This report could not have been produced without the assistance and advice of many dedicated people, the vast majority of whom volunteered their time and expertise. Canadian Parents for French would like to thank all of those listed below for their significant contributions.

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CPF would also like to thank the following staff for their “above and beyond” contributions to this report.

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Jenny MacLeod
In this report you will find recommendations for providing French-second-language benchmarks for FSL programs in order that parents and students may make informed decisions.

1. PROVINCIAL AND TERRITORIAL SUPPORT FOR FSL EDUCATION PROGRAMS 
Using information provided by Ministries of Education and CPF Branches, this section assesses the efficacy of current provincial and territorial FSL policies and practices.

2. NATIONAL SUPPORT FOR FSL EDUCATION PROGRAMS 
Using information provided by federal government departments, this section describes national support for quality, accountability, and enrolment growth in FSL education programs across the country.

3. NATIONAL AND PROVINCIAL/TERRITORIAL TRENDS IN FSL ENROLMENT 
Using data provided by Ministries of Education, this section describes growth and coverage in national FSL enrolment, analyzes trends in provincial/territorial enrolment patterns, and describes the growth of intensive French programs across the country.

4. UNIVERSITY STUDENTS AND FRENCH IMMERSION PROGRAMS: REPORT OF A SURVEY
Undergraduates across the country identify factors which influenced their FSL education decisions at the transitions from elementary to secondary school and from secondary to post-secondary education. Students also assessed how their previous FSL education prepared them for post-secondary French studies, and described the types of social and academic support which would assist them to succeed in university-level courses offered in French. A full report is published on CPF’s website at www.cpf.ca.

THE NATIONAL HEALTH PROGRAM FOR FRANCOPHONES
Describes a national initiative to ensure an adequate supply of French-speaking health care professionals and explores the implications of this initiative for French immersion graduates.

POST-SECONDARY PROFILES
Profiles of five post-secondary institutions (four universities and one community college) that offer academic and social support to French-second-language students studying in French.

NO FRENCH PLEASE, WE’RE IN UNIVERSITY NOW
Former CPF president Dr. Ian Richmond describes the decline in French-second-language enrolment in anglophone universities and the resultant decline in the pool of qualified candidates for FSL teacher training and of qualified young bilingual professionals.

5. SUPPORT FOR ANGLOPHONES IN POST-SECONDARY FRENCH: A REVIEW OF THE LITERATURE
A summary report of those factors that may influence the decision of secondary French immersion and core/extended French students to study in French at the post-secondary level, and the support that may help them stay in FSL classes. It also highlights learning experiences that are crucial to achieving advanced French proficiency at the post-secondary level and to maintaining French proficiency throughout life. Includes brief profiles of FSL opportunities in selected post-secondary institutions. A full literature review is published on our website at www.cpf.ca.

6. AN AGENDA FOR CHANGE
CPF’s Executive Director, James Shea, offers strategies required to attract and retain more students in secondary immersion and post-secondary French studies, and encourages decision makers to ensure accountability for the quality of FSL programs and transparency in the use of FSL education funding.

STATISTICAL APPENDIX:
The federal government has challenged French-second-language educators to double the proportion of secondary school graduates with a working knowledge of both official languages by 2013. This is indeed a challenge: attrition from high school French immersion programs is of serious concern and the quality of French-second-language education is threatened by a lack of post-secondary opportunities in which students can use and improve their French language skills.

We must find a way to retain more students in French immersion programs as they make the transition from elementary to secondary school, to encourage students to complete high school immersion, and to motivate FSL students to continue to pursue post-secondary French studies. As we do so, we must remember that these important educational decisions rest in the hands of parents and students, two important but often-overlooked stakeholders.

To this end, The State of French-Second-Language Education in Canada 2005 presents findings of a survey of over 400 undergraduates who provided information about how they and their parents took these decisions, and how high school immersion programs could be enhanced to promote retention. They also provided information about how well high school French-second-language programs prepared them for post-secondary French studies, and what they would be willing to do to maintain their French-language skills throughout their adult lives.

But encouraging post-secondary French studies is not enough; we must also provide appropriate support for students studying in their second language. Once again, students told us about their needs and identified those types of support that best encourage enrolment and foster success in post-secondary programs. Their contribution to our understanding is invaluable.

In this report you will find recommendations for providing French-language benchmarks for FSL programs in order that parents and students may make informed decisions, for recognizing the influence of parents and elementary immersion teachers on decisions about high school French studies, for enhancing high school immersion programs to promote retention, and for motivating immersion graduates to choose post-secondary French courses.

We implore French-second-language decision makers to respond to the needs of parents and students and to offer more opportunities for young people to become life-long communicators in their second official language.

Trudy Comeau
President
Canadian Parents for French
The State of French-Second-Language Education in Canada 2005 is the sixth annual assessment of how FSL programs are faring in Canada and how effectively provincial and territorial support systems have contributed to their operation.

Criteria for assessing support for FSL education were developed in 2000 and further refined in 2003. This year we report positive changes that have occurred since the publication of our 2004 report in three major categories:

- **Enrolment** - Practices that ensure enrolment reflects equitable access to FSL programs
- **Quality** - Evidence that FSL programs reflect quality practices
- **Accountability** - Practices that ensure provinces/territories and school boards are open and answerable about policies, programs, and funding

The information in this section is based on material drawn from documents provided by each CPF Branch, knowledge of the province or territory held by contributors to the report, and specific inquiries made for this report. CPF Branches then verified the accuracy of this information.

Note: Information gathered for this section was completed in Spring 2005.

**ENROLMENT ACCESSIBILITY OF PROGRAMS**

Enrolment in FSL programs is encouraged by policies and practices that enable all interested students to participate.

In **British Columbia**, three late French immersion programs and one early immersion program were started in September 2004, and three late and one early immersion programs are scheduled for implementation in September 2005.

In **British Columbia**, one school allows early immersion entry at any grade. Some special needs students join early immersion programs as late as Grade 4 and late immersion programs are not limited to students with superior academic results.
In the Northwest Territories, the Yellowknife Public School started early immersion in the fall of 2005. They will continue to offer middle immersion.

In Alberta, two new early French immersion programs were started in September 2004 and the St. Albert Protestant Schools introduced a late immersion program. Three school districts opened additional sites for their immersion programs.

In Alberta, the new French language arts course for Grades 10-12 immersion, designed to accommodate differences in student needs, interests, and goals, is available for optional implementation in 2005. The program will be implemented province-wide in 2006.

In Saskatchewan, student enrolment in eCOLE, a French immersion distance education school, increased from 23 in 2003 to 61 in 2005. Graduates of eCOLE have received bilingual mention on their Grade 12 diplomas.

In Manitoba, a map has been developed for new, non-French-speaking immigrants to make them aware that both of Canada's official languages can be learned in Manitoba and to encourage them to make residential decisions based on the availability of French immersion programs. As well, over 17,000 copies of What Do I Want For My Child, which provides information about French-language education were distributed to schools, boards, and community service providers.

In Manitoba, the Comité consultatif en français langue seconde (CCFSL) has been established to address the needs of FSL education. Stakeholders, including those from basic French, are mandated to provide feedback and to make recommendations for the direction of French as a second language.

In Manitoba, two optional courses in media and literacy for Grades 11 and 12 French immersion students will be available in September 2005 and an online basic French course has been developed for Grade 9 students.

In Ontario, intensive French pilot programs have been presented to ministry officials for consideration in implementation for September 2006.

In Quebec, the Ministry of Education has introduced a standardized intensive FSL program entitled "Enriched French" as a part of the high school curriculum reform, which began in September 2005. Enriched French is now offered as an additional option to core French and serves officially to recognize the wide array of French immersion and bilingual programs that have already been offered by English school boards at the secondary level for many years.

In New Brunswick, the number of intensive French programs has risen to 18 and there are plans to increase this to 25.

In New Brunswick, high school French courses are now offered online so high school students in rural areas can take enough courses to get their core French or French immersion graduation certificate and achieve the French proficiency goals for their French-second-language programs.
In New Brunswick, the Council of Atlantic Ministers of Education and Training (CAMET/CAMEF) plan to conduct a follow-up to their earlier study regarding reasons for attrition in core French programs at the senior high school level.

In Nova Scotia, French immersion enrolment increased by 428 students this year.

The Prince Edward Island Department of Education is considering piloting intensive French programs.

In Newfoundland and Labrador, 20 new intensive French classes and one new early immersion program are planned for the 2005-2006 school year.

**MONITORING OF ENROLMENT**

Monitoring of provincial and territorial FSL enrolments identifies enrolment changes and shifts that need to be addressed.

In New Brunswick, an enrolment reporting system has been implemented to ensure that each French immersion student is tracked from Grades 1-12. It is expected that this will enable the Department of Education to study and explain shifts and changes in enrolment.

In Nova Scotia, the Department of Education told school boards which schools in their region were not meeting the minimum amount of French instruction time.

In Prince Edward Island, the records management system is being revised and the addition of fields that will identify patterns in French immersion and core French is under consideration.

In Newfoundland and Labrador, the Department of Education plans to hold district- and school-level discussions about participation rates and access to FSL programs in 2005-2006.

**REMEDIAL ASSISTANCE**

Students experiencing academic difficulties are retained in FSL programs where they are encouraged to continue FSL studies and provided with adequate remedial services and resources.

In Alberta, The Special Needs French Immersion Student, a pamphlet aimed at educators and other professionals, was published to address whether French immersion can offer an appropriate quality education for a student with special needs.

In Manitoba, an Early Literacy Intervention Committee has been established to develop a classroom resource for teachers based on a small collection of books that have been produced in Manitoba. This intervention resource will be distributed in the fall of 2005 to all schools offering French immersion.

In New Brunswick, 28 new French immersion literacy mentors for immersion students have been hired in the province under the Quality Learning Agenda.
In New Brunswick, a Grade 4 to 6 reading assessment was distributed and teacher training will be offered in the fall of 2005.

In Nova Scotia, Trousse d’appréciation de rendement de lecture, developed by CAMET/CAMEF, was distributed to each French immersion teacher in Grades 4 to 6 and professional development was provided. The program is now delivered to students from kindergarten through Grade 6.

In Nova Scotia, literacy initiatives such as the Active Young Readers/Jeunes lecteurs actifs and Writers in Action/Ecrivains à l’oeuvre programs, currently in place for kindergarten through Grade 6, continue to be implemented in Grades 7 through 9.

In Nova Scotia, Le sondage d’observation, an adapted French first language observation survey, was adopted as a reading recovery program. Professional development regarding its use with French immersion students was provided to Grades 1 through 3 immersion teachers. The Department of Education will provide funding to train French immersion teacher leaders in reading recovery at Mount Saint Vincent University in the 2005-2006 school year.

In Newfoundland and Labrador, Trousse d’appréciation de rendement de lecture... immersion française, for Grades 4 to 6 was completed by CAMET/CAMEF in 2004-2005 and will be made available to all French immersion schools in 2005-2006. This reading assessment kit provides teachers with tools to track student progress and to select appropriate reading strategies and materials for each student.

QUALITY
FSL POLICIES/GUIDELINES

Comprehensive, research-based provincial/territorial guidelines and goals for student French-language achievement provide clear guidance for effective FSL teaching and program design.

In Alberta, the draft of a new policy for second language learning is scheduled for review June 2005.

In Saskatchewan, a translation of Teaching Children with Reading Difficulties and Disabilities: A Guide for Educators was published by Saskatchewan Learning and will soon be available to support learning assistance teachers in French immersion schools.

In Manitoba, 44 professional development workshops relating to French immersion subject areas and French language arts were offered and 17 learning opportunities were provided to improve the quality of the basic French program.

In Manitoba, Basic French Guidelines for School Divisions / Districts and Schools (2004) was distributed to 520 schools offering basic French.
In Quebec, as a result of curriculum reform, the Ministry of Education has officially recognized French immersion at the secondary level and now offers two Secondary 1 (Grade 7) core FSL courses: core French and enriched French. Each year the enriched French program will be extended to higher grades until it is available from Secondary 1-5 (Grades 7 through 11).

In New Brunswick, the Department of Education plans to develop goals for writing proficiency that will be equivalent to the proficiency goals for verbal communication. Writing standards have been developed for Grades 1 to 4 French immersion.

In New Brunswick, the results of the high school oral interviews will be used to track progress toward the Quality Learning Agenda’s target, which specifies that 70% of high school graduates will be functionally bilingual in their second official language. The pilot Grade 10 French-second-language oral proficiency assessment will be evaluated and the Department of Education will consult with stakeholders on the best way to track progress toward the second-language target.

In Nova Scotia, a classroom resource to assess the French-language skills of Grade 9 immersion students was piloted and professional development was provided. The resource will be implemented in the 2005-2006 school year.

Newfoundland and Labrador is the lead jurisdiction for a CAMET/CAMEF project intended to provide school administrators with information and strategies to profile FSL programs in their schools.

In Newfoundland and Labrador, a province-wide public examination for Grade 12 French immersion students is planned for June 2005.

FULL INTEGRATION OF FSL IN THE MAIN CURRICULUM

FSL is seen to be part of the main curriculum when hours of instruction in French are defined and monitored, when entry points are consistent from year to year, when there is provincial or territorial recognition of student FSL achievement, and when FSL studies are available at the post-secondary level.

Some districts in British Columbia exercise flexibility regarding entry into French immersion. For example, a student demonstrating French-second-language capability may be permitted to enter EFI in Grades 2 or 3.

In Alberta, a new program of studies for Grades 4-12 core French was authorized for optional implementation in 2004. The new program defines learner outcomes for knowledge, skills, and attitudes more clearly.

In Alberta, the French as a Second Language Assessment Project with the Public Service Commission of Canada (PSC), begun in 2003, involved 530 immersion and core French students from schools districts in Alberta and the Northwest Territories by December 2004. The results indicate that the PSC test holds promise to serve as a nationally-recognized benchmark for assessing the French-second-language proficiency of Grade 12 students. Other options for assessment are also being considered.
In Alberta, a bilingual Bachelor of Science in Environment and Conservation program has been approved and will be offered at the University of Alberta's Campus Saint-Jean in September 2005.

In Saskatchewan, a Policy Analyst and Liaison Consultant has been hired at the Official Minority Language Office (OMLO) to give direction to Saskatchewan Learning regarding post-secondary education in French.

In Manitoba Les contes animés IV for kindergarten to Grade 6, a French teaching resource and support document about the use of information technologies in basic French classes, has been developed.

In Manitoba, the Western and Northern Protocol of Collaboration in Education produced two teaching resources related to francophone literature for Grades 9 through 12 French immersion teachers.

In New Brunswick, new core French curriculum documents for Grades 1-4 and 6-8 and a curriculum document for high school French immersion language arts have been implemented. A Grade 9 French immersion reading and writing assessment and a Grade 10 oral proficiency assessment have also been implemented.

In New Brunswick, schools are now required to send reports of hours of instruction in French directly to the Department of Education, rather than to school districts.

In Nova Scotia, a new support document for English language arts for French immersion students in Grades 7 and 8 was developed and distributed.

In Nova Scotia, curriculum documents for Grades 1-3 math, Grades 1-6 and 10 visual arts, Grades 1-2 science, Grades 1-2 and 7 social studies as well as study guides for students preparing for provincial examinations in math were translated for use in the fall of 2005.

In Nova Scotia, new curriculum guides for early French immersion French language arts Grades 7-9 were distributed and professional development was provided to teachers.

In Newfoundland and Labrador, new Grade 5 math curriculum and resources were implemented.

Newfoundland and Labrador will introduce four new primary/elementary French immersion programs and resources in the 2005-2006 school year: kindergarten to Grade 3 French, kindergarten to Grade 2 human sciences, kindergarten to Grade 3 science, and Grade 5 math. A new curriculum guide and learning resources for Grades 7 and 8 human science will be introduced in September 2005.
QUALIFIED TEACHERS

A supply of well-qualified FSL teachers, with appropriate competence in French, FSL pedagogical skills, and the ability to integrate language and content teaching, is essential to the provision of quality FSL.

In Alberta, French-Second-Language Learning in Alberta: Setting the Stage, a conference for administrators, instructional leaders, and trustees scheduled for October 2005, will address the range of second-language programs from the perspective of those responsible for policies, planning, and supervision. It is being organized by the Alberta Regional Professional Development Consortia in partnership with CPF Alberta and a number of other stakeholder groups.

In Saskatchewan, 27 students graduated from the University of Regina's "Baccalauréat en éducation" program in June 2005. Eight interns majoring in core French at the secondary level will complete their internship in 2005. There has been a slight increase in numbers in the "Baccalauréat en éducation" program since 2003.

In Saskatchewan, the Faculty of Education at the University of Regina is reconceptualizing its Core French Secondary Program and hiring new personnel for Core French Methods courses at the secondary level.

In Saskatchewan the University of Regina’s Institut Français, in conjunction with the Department of French, will introduce a 30-credit 'Certificate in French as a Second Language' for Grade 12 students who took core French in high school and would like to continue their university studies in French in the 2005-2006 school year.

