core English teachers are often called “trolley teachers,” because they cover two or more schools and because they have no classroom of their own. This is similar to what many Core French teachers experience.
- The new reform requires that Elementary students have 60 minutes of ESL a week from Grade 3 onward. However, when the start was in Grade 4 (i.e. before the reforms) the requirement was for 120 minutes a week. The irony is that the new reforms, while changing the approach, has actually reduced the time on task for ESL by one third.
- The *Association des cadres scolaires du Québec* has recommended that more intense ESL programs be implemented and has lamented the fact that ESL time on task has been reduced at the primary/elementary levels.
- Publishing companies are responding well to the new methods with appropriate materials.
- Teachers have 17 professional development days per year. District consultants support teachers in many ways. They create workshops according to the needs of the teachers but they also have access to training modules (on topics such as cooperative learning, portfolios, learning strategies for ESL, etc) that have been created by the two associations (RCCPALS and RREALS), the government or other experts.
- These days, district consultants are spread very thin and the ESL consultant is also responsible for many other dossiers, including implementing the reform.
- There are at least 4 professional associations for ESL (SPEAQ, RCCPALS, CPALS, RREALS). The principal association is SPEAQ, while the others tend to be looser professional groupings for particular professional niches.
- Fluency is an issue for teachers outside major urban centres. In addition, many teachers do not have sufficient training in methodology. Both of these situations are echoed in the FSL system.
- Some summer professional development is done: e.g. English Immersion Summer Sessions (e.g. *Université de Sherbrooke*); Two summer programs in the Maritimes.

- A new pay equity system is in place for teachers: a teacher is paid for the job done as well as for qualifications. There is some feeling that this results in less incentive for them to participate in continuing education programs on their own time.
- There is a general teacher shortage in Quebec.

What are the needs? Which directions to go?

- Development of on-line professional development programs to make training accessible.
- Development of standards for ESL programs, teachers and achievement, which could be co-developed with New Brunswick.
- Research on how well the teachers are taking to the new methods.
- Research on the effectiveness of explicit teaching of learning strategies.
- Tracking the new reforms – are they working? Are they making a difference in achievement?
- Streamline the many professional associations and work towards more collaboration with CASLT and TESL Canada. Perhaps a first step would be to collaborate on a specific project (e.g. evaluation).
- SPEAQ feels the need to prepare promotional materials for parents, given that there is no equivalent to Canadian Parents for French.

New Brunswick

In New Brunswick, there are some parallels with Quebec in terms of the levels of English re: minority vs. majority settings

The main issues in New Brunswick are as follows:

- ESL takes a back seat to French-minority-language maintenance including in French majority areas (e.g. Acadian peninsula, and Saint Quentin) where English is almost a foreign language.
- In French majority areas, English levels of students is very low, while in minority or bilingual areas (e.g. Fredericton, Grand Falls, Moncton), level of English is high.
- No provincial policy to guide program standards, set goals for achievement or teacher qualifications. Policy 309, dealing with program standards and teacher qualifications for FSL, exists on the Anglophone side.
- ESL is taught by generalists, not specialists, many of whom don't have a high level of English themselves. Many teachers in this situation resent being forced to teach English.
- Consultant sees that there is not equality of access to good second language programs; Francophones get short shrift compared to Anglophones.

- No standardized province-wide evaluation of ESL proficiency.

What is happening now in New Brunswick?

- One-week immersion summer workshops offered to teachers (both methods and language), who are gradually taking advantage. However the strong teachers' federation doesn't promote the workshops because they want their members to be paid to go. Nonetheless, there is a certain amount of positive washback onto other teachers.
- Competency profiles (benchmarks and standards) for students are being developed to complement the already developed general and specific learning outcomes.
- There are efforts to develop an evaluation system using the Oral Proficiency Interview, as is the case with FSL.

What are the needs? What directions to go?

- Pilot some intensive core programs such as "*bain linguistique*," partial immersion, Intensive Core English, dual language programs.
- Implement a specialist requirement for teachers, or at least a minimum qualification standard.
- Continue with professional development workshops and include some on second language acquisition and second language instruction.

PLAN TWENTY THIRTEEN (2013)

Strategic focus:	Program Improvement and Support: Post-Secondary, Teacher Development
Priority stream:	Increase the number of qualified teachers: Teacher education institutions.
Timeframe:	Short term, medium term

Recommendations:**30. Mount a professional recruitment campaign by teacher education institutions to publicize and promote their programs to potential candidates for the FSL teaching profession.**

Rationale:

There is widespread agreement among professors at teacher education institutions that aggressive recruitment campaigns are necessary to attract people to the profession. Universities do have recruitment specialists as part of their admissions departments. Nevertheless a particular focus on FSL teachers is not part of the regular recruitment campaigns. Professors in the faculties of education have neither the time nor the expertise to mount recruitment campaigns. CPF's teacher shortage study has indicated that most faculties of education have not filled their L2 positions for students.

Implementation:

Universities should hire additional professional recruitment specialists to focus specifically on FSL teacher recruitment. A particular focus should be on recruiting candidates from the CEGEP programs in Quebec, and the Francophone high schools of New Brunswick. In addition, intra-university recruitment should be undertaken, since many teacher preparation programs are consecutively or concurrently offered with other degrees. Recruitment of Anglophones should not be overlooked.

31. Compile, publish, and promote an on-line bilingual inventory of FSL and ESL teacher preparation programs at post-secondary institutions.

Rationale:

There has not been a comprehensive inventory since Mollica and Yalden's *English and French as a Second Languages in Canadian Teacher Education Institutions* in 1984. An inventory could serve as a place for potential students to get up-to-date information on programs and requirements. In addition, as more courses become available on-line (see

Recommendation c below), the inventory can be updated regularly. Professors would find the inventory useful to build flexible programs for their own students.

Implementation:

This inventory should be updated every 1-2 years or so and therefore should be published on-line. The publication should be in a database format that would be searchable. The websites of the Second Language Education Centre or CASLT could house the inventory. In addition, a link from the CPF guide “Where to go and what to do: A guide for bilingual youth” would assure wide availability of the inventory. The inventory would also list which institutions offer incentives such as paid (or unpaid) language upgrading possibilities pre-program and during the program, paid internships and free tuition possibly linked to several years of compulsory employment in a particular location after graduation. (See Recommendations 34, 39, 40, 41.)

32. Develop and promote multi-modal inter-university courses through teacher education institutions.

Rationale:

Multi-modal inter-university courses would expand the availability of courses to students and make use of particular specialties of faculty members across the country. These courses could be either undergraduate or graduate. Multi-modal means using a variety of New Information Communication Technologies (NICT) to deliver courses: synchronous, asynchronous, web-based, video-conferenced, audio-conferenced, and combinations thereof.

Implementation:

Funds need to be made available for an inter-university group to design, select and promote collaboration in offering these courses. Each institution which wants to participate could make a copy of the inventory available to students through a course calendar or a website and specify the conditions for taking it (e.g. a list of optional courses that could fulfil particular requirements for a B.Ed. or M.Ed., or courses that could be taken to fulfil provincial/territorial certification/specialist requirements such as Ontario’s Part 1 Additional Qualifications course). Some of these courses could be offered as free professional development for teachers already in the school system or paid by provincial/territorial professional development programs.

