

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

**ACADEMICALLY-CHALLENGED STUDENTS AND FRENCH-SECOND-LANGUAGE EDUCATION
SELECTED BIBLIOGRAPHY
September 2014**

REFERENCE	CONTENT	URL
<p>Anton, M. (2004) Dyslexia in the immersion classroom, ACIE Newsletter</p>	<p>Anton describes her daughter’s diagnosis with dyslexia and the challenges her family faced to allow her to remain in the immersion program and be successful. [2381]</p>	<p>http://www.carla.umn.edu/immersion/acie/vol7/May2004_Dyslexia_in_the_Immersion_Classroom.html</p>
<p>Arnett, K. (2014) Stakeholders’ Inquiries About the Systemic Inclusion of Late Adolescent Newcomers to Canada: Moving From Questions to Understandings, Learning Landscapes 7(2) P. 41-58</p>	<p>This paper considers the “inclusion” of late adolescent newcomers in Canada’s education system. The present consideration seeks to frame how some stakeholders implicated in a pilot program to help this particular learner population came to understand the forces that seemingly perpetuated the students’ oppression within the education system. In particular, issues of the parameters of language education, federal and provincial education policies, and funding were identified as the key influences within the phenomenon.</p>	<p>http://www.learninglandscapes.ca/images/documents/ll-no14/ll-no14-final-lr-links.pdf</p>
<p>Arnett, K.; Mady, C., Mulenburg, L. (2014) Canadian FSL Teacher Candidate Beliefs about Students with Learning Difficulties, Theory and Practice in Language Studies, Vol. 4, No. 3, pp. 447-457, Academy Publisher, Finland</p>	<p>Through the lens of critical theory, and with consideration of research on the beliefs of teacher candidates and inclusion, this study considers the views of French Second Language pre-service teachers toward students with learning difficulties. This study reports on the results of two questionnaires, implemented prior to and following the participants’ classroom practicum experiences, as a way to determine if and how experience and/or other personal demographic factors shaped their beliefs. Results indicated that personal experience with individuals with disabilities, along with the length of the practicum experience were reasons for more positive views towards this student population, which support new conceptualizations of teachers’ work with students from different “cultures.”</p>	<p>http://ojs.academypublisher.com/index.php/tpls/article/viewFile/tplsO403447457/8793</p>

REFERENCE	CONTENT	URL
<p>Arnett, K.; Mady, C. (2010) A critically conscious examination of special education within FSL and its relevance to FSL teacher education programs, Canadian Journal of Applied Linguistics, 13(1), 19-36.</p>	<p>This article reviews the literature surrounding French as a second language education and learning disabilities and focuses on the link between pedagogies that address diverse learner needs and pedagogies that support language learning. The researchers, Katy Arnett and Callie Mady examined three research questions: 1. What is critical theory, and how is it relevant to the consideration of special education within FSL? 2. What is the current relationship between FSL and special education and how might that status influence what is covered in FSL teacher education programs? 3. What should the role of FSL teacher education programs be when considering the issues of special education: should it equip pre-service candidate with the information and tools to uphold or to challenge the status quo in the schools? The authors drew the following conclusion after examining studies pertaining to their three research questions, FSL teachers need to be involved and include anyone who wishes to pursue a FSL education with the best possible learning experience and the best possible teachers.</p>	<p>journals.hil.unb.ca/index.php/CJAL/article/download/19927/21794</p>
<p>Arnett, K., (2010) Scaffolding Inclusion in a Grade 8 Core French Classroom: An Exploratory Case Study, Canadian Modern Language Review 66(4):557</p>	<p>This article reports on two components of a micro case study of a Grade 8 Core French teacher's experiences in meeting the various learner needs in her classroom. Using sociocultural theory (SCT) to unite the constructs of special education and second language (L2) education, this analysis explores the role of both global and discrete teaching strategies in balancing curricular expectations with student needs. Results suggest that the creation of an inclusive classroom environment in this classroom context is likely linked to a teacher's ability to implement known effective practices for L2 education, as these strategies seem to naturally scaffold many of the needs of the students who are included. Further, the teacher's beliefs about supporting a wide range of student needs within this classroom are also revealed as a key influence in this process.</p>	<p>https://muse.jhu.edu/journals/canadian_modern_language_review/v066/66.4.arnett.pdf</p>

