

CANADIAN PARENTS FOR FRENCH NETWORK

FRENCH AS A SECOND LANGUAGE (FSL)

GLOSSARY OF TERMS

NOTE: Because education in Canada falls under the authority of provinces and territories terminology varies by jurisdiction. Readers are advised to consider the context from which a reference may originate.

Accelerative Integrated Method (AIM)	A language teaching method most often used in core French, that uses gestures, music, dance, and drama to help students learn. The basic premise of AIM is that students learn better and are more likely to remember something when they use a gesture as they say words, e.g., as they say ' <i>regarder</i> ' (to look), they hold their hands in front of their eyes in the shape of binoculars.
Allophone	An individual whose first language is neither English nor French. See also: English Language Learner
Bilingual Program	Also, known as 50/50 or early partial immersion, bilingual programs usually begin in Kindergarten or Grade 1, with students receiving 50% of their instruction in French. Bilingual programs are less common than early, middle and late immersion programs.
Bilingualism	The ability to speak two languages. In Canada, the term usually refers to the ability to speak both English and French, the two official languages of Canada.
Common European Framework of Reference for Languages(CEFR)	This language proficiency framework provides a transparent, coherent and comprehensive basis for the development of language syllabuses and curricula, design of teaching and learning materials, and assessment of language proficiency. In it, language proficiency is defined by six global levels of performance expressed in 'can do' statements, which are useful to language learners for self-assessment. This framework is used by 47 member countries and 6 observer countries (of which Canada is one). See also: European Language Portfolio; DELF; DALF; Action-Oriented Approach; <i>Diplôme d'études en langue française</i> (DELF); Diplôme approfondi de langue française (DALF)
CEFR-Informed Practices	Teaching, learning and assessment practices inspired by the CEFR that emphasize the development of students' ability to develop into independent language users by communicating in French in authentic, everyday situations.
Collaborative Inquiry	A form of professional learning, a method for problem solving and a systematic approach to generating professional knowledge. In schools, this typically involves groups of educators working together with student learning as a focus (and may involve students as partners in the inquiry).

Core French	A program in which French is taught as a subject among others in a regular English program in two to five lessons a week for usually 30 to 40 minutes. Known in some jurisdictions as Basic French Program or French Second Language Program.
Corrective Feedback	A common assessment practice in education whereby a student receives feedback from their teacher or peers on their performance on various tasks. In FSL classrooms, this may involve explicit correction, a clarifying question, repeating what was said in a different way, etc.
Council of Ministers of Education, Canada (CMEC)	Intergovernmental body founded by ministers of education to serve as: <ul style="list-style-type: none"> ▪ a forum to discuss policy issues; ▪ a mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest; ▪ a means by which to consult and cooperate with national education organizations and the federal government; and ▪ an instrument to represent the education interests of the provinces and territories internationally. See also Official Languages in Education Program (OLEP)
Cross-Disciplinary Collaboration	In second language contexts, this refers to teaching a skill (e.g., literacy) in more than one subject area in the curriculum; learners and teachers work together to achieve a common goal.
Digital Literacies	Refers to an individual's ability to find, evaluate, produce and communicate clear information through writing and other forms of communication on various digital platforms.
<i>Diplôme approfondi de langue française (DALF)</i>	The official French-language certification for non-native speakers, composed of two independent diplomas corresponding to the top two levels, C1 & C2, of the CEFR. DELF and DALF evaluate language skills in four areas: oral comprehension, oral expression, written comprehension, and written expression.
<i>Diplôme d'études en langue française (DELF)</i>	The official French-language diploma awarded by France's Ministry of National Education to recognize French second language proficiency among non-native speakers. The DELF is taken by those whose proficiency is between A1 and B2 on the Common European Framework of Reference (CEFR). It is recognized around the world and is valid for life. DELF testing is offered by 965 accredited centres throughout the world, including 19 in Canada. The DELF tests the ability of students to use French in real-life situations and uses the six reference levels identified in the Common European Framework of Reference for Languages (CEFR). DELF for Schools (DELF Scolaire) include both written and oral components, designed for secondary school students (between the ages of 12 and 18).

