

Section 2

Validation of Students' Linguistic and Educational Experience

Section 2 of the 2016-2017 abridged questionnaire asked schools to provide data on the validation of students' linguistic and educational experiences in relation to the following factors:

- focus on language acquisition
- impact on student learning

Focus on Language Acquisition

7. Indicate how often French Immersion teachers in your school specifically teach aspects of language while teaching content.

Figure 13: Extent to which Aspects of Language are Specifically Taught while Teaching Course Content

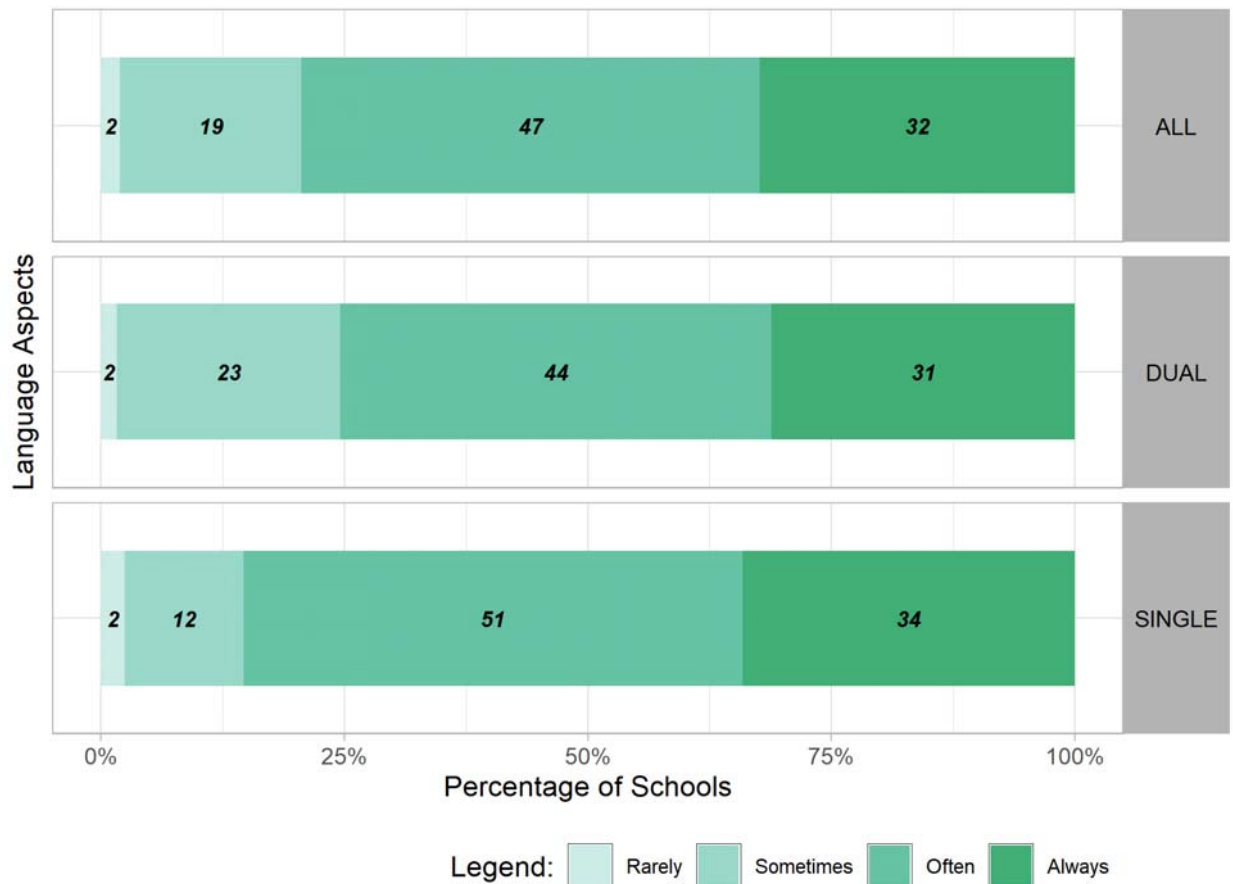
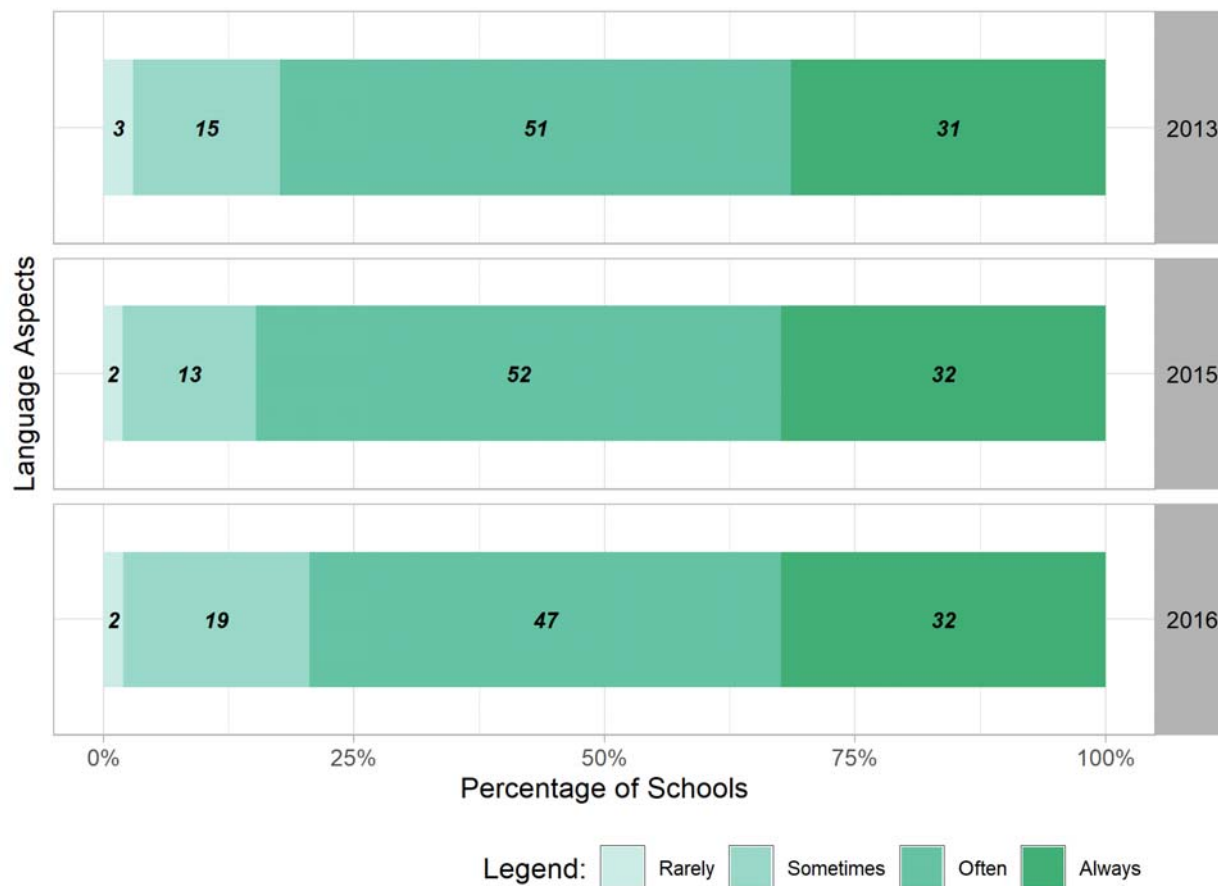