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<p>Arnett, K. (2008) Exploring the use of student perspectives to inform topics in teacher education, Canadian Journal of Applied Linguistics #11,</p>	<p>Arnett notes that traditionally, teacher educators seek out classroom teachers to identify issues that need to be addressed. In FSL programs, the challenge is a highly diverse student population. The answer, says Arnett, is inclusive and effective teaching. This method of instruction would require teachers to design and implement instruction that is applicable to a wide range of student needs and learning styles. This model of teaching has been known as Universal Design (UD). The teachers capable of implanting the UD module excel in 4 categories: classroom management, time management, management of student work and lesson format. As such, the article draws evidence from a case study done in the classroom of an identified inclusive and effective teacher. This paper draws on the students interviews. The class itself consisted of 29 students (14 boys, 15 girls) and most were either first or second generation immigrants from South Asia; 19 students spoke at least one other language than English. The results indicate the effectiveness of the teacher: she used French more than 93% of the observed time and some students said that the instructor's use of French helped greatly. Moreover, the students stressed the teacher's use of peer support and collaboration as a learning tool. Students felt that they could approach their teacher about anything. Arnett acknowledges that this is a small case study but it she says it confirms the compatibility of inclusive and effective teaching methods in a second language setting. She also mentions that it is imperative that FSL teacher educators model and clearly convey how the practices outlined in this article could be implemented in core French programs.</p>	<p>http://www.aclacaal.org/wp-content/uploads/2013/08/6-vol-11-no1-art-arnett.pdf</p>
<p>August, D., & Shanahan, T. (eds.) (2006) Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Mahwah, NJ: Lawrence Erlbaum Associates</p>	<p>Reviews the findings of the National Literacy Panel on Language Minority Children and Youth. Through a review of the literature and expert opinions, the panel identified 5 research topics to investigate: 1. Development of literacy, 2. Cross-linguistic relationships, 3. Sociocultural contexts and literacy development, 4. Instruction and professional development, 5. Student assessment. With these questions in mind the panel developed six major findings. Firstly, instruction that provides substantial coverage in the key components of reading has clear benefits for language-minority students. Secondly, instruction in the key components of reading and oral proficiency is necessary for teaching language-minority students to read and write proficiently in English. Thirdly, oral proficiency and literacy in the first language can be used to facilitate literacy development in English. Fourthly, individual differences contribute significantly to English literacy development. Fifthly, most assessments do a poor job of gauging individual strengths and weaknesses. Finally, they found that there is little evidence for the impact of sociocultural variables on literacy achievement or development, but that home language experiences can have positive impacts on literacy development.</p>	<p>http://www.bilingualeducation.org/pdfs/PROP2272.pdf</p>

