



DELFL Centres of Canada present:

## **The Classroom Practices of DELFL Teacher-Correcteurs: A Pan-Canadian Perspective**

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**Dr. Katherine Rehner**

Department of Language Studies, University of Toronto Mississauga

**Research Assistance by:**

- Ivan Lasan
- Zehra Palta
- Anne Popovich

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## EXECUTIVE SUMMARY

After being introduced in Canada over ten years ago, *The Common European Framework of Reference for Language: Learning, Teaching, and Assessment* (Council of Europe, 2001), or CEFR, has been gaining traction across the country and influencing language-education policy directly and indirectly. The CEFR stresses an “action-oriented” approach to language learning that views “users and learners of a language primarily as ‘social agents’,” that is as “members of society who have tasks (not exclusively language-related) to accomplish.” (p. 9) As such, this approach to language teaching and learning has considerable potential to engage learners’ interest, support their proficiency development, and nurture their confidence, while at the same time helping reach the Canadian government’s goal of growing the number of high school students who graduate as functionally bilingual in both of Canada’s official languages.

*The growing popularity of the CEFR across Canada reflects a wider movement beyond traditional models of language teaching and grammar-translation exercises towards meaningful, authentic interactions drawing on a balanced approach to language that involves mastering both receptive (reading and listening) and productive (writing and speaking) skills to foster the ability to communicate in the language.*

However, while Canada’s federal and provincial governments have widely supported the CEFR, the implementation of CEFR-informed practices across the country has been “partial and inconsistent, rather than systematic” (Maldina, 2015, p. 11). As a result, language teachers differ considerably in the degree to which they have become familiar with the CEFR and in the extent to which they have adopted CEFR-inspired best practices. Further, despite anecdotal accounts of its influence, little empirical research evidence exists concerning the impact of the CEFR on teachers’ instructional planning practices, classroom practices, and assessment and evaluation practices. Yet, because of the growing influence of the CEFR on French-as-a-second language (FSL) policy in Canada, it is crucial to discover how this approach to language teaching and learning is influencing teacher practice in Canadian FSL classrooms.

## METHODOLOGY

To this end, the present study asked Core, Immersion, and Intensive French teachers from across Canada to reflect on how and to what extent their teaching practice has been influenced by their professional learning connected to the CEFR and the *Diplôme d’études en langue française* (DELFL). The 90 teacher-correcteurs who participated in this study completed a voluntary, confidential, and anonymous online survey in either French or English. The survey asked them to indicate their number of years of French teaching experience and of CEFR/DELFL-related professional learning experience, the type of French program in which they were teaching, and the CEFR level they felt best reflected a French class they elected to have in mind when responding to the survey. The teachers then answered a series of questions in which they indicated their frequency of use of particular teaching practices *before* and *after* their CEFR/DELFL-related professional learning using a 0-5 point Likert scale, where 0 represented no use and 5 represented the highest level of use of a practice. These questions were analyzed to determine the average frequency of the teachers’ self-reported use of each of the targeted teaching practices.

## FINDINGS

The analysis of the teachers' survey responses led to three major findings emerging from the study.

### 1. CEFR/DEL F-related professional learning opportunities have resulted in a reorientation of how language is being presented in Canadian French classrooms.

This reported reorientation in the teachers' presentation of language is in line with the spirit and principles of the CEFR and was documented right from the instructional planning stage, through the teaching practices used in the classroom, down to the practices used in assessment and evaluation.

In terms of instructional planning, after their CEFR/DEL F-related training, the teachers reported planning through a focus on developing their students' communicative abilities by creating tasks that are action oriented and that involve authentic situations. They also reported that their planning now more evenly emphasizes linguistic, sociolinguistic, and pragmatic<sup>1</sup> competences rather than continuing to privilege linguistic competence. They further indicated increasing the amount of class time they plan to devote to speaking and listening, in comparison to their former focus primarily on writing.

In terms of teaching practices, the teachers reported that their professional learning has led them to focus most often on the use of oral interaction and written activities that are related to everyday life and to organize teaching and learning around real-life situations, rather than continuing to focus on the teaching of language structures in isolation and on the correction of student errors. Whether focusing on developing their students' receptive or productive skills, the teachers also reported that the emphasis of their teaching practices (like their planning) is more evenly distributed across linguistic, sociolinguistic, and pragmatic competences. They indicated that they now present language almost exclusively with an emphasis on speech acts or "on demand" based on what students wish to communicate as social agents rather in theme-based, isolated, or disconnected ways as before.

Finally, for evaluation/assessment, the teachers reported focusing on students' communicative skills, overwhelmingly by emphasizing their students' ability to produce and understand communication in French, rather than by privileging grammatical accuracy and orthographic control as before. Rather than continuing to focus primarily on writing, they also reported that their summative evaluation is now focused primarily on speaking, with an even distribution among the three remaining skills. Finally, the teachers reported assessing more often using authentic situations, and speaking-related tasks.

### 2. Teaching strategies and materials are based on more authentic, everyday uses of French.

As a result of their CEFR/DEL F-related professional learning opportunities, the teachers reported changing their teaching strategies and materials in ways that are more in line with the spirit and principles of the CEFR. For instance, they reported using more CEFR/DEL F resources, authentic documents, action-oriented tasks, and activities that focus on listening and speaking skills, a wider array of reading materials, and their own resources. The teachers reported that such resources allow their students to take ownership of their learning, provide tasks and situations that students can relate to, and align well with the curriculum. They also reported an increased use of language in context, guided reading, role-plays of authentic situations, audio/visual prompts, and guided class conversation to improve their students' communicative ability by creating a link between classroom learning and authentic, everyday uses of the language and by allowing their students to express their own ideas and opinions on topics that are relevant to them. The teachers also explained that rather than traditional test-taking they now prefer to use authentic tasks in their assessment to reflect their use of such tasks in their teaching.

1. Pragmatic competence includes, for example, the ability to accurately understand the organization of the ideas being communicated when reading or listening.

Finally, the teachers reported their increased use of assessment tasks that focus on speaking and communication by putting less emphasis on grammar and more emphasis on communicating ideas. This shift in emphasis does not represent another swing of the age-old pendulum from the extreme of grammar emphasis to the extreme of grammar avoidance but rather shifts the focus to how to better balance the various components of language, including its structural elements that must be used effectively in order to facilitate communication.

### 3. Teachers across the spectrum are participating in these exciting changes in practice.

Regardless of the CEFR level of the class they envisioned when responding to the survey, or which French program(s) they were teaching in, or their number of years of French teaching experience or CEFR/DEL F-related professional learning experience, teachers across all of these groups reported strikingly-similar effects of their professional learning on their practices. This finding suggests that the influence of CEFR/DEL F-related learning supersedes any professional differences among the teachers. It shows that their professional learning has resulted in a general, consistent, and wide-reaching shift in the teachers' approach, which now privileges the development of students' ability to communicate in French in authentic, everyday situations.

## RECOMMENDATIONS

The profound changes this study has documented in the reported practice of teachers who have experienced a range of CEFR/DEL F-related professional learning opportunities clearly suggest that such professional learning is leading practitioners to enact in their classrooms a CEFR-inspired vision of language. This vision is not one of language as a series of disconnected elements but one of language as a system of balanced, integrated parts that connect to allow for purposeful, authentic communication to take place. This reorientation can be a point of departure for successful student engagement and meaningful language learning.

*In fact, the teachers have shared the positive impacts that they believe a CEFR-inspired approach is having not only on their students' confidence and proficiency but also on their own confidence in the efficacy of their classroom practice.*

In the spirit of the CEFR and action-oriented approaches, the National DELF meeting participants came together in November, 2017 and, following a presentation of this research, created a series of practical recommendations designed to guide stakeholders in the future development of the DELF in Canada. Here is a summary of the key actions:

#### 1. We recommend that Ministries of Education and Boards of Education begin or continue to:

- draw inspiration from the CEFR to develop FSL and Immersion programs;
- offer DELF test-taking opportunities to a greater number of learners;
- work in collaboration at the provincial and national levels in order to advance the CEFR and the DELF in Canada;
- offer CEFR- and DELF-related professional learning opportunities to a greater number of teachers.

## 2. We recommend that researchers begin or continue to:

- document the results of students who have challenged the DELF;
- compare the educational practices of teachers who have engaged in DELF training with those who have not;
- undertake observations of classroom practice (before DELF training/after DELF training);
- conduct long-term studies of how students are impacted by the DELF and by classroom practices inspired by the CEFR (longitudinal studies).

## 3. We recommend that teachers begin or continue to:

- reflect on the principles and spirit of the CEFR and its connection to the DELF;
- find ways to integrate CEFR-inspired educational practices in the classroom;
- share *best practices* inspired by the CEFR and DELF with other educators.

## 4. We recommend that the DELF Committee and the French Embassy commit to:

- supporting opportunities for professional development relating to the CEFR and DELF;
- promoting the findings of this report among Ministries of Education, Boards of Education, Universities, Faculties of Education, and other relevant bodies.

In sum, this research has found that CEFR/DELF-related professional learning is having a powerful, positive impact on the reported practices of French teachers across the spectrum in ways that reflect the principles and spirit of the CEFR. These changes are well poised to further strengthen student proficiency and confidence in French and improve the effectiveness of French education in Canada.



## INTRODUCTION

Since its introduction in Canada over a decade ago, *The Common European Framework of Reference for Language: Learning, Teaching, and Assessment* (Council of Europe, 2001), or CEFR, has slowly been gaining traction across the country, directly and indirectly influencing language policy. The principles and spirit of the CEFR stress a language learning approach that is “action-oriented” and that views “users and learners of a language primarily as ‘social agents’”, that is as “members of society who have tasks (not exclusively language-related) to accomplish” (p. 9). Such an approach to language teaching and learning has extraordinary potential to engage learners’ interest, support their proficiency development, and nurture their confidence, all while helping to reach the a higher number of high school students who graduate as functionally bilingual in both of the country’s official languages.

The growing orientation to the CEFR in Canada joins a more general move beyond traditional grammar-translation models of language teaching towards meaningful, authentic interaction where students employ both receptive skills (reading and listening) and productive skills (writing and speaking) for purposeful communication. However, despite widespread support for the CEFR by the federal and provincial governments, the implementation of CEFR practices in Canada, as in other countries, has been “partial and inconsistent, rather than systematic” (Maldina, 2015, p. 11). There is considerable variation in the degree to which teachers are familiar with and have adopted the best practices of the CEFR. There is also very little research evidence concerning the impact of the CEFR on teachers’ instructional planning practices, classroom practices, and assessment and evaluation practices.

*Given the growing influence of the CEFR on French-as-a-second-language (FSL) educational policy in Canada, it is vitally important to discover how this framework and its approach to language teaching and learning are affecting Canadian FSL classrooms.*

To this end, the present study asks teachers from across Canada who have received targeted instruction in the principles and assessment criteria of the CEFR via intensive professional learning opportunities (including training as examiners of the *Diplôme d’études en langue française*, or DELF) to reflect on how and to what extent such experiences have impacted their teacher practice.