In Manitoba, the Bureau de l'éducation française invited and encouraged student teachers of basic French to attend workshops that focused on professional learning opportunities, offered presentations of basic French materials throughout the province, facilitated presentations at the University of Manitoba for future teachers of basic French, and visited classrooms to model best practices and methodologies to FSL teachers.

In Ontario, the Ontario College of Teachers is currently reviewing qualifications for all teachers, including FSL teachers. The Qualifications Review Committee sought input from a wide variety of educational stakeholders, including CPF.

In Nova Scotia, the first cohort of 34 teachers graduated with a Masters of Education in French-Second-Language. The Université Sainte-Anne offered a French language proficiency course to 30 teachers via distance education. Over 70 teachers received bursaries from the Department of Education to increase their French language proficiency at institutions in Nova Scotia and across Canada, and bursaries were provided to almost 100 teachers for a summer writing institute.

In Prince Edward Island, the first two students graduated from the Bachelor of Education in French Immersion Program, offered jointly by the University of Prince Edward Island and Université de Moncton. Seven more students are enrolled and will graduate next year.
RESOURCES

FSL programs require quality resources and classroom materials that have been specifically designed for FSL learners.

In British Columbia, CPF-BC and Yukon and its chapters awarded 50 post-secondary scholarships to FSL students.

In Alberta, a Grade 4 FSL (core) course for distance delivery using interactive multimedia has been developed. There are 4 modules with 130 lessons, including an oral component. Career and technology studies courses, such as agriculture, forestry, information processing, and mechanics will be developed to increase the secondary course offerings available to students in immersion as well as a French course to teach students French for use in real life situations.

In Saskatchewan, school divisions receive funds to develop web-based FSL resources in partnership with the Educational Technology Consortium. Courses are also placed online to support existing curricula and can be used in regular classrooms by all teachers.

In Manitoba, three staff members and additional resources have been provided to assist in planning the 2005 National Summer Institute of the Association canadienne des professeurs d’immersion (ACPI), which will be hosted at the Collège universitaire de Saint-Boniface (CUSB).

In Manitoba, posters for Reading Behaviours for Grades K-8, a French document Des outils pour favoriser les apprentissages for Grades K-8, and Riz c’est la vie, an educational activity kit for Grades K-8 have been developed and distributed.

In New Brunswick, the Department of Education’s French Immersion Resource Review Committee has been delegated to the school districts. The Committee will be starting work in the fall of 2005.

In Nova Scotia, approximately 90,000 new French-second-language learning resources were distributed in 2004-2005. These included resources for literacy at the elementary and junior high levels, Grade 8-9 core French, Grade 3 math, and Grade 3-4 science.

In Newfoundland and Labrador, school districts were provided funds to acquire learning resources for core French and French immersion in addition to the authorized resources which are provided by the Department of Education in accordance with provincial policy.

Each Grade 4-6 French immersion classroom in Newfoundland and Labrador has received six sets of novels to supplement resources currently in place for Français at those levels, and activity kits, thematically linked to the curricula have been distributed to Grade 6 French immersion and Français 1220 teachers.

In Newfoundland and Labrador, a new program in Grade 3 French will be supported by the implementation of a wide range of new resources and materials for each classroom and a new student learning resource for Français 1202 will be available in the 2005-2006 school year.
INNOVATION AND RESEARCH

In order to develop and maintain quality FSL programming, student outcomes in FSL programs and current research findings should be reviewed regularly and FSL policy, practice, and curriculum adjusted when necessary.

In Alberta, the Vision of the Language Research Centre at the University of Calgary, a joint project of the Faculties of Humanities, Social Sciences, and Education, has opened. The centre specializes in the professional development of language teachers, in technology-enhanced language learning, and in psycholinguistic investigation.

In Saskatchewan, two new schools will pilot intensive French programs in the 2005-2006 school year. Several other school divisions are considering the program for 2006-2007. A full-time consultant will be responsible for the intensive French program, for supporting intensive French teachers and for developing program guides for follow-up to the intensive French program.

In Saskatchewan, a new handbook for administrators of French-second-language programs was published to support administrators of second-language programs who may not be proficient in the target language and who are looking for assistance in their roles as supporters and facilitators for teachers, students, and parents of French-second-language programs.

In Saskatchewan, University of Regina faculty members in the “Baccalauréat en education” program have engaged in research and other scholarly activities related to French-second-language teaching and education.

In Manitoba, the Department of Education, Citizenship and Youth collaborated with CUSB to develop and submit a proposal to the Social Sciences and Humanities Research Council (SSHRC) to make French immersion information more accessible to Manitoba's allophone immigrant families.

In Manitoba, exchanges between stakeholders were facilitated to create opportunities for collaboration between CPF-Manitoba and CUSB, for research in areas of mutual interest and policy development.

In Manitoba, three workshops were developed for French immersion leaders in three school divisions to frame French immersion education within the vision and mission of their school divisions. In addition, professional development was provided for classroom teachers who will be responsible for the implementing an intensive French program in 2005.

In Quebec, French-second-language student attitudes and motivation are now being monitored as a result of curriculum reform.

In New Brunswick, CAMET/CAMEF will study student attitudes and motivation in French immersion programs by in the fall of 2005.

In New Brunswick, a Grade 6 extended French course has been developed to provide follow-up for students who took intensive French in Grade 5. Training for intensive and extended French teachers will be provided in the summer of 2005.
In **Nova Scotia**, intensive French will be offered in at least one more site in 2005.

In **Nova Scotia**, a simulation for Grade 10 core French, developed as a joint project between the Department of Education, the Halifax Regional School Board, and CAMET/CAMEF, was piloted in September 2005. A new, integrated French language arts and social studies curriculum was also piloted in the 2005-2006 school year.

In **Newfoundland and Labrador**, a program evaluation for intensive French was conducted to identify school administration and parental perceptions of the program will be conducted in the 2005-2006 school year. Test instruments will be administered to intensive French students to determine their FSL proficiency, and the performance of intensive French and core French students in the provincial assessment of English language arts will be analyzed.

In **Newfoundland and Labrador**, a four-week French summer program in Quebec City for Grades 9 and 10 students is planned for the 2005-2006 school year.

**EXTRA-CURRICULAR ACTIVITIES**

The use of French for activities outside the classroom has been shown to enhance language mastery for FSL learners.

In **British Columbia**, the province provides funding to CPF-British Columbia and Yukon to work with school districts to organize socio-cultural events, summer camps, and information for parents. The province also funds francophone organizations to support cultural activities for immersion and core French students.

In **Newfoundland and Labrador**, a four-week French summer program in Quebec City for Grades 9 and 10 students is planned for the 2005-2006 school year.

**ACCOUNTABILITY**

**PARENTAL INVOLVEMENT**

Systematic provision of information about provincial FSL guidelines, policies, and programs allows parents to make informed decisions for their children and to contribute to FSL decision making.

Five school districts in **British Columbia** established new French advisory committees through which parents can be involved in FSL decision making. Parents have presented over 40 briefs on immersion and core French issues to school districts since 2004.

In **Alberta**, CPF-Alberta is also a participatory member of the Alberta Education's French Immersion Program Advisory Council to provide input from the parental perspective.

In **Saskatchewan**, parents of students enrolled in eCOLE courses have access to a distance education platform used to deliver courses and to create a virtual learning community. Parents can view content, can contact teachers and are encouraged to participate in their child’s education.
A Local Accountability and Partnerships Panel has been created in Saskatchewan to recommend a framework for local accountability and community involvement in schools.

The panel has suggested the creation of an advisory authority to involve the community and to ensure that parent's views on their children's education can be heard.

In Manitoba, parents were invited to speak at French Immersion in Manitoba: An Ongoing Success, Manitoba Education, Citizenship and Youth’s French immersion conference.

In Ontario, the Parent Voice in Education Project, launched by the Ministry of Education in 2005, has released its report and recommendations. One of many recommendations is the implementation of a Parent Involvement Policy so that school councils will have more authority and parents will have more input in school board decisions, access to public school board information, and improved communication with the Minister.

In Prince Edward Island, a late immersion video is being developed and the Department of Education is supporting a CPF pilot project in kindergartens by producing a new poster and booklet on French education options in the Island.

In Newfoundland and Labrador, the Department of Education attended CPF’s annual meetings to speak to issues and priorities in FSL programs.

DESIGNATED FUNDING

Accountability is ensured by the appropriate distribution and use of government FSL funding by schools and school boards, and by public availability of information regarding the amount and the flow of government funds.

In Alberta, partnerships between school jurisdictions were developed to improve core French and to revitalize French immersion programs. These projects receive federal funding for targeted measures under the federal Action Plan.

In Saskatchewan, the new Handbook for Administrators of French-Second-Language Programs offers some information about funding when applying for a new French immersion program or maintaining an existing one.

In Manitoba, accountability and transparency in the use of designated funding was reviewed and the Department of Education has provided feedback to school divisions which requested assistance in improving their levels of accountability.

In New Brunswick, the cost of the intensive French program is being tracked. A method for tracking and reporting FSL funding is being developed.

In Nova Scotia, boards were given designated funds for teacher mentorship for the Grades 7-9 core French level.
PROGRAM REVIEW

FSL programs are accountable when systems are in place to monitor FSL program policies and procedures, to revise them as necessary, to report the ways in which school districts meet ministry guidelines, and to monitor student achievement in FSL programs.

French immersion students in Saskatchewan may participate in the provincial assessment for learning initiatives. Mathematics assessments were conducted in 2003 and 2004, reading assessments were undertaken in 2005, and mathematics will be assessed again in 2006.

In Ontario, curriculum documents for immersion, core, and extended French are scheduled for review in 2007.

In New Brunswick, the Department of Education is adapting oral performance standards (designed for an adult work environment) for use with high school students.

A Grade 10 oral proficiency assessment has been piloted in New Brunswick. Student proficiency in Grade 10 can be compared to proficiency at Grade 12 in order to determine whether the reduction of Grade 11 and 12 course offerings has had a detrimental effect on proficiency at graduation. The Grade 10 proficiency assessment will also allow students and teachers to identify deficiencies and provide remedial assistance before graduation.

In New Brunswick, a new core French curriculum is being piloted in Grades 1 to 4 and 6 to 8. Full implementation is scheduled for September 2006 in Grades 7 and 8. New resources will also be introduced in Grade 9.
National Support for French-Second-Language Education

NATIONAL SUPPORT FOR FSL EDUCATION PROGRAMS

Criteria for assessing national support for FSL education were developed in 2000 and further refined in 2003. This year we report positive changes that have occurred since the publication of our 2004 report.

NATIONAL POLICIES ON FSL ARE IN PLACE AND INFORMED BY RESEARCH

On November 3, 2005, Canadian Heritage (PCH) and the Council of Ministers of Education, Canada (CMEC), signed a Protocol for Agreements for Minority-Language Education and Second-Language Instruction, a consensus on, which will provide provinces and territories with more than one billion for minority-language education and second-language instruction between 2005 and 2009.

This agreement allows all jurisdictions to know, at the onset of the protocol and for subsequent years, how much federal money will be allocated to each one for program maintenance and improvement for minority-language education and second-language instruction, and for additional strategies in support of minority language education and second-language instruction, as per Canada’s Action Plan.

PCH and CMEC also agreed to include in the Protocol provisions on the communication of results to the public, on consultation and cooperation in official languages in education.

The 2005-2009 Protocol provides the overall framework for the negotiation and the conclusion of bilateral agreements and provincial and territorial action plans for minority-language education and second-language instruction with each province and territory.

As part of the follow-up to Canada’s Action Plan for Official Languages, the Official Languages Support Programs Branch of Canadian Heritage teamed up with the Social Sciences and Humanities Research Council (SSHRC) to launch a strategic joint initiative in November.

One of the objectives of this new initiative, entitled the Official Languages Research and Dissemination Program, is to foster the full recognition and use of English and French in Canadian society. The program includes linguistic duality and second-language learning...
as areas of interest for research. Among the twenty-two research projects selected in 2005, four touch on the area of linguistic duality, and 11 on second-language learning. The program, administered by SSHRC, will promote research in areas of critical importance to official language policy and practice, and will provide support to ensure that relevant research results are effectively communicated and appropriately applied.

As part of its commitment to give new impetus to both core French and French immersion programs, PCH funded a team of experts in education to provide new perspectives on second-language training issues in Canada. Plan 2013: Strategies for a National Approach in Second Language Education contains numerous recommendations that contribute to strategic objectives from the Action Plan, including improving core second-language programs, revitalizing immersion programs, increasing the number of qualified teachers, offering bilingual graduates the opportunity to use their second-language skills, and promoting research in second language education. The report also identifies practical suggestions involving various partners in the areas of second-language instruction. Plan 2013 was made public in early 2005 and Canadian Heritage distributed it to provincial and territorial representatives, as well as to interested community and academic stakeholders. Plan 2013 is also available on the PCH website.

ACCESS TO LEARNING THE COUNTRY’S TWO OFFICIAL LANGUAGES IS ENSURED

Under Canada’s Action Plan for Official Languages, new moneys have been earmarked to foster access to learning both French and English as second languages. Provinces and territories are undertaking various measures to enrich core French and immersion programs, including the use of videoconferences, exchanges, and practical cultural experiences. Efforts are also being made to increase the number of qualified teachers through projects such as the promotional campaign to encourage FSL teaching careers to be launched by the Collège universitaire de Saint-Boniface.

PCH also provided funding in 2004 for an examination of the potential of the Intensive French Program model to improve FSL outcomes in Canada. In April 2005, the Canadian Association of Second Language Teachers (CASLT) published An Examination of Intensive French: A Pedagogical Strategy for the Improvement of FSL Outcomes in Canada, containing recommendations for follow-up programs, program evaluation, and student selection. This study will be of assistance to FSL stakeholders across Canada in the further expansion of the intensive French model.

The Commissioner of Official Languages has steadfastly spoken in favour of and written to ministers of education to ensure better access to more efficient second-language programs across Canada. She has spoken at various conferences and had numerous speaking engagements, including the Annual General Meeting of Canadian Parents for French in Quebec, Official Language Committees of the House of Commons and the Senate, the Upper Canada District School Board, the Ontario Modern Language Teachers’ Association, and so on.

The Commissioner also wrote to the Honourable Bob Rae, who presided over a post-secondary review in Ontario, and proposed that he recommend measures to “ensure that students acquire basic skills, including proficiency in their first language and knowledge of the other official language. Consequently, we must encourage all colleges and universities to become involved in furthering Canada’s linguistic duality by giving our citizens the
tools to be successful in a multilingual global economy." CPF's report on FSL offers new data and novel ideas to foster second-language learning at the post-secondary level across the country.

AN EFFORT IS MADE TO INFORM ALL CITIZENS, ESPECIALLY NEW CANADIANS THAT CANADA IS AN OFFICIALLY BILINGUAL COUNTRY.

PCH is currently promoting the recognition and use of English and French in Canadian society by encouraging organizations to provide services in both official languages. To help in the offering of these services, Canadian Heritage has produced an Internet-based guide entitled Making your Organization Bilingual / Vers une organization bilingue, which may be found on the web at www.pch.gc.ca/guide.

The Office of the Commissioner of Official Languages undertook the development of a social marketing strategy in conjunction with FSL partners including CPF, Canadian Heritage, CASLT, ACPI, SEVEC, OMLTA, as well as the Office of Francophone Affairs (Ontario). First developed as a pilot project for Ontario, this initiative aimed to build support for learning French as a second language. As part of the Office's mandate to increase public awareness of the benefits of learning Canada's official languages, the strategy will also seek to support the goal of the Action Plan for Official Languages to ensure that half of high school graduates are functionally bilingual by 2013. This initiative focuses particularly on market research and the development of a strategy that could ultimately be put into action by other stakeholders in the field of language acquisition. The strategy is scheduled to be presented in the spring of 2006.

In 2004-2005, the Office of the Commissioner of Official Languages published a comprehensive study on the place of linguistic duality, as a domestic policy and a core Canadian value, in Canada's international policy. Entitled Doorway to the world: Linguistic duality in Canada's international relations (November 2004), the study was primarily intended to inform the federal government's review of Canada's international policy. It addressed five major aspects of Canada's international relations and identified strengths and weaknesses in each. The study examined policy direction, key programs and initiatives, support infrastructure, and Canada's foreign missions abroad and the services they provide.

THE FLOW OF FUNDS IS TRANSPARENT

The 2005-2009 Protocol signed on November 3, 2005, demonstrates the intentions of the two levels of government to ensure that their practices for providing information to the public are based on principles of transparency, accountability, consistency, and timeliness.