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<p>Bennett, S. (2009) Including students with exceptionalities, Research into Practice, Literacy and Numeracy Secretariat, Research Monograph #16, Ministry of Education Ontario</p>	<p>Bennett examines the current research surrounding students with exceptionalities under three headings, and then makes recommendations for stakeholders to implement inclusionary practices. Bennett first examines the debates surrounding inclusionary educational practices for students with exceptionalities saying that two sides exist. Bennett then goes on to discuss the role of the school in inclusionary educational practices. She suggests through a review of the literature that principals and administrators are very important in promoting inclusive education, and that both pre-service and practicing classroom teachers support inclusive education but complain that there is a lack of training in special education as well as a lack of resources available to them. Finally, Bennett examines the impact on student achievement where she concludes from the literature that exceptional students in a normal classroom setting benefit from an inclusionary model, and those students without disabilities are not impeded in their learning and in fact foster more tolerant and positive attitudes towards those with exceptionalities.</p>	<p>http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/bennett.pdf</p>
<p>Bourgoin, R. (n.d.) Inclusionary practices in early French immersion, Canadian Journal for New Scholars in Education/ Volume 5, Issue 1</p>	<p>Bourgoin reviews the latest practices and research done by Canadian ministries of education to advocate for more inclusionary practices within French immersion programs. This research was used to defeat the stereotypes of immersion programs mainly consisting of students with high academic abilities and high socio-economic status (SES). Bourgoin cites studies that show that students with low academic abilities, low SES, or students from minority cultures achieve at the same level, if not better in FI than their counterparts in a regular English stream. She also cites studies that conclude that having one language to nurture another can foster L1 skills in special needs students. She says that bilingualism results in the acquisition of non-verbal problem-solving abilities, more flexible thinking skills, and metacognitive benefits. The challenge of an L2 can help students manage behavioral problems.</p>	<p>http://cjnse.journalhosting.ucalgary.ca/ojs2/index.php/cjnse/article/view/225/192</p>
<p>Bournot-Trites, M. (2008) Fostering of Reading Acquisition in French Immersion, Encyclopedia of Language and Literacy Development, Canadian Language and Literacy Research Network, London, ON</p>	<p>This study summarizes research findings on why reading is important in French immersion programs, the best predictors of decoding and reading comprehension and intervention programs that have been shown to be effective in French immersion. Firstly, Bournot-Trites found that reading is important in French immersion because it is a medium for academic development and that many of the students who drop out of immersion programs do so because of difficulties with reading. Secondly, she found that early identification of immersion students who are at-risk for reading difficulty can be done using the same predictors that are used with monolingual readers in either English or French, and that teaching these at-risk students phonological skills and grammar may help them read more effectively. Finally, Bournot-Trites found that interventions involving systematic and explicit teaching of phonological awareness and of letter-sound correspondences can help immersion students decode successfully in French, and that peer tutoring programs can help students with mild reading difficulties</p>	<p>http://www.researchgate.net/publication/242598180_Fostering_Reading_Acquisition_in_French_Immersion</p>

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<p>Burge, P., H. Ouellette-Kuntz, N. Hutchinson, & H. Box (2008) A quarter century of inclusive education for children with intellectual disabilities in Ontario: Public perceptions. Canadian Journal of Educational Administration and Policy, 87, 1-22.</p>	<p>Burge and Ouellette-Kuntz conducted this study to gather public opinion on the topic of inclusive education for children with disabilities. This study examined the results gathered from 680 people across a large region of Ontario who responded to a telephone survey. The researchers concluded that all stakeholders in special education should conduct more research to develop policies that continue to be more and more inclusive so as to benefit students with special needs and to improve the public's perception of people with special need as a whole.</p>	<p>http://umanitoba.ca/publications/cjeap/pdf_files/Burge_et al.pdf</p>
<p>Canadian Parents for French (2011) Proceedings of the CPF Roundtable on Academically-Challenged Students in French-Second-Language Programs, Ottawa: Author</p>	<p>The goals of this event were to initiate a dialogue amongst stakeholders, educators and policy-makers; to develop joint recommendations for more inclusionary practices; and to move the issue of equitable access for all students in Canada from a place of discussion to a place of action. Approximately forty representatives from Canadian Heritage, the Office of the Commissioner of Official Languages, ministries of education, school districts, faculties of education, researchers, and national associations active in the field of FSL education attended the Roundtable. Participants developed comprehensive recommendations and indicators of success, outlining the need for policies, inclusionary practices and appropriate specialist support to enable equitable access and to meet the needs of academically-challenged students. Includes: Presentations by: Genesee, Mady, Wise, Bourgoin, Harding & Brims and 16 recommendations vis a vis research, resources, public education/perception, policy, professional education & curricula/pedagogy</p>	<p>http://cpf.ca/en/research-advocacy/research/the-state-of-fsl-education-in-canada/</p> <p>Scroll down for the executive summary, full roundtable proceedings and fact sheets for parents, educators and parent advocates.</p>
<p>CARLA (2014) Struggling Learners and Language Immersion Education: Research-based, Practitioner-informed Responses to Educators' Top Questions.</p>	<p>Tara Fortune and Mandy Menke, a Ph.D. candidate in Hispanic Linguistics at the University of Minnesota, expanded and refined the practitioner contributions from the summer institutes and invited feedback from a wide range of experts in the field. The authors also solicited "real stories" from veteran immersion educators to provide a window into the complexities of each of the key issues addressed in the book. The handbook is divided into two main sections: Program Suitability and Learner Disability and Best Practice at the Classroom- and Program-Level</p>	<p>http://www.carla.umn.edu/immersion/learners.html</p>