## CONTEXT

The CEFR is "a comprehensive, transparent, and coherent framework of reference describing levels of language proficiency" that provides "a common language to assist professionals involved in the teaching and learning of languages at all levels in their respective practices and missions" (Piccardo, 2014, p. 7). Since its development in 1997 as part of the Council of Europe's *Language Learning for European Citizenship* Project (1989-1996), the CEFR has been adopted in 49 countries to inform language learning, teaching, and assessment.

The CEFR was first introduced to Canada in 2005. In 2007, the Council of Atlantic Ministers of Education and Training (CAMET) formed a committee to investigate the potential application of the CEFR to English-as-a-second-language and French-as-a-second-language education in Atlantic Canada. The Canadian Ministers of Education Council in 2010 published a guide for curriculum designers and policy makers entitled *Working with the Common European Framework of Reference for Languages (CEFR) in the Canadian Context* (Canadian Ministers of Education Council, 2010). Since then, in addition to the Atlantic Provinces, the language curricula of Alberta, British Columbia, Manitoba, Ontario, and Saskatchewan have integrated principles that are in line with the CEFR.

The CEFR organizes language acquisition into six levels, namely A1, A2, B1, B2, C1, and C2, with descriptors of what learners are able to do defining the benchmark for each level along a language-learning continuum. These descriptors, or "can-do" statements, are becoming widely accepted as an international standard for evaluating language proficiency.

Levels A1 and A2 represent "basic users." A1 learners can "understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type." A2 learners are able to "communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters." Levels B1 and B2 represent "independent users." B1 learners are able to "produce simple connected texts on topics which are familiar or of personal interest." B2 learners can "interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party." Levels C1 and C2 represent "proficient users." C1 learners are able "to use language flexibly and effectively for social, academic, and professional purposes." Learners at the C2 level can express themselves "spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations" (Council of Europe, 2001, p. 24).

Certification of French language ability for learners at the A1, A2, B1, and B2 levels can be achieved by means of the DELF examination. DELF diplomas are awarded by the French Ministry of Education to learners of French as a second/foreign language. Receptive skills are evaluated in the DELF exam through the completion of multiple exercises. Productive skills are evaluated based on a speaker's ability to effectively write and communicate orally in French in a variety of contexts.

The DELF is recognized in 165 countries, and its value as an international tool for evaluating French language proficiency makes it highly desirable to students, parents, and educators (Vandergrift, 2015).

*Since its introduction in Canada in 2005, the number of Canadian students achieving a DELF diploma has continued to increase exponentially, from 89 in 2009 to 2920 in 2011 (Vandergrift, 2015) and to more than 10 000 in 2016.*

The growing demand for the exam has led to a need for increased awareness of DELF expectations among Canadian teachers of French. In his investigation of student and teacher perceptions of the DELF across Canada, Vandergrift (2015) suggested that knowledge of the DELF has a positive impact on classroom teaching. Not only did French teachers knowledgeable about the DELF report using learning activities similar to DELF tasks in their classrooms, but they reported that their French classes "become more communicative in orientation through increased practice of speaking skills and more emphasis on authentic documents for listening and reading" (Vandergrift, 2015, p. 37).

Inspired by these suggestive conclusions, the current report, commissioned by the *DELFL Centres of Canada* in conjunction with the *Association canadienne des professionnels de l'immersion (ACPI)*, presents the findings of a pan-Canadian online survey of classroom teachers of French who are also certified DELF examiners, or "correcteurs."

*The purpose of the survey and resulting report is to determine if and how teacher-correcteurs' CEFR/DELF-related professional learning experiences are leading them to make changes in their reported French teaching practices in the areas of instructional planning, teacher practice, and assessment/evaluation.*

## LITERATURE REVIEW

The findings of this report will add considerably to what is currently known about the links between French teachers' CEFR/DELF-related professional learning experiences and the resulting changes in their teaching practice—knowledge that to date in the Canadian context is primarily the result of five previous investigations.

The first investigation, by Mison and Jang (2011), sought to reconcile the principles of the CEFR with French teachers' existing knowledge base and the need for consistency in classroom assessment. The authors contended that the CEFR could provide opportunities for diverse and dynamic classrooms and could, with its clear descriptors and flexibility, prove a valuable framework for Canadian language teaching. However, three focus groups of a total of 12 Ontario French teachers reported experiencing problems in understanding and applying the CEFR without concrete exemplars. The authors concluded that teachers' needs and current practices would have to be considered to garner teachers' support and participation in adopting the CEFR.

The second investigation, by Kristmanson, Lafargue, and Culligan (2011), was a two-phased undertaking. The first phase centred on how language teachers (mostly French, along with English, Mandarin, Maliseet, and Spanish) working in a Professional Learning Community (PLC) transformed their understanding of the European Language Portfolio (ELP) and the CEFR into pedagogical action. The 10 participants in the project were all teachers at a large urban high school in New Brunswick. They taught second/additional languages and were members of a PLC whose vision was to understand the ways in which the CEFR and the ELP could guide and inform the teaching and learning happening in their language classes. The aim was to increase learner autonomy. Building on the CEFR's principle of authentic language use, the teachers worked to adapt their teaching practices to focus more on action-oriented tasks based on student interest. In the second phase, the authors surveyed the teachers' students to determine the impact of the new learning environment on the students' autonomy. The researchers concluded that personalized, meaningful, and experiential activities that emphasized real-world connections (e.g., authentic texts, out-of-classroom resources) served to create the most effective learning environment and provided a promising foundation for self-assessment and self-regulation.

The third investigation, by Piccardo (2013), was a two-phased intervention aimed at studying the impact of "targeted professional development on teachers' perceptions of the potential of the CEFR" (p. 386) through a guided *reflective process* in which they delved into the complexity of the CEFR. In the first phase, the needs of 12 Canadian French teachers concerning student evaluation were assessed via focus group discussions. In the second phase, CEFR training was conducted, followed by discussion sessions. The teachers' comments reinforced the idea that teachers need intensive reflection to fully appreciate the complexity of the principles of the CEFR and grasp how these could inform best practices, particularly as they apply to evaluation. The author concluded that ongoing professional development was needed to support teachers' understanding of the *conceptual density* of the framework.

The fourth investigation, by Rehner (2014), was an examination of the proficiency and confidence of 434 Grade 12 learners of French who had challenged the DELF exam. The results led the author to recommend, among other things, a renewed classroom focus on particular skill areas through the promotion of oral interaction and through the embedding of grammar and vocabulary in context. She suggested that improving student proficiency in these areas would require a broadening of “the types of pedagogical strategies and specific interventions used in teaching these skills in the various French programs” (p. 33).

The final investigation, by Vandergrift (2015), focused in part on teachers’ perceptions of the DELF through an online survey French teachers from across Canada who had experience with or were knowledgeable about the exam. The teachers reported that their familiarity with the DELF and with the concepts of the CEFR had changed their practice to include more oral interactive activities and more DELF-inspired reading and writing activities. The teachers’ perceptions of the DELF as an effective assessment tool for evaluating language proficiency were overwhelmingly positive.

## METHODOLOGY

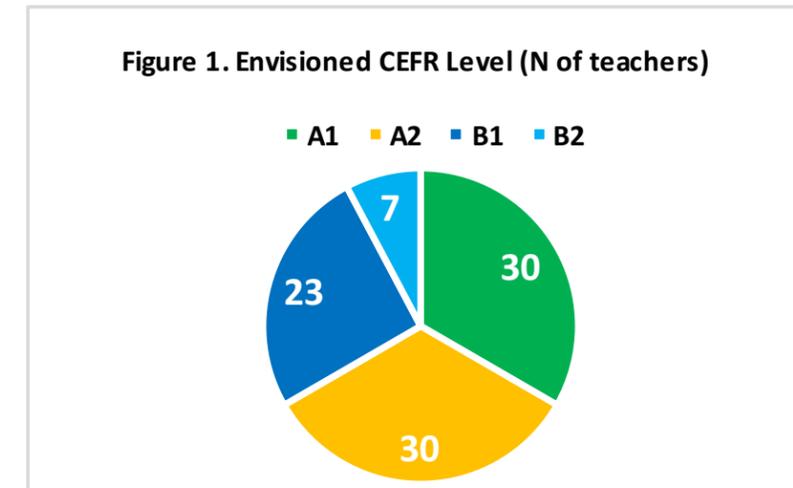
In commissioning the current report, the DELF Centres of Canada, in conjunction with ACPI, sought to determine the impact that CEFR/DELF-related professional learning was having on the reported teaching practices of active French teachers who were also certified DELF correcteurs. To this end, in the spring of 2017, ACPI contacted DELF Centre Heads from across Canada (outside of Ontario) with a call for participation in an online survey of French teacher-correcteurs and invited them to share the call with their networks. The participation of individual teacher-correcteurs was voluntary, confidential, and anonymous. The survey was designed earlier that spring for distribution to Ontario teacher-correcteurs as part of Phase Four of the Ontario Ministry of Education’s *FSL Student Proficiency Pilot Project*, directed by Curriculum Services Canada. To avoid duplicating the call for participation in Ontario, a sample of Ontario teacher-correcteurs from the Ministry’s project was added to the pool of participants for the current report. This sample of Ontario teacher-correcteurs was selected to ensure a balance in the distribution of teachers with various DELF-related professional learning backgrounds and teaching experiences. These methods of participant recruitment resulted in a total of 90 surveys from teacher-correcteurs from across Canada available for analysis for this report.

The online survey comprised four sections and was available to participants in either French or English. In the first section, teachers were asked to indicate their number of years and types of involvement in CEFR/DELF-related professional learning, their number of years of teaching experience, and the French program(s) in which they were currently teaching. Teachers were also asked to indicate which CEFR/DELF level they felt best matched the overall proficiency of a target French class they elected to have in mind while responding to questions in the subsequent sections of the survey. The remaining survey sections invited teachers to respond to questions concerning their frequency of use of particular teaching practices in the areas of instructional planning, teacher practice, and assessment/ evaluation.

