

TABLE OF CPF RESEARCH RESOURCES FOR EVIDENCE-BASED ADVOCACY ACTIVITIES

RESEARCH RESOURCE	DESCRIPTION	CREDIBILITY	ADVOCACY APPLICATIONS
<p align="center">EQUITABLE ACCESS TO FSL EDUCATION</p> <p>Genesee, F. (2007) French Immersion And At-Risk Students: A Review Of Research Evidence, Canadian Modern Language Review 63(5), University of Toronto Press.</p> <p>Mady, C. (2007) Allophone Students in French Second-Official-Language Programs: A Literature Review, Modern Language Review 63(5), University of Toronto Press. Orders http://www.utpjournals.com/cmlr/cmlr.html</p>	<p>CPF-commissioned literature reviews published in special CPF edition of CMLR re: immersion education for all students.</p>	<p>Publication in a peer reviewed academic journal.</p>	<p>Advocate for equitable (universal) access to FSL programs.</p> <p>Challenge SD misconceptions re: negative consequences of FI on English-language acquisition.</p> <p>Advocate for inclusion of and services for students with lower academic abilities in FI programs.</p> <p>Advocate for Ministries of Education to make policy and procedural changes to allow/encourage Allophone students to participate in FSL education.</p>
<p align="center">BENEFITS OF FRENCH IMMERSION</p> <p>Lazaruk, W. (2007) Linguistic, Academic & Cognitive Benefits of French Immersion, Canadian Modern Language Review 63(5), University of Toronto Press. Orders: http://www.utpjournals.com/cmlr/cmlr.html</p> <p align="center">Summary</p> <p>CPF (2006) The State of French-Second-Language Education in Canada 2006, The Benefits of Choosing FSL Education for Your Children Ottawa: Author. http://www.cpf.ca/english/resources/fsl2006/pdfs/cpfannuale.pdf</p>	<p>CPF-commissioned literature review published in special CPF edition of CMLR re: immersion education for all students.</p> <p>Reproducible summary of findings for FSL promotion and public education.</p>	<p>Publication in a peer reviewed academic journal.</p>	<p>Promote benefits of FSL education to students and parents.</p> <p>Challenge SD misconceptions re: negative consequences of FI on English-language acquisition.</p> <p>Demonstrate French-language outcomes by type of FSL program: early, middle, late, intensive, extended, partial (50/50) and core.</p>
<p align="center">POST-SECONDARY</p> <p>CPF Inventory Of Post-Secondary Opportunities For Anglophone Students Studying In French (2006) http://www.cpf.ca/english/postsec/post_secondary_survey.html</p>	<p>Includes academic & social support for Anglophone students (course based language tutorials, re-submit after instructor reviews for grammar, employment services,</p>	<p>Academic & social supports were based on previous CPF surveys of university students & high school guidance</p>	<p>Promote FI & reduce high school attrition by reassuring parents & students that FSL education is appropriate for university-bound students.</p> <p>Encourage guidance counsellors & teachers to suggest post-secondary studies in French by</p>

	<p>exchanges, Francophone clubs, services & entertainment</p> <p>Profiles only those courses that are offered in the French language –French Lang & Lit or language training courses offered by most French departments are not included.</p>	<p>counsellors.</p> <p>Ipsos-Reid conducted the Post-2 survey to ensure that data collection was consistent & complete.</p>	<p>providing info about opportunities & support.</p> <p>Encourage Ministries of Ed & post-secondary institutions to offer similar programs & supports b/c only 13 universities offer these & research shows that most students choose post-secondary institutions in their home province.</p> <p>Encourage Francophone community colleges to recruit French immersion grads – offer to include them in our Inventory!</p>
<p style="text-align: center;">POST-SECONDARY</p> <p>The State of French-Second-Language Education in Canada 2005 http://www.cpf.ca/english/Resources/FSL2005/English%20report.pdf</p> <p>University student survey re: elementary, secondary and post-secondary FSL experiences, Ch 4 Post-Secondary Literature Review Ch 5 Recommendations p.35-37</p>	<p>Over 400 university students provided retrospective info re: factors influencing their decisions about enrolling in h/s immersion programs, whether FI courses prepared them for post-secondary studies in English and in French, and what social and academic supports would be useful when pursuing post-secondary studies in French.</p>	<p>CPF conducted the only contemporary research study that consulted often-overlooked stakeholders – students.</p> <p>Researchers: Doug Hart and Joyce Scane, Ontario Institute for Studies in Education (OISE)</p>	<p>As above</p>
<p style="text-align: center;">H/S GUIDANCE COUNSELLORS</p> <p>CPF/RCCFC Guidance Counsellor Survey (2006) http://www.cpf.ca/english/what%27s%20new/eng_rccfc.doc</p> <p>Recommendations p.41-42</p>	<p>Conducted by CPF on behalf of RCCFC – an umbrella group for Francophone community colleges outside of Quebec.</p> <p>Surveyed guidance counsellors who advised senior FSL students re:</p> <ul style="list-style-type: none"> ▪ Current info re: opportunities for FI graduates to study at francophone post-secondary institutions; ▪ Extent to which they are aware of and recommend ▪ Reasons they might hesitate to recommend ▪ Information required to promote opportunities. 	<p>Survey design based on earlier CPF surveys of university students.</p> <p>Researcher: Doug Hart, Ontario Institute for Studies in Education</p>	<p>Demonstrate to decision-makers and parents/students that guidance counsellors support post-secondary FSL studies for core and immersion grads but need information re: opportunities</p> <p>Demonstrate that guidance counsellors are confident that FSL grads have sufficient French-language proficiency to succeed in post-secondary French.</p> <p>Demonstrate that guidance counsellors agree with CPF-developed recommendations types of post-secondary academic/social support required/desired by FI grads pursuing post-secondary studies in French.</p> <p>Promote high school and post-secondary FSL</p>