In her 2004-2005 annual report, the Commissioner concluded that the Action Plan for Official Languages was on an unsteady course, notably with respect to the targeted funds in education. She stressed that stronger leadership is required and was very concerned that these funds were not put to use quickly, considering that two years of the Action Plan had already elapsed. The Protocol for Agreements for Minority-Language Education and Second-Language Instruction includes measures to ensure that the flow of funds is transparent. Canadian Heritage must, along with its partners, account for investments and demonstrate the results generated by the funds destined for the Action Plan and the core funding of the Official Languages Programs regarding education.
THE ULTIMATE USE OF FSL FUNDING IS MONITORED

In keeping with the Results-based Management and Accountability Framework and with the findings of the Official Languages in Education Programs (OLEP) external evaluation (June 2003), reporting considerations have been addressed in the current round of negotiations between PCH and the provinces and territories for the renewal of the Protocol. The parties intend to find mutually acceptable ways to establish the outcomes expected in connection with the education components and to better determine the performance indicators required to measure these outcomes properly. The 2005-2009 Protocol includes provisions to make relevant documentation available in a timely fashion on government websites, including agreements, action plans, and reports.

In media interviews and in her annual report, the Commissioner insisted on the importance of accountability measures in the agreements between Canadian Heritage and provincial governments concerning second-language learning and education in the language of the English and French linguistic minorities.

NATIONAL EXPECTATIONS FOR ACHIEVEMENT ARE IN PLACE

As a result of the Official Languages Research and Development Program (the new joint initiative of PCH and SSHRC), the Official Languages Support Programs Branch will benefit in 2005-2006 from its first Virtual Scholar in Residence for second-language instruction. One of the priorities for research and development during the tenure of the Virtual Scholar is to work toward the development of comparable pan-Canadian second-language proficiency guidelines. The result of this undertaking will be made public at the end of the virtual scholar’s tenure.

In her annual report, in media interviews, and in speeches before parliamentary committees, the Commissioner insisted that a full report on the targets set by the Action Plan for Official Languages be prepared and made public in the fall of 2005.

ACTIVITIES WHERE STUDENTS USE FRENCH OUTSIDE THE CLASSROOM ARE ENCOURAGED, FUNDED, AND PUBLICIZED

In the wake of the external evaluation of the OLEP, CMEC undertook to raise the profile and the scope of the Summer Language Bursary Program, by increasing the number of bursaries and their value, and the Official Language Monitor Program, by increasing the number of monitors and their salaries. As part of this review, the bursary program has been renamed Explore, the part-time monitor program has been renamed Accent, and its full-time counterpart is now known as Odyssey.

In 2004-2005, Canadian Heritage increased CPF - National and Branch funding slightly to accommodate the creation of new Branches in Quebec and the Northwest Territories. These two new offices will increase CPF’s presence across the country and promote French as a Second Language to the general public as well as to potential stakeholders in Quebec and in the Northwest Territories.

OCOL was pleased to partner with Canadian Parents for French and support the Concours national d’art oratoire, which was held at the University of Ottawa in May 2005.
FSL ENROLMENT IS MONITORED


ACTION IS TAKEN IF THERE IS A DECLINE IN ENROLMENT OR IF ENROLMENT IS DEEMED INSUFFICIENT

An Examination of Intensive French: A Pedagogical Strategy for the Improvement of FSL Outcomes in Canada, completed by CASLT in April 2005 for Canadian Heritage, examines the potential of the intensive French program to improve FSL outcomes in Canada, and motivate students to remain in core French to graduation.
FSL Enrolment Trends

FRENCH-SECOND-LANGUAGE ENROLMENT SUMMARY STATISTICS:
CHANGES IN ENROLMENT AND COVERAGE

The State of French-Second-Language Education in Canada 2005, as in past years, provides a wealth of information on enrolment and enrolment trends for both basic/core French and French immersion. As usual, this year’s report (and the associated web pages) include an extensive set of statistical tables documenting FSL enrolment by province, program, and grade. These tables give a detailed description of the enrolment picture, within the limits of the information provided by provincial/territorial ministries of education. The inclusion of data from prior years allows readers to follow changes in enrolment patterns in each jurisdiction.

In the past few reports, however, we have placed these detailed tables in the background and concentrated on providing readers with more manageable summaries of the information. The detailed tables have at least three limitations for the reader. First, the large volume of numerical information sometimes makes it difficult to see the forest for the trees. A second and related problem is that the separate tables for each province/territory, made necessary by the volume of information presented, make it difficult to gain an inter-provincial perspective on FSL enrolment patterns. Third, the detailed tables present yearly data as a series of snapshots. There are no summary indicators of changes or trends in enrolment patterns.

OUR 2003 REPORT INTRODUCED TWO SUMMARY MEASURES:
GROWTH AND COVERAGE

GROWTH

To measure growth, be it positive or negative, we simply count the gains or losses represented by current enrolment against two standards—enrolment in the prior year and average enrolment over the prior two years. We calculate both the absolute loss or gain in students and the percentage change.

There are two reasons for employing growth measures. First, changes from one year to the next may be affected by one-off events. Gauging year-on-year changes against a multi-year average provides insurance against over-reaction to very short-run changes.
In addition, the comparison of these three growth measures can provide a useful indication of trends. If, for example, we note that the difference in enrolment between the current year and the prior year is clearly larger than the difference between the current year and the average of the three prior years, this suggests that the enrolment trend is accelerating.

These growth indicators have been calculated for total enrolment (by program as provincial/territorial data allow) and for the major curriculum divisions in each province and territory. Most jurisdictions have three major curriculum divisions. (see Curriculum Divisions in Canada on the CPF website at www.cpf.ca). These are variously termed primary, intermediate and senior, or elementary, middle and secondary, etc. The Ontario and Quebec systems have only elementary and secondary divisions.

There are two reasons for calculating separate growth measures for these divisions. First, attrition from programs is frequently high at the boundary points, particularly where these coincide with change of school. It is valuable to be able to track enrolment trends on either side of the divide. Second, we can gain valuable information by comparing trends across curriculum divisions. For example, an increase in intermediate enrolment accompanied by a stagnant or declining primary enrolment may indicate a "pig in the python" phenomenon. That is, growth in intermediate enrolment reflects a growth in intake in prior years that has not been sustained.

**COVERAGE**

Statistical tables in the The State of French-Second-Language Education in Canada reports have typically included an indicator of "coverage," or participation levels in programs. FSL enrolments have been expressed as a percentage both of total enrolment and of eligible enrolment. Here we adopt the second approach, where data are available. As with the growth indicators, we have added two measures of change. The first compares current-year coverage with prior-year coverage. The second makes the comparison with average coverage over the prior three years. Again, the three-year average provides a more stable measure than single-year results. It is less affected by either one-off errors in data provided by provinces and territories, or by isolated actual changes in enrolments. Comparison of the current-year coverage and the three-year average shows whether present coverage appears to lead or trail the average over the past two years.

**GROWTH AND COVERAGE TOGETHER**

So far as possible, indicators should form a coherent system, not simply a shopping list. We should be able to gain information by looking at the relationship between two indicators as well as from their individual values. Our very simple starter system incorporates this feature. The growth and coverage indicators measure two distinct aspects of enrolment, both important. Growth measures show absolute expansions or contractions with important implications for resourcing. Coverage measures show breadth of participation and can be interpreted as indicators of accessibility.

Beyond this, however, the two measures viewed together can provide a more complete picture of conditions. Declining enrolment with stable coverage suggests that demographic
changes are driving enrolment trends. A declining enrolment linked to declining coverage raises questions about provincial commitment to FSL programs, and about any formal or de facto changes in policy affecting access.

A longer explanation of how to read the tables is available on the CPF website at www.cpf.ca.

NATIONAL ENROLMENT TRENDS
CORE FRENCH

The latest enrolment data show that the decline in core French continues in most jurisdictions, but that the rate is slowing. To see this, compare the per cent change from 2002-2003 with the per cent change from the average enrolment over the prior three years (2000-2001 to 2002-2003). (You can find these figures in Figure 1 or in Enrolment Change at a Glance.) The rate against 2002-2003 is nearly always lower. Nationally, enrolment declined 1.5% compared with 2002-3, but 3.6% compared with the average enrolment of the prior three years. Comparing year on year changes shows the same pattern. In 2001-2002, enrolment nationally was down 2.8% from the year before; in 2002-2003, the figure was 1.7% and this year, 1.5%. This pattern appears as well for coverage. In a handful of jurisdictions (Alberta, Yukon, Nunavut, New Brunswick), enrolment is up very slightly over 2002-2003. In these jurisdictions and, due to general declining enrolment, in three others (Manitoba, Ontario and Newfoundland & Labrador) coverage has actually improved slightly over the previous year.

In this year's analysis, the changes in core French enrolment are now firmly tied to changes in coverage, that is increased enrolment is associated with comparatively higher levels of coverage. (Note that we are looking at the relationship of our proportional measures: per cent change in enrolment and per cent change in coverage, that is the per cent point gain or loss in coverage divided by the total prior coverage figure.)

In 2003, we found little relationship (correlation .195) between changes in enrolment and changes in coverage for core French programs. This suggested that much of the drop in core French enrolment could be explained by declining school populations as a whole rather than as a loss of coverage. This was in contrast to the pattern for immersion, where growth in enrolment and coverage went hand in hand.

In 2004, however, we found a different pattern—one much closer to that of immersion. The correlation between changes in enrolment and coverage from the previous year had suddenly jumped to .899. This year's results confirm the change, with year-on-year changes in enrolment and coverage showing a correlation of .913.

Figure 2 is a scatterplot showing the relationship between changes in enrolment and coverage. Each point marks the intersection of the rate of change in enrolment (shown on the horizontal scale) with the rate of change in coverage (shown on the vertical scale) for a particular jurisdiction. To the extent that the dots tend to fall along a diagonal straight line, we can say that there is a relationship between changes in enrolment and coverage. If there is a strong relationship, then knowing one of the numbers (for example, rate of change in enrolment), would put us in a good position to estimate the other number, here rate of change in coverage.
In 2005, we do find that the dots tend to cluster along a diagonal line. This trendline slopes from the lower left corner of the graph (highly negative changes in enrolment and coverage to the upper right corner (positive changes in enrolment and coverage). This means that the lower the decline in enrolment, the lower also the decline in coverage. This strongly suggests that changes in enrolment are now firmly linked to changes in coverage, with changing school population playing much less of a role than previously. We should, however, be a little cautious with this finding.

The trendline reflects the large differences among jurisdictions; that is, the dots that are strung out along the line. But in the upper right corner of the scatterplot is a cluster of dots representing jurisdictions where only small changes have occurred in either enrolment or coverage. This cluster is, in fact, a further sign that the decline in core French enrolment is slowing. We would not expect the overall strong relationship of enrolment to coverage change to hold within this cluster of small differences.

"Research strongly suggests that changes in enrolment are now firmly linked to changes in coverage. The decline in core French enrolment is slowing."

---

**FIGURE 1**

% CHANGE IN CORE FRENCH ENROLMENTS: 2003 - 2004

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>% Change 2001-2002</th>
<th>% Change 3-Year Average</th>
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<td></td>
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<td>AB</td>
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<tr>
<td>YK</td>
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<tr>
<td>BC</td>
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</tbody>
</table>
FRENCH IMMERSION

If core French enrolments are now declining more slowly, French immersion enrolments are now increasing less rapidly. Again, to see this compare changes from 2002-2003 with changes calculated on the average enrolment of the prior three years. In most cases, the change from last year is smaller compared with the change from the three-year average. Nationally, enrolment is up less than 1% from 2002-2003, but more than 2% compared with the three-year average. Year-on-year differences nationally show the same pattern. In 2001-2002, enrolment nationally was down 1.0% from the year before; in 2002-2003, the figure had improved to 1.8% but this year is only 0.7%.

Coverage at a national level has actually dropped very slightly (less than half of a percentage point) since 2002-2003, yet remains over 1.5% higher than the average for the prior three years. French immersion enrolment is growing by leaps and bounds in a few jurisdictions—British Columbia and to a lesser extent, Alberta in the West, and Nova Scotia, Prince Edward Island and Newfoundland and Labrador in the East. But even here, growth appears to be slackening in four provinces—Saskatchewan and New Brunswick saw declines of more than 2%, while Ontario and Newfoundland and Labrador saw declines of less than 1%. In the latter two provinces, the decline may have bottomed out, but in New Brunswick there is little evidence of this and in Saskatchewan, the decline in immersion enrolment may be accelerating.
Coverage has declined from 2002-2003 in two of these jurisdictions—Saskatchewan and New Brunswick, as well as (trivially at .06%) Quebec. Change in immersion enrolments continues to be strongly associated with change coverage (correlation .952).

Factors that affect enrolment decline or growth vary from province to province and from jurisdiction to jurisdiction. Some of the factors that have been identified include the resource commitment made by provinces, FSL teacher availability, transportation availability, school jurisdictions’ commitment to second-language programs, and political influences.

FIGURE 3 AND 4 GRAPHICALLY DEPICT THESE CHANGES.
FIGURE 4
CHANGES IN ENROLMENT AND COVERAGE FOR FRENCH IMMERSION PROGRAMS:
AVERAGE 2002 - 2003 TO 2003 - 2004
Enrolment Trends at a Glance provides a quick summary (in words and figures) of the enrolment situation in each jurisdiction.

### Provincial/Territorial Enrolment Trends at a Glance

<table>
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<tbody>
<tr>
<td>BC</td>
<td>↑ 5.8 ↑ 8.6 ↑ 7.4</td>
<td>↑ 11.3 ↓ 3.5 ↓ 5.5</td>
<td>↓ 2.1 ↓ 3.0</td>
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<tr>
<td>YT</td>
<td>↑ 1.1 ↑ 3.9 ↑ 3.0</td>
<td>↑ 7.8 ↑ 0.2 ↓ 5.2</td>
<td>↑ 2.1 ↓ 1.6</td>
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</tr>
<tr>
<td>AB</td>
<td>↑ 2.2 ↑ 4.6 ↑ 2.5</td>
<td>↑ 4.7 ↑ 0.9 ↓ 3.1</td>
<td>↑ 1.2 ↓ 3.1</td>
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<td></td>
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<td>↑ 0.7 ↓ 9.2 ↓ 12.5</td>
<td>↓ 7.4 ↓ 9.0</td>
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</tr>
</tbody>
</table>

### The Big Picture

**BC** has experienced declining eligible student enrolment, particularly since 2001. In contrast, immersion enrolments have continued to increase substantially, resulting in even faster growth in coverage. Core French enrolments have declined more rapidly than the eligible student population. Enrolment is down substantially from the prior three-year average and modestly from the previous year’s total. Coverage is down modestly. It is worth noting that only 42% of eligible students take any FSL program, meaning the decline in core French is not the inevitable result of the growing immersion population.

Eligible student enrolment in Yukon is in decline, as is the number of students in core French. Immersion enrolment has enjoyed modest gains though mainly in relation to a low point in 2000-2001. Both core French and immersion enrolments had slight or very modest increases in 2003-2004, translating into modest gains in coverage. But the three-year averages show the divergent histories of the two programs. Immersion enrolment in 2002-2003 represents a modest increase over the average of the prior three years but coverage has increased as eligible student enrolment has declined. In the case of core French, enrolment is down substantially representing a more modest drop in coverage. Overall 58% of eligible students take any FSL program.

Alberta has experienced growth in the eligible student population, interrupted by a modest decline in 2003-2004. Immersion enrolment has and continues to experience modest growth in enrolment, outstripping that for the eligible population. The result has been modest increases in coverage. Core French enrolment in 2003-2004 is up slightly from the previous year but is still down modestly in comparison with the average for the prior three years. Coverage is up very modestly from the previous year but is still modestly below the prior three-year average. Overall, 25% of eligible student take any FSL program.

We do not have data on trends in eligible enrolment in the Northwest Territories. Immersion enrolments enjoyed a modest rebound in 2003-2004 compared with the low point in 2001-2002 (no data are available for 2002-3). Enrolment, however, is up only slightly from the prior three-year average (1999-2000 to 2001-2002). Core French enrolment has and continues its substantial decline. Coverage figures cannot be calculated since we do not know the numbers of eligible students.

Student enrolment in Nunavut has been increasing, although gains were slight in 2003-4. (Note: data on eligible enrolment is unavailable and coverage is calculated for total enrolment.) Core French enrolment has fluctuated but in general, it has not kept pace. The peak year for core French in terms of enrolment and coverage was 2001-2002; however, 2003-2004 represents a gain over the previous year. Enrolments this year are up very modestly and there has been a slight increase in coverage. However, measured against the prior three years, enrolment is down very modestly and coverage is modestly lower. Overall, 2.5% of students take any FSL program.