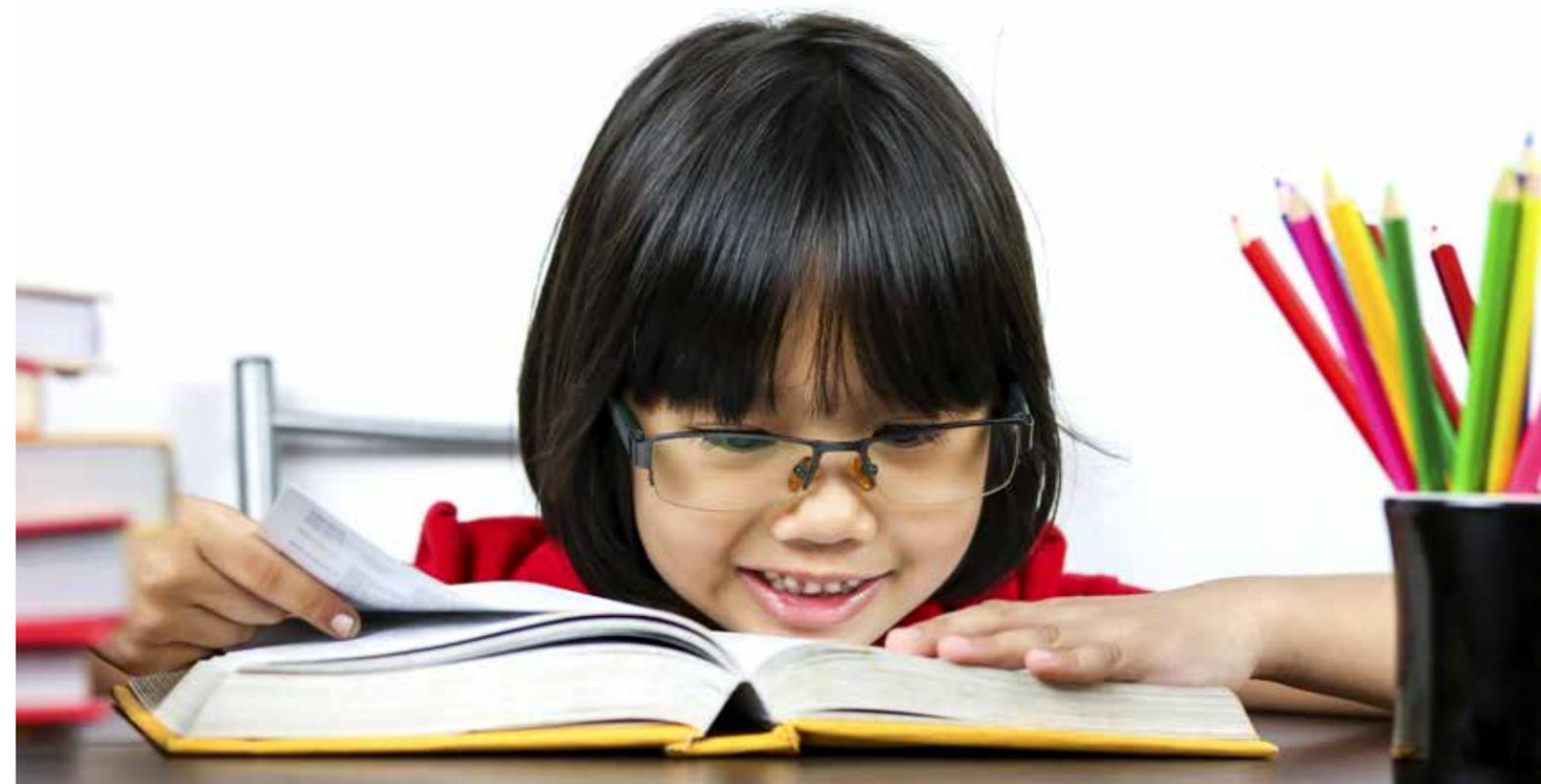
The teachers were asked to indicate their frequency of use of the particular teaching practices *before* and *after* their CEFR/DELF-related professional learning experiences using a 0-5 point Likert scale, where 0 represented no use and 5 represented the highest level of use of a particular practice. The responses to these questions were analyzed to determine mean frequencies as indicators of the teachers’ central tendencies (i.e., the “average” frequency of the teachers’ self-reported use).

## CHARACTERISTICS OF THE TEACHER SAMPLE

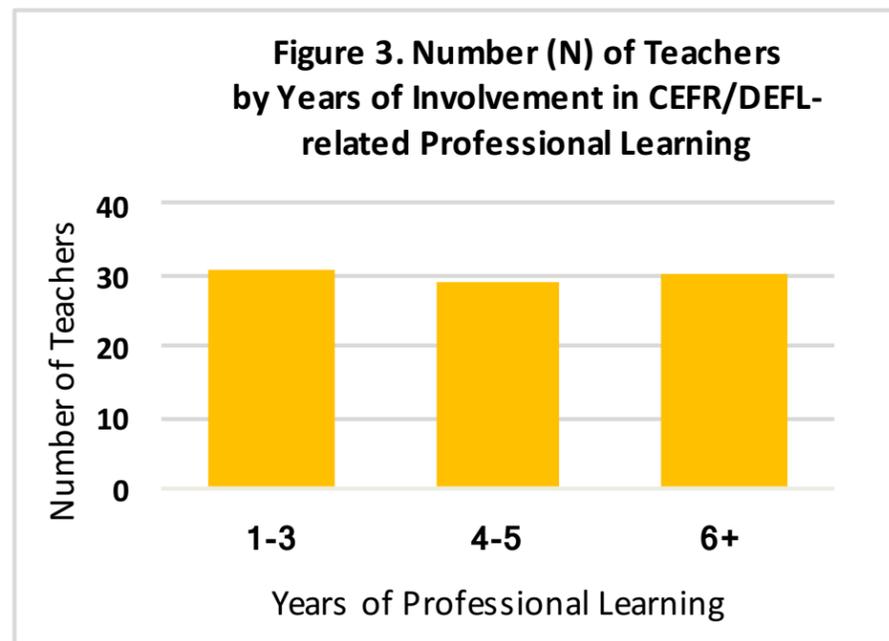
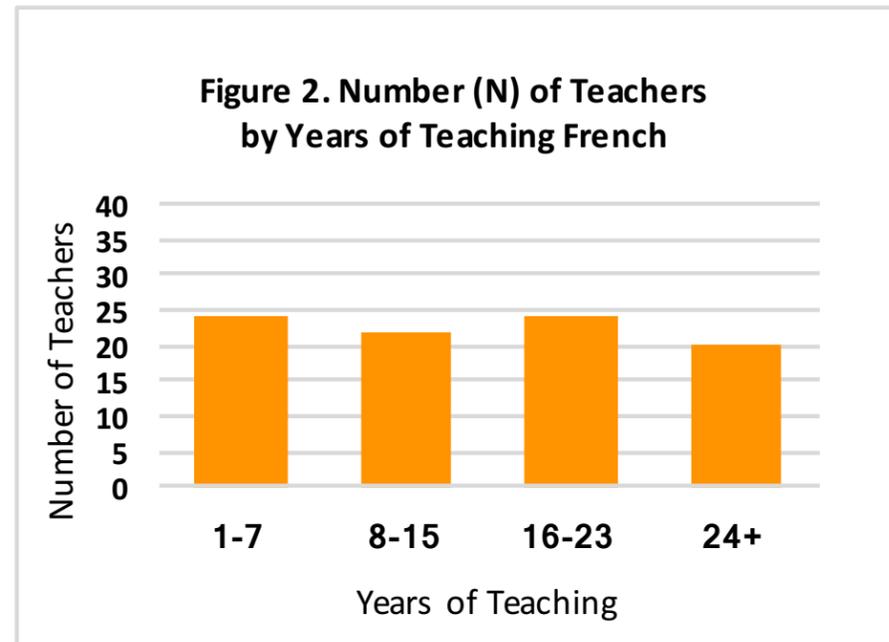
Concerning the CEFR/DELF level that the teachers felt best reflected the target French class they elected to have in mind when responding to the survey, Figure 1 shows that an equal number of teachers selected a class at the A1 and A2 levels (n=30 + 30). Another 23 teachers reported envisioning a class at the B1 level, while only 7 reported imagining a class at the B2 level.



In terms of the types of French program in which the participants were teaching at the time of the survey, 34 (38%) reported teaching solely in Core French, 39 (43%) only in French Immersion, and 2 (2%) exclusively in an Enriched French program. Fifteen (17%) teachers reported teaching in a combination of programs (8 in Core and Immersion, 5 in Core and Enriched, 1 in Immersion and Enriched, and 1 in all three programs).



With regard to years of teaching experience, Figure 2 shows that the sample of 90 teachers was fairly evenly distributed, with between 20 (22%) and 24 (27%) teachers in each of the four groupings. The greatest reported number of years of experience teaching French was 35 years. Figure 3 shows that the sample was also very evenly distributed according to the teachers' number of years of participation in CEFR/DELF-related professional learning opportunities. The majority (80%) of the teachers with 6 or more years' of experience reported between 6 and 8 years of CEFR/DELF-related professional learning experience, with the longest such period being 13 years.



Concerning the various types of CEFR/DELF-related professional learning opportunities in which the teachers reported having taken part, Table 1 shows that apart from the *DELF examinateur-correcteur training* in which all 90 teachers participated, the three most-frequently reported activities included the *DELF examinateur-correcteur refresher*, *school/board conferences or workshops*, and *other conferences or workshops* (e.g., ACPI, APPICPC, AQELFS, CASLT). Finally, in terms of the grades in which the teachers were teaching at the time of the survey, Table 2 shows that most teachers reported teaching in multiple grades, particularly in 9, 10, 11, and 12.

**Table 1**

%	CEFR/DELF Professional Learning
100 %	<i>DELF examinateur-correcteur training</i>
66 %	<i>DELF examinateur-correcteur refresher</i>
56 %	<i>School/board conferences or workshops</i>
43 %	<i>Other conferences or workshops (e.g., ACPI, APPICPC, AQELFS, CASLT)</i>
34 %	<i>Self-directed</i>
29 %	<i>Job-embedded professional learning</i>
27 %	<i>CEFR provincial meetings</i>
27 %	<i>CEFR regional learning events</i>
22 %	<i>Coaching/mentoring</i>
8 %	<i>DELF formateur training</i>

**Table 2**

%	Grade Taught
2 %	<i>CEGEP</i>
2 %	<i>Secondaire 5</i>
1 %	<i>Secondaire 4</i>
39 %	<i>Grade 12</i>
41 %	<i>Grade 11</i>
37 %	<i>Grade 10</i>
50 %	<i>Grade 9</i>
26 %	<i>Grade 8</i>
23 %	<i>Grade 7</i>
16 %	<i>Grade 6</i>
17 %	<i>Grade 5</i>
11 %	<i>Grade 4</i>
8 %	<i>Grade 3</i>
8 %	<i>Grade 2</i>
7 %	<i>Grade 1</i>
3 %	<i>Kindergarten</i>

# FINDINGS

The findings of the online teacher survey are presented below organized by the three content-related areas of the survey, namely instructional planning, teaching practice, and assessment and evaluation.

