



**CANADIAN
PARENTS
FOR FRENCH**

**HELPING YOUR CHILD
BECOME BILINGUAL:
A GUIDE FOR MEMBERS**



TABLE OF CONTENTS

HELPING YOUR CHILD BECOME BILINGUAL	iii
PARENT INVOLVEMENT LEADS TO SUCCESS.....	vi
THE RIGHT PROGRAM FOR YOUR CHILD.....	1
THINGS TO CONSIDER: CHOOSING A PROGRAM.....	3
FACTORS IN YOUR CHILD’S SUCCESS.....	6
YOUR CHILD’S CORE, INTENSIVE OR EXTENDED FRENCH PROGRAM	7
YOUR CHILD’S FRENCH IMMERSION PROGRAM.....	9
I DON’T KNOW FRENCH – CAN I STILL HELP MY CHILD?	15
TIPS FROM EXPERIENCED PARENTS	20
BEYOND HIGH SCHOOL	23
GETTING THE MOST FROM YOUR CPF MEMBERSHIP	25
REFERENCES: FSL EDUCATION RESEARCH.....	26
BIBLIOGRAPHY	29

CONTACTING CPF

We look forward to hearing from you! Whether you are looking for information, have a concern or need advice, want to share an idea or pass on some news, or want to volunteer, we are only a phone call or a few “clicks” away.

For information about French as a second language (FSL) programs in your area or for information on your local Chapter contact your closest CPF Branch office.

CANADIAN PARENTS FOR FRENCH BRANCH OFFICES

CPF Alberta	ab.cpf.ca
CPF British Columbia & Yukon	bc-yk.cpf.ca
CPF Manitoba	mb.cpf.ca
CPF New Brunswick	nb.cpf.ca
CPF Newfoundland & Labrador	nl.cpf.ca
CPF Nova Scotia	ns.cpf.ca
CPF Northwest Territories	nwt.cpf.ca
CPF Ontario	on.cpf.ca
CPF Prince Edward Island	pei.cpf.ca
CPF Saskatchewan	sk.cpf.ca
CPF National Office	cpf.ca
CPF Quebec Office	qc.cpf.ca

“Get involved! English-speaking parents are welcome in French immersion schools. Join field trips, volunteer in the school, participate in Parent Council meetings.”

-Jenn Ball, CPF member, Bowmanville, ON

HELPING YOUR CHILD BECOME BILINGUAL

As a committed parent you want to do all you can to support and encourage your child's French as a second language learning. By joining Canadian Parents for French you have opened the door to a wealth of information and tips that will help you and your children to get the most out of Canada's world-renowned French as a second language education.

You will also learn how Canadian Parents for French supports, promotes and creates opportunities for all students in Canada to learn and use French as a second language, and how you can be part of the action.

We are a nationwide, research-informed, volunteer organization that champions the opportunity to learn and use French for all those who call Canada home.

CPF is committed to:

- Creating and promoting opportunities for youth to learn and use French
- Supporting a collaborative network of parents, members and volunteers
- Informing and influencing decision-makers
- Leading a dynamic, strong and effective organization

Our positions

1. Universal Access
2. Effective FSL programs from Kindergarten to post-secondary
3. Recognized proficiency levels in FSL
4. Accountability for student achievement

CPF IS COMMITTED TO YOU, OUR MEMBER.

Thank you for supporting us!

A CANADIAN SUCCESS STORY

As the parent of a child learning French as a second language, you're in good company! It was parents like you whose work led to dramatic improvements in the way French is taught in our schools today. It is parents like you who have worked successfully to promote and create French as a second language learning opportunities for all students in Canada.

Because of the involvement of parents, learning French in Canadian schools has gone from tedious exercises in verb conjugations to the real-life, meaningful interaction our children experience in French as a second language classrooms today.

IT ALL BEGAN IN THE EARLY 1960S...

Anglophone parents across the country recognized that knowing French would be an asset for their children. At the same time, they knew from their own experience that the way French was being taught in our schools didn't work.

A small group of parents in Saint-Lambert, Quebec believed they had the answer: children could learn French (without harm to their English) by using it as a living language in the classroom. In 1965, after a two-year struggle, this determined group of parents received permission from their school board to begin the first French immersion Kindergarten class. At the parents' insistence, the program was carefully studied by researchers at McGill University as it progressed through the grades.

The results were encouraging. Word quickly spread and soon parents across the country were seeking French immersion programs for their children. By 1984, enrolments were increasing rapidly and the success of immersion in producing graduates with a high proficiency in French began to attract international attention. Dr. Stephen Krashen, a well-known linguistics professor at the University of Southern California, once claimed "Canadian immersion is not just another successful language teaching program – it may be the most successful program ever recorded in the professional language teaching literature".

The success of the immersion approach, learning the language by using it in meaningful ways, coupled with similar new approaches to second language teaching in Europe, led educators to look at the way core French (French as a subject) was being taught and how higher levels of French proficiency might be achieved. The introduction, in 1990, of the National Core French Study, resulted in an approach that exposes students to more spoken French and encourages them to use French in real-life situations. This approach values listening to and producing language as a way to develop oral proficiency. Today most schools are using this "communicative" approach in core French classrooms with greater success. And even more recent research innovations suggest introducing periods of intensive exposure to the language improves proficiency in French.