Eligible student enrolment in Saskatchewan is declining. Immersion enrolments have declined modestly, but at about the same rate as the general student population, resulting in only slight changes in coverage compared with the three-year average. However, 2002-2003 was a peak year for immersion enrolment such that the lower figure in 2003-2004 represents a substantial decline; coverage is also down modestly from a year ago. Core French has and continues to experience substantial loss of enrolment and coverage, whether measured against the previous year or the prior three years. Overall 43% of eligible students take any FSL program.
### PROVINCIAL/ TERRITORIAL ENROLMENT TRENDS AT A GLANCE

<table>
<thead>
<tr>
<th>PROV/ TERR.</th>
<th>FRENCH IMMERSION</th>
<th>CORE FRENCH</th>
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</tr>
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<tr>
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</tr>
<tr>
<td>% CHANGE</td>
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</tr>
<tr>
<td>% CHANGE</td>
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<tr>
<td>% CHANGE</td>
<td>6.8 13.6 10.6 21.2 -0.4 -4.4 3.0 2.2</td>
<td></td>
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</tbody>
</table>

### THE BIG PICTURE CONT'D

Overall, 61% of eligible students are in some type of FSL program. Eligible student enrolment in Manitoba is declining; Immersion enrolment has remained nearly constant; a very shallow decline until 2002-2002 has been followed by an equally slight recovery. Coverage is up slightly over the previous year and very modestly over the average for the prior three years. Core French enrolment in 2003-2004 was essentially unchanged from the previous year. However, comparison with the three-year average registers a slight decline, roughly matching the trend in the eligible student population. Coverage is up slightly over the previous year and over the three-year average. Overall 48% of eligible students take any FSL program.

Eligible student enrolment in Ontario has been largely stable but experienced a downturn in 2003-2004. Immersion enrolments have had a fluctuating but slightly downward trajectory. However, the decline has been marginally slower than for the eligible student population, hence coverage has improved slightly. Core French enrolments have been consistently downward. Enrolment is down modestly compared with the average for the prior three years. Coverage however, is off only very modestly indicating that the drop-off has largely paralleled the decline in the eligible population. In 2003-2004, a comparatively large decline in the eligible population actually brought a slight increase in coverage. Overall 49.5% of the eligible population takes any FSL program.

Eligible enrolment in Quebec has been increasing although there was only a very slight change in 2003-2004. Immersion has made substantial gains in enrolment and modest gains in coverage over the previous three years. The situation in 2003-2004, however, is only slightly different from a year earlier with enrolment up but coverage down. Core French enrolment in 2003-2004 is down very modestly from the prior three-year average and there has been only a slight decline from the previous year. Coverage is down modestly from the three-year average but is virtually unchanged from 2002-2003. Overall, 100% of eligible students are in some type of FSL program.

Eligible enrolment in New Brunswick is declining. Immersion enrolment has fluctuated but the 2003-2004 figure represents a modest decline both from the previous year and the average for the prior three years. Coverage is down only slightly compared with the three-year average. There was a larger though still very modest decline in coverage in 2003-2004. There was a slight growth in core French enrolment in 2003-2004, interrupting a recent history of continuous decline. There was a very modest increase in coverage over 2002-2003. Comparisons with the three years averages, however, show a pattern similar to that for immersion. Enrolment is down modestly; coverage, only slightly. Overall 82% of eligible students are in some type of FSL program.

In 2003-2004, an increase in eligible enrolment at least temporarily interrupted the decline in Nova Scotia school populations. Immersion enrolments and coverage continued their expansion. Increases in enrolment and coverage were substantial compared with both 2002-2003, and particularly against the three-year average. The decline in core French enrolments is modest to substantial; changes in coverage are modest. Overall, 57% of eligible students are in some type of FSL program.

The eligible student population is declining in PEI. Immersion enrolments are up substantially, whether compared with the previous year, or particularly, the three-year average. Coverage has increased at an even faster rate. Core French enrolments have fluctuated in recent years but are sharply down in 2003-2004. Losses are modest to substantial depending on the basis of comparison. Loss of coverage is modest compared with the previous year and to the three-year average. Overall, 63.5% of eligible students are in some type of FSL program.

Eligible enrolment in Newfoundland and Labrador is in decline. Immersion enrolment has and continues to increase substantially. Given the decline in the eligible student population, coverage is increasing at an even faster rate. Enrolment in core French has been declining but in 2003-2004 showed signs of bottoming out. While core enrolment is down modestly against the three-year average, there has been only a slight decline since 2002-2003. Even before 2003-2004, however, core French enrolments had fallen more slowly than the eligible school population, leading to modest increases in coverage. Overall, 61% of eligible students are in some type of FSL program.

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1 This table reports rates of change up or down, in enrolment and in coverage. For example, in the Yukon, French immersion enrolment in 2003-4 is up 1.1% from the previous year, and coverage is up 3.0%. Note that this does not mean that coverage has moved up 3 points. The actual increase is 0.2%, from 6.74 to 6.94. This represents a 3% rate of increase.
2 In this column the term “slightly” generally indicates a change of less than 1%; “very modest,” 1-2%; “modest,” > 2% but < 5%; “substantial,” 5% or more.
3 NA: No data are available.
INTENSIVE FRENCH ENROLMENT 1998-1999 TO 2004-2005


The need to pursue alternate core French delivery models was confirmed by a 2004 CPF survey of undergraduates who had studied core French in high school. It revealed that almost all of the students interviewed had concluded that the core French program would not lead to bilingual jobs because their French was inadequate. (For more information, please refer to The State of French-Second-Language Education in Canada 2004 on the CPF website at www.cpf.ca.) Analysis of attrition from regular core French programs confirmed student dissatisfaction with core French programs and demonstrated that alternate core delivery models are more successful in retaining students. Across jurisdictions, only 5% to 15% completed the regular high school core French program, whereas 30% to 36% of students enrolled in extended core programs completed the program.


In 1998-1999, 110 students were enrolled in the first intensive French courses in Newfoundland and Labrador. By 2004-2005, 1721 students were enrolled in intensive French courses in six provinces. (A. MacFarlane, 2005. An Examination of Intensive French: A Pedagogical Strategy for the Improvement of French as a Second Language Outcomes in Canada. Ottawa: The Canadian Association of Second Language Teachers, p. 8.) Annual growth rates for intensive French enrolments have been high but irregular (see Table 1). In most years, annual growth has been in the 20-45% range but in two years - 1999-2000 and 2002-2003 - it was much higher. Up until 2002, intensive French courses were entirely restricted to Newfoundland and Labrador. In 2002-2003, three additional provinces (New Brunswick, Nova Scotia, and Saskatchewan) mounted courses; however, the annual enrolment growth in Newfoundland and Labrador in that year far exceeded the new contributions of the other three provinces combined.

Since 2002, however, rapid growth in enrolment in these three provinces has made their contributions increasingly important to the national profile (see Table 2). In 2004-2005, intensive French enrolment in Newfoundland and Labrador actually declined, but nationally, enrolment continued to grow due to strong expansion in New Brunswick, Nova Scotia and Saskatchewan, and to a lesser degree, the contributions of two new entrants, Alberta and British Columbia.
The pattern of enrolment growth in intensive French since 1998 highlights the need to monitor two distinct but probably related trends. The first is the degree to which growth is sustained in jurisdictions already offering intensive French. The second is the pace of adoption of intensive French by new jurisdictions (at both the provincial/territorial and school district levels). The potential of intensive French to contribute significantly to meeting the goals of the Action Plan depends on its success on both these fronts.

### TABLE 1: GROWTH OF INTENSIVE FRENCH PROGRAMS NATIONALLY

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLMENT</th>
<th># OF PROVINCES/TERRITORIES INVOLVED</th>
<th>% ANNUAL GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>110</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1999-2000</td>
<td>221</td>
<td>1</td>
<td>100.9%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>267</td>
<td>1</td>
<td>20.8%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>330</td>
<td>1</td>
<td>23.6%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>952</td>
<td>4</td>
<td>188.5%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>1368</td>
<td>5</td>
<td>43.7%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1721</td>
<td>6</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

### TABLE 2: GROWTH WITHIN JURISDICTIONS

<table>
<thead>
<tr>
<th></th>
<th>NL</th>
<th>NB</th>
<th>NS</th>
<th>SK</th>
<th>AB</th>
<th>BC</th>
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<tr>
<td>1998-1999</td>
<td>110</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1999-2000</td>
<td>221</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2000-2001</td>
<td>267</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2001-2002</td>
<td>330</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2002-2003</td>
<td>802</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2003-2004</td>
<td>1036</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2004-2005</td>
<td>986</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
University Students and French Immersion Programs

In the 2004 edition of *The State of French-Second-Language Education in Canada*, university students across Canada shared their core French experiences in elementary and secondary schools. This year, CPF investigated the high school and university experiences of students from elementary/intermediate French immersion programs.

Over 400 university students\(^1\) who had followed an immersion program in elementary school shared their insights into the links between high school second-language experiences and the pursuit of second-language learning at the university level. The survey, designed by CPF, also sought to discover, in retrospect, why the students had (or had not) chosen to continue their high school immersion or other French programs and, where applicable, to uncover their observations about university French experiences and their plans for using French in the future.

Specifically, the survey sought to answer the following questions:

- What factors influence a student's decision to enrol and continue in secondary immersion?
- What factors influence a student's decision to pursue post-secondary FSL education?
- What program supports are provided for FSL students at universities?
- What are undergraduate students willing to do to maintain and/or enhance their French fluency?

After initial screening, the respondents were grouped into one of four categories and sent a URL for their applicable questionnaire. (CPF designed the questionnaires, which were roughly parallel in structure, to accommodate the specifics of each group.)

We decided to draw samples from four distinct groups:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS FI+FR.U</td>
<td>Students who had taken some secondary immersion and were taking university-level French courses</td>
</tr>
<tr>
<td>HS FI+NO FR.U</td>
<td>Students who had taken some secondary immersion and were not taking any university-level French courses or courses in French</td>
</tr>
<tr>
<td>NO HS FI+FR.U</td>
<td>Students who had taken some secondary core or extended French programs and were taking some university-level French courses or courses in French</td>
</tr>
<tr>
<td>NO HS FI+NO FR.U</td>
<td>Students who had taken some secondary core or extended French programs and were not taking any university-level French courses or courses in French</td>
</tr>
</tbody>
</table>

1 Key to symbols: HS = High School; FI = French Immersion; Fr.U = French at university
2 Or five years in the case of Ontario students who graduated prior to the elimination of OAC in 2003
We selected 129 students in each of Groups 1 and 2, 85 in Group 3 (this was the total number of responding students who fit into this category), and 125 in Group 4. The additional numbers, beyond the targeted 100, were selected in groups 1, 2, and 4 in case some students did not respond.

Respondents were also chosen, as much as possible, to ensure regional representation. The high response rate from the Ontario and Maritime universities meant that a few of the smaller universities (such as Lakehead) were accorded a disproportionately higher percentage of responses. In addition, the desire to have a sample from each province resulted in a higher percentage of responses from smaller provinces. The majority of respondents were in their third or fourth year of university, and the majority of respondents were female. Finally, although a number of community college students applied, the survey was restricted to university students.

<table>
<thead>
<tr>
<th>STUDENT GROUP</th>
<th>HS FI + FR. U</th>
<th>HS FI + NO FR. U</th>
<th>NO HS FI + FR. U</th>
<th>NO HS FI + NO FR. U</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>7.9%</td>
<td>13.6%</td>
<td>6.3%</td>
<td>3.7%</td>
<td>7.8%</td>
</tr>
<tr>
<td>AB</td>
<td>6.7%</td>
<td>8.0%</td>
<td>8.3%</td>
<td>5.5%</td>
<td>6.9%</td>
</tr>
<tr>
<td>SK</td>
<td>16.9%</td>
<td>11.4%</td>
<td>6.3%</td>
<td>5.5%</td>
<td>10.2%</td>
</tr>
<tr>
<td>MB</td>
<td>15.7%</td>
<td>11.4%</td>
<td>8.3%</td>
<td>7.3%</td>
<td>10.8%</td>
</tr>
<tr>
<td>ON</td>
<td>12.4%</td>
<td>22.7%</td>
<td>29.2%</td>
<td>39.4%</td>
<td>26.3%</td>
</tr>
<tr>
<td>QC</td>
<td>5.6%</td>
<td>6.8%</td>
<td>4.2%</td>
<td>11.0%</td>
<td>7.5%</td>
</tr>
<tr>
<td>NB</td>
<td>6.7%</td>
<td>5.7%</td>
<td>4.2%</td>
<td>3.7%</td>
<td>5.1%</td>
</tr>
<tr>
<td>NS</td>
<td>6.7%</td>
<td>5.7%</td>
<td>20.8%</td>
<td>6.4%</td>
<td>8.4%</td>
</tr>
<tr>
<td>PE</td>
<td>4.5%</td>
<td>3.4%</td>
<td>1.8%</td>
<td>2.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>NL</td>
<td>11.2%</td>
<td>6.8%</td>
<td>2.1%</td>
<td>1.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>NOT KNOWN</td>
<td>5.6%</td>
<td>4.5%</td>
<td>10.4%</td>
<td>13.8%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

The response rate for the four groups ranged from a low of 56.5% for Group 3 (No HS FI + Fr. U) to a high of 87.2% for Group 4 (No HS FI + No Fr. U). The average for all four groups was over 71%.

The majority of students (69% to 83% across the four groups) attend university in the province of their summer residence. This statistic points to the importance of providing post-secondary FSL education in all provinces, rather than assuming that students would enrol out of province to continue FSL education.

When asked about their university French courses, the majority of the group that had taken high school immersion were majoring in French or related courses such as Comparative Literature, translation, etc. Of the core/extended group taking university French courses, 22.9% (11) were majoring in French. The balance of the students in these groups had selected French as a minor or had taken a few French courses. Most of the students in the total sample were taking courses unrelated to French or language study.
SECONDARY SCHOOL RETROSPECTIVE

The first section of each of the four questionnaires examined the students’ secondary school French experiences to determine why they had enrolled in the various French programs offered and why they had or had not remained in the program originally chosen.

The number of years spent in elementary/intermediate immersion programs ranged from 2 to 10, with most remaining in the program from 6 to 10 years. Most of the students in the secondary immersion programs had completed their programs (87.6% and 75%) compared with students in the extended/core programs (58.3% and 42.2%). Overall, most students had remained in a French program at least until Grade 11.

All groups were positive about their high school French experiences with the high school immersion groups being the most satisfied. The results show that more students who complete four years of a high school immersion program choose to take French at university than do students who complete a core French high school program (44% versus 18%). It is disconcerting, however, that none of the students in the second immersion group (of which 75% had completed secondary school French courses) chose post-secondary French. Similarly, although over 42% of the fourth group completed FSL courses in their senior high school year, no one from this group continued French studies in university.

When asked why they had enrolled in secondary French programs, all groups replied that they thought it would improve their employment prospects. In addition, they wished to improve their French proficiency. Only the core/extended group not involved in university French courses cited the fact that some French was compulsory in high school. The groups that had chosen high school immersion programs cited the prospect of improved job opportunities (in particular the group studying French at university), their enjoyment of the immersion program, and the belief that they would get good marks. All groups cited the encouragement of parents and elementary school teachers as positive factors. Students were also more likely to stay in French when their friends were as well.

All the students agreed that the high school programs enabled them to communicate better with francophones, increased their interest in language learning, improved their French writing skills, and improved their employment prospects. Hence, we could conclude that, in their opinion, employment opportunities are facilitated by increased proficiency. However, the importance of receiving good marks was also on the students’ minds and some left the program because they believed they would receive better marks in the English stream. All groups liked the “good teachers,” found the courses to be stimulating and interesting, and believed that the courses offered them what they wanted to learn.

At the end of high school, both immersion groups and the core/extended students taking university French were satisfied with the level of their speaking, listening comprehension and reading skills, but less satisfied with their French writing competence. The core/extended group not taking university French were less confident of their French language skills, especially in the area of writing, although a slight majority of them rated themselves as "excellent" or "good" for speaking, listening and reading, but not for writing (43.1%). Their background in elementary immersion French along with the core/extended programs in high school possibly gave them the confidence that they were retaining their skills (with the exception of writing) to a substantial degree.
Students who considered leaving high school French programs consulted parents and friends first. Fewer sought advice from guidance counsellors or French teachers, and few, if any, asked principals or vice-principals for their recommendation. Those who did leave cited a chance for better marks, timetable problems, and better choice of programs as their three top reasons.

There would seem to be some room for improvement in the number of subjects offered in French at the high school level, especially those subjects that lead directly to university courses. As expected, the immersion groups took many of their subjects in French while the extended/core French students took fewer. Most students appear to have taken "critical" subjects (those leading directly to university) in English and many students were somewhat concerned about how their lack of practise in English writing skills would affect their university careers. There also appears to be a basis for asking secondary schools to rethink their policies on giving immersion and extended French students advanced standing if they wish to change courses.

Another finding indicates that there may be an information gap concerning scholarships that are available for language students.

UNIVERSITY EXPERIENCES

The next set of questions concerned the French-related university experiences of the four groups, those who were taking or had taken university French courses and those who had not.