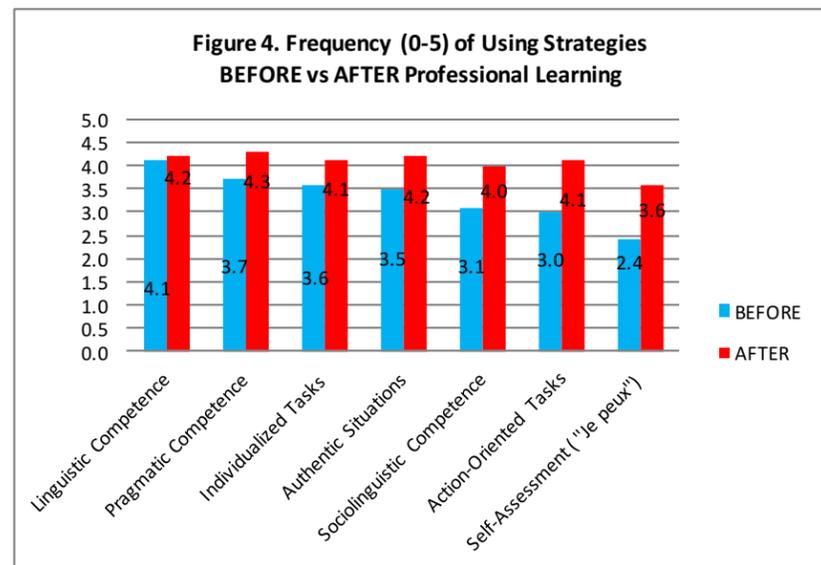
Each section lists the survey questions, along with the corresponding overall results. The results of additional analyses are also presented comparing various teacher groups (e.g., the various CEFR levels of the imagined target classes, the different French programs, the range of years of CEFR/DELF-related professional learning experience, or the range of years of French teaching experience).

## INSTRUCTIONAL PLANNING

Teachers were asked to consider their French instructional planning practices before and after their CEFR/DELF-related professional learning experiences. They were to reflect on the strategies they used in their planning to develop their students' proficiency, to consider their planned allotment of class time for reading, writing, speaking, and listening, and to report on how their professional learning has developed or confirmed their understanding of the CEFR and impacted their French instructional planning and choice of resources.

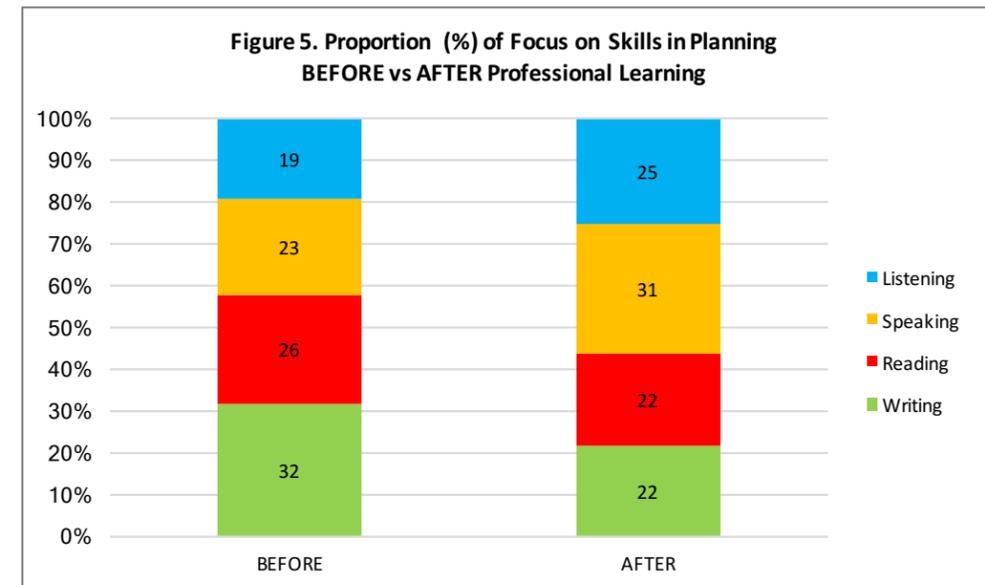
### 1. Before and after your CEFR/DELF-related professional learning experiences, which of the following items figured most prominently in your planning to develop your students' French proficiency, and how often did your planning make use of each item?

Before their professional learning, the teachers reported instructional planning practices that focused most often on opportunities related to the building of linguistic competence (an average score of 4.1 on the Likert scale) and pragmatic competence (3.7), as well as on opportunities to engage in individualized tasks (3.6). After their CEFR/DELF-related professional learning, the teachers indicated situating their focus on linguistic competence within a much-more-balanced focus in their planning on each of the targeted items. Only planning for self-assessments using "je peux" statements lagged slightly behind the other items.



### 2. What percentage of class time did you allot to each of the four language skills in your French planning before and after your CEFR/DELF-related professional learning experiences?

Before their professional learning, the teachers indicated allotting most class time in their French instructional planning to activities developing their students' writing skills (32%) followed by reading skills (26%). They reported dedicating less time to the oral skills (speaking 23% and listening 19%). After their professional learning, the teachers revealed a shift to a privileging of the oral skills, particularly speaking (speaking: 31%; listening: 25%), over the written skills, to which they reported allotting equal focus (writing: 22%; reading: 22%).



### 3. What aspect of the CEFR has been the most important in your French planning and why?

The aspects of the CEFR that the teachers reported as being most important in their instructional planning were a focus on oral communication (30 teachers) and the importance of authentic tasks (29 teachers). They also reported the use of "je peux" statements (13 teachers), a focus on listening skills (13 teachers), the use of action-oriented tasks (7 teachers), the nature of assessment and evaluation (7 teachers), the nature of reading and writing (7 teachers), and a balanced approach (5 teachers).

Zeroing in on the most-frequently-identified aspects of the CEFR, the teachers explained that a focus on oral communication is important because the students "are learning another language" and "the DELF provides some good oral production activities." They felt that such a focus in their planning helps students "become confident" and "engage in conversations for a variety of purposes." They further explained that it is important to focus on oral communication in a setting in which "all students are given the opportunity to communicate" to become "confident and proficient." ».

With respect to the importance of authentic tasks, teachers felt that such tasks were essential to include in their planning because they "engage students with the topics/lessons" since they provide "meaningful situations that will apply to the students in the future." They also said that such tasks allow students to apply what they have learned "to their own lives", and they "contextualize the learning" because they do not "focus on rule memorization and writing" like the "previous approaches to language acquisition."

As for the use of “je peux” statements, the teachers explained that this allows students to “understand the steps involved in learning French” and helps “metacognition” and “goal setting.” They further shared that these statements help them “to plan with the end in mind” because “the different levels clearly outline key points that students should have in their repertoire.”

Finally, concerning a focus on listening skills, the teachers reported that “listening to be able to then communicate” was a skill that was « souvent négligé dans le passé » but one that they now privilege because it lays “the foundation for learning a L2” and is highly valuable « dans la vie quotidienne hors d’école. » Sample responses from the teachers are provided in the table for the most-frequently-mentioned aspects.

**Table 3**

(n)	Aspects of CEFR	Sample Responses
(30)	<b>Focus on oral communication</b>	<p>“The oral aspect as they are learning another language.”</p> <p>“[I] was always wondering about activities to encourage oral production—the DELF provides some good ones.”</p> <p>« J’aimerais plus planifier des activités de la production orale car elle est tellement importante dans le développement de la langue. »</p> <p>“Students need to feel confident that they can engage in conversations for a variety of purposes.”</p> <p>“Speaking, students need to practice this skill in order to become confident and proficient.”</p> <p>“Giving all students the opportunity to communicate orally.”</p>
(29)	<b>Authentic tasks</b>	<p>“Students are more engaged with the topics/lessons.”</p> <p>“Meaningful situations that will apply to the students in the future.”</p> <p>“Authentic language learning opportunities because that is where real life will take them.”</p> <p>« Dans mon cas, en immersion, il faut adapter la langue à la situation authentique que vivent les élèves. »</p> <p>“More authentic approach at language acquisition compared to previous approaches that focused more on rule memorization and writing and then speaking.”</p> <p>“Authentic situations as they contextualize learning and engage students most.”</p>
(13)	<b>‘Je peux’ statements</b>	<p>“Allowing students to understand the steps involved in learning French—metacognition, goal setting.”</p> <p>“The I can statements ... have guided my planning ... to plan with the end in mind. The different levels clearly outline key points that students should have in their repertoire of [French].”</p>
(13)	<b>A focus on listening skills</b>	<p>“Oral interaction and listening skills because they are the foundation for learning a L2.”</p> <p>« L’écoute et l’interaction car ces deux sont les plus importants dans la vie quotidienne en dehors de l’école. »</p> <p>« C’est un aspect que j’ai souvent négligé dans le passé. »</p> <p>“Listening to be able to then communicate.”</p>

**4. In what ways, if any, has your experience scoring the DELF developed or refined your understanding of the CEFR and impacted your French planning?**

The teachers indicated, in order of frequency, that their experiences scoring the DELF motivated them, above all, to revisit their instructional planning (71 teachers) but also to better understand the importance of oral comprehension and production (24 teachers), revisit their expectations and assessment (19 teachers), better understand the language learning process (18 teachers), recognize the importance of a balanced approach (5 teachers), gain a better understanding of the connection between the CEFR and the Curriculum (3 teachers), and develop a better understanding of the relationship between the DELF and the CEFR (2 teachers). Sample responses from the teachers are provided in the table for the most-frequently-mentioned impacts.

**Table 4**

(n)	Impact of DELF-Scoring	Sample Responses
(71)	<b>Revisit planning</b>	<p>“Students must be viewed as social agents, and must be provided with authentic, action-oriented tasks in order to maximize their success.”</p> <p>“Purposeful planning based on the levels of my students, activities at their level or slightly above.”</p> <p>« On doit favoriser des situations d’apprentissage dans un contexte authentique. »</p> <p>“It’s helped me be a more effective FSL teacher since I do a lot less talking and don’t plan my units around grammar.”</p> <p>“Planning more valuable activities; more practical and useful for the students life.”</p> <p>“The interviews are very authentic for students as they are entering the adult world. It reminds me of the importance of authentic tasks.”</p>
(24)	<b>Importance of oral comprehension and production</b>	<p>“It helped me understand the importance of listening and speaking—to have students become proficient in the basics before moving on.”</p> <p>“I am less strict with certain structures and focus more on their communicative ability.”</p> <p>“Confirmed the need to use listening and speaking activities ... as a springboard for improving reading and writing skills.”</p> <p>« L’orientation de ma planification vers l’expression orale et l’écoute. »</p> <p>“It’s been a well-needed reminder that I do not work with enough aural documents and, at the end of day, students will benefit from more speaking and listening activities.”</p> <p>“Listening activities that engage the students in communicating and expressing ideas.”</p>
(19)	<b>Revisit expectations and assessment</b>	<p>“Made me have a better understanding of what to reasonably expect from my students. Changed the way I assess and evaluate students.”</p> <p>“Impacted my understanding with regards to the expectation of level of French.”</p> <p>“Deepened my understanding of what constitutes a meaningful task and has made me create rubrics/scoring charts that are more easily understood by my students.”</p> <p>« Le DELF... m’a influencé dans le sens d’évaluer l’élève de façon positive — de donner du crédit pour ce qu’il a réussi à faire. »</p>

## 5. What changes, if any, have you made to the instructional resources you use in your French teaching to reflect your CEFR/DELF-related professional learning?