Furthermore, recent research has proposed an action-oriented approach where students are 'social agents', completing open ended tasks requiring interaction between students and mimicking actions they may face in everyday life.

Given the diversity of students' strengths and needs, readiness to learn, interests and learning styles, it is agreed that a combination of approaches tends to be favoured.

Canadian researchers, educators and CPF leaders have gained respect worldwide and are often invited to other countries to share their experiences and knowledge about second language learning.

SINCE 1977, CPF HAS BEEN A DRIVING FORCE BEHIND THE POPULARITY AND GROWTH OF FRENCH AS A SECOND LANGUAGE PROGRAMS ACROSS CANADA. TODAY CPF HAS OVER 25,000 MEMBERS.

PARENT INVOLVEMENT LEADS TO SUCCESS: FRENCH NOT REQUIRED

These days we hear a lot about the parent's role in education. We also know that a child's learning doesn't begin and end at the school door, but is strongly influenced by what he experiences at home and in the community. In fact, from Kindergarten through high school, your child will spend only about 16% of his total waking hours in school!

Your child is learning all the time and chances are you are already doing all the right things in the natural course of family life. A mundane household chore such as setting the table can be a math lesson, a trip to the country a geography lesson, dinner conversation an opportunity to develop analytical and debating skills. And we all know cardboard boxes can foster imagination!!

Long before school begins, your child is developing language skills – watching and listening to gain meaning, making sounds to express wants and feelings, and so on. He will rely on these skills to help him learn his second language. As his second language develops, he will constantly transfer skills learned in one language to the other. By giving your child lots of opportunities to experience his first language when he is young, and encouraging him to read, write, and express his thoughts and ideas as he grows, you will be helping him to develop his skills in both languages.

- Read to and with your child in English every day. Read stories and poems. Include fantasy and real-life topics, humour, fact and fiction. With an older child, include newspaper articles, take turns reading parts in a play, read and answer riddles and trivia quizzes together.
- Encourage your older child to read, read, read – books, magazines, comic books, even the computer screen.
- Talk to your child – while doing chores, in the car, during meals. Share your thoughts and experiences and encourage her to share hers with you.
- Encourage your child to write – letters thanking relatives for gifts, a journal (complete with pictures) of vacation experiences, packing or grocery lists, stories. Write notes to your child, such as a reminder to clean his room, or slip a word of encouragement in his lunch box the day of the big game or a math test.
- Encourage word games such as crossword puzzles, word scrambles, and Scrabble. Play spelling games in the car while driving to sports practice or music lessons.



THE RIGHT PROGRAM FOR YOUR CHILD

To make the right choice for your child, or to help your older child choose, know what you (and your child) want your child to achieve and understand what each program offers. There are several French as a second language (FSL) programs offered in Canadian schools. Not all programs and variations are available in every school district or community.

Core French/Basic French is taught as a subject for one period a day or a few periods a week within a regular English program. The goal of the program is for students to gain a good foundation in French in order to communicate at a basic level and gain insights into and an appreciation of francophone cultures. The beginning grade level and amount of instruction vary widely among school districts.

Extended/Expanded French programs provide core French students with additional exposure to French, by using it as the language of instruction for one or two subjects in addition to a French course. This option becomes available to students between Grades 4 and 8 and may continue throughout secondary school. Currently, extended French programs are offered only in a few provinces.

Intensive French programs have a concentrated period of French instruction during one half of a school year, usually in Grades 5 or 6. At the end of the five-month period, students can sustain a conversation, with some spontaneity, on topics that are familiar to them. The regular curriculum is “compacted” and students complete it in English in the second half of the school year, while continuing a one-hour period per day in French. Intensive French is a one-year program, so students need appropriate follow-up programs, like post-intensive French (an enriched core French experience), late immersion or extended French, in order to maintain their French language gains.



FRENCH IMMERSION

Early French Immersion (EFI) students are almost completely immersed, learning all subjects in French during their first few years of school. English is usually introduced between Grades 2 and 4. From Grades 4 to 8, French instruction is reduced to 60 to 80 per cent. In high school this percentage drops again, with two to four subjects taught in French, in addition to a French language course. By Grades 11 and 12, students generally take only one or two courses in French.

Middle French Immersion (MFI) programs typically begin in Grade 4 or 5. Like the early immersion program, students are immersed in the French language at the beginning of the program and, over time, the amount of material taught in French is reduced. There are relatively few middle immersion programs offered in Canada with most participating school districts offering only early and late immersion options.

Late French Immersion (LFI) programs commonly begin in Grade 6 or 7. Instruction is almost exclusively in French at the beginning and, as in early and middle immersion programs, the proportion of French-language instruction is gradually reduced.

Early Partial Immersion (EPI)/50-50/bilingual programs, begin in Kindergarten or Grade 1, with classroom time evenly divided between French and English instruction for the duration of the program.