33. Support universities to hire faculty associates for 2-3 year secondments from the school system to the universities.

Rationale:

Faculty associates (teacher associates) are experienced teachers who add depth of experience and connection with the field. They have been successfully used at Simon Fraser University, OISE/UT and the University of New Brunswick. Their job

descriptions would vary from university to university but could include: teaching undergraduate courses; participating in research projects; recruitment; conducting workshops in the field; mounting language adjunct courses to improve the language level of B.Ed. students (sheltered or adjunct courses); and summer, evening, additional qualifications courses. University faculties have shrunk over the last number of years and there are fewer faculty members to offer courses.

Implementation:

A faculty associate program can be implemented within a short timeframe since such a program does not need to pass through the usual hiring process at the university level.

34. Establish a scholarship program to attract promising students to B.Ed programs.

Rationale:

Most B.Ed programs are consecutive degree programs that require incoming students to have an undergraduate degree. Even with concurrent degree programs (such as at the University of New Brunswick), students are required to spend at least 5 years, and sometimes 6 years, to become a teacher. Thus the expense of becoming a qualified second language teacher is enormous and often prohibitive, especially when the payoff is not always commensurate with the additional education, with starting salaries quite low relative to many other professions. Most universities have entrance scholarships but are woefully impoverished for second undergraduate degree scholarships. Although B.Ed programs have internships, these are unsalaried (unlike coop programs in the engineering, computer science, architecture, etc faculties). In order to attract people to the profession, substantial scholarships need to be offered. The scholarship program would also be for students or recent graduates to do a year of content courses at a Francophone university to improve their level of French. Students are finishing their degrees in debt, and only through scholarships and other financial incentives can we expect to attract an increased number of students to university programs. (See also recommendations regarding using monitor funds for assistantships for students.)

Implementation:

Teacher education institutions could apply directly, through the provinces or territories, for scholarship funds.

35. Establish a common certificate across universities, which serves to recognize that a certain number of courses and practical experiences have been achieved by the student.

Rationale:

A specialist certificate would be another incentive for students to specialize in second language teaching. Although the provinces and territories have different requirements for licensing, this specialist certificate would provide graduates with a “leg up” in the job market.

Implementation:

The University of New Brunswick’s model of the Certificate in French Immersion Teaching (4 courses plus internship) could be a starting point. The certificate could be issued by CASLT or CAIT. Students would apply through their own universities.

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support: Post-Secondary, Teacher Development

Priority stream: Offer bilingual graduates the opportunity to put their bilingual skills to use.

Timeframe: Medium term

Recommendation:

36. Establish a task force to study official language education issues at the post-secondary level. The study should include: French language teaching, content courses taught in French, admission and graduation requirements, hiring policies for faculty members and support staff (e.g. librarians).

Rationale:

Retention of students studying French at the high school level could be enhanced if there were more opportunities and reasons for doing so at the post-secondary level. In the past, many universities required a second language (usually French) for admission. However this has largely been abandoned and the feasibility of reinstating this requirement would form part of the work of this task force. Some institutions might be more open to this than others (e.g. arts, education, business, tourism, law). Additionally the feasibility of a graduation requirement should be explored.

French departments are sometimes perceived as being out-of-touch with what we know about good language teaching. However, in actual fact, there has been no comprehensive study about the types of courses and approaches French departments actually do use. There are doubtless some very innovative departments and this kind of study would profile some examples. French for Specific Purposes (as suggested for the high school level elsewhere in this report) might be one way that new approaches could motivate students to continue their study of French.

His Excellency John Ralston Saul has made several suggestions for how post-secondary institutions might proceed. For example, he proposes a return to teaching content courses in French (experimented with in the 1980s but largely abandoned for lack of bilingual professors and cost), noting that there are many more bilingual professors than before and that the numbers can be increased through hiring practices. If bilingualism were to become a criterion for hiring in post-secondary institutions, these faculty members could become champions of bilingualism on post-secondary campuses and could offer courses in their area of expertise. A first step could be an inventory of bilingual professors and of doctoral candidates across Canada.

Implementation: In advance of a full-task-force study, post-secondary institutions that are ready to implement some of the above suggestions should be encouraged to do so as soon as possible.

PLAN TWENTY THIRTEEN (2013)

Strategic focus: Program Improvement and Support: Post-Secondary, Teacher Development

Priority streams: Increase the number of qualified teachers.

Timeframe: Short term

Recommendations:

37. Offer spring/summer and/or full-year second language bursaries to students applying to Faculties of Education for FSL both pre- and post- program (who otherwise meet the admission requirements).

Rationale:

A fair proportion of students who apply to Faculties of Education for FSL do not meet the language requirements. Some Faculties offer remedial language courses that students must pass to graduate. Others direct students to language courses and counsel them to reapply once their language skills have improved. Others simply reject these candidates, who move to other disciplines.

Implementation:

Many Faculties of Education require students to pass a language test as part of the admission process. If tests and test results were available early enough, students with scores approaching the entrance requirements could be offered summer language bursaries to improve their proficiency levels. Two 5-week sessions are offered each year in spring and summer. Students could be offered the possibility of attending either or both sessions if required. (And possibly have their travel expenses paid to offset the fact that they cannot take a summer job).

Some Faculties test students at the end of their program as part of the graduation requirements (or specialist requirements). Students who did not meet this requirement could be offered post-program bursaries. They would have the possibility of attending one or two 5-week sessions during the summer after their B.Ed. program to meet the graduation/specialist requirements.

Both possibilities could be clearly described in course calendars (and included as part of the inventory of FSL Canadian Teacher Education Institutions (see recommendation re: teacher education institutions).

38. Offer language bursaries to teachers of other disciplines (i.e. those needed for immersion) who wish to retrain as FSL teachers.

Rationale:

Some teachers of other disciplines may be interested in teaching their discipline in French (particularly if there is a surplus in their area, or if they already have some French skills), but they may not have the confidence to do so.

Implementation:

The summer language bursary program could be offered to teachers of other disciplines during the summer to meet the necessary language requirements followed by additional qualifications courses (FSL Part 1, Part 2 and Part 3 in Ontario) in the evenings or in subsequent summers. Candidates would need to have at least an intermediate level of fluency to be eligible.

39. Offer full tuition bursaries to FSL teacher candidates in partnership with school boards having difficulty recruiting or retaining FSL teachers.

Rationale:

Some school boards (particularly those in rural areas) have difficulty recruiting teachers (particularly French Immersion teachers). Retention is also difficult in these areas. If these boards are successful in recruiting teachers, teachers move on as soon as they are able to get a job in another area. This initiative is similar to one for medical students from New Brunswick: tuition fees are offered to these students who promise to practice in New Brunswick after graduation.

Implementation:

School boards with difficulties recruiting teachers could partner with Faculties of Education and offer full tuition bursaries (which could also include language bursaries if required) to FSL teacher education candidates. Research has been done (MPHEC Studies in PEI) indicating that students trained in PEI are more likely to stay in PEI than those who are recruited from elsewhere and that teacher retention is less of a problem in rural areas if new teachers also come from rural areas.

Candidates wishing to teach in these specific areas needing FI (or FSL) teachers could be offered full bursaries and would be required to teach in the area for 4-5 years as repayment. Candidates who chose to leave before that time would be required to repay the amount of the bursary. The tuition for B.Ed. programs (about \$4,000) divided over 5 years of teaching would probably be a good investment for the board and the candidate. These bursaries could also be advertised as part of the inventory of FSL Canadian Teacher Institutions (see recommendations re: teacher education institutions).