Most teachers (88%) indicated that they had made changes to the resources they use in their classrooms as a result of their professional learning. The reported changes, presented here in order of frequency, reflected the use of specific CEFR/DELF resources (27 teachers), the use of authentic documents and action-oriented tasks (24 teachers), the use of activities that focus on listening and speaking skills (23 teachers), the use of technology (17 teachers), the use of a wider array of reading materials (8 teachers), the use of fewer grammatical resources (8 teachers), and (6) creating their own resources (6 teachers). Sample responses from the teachers are provided in the table for the most-frequently-mentioned changes.

Table 5

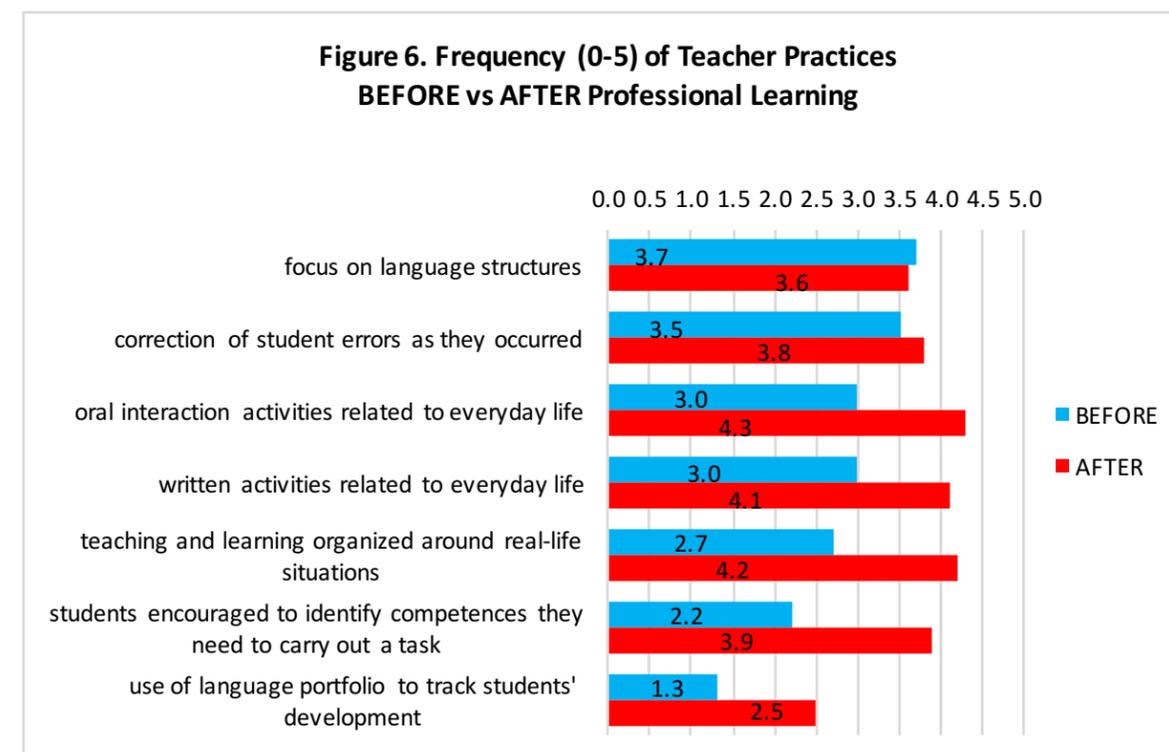
(n)	Instructional Resources	Changes Made
(27)	Specific CEFR/DELF resources	<p>"DELF resources and pedagogical materials reflecting teaching practices in language acquisition."</p> <p>"More DELF resources because they are more authentic and closely aligned with the CEFR"</p> <p>« J'ai ajouté des exemples tirés du DELF pour enseigner et évaluer la lecture, l'écoute et l'écriture. »</p> <p>"I use DELF examples available online—especially for the listening aspect."</p> <p>"I utilize more DELF training materials in planning lessons."</p> <p>"I use the DELF preparation resources."</p>
(24)	Authentic documents and action-oriented tasks	<p>"I focus on the basics using a variety of different authentic activities."</p> <p>"[Using] examples from one of my resources entitled Scenarios for an action-oriented classroom and building on them, by allowing students to take ownership for their learning."</p> <p>"I have changed what I am looking for when vetting a resource. I want something authentic, that the students will relate to."</p> <p>"I have completely revamped my program to make it more authentic and useful."</p> <p>"I have made more use of DELF-type practice assignments and speaking activities ... [they] help my students be prepared for the test ... they go hand-in-hand with our curriculum and are authentic types of tasks and situations that students can relate to."</p> <p>"More authentic resources such as newspaper articles, and tourist brochures."</p>
(23)	Activities that focus on listening and speaking skills	<p>"I explicitly teach elements ... especially those related to register and formal language. We do more verbal activities that stimulate parts of the DELF production."</p> <p>"Listening activities that engage the students in communicating and expressing ideas."</p> <p>"Activities involve talking about themselves and their surroundings."</p> <p>"I look for listening tasks, and authentic documents ... tasks that will let my students use their French in a meaningful way."</p> <p>"I use videos more often and engage students in more oral interactions in class."</p> <p>"More oral resources allowing students to hear other French speakers"</p>

## TEACHING PRACTICE

In responding to the questions in this section teachers considered the teaching practices they used in their classroom both before and after their CEFR/DELF-related professional learning experiences. Teachers were asked to reflect on the types of activities they used, the amount of emphasis they placed on specific competences, the ways in which language was presented to the students, and what changes in their teaching practice they felt had the greatest impact on increasing their students' French proficiency.

### 1. Please consider the following statements concerning teaching practice and indicate how often you made use of each item in your French teaching before and after your CEFR/DELF-related professional learning experiences.

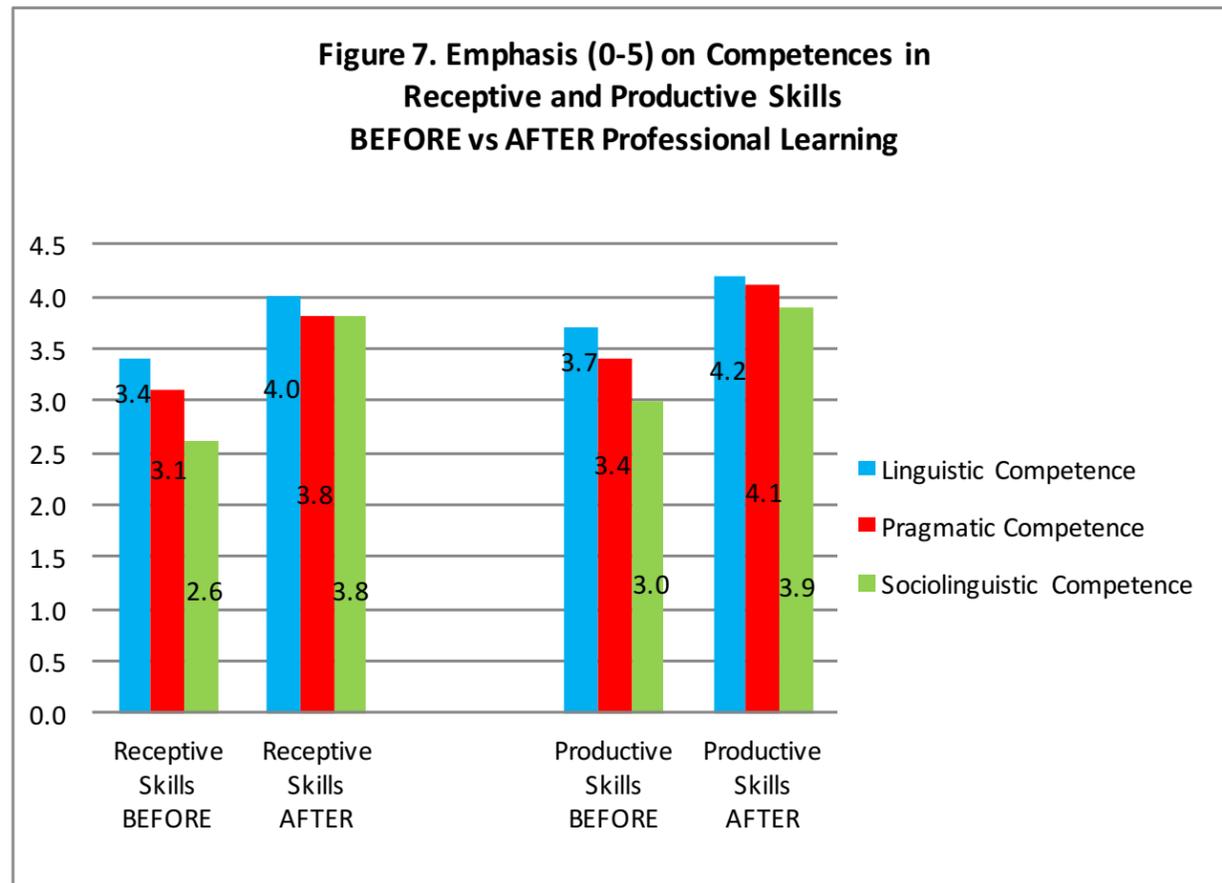
Before their professional learning, the teachers reported making most use of practices involving a focus on language structures (3.7) and on the correction of student errors as they occurred (3.5). After their professional learning, they reported an increase in using each of the targeted practices, except for a focus on language structures (3.6). The practice displaying the greatest degree of increase after the teachers' professional learning was related to asking students to think about the competences they would need to develop to carry out a task (before: 2.2; after: 3.9). Interestingly, the use of a language portfolio to track students' development was the least-frequent response both before (1.3) and after (2.5) the teachers' professional learning.



**2. Please indicate the degree of emphasis you placed before and after your CEFR/DELFL-related professional learning on linguistic, sociolinguistic and pragmatic competences when your teaching was focused, first, on the development of your students' receptive skills (i.e., reading and listening) and, second, on the development of your students' productive skills (i.e., writing and speaking).**

Before their professional learning, when their teaching was focused on their students' receptive skills, the teachers placed the greatest emphasis on linguistic competence (3.4), less emphasis on pragmatic competence (3.1), and the least emphasis on sociolinguistic competence (2.6). This ordering of emphasis was the same when the teaching was focused on their students' productive skills (linguistic competence: 3.7; pragmatic competence: 3.4; and sociolinguistic competence: 3.0).