Figure 14: Extent to which Aspects of Language are Specifically Taught while Teaching Course Content; 2013, 2015, 2016 Compared



There has been little change in the response to this question over the five-year cycle. The teaching of aspects of language via course content has been a focus over this period. It is possible that increased awareness of this pedagogical practice has made survey respondents less likely to answer positively, while increased use of the practice has made other survey respondents more likely to do so, leading to a potentially misleading appearance of stasis.

Impact on Student Learning

8. Please indicate the extent that the following outcomes have been addressed in each subject area.

The following seven outcomes validate students' linguistic and educational experience:

- improve language proficiency
- develop confidence in French language skills
- engage in learning and using French
- motivate participation in the Francophone community
- identify themselves as bilingual learners and speakers
- discover and experience different aspects of La Francophonie
- develop intercultural awareness

(See Figures 15 and 16 on the following two pages.)

In all the subject areas listed, *Improve Language Proficiency*, *Develop Confidence in French Language Skills* and *Engage in Learning and Using French* had the highest proportion of “often” or “always” responses.

It is not surprising that respondents indicated that language competencies were most frequently addressed in the *Français* course. They are also addressed in *Sciences humaines*, *Sciences de la nature* and *Éducation artistique*, albeit to a lesser degree. It appears that a greater focus on these competencies could be brought to bear in *Mathématiques* and *Éducation physique et Éducation à la santé*. These latest results may be explained by the limited offering of courses in French in certain schools, and the problem appears to be more acute in dual-track schools.

Figure 15: Extent to Which Validation Outcomes are Addressed in Subject Areas, by Outcome

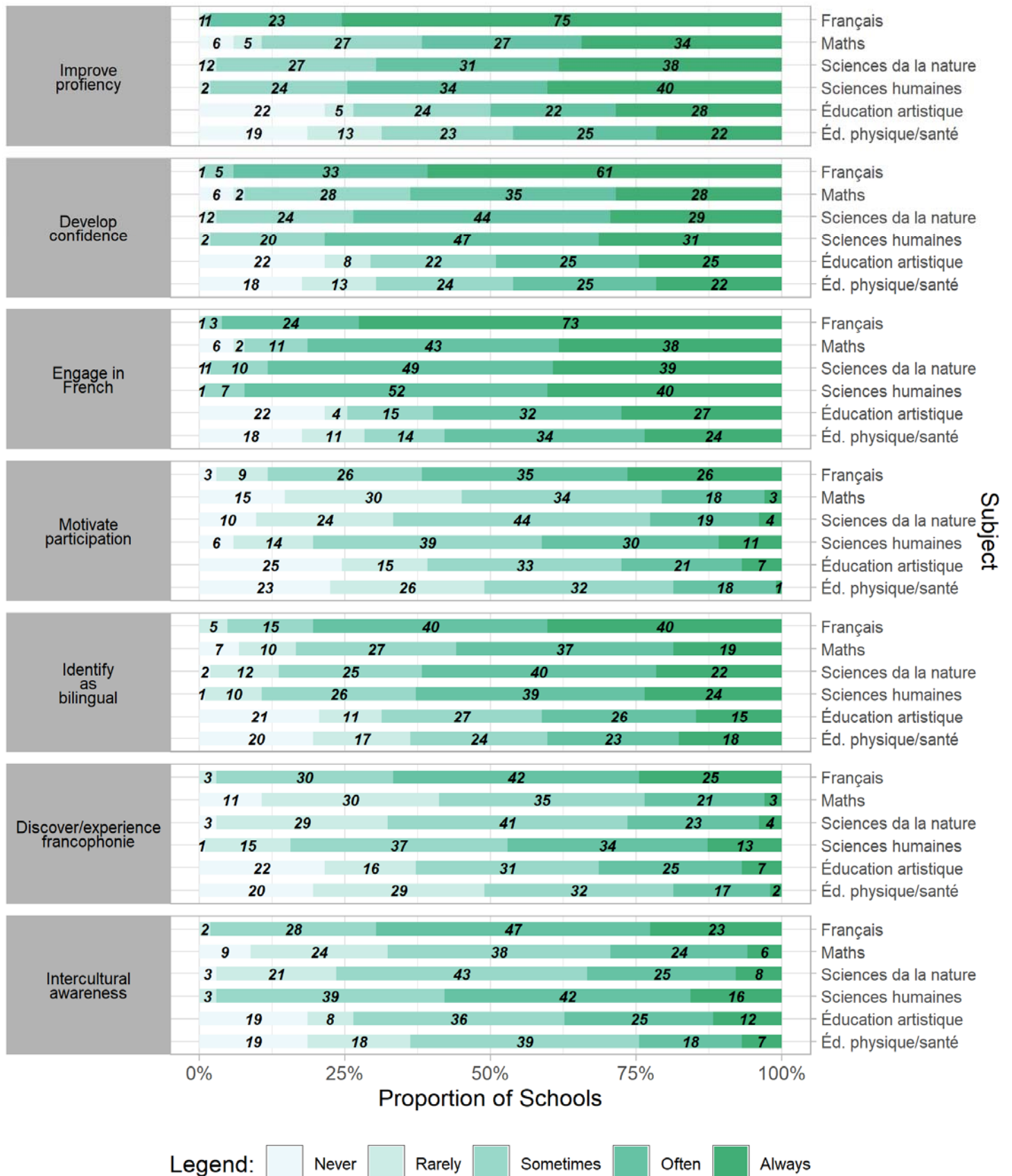


Figure 16: Extent to Which Validation Outcomes are Addressed, by Subject Area