PLAN TWENTY THIRTEEN (2013)

Strategic focus: Program Improvement and Support: Post-Secondary, Teacher Development

Priority stream: Monitor and bursary programs.

Timeframe: Short term and medium term

Recommendations:**40. Link part-time monitoring opportunities to teacher education.**

Rationale:

According to the *CPF Teacher Shortage Study*, many Faculties of Education have difficulty filling the available spots in their FSL teacher education programs. According to the *Evaluation of the Official Languages in Education Program* many language monitors subsequently develop an interest in teaching.

Implementation:

Give priority for part-time monitor positions to students in concurrent FSL education programs and students in French language programs at universities. Offer these as paid assistantships in partnership with CMEC. Advertise these positions (and state how many there are) in the university calendar and on the university website and list them on the CPF “Where to go and What to do” list and give out information packages about the program to students in first-year classes.

41. Link full-time monitoring opportunities to teacher education by changing the format to a practicum for FSL B.Ed. students during internship.

Rationale:

CMEC finds it increasingly difficult to recruit candidates for full-time monitors. To open the opportunity to as many candidates as possible, requirements for candidates applying to the full-time monitor program are now one year of post-secondary studies within the last ten years. An increase in remuneration is also being considered to attract more candidates. Changing the format of the program to fit with practice teaching sessions in FSL B.Ed. programs would provide monitors with much more relevant qualifications, would eliminate the need for a pay increase (current salaries could be used to defray the costs of travel and accommodation expenses during the practice teaching sessions) and would offer a “carrot” to B.Ed. programs, which could offer students the opportunity of exploring the possibility of employment in another part of the country at no expense.

Implementation:

Expand the current CASLT/UQAM project that brings Francophone FSL teachers to rural areas of Anglophone Canada to complete their teaching internships, by establishing partnerships between faculties of education offering FSL teacher education courses and CMEC, whereby teacher candidates would be able to choose a 3-month practicum in another province or territory (1 full-time monitor = 3 practica). Rather than pay these students, CMEC would cover their travel and living expenses during their practicum. The CASLT/UQAM project is in its second year of piloting with the Canadian Association of Second Language Teachers. The project responds to the goal of increasing the number of qualified FSL teachers, especially in rural Canada. Like the current language monitor program, the project also fosters new ties among Canadians who learn to understand and appreciate the value of linguistic duality.

and/or

42. Prepare a handbook for teachers which outlines how best to use monitors in the classroom (i.e. a guide to the types of activities/tasks monitors could do that don't require a lot of preparation by the teacher but help students most effectively).

Rationale:

Although monitors are given training, the teachers who receive these monitors are not. For many teachers, the monitor is an additional burden for whom the teacher must also plan. Preparing a handbook with a series of activities for monitors at different grade levels would be beneficial to both teachers and monitors. CASLT and/or CAIT could prepare such a handbook and additional support could be provided on the CASLT/CAIT website. Monitors and teachers agree that the monitor program is very useful. Monitors receive training in the types of activities they can do to improve the oral communication skills of students or introduce them to the culture of the L2. In some classes, however, monitors are not given the opportunity to use this training because the teachers to whom they are assigned lack experience in making use of monitors effectively.

Implementation:

CASLT and/or CAIT would be able to prepare such a handbook. The value-added benefits to the cooperating teacher, very often an Anglophone teaching FSL, need to be emphasised. For example, the teacher has the opportunity to work with a Francophone FSL teacher. The teacher-intern is exposed to an FSL experience that is very different from the Quebec FSL classroom. In addition, the Core French classroom in Anglophone Canada is quite a different teaching experience both from a language and a cultural point of view. Students have the experience of meeting a Francophone, perhaps for the first time. One teacher-intern might work with up to 100 students during a typical practicum. This is an important contact for a significant number of students.

43. Study other full-time monitoring opportunities (the JET program in Japan, ESL in Korea/China) and determine how to be competitive in terms of salaries, recruitment, etc., if it is not possible to link full-time monitor positions with practice teaching sessions at Faculties of Education.

Rationale:

Graduates are very excited by opportunities to teach ESL in Japan, Korea, China, and Eastern Europe. Candidates for these programs perform tasks similar to those of monitors. Although rural Canada is perhaps not as glamorous as the Far East, for many candidates (particularly those from rural areas), this would offer a less threatening opportunity to travel. The JET program hires university graduates, provides them with rudimentary Japanese lessons and an overview of Japanese culture. These graduates are then provided with intensive training in ESL teaching for the age group they will have. They are provided with all the materials they will need and “teach” in each school for between 2 weeks and one month. Then they move to the next school and repeat the process. Recruitment is very effective and there are always many more candidates than positions. Teaching in rural or even urban Anglophone Canada is not as exotic and appealing as travelling to Japan. The context is very different, but may appeal to candidates from rural areas.

Implementation issues:

- It is unclear why part-time and full-time monitoring opportunities are linked. They do not target the same candidates: part-time opportunities are offered to post-secondary students during their studies; full-time opportunities are offered to anyone who has studied for at least one semester at a post-secondary institution within the last ten years.
- The different candidates targeted will not have the same requirements re: remuneration: for undergraduate students interested in part-time work during their studies, \$15.00/hr plus a travelling allowances is quite adequate. (This is the rate for some undergraduate students jobs at the University of Ottawa; some are paid less). However, \$15.00/hr for full-time monitors who are only offered 25 hr/week and must pay all their living expenses is inadequate.
- The two types of monitoring positions will require different promotion/advertising.
- The rationale for full-time monitoring positions seems to be completely financial. Why would someone who had taken one semester at a post-secondary institution ten years ago be a good candidate for a language monitor? Other countries seem to require completion of post-secondary. The pay scale in Japan/Korea for these

university graduates is appealing. Countries with lower pay scales (China) and some Eastern European countries have more difficulty attracting candidates.

- Candidates need to have a native-like command of the language they would be monitoring, but why is the criteria for acceptance the candidate's "dominant language"? This eliminates potential bilingual Anglophone candidates.
- The primary purpose of the monitor program is to improve the L2 skills of the students the monitor is monitoring, not the L2 skills of the participants. Improvement of L2 skills might be a side benefit for some candidates, but this program is not geared towards improving the French language skills of Anglophones who may wish to teach FSL (as is suggested in the information about the program).
- The total number of monitors in 2000-01 was 889. This included 527 (59.3%) FSL monitors, 187 (22.1%) ESL monitors, and 174 (19.6%) FFL monitors. Of these, 591 were part-time and 308 were full-time. Of the 308 full-time monitors, (following from the percentages) only 183 are FSL monitors. This are only 14 monitors per province/territory (which could easily be integrated into practice teaching sessions through B.Ed. programs).
- The monitor program is currently under-subscribed. The target number of 1000 monitors is not being reached.

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support: Post-Secondary, Teacher Development

Priority stream: Improve Core French programs: Creating the “buzz.”

Timeframe: Short term

Recommendation:

44. Create an awards program (Department of Canadian Heritage) for excellence in the teaching of Core French in Canada. This awards program would be similar to what is now offered by the Prime Minister’s Awards for Excellence in Teaching (PMA) through Industry Canada. The winning teachers will appear in a short (5-10 min.) QuickTime video to illustrate the project or event that merited the award to share the expertise. This video would appear on a dedicated portion of a web site [TBA].