Some universities required students to take a French proficiency test. In the immersion group planning to take university French, 34.8% took the test, and in the extended/core group 41.7% did the same. It would appear that university policy rather than the secondary school French courses determined whether the students took the test. A test could also give students a reliable indicator of their French competencies and help them make a decision about taking university French. Some universities offered basic French courses. In our sample, 26.6% of the immersion group took the basic course, compared with 29.2% of the core/extended group. Of the immersion group 16.9% took both the test and the course, and in the core/extended group, 14.6% took both. Unfortunately, we cannot say if the students who did both had not done well on the test, or if taking the course was university policy or the student's choice.

A plurality of the students who opted for university French courses was pleased with the quality of their secondary French courses, and had no difficulty with the transition from high school French to university French. Half of those not opting for university French did not place as much value on their high school French programs.

The most compelling reason for students choosing to continue French in university was their enjoyment of their high school French programs. Their next choices were the prospect of improved employment opportunities, the usefulness of French when travelling, and the belief that French was easy. It appears that, while students will choose courses that they enjoy, they also are aware of the needs of future careers. The voices of encouragement for university French came from parents and high school French teachers; the discouraging voices were those of the students' friends. Largely, however, the students followed their own inclination. The reasons given most often by the two groups not taking university French courses were
that French courses did not fit into their timetables, that their French was not good enough, and that no suitable French courses were offered at universities they could afford to attend. That French had ceased to be a priority with these groups is indicated by statements about timetabling and comments that they never used French and, particularly with the former immersion group, that they were tired of taking French. Even some of the high school immersion students thought that their French skills were not strong enough. We do not know precisely how students would have defined a “suitable” course, but few universities, as we have seen, offered upgrading or basic courses, nor did many universities require a proficiency test that could possibly have reassured students about their language competencies.

Most students in university French courses claimed that the coursework was not too difficult. They were comfortable with their understanding of lectures and the required readings, but were less comfortable participating in tutorials and especially with writing essays in French. An indication of the lesser confidence for the core/extended group taking university French is the high percentage of students who felt at a disadvantage vis-à-vis former high school immersion students and francophones in their classes. It is also interesting to note that most students appear to take French courses in their first and second university years. As mentioned, a large proportion of our sample came from students in their upper or graduate years, and the question remains as to why they took so few courses in years three and four. Few dropped any courses once begun, but those who had dropped out found that French was too difficult, were afraid of poor marks, or experienced timetabling problems. A concentration on grammar was another reason cited.

“When entering a French course at the beginning of the year, we were told what was expected of us in terms of our level of proficiency in French. The professor was available if we did not understand subjects discussed in class.”

The university has a facility where students can go and have their work corrected before they need to hand it in. It’s called the Service de perfectionnement linguistique.

Tutorials were the most commonly offered assistance to students who needed help. When asked about the type of help they would like the universities to offer, students in the groups taking French asked for more frequent opportunities to speak with francophones, the opportunity to study at a French university, and the opportunity to resubmit written work after the professor had corrected the grammar. Some students—especially from the core/extended French groups—were in favour of language upgrading courses. There are indications that students would like to go beyond the mechanics of language learning. They want more interaction with francophones and a greater knowledge and appreciation of the French history and contribution to Canada.

When asked how easily the students thought they could accomplish a number of tasks in French, the immersion students taking university French were the most confident of the four groups in their ability to accomplish the tasks, and generally, the groups not taking university French were less confident of their abilities, with the core/extended group the least confident. Situations calling for written French such as writing a report, studying at a francophone institution, or participating in a chat room were considered difficult by all groups, as was being interviewed for a job, which admittedly is a stressful situation. The comparison of students’ self-assessment of their language skills at the end of high school with their current skills revealed that the groups taking university French believe that their
skills have improved or remained at the same level. Exceptions are immersion students who believe their speaking skills have deteriorated and the core/extended group, which found a similar deterioration of their reading skills. The groups not taking university French believe that their speaking, listening, reading, and writing skills have deteriorated, probably because they only use French infrequently.

**POST-UNIVERSITY PLANS**

It is encouraging to see that most students at this stage in their lives appear interested in maintaining the French linguistic skills that they have spent many years acquiring. Their preferred methods of doing this are by immersing themselves in a francophone environment for summer courses or a summer job, and continuing to take conversational French courses. Students also suggest that they would be willing to listen to French radio and television programs and participate in interactive computer activities with francophones. These methods are more passive in nature than actually going to Quebec or France, but at the same time, are more difficult to maintain on a consistent basis.

The majority of students in all groups are aware of career options that require the use of French. They know that university career counsellors can help with job information, and that provincial and federal governments need employees with French skills. The Internet is also a favoured resource of today’s student.

**CONCLUSION**

Most of the students surveyed seem pleased with their elementary immersion programs and later with their high school immersion and core and extended programs. However, students in the core and extended French programs were somewhat less satisfied than the immersion students were with the language competencies they acquired. The fact that most students are interested in maintaining and improving their language skills and profess that they are interested in language learning shows the value of FSL courses. Students are aware that French proficiency is linked to improved job opportunities.

It would be useful for students exiting high school or entering university to undergo a French proficiency examination to establish benchmarks. This exam would help students—particularly those who left a high school immersion program before its completion—determine their French competence. If tests indicate that their loss of proficiency is substantial, this information can be used by high school counsellors to encourage younger students entering high school to remain in the immersion program or to take extended French courses if an immersion program is not available. A number of students not taking university French rated their proficiency as excellent or good, perhaps on the strength of their immersion backgrounds. A proficiency test would demonstrate the accuracy of their self-assessment.

More universities should provide basic French courses for students who did not do well on the proficiency test, and faculty teaching these courses should try to make them more varied than just grammar, so disliked by many students.
Parents appear supportive in encouraging their children to continue taking French and both elementary and secondary French immersion teachers are to be commended for presenting stimulating programs for encouraging students' interest in language learning and in learning about the francophone role in Canada's fabric. It appears that a greater effort is needed at the elementary/intermediate level in the immersion program to encourage students to continue in immersion programs in high school. Perhaps more information for students and parents is needed about French courses in both secondary schools and in university and the loss of language proficiency that is likely to occur if students drop out of the immersion program in high school. An area for high school curriculum designers to investigate is the addition of more material about French culture and the role of Quebec in Canada, to broaden students' interest beyond the linguistic field.

Improvements can be undertaken in offering more courses in French in high school, especially in those subjects leading to university. The transition from taking a subject in French throughout high school and then taking it in English or French in university does not appear to be a problem. This observation should perhaps be emphasized to the students who are concerned that they are not getting enough practice in writing in English. Other reasons for students leaving the French program are to take advantage of the larger choice of courses in English and the belief that they will get better grades in the English stream. Understandably, marks are important to graduating high school students as well as to university students. Timetable conflicts are also a problem in high school and university. Unfortunately, for many students with a timetabling challenge, the conflicting subject too often appears to trump French.

It would appear that some universities could make a greater effort to help students experiencing difficulties. Proficiency tests and upgrading courses are two suggestions. Students who are taking French courses, but are not comfortable in French, are not asking to write their exams and papers in English or for extra time to do their work. They prefer to receive help with their French writing skills and more opportunities for interaction with French speakers. University counsellors and faculty members could play a more active role in informing and influencing students to remain in their French programs as could their colleagues in elementary and secondary schools.

RECOMMENDATIONS

1. Develop and provide a proficiency test for all students leaving French programs in high school, regardless of their plans to take French in university. This would provide realistic information to the student about her/his language competencies, assist the universities in planning basic French courses, and demonstrate to other students that French skills acquired in elementary school will deteriorate if the study of French is not maintained.

2. Prepare benchmarks for French proficiency for all elementary and secondary FSL programs so that parents and students can make informed decisions. This recommendation flows from research showing that students who switch from immersion to core French at the transition to high school are committed to maintaining and increasing French fluency; they seem unaware that they will not be as fluent as those who remain in immersion.
3. Design and disseminate additional curricula that piques students' interest about the contribution of francophones to the Canadian fabric. Include more historical and cultural material in the secondary French curriculum.

4. Place a greater emphasis on retention in French programs at the transition between elementary/secondary. Recognize and support the significant contribution that elementary teachers make in encouraging students to continue in FSL programs.

5. Provide more high school courses in French so that French immersion students do not have to take so many courses in English.

6. Provide more help and practise with French writing skills so that students' confidence in this area improves both at the secondary school and university levels.

7. Disseminate the information about supports that students want or need to continue studying in French at university, and encourage universities to make those supports.

8. Provide FSL programs at all universities so that students who cannot afford to travel away to university, or who prefer to stay in their home province, have an opportunity to continue learning French.

9. Provide opportunities at the university level for students to interact with francophones. Encourage exchanges with francophone universities.

10. Urge universities to encourage students to continue French language studies in their post-secondary years.

11. Survey university students to determine why so many stop taking French courses after the first two years.
THE NATIONAL HEALTH PROGRAM FOR FRANCOPHONES

The turn of the century saw an increasing focus on the health care options available to francophones in predominantly English-speaking areas of Canada. In 2001, the Consultative Committee for French-Speaking Minority Communities (CCFSMC), with input from the Fédération des communautés francophones et acadienne du Canada (FCFA), presented a report to the federal Minister of Health demonstrating that half of the French-speaking minority populations in Canada had no access to primary health care services in French. Following this report—and due to a sustained effort by the FCFA, Canadian Heritage, and Health Canada—the Société Santé en français (SSF) was founded in December 2002. In March 2003, the federal Action Plan for Official Languages announced the allocation of $63 million to minority francophone communities across the country to ensure that health care services are provided in French to the thousands of Canadians who need it.

SSF is co-coordinating this federal funding and has now received $17 million of the $20 million that was allocated in the Action Plan for Official Languages.

IMPLICATION FOR TRAINING IN FRENCH

Over the next five years, more than 2,500 French-speaking health care professionals must be trained in order to respond to the increasing need.

The Consortium national de formation en santé (CNFS) was officially launched in May 2003 with the financial support of Canadian Heritage and Health Canada. CCFSMC, in partnership with CNFS, undertook the main task of training and research by coordinating the efforts of ten post-secondary institutions outside Quebec that provide French-language training. These universities and colleges already played a role in health care training in French, either because of their existing programs or those they are developing. They are working to educate and train a larger number of French-speaking health care professionals by the end of March 2008.

CNFS is composed of the following colleges and universities:

- Université Sainte-Anne, Collège de l’Acadie (7 locations in Nova Scotia and PEI)
- Université de Moncton (Moncton, New Brunswick)
- Collège universitaire de Saint-Boniface (Saint-Boniface, Manitoba)
- Campus Saint-Jean, University of Alberta (Edmonton, AB)
- Université d’Ottawa (Ottawa, Ontario)
- La Cité collégiale (Ottawa, Ontario)
- Collège Boréal (Sudbury, Ontario)
- Le Collège communautaire du Nouveau Brunswick (Campbellton, New Brunswick)
- Programme de formation médicale francophone du Nouveau Brunswick (Affiliated with l’Université de Sherbrooke, Sherbrooke, Québec)
- Université Laurentienne (Sudbury, Ontario)
IMPLICATIONS FOR IMMERSION STUDENTS

CNFS is well aware of the decreasing numbers of francophone students in French minority communities across Canada and the tendency of the francophone youth to attend post-secondary education in large urban centres. The CNFS is making an effort to recruit French-speaking francophones and francophiles alike.

Each year, the CNFS National Secretariat has disseminated information to schools offering French immersion programs across Canada. A poster describing all the health programs offered in French by the 10 participating post-secondary institutions was distributed to high school guidance counsellors and science department heads.

The Association des universités de la francophonie canadienne (AUFC) is presently seeking support from the federal government for a pilot project that would establish a bursary program for francophone, French immersion, and international students. The main objective of this program is to encourage immersion and other French-speaking students to pursue their studies in French. Cost of post-secondary education is a critical factor for many francophile students who are not eligible for the many bursaries available to study in French. Access to additional funding will undoubtedly increase the number of bilingual students willing to train as health care professionals and improve health services for francophone communities across the country.

References are available on the CFP website at www.cpf.ca.
POST-SECONDARY PROFILES

This chapter contains profiles of five post-secondary institutions (four universities and one community college) that offer academic and social support to French-second-language students studying in French.

The institutions profiled here are examples only; they do not represent all of the Canadian universities and colleges offering opportunities and support to anglophones studying in French. The institutions were selected on the basis of availability of information, a desire to include examples from different regions of Canada, and a determination to include anglophone, francophone, and bilingual institutions. The information in these profiles was provided by the institutions themselves during interviews with staff, from reports sent by the institutions, and from documents gleaned from their websites.

NEW PROGRAM AT SIMON FRASER UNIVERSITY

In September 2004, Vancouver’s anglophone Simon Fraser University (SFU) began offering a new French immersion program - the Bachelor of Arts in Public Administration and Community Services. The new BA is coordinated by the Office of Francophone and Francophile Affairs (OFFA), which received financial support through a subsidiary agreement between Canadian Heritage and the province of British Columbia.

Most of the new program's students come from French immersion in secondary schools. OFFA representative Claire Trépanier says, “In the September 2005 cohort, more than 85% were high school graduates from French immersion programs. The rest [two students] transferred from Campus St-Jean and Laval University and had studied French in high school” (personal communication, August 5, 2005).

ACADEMIC PROGRAM

The program comprises a major in political science and an extended minor in French and is aimed at secondary immersion graduates and francophones. Most of the courses are currently in French, with more offerings in French to be added in the future. Four years long, the program accepts a maximum of 20 students each year, who move through a predetermined set of courses with a fixed schedule. Each term, students take one or two courses in the Department of French.

SFU makes an effort to recruit the best teachers for the new BA. Professors in the non-language courses, based in other departments around the university, work closely with a team of language teachers in the OFFA. They are provided with occasions to meet and talk about teaching methods. The new BA program has a steering committee, with representatives from all of the discipline departments involved, which can discuss any crossover issues as necessary.

RECRUITMENT

SFU collaborates with CPF-BC to promote the program around the province. A member of the CPF-BC executive is on the advisory board of the OFFA. CPF-BC also provided a member to drive the SFU recruiter to schools around BC, and the new program was
profiled in the CPF newsletter. A major part of the recruiting effort is reaching out to parents of immersion students through CPF-BC.

During the 2004-2005 school year, SFU staff visited all the secondary schools with immersion programs across BC. They also spoke to newspaper reporters and attended student fairs.

OFFA also has ties with the francophone community in BC, ties its uses to promote the program to francophone potential students and their parents. OFFA publicizes the program throughout the francophone community by distributing publicity materials to francophone organizations. Recruiters also visited francophone schools (a much smaller potential-student pool than immersion schools).

**SUPPORTS**

**Financial support**
The Bourse pour l’étude d’une langue officielle, funded by Canadian Heritage and administered by the BC government, is an SFU admission bursary reserved for students studying in their second language. All students in the new BA’s first cohort received the bursary. OFFA also gives 10 bursaries to students who do not win the lottery for bursaries in the Explore program.

**Academic support**
SFU offers numerous supports to students taking a BA in Public Administration and Community Services. A francophone teaching assistant helps students with assignments—going over their written work, outlining problem areas, and suggesting changes. Another university staff member, the departmental assistant and student advisor, provides academic counselling to students in the new BA. She advises students about an optional course they take each term and on courses students need to take if they want to enter the FSL education program (also coordinated by OFFA) after their BA. She is also available to students for emotional support.

In the new BA’s content courses taught in French (i.e., the non-language courses), there is an understanding that marking has to be based on course content, not language perfection. Professors understand that students need clear direction and that instructors’ speech needs to be easily understood by anglophone students.

**Increasing language proficiency**
A test of French proficiency is required as part of the admission process and is administered by the Department of French. Based on their results, students may be assigned corrective exercises or referred to language upgrading courses or volunteer work in a French environment to strengthen their skills.

Compulsory FSL courses in the new BA are given by the Department of French. Vocabulary in these courses is largely geared to content areas of other courses in the program (in political science, history, and so on). Students in the new BA also upgrade their French proficiency by studying at the federal government’s Explore program sites.

OFFA has set up the French Writing Centre for FSL students, which also serves the FSL teacher education students and students in the Department of French. Located in the French Department, the Centre is subsidized by OFFA.
Extracurricular use of French
Students can practice their French outside of class and have opportunities to interact with native speakers. The OFFA has set aside a weekday meeting place where francophone and francophile students can take meals together, watch TV, listen to radio, or watch films in French, check their email, and play social games. Instructors in the new BA bring students to the meeting room to show films, listen to guest speakers, and have discussions.

OFFA organizes academic and socio-cultural activities with BC’s francophone community in the meeting place and invites in francophone performers. There is a film night every couple of weeks, with discussion following. As well, OFFA maintains links with francophone organizations, allowing students to connect with francophone groups and individuals.

Students are encouraged to take part in managing the new BA through their student council and program’s steering committee. In addition, the Department of French has a student union that organizes activities; for example, immersion weekends and cultural activities in French.

One term in third year of the new BA is set aside for study at a francophone university in Canada, or possibly outside Canada. Students will continue to pay fees to SFU. The university already has an exchange agreement with Laval University and is working on other future options for the first cohort of students.