THINGS TO CONSIDER: CHOOSING A PROGRAM

FSL AND THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS

Parents and educators may be concerned that studying in French will prevent students from developing good English language skills. Forty years of research, however, have shown that students can add a second language without compromising their first language proficiency. This is known as additive bilingualism because languages are interdependent and skills developed in the second language are available for learning and use in the first language and vice versa. English-language arts are introduced in school by the middle elementary years, while family and community also reinforce first language skills. Research has shown that “the effect of learning a second language on first-language skills has been positive in all studies done... [and] the loss of instructional time in English has never been shown to have negative effects on the achievement of the first language.” In fact, immersion students match and often surpass English program students’ performance by Grade 4 or 5 after first-language arts are introduced in the middle elementary years. (Bournot-Trites & Tellowitz, 2002)

LEVELS OF FRENCH LANGUAGE PROFICIENCY

Immersion programs have generally produced better French proficiency results than traditional language teaching methods. In Core/Basic French programs, the French language is the subject of instruction, while immersion programs use French both as the language of instruction and as a means of communication. This authentic communication over longer periods of the school day allows students to learn a second language in a similar manner to the way that they have learned their first.

By the end of elementary school, research indicates that immersion students have native-like levels in listening, comprehension and reading in French, although they are still less proficient in speaking and writing. High school immersion graduates should be able to work, or pursue post-secondary studies, in their second language. In fact, many attained an intermediate or higher level of second-language proficiency on Public Service Commission of Canada tests. (Lazaruk, 2007)

INSTRUCTIONAL TIME AND INTENSITY

Generally, EFI students achieve higher French proficiency than MFI students who, in turn, are more proficient than LFI students. It is important to note, however, that the FSL programs associated with the highest levels of proficiency offer extensive instructional time in French and, most importantly, provide intensive instruction in French at the beginning of the program. Research has shown that intense instruction in French is more effective than programs offering the same or more instructional hours over the course of the program.

Intensive exposure to French at the outset of a program allows students to quickly reach the proficiency they need to study other subjects such as science or math in French. (Netten, Germain, 2004). Late French immersion, for example, is associated with greater French proficiency than partial immersion programs, though partial immersion may provide more hours of instruction over the course of the program. This is because 50/50 programs do not provide an initial period of intensity.

EQUITABLE ACCESS

FSL is for All Learners

There are sometimes misconceptions among parents or educators that FSL programs are not suitable for every child.

English Language Learners (ELL) in FSL

Research indicates that exposing English language learners to FSL may have a positive influence on their English acquisition (Lapkin, Mady, & Arnott, 2008). Other studies have concluded that knowing a second language facilitates the learning of a third language. Bilingual students are considered excellent candidates for French immersion programs. Immigrant parents who enrol their English language learner (ELL) children in French immersion programs most often report being satisfied with their decision and with the program. The ability to communicate in several languages enhances understanding and appreciation of global

diversity and increases career and educational opportunities for our newcomer students (Archibald et al., 2006).

Students with Special Education Needs in FSL

Researchers state that under the right circumstances all children are able to learn two languages.

“Students with special needs can learn second languages. As with other subjects, they need accommodation, but there is nothing inherent in the learning of a second language that precludes special needs students” (Archibald et al., 2006).

It is essential for school principals and teachers to create learning environments offering differentiated instruction where all students feel comfortable. This requires teaching practices that adapt instruction to learners’ needs, learning styles, readiness to learn, current level of ability as well as motivational factors.

There is evidence to suggest that motivation is associated with the willingness to continue learning. It is difficult to determine whether a positive attitude contributes to successful learning or whether success in learning a language creates a positive attitude towards the language. Children can be motivated to learn a language for practical purposes, for personal growth or cultural enrichment and from a desire to interact with speakers of the target language (Lightbown & Spada, 2006).

French Immersion Programs

While all French immersion programs succeed in producing proficient graduates, not all immersion programs meet the needs of a wide range of student abilities. Middle immersion enrolment reflects students’ performance in English in the early grades, and students with learning difficulties are less likely to enrol.

Late French immersion programs are demanding due to the complex subject matter to be learned in French. Not surprisingly, late immersion attracts students who are academically skilled or highly motivated to master the second language despite the academic challenges presented. The later the immersion entry point, the more students are excluded from the program.

Early French immersion is the least likely to be affected by academic ability (Netten, 2007).

CPF strongly believes that early Immersion presents the most advantages because it is associated with the highest French proficiency results.

FACTORS IN YOUR CHILD'S SUCCESS

Many factors will contribute to your child's success in any educational program: curriculum and learning materials, teachers and teaching methods, school setting, the level of administrative support, your child's motivation, and your support and encouragement, to list only a few.

In French as a second language programs, additional factors may affect your child's French proficiency and confidence. These include:

- The beginning grade, intensity and length of exposure to French that the program provides;
- Your child's exposure to and use of French outside of school; and
- Whether your child completes a full program.

For example:

- The early French immersion student who leaves the program at the end of Grade 6 can't expect to achieve the same level of fluency in and ease with French as the student who remains in the program through Grade 12.
- The core French student who completes nine years of core French and has significant exposure to French outside of school, such as an exchange provides, may well achieve a higher level of proficiency in French.
- The intensive French student who completes several years of post-intensive French could enrol in core French classes at a higher grade level and/or take some high school courses with immersion students.