Rationale:

Nothing succeeds like success. The current PMAs (www.schoolnet.ca/pma) usually go to the areas of science and technology. Core French teachers get lost in the shuffle and there have been few Core French awards over the years (1 teacher in 2002-2003). In order to achieve the goals of Plan 2013, it would be important to spotlight those FSL classrooms where teachers are achieving outstanding results. This attention to best practices would indicate to FSL teachers the importance of the role they play in creating bilingual citizens.

Implementation:

PCH takes the lead by creating press releases to publicize events and celebrate successes, thereby keeping bilingualism in the forefront of the news on a regular basis, in a positive way.

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support: New Information and Communication Technologies

Priority stream: Improve Core French program. Give new life to French Immersion.

Increase the number of qualified teachers: determine the kind of in-service professional development programs that would have the greatest benefit for teachers (e.g. using the NICT).

Timeframe: Short term, medium term

Recommendation:

45. Design and deliver Transfer of Knowledge workshops in the new ICTs and their use in FSL classrooms on a national basis. These workshops would be supported by on-line discussions and video clips of “hot tips” for effective teaching plus a visual manual of “how to’s” to encourage all teachers in ICT literacy.

Implementation:

The first step would be to form a national steering committee to design the components (content) of the workshop. Members of this committee may also become the workshop presenters, the “experts;” the model used will be that of Transfer of Knowledge:

- Regionally identified FSL educators would attend the first round of training, delivered by the “experts” with a view to replication in their own region (districts and schools).
- The experts continue to refine and re-design the workshop components as new technologies are introduced or become widely available.
- The experts maintain the on-line discussions and support to the teachers even after the regional training has taken place [see earlier recommendation for “live” on-line interactions].
- The workshops would be more than just creating awareness; they must be hands-on experiences with concrete follow-up; “learning to use” must give way to “ using to learn.”
- The workshop project will need the implementation of support structures: technical support at the school and district levels and senior administration commitment to the integration of ICT in FSL classrooms.
- Information and feedback from the workshops will be available to all teachers through a dedicated web site.

Issues and challenges:

- Cost and sustainability. The initial costs would likely be greater than only face-to-face workshops, but ultimately the NICT's can be very cost effective.
- Ideally these Transfer of Knowledge workshops are needed immediately both to start the “buzz” and to demonstrate the relevance & immediacy of FSL learning/teaching in using NICTs.
- Since many jurisdictions in the county will object to an imposed PD, the workshops will need to take place during the school day; this aspect adds to the cost as teacher replacement rates vary across the country.
- There will be a need for selection criteria for choosing teachers to attend the workshops: do we consider ICF teachers first?
- A strong argument from the portal site of the European Union:
<http://europa.eu.int/comm/education/policies/lang/languages/download/ict.pdf>
 Training is a key factor in the effective use of the new media, where **learning to use** must give way to **using to learn**. It is above all the teacher/trainer who needs not only to be completely familiar with the hardware and programs available, but also to know exactly what the potential of the different media at her disposal is. Apart from the obvious need for teachers to become computer literate and have the confidence to use the available technology adequately, major changes in learning/teaching paradigms are called for. They need to learn how to evaluate and select learning resources and how to solve practical and theoretical problems linked to the introduction of new media. The new literacies linked to ICT (cultural, digital, critical, visual, etc.) must be mastered by teacher and learner alike if they are to benefit fully from the new tools and procedures at their disposal.
- Another solid argument
Prerequisites for successful integration of ICT
 The use of technology in the language classroom occurs successfully when:
 - there is a real reason for using it;
 - alternative activities are to hand, if problems arise;
 - training and support is given to students;
 - use of technology is integrated and ongoing;
 - the activities are stimulating and worthwhile to the learners;
 - communication is taking place between learners;
 - learners are asked to use language in meaningful ways.<http://europa.eu.int/comm/education/policies/lang/languages/download/ict.pdf>

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support: New Information and Communication Technologies.

Priority stream: Improve Core French programs: Give new life to French Immersion.

Timeframe: Short term, medium term

Recommendations:

46. Add another feature to the LangCanada/PasserelleCanada website: a short indication of how to use the learning objects in addition to the short descriptions of the learning objects on this website.

47. Promote and market the web site. FSL teachers need to know of its existence. This promotion can occur in tandem with other teacher sessions, through postings on popular teacher accessed web sites or through electronic newsletters.

Rationale:

At present this well-organized site provides an adequate description of each of the items/learning objects. In order to enhance the site and to make it even more user friendly, a short “tag” [sometimes called meta-tags] would guide the learners in how they might use the listed site. We know that teachers want to get what they need on-line quickly and get on with using the tool. A short description of utilization would help. The Education Coalition www.TECweb.org has done a lot of groundbreaking work in the area of learning repositories and the need to create tags to indicate topics. The insiders’ rule is “no more than 5 clicks to get what you want.” With this rule in mind, it would greatly assist teachers if, at the same time they read about the content of the learning object, they also have a suggestion about how to use it in their classes. Several teachers in the focus group remarked on the need to know what to do with the learning object i.e. how to adapt it to use with their classes or just what to do with it with their classes.

From the European Commission report:

As part of the educational process a whole new set of critical skills must be learned. These include inventiveness, problem-solving, cross-curricular knowledge, and the ability to find, manage, and evaluate information.

Suggestions for “use” would begin to lead teachers in new directions in using the learning objects.

ICT doesn't change **what** is learned; it changes **how** it's learned. (Ungerleider & Mussio).

Implementation:

For the learning objects already described on the web site, PCH should hire a utilization expert to review the objects and offer a utilization tip/strategy. The strategies should be appropriate to the suggested grade/year level of the object. This recommendation could become a summer project and be ready for the start of the 2004 school year. PCH needs to develop a strategy for sustaining the utilization comments as new learning objects are added to the site. There should also be a place where teachers can rate the usefulness of the learning object ... not unlike what happens on certain other sites e.g. recipes. Teachers could add their own comments about how they used the resource in their classes and with what results. Allowing teachers to comment on how they use the object also allows for a different level of interactivity on the site.

Issues and challenges:

- Since curricula vary with each province or territory, the utilization suggestions must take into account the provincial/territorial differences.
- The site is huge and the project would need to start immediately.
- The teachers/users may come up with new/alternative navigation suggestions and these should be considered.

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support: New Information and Communication Technologies

Priority stream: Improve Core French programs: Give new life to French Immersion.

Timeframe: Short term, medium term

Recommendation:

48. Develop distance education courses, incorporating the new information communication technologies (NICT) and offer them for delivery nationally.

Rationale:

Retention of students could be improved significantly if students had better access to courses and materials of interest to them. The lack of variety and range of courses available in French is one of the most important reasons why students leave the program at the secondary level. Distance education, using sound pedagogical principles for this kind of delivery, would permit a wider range of courses to students in all areas of the country.

Implementation:

The fact that each province and territory develops its own programs of study and courses sometimes creates barriers to sharing resources. Nevertheless, in many jurisdictions, including Francophone minority schools, students have the same or very similar programs of study. Distance education courses could serve multiple jurisdictions, if a strategy were developed of developing “learning objects” that could be added to each other in order to meet each jurisdictions needs. This work could be carried out by a consortium of provinces and territories like the Western and Northern Canada Protocol and the Atlantic Provinces Education Foundation, who unite in the development of curricular framework and learning/teaching resources. These consortia could develop learning objects, organize them into courses and make them available to all other provinces and territories.