	See also: Common European Framework of Reference for Languages (CEFR); Diplôme approfondi de langue française (DALF)
Discretionary FSL Program	These are programs of choice, e.g., French immersion as opposed to mandatory programs, such as core French (the default option offered in most Canadian schools).
Diverse learner / student with diverse learning needs	Describes learners whose learning needs present challenges to their performance in school and/or require additional support.
Early French Immersion (EFI)	Early French immersion (EFI) is the most common immersion option and is offered in all Canadian provinces and in two territories, Yukon and Northwest Territories. Early immersion students usually begin in Kindergarten or Grade 1, receiving 90-100% of their instruction in French. English Language Arts are introduced between Grades 2 and 4 and, over the school years, the percentage of French-language instructional time is reduced. Early French immersion generally produces the highest proficiency levels and is considered to be the optimal immersion entry point as it meets the needs of the widest range of student abilities.
English Language Learner (ELL)	Students in English-language schools whose first language is other than English. Includes newcomers from other countries, as well as children born in Canada and raised in families or communities where languages other than English are spoken. Learners may initially require educational interventions to assist them in attaining English language proficiency. Research indicates that exposing English language learners to FSL may have a positive influence on their English acquisition. See also: Allophone
Enhanced FSL Programs	A collective term for a variety of enhanced core/basic French programs in which students take two or three courses in which French is the language of instruction, in addition to French Language Arts. The term encompasses Extended, Expanded, and Post-Intensive French programs. (See specific definitions)
European Language Portfolio	An assessment tool incorporating three components (a language passport, a language biography and a dossier) used to track and document language learner progress according to the six reference levels identified in the CEFR.
Expanded Core French	An enhanced French as a second language course option in which students enroll in accelerated Core French courses and in courses chosen from other subject areas, also studied in French. Offered only in Nova Scotia.
Extended Core French	An enhanced French as a second language program in which students take two or three subjects taught in the French language in addition to French Language Arts. The Junior Extended French program begins at the Grade 4 level. Students in this program spend 50% of their day in French instruction from Grade 4-8. The subjects taught in French are generally French Language Arts, Social Studies and Arts.

	The Grade 7 Extended French program offers students who have successfully completed three years of Core French the option to enter into a more intensive program in Grade 7. These students spend approximately 40% of their day in French. Offered only in Ontario.
French First Language Education Programs / Schools	Describes any program designed to teach children of parents who are French language rights holders. Section 23 of the Canadian Charter of Rights and Freedoms addresses the right to instruction in English or in French of a minority population. Children whose parents are French-language rights holders are automatically admitted to a French-language school. Other children who apply may be granted admission based on criteria determined by the school board or provincial / territorial education authority.
French Immersion (FI)	A second-language education program in which French is the language of communication and instruction using the same curriculum as that offered in the regular English program. The term is an inclusive one that can be used to refer to a number of variants of immersion (based on entry year, amount of time and intensity, etc.) See also: Early French Immersion, Middle French Immersion, Late French Immersion, Bilingual programs (also known as 50/50 programs) and early, middle and late partial immersion variants.
French as a Second Language (FSL) education	French language education for students who do not have French as a first or additional language. This includes core French, French immersion, intensive French, and various enhanced FSL program options.
Inclusive Practice	An approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.
Intensive French/ Intensive Core French	Intensive French (or Intensive Core French) is an FSL approach in which French is taught intensively for most of the day during five months of the Grade 5 or 6 year. The students in the program receive about 80% of their instruction in French, with a focus on literacy learning rather than a language-through-content approach (used in Immersion), during the first half of the year and 20% during the second half; the rest of the subjects (except for Math) are “compressed” into the second half of the year. In some jurisdictions, the term “neurolinguistic approach” is used to denote the same approach but with certain pedagogical specificity. After the initial intensive year, there are a number of options, depending on the school board, whereby a similar pedagogical approach continues in higher grades (called <i>Français approfondi</i> , Enhanced French, and more).
International Baccalaureate (IB)	IB is an international educational foundation headquartered in Geneva, Switzerland, founded in 1968, offering four educational programmes: the IB Diploma Programme and the IB Career-related Programme for students aged 16 to 19, the IB Middle Years Programme for students aged 11 to 16, and the IB Primary Years Programme for children aged 3 to 12. To teach these programmes, schools must be authorized by the International Baccalaureate.