It should be noted that English language learners who participate in French as a second language programs enjoy many of the same benefits as students whose first language is English. In fact, in many cases, ELLs possess refined language-learning skills because they have already learned a second language (English) in addition to their home language and can apply these to learning French.

Learning any language is a life-long experience! Just as your child's first language skills will mature and expand with age and new experiences, so similar factors will affect the development of her second language. A long-term commitment will produce the best results!

“The best tip I can give a parent is to become an active member of your CPF Chapter and if there isn't one then work with like-minded parents to start one.”

-Charlene Dobie, CPF member, Surrey CPF Chapter, BC

YOUR CHILD'S CORE, INTENSIVE OR EXTENDED FRENCH PROGRAM

FSL programs use “communicative” and “action oriented” approaches, meaning that language is used to communicate and interactions are based on meaningful, real-life experiences. Students learn the language while focusing on the message and become motivated to use French to get things done. Students soon learn to communicate successfully: their vocabulary and fluency grow, they become more confident, and their use of language becomes more sophisticated. The teacher assesses student progress to provide feedback and decide how to advance learning appropriately. Listening, speaking, reading, writing, viewing and representing are all elements of the students’ experience.

Through the use of texts (including print, media, music, online, video, etc.), classroom visitors and field trips, students are exposed to a variety of French experiences and francophone role models. Thus, they also learn that French is a living language spoken by francophone people around the world, and they begin to compare and contrast francophone cultures with their own.

Activities in the core French classroom at various levels may include:

- Role-playing a telephone conversation with a friend.
- Creating a multi-media slideshow about a well-known person.
- Following a recipe.
- Reading restaurant reviews to choose a restaurant based on food preferences.
- Watching a French video clip and discussing it.
- Keeping a diary or journal.

CONDITIONS FOR PROGRAM SUCCESS

Core French programs vary widely from province to province, district to district, and even from school to school. The beginning grade and amount of time devoted to the program often depend on the level of school board or administrative support, teacher availability and qualifications, and parental or student demand. Your support for the program and your support and encouragement of your child’s French learning are also important factors in the success of core French programs.

A successful core, extended or intensive French program will:

- Follow written policies that specify curricular content and hours of instruction in French.
- Use French as the predominant language in the classroom.
- Provide dedicated core French classrooms that are enriched with visual materials and other resources to create an atmosphere for learning French and about French cultures.
- Provide adequate teaching and reference materials, classroom resources and technological support.

- Include activities that allow students to experience French as a living language and use it outside of the classroom such as watching and discussing a French music video, reading a TV or movie review and role playing a restaurant interaction.

TAKING CORE FRENCH IN HIGH SCHOOL

While core French is a required subject at certain grade levels in some provinces and territories, taking French to the end of high school remains optional everywhere except in Quebec and New Brunswick.

Students may choose not to complete high school core French programs because:

- Their priority is preparation for postsecondary education, where a second language is rarely a prerequisite for enrolment;
- Other options are more attractive or seen as easier;
- They become discouraged because their progress in learning to speak French is slow;
- They don't see the value in having a second language; or
- They didn't enjoy core French in earlier grades.

IF MY CHILD WANTS TO LEARN MORE IN FRENCH, CAN WE SWITCH FROM CORE FRENCH TO IMMERSION?

Some school boards offer options that permit core French students to enrol in French immersion. For instance, middle French immersion (MFI) programs generally start no later than Grade 4 or 5. Similarly, late French immersion (LFI) programs normally begin by Grade 6 or 7. Alternatively, intensive French and extended French programs may be available.

**ACROSS CANADA CLOSE
TO 378,000 STUDENTS
ARE ENROLLED IN FRENCH
IMMERSION PROGRAMS
AND NEARLY 1,500,000 ARE
STUDYING CORE FRENCH.**

YOUR CHILD'S FRENCH IMMERSION PROGRAM

In any French immersion program, French is learned by using it in meaningful ways: to communicate and to learn subject material.

This means the French immersion classroom, at any grade level, is often a noisy environment, with talking, videos, music, visitors and lots of hands-on activities and interaction, as the teacher provides a variety of opportunities for students to learn the language by using it.

A period of concentration on French language development at the beginning of early, middle and late immersion programs allows students quickly to gain sufficient French proficiency needed to read and to learn subject material (such as math, social studies, sciences, etc.) taught in French.

Early immersion

Early immersion makes the most of the young child's natural curiosity, tolerance of ambiguity, flexible vocal structures, and of self-consciousness and other barriers to second language learning that can develop with maturity. Early immersion students learn French in much the same way they learned their first language.

- From the beginning, the teacher speaks French all of the time (unless, of course, a student's health or safety is at risk), using gestures, mime, pictures and objects to help students understand.
- By watching and listening, students quickly begin to recognize words and phrases and to respond appropriately.



- The teacher uses lots of praise as students speak their first tentative words in French. Students are encouraged to try out their new language. Soon they are using French words within English sentences.
- The teacher listens and observes the students carefully to assess what they know and understand. Speech and classroom activities are gradually adjusted as students' language skills develop.