PLAN TWENTY THIRTEEN (20130)

Strategic focus: Program Improvement and Support: New Information and Communication Technologies

Priority streams: Improve Core French programs: Give new life to French Immersion.

Increase the number of qualified teachers.

Timeframe: Short term, medium term

Recommendation:

49. Initiate a pilot project for FSL teachers to provide them with the technology to enhance their classroom curriculum delivery with wireless Internet access to be initiated in partnership with a wireless delivery service. The wireless access is the key as it is cutting edge, innovative and advantageous to the FSL teacher who does not have a permanent classroom.

Rationale:

Research shows that FSL teachers are inhibited in their use of new technologies because of lack of access, usually in the classroom. Though most schools now have an Internet access somewhere (library, staff room etc.), a wireless connection would allow the teachers to experiment with instantly accessing information necessary for their classroom preparation without worry of “plugging in.” In general, FSL teachers are not opposed to using technology in the classroom viz. television, cassette recorders etc., but an Internet connection via land lines or modems is totally reliant on the school’s access in particular.

Implementation:

Ideally, this pilot study would involve teachers in remote communities, small towns and large urban centres in both core and immersion classrooms. To enhance the experience in year two, and in partnership with the World Bank or CIDA, additional countries that are experimenting with wireless connectivity might be added to the mix, to enhance both the teacher and the learner experience. Countries such as Brazil, Morocco, Namibia etc. already have the experience of dealing with on-line sharing.

www.techknowlogia.org/TKL_active_pages2/Sponsors/t-right2.asp?IssueNumber=8&ArticleID=216

Canada already enjoys a solid reputation as a deliverer of considerable expertise in both technology and language teaching in these countries. In Ontario, the Education Network of Ontario (ENO/REO) has an on-going project with teachers and students in Brazil that is project based. ENO/REO has put the WorldLingo translator on its site to assist in communication among the participants:

<http://brazilcanada.enoreo.on.ca/>

In the early '90s, a similar project (giving teachers technology) was undertaken by the Learning Partnership with its consortium of teachers in the greater Toronto area. The focus of this project was mainly mathematics and sciences and was connectivity driven.

Ideally, this project would require a research component to monitor the impact of ICT use in the classroom. According to a research report from the International Certificate Conference in Europe:

The new media not only facilitate a changed **culture of learning** in institutional contexts, they also demand such changes. They provide new opportunities and challenges by:

- offering a wider range of teaching contents (especially teaching methods);
- **enabling more self-directed learning, offering a range of choices, individual learning pathways and freer forms of learning;**
- offering teachers and learners the chance to plan and organise courses together (empowering learners to influence the choice of teaching contents);
- freeing learning and teaching from the limitations and constraints of the traditional classroom by opening up and using spaces outside the school/teaching institution;
- facilitating communication between learners and between learners and the teacher via the Internet.

Retrieved via the Internet:

<http://europa.eu.int/comm/education/policies/lang/languages/download/ict.pdf>

Teacher preparation:

The teachers selected for the project would need specific training. Some of this training would take place in a face-to-face environment and then continue through a dedicated web site where discussions and sharing of new information would take place.

The initial training of the teachers would be designed on the Transfer of Knowledge model. The expectation would be that, once trained, the teachers would return to their schools and share the knowledge and skills with their colleagues.

According to a research report from the International Certificate Conference in Europe:

The acquisition of **new** skills, referred to in the report as “**the new literacies**” (technical, critical, linguistic and cultural), plays an extremely important role in the acceptance, adoption and use of ICT in FLT. Teacher training is shown to be the key to the successful introduction and deployment of the new media. Special efforts are required to overcome observed gender and generation divides and to

redress the balance by providing specific training programmes which encourage female teachers and older faculty to become acquainted with ICT and its attendant advantages.

In ICT-rich environments, teachers must above all:

- improve their didactic competencies linked to media;
- provide less information and instruction, but offer more consultation in learning processes;
- monitor learning processes rather than direct them;
- offer and organise group work to a greater extent.

This means that teachers need to focus on the design of situations, sequences and activities conducive to learning languages by encouraging learners to participate in collaborative efforts. Indeed, the management of learning scenarios, where learners and teachers complement one another's skills, expertise and knowledge in collaborative efforts, must form the basis of the education of the language teachers of tomorrow.

Retrieved via the Internet:

<http://europa.eu.int/comm/education/policies/lang/languages/download/ict.pdf>

PLAN TWENTY THIRTEEN (2013)

Strategy focus: Program Improvement and Support: New Information and Communication Technologies.

Priority stream: Increase the number of qualified teachers.

Timeframe: Short term, medium term

Recommendation:

50. Create a virtual “live in-person” sharing website where nationally recognized experts and “Master Teachers” are made available for questions and live chat with classroom teachers. Chats with recognized celebrities would be open to students.

Rationale:

When surveyed, most teachers would prefer face-to-face in-service sessions. Though this method of delivery remains the ideal, it is not always possible or practical to deliver expert opinion in this way.

Using the Internet as a delivery mechanism levels the playing field for accessibility. Of the many FSL teachers in the country, few are afforded the opportunity of attending conferences or workshop sessions. Providing the opportunity to converse with experts via the Internet does several things:

- The same message is seen and heard by all.
- Once archived, the message can be accessed many times.
- With emerging technologies (CUSeeMe), it will become easier for the experts to deliver their message and for users to participate.
- “Thanks to the WWW, access to authentic materials has never been easier; vast linguistic resources and an exhaustive range of materials are available in all languages of the European Union and beyond, ready for immediate exploitation. (ict.pdf)
- Offering access to experts in this way may be the only time that users will have a chance to interact with them.

Implementation:

- In consultation with the experts, determine the availability and frequency of the interactions.
- The “live” site would be part of an existing, known web site e.g. CASLT. Since teachers are already quite familiar with the offerings from CASLT, this addition would be an enormous value added. (rationale)
- Begin by offering the service once quarterly and build up to once monthly or weekly, depending on demand. In addition to pedagogical expertise, this site could also feature live chats with important French speaking personalities like

Julie Payette, Roch Carrier, popular Members of Parliament, pop singers and others. Each session would last about 3 hours.

- “Master” teachers identified locally and regionally, would carry out the synchronous interaction; the “conversations” would be archived for future reference.
- Within the next 5-10 years, “live” image technology will make it possible for more people to take advantage of the “CUSeeMe” type of interactions. (think digital picture phones...some phones and palm pilots now even allow for short videos that are then transmitted over the telephone line). Other PDA/PCDs or wireless, hand-held devices are flooding the market, each with a newer twist on the technology than the last.
- The site would resemble some of the “homework on-line” sites where teachers are available for questions sessions with students who log in.
www.ilc.org/cfm/AAT/AboutAAT/aat_AboutMain.cfm?Menu_ID_Sel=300&Lang_Sel=1

The above web site sits on the Independent Learning Centre web site (TVOntario), and is specific to the courses they offer. In the past, this site was open to any student in the province to ask questions of the on-line teachers.