Students can also expand their French proficiency by enrolling in the optional co-op program and working during summers in a francophone environment. The student advisor can help them find summer jobs in the francophone community.

Although students in the first year’s cohort all came from the Vancouver area, there are students from further away in BC in the program’s second year. At present there is no francophone residence (or residence floor) at SFU but, if large enough students want one, the university is open to accommodating them.

CONTACT
For more information, See the program’s website at www.sfu.ca/frcohort
Or contact
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**FRENCH IMMERSION AT UNIVERSITY OF OTTAWA**

The Second Language Institute (SLI) at the bilingual University of Ottawa (U of O) has been offering French and English immersion since the early 1980s.

**ACADEMIC PROGRAM**

Patrick Courcelles, Director of the Immersion Program, says, “Almost 600 new students from immersion programs in Ontario arrived at the University of Ottawa this September. We [also] have a large proportion of students from out of province” (P. Courcelles, personal communication, August 2005).

Anglophone students in the immersion program take a minimum of 60% of their courses in French. In the 2004-2005 school year, U of O offered nine undergraduate immersion courses in an adjunct-course format, which is designed to give students confidence in studying in their second language by pairing a regular course (such as one in philosophy or biology) with 1-1/2-hour-per-week language class led by an FSL teacher.

In the 2005-2006 academic year, there are 23 paired courses, and the number will increase in coming years. This year, paired courses are offered in biology, history, linguistics, philosophy, political science, psychology, sociology, administration, criminology, geography, second-language teaching, and communications.

Starting in September 2006, U of O proposes to expand its immersion program with the aim of increasing the number of students entering from secondary immersion and core French programs. If the new program is approved, post-secondary students will be able to earn a degree in their chosen discipline and have the note "French Immersion Program" on their diplomas. Students will register concurrently in their discipline departments and in the Second Language Institute, a department of the university (University of Ottawa, 2005).

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Students entering with low-intermediate French proficiency will take FSL courses along with discipline courses in English during their first year, and then will move into discipline courses in French by their third year. Students with greater proficiency will start discipline courses in French in their first year, along with FSL courses (University of Ottawa, 2005).

To obtain a diploma from the immersion program, students will need to fulfill the requirements of their discipline departments; complete at least 36 credits in courses taught in French in their second, third, and fourth years (a maximum of 12 adjunct-course credits); and pass the test for the Certificate of Second-Language Competence.

**SUPPORTS**

**Financial support**

The U of O’s “Canada’s University Scholarship” was recently established to promote studies in French. The scholarships, worth $5000 per year, are renewable for four years (provided specified criteria are met), and are apportioned to each province and territory. This year, U of O offered 42 scholarships to students from French immersion or FSL programs, and 42 more to students coming from francophone high schools. To be eligible, students must have a minimum 84% entry average. Under the proposed immersion-program expansion, the number of bursaries will increase.

1 For an explanation of paired courses, see the Academic Supports section below.
**Academic support**

Students with strong intermediate proficiency in French can currently take discipline courses taught in French. At the same time, they register in adjunct classes that are paired with each of their discipline courses in French.

The small group adjunct classes, for 1.5 hours per week, entail a language teacher helping immersion students with the course material and related language content. The language teacher attends lectures in the regular program course. In the adjunct class, the teacher reviews concepts from lectures, helps students understand the course content and its related vocabulary, and enables them to acquire the skills necessary to write assignments and to make short presentations in French.

Students in the adjunct class participate in oral and written communication activities related to the themes discussed in the main course. The language teacher gives feedback on the language and organization of students' written work, but not its content. Students can take additional language courses if desired.

Under the proposed expansion of the immersion program, adjunct courses tied to specific first- and second-year discipline courses will increase to three hours a week for students with low-intermediate proficiency on entry (approximately Grade 12 French) (University of Ottawa, 2005). Adjunct classes for third- and fourth-year students will not be paired with specific discipline courses. Instead, they will be replaced by interdisciplinary adjunct classes that focus on speaking and writing skills. These classes will take the form of seminars incorporating debates, presentations, term papers, and honours theses. First- and second-year students will continue to take adjunct language classes paired with specific discipline courses.

Because the university is bilingual, U of O students are permitted to write examination answers in either English or French. However, in courses taught in French, this applies only to essay questions, not multiple-choice questions; the examination questions themselves are not translated. Anglophone students in French immersion classes can request extended time to write exams, if the adjunct-class teacher arranges it.

Under the proposed immersion expansion plan, students will be able to identify 24 credits (8 semester-long courses) out of the first 60 credits of their immersion program to be evaluated on a satisfactory/non-satisfactory (S/NS) basis. These may include FSL courses, immersion courses, adjunct courses, or disciplinary courses taught in French. For certain courses, it will not be possible to be evaluated on an S/NS basis (University of Ottawa, 2005).

**INCREASING LANGUAGE PROFICIENCY**

At present, students must have a high-intermediate or advanced level of French proficiency to be admitted to the immersion program, having obtained a minimum score of 60% on the University of Ottawa's French Proficiency Test. Once admitted to the program, students can take the SLI's French Language Certification Test annually to assess their progress. Then faculty or Second Language Institute staff counsel them on which language courses to take to improve their proficiency.
The proposed expansion of the immersion program will allow students with a low-intermediate proficiency level in their second language to enter. If the proposal is approved, core French graduates will be able to enrol in French immersion at U of O.

**EXTRACURRICULAR USE OF FRENCH**

As Ottawa has the highest proportion of francophones and French-speaking people outside of Quebec, many Ottawa students find numerous opportunities to use French outside the classroom. Because the campus is bilingual, all of the University's support staff speak French and most are native speakers. One of U of O's residences is reserved for francophone and French immersion students, and anglophones are paired with francophone roommates.

Students can increase their French proficiency by participating in co-op programs (work terms in their discipline of study), as well as in inter-university and international exchanges. Under the expanded program, internships with the federal government are planned, as well as exposure for students to cultural and social opportunities to use French.

**CONTACT**

For more information, check the Second Language Institute's website at www.secondlanguage.uottawa.ca/immersion_courses.html.

Or contact,

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Director, Immersion Program  
University of Ottawa  
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**UNIVERSITY OF REGINA’S NEW INSTITUT FRANÇAIS**

The year 2003 brought the initiation of the Institut français at the anglophone University of Regina in Saskatchewan. The Institut works closely with the Faculty of Arts' Department of French, the Faculty of Education's Baccalauréat en éducation française as well as a wide variety of other departments to promote teaching in French and support non-language courses and language courses taught in French at the university. The Institut received financial support through a subsidiary agreement between Canadian Heritage and the Province of Saskatchewan.

Says Peter Dorrington, Director of Research, "Roughly half of the students who take non-language courses in French at the University of Regina are immersion graduates. The other half is mostly francophones who have graduated from the francophone school system" (P. Dorrington, personal communication, August 12, 2005).
ACADEMIC PROGRAM

Non-language course offerings in French at the University of Regina vary from year to year but are generally concentrated at the first-year level. For the 2005-2006 academic year, for example, the Institut enabled university departments to offer first-year courses in French in kinesiology, music, art history, mathematics, biology, geography, and French-Canadian heritage.

The Institut has successfully created a francophone milieu in its newly renovated space. Both the Institut français and the Baccalauréat en éducation française are located on the second floor of the Language Institute Building, and it is hoped that the French Department will relocate there by 2007 following further major renovations.

Director Dominique Sarny emphasizes that the Institut is a creation of the francophone community in Saskatchewan and thus has strong links with it. The educational approach is "not just a language immersion, it's a cultural immersion."

In September 2005, a redesigned FSL certificate oriented to secondary core French graduates began. The two-semester, full-time, intensive program aims to get core French graduates up to an intermediate level in oral and written French, so that they qualify to enter the Baccalauréat en éducation française program or major in French.

RECRUITMENT

The Institut aims to attract an increasing number of students-anglophone and francophone alike-to French programming at the University of Regina. A recruitment officer employed by the Institut criss-crosses the province, visiting immersion and francophone schools and promoting courses in French at the University of Regina. In 2004-2005, he met close to 500 immersion students.

SUPPORTS FOR FI STUDENTS

Financial support
In addition to the existing CPF bursary, students in French at the University of Regina can apply for scholarships offered through the Institut, the Department of French, and the Faculty of Graduate Studies.

Academic support
Started in September 2005, the Postsecondary Service Centre for Francophone and Francophile Students is the focus of student support. The coordinator of the Centre links students with socio-cultural resources in French, academic resources, counselling services, and career placement resources. The Centre also maintains links to the Fransaskois community.

INCREASING LANGUAGE PROFICIENCY

Students with an advanced understanding of the French language tutor students taking French courses. Also started in September 2005 was a proofreading service. Staff hired by the Institut read students’ assignments for courses outside the French Department, pointing out to the students where their written work needs improvement.
EXTRACURRICULAR USE OF FRENCH

The Institut's offices surround an attractive and spacious rotunda, where French-speaking students can meet to eat, work at computers, read French-language newspapers and magazines, and meet members of the francophone community at special events. In addition to resources in the rotunda, students have many opportunities to improve their French proficiency outside of class. The Institut's social and cultural program for students includes French-language film nights, monthly cinq à sept gatherings in the rotunda and a games night, all of which are also open to the larger francophone community. The Club Franco-Fun is open to all students interested in socializing in French.

The Institut, located only two blocks from Regina's francophone community centre, is perfectly positioned to facilitate students' contact with Regina's francophones. The community centre holds the offices of all the francophone community associations, a bistro, a theatre, and the city's francophone school.

In 2005-2006, there is a full program of immersion activities for the Institut's students. The Institut encourages students to accompany professors and staff, for example, to the cinq à sept that the Association canadienne-française de Regina holds every Friday at the community centre. Dominique Sarny says, "This is a great opportunity to speak French in a natural setting." The Institut also collaborates with the Association jeunesse fransaskoise on a trip for students and non-students to the Festival du voyageur in St-Boniface, Manitoba, as well as other activities.

The Institut encourages and promotes student participation in the English assistantship program (teaching English) run by the ministry of education in France. Students return with much-improved French proficiency.

CONTACT

For more information: See the Institut français website at www.uregina.ca/institutfrancais
Or contact,

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FRENCH IMMERSION AT UNIVERSITÉ STE-ANNE

Université Ste-Anne is a French-language institution in the village of Church Point, in Acadian Nova Scotia. It has satellite campuses in Halifax and other Nova Scotia locations.

ACADEMIC PROGRAM

The University has FSL and French immersion programs of long standing, in addition to its regular program designed for francophones. In 2004, the University expanded to Halifax by amalgamating with the Collège d'Acadie, which already had a Halifax campus. Postgraduate FSL programs, chiefly for government employees and other adults, are offered there, along with college-level programs in computer programming, secretarial arts, and
teacher’s aid and home care occupations. The University intends to offer a baccalaureate in education at the Halifax campus in future.

The FSL program at the main campus in Church Point is a stand-alone program, and, according to the University's website, “is also required for those who wish to enrol in the University's regular programs but who do not possess the necessary language skills in French.” Because beginning French students are accepted into the FSL program, it can accommodate secondary graduates with core French backgrounds, or no knowledge of French at all. It usually takes these students one and half years to achieve a functional level in French. In the regular program classes, anglophones and francophones are together and study the same content.

RECRUITMENT
To attract students to the University, recruiters visit schools throughout the Maritimes as part of a tour involving multiple universities. Interested secondary students can attend these events, held as part of career days at their schools. Université Ste-Anne recruiters also visit each secondary school with an immersion program and speak to classes upon invitation by teachers. Teachers are invited to an open house at the University. The University also receives students into its regular program who are staying on after completing the five-week summer FSL program.

Université Ste-Anne participates in CPF-Nova Scotia's Concours d'art oratoire and hosts CPF summer camps with teachers from across Nova Scotia. Both activities attract students to the University.

SUPPORTS

Academic support
Volunteers help anglophone students with their homework in regular program courses and offer peer counselling (emotional support). Throughout their studies at the University, anglophone students are guided by francophone animateurs, who organize social and cultural activities in French and student parties, and who provide emotional support and academic counselling.

INCREASING LANGUAGE PROFICIENCY
Anglophone students who want to enter the regular program directly must take the FSL program's placement test. If their French proficiency is judged too low, they start in the FSL program.

Anglophone students in the regular program attend additional FSL classes that focus on speaking and writing skills. These classes are linked to their regular program courses, and students get academic credit for them.
EXTRACURRICULAR USE OF FRENCH

The on-campus residences, where most students live, are entirely francophone. While students in the FSL program must speak only French or risk being expelled, the same rule does not apply to regular program anglophone students. However, they are immersed in a francophone milieu and can benefit from the organized activities in French at the residence.

Anglophone students who want to use their French skills in employment have access to the same placement service at the university as the francophone students. The university also has an exchange agreement with Université du Québec à Trois Rivières, Trois Rivières, Québec.

Although there is no formal follow-up program for graduates, some (usually the education baccalauréate graduates) do return in the summer to upgrade their French skills.

CONTACT

For more information, visit the website at www.usainteanne.ca or contact,

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IMMERSION AT L’ÉCOLE TECHNIQUE ET PROFESSIONNELLE

L’École technique et professionelle (ETP) is a community college that forms part of the francophone Collège universitaire de St-Boniface (St. Boniface University College) in Winnipeg.

ACADEMIC PROGRAM

The ETP offers programs in office management, health care aide, business administration, multimedia communication, early childhood education, information technology, tourism, and nursing (ETP, 2004). The Diploma Nursing Program is a recent addition and the diploma is recognized by the University of Ottawa (U of O) toward its Bachelor of Science in Nursing (BSN). Most of the current ETP nursing students want to go on to the BSN program; they will take theory courses offered by U of O via videoconference and then do their clinical placements in Manitoba. This collaborative arrangement is overseen by the Consortium national de formation en santé (ETP, 2004), whose mandate is to promote training and research by coordinating the efforts of ten post-secondary institutions from outside Quebec that provide French-language health care training.

A significant proportion of the ETP’s student body (20%) comes from secondary school French immersion programs. And the proportion is increasing: In the 2004-2005 academic year, 25% of new students came from French immersion schools (CUSB, 2005b). Gisèle Barnabé, Director of the Service de perfectionnement linguistique (SPL, Linguistic Upgrading Service) of the Collège, says that, because of this significant proportion, "When we plan services, we’re always thinking of our immersion students. Our goal is to take them from functional bilingualism to professional bilingualism, so that they will be able to present their points of view, their arguments, in French. The whole environment of the École needs to contribute to this effort."

50

THE STATE OF FRENCH-SECOND-LANGUAGE EDUCATION IN CANADA 2005
RECRUITMENT

To attract immersion students, the Collège publicizes extensively. Recruitment staff visit immersion and francophone schools in Manitoba and Saskatchewan, with the help of a team of 30 student ambassadors (CUSB, 2005a, 2005b). The Collège also hosts information sessions for guidance counsellors, and participates in postsecondary information fairs organized by secondary schools and in career fairs (CUSB, 2005b).

Each spring, parents are invited to information evenings at which they can meet staff responsible for the various services and take tours of the Collège. There is also an open house each autumn, a sports festival in December, and La semaine par excellence in May. These events are open to current and potential students alike (CUSB, 2005a).

SUPPORTS

Academic support

Immersion students entering directly from secondary school attend the Programme intensif d'enrichissement en français, a two-week intensive orientation session, four days a week at the end of August. In workshops and lab sessions, they are introduced to college services, and are shown how to research in the library. The session includes cultural and sports activities. The aim of the session is to help them successfully make the transition from secondary immersion to a fully francophone, post-secondary institution, and be able to produce work of post-secondary quality. "We try to prepare them for success," says Gisèle Barnabé. "Follow-up evaluations with students show that this program is effective."

All students (native and non-native speakers of French) are entitled to use the SPL’s Tutoring Centre for up to three hours a week. Tutors work with students on texts they produce for their courses. They offer advice on organization of texts, show students how to improve the clarity and correctness of their writing, and teach them how to correct their own work. Immersion students can access electronic dictionaries and other online tools in the computer labs. The Tutoring Centre also offers non-credit courses to help students upgrade their written and spoken French (CUSB, 2005a).

The SPL hosts séances de travaux dirigés (tutorials) to complement many of the language courses. In sessions, students can work in pairs or individually, access tutoring individually, practice their oral French skills, and ask questions (CUSB, 2005a).

The École pays particular attention to students' emotional needs. There is plenty of individual attention, particularly in the first-year language classes, where students are encouraged to talk about their experiences of learning. The Collège offers a formal academic, career, and psychological counselling service as well as pastoral counselling for all its students.