			<p>studies to parents/students.</p> <p>Demonstrate to decision-makers and parents/students that immersion is important for students who are college-oriented as well as the university-bound.</p>
<p>FSL TEACHER SHORTAGE</p> <p>CPF FSL Teacher Shortage Survey 2002. http://www.cpf.ca/english/resources/fsl2002/tss.pdf.</p> <p>Recommendations: http://www.cpf.ca/english/Resources/FSL2002/TSS.pdf</p> <p>Updates 2003-2006 in The State of French-Second-Language Education in Canada 2003 – 2006</p>	<p>Structured phone interviews with ministries of education and faculties of education.</p> <p>Stratified survey of school districts by province/territory, size of board, and types of FSL programs offered.</p>	<p>Researchers: Alina MacFarlane, Ottawa U & Doug Hart, Ontario Institute for Studies in Education</p>	<p>Support calls for teacher qualification standards since some school districts report compromising on French-language fluency requirements in order to recruit sufficient FSL teachers.</p> <p>Support calls for faculties of education and school districts to promote FSL teaching as a career.</p> <p>Encourage SDs and schools to improve working conditions for core French teachers in order to increase recruitment and retention</p> <p>Encourage SDs to provide opportunities for existing teachers to upgrade French-language proficiency and FSL pedagogy.</p>
<p>CORE & ALTERNATE CORE FRENCH (EXTENDED & INTENSIVE)</p> <p>The State of French-Second-Language Education in Canada 2004. http://www.cpf.ca/english/Resources/FSL2005/English%20report.pdf</p> <p>Recommendations: p64</p>	<p>CPF surveyed @ 125 university students who provided retrospective info about their elementary and h/s core French experiences.</p> <p>Also includes a review of the research literature and comparison of attrition rates from core and alternate core French h/s programs.</p>	<p>CPF conducted the only contemporary research study that consulted often-overlooked stakeholders – students.</p> <p>Researchers: Doug Hart and Joyce Scane, Ontario Institute for Studies in Education (OISE)</p>	<p>Support recommendations for alternate Core French programs which are effective because:</p> <ul style="list-style-type: none"> ▪ They use immersion pedagogical techniques: French as language of instruction rather than subject of instruction and period of intensity. ▪ High school retention in alternate core programs better than regular core French. ▪ They produce higher levels of French proficiency than regular core programs <p>Emphasize the need for appropriate follow up programs (late immersion, extended French & enhanced French (which has not yet been widely implemented or tested) to maintain and develop fluency.</p> <p>Support recommendations for enhanced core French programming to meet students'</p>