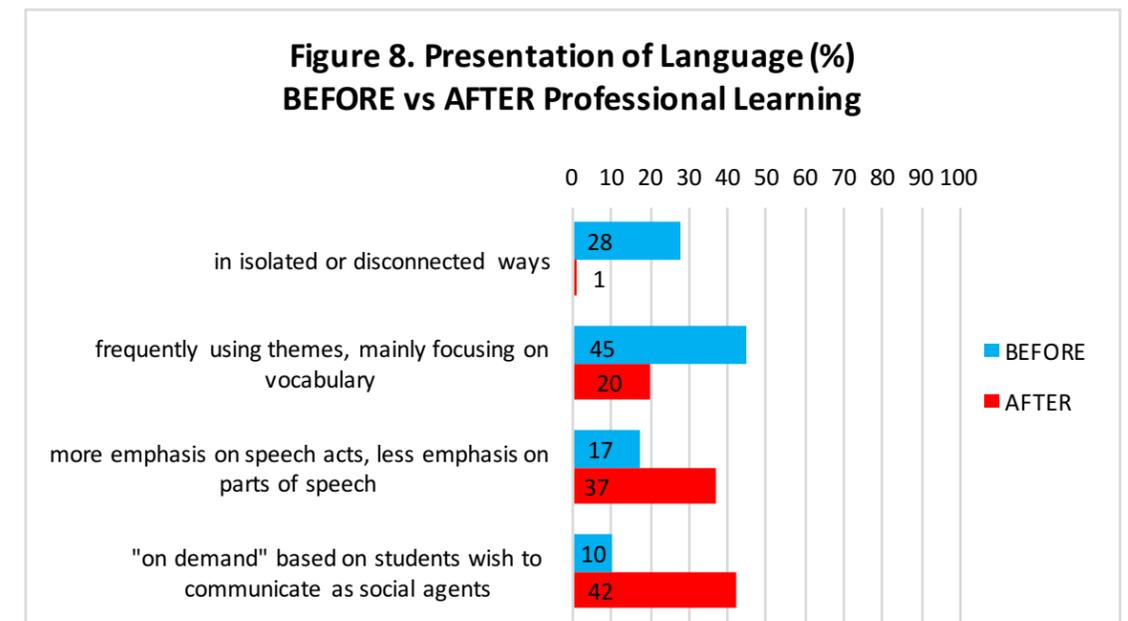
After the teachers' professional learning, whether the teaching was focused on students' receptive or productive skills, all three competences saw an increase, particularly so for sociolinguistic competence (receptive: 3.8; productive: 3.9). These changes resulted in a more-balanced emphasis on the three competences (though with still a slightly greater reported emphasis on linguistic competence whether the teaching was focused on the receptive or the productive skills).



**3. Please select the statement that best reflects how you presented language in your classrooms before and after your CEFR/DELFL-related professional learning.**

Before their professional learning, the teachers indicated that language was most-commonly presented in their classrooms in theme-based (45%) or in isolated or disconnected (28%) ways. The presentation of language through speech acts (17%) or on-demand (10%) was less common. However, after their CEFR/DELFL-related professional learning, the teachers demonstrated a dramatic and near-complete reversal of these patterns. The presentation of language on-demand (42%) or through speech acts (37%) after such learning accounted for nearly 80% of the responses, with a theme-based presentation accounting for 20% and an isolated form for presentation being nearly entirely absent from the teachers' responses (1%).

*This fundamental, sweeping change in how teachers reported presenting language in their classrooms is worthy of note, as it assumes changes in how teachers would engage in planning practices and implies changes in how assessment and evaluation would be carried out.*



**4. Please describe one effective activity that you have used to teach grammar and/or vocabulary in context.**

In nearly all cases, the activities the teachers reported using to teach grammar and/or vocabulary in context required students to use the language in purposeful and meaningful ways. These activities were of the following types: using language in context (21 teachers), guided reading (18 teachers), role-plays of authentic situations (18 teachers), using audio/visual prompts (16 teachers), and guided class conversations (10 teachers). Sample responses from the teachers are provided in the table for the most-frequently-mentioned activity types.

**Table 6**

(n)	Activities	Sample Responses
(21)	<b>Students using language in context</b>	<p>"I find that modeling grammatical structures and then having them repeat/apply to their own context is very effective."</p> <p>« Qu'est-ce que tu as fait ce matin/qu'est-ce que tu vas faire ce soir? »</p> <p>"Balle [de] cristal ... tell me what's in your future."</p> <p>"Really understanding the purpose of ÊTRE and AVOIR in describing self (presenting self to someone)."</p> <p>« Leur avenir après l'école secondaire... puis ils produiront une espèce de plan pour y arriver. »</p> <p>"The students were really upset about the school dress code ... They had to write letters to the principal to express their opinion and make suggestions in a polite and formal manner."</p>
(18)	<b>Guided Reading</b>	<p>"Students read a new text, identify or question a new grammatical structure, grammar is taught and then practiced by students."</p> <p>"Shared Reading, and Read-aloud"</p> <p>« Je pars toujours de supports authentiques (... articles, reportages, etc.) et j'utilise la démarche inductive. »</p> <p>"Passage of short story describing the past for teaching the past tense within context."</p> <p>« Je commence avec une activité de lecture... puis on pratique des tâches orales ou écoutes liées avec ce texte. »</p> <p>« La lecture... et après faire une analyse de la grammaire... et l'étude du nouveau vocabulaire. »</p>
3 (18)	<b>Role plays of authentic situations</b>	<p>"Role Play—authentic situations (movies; shopping, etc.); peer interviews/conversations (meeting someone for the first time, for example)"</p> <p>"Rehearsed or modeled interaction by me and students"</p> <p>"Creating real life scenarios"</p> <p>"Planning a vacation in a French-speaking region"</p>

**5. Please describe one activity that you have used to encourage authentic, spontaneous student-to-student interaction.**

The activities the teachers reported using to encourage authentic, spontaneous interactions among students were the following (note that some teachers chose to describe more than one activity in response to this question): role-plays of authentic situations (32 teachers), guided class conversations (20 teachers), partner/group work including peer editing (20 teachers), and using audio/visual prompts to elicit opinions and stimulate debates (11 teachers). Sample responses from the teachers are provided in the table for the most-frequently-mentioned activity types. Those activities that did not fit into these categories (9 teachers) included, for example, using language in context, inquiry-based learning activities, and projects based on can-do statements. Three teachers elected not to answer this question.

**Table 7**

(n)	Activities	Sample Responses
(32)	<b>Role-plays of authentic situations</b>	<p>"Role Play—authentic situations (movies; shopping, etc.); peer interviews/conversations (meeting someone for the first time, for example)"</p> <p>"Videotaping simple conversations to share with me in a social media format (Google docs)"</p> <p>« Se présenter à une nouvelle élève francophone »</p> <p>"Café scenario"</p> <p>"I provide students with a situation, like signing up for a yoga class at the gym and encourage them to act it out."</p> <p>"Role plays with real life situations (ex.: You think your locker mate has stolen your iPod. Confront your partner and try to resolve the issue.)"</p>
(20)	<b>Guided class conversations</b>	<p>« Qu'est-ce que tu as fait ce matin/qu'est-ce que tu vas faire ce soir? »</p> <p>"I try to begin my lessons with a quick 5 minute interactive dice game where the students ask and answer a series of questions."</p> <p>"Share what they have been reading in class, what they understand, examples of figure of speech, etc."</p> <p>"Giving menus and students discuss what they would like to order and why."</p> <p>"Discussions on current events or events occurring in school (i.e., student council elections)"</p> <p>« Créer des débuts de phrases pour inciter à l'interaction »</p>
(20)	<b>Peer/group work</b>	<p>« Ils échangent leurs écrits (autoévaluation) et discutent de leurs écrits. »</p> <p>« Speed-dating pour parler au sujet de la fin de semaine ou des vacances »</p> <p>« Le jeu Raconte-moi une histoire. Les élèves reçoivent des images et ils doivent les décrire en groupe et les ordonner afin de raconter une histoire. »</p> <p>"Partnership with classrooms elsewhere, where students are connecting to others in French"</p> <p>« En petits groupes de trois ou quatre pour partager leurs opinions et explorer le sujet et les principes contre les pratiques »</p> <p>"Small group discussions on topics of interest to students where they are asked to provide their own opinion."</p>

## 6. Which change in your own teaching practice do you believe has had the greatest impact on your students' proficiency?

Nearly half of the teachers (40 teachers) identified providing more oral and listening practice as the change in their own teaching practice that had had the greatest impact on their students' proficiency.

Additional responses, listed here in order of frequency, were less decontextualized focus on grammar and more language in context (16 teachers), increased use of authentic situations and resources (15 teachers), and establishing clear criteria and goals (7 teachers). Sample responses from the teachers are provided in the table for the most-frequently-mentioned changes.

Whatever their particulars, the teachers' answers to this question consistently highlighted a move towards a more-purposeful use of the target language. The teachers explained that such a move positively impacted their students' proficiency because it devoted more time to student interaction (particularly speaking and listening). It also moved the classroom focus away from traditional grammar-focused lessons by situating grammar and vocabulary instruction within the skills needed to complete a task. The teachers also commented on how these new teaching practices stressed the importance of meaning over isolated grammatical structures.

Table 8

(n)	Changes in Teaching Practice	Sample Responses
(40)	More oral and listening practice	<p>"Allowing more time for students to practice their oral skills by either asking/answering questions or by having short discussion about a topic that are placed on the board."</p> <p>"More oral activity—role plays; classroom routines, etc."</p> <p>« L'accent sur l'interaction et l'écoute comme nous avons appris notre langue maternelle »</p> <p>« Favoriser l'interaction — faire davantage les élèves s'exprimer »</p> <p>"Allowing students time to talk to one another has increased their confidence and proficiency."</p> <p>"Intentionally focusing on building capacity in students' oral production through action-oriented, authentic tasks and discussions"</p>
(16)	Less decontextualized focus on grammar and more language in context	<p>"Letting go of grammar lessons"</p> <p>"Asking students questions about their everyday activities"</p> <p>"Less reliance on teaching grammar separately and always through being exposed to the language in context"</p> <p>"What are they going to say, not do they know the passé composé"</p>
(15)	Use of authentic situations and resources	<p>« Le quotidien — des situations authentiques qui pourront se présenter hors de l'école dans un milieu français »</p> <p>"Use of authentic listening activities"</p> <p>"Modeling and using authentic setting (real-life situations)"</p> <p>« Associer les concepts grammaticaux aux raisons pratiques ou aux situations réelles qui exigent les concepts. »</p>

## ASSESSMENT AND EVALUATION

In responding to the questions in this section, teachers considered their assessment and evaluation practices before and after their CEFR/DELF-related professional learning experiences. The teachers reflected on the emphasis of their learning goals, success criteria, and feedback, the frequency of targeting various aspects of their students' work, the distribution of their summative evaluation across the four basic skills, and changes in their assessment and evaluation practices that they believed had had the greatest impact on increasing their students' French proficiency.