INCREASING LANGUAGE PROFICIENCY

New immersion students take placement tests, out of which are created their profils linguistiques. According to their profiles (which identify student's strengths and weaknesses in French), students either are assigned to language classes in their first year, or ways are suggested to improve their French other than language classes. Students with a high score on the placement test are exempted from first-year language classes.
The SPL sees the linguistic profiles as a tool that allows students to be aware of their competence in French. The profile becomes part of the each student’s dossier linguistique, which also includes the following (CUSB, 2005a):

- Recommendations for language upgrading
- FSL courses taken (credit and non-credit) and marks obtained
- Individual help received in the Tutoring Centre and recommendations made by tutors
- Results of the Test du maîtrise du français écrit (Written-French Mastery Test)
- All activities (cultural, editing of papers etc.) contributing to the student’s language upgrading

The dossiers are updated periodically as necessary and are used to discern when students have reached the required level of proficiency. (CUSB, 2005a) To help students perfect their spoken French, the SPL organizes conversation circles, in which students have casual conversations with language consultants on a number of topics. The consultants provide informal feedback on the conversational skills of the students. The SPL also offers the Programme de jumelage (Twinning Program), in which a coordinator pairs anglophone and francophone students who want to improve their respective second languages. These pairings may evolve into friendships as well, which help first-year students become more comfortable at college and in what may be a new city for them. Many of the anglophones who take advantage of this program come from French immersion backgrounds (CUSB, 2005a).

EXTRACURRICULAR USE OF FRENCH

Because the ETP and the Collège are entirely francophone and all of the students’ regular classes are in French, immersion students have multiple daily opportunities to practice French with francophones. In addition, there is a rich program of socio-cultural activities, including theatre and improvisation, as well as campus sports teams, both intramural and intercollegiate.

Most of the ETP’s students participate in practicums as part of their academic programs, increasing their exposure to, and proficiency in, professional French. The SPL offers job-search workshops as needed in job interview techniques, resume writing, and career planning.

The ETP surveyed its graduates and found that, among those who were employed full time or part time "more than 83% have the opportunity to use spoken French at work, and almost 55% have the opportunity to use written French" (ETP, 2004, p. 24).

CONTACT

For more information see the École's website: www.ustboniface.mb.ca/etp
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We all know that enrolments in French immersion have never been higher and that the federal government has committed resources to ensuring that the number of functionally bilingual high school graduates is doubled by 2013. Parents are still lining up overnight to enrol their children in early French immersion programs in various parts of Canada; every year we see an increase in the number of children taking French in Canadian schools. Clearly, French as a second language (FSL) is in great shape in Canada ... or is it?

Actually, if enrolment numbers are taken as the main criterion of evaluation, FSL is in great shape at the elementary and junior high levels. In the more senior high school grades, though, FSL is in deep trouble. Across Canada, about 90% of students in core FSL programs drop French before they reach Grade 12. Around 40% of French immersion students also drop French before reaching Grade 12. (These figures, of course, are general and do not take into account local and regional exceptions, which certainly do exist.)

Most of the students who drop out of an FSL program do so immediately after Grade 9. The reason for this cut-off point is simply that, in jurisdictions where French is obligatory for part of a student's schooling, Grade 9 is usually the last grade in which students are required to take a French course. Many immersion students also leave the program at that point, often because a suitable program is not available in the following grades. An analysis of students' reasons for dropping FSL is far beyond the scope of this essay, but it is necessary to point out the extent of the problem at the secondary school level because of its impact on university FSL programs.

Since the early 1990s, those of us involved with the teaching of French in Canadian universities have been aware of a disquieting phenomenon: at the same time as overall university enrolments have been increasing dramatically, enrolments in French have been declining, especially in honours and major programs. Indeed, at a time when Canada's universities are enrolling more students than ever before, the number of university students opting to study French as a second language has fallen back to levels last seen in the 1970s, when universities had far fewer students overall.
Over the past twelve to fifteen years, global FSL enrolments in Canada's anglophone universities have fallen by 20 to 30%. What is even more worrisome is that the number of students taking a degree program in French language and literature has dropped even more. According to Statistics Canada, in the ten years from 1992-1993 to 2001-2002 (the last year for which statistics are currently available), the number of students in Canada who were enrolled in an undergraduate program in French language and literature fell from 7,125 to 4,765. That's a drop of 33%. These figures are even more troublesome if one considers that they include students enrolled in francophone institutions and that they do not represent the number of students who actually completed a program in French language and literature. Indeed, the latter figure would certainly be lower, as many students begin a specialist program in French, but complete their degree in some other field. Often this is because they feel their mastery of the language is insufficient for them to continue successfully. No statistics are available for the three years since 2002, but anecdotal evidence indicates that the decline may have levelled off to some extent, although it has certainly not begun to reverse itself.

Why should this drop in FSL specialist enrolments be of concern to CPF? Isn't this primarily a problem for university professors of French, who risk seeing their programs, and perhaps their jobs, disappear? While some might like to think this is the case, the reality is that the massive decline in FSL specialist enrolments represents a huge reduction in the pool of qualified candidates for FSL teacher training. We don't have enough qualified FSL teachers in our bilingual Canada? Certainly, one of the reasons for this shortage is that our universities are not producing enough graduates in French language and literature. CPF's surveys of faculties of education over the past two or three years have revealed that, in several faculties, there are more spaces for FSL teacher trainees than there are linguistically qualified candidates to fill them.

A further concern at the university level is that the majority of students enrolled in FSL are enrolled at the beginner and intermediate levels. These are generally students who have never learned any French before beginning their university studies or who began an FSL program, but dropped it in high school or earlier. In most cases, these students never take another French course beyond the intermediate level. The result is that, as at the elementary and secondary levels, there is a broad base of low-level enrolments that tends to mask the dearth of enrolments at the higher levels needed to acquire real proficiency and fluency in French. Sad to say, what motivates a good many of these students to take a beginning-level course is the reputation that beginning-level language courses have of being relatively easy "bird" courses. In other words, a significant number of these enrolments can be attributed to a desire to boost the student's average rather than to any particular interest in acquiring proficiency in French.

University administrations, which tend to respond to student demand, have been quick to respond to the decline in demand for French. At Canada's largest university, the University of Toronto, the number of professors teaching French is currently about half of what it was in the early 1990s. Over the past twelve years or so, many French professors who retired or who left the university for other reasons were not replaced. French departments in most anglophone universities have suffered a similar fate. A number of smaller French departments have been reduced so drastically that they have had to be merged with other language departments. It is a distressing sign of the times that a number of newly created universities in Canada see fit to have no
FSL programs at all. Because of this weakening of French programs, many universities will be unable to respond to any new surge in demand for FSL simply because they lack the necessary human resources to do so.

If we, as CPFers, are serious about increasing the number of FSL teachers, improving FSL programs and, ultimately, doubling the number of young Canadians who are at least functionally bilingual, we must pay attention to what is happening in our universities. Although most of us are parents of children in the elementary and secondary grades, we must face the fact that the universities train our children’s teachers—not only pedagogically, in the faculties of education, but linguistically and culturally, in the French departments. Strong FSL programs in the universities equate to well-qualified candidates for FSL teacher training programs and to bilingual young professionals ready to take their place in a bilingual and bicultural society. It is urgent that we encourage our provincial governments and our university leaders to raise the profile of French studies at the university level. We need to encourage university decision makers to emulate such initiatives as the second-language requirement for Faculty of Arts’ students at Newfoundland’s Memorial University and the newly minted French faculty at Simon Fraser University. But, first and foremost, we must encourage our children and others to complete their FSL programs in high school so that they will be both able and more likely to build on their FSL foundation when they reach university.
“One of the best ways to practice French outside of class is to find a job requiring one’s second language (Blais, 2003; Shapson (1985). Some universities help their students acquire such jobs.”

1 This review covers literature written by authors working in Canada when their articles were published. It focuses on disciplines outside of FSL teacher education. There are many articles in the literature about the University of Ottawa’s sheltered and adjunct classes (see the References list at the end of this review); this review covers only a selection. The examples from individual universities in this review represent a selection based on available information; they do not comprise a comprehensive survey of supports for post-secondary French immersion or FSL students. The full text of this review is available on the CPF website at www.cpf.ca

56 THE STATE OF FRENCH-SECOND-LANGUAGE EDUCATION IN CANADA 2005

Literature Review

SUPPORT FOR ANGLOPHONES IN POST-SECONDARY FRENCH: A REVIEW OF THE LITERATURE

THE IMPORTANCE OF POST-SECONDARY FRENCH

This review looks at factors that may influence the decision of secondary French immersion and core/extended French students to study in French at the post-secondary level, and the supports that may help them stay in FSL classes. It also highlights learning experiences that are crucial to achieving advanced French proficiency at the post-secondary level and to maintaining French proficiency throughout life.

POST-SECONDARY FSL PROGRAMS BEGAN IN THE EARLY 1980s

The first wave of French immersion students graduated from secondary schools in the early 1980s. In response, a few anglophone universities began to teach courses in French outside their French departments. The bilingual University of Ottawa began its French and English immersion program in 1982.

The pool of potential post-secondary immersion students is now quite large. In the 2002-2003 school year, 11,739 students across Canada were enrolled in the last year of high school immersion programs (CPF, 2004c, p. 71). In addition, 24,180 students were enrolled in the last year of high school core French programs (CPF, 2004c, p. 72).

POST-SECONDARY FSL PROGRAMS HAVE NATIONAL SUPPORT

In launching its Action Plan for Official Languages in 2003, the federal government committed an additional $147 million to second-language education, $24 million to the Summer Language Bursary Program (now called Explore), and $115 million to the Official Language Monitor Program (now the Odyssey and Accent programs). The Action Plan goals are two-fold: to improve core French programs, especially through alternative delivery models such as intensive French; and to revitalize immersion through strategies designed to attract and retain secondary students, encourage post-secondary FSL studies, improve bursary and monitor programs, and provide bilingual graduates with opportunities to use their skills in summer jobs and exchanges (CPF, 2003; see also PCO, 2005, Section 3.2.3). CPF’s stakeholder consultations in 2004 recommended broadening the Action Plan’s strategy by adding another goal: “provide post-secondary opportunities.”
CPF members identified the important role that university French programs play in supplying FSL teachers with adequate French proficiency in their subject specialities, and thus in maintaining core French and immersion programs at the elementary and secondary levels (CPF, 1990). Participants at CPF’s stakeholder consultations on the federal Action Plan for Official Languages prioritized expanding the quality and range of French programs and course offerings at colleges and universities. Opportunities for post-secondary French need to be better supported and promoted-to secondary students, their parents and advisors, and within post-secondary institutions (CPF, 2004a). In his essay, “No French please - We’re in university now,” Dr. Ian Richmond notes that increasing the enrolment in post-secondary French programs will contribute to the federal government’s goal of doubling the number of functionally bilingual young Canadians by 2013.

**FSL Programs Are Needed in Universities Across the Country**

Francophone universities remain a major source of post-secondary French opportunities in Canada. The Association des universités de la francophonie canadienne (AUFC) has 13 members, all francophone or bilingual universities outside Quebec. As of December 2004, 2600 students in the universities comprising AUFC came from secondary French immersion programs (AUFC, 2005a). However, given that a large majority of students choose to attend post-secondary institutions near their homes (or ones that offer the best choice of courses in their field of interest, or have the best reputation), anglophone universities across the country need to offer French-language programs.

A number of post-secondary institutions are profiled throughout this chapter.

**FSL Programs Are Expanding to Community Colleges**

Francophone community colleges are another, largely untapped, route for secondary French immersion graduates who want to continue studying in French. The Réseau des cégeps et des collèges francophones du Canada (RCCFC) links francophone colleges across Canada and cégeps in Quebec to create a mutual-help network (RCCFC, 2005a).

There is potential to expand post-secondary French courses in anglophone community colleges. At CPF’s National Stakeholders’ Forum in 2004, Suzanne Drouin of the Association of Canadian Community Colleges (ACCC), noted that partnerships between colleges and between colleges and universities-are key to enabling new programs by allowing credits to be transferred from one post-secondary institution to another (CPF, 2004b). For example, the Université Ste-Anne amalgamated with the Collège d’Acadie (which has campuses throughout Nova Scotia) in 2004. Students who complete the two-year college program at the University College of Cape Breton can enter a degree program at the University of New Brunswick (CPF, 2004b).
MOTIVATING STUDENTS TO ENROL IN POST-SECONDARY FRENCH

The following presents both students' perspective and research findings on what would help to motivate students to enrol in post-secondary French. In the 2005 Student Survey, CPF investigated the high school and university French experiences of university students from elementary/high school French immersion programs.

ALLEViate ANXIETY ABOUT MARKS AND EXTRA WORKLOAD

Although French immersion graduates are interested in keeping up their French skills at the post-secondary level, concern about lower marks and strong competition for admission to honours programs and postgraduate programs deters some (Wesche et al, 1990 cited in CPF, 1990; Burger, Wesche, and Migneron, 1997).

Since immersion graduates fear that taking regular courses in French will lower their post-secondary marks, using a pass/fail grade might encourage more to enrol (Wesche, 1989). The University of Ottawa proposes exactly this in its expanded French immersion program, to begin in 2006. Assuring students that their knowledge of course content - not their language knowledge - will be evaluated, would also encourage students to take regular courses in French (Wesche, 1989).

Students proficient enough in a second language to use it in university may perceive doing so as risky because of the added workload (Brinton, 2004). Because its adjunct language classes require extra work on the part of students, the University of Ottawa currently gives academic credit for them. Glendon College offers double the number of credits for students taking certain courses in their second language while being tutored (OCOL, 2004).

Provide LANGUAGE SKILLS UPGRADE AND MENTORING

People are most confident about the skills they practice most frequently (Blais, 2003). Many universities offer language skill upgrades to students entering an FSL or immersion program.

Non-francophone students entering the Université de Montréal can upgrade their academic-French skills in the fall term at an intensive course at the university's École de français, by taking writing workshops specifically designed for non-francophones, or by using the resources of the Centre d'aide en français (French Language Help Centre) and the linguistic tools available on its website (Université de Montréal, 2005).

At the Collège universitaire de St-Boniface, entering students are given a language skills test and then placed in FSL classes if necessary in their first year. Students in the new BA in public administration at Simon Fraser University follow a similar procedure. At the Université Ste-Anne, immersion students who are not proficient enough at entry to study entirely in French start in the FSL program. So, too, do students at the University of Regina's Institut français; they can move into immersion after completing the FSL Certificate. Language teachers at the University of Ottawa's adjunct classes noted that the students' massive exposure to readings and lectures contributed to gains in speaking proficiency (Burger and Chrétien, 2001).

2 The 2005 Student Survey is reported in short form in Chapter xxx of this book, and in long form on the CPF website at www.cpf.ca.
3 But not yet approved by the University's senate.
The first secondary school French immersion graduates were not sure they were capable of taking courses in French at bilingual universities (McGillivray in Manzer, Benson, and Greaves, 1984). While their receptive skills (listening and reading comprehension) were almost native-like, their production skills (speaking and writing) were not (Lapkin in Manzer, Benson, and Greaves, 1984). Blais (2003) and Harley (1994) found similar results for core French graduates. The 2005 Student Survey supports these findings. Students reported being much more comfortable reading and listening to lectures in French than they were having to present material or speak in front of a class.

Socially trained in French language classes to be corrected when they make mistakes, secondary school graduates now believe it is safer not to speak French in public (Heller cited in Blais, 2003). In her study of students enrolled in first-, second-, and third-year French department courses at Simon Fraser University, Coulombe (2000) found that language anxiety affected at least one student in ten and that a negative prior experience with language learning was the best predictor of anxiety in university French. She recommends that university language teachers identify and assess individual students’ negative past experiences, and require and model respectful behaviour in the classroom.

PROMOTE THE EVERYDAY USE OF FRENCH

Learning French in class is only the beginning. Students who want to excel in French find ways to continue their learning and to practice their skills outside of school. MacIntyre and Charos found that learners’ social context (the amount of French that study participants experienced in their environment) directly affects their willingness to communicate in French and their perceived confidence in French (MacIntyre and Charos cited in Gardner and Masgoret, 1999). It is even more important for immersion students to interact with-and build friendships with-francophones outside the university.

Studies of French immersion graduates in Ottawa showed that contact with francophones outside the classroom leads to greater proficiency and to greater use of French in daily life (MacFarlane, and Wesche, 1995; Wesche, 1993). Being able to communicate casually with francophones in social conversation instills confidence (Blais, 2003). If students have only learned French in class, and if the only francophones they have spoken with are their teachers, they will probably not have learned colloquial French (slang, local expressions, how to joke) and will find casual conversation and making friends among francophones anxiety provoking. Students participating in the 2005 Student Survey concurred.