Students who enter immersion in Kindergarten or Grade 1 are, as a rule, speaking in French sentences interspersed with English words by Christmas of Grade 1 or Grade 2, respectively. After the first couple of years, students are encouraged to use French all of the time.

As the students' knowledge of French grows, the teacher introduces pre-reading and pre-writing activities. New vocabulary and sentence structures are introduced orally first. The teacher encourages accuracy and clear expression of thoughts using a variety of strategies, including repeating back to a student a corrected version of what he has said, and asking lots of questions that encourage him to give more details. Formal instruction in grammar, spelling, punctuation, etc. is introduced as skills develop.

In most early immersion programs, English instruction (reading and writing) is introduced in Grade 2 or 3. But the teacher doesn't have to start from scratch! The experiences students have had with English at home and in the community, coupled with the skills gained while learning French, will have prepared them for reading and writing in



English. Skills gained while learning to read and write in French are easily transferred to English. These include:

- Confidence in using language to learn through talking, listening, reading and writing;
- Perseverance when they don't succeed on the first try;
- Knowledge of many letters, sounds, and words that are similar in both languages;
- An understanding of how letter sounds go together to make words;
- An understanding of how words make sentences; and
- An understanding that written language has meaning.

The teacher helps students sort out the differences between French and English that can cause confusion during the transition from French to English reading and writing. For example:

- The different sounds of the vowels, and
- The fact that adding an “e” to the end of an English word changes the sound of the word, such as “hop” and “hope”, while in French an “e” at the end of a word often doesn't affect the sound.

Because of the delay in introducing English language arts, early immersion students do lag behind their English program peers in some aspects of English skills until they have had one or two years of English instruction. However, by Grade 5 or 6, they will be doing as well as, or better than, students in the regular English program and reading and writing in French.

Subjects such as math and science taught in French follow the same curriculum as the English program. Teaching techniques and materials encourage hands-on activities and peer interaction to allow for daily use of the language. By the time subject material has become complex, students have gained a good understanding of French and a functional use of the language.

In the many research studies done on achievement in the maths, sciences, and social studies, French immersion students do as well as their English program peers. Immersion students are also able to transfer their knowledge in a subject area from one language to the other. For example, when math is taught in French to early immersion students, they perform equally well when tested in French or English.

Learning about francophone culture – the history, behaviours, values and beliefs of French-speaking people – is an integral part of learning the language. Cultural content is introduced through stories, themes and materials throughout the curriculum. Opportunities to interact with French-speaking role models and experience French in real-life settings are important elements of any immersion program.

Middle and late immersion

Much of what happens in an early immersion program is relevant to middle and late immersion. However, there are some differences.

Because the academic demands of middle and upper elementary or early secondary are greater than in Kindergarten or Grade 1, the speed with which students acquire French language skills is more crucial than in early immersion. Thus a concentration on French language development is the first consideration. The teacher uses many of the same techniques used in early immersion – mime, and various sorts of visual aids – to get meaning across and students are encouraged to help each other. But because middle and late immersion students have already gained reading and writing skills in English, written French can also be used from the beginning. Most students are comfortable with their new language and are using it easily by the end of the first year in middle or late immersion.

As with early immersion, all other subjects are taught in much the same way as they are in the English program and follow the same curriculum. However, in the first year or two, because students have a limited vocabulary in French, some details of subject content may be omitted and, wherever possible, included in later units.

In the following years, middle and late immersion programs operate much as early immersion programs. English is reintroduced once students have gained a good understanding of French. Often early and late immersion classes are combined at some point in the secondary grades, although French language arts may still be taught separately.

Entering a middle or late immersion program can be pretty demanding for a child 9 or 10 years old or for a young adolescent. It often means adjusting to a new school and routine and making new friends. While acquiring basic language skills in the first few months, students must pay close attention every minute and they often have extra homework. All of this can be tiring and stressful. For these reasons, middle and late immersion students need the full support and encouragement of their families.

Unlike early immersion where parents make the decision to enrol their child, middle and late immersion students are involved in the decision or, in the case of late immersion, often make the decision themselves. Very often, these students are academically strong and/or highly motivated. Some districts or schools may have entrance requirements, such as a specific level of academic success and/or a few years of core French, but most rely on recommendations from teachers and the judgement of parents and students.

Some of the attributes that will benefit immersion students are:

- A willingness to take risks,
- Enjoyment of a challenge,
- A good sense of humour, and
- Tolerance for change and ambiguity.

All three types of immersion programs produce students with high levels of French language proficiency in listening, speaking, reading and writing. Generally, however, when the various types of immersion programs have been compared, students who have had the most hours of instruction in French have the highest achievement. Early French immersion students, who represent a more diverse range of abilities than students in the other programs, have consistently scored highest in speaking and listening skills and have been found to have greater confidence in using French.

CONTINUING IMMERSION IN HIGH SCHOOL

Immersion in elementary is one thing, but immersion in high school? Your child may seem quite capable in French by the end of the elementary years. However, if you or your child's objective is the ability to live and work in French it will be important to continue in immersion throughout the secondary level.