Ask a Teacher has more than forty tutors in various cities across the province. The tutor you are chatting with may be in Windsor, Ottawa or as far north as Kirkland Lake.

All the tutors on Ask a Teacher are real Ontario teachers. All are certified with the Ontario College of Teachers, and have submitted clean police checks to TVOntario. Our entire “faculty” has classroom experience. Most are still teaching in classrooms during the day and tutoring during the evening.

Here is an example of sponsorship:

TVOntario is pleased to announce that RBC Financial Group has signed on as the title partner for the Ask a Teacher Web site. RBC Financial Group will provide support over three years as part of its commitment to educational programming and services in Ontario.

- Another “ask a teacher” style site:
www.edu365.com/primaria/muds/angles/index.htm

Steps needed:

The idea would require publicity and support but then this is the “buzz” we want to create. Certainly if a celebrity is to be “live” on the site, the promotion needs to be more intense.

- Offshoots of the idea could include specialists in various career areas to answer students’ questions about the need for French for work (I am thinking of the CEO of Mountain COOP or The Star’s Bloomberg).

Issues and Challenges:

- In my experience with the “Ask a Teacher” site at TVOntario, response was limited at first; this should not be seen as failure. It took several months for the idea of going on-line to pose a question to become known in the education community; the greatest successes happened when we brought in a recognized name for a chat e.g. Marc Garneau to answer science questions. We also began a publicity program where we announced the presence of the site on the TTC electronic billboards at every subway station. Advertising and word of mouth soon gave us the profile (and numbers) the bean counters needed.
- Remuneration for the on-line time of master teachers and experts.
- Keeping the site “fresh” – adding new “experts and new twists as the technology makes it possible. (At TVO, we quickly had to add a telestrator for the teachers to demonstrate some math principles, especially those involving fractions).
- Promoting the site – if people don’t know about it, they can’t come to use it.
- Many web FSL sites are suitable for younger students (www.lafete.org); it is always a challenge to appeal to the older students.
- Research shows that teens (especially females) love to chat; this site would give them a reason to chat in French, especially with a celebrity.

If there is one thing about NICTs that the majority of observers and researchers agree upon, it is the degree to which they have become part of the daily lives of most young people. The statistics leave no doubt. North American studies show that 61% of young people between the ages of 8 and 17 have a television in their bedroom. Over half of the young people surveyed (57%) surf the Internet using a computer in their bedroom. [...]

Girls, and especially high school girls, are twice as likely as boys of their age to cite socializing as their favourite feature of the Internet. (Bélanger)

PLAN TWENTY THIRTEEN (2013)

Strategy focus:	Research
Priority stream:	Research - Explore the feasibility of creating a Pan-Canadian Consortium for Second Language Education Research.
Timeframe:	Short term (set-up), long term

Recommendations:

51. Establish a Second Official Language Research Agency in 2004-2005 (to be named SOLRAC – Second Official Language Research Agency of Canada).

Rationale:

Research is a fundamentally important aspect of initiatives for Plan 2013, whether the focus is on accurate measures of progress or investigating the theoretical and empirical underpinnings to inform and guide the initiatives. At the same time, it is not inaccurate to suggest that provinces and territories do not have research (except measurement issues) at the front and centre of their priorities. They need the theoretical and empirical framework for decision-making but they won't necessarily want to allot funds. The establishment of SOLRAC as an arms-length agency would provide a national focus for research while serving regional and provincial/territorial needs. Since all proposals for 2013 funding must include a research component, provinces and territories will be obliged to target funds towards this. The SOLRAC could assist with maximizing the sharing of research resources.

The purpose of the agency would be to advise PCH on research issues related to Plan 2013. The primary roles of the SOLRAC would be to:

- Identify areas for research in second language education that will enable members of the second language education community to support progress toward the goal of 2013.
- Act as a clearinghouse for information and promote research findings to the academic community and within communities of other players and decision-makers such as ministries of education, teachers, parents, students, employers from the private sector/government/NGO's, media.
- Identify resources required to conduct the research, including financial and human resources. It would set parameters for research funding.
- Serve as a member of the Canadian Second Official Language Education Coordination Commission.
- Identify experts who could form research teams

This research agency would consist of an Executive Director, a Board of Directors and a Research Proposal Funding Review Committee. The research should allow for traditional types of theoretical and academic-type projects as well as less academic, untraditional classroom- and community-based research. The Board of Directors would also be responsible for fundraising (to create an endowed fund for future second language research) and for creating the buzz around the scope, importance and quality of second language education research conducted in Canada, funded by SOLRAC. This multi-sectoral funding is a key aspect of ensuring that the research program is intimately linked to the 2013 goal.

The Research Proposal Funding Review Committee, a sub-committee of the Board of Directors, would be made up of experienced second language researchers, and would review funding applications, providing an element of peer review to research funding that enhances its value for university researchers.

Implementation:

This agency should be established early in the 2004-2005 fiscal year. An administrator with experience at upper levels of the political arena (e.g. an Assistant Deputy Minister, a Director General from a relevant federal or provincial/territorial ministry, or a university faculty member – preferably someone with research and project leadership experience) would be seconded to this agency for 2-3 years to establish the agency. This person would select the first Board of Directors, ideally consisting of 6-8 members, drawn from a variety of sectors, including finance, media, business, government and from professional associations such as CASLT, CAIT, CPF, CAAL, SEVEC and SPEAQ. At least one member should be an experienced second language researcher. The members of the Research Proposal Funding Review Committee should be drawn only from post-secondary institutions. Membership on the Research Proposal Funding Review Committee should be varied and balanced according to the following factors: Regional representation, program focus (FSL – Core French and Immersion; ESL), first language, gender, size of post-secondary institution, career stage. Membership on the Board and the Research Proposal Funding Review Committee should normally rotate every three years. After the initial appointment, the Board should create a nomination committee to ensure renewal. The Board and Executive Director should recruit members of the Research Proposal Funding Review Committee. The Board would normally meet twice per year, either face-to-face or by teleconference. The objective of the first meeting each year would be to set research priorities. The second meeting would focus on decisions about funding of research proposals. A similar arms-length research agency has been established in Alberta by groups and ministries with common interests in the well-being of children (www.research4children.com).

52. Commission (by SOLRAC) a series of State of the Evidence studies that would serve to establish a basis for research priorities. For example, an updated version of the research agendas for French Immersion (Lapkin & Swain, with Shapson, 1990) and for Core French (Lapkin, Harley and Taylor, 1993) and a first such research agenda for English as a second and official language might be first steps.

Rationale:

The two cited research agendas have been particularly useful for researchers and graduate students since publication. These publications present a form of meta-analysis or synthesis of research that has been conducted, and they rationalize the need for future projects that fill gaps and extend current knowledge. Updated research agendas would be invaluable tools to guide the work of SOLRAC.

Implementation:

SOLRAC could commission a team of researchers, or put out a call for proposals. A budget of about \$15,000 should suffice for each research agenda (salaries for graduate students to do literature searches, consultant fees, administrative costs).

53. Initiate a collaboration between Canadian Heritage, SSHRC and other partners (OCOL, Intergovernmental Affairs) to establish an SSHRC-funded strategic grant targeted at official language education.

