OBJECTIF– PURPOSE
To analyze the strengths and weaknesses on the FRLS stream at Glendon and to find potential solutions in the context of a Language Policy.

LANGUAGE POLICY IN EDUCATION
In an educational context a language policy is a document created by staff members that identifies areas of concern and includes provisions for follow up, monitoring, and revision in case of changing circumstances. (Corson 1)

MÉTHODES DE RECHERCHE– RESEARCH METHODS

RÉSULTATS– RESULTS

58.3% Of students said that FRLS did not meet their expectations

47.91% Of students said they felt comfortable speaking in French medium classes

62.5% Of students feel comfortable writing in French-Medium classes

16.67% Of students agree that there is consistency in the progression of FRLS courses

43.75% Of students said they enjoy learning French in FRLS classes

83.33% enjoy learning French.

STRENGTHS:
• Bilingual Faculty
• Students can move through program faster with more summer programs
• Many students take exchanges
• Small class sizes to engage in language use

CONSTRAINTS:
• Student body is not fully bilingual
• Difficulty in switching between FSL and FRLS streams
• Varied definition of bilingualism
• Inflexible system for selecting professors to teach courses (by seniority)
• Lack of variety in course options

SOLUTIONS PROPOSÉES– PROPOSED SOLUTIONS

LANGUAGES POLICY AT BILINGUAL UNIVERSITIES
“...the University must continue to improve the quality of its programmes offered in French, in English and in both official languages;” (Laurentian University, Bilingualism)

“Recommendation 8: Adopting second-language policies
The Commissioner of Official Languages recommends that universities adopt formal policies relating to second-language learning in the context of an overall strategy to enhance second-language learning.”

(Minister of Public Works and Government Services Canada)

“Without common tools to define bilingualism, students can — and often do — underestimate their linguistic abilities and believe that they are not qualified for a bilingual position. The reverse is also true.”

(Academic Forum on French Immersion at the University Level, 2012)