A good "continuing" immersion program will provide students with enough exposure to French not only to maintain the level of French language ability already achieved but also to expand that competence in keeping with their increasing maturity. The program should offer:

- At least 50% of instructional time in French each year, including some French in each semester;
- A variety of language-rich subjects, such as social studies, life skills courses, and science, taught in French;
- A well-stocked library, including references and books for leisure reading, audiovisual materials, and computer software; and
- Extra-curricular activities in French.

BUT YOUR CHILD MAY HAVE OTHER IDEAS...

Students have many choices at the secondary level and choosing to continue in French immersion may not top your child's list. Many factors can influence the decision to continue studies in French. For example:

- Peer pressure or not wanting to attend the school offering the program.
- Attraction to other specialized programs, such as the International Baccalaureate (I.B.) Program or Advanced Placement courses.
- Belief that better grades can be obtained by studying in English.
- Not enough variety of courses offered in French.
- Being locked into the academic stream in order to take courses in French.
- Concerns about program and teacher quality.

HELPING YOUR CHILD DECIDE

Experienced immersion parents suggest exploring the options with your child.

- Discuss their reasons and your own for wanting to learn French.
- Talk about his future plans and goals.

- Explore the benefits of immersion and of knowing a second language for career and personal development.
- Investigate the opportunities available, attend open houses and information meetings, and talk to school counsellors.
- Consider the possibilities that extra-curricular opportunities, such as trips and exchanges, can offer. A school trip or exchange before high school may spark her desire to continue.
- Offer your encouragement and show confidence in your child's ability to continue his studies in French.

A few facts to share with your child:

- The belief that students will achieve better grades if they study in English is a common misperception. In fact, immersion students' high school grades compare favourably with those of students in the English program.
- Immersion students who have studied maths and sciences in French in high school report no difficulties with terminology in English in their postsecondary studies. In fact, most scientific and mathematical terms are Latin-based and therefore similar in French and English. The French names of chemicals correspond more closely with their symbols than do the English names, making them easier to learn and remember.
- The workload of a continuing immersion student is the same as that of other students, although perhaps having fewer optional courses to ensure completion of the compulsory French language arts course.

Many school districts have developed successful continuing immersion programs, others face difficulties. Parental involvement and commitment are just as important to the success of the program at the secondary level as they were in elementary. If you aren't satisfied with the continuing immersion program being offered in your area:

- Start early to work for changes.
- Be prepared to involve other parents and students.
- Use the "CPF network" to find out what other schools and districts have done to make their continuing immersion programs work.

**ACCORDING TO THE 2011 CENSUS,
MORE THAN 18% OF THOSE AGED
FIVE AND OLDER (ABOUT 5.1
MILLION CANADIANS) HAD THE
ABILITY TO CONVERSE IN BOTH
OFFICIAL LANGUAGES.**

I DON'T KNOW FRENCH — CAN I STILL HELP MY CHILD?

Don't worry — parents are not expected to understand or speak French. However, there are many things you can do to ensure your child's experience is positive and lasting. Research shows that students whose parents have positive attitudes to French achieve more, and that FSL programs are suitable for every child.

- Be supportive, enthusiastic and encouraging;
- Get to know your child's teacher and attend parent-teacher interviews
- Tune in French language TV and radio with your child
- Expose your child to French language and culture outside of the classroom to build skills, vocabulary and confidence.
- Read to your child in English to foster a love of language.

Help by making homework a part of home life

If you treat homework seriously, it will rub off on your child!

- Provide a regular place to study. A well-lighted desk or table in your child's room or in the kitchen or family room. Experiment together to find what works best.
- Provide the tools for homework: pens, pencils, erasers, scissors, tape, glue, coloured markers, paper, and so on. Keep them close at hand.
- Establish a time to study. Work with your schedule and your child's needs. On some days homework will have to be done around music lessons or soccer practice.
- Allow breaks for a stretch or a snack. In fact, teach your child how to use breaks to reward himself for completing a task such as reading a chapter, or solving a math problem. Teach him how to break up a large assignment into sections that don't seem as daunting.
- Start early to teach your child how to keep track of homework assignments and how to manage time. Talk over his assignments and their due dates. Teach him how to use a small coil notebook or his school agenda to keep track of assignments.
- Set a good example. Let your child see you doing "homework", whether it's work brought home from the office, writing letters, or paying bills.

Provide French reference material

Your child's teacher will be able to offer advice on what French references will best support your child's learning at different grades. French bookstore staff can often help, and your CPF newsletters and the website are an invaluable source of suggested titles and retailers. These are the basic references your child will need:

- Dictionaries: picture/word for young children, French/English for the older child and a good adult version for you, and a good French dictionary suited to your child's grade/skill level.
- Books of French verbs and conjugations, grammar and spelling, synonyms and antonyms, common French expressions and idioms.

- A French atlas.
- A French encyclopedia, and a word processing program with a French spell check feature.

Helping with French language arts

- Listen to your child read in French. Encourage comprehension by asking questions, but don't ask for a translation. Try questions like: Is this story about a cat or a dog? What is the boy doing? Why do the people in the picture look happy or sad? And later: Who is the main character? What is the plot? How does it end?
- Encourage reading in French by allowing an extra half-hour before lights out if the book is in French!
- Your child's teacher may provide you with lists of French phonics, colours, numbers, common words and phrases, grammar tips, science and math terms, etc.
- Helping with *la dictée* need not be a problem either. Try having your child tape it and play it back.