			expectation that they will learn to speak French.
<p style="text-align: center;">INTENSIVE FRENCH</p> <p>An Examination of Intensive French: A Pedagogical Strategy for the Improvement of FSL Outcomes in Canada. http://www.caslt.org/pdf/IF.pdf</p> <p>Recommendations: p16-24.</p> <p>CPF was a member of the Canadian Heritage sponsored National Intensive French Review Committee.</p>	<p>Recommendations re: policy, resources, research/evaluation, promotion and teacher training.</p> <p>CPF-initiated recommendations include:</p> <ul style="list-style-type: none"> ▪ Universality of access, ▪ Educate decision-makers re: the need for appropriate follow up FSL programs to maintain & develop Fr skills. ▪ Educate decision-makers that IF doesn't produce same L2 proficiency as immersion. 	<p>Advisory committee composed of Ministry of Ed representatives and SD Supervisors.</p>	<p>Advocate for info resources that give parents, students, teachers and school districts realistic expectations for Intensive French. It does not produce the same Fr proficiency outcomes as immersion.</p> <p>Convince ministries and school districts that appropriate follow up programs (Other than regular core Fr) are required if IF grads are to maintain/increase their Fr proficiency.</p> <p>Advocate for universal access to Intensive French – students should not be “screened”. A two-year IF pilot was undertaken in NB to serve students with lower academic skills/learning difficulties.</p> <p>Advocate for the development/implementation of IF program standards and guidelines re: hours of instruction, overall program structure etc.</p> <p>Use Intensive French advocacy initiatives to attract core French members to CPF.</p>
<p style="text-align: center;">FRENCH IMMERSION: ELEMENTARY & SECONDARY</p> <p>The State of French-Second-Language Education in Canada 2005 http://www.cpf.ca/english/Resources/FSL2005/English%20report.pdf</p> <ul style="list-style-type: none"> ▪ Chapter 4. University student survey re: their elementary, secondary and post-secondary FSL experiences ▪ Chapter 5. Post-Secondary Literature Review ▪ Recommendations p.37 & p.64 	<p>CPF surveyed over 400 university graduates re: reasons for choosing and completing FI programs & the extent to which h/s FI courses prepared them for university-level studies in Eng and Fr.</p>	<p>CPF conducted the only contemporary research study that consulted often-overlooked stakeholders – students.</p> <p>Researchers: Doug Hart and Joyce Scane, Ontario Institute for Studies in Education.</p>	<p>Support recommendations for effective promotion of French immersion to senior elementary and high school students and parents.</p> <p>Support recommendations for offering a wider selection of attractive, university-oriented high school immersion courses.</p>
<p style="text-align: center;">EVALUATING MINISTRY SUPPORT FOR FSL PROGRAMS</p>	<p>Summary of CPF-devised indicators of effective support</p>		<p>Recommend positive provincial/territorial changes to FSL education policies and practices.</p>

<p>CPF (2002) The State of French-Second-Language Education in Canada 2002, Ottawa: Author http://www.cpf.ca/english/Resources/FSL2002/FSL%2002%20(ENG)%20-%20CHAPTER%203.pdf</p> <p>Recommendations 2000-2006: See FSL Reports</p>	<p>for FSL education in 2006 FSL Report. Criteria include indicators of equitable access, program quality and accountability.</p> <p>CPF Branches provide annual info re: current situation in their provinces/territories and identify areas for action and challenges.</p>		
<p>EVALUATING SCHOOL & SD SUPPORT FOR FSL PROGRAMS:</p> <p>The CPF FSL School Self-Assessment Tool http://www.cpf.ca/english/Educators/SAT.htm</p>	<p>Equitable Access, Quality, and Accountability - indicators of effective support for FSL education used in all FSL Reports applied to the school & school district levels.</p>	<p>Designed in consultation with a committee composed of FSL researchers, supervisors and teachers.</p>	<p>Engage principals, teachers and parents in co-operative use of the tool to assess how FSL programs in the school/school district are faring.</p> <p>Use criteria for effective support for FSL programs in recommendations to schools and school districts.</p> <p>Excellent resource for enhancing school/school district support for core French programs by sharing FI resources, extra-curricular opportunities etc.</p> <p>Excellent resource for helping to dual track schools to value/support FI programs.</p>
<p>ELEMENTARY IMMERSION -REMEDIAL</p> <p>Peer Tutoring Literacy Program for French Immersion Schools: A Parent-Teacher Collaborative Approach http://www.cpf.ca/english/Resources/Peer%20Tutoring.htm. Password = ptt01</p> <p>Note: not the same as “Reading Buddies”. Learners are assessed by teachers; tutors are trained in specific literacy techniques; learner progress is measured throughout the program</p>	<p>CPF commissioned the parent-teacher team who created the FSL peer tutoring programs to develop a training manual and video.</p> <p>Peer tutors (grades 5-8) are trained to provide structured interventions. Parents administer the program during school hours. Teacher assess learners, recommend and help train peer tutors.</p>	<p>Learner outcomes evaluated by Monique Bournot-Trites, UBC.</p> <p>Teachers assess each learner and develop an individualized plan for tutors to implement.</p>	<p>Advocate for the implementation of Peer Tutoring as remedial support for almost independent grade 2-3 readers with no learning disabilities.</p> <p>Adopt Peer Tutoring as a Chapter activity and recruit parent volunteers for the tutoring program and for your Chapter.</p>