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<p>Erdos, C., Genesee, F., Savage, R., & Haigh, C. (2010) Individual differences in second language reading outcomes. <i>International Journal of Bilingualism</i>, 15(1), 3-25.</p>	<p>This article examines data from phase 1 of an ongoing longitudinal study of early French immersion students from grades 1-3. The researchers examined the extent to which first language (L1) reading-related skills predict second language (L2) word decoding. The researchers evaluated data from 87 kindergarteners enrolled in early French immersion kindergarten (K) programs from 12 different classrooms and 7 schools. Data was obtained via questionnaire issued to participants parents as well as through a battery of tests performed three times throughout the study (Time 1: Fall K, Time 2: Spring K, Time 3: Spring Grade 1). The results of these tests and subsequent analysis showed that there is evidence that L1 reading- and language-related abilities play a significant role in acquiring L2 reading skills. The researchers suggest that the above mentioned findings may allow for a student to be identified as at-risk in reading as early as the fall of K; however they do stress the limitations of their study in adopting such a practice (i.e. small sample size, no causal link between predictor and outcome variables).</p>	<p>http://www.psych.mcgill.ca/perpg/fac/genesee/18.pdf</p>
<p>Fovet, F. (2014) Navigating the Delicate Emerging Synchronicity Between Inclusion and Access, <i>Learning Landscapes</i> 7(2) p. 17-24</p>	<p>Examines the harmony between access and inclusion which is emerging in both the K-12 and post-secondary fields. Previously, both agendas had too often been artificially distinguished, it is argued. The article examines the opportunities this creates for the hands-on implementation of inclusive practices in the class, and considers some of the repercussions this organic merge will have at policy level. The author also highlights how the progressive overlap between inclusion and access best practices—such as Universal Design for Learning—benefits the full spectrum of diverse learners.</p>	<p>http://www.learninglandscapes.ca/images/documents/ll-no14/ll-no14-final-lr-links.pdf</p>
<p>Forune, T.; Menke, M. (2009) Language and learning disabilities in immersion education: Educators' top questions and research-based practitioner-informed responses, <i>ACIE Newsletter</i>, p. 1-8</p>	<p>In the summers of 2003 and 2004, the Center for Advanced research on Language Acquisition at the University of Minnesota sponsored the project: "Meeting the Challenges of Immersion Education". This focused on language learning disorders in the immersion context. The project examined the one-way foreign language immersion context, the two-way bilingual immersion setting, and the indigenous heritage immersion context. Most of the immersion teachers who participated had 3-5 years of experience. However, there were also psychologists, speech pathologists, special education teachers, and social workers, to name a few other professionals included in this study. A list of exceptionality categories was created. It was recognized by Individuals with Disabilities Education Act (IDEA). Most disorders fell under the broad category of "specific learning disability". The participants made ten questions or recommendations for immersion teachers with these categories of students to reflect upon. [1713]</p>	<p>http://www.carla.umn.edu/immersion/acie/vol12/no2/bridge_Feb_2009.pdf</p>