	"IB" may refer to the organization itself, any of the four programmes, or the diploma or certificates awarded at the end of a programme.
Late French Immersion (LFI)	Late immersion students begin between Grade 5 and 8, depending upon the jurisdiction, and generally receive 80% of their instruction, using a language-through-content approach in French, at the beginning of the program. Over the school years, the percentage of French-language instructional time is reduced. Late immersion produces proficiency levels that are generally higher than those associated with Core French programs. Students in LFI are often more involved in the choice to enroll than those in other FI programs and are often academically capable.
Learner Autonomy	Refers to when students take control and responsibility for their own learning, both in terms of what they learn and how they learn it. It takes as its starting point the idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies.
Learner Exceptionalities	Refers to learners whose physical, behavioral, or cognitive performance requires additional support in order to meet learning outcomes.
Linguistic / Language Competence	System of linguistic knowledge possessed by users of a language.
Middle French Immersion (MFI)	Middle immersion students usually begin in Grade 4, receiving 90% of their instruction in French at the beginning of the program. Over the years, the percentage of French-language instructional time is reduced. Middle immersion programs generally lead to proficiency levels lower than early FI but higher than late FI programs.
Ministry of Education / Department of Education	A provincial or territorial government department with responsibility for overseeing the development of education legislation, regulations, and policies. Responsibilities include: <ul style="list-style-type: none"> ▪ Development of legislation, regulation, and policies ; ▪ Funding and fiscal management; ▪ Setting policies and guidelines for school system management; ▪ Developing or stipulating curricula; and ▪ setting requirements for student diplomas, certificates and learning resources
Multiliteracies	An approach to literacy learning that recognizes the multi-modality of texts (print, visual, audio, digital, etc.) as well as cultural and linguistic diversity that affects language use, meaning-making and representation of learning.
Official Languages	The term refers to Canada's two official languages: English and French.
Official Languages in Education Program (OLEP)	A federally funded set of programs administered by the federal government and the Council of Ministers of Education, Canada to assist provinces and territories in providing second-official-language education programs as well as official minority-language education. See also Council of Ministers of Education, Canada (CMEC)

Pedagogical Practice	Methods, strategies, and / or styles of instruction.
Post-Intensive French	The continuation of the Grade 5 Intensive French program for students who choose not to register in Late immersion. It may be taught in Grades 6,7, and 8. It follows the same fundamental principles of the Neurolinguistic Approach (NLA) and its effective strategies for the teaching of oral language development, reading and writing.
Professional Development	Used in reference to a wide variety of educational opportunities or advanced professional learning intended to help administrators, teachers and other educators improve their professional knowledge, competencies and effectiveness.
Programme for International Student Assessment (PISA)	This is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance on mathematics, science, and reading. It was first performed in 2000 and then repeated every three years. It aims to provide comparable data with a view to enabling countries to improve their education policies and outcomes. It measures problem solving and cognition.
Proficiency Levels / Benchmarks	A standard or reference by which language-learners progress can be measured or judged. See also: Common European Framework of Reference
Recruitment / Retention (of FSL Teachers)	Actions for enlisting new people into the teaching profession, part of the hiring process. / Strategies of retaining teachers in the profession, in the FSL program.
Student Achievement	The amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional outcomes/standards that educators are required to teach.
Student Participation	The rate at which students enrol in an educational program (statistics, percentages, enrolment rates)
Student Performance	See: Student Achievement
Student Proficiency	Refers to the degree to which a learner uses a language. Proficiency levels may be assessed by locally- or internationally-developed tests (in relation to established performance levels). <ul style="list-style-type: none"> ▪ The <i>Oral Proficiency Evaluation</i> is an example of a locally developed test (used in New Brunswick) that measures one area of proficiency: www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/AdultLearningAndEssentialSkills/LanguageTesting.html ▪ The <i>Diplôme d'études en langue française</i> (DELFL) is an internationally-recognized test that assesses 4 areas of proficiency: delf-dalf.ambafrance-ca.org