Rationale:

SSHRC is among the most prestigious funding agencies for researchers in the Humanities and Social Sciences in Canada. Moreover, SSHRC is perceived as a leader in knowledge development in many sectors of Canadian society including academia, business, and technology. Furthermore, it is almost “de rigueur” that university researchers obtain SSHRC funding prior to tenure and promotions applications, especially in large research-focussed institutions. Therefore, SSHRC funding that is specifically targeted to official second language research would 1) help increase the profile and status of official second language research, the action plan for official languages and official language learning in general; 2) be particularly attractive to university researchers because of the status associated with SSHRC grants.

Implementation:

Preliminary discussions have occurred between PCH, Privy Council and SSHRC. SSHRC officials have indicated that they are very keen to initiate a SSHRC strategic fund as soon as possible. Marc Renaud, SSHRC President, is especially eager to establish this special fund. However, given that SSHRC funding has been cut in recent years, it cannot provide all the funding required to establish this fund. SSHRC officials indicated that a

contribution of \$500,000 would be matched by SSHRC and another organisation (OCOL, Privy Council, CMEC), resulting in a fund of \$1.5 million.

The SSHRC strategic fund competition would be administered by SSHRC in the same way as other strategic grants have been implemented. PCH and SOLRAC would work collaboratively with SSHRC to establish the parameters and priorities for the strategic grant.

54. Initiate discussions (SOLRAC to lead) with the Board and editors of the Canadian Modern Language Review, CASLT and CAIT to explore the desirability and feasibility of producing one publication that would contain research and practical classroom-focussed material, in French and English, that would appeal to current readers of the CMLR and members of CASLT and CAIT.

Rationale:

One of the functions of SOLRAC would be to suggest ways to communicate research findings. Currently, three separate organizations, with some common and some different goals, create three separate publications for its members/readership. Creating these publications is time-consuming and costly, especially for volunteer-driven organizations with limited staff. Moreover, the three documents are not reaching as many individuals interested in second and official language education as they could be. A collaborative publication, created and coordinated by U of Toronto Press (current press publishing the CMLR), with associate editorship from CASLT and CAIT, could become a one-stop-shopping document, containing three separate sections: 1) research/theory; 2) Core French and other second languages; 3) French Immersion. The latter would be written exclusively in French, and the first two sections in both French and English. A joint publication would be more costly to produce, but the revenue from a significantly increased readership base could outweigh the increase in production costs. Moreover, a more centralized production process by a professional publishing house (with an expert Board and editorial team) would reduce workload for volunteer boards and staff whose time is limited.

Implementation:

As soon as SOLRAC is formed, a discussion should take place with its board members about this issue.

PLAN TWENTY THIRTEEN (2013)

Strategies for a National Approach in
Second Language Education

PART D

Summary of Recommendations

PLAN TWENTY THIRTEEN (2013)

Strategies for a National Approach in Second Language Education

Recommendations**STRATEGIC FOCUS: A PRIORI (OVERARCHING)****Priority stream:** Impact Assessment Framework

1. Implement a tracking system linked to scholastic achievement to evaluate the effects of improvements made to FSL programs. This parallel tracking system will provide more reliable and valid data than the census and will entail evaluating second language proficiency attained by graduates of existing FSL programs using a standardized national test as soon as possible and every 4-5 years thereafter.
2. Define “functional knowledge” and determine if this is a “reasonable goal” for FSL programs.
3. Adopt the test used in Recommendation 2 above as the standard measure against which progress towards the 2013 goals is framed.
4. Plans from the Provinces and Territories should be focused on the achievement of the overall goal for 2013 (doubling the proportion of functionally bilingual graduates). The four principal dimensions of progress toward the goal will be:
 - student achievement
 - student retention
 - teacher development
 - teacher retention
5. Establish a Canadian Second Official Language Education Coordination Commission (CSOLECC) to provide oversight and insight into progress towards the 2013 goals.
6. Develop a *Guide for the Implementation of Quality French Second Language Programs* developed for use by provincial or territorial, school board or school officials.
7. Develop a professional development program for FSL school administrators and prospective administrators in order to give them a solid knowledge base for French as a second language programs and their characteristics and needs.

Priority stream: Promotion / Advocacy

8. Develop, promote, support, and sustain a national FSL marketing strategy to bring bilingualism to the forefront, to create a “buzz” to demonstrate that bilingualism is necessary and fun; the strategy, lead by Canadian Heritage will encompass the following:

- A new information web site, www.iambilingual.ca, will provide new and vital information to parents, educators and the community as well as links to existing web sites; the links will include: LangCanada, CASLT, CAIT, CPF, SLEC, etc. as well as pertinent provincial/territorial sites. The main message on the site will promote the message: “be a Canadian, be bilingual”. Hot buttons will deliver short pithy messages before linking to sites. The web site will be “top ten” listed on search engines.
- A promotional campaign “why be bilingual?” will run on TV, radio, the Internet and in print, using short vignettes to send the message that to be bilingual is to be Canadian (following the model of Heritage Moments or Canadian of the Century contest). These “spots” will be delivered using champions of bilingualism,” heroes, celebrities, and kids talking to kids. They will run where kids and parents are watching: prime time, sporting events, MuchMusic etc. Each ad will end with the iambilingual.ca address for further information. The messages must be engaging, memorable, fun, and subtle.

9. Plan 2013 proposals for the development of resources such as teacher resources, guides for stakeholders, research projects and promotional products should include a plan for dissemination and possibly publication through commercial publishers.

10. Publish a *Guide to Plan Twenty Thirteen Program Applications* containing information about the parameters for applying for support from Plan 2013 funds. Each proposal needs to include a plan for research and promotion or dissemination of the project results.

Priority stream: Increase the number of qualified teachers.

11. Develop a competency profile to define the knowledge, skills and attitudes of a successful FSL teacher.

STRATEGIC FOCUS: PROGRAM IMPROVEMENT AND SUPPORT: MAKING FRENCH REAL

Priority stream: Improve Core French programs.

12. Overhaul Core French programs, particularly at the junior high and high school levels, with a view to developing courses that focus on authentic communication and meet the interests, abilities and needs of the students. Core French for Specific Purposes including French for a summer job; French for travel; Core French through Drama; Popular culture of La Francophonie, and Conversational Core French, should be primary considerations for implementation.
13. Include mandatory Core French in provincial/territorial high school graduation requirements.
14. Implement necessary professional development for Core French teachers who will deliver these improved Core French programs. (see also Recommendations 45, 46, 47, 49, 50 concerning Transfer of Knowledge professional development through New Information Communication Technology - NICT).
15. Organize a series of forums for teachers of Core French on a regional basis.
16. Develop and implement a French Second Language Portfolio and a high school Core French second language certificate.
17. Develop Core French courses for high school that can be delivered through New Information and Communications Technologies to ensure that all high school students have equal access to a Core French program.
18. Implement Intensive Core French in all provinces and territories as the approved program for Grade 6 (or Grade 4 or 5 if deemed more appropriate in the context of a province's or territory's program of studies).
19. Make one or more of the following programs/options available for students who have completed the Intensive Core French Program and who wish to continue with French:
 - Late French Immersion
 - Extended Core French
 - A Quality Junior High Core French Program

Priority stream: Give new life to French Immersion.

20. Offer a wider selection of courses to French Immersion students at the high school level, including on-line courses and French for specific purposes.

Priority stream: Offer bilingual graduates the opportunity to put their bilingual skills to use and improve the bursary and monitor programs.