REFERENCE	CONTENT	URL
<p>Genesee, F. (2009) The Suitability of French Immersion for Students who are At-Risk: A Review of Research Evidence</p>	<p>This literature review looks at the history of and the implications that have arisen from French immersion programs in Canada. This review then narrows its focus to examine in detail the implications that have arisen concerning at-risk students in a French immersion program. Throughout the review 6 questions are examined: 1. Should at-risk students be discouraged (or actually disqualified) from enrolling in French immersion programs because it seriously jeopardizes their basic education? 2. Is it possible to identify students who are not suitable candidates for immersion prior to school entry? 3. Are some forms of immersion more suitable for certain at-risk students than other programs? 4. If a student is identified as learning disabled or at-risk after enrolling in immersion should such a student be transferred to an English program, and at what grade level would a transfer be appropriate? 5. If students who are at-risk are retained in immersion programs, what kind of additional support is required to support their special learning needs and in what language should it be provided? 6. What professional competencies should immersion teachers have in order to provide appropriate and effective instruction for special needs students in immersion?</p> <p>The study then gives answers to these questions under three separate headings. Firstly, academic ability; the study concluded through a review of literature pertaining to this heading that students who were not differentially handicapped developed similarly to comparison groups in a regular English program. Secondly, learning disabilities; concerning language impairment disabilities the study found that results were inconclusive as there is not enough research to draw a definitive conclusion. However the study does say that from the studies conducted that both French immersion students identified as having problems and those identified as having a specific language impairment (SLI) performed at the same level as their English counterparts with the same problems. Concerning reading impairment the study concluded the same thing; that students in French immersion performed at the same level as their English counterparts with the same problems. Finally, the review looked at studies about intervention; the researcher found that again there was not a broad enough base of research to provide a definitive conclusion but that research that had been conducted showed that when at-risk French immersion students had an intervention they performed better in French. The study concludes by offering a number of possibilities for future research as well as policy implications that may arise concerning the topic of at-risk students in French immersion programs. [2374]</p>	<p>http://www.psych.mcgill.ca/perpg/fac/genesee/20.pdf</p> <p>Original literature review commissioned by CPF 2006</p>

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<p>Genesee, F., Jared, D. (2008) Literacy development in early French immersion programs, Canadian Psychologist, 49(2), 140-147.</p>	<p>Genesee and Jared examine the findings on reading acquisition in early French immersion programs. It is divided into four sections for a review of specific findings: (1) General reading outcomes in English and French, (2) Reading outcomes for students at-risk of reading difficulty, (3) Students' individual differences in reading outcomes, and (4) Intervention to support students with reading difficulties. The authors then offer six suggestions for further research. Firstly, more detailed comparisons with students in regular programs on aspects of reading comprehension especially in French, as well as factors that impede students' comprehension of complex texts. Secondly, the authors suggest comparisons of immersion and English program students on reading fluency and on interventions that will promote development of reading fluency. Thirdly, the researchers suggest examining allophone students in early, middle, or late immersion and their competency in English, French, or their heritage language reading comprehension and reading outcomes, in comparison to their peers in an English program. Fourthly, Genesee and Jared suggest examining students who experience difficulty learning to read in their second language. Fifthly, they suggest research be done to examine the possible benefits of immersion for students who face serious learning challenges. Finally, the researchers suggest more research in the area of interventions in reading in a second language. [2395]</p>	<p>http://www.psych.mcgill.ca/perpg/fac/genesee/19.pdf</p>
<p>Lowry, L. Can children with language impairments learn two languages? The Hanen Centre</p>	<p>New research is emerging about children with a variety of language difficulties who are exposed to more than one language. Most of the research has been conducted with children with "Specific Language Impairment" (SLI), who have difficulties with language, but no other developmental difficulties (for example, motor skills, cognitive/thinking skills, and social skills are all developing normally). Some research has also looked at bilingual children with Down syndrome and, more recently, Autism.</p>	<p>http://www.hanen.org/Helpful-Info/Articles/Can-children-with-language-impairments-learn-two-l.aspx</p>
<p>Mady, C. & Black, G. (2012) Access to French as a second official language programs in English-dominant Canada, Alberta Journal of Educational Research 57 (4) 498-501</p>	<p>Examines French as second official language (FSOL) education policies through provincial and territorial ministries' data and policies. Using the Canadian Parents for French's (CPF) criteria for equitability of access the researchers evaluated the provincial and territorial policy with this question in mind, "to what extent do the provinces/territories put formal, specific policies into place in order to provide for equitable access to FSOL programs?" Using CPF's criteria the researchers found a significant lack of specific formal policy at the provincial and territorial level. They found that this lack of policy lead to inconsistencies in programming. They conclude by recommending that any formal policy tabled by provinces or territories be well founded in research</p>	<p>https://www.google.ca/?gws_rd=ssl#q=Access+to+French+as+a+second+official+language+programs+in+English-dominant+Canada</p> <p>Original research commissioned by CPF 2010</p>