Math in French

- Math skills don't depend on language. You can help your child with math computations in English and using the same techniques you normally would, such as adding or subtracting using marbles or Smarties.
- Story problems can be more difficult, but not impossible. Teach your child how to concentrate on the exact meaning of each word and draw pictures to illustrate the problem.
- In later years, by organizing his thoughts in order to explain the problem to you, he will often have solved the problem himself (or will at least have gained valuable summarization skills while giving you the information you need to help!)

Science, social studies and school projects

- By the time your child is getting this type of homework, she will be able to explain what she is learning and receive your help in English, even when the subject matter is French.
- Sometimes your child may have to rely on English reference books while doing research for school French projects. This shouldn't be a problem if they only supplement a French resource. However, many government departments and even businesses and corporations publish material in French, and it is often free. For example, Parks Canada, Health Canada and PetroCanada may be good sources of French material for science projects. French resources and sites abound on the Internet. CPF's website provides many valuable links. Watch for web addresses in CPF newsletter, too.

The non-French-speaking-parent advantage!

If you don't speak French, you can't fall into the trap of giving your child the answer or ending up writing the report for them! In that way you are off the hook! Instead, your "handicap" actually helps your child develop valuable skills for life-long learning - how to look up words in the dictionary or facts in the encyclopedia, how to read for meaning,

how to clearly describe a problem or explain a situation, how to think for their-self!

Make French a part of your child's life

Whether your child is in core French or French immersion, additional exposure to French is important to achieving the program goals. Just as living in an English environment contributes to the development of your child's English, so experiencing French at home and in the community will enhance his abilities in French, his understanding of francophone culture, and his confidence in using the language.

Once immersion students are in the secondary grades, they spend more time listening to lectures and reading texts in class and less time speaking. This makes opportunities to use the language outside of school even more important.

There is a wide range of things you can do to enrich your child's French language learning. Many aren't expensive or time consuming. Here are just a few ideas to get you started. Your CPF newsletters and website are an excellent resource for others.

French at home

- Encourage French reading. Find books on topics of interest to your child and at the appropriate level. Comic books, magazines and short stories may appeal to the child with a short attention span. Older children might enjoy subjects such as sports, music and fashion. Ask your child's teachers to suggest titles and sources. Check your CPF newsletters and the website for on-line publishing houses and bookstores, and special discount offers. Clerks in most French bookstores are also more than willing to help you find suitable material.
- Music and online videos are an ideal way to bring French alive at home, for a child of any age. Try music by French artists such as Suzanne Pinel and Charlotte Diamond for younger children and Stromae, Shy'm, Corneille, Jeanne Cherhal, and -M- for teenagers.
- Most of us have easy access to French TV and radio programs. Begin with cartoons. Later try quiz shows, hockey games, music programs and even the news. You may record TV shows that aren't aired at a good time.
- Hire a French-speaking babysitter. Whether an older immersion student or a francophone neighbour, your young child will benefit.
- If a computer and video games are part of your child's life, try French games and software.

French in the community

Take advantage of French in the community. With nearly one million francophones living outside Quebec, chances are there are opportunities to hear and use French within your local community or nearby. Many of these activities are fun for the whole family and give you the chance to hear your child use French.

- Look for music and dance lessons, sports clubs, parks and recreation

programs. These will provide excellent opportunities for your child to interact with francophone children.

- Older children may want to make a French entry in a science fair, or join a French or bilingual debating club. CPF offers public speaking competitions at the school, local, provincial and national levels. Check out CPF's national and provincial websites.
- French movies, theatre and concerts offer interest for varying ages. Local children's festivals often include French performers.
- Many francophone associations organize traditional French celebrations such as *Le Festival de la cabane à sucre* (a sugaring-off party), and *Carnaval* (a winter carnival).
- Your local CPF Chapter may organize a variety of extracurricular activities in French, including skating parties, picnics, concerts with francophone entertainers, and day and overnight camps.
- CPF also offers opportunities for French as a second language students to join their francophone peers in friendly competition, such as CPF's *Concours d'art oratoire*, and to attend youth conferences such as *Français pour l'avenir/French for the Future*.

French travel

Travel, whether in your home province, across Canada, or overseas can really bring French alive for your child and expand their horizons. And there is a destination for every budget!

- Provincial tourism offices and Parks Canada are great places to find travel and tourism information in French and about French destinations. Visiting Canada's national parks and museums provides opportunities to take guided tours in French.
- Many provinces, towns and cities have French communities, restaurants, historic sites and museums. And, of course, Quebec has all of this and more!
- If international travel is possible, a trip to France would be *magnifique*! But don't forget other French destinations, such as Morocco, Belgium, Saint Lucia, and Haiti. French is spoken by about 120 million people world-wide and on every continent except Australia.
- Class trips and exchanges are another exciting opportunity and often help students decide to continue their French studies in high school. If your school doesn't organize such activities, your local CPF Chapter just might! There are also a number of organizations that arrange exchanges lasting from a few days to several months, for individuals, groups and families.