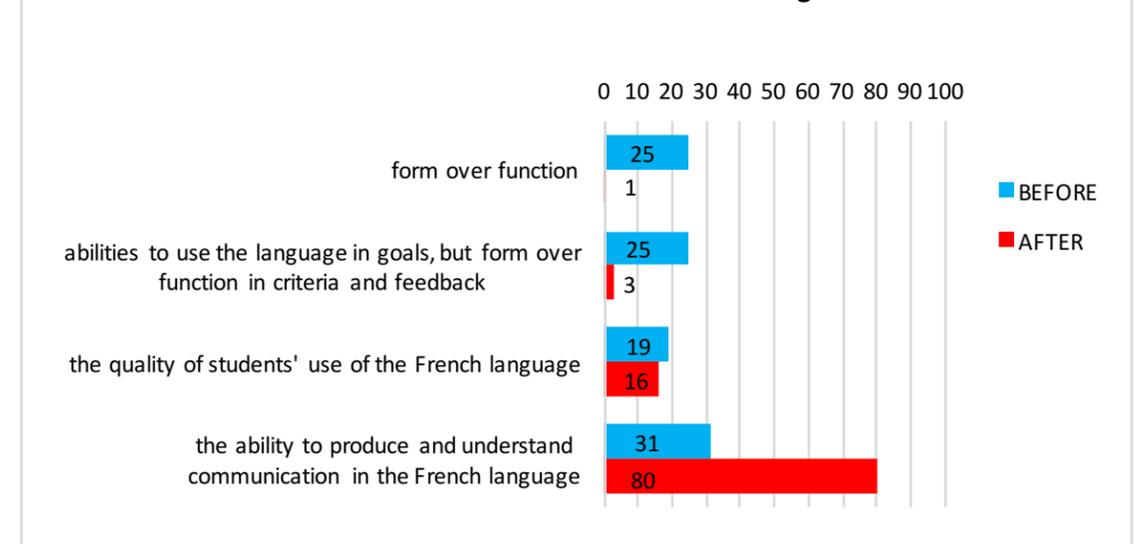
### 1. Please select the statement that best describes the emphasis of the learning goals, success criteria, and feedback in your French teaching before and after your CEFR/DELF-related professional learning experiences.

Before their professional learning, the teachers reported a fairly-equally-split emphasis in their learning goals, success criteria, and feedback on a focus on form (either for all three aspects, 25%, or only for the criteria and feedback, 25%), a focus on the quality of students' use of French (19%) and a focus on students' ability to produce and understand communication in French (31%).

However, after their professional learning, nearly every teacher (94%) reported focusing either on their students' ability to produce and understand communication in French or on the quality of their use of French.

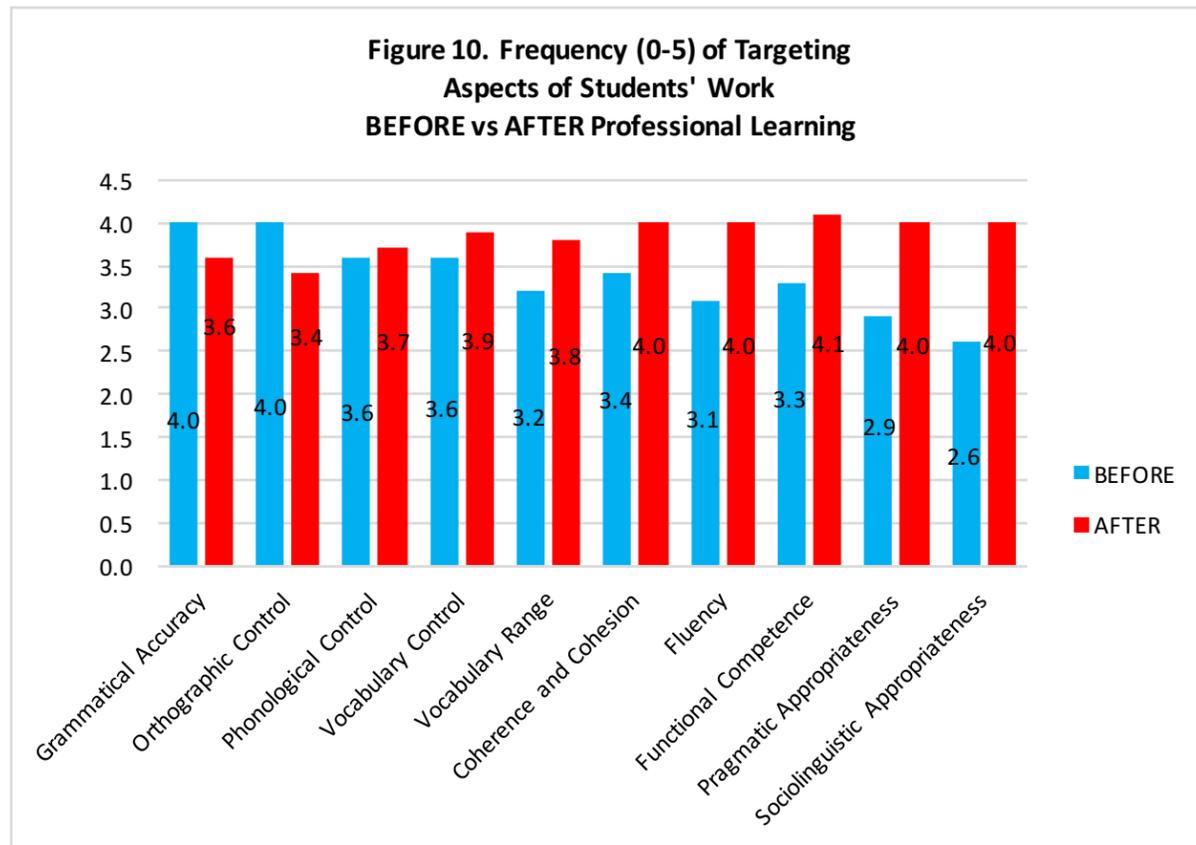
This dramatic change is clearly worthy of note, particularly as it is in keeping with the earlier finding of a reported shift in how teachers reported presenting language in their classrooms.

Figure 9. Emphasis (%) of Learning Goals, Success Criteria, and Feedback BEFORE vs AFTER Professional Learning



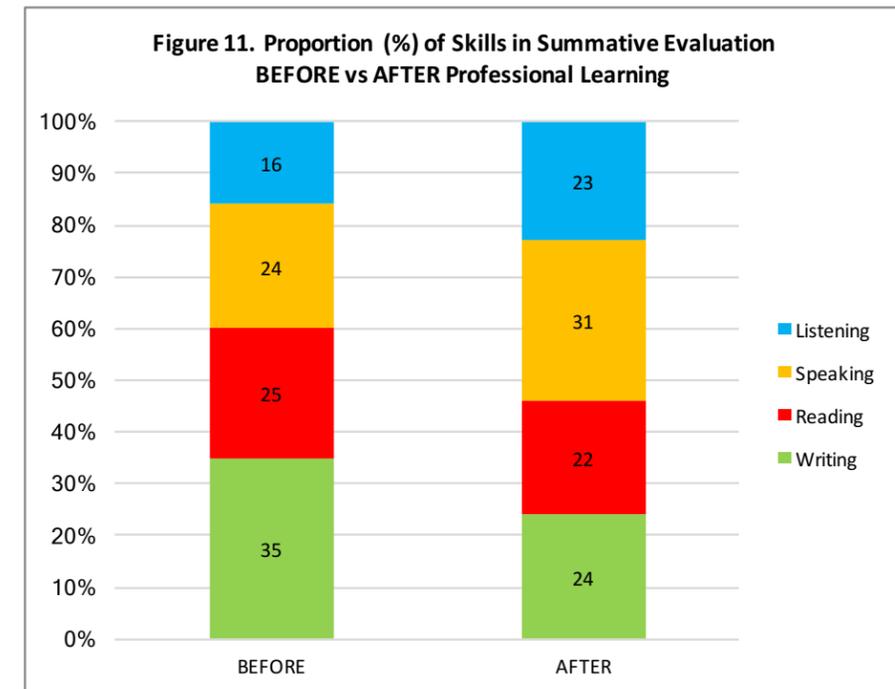
**2. Please indicate how often you targeted the following aspects of your students' work in your feedback before and after your CEFR/DELF-related professional learning experiences.**

Before their professional learning the teachers reported that their feedback to students targeted most often grammatical accuracy (4.0) and orthographic control (4.0) and least often sociolinguistic appropriateness (2.6) and pragmatic appropriateness (2.9). After their professional learning, the teachers reported an inversion of their focus. This inversion involved the greatest emphasis being reported in a nearly-balanced fashion (4.1-3.9) on functional competence, sociolinguistic appropriateness, pragmatic appropriateness, fluency, coherence and cohesion, and vocabulary control. It also involved the least emphasis (3.4-3.7) being reported on phonological control, grammatical accuracy, and orthographic control. Interestingly, while the lesser emphasis on grammatical accuracy and orthographic control constituted an actual drop in reported focus, this was not the case for phonological control.



**3. Please indicate approximately what percentage of your summative evaluation was devoted to each skill area before and after your CEFR/DELF-related professional learning experiences.**

Before their professional learning, the teachers reported devoting a combined 60% of their summative evaluation to the written skills (writing: 35%; reading: 25%) and a combined 40% to the oral skills (speaking: 24%; listening: 16%). In contrast, after their professional learning the teachers shifted this distribution to a privileging of speaking (31%), with a balance on the remaining skills (writing: 24%; listening: 23%; reading: 22%).



**4. Which change in your own assessment practices do you believe has had the greatest impact on increasing your students' French proficiency?**

*As was the case in the previous section on teacher practices, the changes in assessment practices mentioned by the teachers focused, in nearly all cases, on their students' use of the language in purposeful and meaningful ways.*

These changes in assessment practices were of the following types: an increased focus on speaking (19 teachers); a change in the form of feedback (14 teachers), a focus on communication (13 teachers), a focus on listening (11 teachers), the use of authentic tasks (10 teachers), a focus on all four skills (8 teachers), and the use of formative assessment (6 teachers). Sample responses from the teachers are provided in the table for the most-frequently-mentioned changes.