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<p>Mady, C., Arnett, K. (2009) Inclusion in French immersion in Canada: One parent's perspective, Exceptionality Education International, 19, 37-49</p>	<p>Child denied admission to FI program despite fact that parent is an FSL teacher/researcher</p>	<p>http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1078&context=eei</p>
<p>Moghadam, A., Karami, M., Dehbozorgi, Z. (n.d.) Language Learning in Autistic Children Compared with Typically Developing Children: "Procedures and Difficulties", Ferdosi University,</p>	<p>Autism is a complex neurodevelopmental disorder with the symptoms such as the presence of deficits in social interaction, language and communication. Individuals with autism share some characteristics but differ in important ways, the reason why there is a spectrum of autistic disabilities called autism spectrum disorders. The present study compared the ability of individuals with autism and typically developing individuals in learning a number of English vocabularies. Two groups were chosen; the first containing four boys and four girls with autism spectrum disorders, and the second with four typically developing boys and four girls. All children were eight to twelve years old. Seven cards including the pictures of some known animals were shown to the children. The process of teaching took about ten days. There was not a significant difference between autistic and typically developing children in learning cat, dog, fish, hen, horse, and mouse, while there was a significant difference in learning sheep ($\alpha = 0.05$). Teachers faced more problems teaching individuals with autism. It took more time for autistic individuals to learn the vocabularies. They also were not willing to listen to the teacher to learn the words for a long time.</p>	<p>http://confbank.um.ac.ir/modules/conf_display/conferences/llt/cd50.pdf</p>
<p>Ontario Ministry of Education (2011). Education funding: Technical Paper 2011-12.</p>	<p>This paper contains details of the grant formulas and other criteria for education funding through the Grants for Student Needs (GSN) for the 2011-12 school year. It is intended to provide an overview of the formulas that are used to calculate school boards' 2011-12 allocations for budgeting and financial reporting purposes</p>	<p>http://www.edu.gov.on.ca/eng/funding/1112/technical11.pdf</p>

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<p>Paradis, J., Crago, M., Genesee, F., & Rice, M. (2007) Bilingual children with specific language impairment: How do they compare with their monolingual peers? Journal of Speech, Language and Hearing Research, 46: 113-127</p>	<p>This study addressed the question “[d]o bilingual children with SLI (specific language impairment) exhibit difficulties with the same morpho-syntactic structures, and to the same extent in each language, as monolingual children with SLI?” This study analyzed data from 3 different groups of children with SLI, bilingual French-English children (8 children), French only children (10 children), and English only children (21 children). The researchers gathered data on the bilingual and French only groups by taping 2, 30-45 minute naturalistic play sessions. For English only children data was gathered through taped naturalistic play sessions and through language probes designed to elicit specific morphemes. After analyzing the transcribed sessions the researchers concluded that: (a) bilingual children show the same deficit patterns with respect to tense-marking morphology in each language as do monolingual children with SLI, and as a much broader conclusion (b) that bilingual language learning might not interfere with the overall course of language acquisition, even under conditions of impairment.</p>	<p>http://www.ualberta.ca/~jparadis/Jo_hanne_Paradis_Homepage/Publications_files/P-AP(2007).pdf</p>
<p>Rehorick, S.; Dicks, J.; Kristmanson, P.; Cogswell, F. (2006). Quality learning in French second language in New Brunswick: A brief to the Department of Education, Fredericton, New Brunswick: University of New Brunswick</p>	<p>This study addresses the question “[i]s New Brunswick using the most effective approaches to French second language (FSL) programming to meet the goals of its Quality Learning Agenda?” To answer this question the researchers have reviewed studies conducted in New Brunswick and elsewhere in North America that relate to second language instruction. Through their review of the literature the researchers developed a set of 6 recommendations to improve the quality of French second language education in New Brunswick. Firstly, they recommend that the province adopt an integrated and coherent model for FSL learning, to do so they provide a model they developed (p.7). Secondly, they suggest that a plan be established to increase the participation of students with exceptionalities in FSL programs, especially French immersion programs. Thirdly, the researchers suggest that a multi-faceted assessment plan be adopted by the province. Fourthly, they suggest that a “broad based consultative committee” be established to guide the implementation of the recommendations of this report and also provide a list of potential participants in this committee. Fifthly, they recommend that an overall implementation plan be established within each district. Finally, the researchers recommend that the province/schools districts develop a marketing plan for FSL programs and their benefits</p>	<p>www.gnb.ca/0000/publications/comm/FSLStudyUNBreport.pdf</p>