Studying and living within a French cultural milieu will likely increase post-secondary students’ use of French outside class (Duhamel, 1985). During the 1980s, the University of Waterloo created a French floor in one of its residences (University of Waterloo, 1985). By 1991, six anglophone universities had French-speaking residences (Edwards, 1991). Currently many of the immersion scholarship recipients at the University of Ottawa work as pages in the House of Commons. They all live on the same floor in residence (L. Vandergrift, personal communication, July 2005). At the University of Regina, plans are underway to revitalize the French environment of the residence at l’Institut français (M. Reeves, personal communication, July 2005).
OFFER AN ADEQUATE NUMBER OF COURSES IN FRENCH, AND USE INNOVATIVE INSTRUCTIONAL METHODS

In a study by Harley (1994), immersion graduates in Ontario and Calgary said that while they would like to take university courses in French, they did not because there was no room in their timetables and the courses they wanted to take (or were compulsory for their degrees) were not offered in French. The 2005 Student Survey confirmed these findings. The prime reason cited for not taking French at university was "French courses did not fit into my timetable."

After the University of Ottawa discontinued its sheltered classes, it switched to an adjunct model, in which anglophones attend the same lectures as francophones and also attend a supplementary language class for 1-1/2 hours a week (Brinton, 2004; Burger and Chrétien, 2001). Language teachers attend the regular class lectures. Using feedback from students, these teachers alert the content professor about topics students have not understood, suggest more effective presentation methods, and may even ask questions when FSL students clearly have not understood but are unwilling to intervene (Brinton, 2004; Burger, Wesche, and Migneron, 1997). In an evaluation (Ready and Wesche, 1991), students identified some language-class activities they found to be helpful. These include reviewing lectures and taking quizzes on course content to help with subject matter. For language learning, the preferred activities were informal grammatical correction, oral activities, oral presentations, and writing exercises. Students said that most helpful for both subject matter and language learning were activities requiring active student participation.

Laurentian University surveyed senior secondary students about the kind of French experience they wanted in university. About one-third of the respondents wanted to study in classes especially for FSL students and another third wanted a mix of immersion-only classes and classes with francophones. Only 10% of respondents wanted to take classes just with francophones. Interesting was the opposing view of Laurentian faculty and administrative staff: 83% felt that FSL students should not be in classes separate from francophones (Bradley, 1989). Could this difference reflect the students' anxiety about learning alongside francophones or their low perception of their capability to do so?

At the University of Regina, language portfolios help students increase their French proficiency through the collection of written texts or aural recordings. Before beginning to compile a portfolio, students need to become aware of their own learning process, recognize their strengths (and, above all, their weaknesses); they must become autonomous learners. Instructors hold a meeting six weeks after students begin their portfolios to answer their questions and calm their anxieties. In March, they hold a workshop to allow students to share and finalize the documents they had chosen to include in their portfolios. In April, students present their portfolios and celebrate their success (Laplante and Christiansen, 2001). The University of Ottawa proposes to incorporate language action plans in its expanded French immersion program (University of Ottawa, 2005).

PROVIDE SUPPORTS WHEN NECESSARY

When students in the 2005 survey were asked what would help them in the courses they have taken or are taking in French, they replied that they would like the university to offer both tutorials and an opportunity to resubmit papers after a professor has checked the spelling.

4 The University of Ottawa offered sheltered classes during the 1980s. Sheltered-class students studied the same curriculum, had the same professor, lectures, readings, and multiple-choice exams as francophone students but in a separate class. The professor team taught the course with a language teacher, who focused on developing students' listening and reading comprehension skills for a brief period at the beginning of most classes, so that students could understand lectures and readings (Brinton, 2004).
and grammar. Students perceived that, in taking courses in French, speaking in class and writing assignments would be more difficult than listening to lectures and doing course readings. This distinction recurs throughout the literature (Harley, 1994).

To increase the French proficiency of secondary graduates from core/basic backgrounds, universities require programs that meet the needs of these graduates (Shapson, 1985). Selected examples of post-secondary programs that accommodate core French learners and allow them to enter French courses when they are ready include Glendon University and Université Ste-Anne, who accept beginners in French. At Université Ste-Anne, anglophones are admitted into the regular francophone university program after they have completed what the university calls its immersion program. At the University of Regina, graduates of secondary core French can take the intensive FSL Certificate to upgrade their skills to an intermediate level.

Faculté St-Jean began hosting a weekend retreat in September 2000 to give its incoming first-year students a brief experience of daily life in the Faculté, including the expectation that French be used inside and outside the classroom (Gobeil-Dwyer, 2001). The École technique et professionnelle also hosts an orientation for its students, a large proportion of whom are anglophones. In August 2005, the Université de Montréal’s Anglophone Student Support Program offered a one-week orientation (in French) for anglophone students with at least an intermediate level of French. The session covered reading French academic journals, academic writing in French, note taking, French-language reference books, phonetics, Quebec French, and editing one’s own writing (Université de Montréal, 2005a).

Starting in September 2006, the University of Ottawa proposes to accommodate within its immersion classes students from core French backgrounds who obtain a mark of at least 60% on the placement test of the Second Language Institute (roughly equivalent to Grade 12 core French). These students will begin by taking FSL classes to improve their proficiency while studying their chosen discipline in English. In their second year, they will take a mixture of discipline courses in English, FSL courses, and immersion courses (with adjunct classes) in French. In their third and fourth years, they will take all of their discipline courses in French (Université d'Ottawa, 2005).

OFFER CULTURAL, STUDY, AND WORK EXCHANGES

Surveys of senior secondary immersion students and secondary immersion graduates report that contact with francophone culture or people is rare, especially when students do not live near francophones (Duhamel, 1985). Cultural, study, and work exchanges encourage the growth of friendships with francophones, an intrinsic motivation that may make language learning even more effective (Shapson, 1985). In addition, they “enhance learning and passion and stimulate interest for FSL, while putting the language in a real-life context.” At the 2004 Vision and Challenges symposium, participants suggested improving awareness of the wide range of second-language student exchanges as a way to increase the proportion of bilingual young Canadians (OCOL, 2004). They also suggested that cultural exchanges should “involve francophone communities across Canada, not just in Quebec and France,” and pointed out that shorter trips cost less, (CPF, 2004a, p. 3).

Exchange programs for secondary and post-secondary students, monitor programs employing them, and bursaries for future FSL teachers (both existing and proposed in the Plan Twenty
Thirteen report) (Rehorick, 2004) may encourage students to pursue French in post-secondary studies. Participants at CPF’s stakeholder consultations strongly encouraged increasing the availability of scholarships and bursaries in all regions of Canada in order to encourage learning French at higher levels (CPF, 2004a).

Study for one term or year at a francophone university provides an inexpensive way for anglophone universities to increase their offerings in French (Shapson, 1985). However, as not all students can afford this option, bursaries become very important. A few Canadian universities began offering educational exchanges in the early 1980s; they were so successful that many other universities have emulated and expanded these programs. Today, many university students—primarily in their third year—from every Canadian province are offered an opportunity to study in a French milieu (Morrissey in Manzer, Benson, and Greaves, 1984; Copithorne and Tu, 1984; Campbell, 1986; Corbeil, 1992).

The Society for Educational Visits and Exchanges in Canada (SEVEC) has been coordinating student exchanges (including bilingual ones) and educational visits in all parts of Canada for more than half a century (SEVEC, 2005).

Exchanges can be inexpensively simulated through the Internet, in effect creating the modern equivalent of pen pals. Students can interact with native speakers/writers of French without “losing face,” and audio- and videoconferencing allow students to practice speaking with francophones. Adding the social/recreational component of Internet use to language learning makes motivation more integrative, increasing the likelihood of learning success (Beaudoin, 1998).

PROMOTE JOB PLACEMENTS IN FRENCH

One of the best ways to practice French outside of class is to find a job requiring one’s second language (Blais, 2003; Shapson, 1985). Some universities help their students acquire such jobs. Co-op students at University of Waterloo can spend their work terms at the University of Compiègne in France (University of Waterloo, 2005b). At the Université de Montréal, the Service universitaire de l’emploi (University Employment Service) holds a summer job-hunting workshop (in French) specifically designed for anglophone students (Université de Montréal, 2005a).

Attendees at CPF’s stakeholder consultations in 2004 encouraged French businesses to offer co-op placements to secondary immersion students (CPF, 2004b). These can take the form of school-year work placements, internships, or summer jobs (CPF, 2004a). Wesche (1989), and more recently Rehorick (2004), advise universities to consider students’ employment needs by offering courses in business or diplomatic French, or French for health professionals—what Rehorick names “French for Specific Purposes.” At Acadia University, the course in business French included a one-year work placement in the business-management department of a francophone university (Corbeil, 1992), combining employment-oriented FSL teaching with on-the-job language practice. The École de français at Université de Montréal currently offers a course in business French (Université de Montréal, 2005b).

The Odyssey Program (CMEC, 2005a) and the Accent Program (CMEC, 2005b) both provide opportunities for post-secondary students to work as English-language monitors in a francophone milieu. Graduating Explore participants can get summer jobs through the
Languages at Work program, a component of Young Canada Works (CMEC, 2005c) after they finish a five-week intensive course. There is also the bilingual Katimavik program, in which students volunteer to participate in projects across the country (for more information, see www.katimavik.org). At an April 2005 meeting of the CPF Board and personnel with Canadian Heritage, it was noted that applications by anglophones for these concentrated French programs far exceed demand.

SUPPORT NATIONAL STANDARDS AND TESTING

Secondary immersion programs are highly diverse. Accordingly, the proficiency of immersion graduates entering post-secondary studies varies with the type of secondary immersion program they attended: full, partial, early, middle, or late (Ruest, 1985).

Plan Twenty Thirteen recommends establishing a high school core French second-language certificate and French-language proficiency benchmarks for immersion programs as common measures of bilingualism across the country (Rehorick, 2004). Certificates based on second-language competency in the four strands of language (reading, writing, speaking, and listening) would provide a more objective basis for judging the admissibility of immersion and core French graduates to post-secondary French courses and other post-secondary programs in French. Such certificates may further motivate secondary students to continue in French to graduation.

Post-secondary institutions commonly use French proficiency tests to assess students' eligibility for French immersion courses and programs and to place students appropriately within FSL courses. A national standard may facilitate the process of gaining admission to post-secondary programs in French and may also be used by post-secondary institutions who presently require French immersion students to take placement tests.

Vandergrift (1995, 1999) compared curricula and outcomes in all provincial/territorial core French programs. He found that these outcomes "do not state very precisely what students are able to do with their second-language skills nor stipulate in definite terms how well students should be able to perform given tasks" (Macfarlane, 2003). To solve this problem, CASLT (Canadian Association of Second Language Teachers) researchers compared three potential models for a national FSL proficiency test and looked at existing tests at the provincial level. For details, see Macfarlane (2003a, b). One model of such a proficiency test (the Public Service Test) was piloted in Edmonton. For more information, see CASLT (2005). No decision has yet been made among stakeholders concerned with the national proficiency test about which model to adapt.

The 2005 Student Survey showed that few students were asked to write a French proficiency test before starting their university French programs. Reinstating French as a graduation requirement for high school, or for admission to or graduation from university (Rehorick, 2004; CPF, 2004a, b) could motivate students to enrol in post-secondary French. Noting that some universities have reinstated a language requirement, Miles Turnbull argues that requiring a second language for admission to university would send a stronger message than making French mandatory for high-school graduation (CPF, 2004b). For example, the University of Ottawa requires a second language for admission and Memorial University recently introduced a second language graduation requirement (CPF, 2004a).
MAINTAINING FRENCH PROFICIENCY THROUGHOUT ADULTHOOD

Previous surveys of immersion graduates found that, although graduates would like to use French more, they rarely do, even when they live in francophone areas (reviewed by MacFarlane and Wesche, 1995). However, their skills suffer from attrition rather than loss (Harley, 1994). Wesche (1993) confirmed that immersion graduates’ language skills, especially their receptive skills, can be maintained during long periods of infrequent use. Harley (1993) adds that rather than being lost, these French-language skills “lying dormant waiting for new stimulation and [are] ready to resurface (pp. 6-7).

Personal motivation is vital to maintaining and improving skills in French. Those rewarded for using French (by better pay or a job offer) are more motivated to increase their skill (Breton cited in Blais, 2003). Harley (1994) interviewed adults (from both immersion and core backgrounds) who had successfully retained their French skills. They incorporated French into daily activity, for example by reading, writing letters, watching TV, and listening to the radio in French. They sought out social situations and conversations in French, and periodically immersed themselves in French milieus and took courses in French. They thought in French, rather than translating thoughts from English.

After completing formal studies, language learning must move from the formal to the informal sphere. Immersion programs can help students assume more responsibility for their language learning, rather than absorbing learning passively from the teacher (Harley, 1994). The ready availability of self-assessment tools such as analytic rubrics to assess personal competencies of reading, writing, speaking, and listening can be helpful in planning personal language development. Effective language retention strategies should be widely promoted.

Given the ethnic diversity in many Canadian cities, "accents" are more prevalent. To help reduce the fear of speaking French, anglophones can think of themselves as immigrants in French-speaking cultures, especially if they make the effort to visit francophone areas or participate in minority-language activities where they are available.

The majority of students who participated in the 2005 Student Survey indicated that they would be willing to maintain their French language skills beyond university by spending time in a francophone environment, participating in work exchanges, and taking conversational French courses.

CONCLUSION

Certain learning experiences appear to be key to achieving advanced proficiency in French during post-secondary studies and to maintaining that proficiency throughout life:

- Reducing language-use anxiety and building confidence
- Using French outside of class (particularly speaking)
- Seeking employment that requires the use of French
- Making francophone friends
- Periodically immersing oneself in a francophone area, and/or least maintaining contact with French through French media, theatre, or social occasions
- Above all, being personally motivated to speak French

Motivation to keep learning and using French is crucial. High motivation results in low language anxiety and high self-perception of French proficiency (Gardner et al., 1983 cited in Gardner and Masgoret, 1999). Many researchers argue that learners with integrative
motivation (wanting to become involved in a community) succeed better at second-language learning than do learners with instrumental motivation (fulfilling a requirement or gaining a credential for employment) (Gardner and Lambert, 1972 cited in Beaudoin, 1998; Genesee in Manzer, Benson and Greaves, 1984; Brinton, 2004). Although this view is widely accepted, other studies have shown that language-learning success can come with instrumental motivation as well (MacFarlane and Wesche, 1995).

Knowing that some post-secondary opportunities exist to use their French-language skills (and many if these opportunities expand) may motivate students to continue with French in high school (Rehorick, 2004). These opportunities need to be more widely disseminated to students and their parents.

Studies point to the fact that post-secondary institutions can play an important role in promoting the development of bilingual graduates that feel they belong in francophonie. To do this, these institutions must go beyond providing opportunities to use French inside and outside the classroom. They must show francophiles how to maintain and enhance their French skills throughout life.

REFERENCES


LITERATURE REVIEW


LITERATURE REVIEW


LITERATURE REVIEW


An Agenda for Change

The State of French-Second-Language Education in Canada 2005 highlights the secondary and post-secondary French-second-language (FSL) choices of students. One of the more striking findings of our undergraduate survey is that many students who withdraw from French immersion and switch to core French in high school do so with the expectation that they will continue to enhance and maintain their French proficiency. It is gratifying to know that these students value official bilingualism, but it is worrisome that parents and students still lack factual, evidence-based knowledge of the French proficiency outcomes associated with different types of FSL programs, despite repeated calls from parents and other stakeholders.

It is encouraging to see that providing opportunities to continue FSL studies after graduation is back on the agenda of post-secondary institutions. Some have revived their interest in recruiting and retaining FSL students in French-language programs. In addition, francophone community colleges are pursuing strategies to attract immersion graduates to their programs. Students who responded to our undergraduate survey provided clear statements about their determination and plans to use and maintain French proficiency throughout their lives. They also provided equally clear statements about how secondary schools and post-secondary institutions can best meet their needs for academic and social support while studying French. We enjoin FSL educators and decision makers to listen to these students and to provide more opportunities and more support without delay.

We are happy to note that the federal Action Plan for Official Languages recommendations for providing alternate core French delivery models has been heeded by educators, and that intensive French programs continue to spread across the country. We encourage decision makers to conduct a national study to determine proficiency benchmarks for intensive French programs and to provide appropriate follow-up programs so that initial language gains may be continued. It is time, as well, to undertake educational campaigns to ensure that parents are receptive to and willing to advocate for intensive French programs in their children’s schools.

While it is clear that many FSL educators and decision makers are committed to developing national testing and benchmarks, to providing post-secondary opportunities, and to implementing alternate core French programs, we are still waiting to see whether this commitment is sufficient to move the initiatives forward.

“We strongly urge the provincial and territorial ministries of education and Canadian Heritage to move quickly to sign new Official Languages in Education agreements and to ensure that these commitments are reflected in provincial and territorial action plans.”
In the absence of federal/provincial/territorial Official Languages in Education agreements one has to conclude that, when it comes to FSL education, the Action Plan for Official Languages has not resulted in any demonstrated action to date.

Canadian Parents for French continues to advocate for transparency and accountability in FSL funding and programming. We strongly urge the provincial and territorial ministries of education and Canadian Heritage to move quickly to sign new Official Languages in Education agreements and to ensure that these commitments are reflected in provincial and territorial action plans.

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Executive Director
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