**Table 9**

(n)	Changes in Assessment Practices	Sample Responses
(19)	<b>Focus on speaking</b>	<p><i>"Oral interaction in class"</i></p> <p><i>"Switched to more speaking assessments (often and valued)"</i></p> <p><i>"Getting the student to independently speak French by role modelling that I only speak French to my students."</i></p> <p><i>"Let the students talk and express their ideas."</i></p> <p><i>« Plus d'exigences au niveau de l'expression orale »</i></p> <p><i>« Mettre l'emphase sur l'expression orale »</i></p> <p><i>"Way more focus on speaking than in the past. Evaluations used to be tests, now it takes many different forms."</i></p>
(14)	<b>Form of feedback</b>	<p><i>"I include a lot of descriptive feedback. I use comments like Tu as bien ____ . La prochaine fois, tu peux ____."</i></p> <p><i>"More detailed feedback"</i></p> <p><i>"Providing frequent feedback that is meaningful. Not simply saying 'that was great.'"</i></p> <p><i>« Rétroaction directe-spécifique, plus fréquente et le plus tôt possible »</i></p>
(13)	<b>Focus on communication</b>	<p><i>"Having students get their point across in a manner in which it is understood in a confident and effective manner"</i></p> <p><i>"Focusing on student context (message) instead of always on grammar"</i></p> <p><i>« Plus d'accent sur le contenu du message et sa forme, et non seulement sur la langue elle-même »</i></p> <p><i>"Focus on communication of ideas rather than exactitude of the language structures"</i></p> <p><i>« Que je planifie beaucoup plus d'attention à ce que les élèves peuvent VRAIMENT faire pour communiquer en français »</i></p> <p><i>"Less emphasis on grammar—fill in the blanks—as final evaluation and more emphasis on communicating ideas, reading articles destined for Francophones"</i></p>

**ANALYSES OF TEACHER GROUPS**

Additional analyses were performed for each question for each section of the three sections of this report to determine whether particular instructional planning practices, teacher practices, and assessment and evaluation practices were reported with similar frequencies across various teacher groups (e.g., French program, years of French teaching experience, CEFR level of the envisioned class, etc.). These analyses sought to answer the question, "Is the impact of CEFR/DELF-related professional learning shared in similar ways across various teacher groups?"

*Despite a few minor, isolated differences, these analyses showed that the reported practices were shared in remarkably similar ways across the various teacher groups, suggesting that CEFR/DELF-related professional learning is having a wide-reaching, meaningful impact on the instructional planning practices, teacher practices, and assessment and evaluation practices of teachers across the spectrum.*

**Table 10**

Instructional Planning Questions	Teacher Groups for Analyses	Patterns Shared Across Groups
1. Strategy use	<p>CEFR-level of envisioned class</p> <p>Years of professional learning</p> <p>French program type</p>	Mostly
2. Four skills	<p>CEFR-level of envisioned class</p> <p>Years of professional learning</p> <p>Years of French teaching experience</p>	Yes
3. CEFR aspects	<p>CEFR-level of envisioned class</p> <p>Years of professional learning</p> <p>French program type</p>	Yes
4. DELF-scoring	<p>CEFR-level of envisioned class</p> <p>Years of French teaching experience</p> <p>Years of professional learning</p>	Yes
5. Resource use	<p>CEFR-level of envisioned class</p> <p>Years of professional learning</p> <p>French program type</p>	Yes

Teacher Practice Questions	Teacher Groups for Analyses	Patterns Shared Across Groups
1. Teaching Practices	CEFR-level of envisioned class French program type Years of professional learning	Yes
2. Emphasis on Receptive and Productive Competences	CEFR-level of envisioned class French program type Years of professional learning	Yes
3. Presentation of Language	CEFR-level of envisioned class French program type Years of professional learning	Yes
4. Activities for Teaching Grammar / Vocabulary	CEFR-level of envisioned class French program type Years of professional learning	Yes
5. Activities for Student Interactions	CEFR-level of envisioned class French program type Years of professional learning	Yes
6. Changes in Teaching Practice	CEFR-level of envisioned class French program type Years of professional learning	Yes
Assessment/Evaluation Questions	Teacher Groups for Analyses	Patterns Shared Across Groups
1. Learning Goals, Success Criteria, and Feedback	CEFR-level of envisioned class Years of professional learning Years of French teaching experience	Yes
2. Aspects of Students' Work	CEFR-level of envisioned class Years of professional learning French program type	Mostly
3. Four Skills	CEFR-level of envisioned class Years of French teaching experience French program type	Yes
4. Changes in Assessment	CEFR-level of envisioned class Years of professional learning French program type	Yes

## CONCLUSION

This report sought to determine if and how teacher-correcteurs' CEFR/DELF-related professional learning experiences are leading them to make changes in their reported French teaching practices in the areas of instructional planning, teacher practice, and assessment/evaluation. Three major conclusions emerged from the analyses of the teachers' responses to the online survey.

### A REORIENTATION OF HOW LANGUAGE IS PRESENTED

*The teachers reported a reorientation of how they are presenting language in their classrooms as a result of their CEFR/DELF-related professional learning.*

The comprehensive nature of this reorientation, right from the instructional planning stage, through the teaching practices used in the classroom, down to how language is assessed and evaluated is very much in line with the principles and spirit of the CEFR and makes this finding important and worthy of note.

Regarding instructional planning practice, the teachers reported focusing on developing their students' communicative abilities by creating action-oriented tasks and tasks involving authentic situations. They indicated more-evenly distributing the emphasis of their planning on linguistic, sociolinguistic, and pragmatic competences and increasing the amount of class time they planned to devote to speaking and listening. This focus replaced the teachers' former privileging of developing their students' linguistic competence and devoting most of their planning to writing.

Concerning teaching practice, the three practices that the teachers reported focusing on most often included the use of oral interaction activities related to everyday life, organizing teaching and learning around real-life situations, and the use of written activities related to everyday life. This focus replaced a concentration on teaching language structures and correcting student errors as they occurred. Whether focusing on developing their students' receptive or productive skills, the teachers reported an evenly-distributed emphasis in their teaching practice (like in their planning) on developing their students' linguistic, sociolinguistic, and pragmatic competences by presenting language almost exclusively through speech acts or "on demand" based on what students wish to communicate as social agents rather than in theme-based or isolated and disconnected ways as before.

Finally, with regard to assessment and evaluation practice, the teachers reported emphasizing their students' communicative skills, overwhelmingly by focusing on developing their ability to produce and understand communication in French. This focus replaced a former privileging of grammatical accuracy and orthographic control. This shift is reflected in the teachers' reports of their summative evaluation, where their primary focus on speaking replaced their former focus on writing. The teachers reported preferring assessment in the form of authentic situations, speaking assessments, and focusing their evaluation on their students' ability to communicate.

## STRATEGIES AND MATERIALS GROUNDED IN MORE AUTHENTIC, EVERYDAY USES OF THE LANGUAGE

*The teachers' CEFR/DELFL-related professional learning was found to be inspiring them to make greater use of strategies and materials that are based on more authentic, everyday uses of the language.*

This change is clearly in line with the principles and spirit of the CEFR.

The teachers reported their increased use of specific CEFR/DELFL resources, authentic documents, action-oriented tasks, activities that focus on listening and speaking skills, technology, a wider array of reading materials, and their own resources. The teachers explained that such resources allow students to take ownership of their learning, provide tasks and situations that students can relate to, and go hand-in-hand with the curriculum. They also reported their increased use of language in context, guided reading, role-plays of authentic situations, audio/visual prompts, and guided class conversation to improve their students' communicative ability by connecting learning in their classrooms to authentic, everyday uses of the language and allowing students to express ideas and opinions on themes that are relevant to them. The teachers also explained their preference for the use of authentic tasks rather than traditional testing to reflect their use of authentic tasks in their teaching.

Finally, the teachers reported their increased use of assessment tasks that focus on speaking and communication by putting less emphasis on grammar and more emphasis on communicating ideas. This shift in emphasis does not represent another swing of the age-old pendulum from the extreme of grammar emphasis to the extreme of grammar avoidance but rather shifts the focus to how to better balance the various components of language, including its structural elements that must be used effectively in order to facilitate communication.

## TEACHERS ACROSS THE SPECTRUM ARE PARTICIPATING IN THESE CHANGES

The changes that CEFR/DELFL-related professional learning were found to be inspiring in the teachers' practice were shown to be participated in in remarkably consistent ways by various teacher groups across Canada. Regardless of the CEFR level of the class the teachers had in mind when responding to the survey, whether the teachers were from a Core, Immersion, or Intensive French program, and regardless of the number of years of French teaching experience or CEFR/DELFL-related professional learning the teachers had, they all reported similar influences on their instructional planning, teacher practice, and assessment and evaluation practices.

This finding is important in that it suggests that the influence of professional learning supersedes any differences resulting from the teachers' professional characteristics. It also shows that the teachers' varied forms of such learning have resulted in a general, consistent, and wide-reaching shift toward privileging the development of their students' ability to communicate in French in authentic, everyday situations.

## IMPLICATIONS AND RECOMMENDATIONS

*The profound changes this study has documented in the practice of teachers who have experienced a range of CEFR/DELFL-related professional learning opportunities clearly show that such professional learning is leading practitioners to enact in their classrooms a CEFR-inspired vision of language.*

This vision is not of language as a series of disconnected elements but of language as a system of balanced, integrated parts that connect to allow for purposeful, authentic communication to take place. This reorientation can be a point of departure for successful student engagement and meaningful language learning. In fact, the teachers have shared the positive impacts that they believe a CEFR-inspired approach is having not only on their students' confidence and proficiency but also on their own confidence in the efficacy of their classroom practice.

In the spirit of the CEFR and action-oriented approaches, the National DELFL meeting participants came together in November, 2017 and, following a presentation of this research, created a series of practical recommendations designed to guide stakeholders in the future development of the DELFL in Canada. Here is a summary of the key actions:

### 1. We recommend that Ministries of Education and Boards of Education begin or continue to:

- draw inspiration from the CEFR to develop FSL and Immersion programs;
- offer DELFL test-taking opportunities to a greater number of learners;
- work in collaboration at the provincial and national levels in order to advance the CEFR and the DELFL in Canada;
- offer CEFR- and DELFL-related professional learning opportunities to a greater number of teachers.

### 2. We recommend that researchers begin or continue to:

- document the results of students who have challenged the DELFL;
- compare the educational practices of teachers who have engaged in DELFL training with those who have not;
- undertake observations of classroom practice (before DELFL training/after DELFL training);
- conduct long-term studies of how students are impacted by the DELFL and by classroom practices inspired by the CEFR (longitudinal studies).

### 3. We recommend that teachers begin or continue to:

- reflect on the principles and spirit of the CEFR and its connection to the DELFL;
- find ways to integrate CEFR-inspired educational practices in the classroom;
- share *best practices* inspired by the CEFR and DELFL with other educators.

#### 4. We recommend that the DELF Committee and the French Embassy commit to:

- supporting opportunities for professional development relating to the CEFR and DELF;
- promoting the findings of this report among Ministries of Education, Boards of Education, Universities, Faculties of Education, and other relevant bodies.

In sum, this research has found that CEFR/DELF-related professional learning is having a powerful, positive impact on the reported practices of French teachers across the spectrum in ways that reflect the principles and spirit of the CEFR. These changes are well poised to further strengthen student proficiency and confidence in French and improve the effectiveness of French education in Canada.

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Association canadienne des  
professionnels de l'immersion



170 Laurier Ave West, Suite 1104  
Ottawa (Ontario) K1P 5V5

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