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<p>Wire, V. (2005) Autistic Spectrum Disorders and learning foreign languages, Support for Learning, the British Journal of Learning Support, Volume 20, Number 3</p>	<p>The number of young people with a diagnosis of an Autistic Spectrum Disorders (ASD) coming into mainstream foreign languages classes is increasing, and this is causing some concern to teachers. Based on her extensive professional experience, Vivienne Wire here considers the implications for teaching and learning of the ‘triad of impairments’ found in pupils with autism and discusses strategies for intervention. In addition, positive aspects of an autistic person’s style of learning are suggested, which may help classroom relationships, pupil motivation and behavioural issues. It is hoped that the issues raised in this article will promote the importance to young people with autism of learning a foreign language and explain how issues of structure and organisation, which lie beyond the triad, are of equal significance in meeting the needs of children and young people with autism.</p>	<p>http://languageswithoutlimits.co.uk/resources/SfLAutism.pdf</p>
<p>Wise, N.; Chen, X. (2009) Early Identification and Intervention for At-Risk readers in French immersion, What Works? Research into Practice, #18, Ontario’s Literacy and Numeracy Secretariat, Toronto</p>	<p>This article describes how French immersion (FI) students in senior kindergarten and grade 1 in Ontario generally aren’t assessed for reading problems until grades 2-3, once they’ve already acquired listening and speaking skills in French. This can be disadvantageous, because tests of phonological awareness can be used effectively to predict later reading abilities. It is furthermore dangerous to identify early readers as struggling readers and wait for them to fail, instead of giving timely instruction for phonological awareness. Low-achieving readers should be identified as soon as possible. The educator should create explicit sequenced activities in both English and French to reinforce phonological awareness. [1707]</p>	<p>http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/at_risk_readers_en.pdf</p>
<p>Wise, N. (2011) Access to special education for exceptional students in French immersion programs: An equity issue, Canadian Journal of Applied Linguistics, 14(1), 177-193.</p>	<p>Study highlights the exclusionary practices that exist in French immersion (FI) programs. To illustrate her point Wise uses a fictitious example of an exceptional student enrolled in early French immersion and how the situation is usually dealt with. She then goes on to identify the groups who benefit from this exclusionary practice and how they do so. She also explains that funds need to be distributed differently so that exceptional students can reap the potential benefits of an FI program. She recommends two things: Firstly IPRC recommendations that include a student being taken out of the FI program be examined closely and on a case to case basis to ensure the students’ needs are met. Secondly, she recommends that the FI program school build the necessary means to accommodate exceptional students. This includes professional development for support staff and teachers in an FI program.</p>	<p>https://www.google.ca/?gws_rd=ssl#q=Access+to+special+education+for+exceptional+students+in+French+immersion+programs:+An+equity+issue</p>