21. Organize visits and exchanges between communities (or school boards or schools) rather than between teachers and their classes. Involve CPF (and other language-related organizations) and the wider community.

22. Combine visits/exchanges to Francophone communities and bursaries as a follow-up for students taking Intensive Core French.

23. Offer visits/exchanges as a carrot to keep students in Core French beyond the mandatory years. Offer exchanges/bursaries as a reward for staying in French until grade 12.

24. To help students complete grade 12 French and/or acquire a “functional knowledge” of French, offer Second Language Bursary Program courses to younger students and offer credits for these courses tied to outcomes on PSC standardized tests. [This program could also be used in conjunction with distance learning.]

25. Implement exchanges between Francophone and Anglophone teachers.

Priority stream: Improve Core French programs: Give new life to French Immersion.

26. Develop diagnostic tools and materials to support teachers in their efforts to serve adequately all students with diverse needs, including the gifted, those with special needs and ESL students: Teachers need to be trained in the application of these tools through the Transfer of Knowledge model described elsewhere in this report. The pedagogy of differentiated needs in an immersion context should be a particular focus.

Priority stream: Increase the number of qualified teachers.

27. Hire expertise (e.g. FSL consultants) at the ministry and/or district levels that would have, among other responsibilities, the creation, cataloguing and/or promotion of community resources such as the following:

- a) Community tutors
- b) Community theatre
- c) Teacher mentors
- d) Peer tutors

- e) Community FSL Portal
- f) Professional Development

Priority stream: Improve Core English programs.

- 28. Develop a standardized ESL assessment for Francophones in Quebec and New Brunswick quickly, so as to establish more effective measures for comparisons from now until 2013.
- 29. Commission a more in-depth study into priorities for ESL.

STRATEGIC FOCUS: PROGRAM IMPROVEMENT AND SUPPORT: POST-SECONDARY, TEACHER DEVELOPMENT

Priority stream: Increase the number of qualified teachers: Teacher education institutions.

- 30. Mount a professional recruitment campaign by teacher education institutions to publicize and promote their programs to potential candidates for the FSL teaching profession.
- 31. Compile, publish, and promote an on-line bilingual inventory of FSL and ESL teacher preparation programs at post-secondary institutions.
- 32. Develop and promote multi-modal inter-university courses through teacher education institutions.
- 33. Support universities to hire faculty associates for 2-3 year secondments from the school system to the universities.
- 34. Establish a scholarship program to attract promising students to B.Ed programs.
- 35. Establish a common certificate across universities, which serves to recognize that a certain number of courses and practical experiences have been achieved by the student.

Priority stream: Offer bilingual graduates the opportunity to put their bilingual skills to use.

- 36. Establish a task force to study official language education issues at the post-secondary level. The study should include: French language teaching, content courses taught in French, admission and graduation requirements, hiring policies for faculty members and support staff (e.g. librarians).

37. Offer spring/summer and/or full-year second language bursaries to students applying to Faculties of Education for FSL both pre- and post- program (who otherwise meet the admission requirements).

38. Offer language bursaries to teachers of other disciplines (i.e. those needed for immersion) who wish to retrain as FSL teachers.

39. Offer full tuition bursaries to FSL teacher candidates in partnership with school boards having difficulty recruiting or retaining FSL teachers.

Priority stream: Monitor and bursary programs

40. Link part-time monitoring opportunities to teacher education.

41. Link full-time monitoring opportunities to teacher education by changing the format to a practicum for FSL B.Ed. students during internship.

42. Prepare a handbook for teachers which outlines how best to use monitors in the classroom (i.e. a guide to the types of activities/tasks monitors could do that don't require a lot of preparation by the teacher but help students most effectively).

43. Study other full-time monitoring opportunities (the JET program in Japan, ESL in Korea/China) and determine how to be competitive in terms of salaries, recruitment, etc., if it is not possible to link full-time monitor positions with practice teaching sessions at Faculties of Education.

Priority stream: Improve Core French programs: Creating the “buzz.”

44. Create an awards program (Department of Canadian Heritage) for excellence in the teaching of Core French in Canada. This awards program would be similar to what is now offered by the Prime Minister's Awards for Excellence in Teaching (PMA) through Industry Canada. The winning teachers will appear in a short (5-10 min.) QuickTime video to illustrate the project or event that merited the award to share the expertise. This video would appear on a dedicated portion of a web site [TBA].

STRATEGIC FOCUS: PROGRAM IMPROVEMENT AND SUPPORT: NEW INFORMATION AND COMMUNICATION TECHNOLOGIES

Priority stream: Improve Core French programs:

Increase the number of qualified teachers: determine the kind of in-service professional development programs that would have the greatest benefit for teachers (e.g. using the NICT)

45. Design and deliver Transfer of Knowledge workshops in the new ICTs and their use in FSL classrooms designed and delivered on a national basis. These workshops would be supported by on-line discussions and video clips of “hot tips” for effective teaching plus a visual manual of “how to’s” to encourage all teachers in ICT literacy.

Priority stream: Improve Core French programs: Give new life to French Immersion

46. Add another feature to the LangCanada/PasserelleCanada website: a short indication of how to use the learning objects in addition to the short descriptions of the learning objects on this website.

47. Promote and market the web site. FSL teachers need to know of its existence. This promotion can occur in tandem with other teacher sessions, through postings on popular teacher accessed web sites or through electronic newsletters.

Priority stream: Improve Core French programs. Give new life to French Immersion.

48. Develop distance education courses, incorporating the new information communication technologies (NICT) and offer them for delivery nationally.

Priority streams: Improve Core French programs: Give new life to French immersion.
Increase the number of qualified teachers:

49. Initiate a pilot project for FSL teachers to provide them with the technology to enhance their classroom curriculum delivery with wireless Internet access to be initiated in partnership with a wireless delivery service. The wireless access is the key as it is cutting edge, innovative and advantageous to the FSL teacher who does not have a permanent classroom.

Priority stream: Increase the number of qualified teachers.

50. Create a virtual “live in-person” sharing website where nationally recognized experts and “Master Teachers” are made available for questions and live chat with classroom teachers. Chats with recognized celebrities would be open to students.

STRATEGIC FOCUS: RESEARCH

Priority stream: Research - Explore the feasibility of creating a Pan-Canadian Consortium for Second Language Education Research.

51. Establish a Second Official Language Research Agency in 2004-2005 (to be named SOLRAC – Second Official Language Research Agency of Canada).

52. Commission (by SOLRAC) a series of State of the Evidence studies that would serve to establish a basis for research priorities. For example, an updated version of the research agendas for French Immersion (Lapkin & Swain, with Shapson, 1990) and for Core French (Lapkin, Harley and Taylor, 1993) and a first such research agenda for English as a second and official language might be first steps.

53. Initiate a collaboration between Canadian Heritage, SSHRC and other partners (OCOL, Intergovernmental Affairs) to establish an SSHRC-funded strategic grant targeted at official language education.

54. Initiate discussions (SOLRAC to lead) with the Board and editors of the Canadian Modern Language Review, CASLT and CAIT to explore the desirability and feasibility of producing one publication that would contain research and practical classroom-focused material, in French and English, that would appeal to current readers of the CMLR and members of CASLT and CAIT.

PLAN TWENTY THIRTEEN (2013)

Strategies for a National Approach in
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PART E

Technical Reports Consulted

Technical Reports Consulted

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