<p style="text-align: center;">FSL ENROLMENT STATISTICS</p> <p>CPF French-Second-Language Enrolment Trends 1999-2000 to 2005-2006 http://www.cpf.ca/english/resources/enrolment%20trends%20index.htm</p>	<p>National and provincial/territorial FSL enrolment stats by year, grade and type of FSL program.</p> <p>Analysis of enrolment trends by Doug Hart, Ontario Institute for Studies in Education (OISE).</p>	<p>Gathered by CPF National directly from Ministries of Education.</p> <p>FSL enrolment is expressed as a proportion of the eligible student population so that enrolment changes are not confused with changes to the school-aged population.</p>	<p>Provide accurate information about FSL enrolment trends.</p> <p>Link enrolment trends to federal/provincial funding practices.</p> <p>Demonstrate need for enhanced accessibility to and promotion of FSL education programs.</p> <p>Caution: Enrolment tables should not be used to demonstrate student attrition/retention by type of FSL program – multiple entry points to FSL programs makes it difficult/impossible accurately to calculate attrition. See discussion in CPF (2003) <i>The State of French-second-Language Education in Canada 2003</i>, Ottawa: Author</p>
<p style="text-align: center;">OFFICIAL LANGUAGES IN EDUCATION (OLEP) FUNDING</p> <p>CPF (2006) <i>The State of French-Second-Language Education in Canada 2006</i>, Ottawa: Author http://www.cpf.ca/english/Resources/FSL2006/pdfs/CPFAAnnualE.pdf</p> <p>Recommendations: National p23 Provincial/Territorial: see Appendices</p>	<p>Evaluates progress toward <i>The Action Plan for Official Languages</i> as reflected in the Agreements on Minority-Language Education and Second-Official-Language Instruction 2005-2009.</p> <p>Recommendations include:</p> <ul style="list-style-type: none"> ▪ Consultation with parents at all levels of FSL ed system ▪ Accountability for \$ and program quality at school, SD and Ministry levels ▪ Establishment of FSL Advisory Committee at federal level – involve CPF & other national stakeholders. 	<p>Evaluation: Goss, Gilroy & Associates with expertise in evaluation of government programs.</p> <p>Academic Advisor: Paula Kristmanson, Second-Language Education Centre, UNB.</p>	<p>Support calls for effective strategies to achieve goals of Canada’s Action Plan for Official Languages with information about results to date.</p> <p>Recommend parental involvement at all levels of FSL education.</p> <p>Call for financial transparency and accountability for OLEP \$.</p>

<p style="text-align: center;">ENGLISH AND MATH SKILLS</p> <p>Math And English-Language Skills: <i>Making Choices About Your Child's Education</i> http://www.cpf.ca/english/resources/math-eng%20language.htm. Pamphlet available from branch and national offices</p>		<p>References contemporary review of 30 years of FSL research, which confirmed no negative effects on Eng acquisition or math skills.</p> <p>References province-wide testing result in BC, ON and NB.</p>	<p>Promoting FSL education to parents and students.</p> <p>Addressing misconceptions about negative consequences of FI on math and English-language skills.</p>
<p style="text-align: center;">PRESCHOOL & KINDERGARTEN</p> <p>The CPF Early Childhood Activity Workbook. http://www.cpf.ca/english/what%27s%20new/cpf_activity_book_branch.pdf.</p>	<p>Activities to introduce children to French and FAQs to acquaint parents with the benefits of FSL education.</p>	<p>FAQs developed from Lazaruk, W. (2007) Linguistic, Academic and Cognitive Benefits of French Immersion, CMLR 63(5) p 629.</p> <p>Activities developed by Anthony Mollica, York University.</p>	<p>Promoting FSL education to parents of pre-school and primary school children.</p>
<p style="text-align: center;">FSL RESEARCH</p> <p>The CPF Research Database http://www.cpf.ca/english/resources/research%20database/research%20database.htm</p> <p>User ID & Password: cpfweb2, Goodness45</p>	<p>Provides bibliographic information and summaries of research findings. Searchable by author, title and keywords.</p> <p>The national office gathers and summarizes research studies — we are always happy to recommend appropriate materials to save you a hunt. Please feel free to contact Joan Hawkins for assistance: jhawkins@cpf.ca.</p>		<p>This database is a good starting point for research into FSL issues.</p>

FI SCHOOL DATABASE

The CPF Guide To Immersion And Extended Core French Programs.

<http://www.cpf.ca/english/Resources/CPF%20Guide.htm>

User ID & Password: cpfweb2, Goodness45

Searchable online database of schools by province, school, school district and type of immersion program. Displays one school record at a time.

For custom runs for summary information (example: the proportion of schools offering middle immersion or the number of SDs with both immersion and extended Fr.) contact Joan Hawkins:
jhawkins@cpf.ca