CPF is an excellent source of information on these and a wide variety of other ways to bring French alive for your child. Watch your newsletters, check the CPF websites, and contact your local CPF Chapter or Branch office.



TIPS FROM EXPERIENCED PARENTS

EXPERIENCED CORE FRENCH PARENTS OFFER THESE TIPS:

- Get to know your child's core French teacher. Discuss the program and find out what you and your child can expect.
- Encourage your child to talk about his experiences in core French class. What project is he working on? What does he enjoy most? Maybe even get him to teach you some French!
- If your child is taking extended core, or a more intensive form of core French, she may need extra encouragement in the first few weeks or months. She will learn to understand the teacher quite quickly, but speaking, reading and writing skills will take longer. Some frustration is normal at first.
- Encourage activities that develop language skills and help to bring French alive for your child.
- For more tips and support from experienced parents read CPF newsletters, attend local Chapter meetings and CPF conferences, and surf CPF's website (www.cpf.ca)
- Keep your CPF membership up to date.

EXPERIENCED IMMERSION PARENTS OFFER THESE TIPS:

- Don't be surprised or worried if your beginning learner doesn't speak a word of French at home for the first several months! This doesn't mean he isn't learning French. For most immersion students, French is the language of school and quite unnatural at home. Spend time in his classroom and you will have no doubts!
- Don't expect your child, even in high school, to do word-for-word translations. This is a special skill that takes a five-year university course! However, after a few years in the program she should be to explain to you, in English, what she is learning, or reading, or watching on French TV.
- Be prepared to be bested! Even if you studied French for several years in school, you will soon find your child picking on your accent or even collapsing in giggles at your pronunciation. This will be great for his self-esteem, but it could be bad for yours! You'll need a sense of humour.
- Many early immersion students begin to read in English on their own before English language arts is introduced. If this happens for your child, great! If not, don't be alarmed. Do read to her in English (or your home language), but avoid formally teaching her to read, because if your approach is different from the teacher's you may confuse your child. However, encourage any attempts she makes.
- Avoid comparing your child's progress with that of children in other classes. Teachers do not all introduce concepts at exactly the same time. Instead, compare how he is doing today with how he did last week or last month.
- Because learning a language requires also learning about the people who speak that language and their culture, your child's exposure to culture in school will focus more on French culture than on Canadian

English culture. As well, in your enthusiasm to expose her to French, you may neglect your own culture. Don't forget to share your childhood memories, read fairy tales and poems, play games, listen to music and generally explore your own culture with your child. If your family language is neither English nor French, she has the advantage of learning three languages and cultures.

- During the first few months in a middle or late immersion program, when the learning curve is especially tiring for your child, you can help by reducing his household responsibilities, temporarily slowing extra-curricular activities (such as cutting piano lessons back to once every two weeks for a few months), and making sure he gets enough sleep.

SUGGESTIONS TO ENCOURAGE YOUR CHILD TO CHOOSE OR CONTINUE FRENCH IN HIGH SCHOOL

- Help to ensure that your child enjoys his core French experience in the earlier grades and feels he has made progress.
- Discuss with your child her core French experience so far: How much has she gained? What did she enjoy or dislike about learning French? What more might she like to learn?
- Discuss their goals for the future – career plans, desire to travel, interest in the arts, music, sports, etc. – and how knowing French could expand their opportunities.
- Provide opportunities for your child to enjoy the French skills she has already gained. Perhaps communicating with a French pen-pal of her own age (by regular mail or e-mail) or a skiing trip to Quebec will tip the balance in favour of French in high school!

IF YOU HAVE CONCERNS

As in any program, concerns may arise from time to time. If your child is experiencing difficulties in school, whether it's low marks, learning difficulties or behaviour problems, it might seem insurmountable in an immersion program. Yet transferring to an English program is not necessary and may, in fact, be doing your child a disservice.

Research findings suggest that immersion is suitable for students experiencing academic difficulties and for those with learning disabilities. Students with a wide range of difficulties, including learning disabilities and behavioural problems, will do as well in an immersion program as they would in an English program if they receive the same assistance as they would in the English program. Students who transfer to the English program because they are performing below grade level or grade average in immersion usually don't perform any better in the English program.

If you have concerns:

- First, get involved with your child at school, learn what is happening in the classroom.
- Talk to your child's teacher and work together to assess the problem and find possible solutions.

- Get the information you need to understand your child's difficulties and your rights as a parent, and to work with the school in finding the best solutions for your child.
- Explore the alternatives before making any decisions.

MORE THAN SIX IN TEN (63%) CANADIANS NOW SAY THEY ARE PERSONALLY IN FAVOUR OF BILINGUALISM FOR ALL OF CANADA, UP FROM 60 PERCENT IN 2010 AND AT THE HIGHEST LEVEL SINCE FOCUS CANADA BEGAN ASKING THIS QUESTION IN 1977.

BEYOND HIGH SCHOOL

YOUR CHILD HAS GAINED SO MUCH MORE THAN A LANGUAGE

After encouraging and supporting your child throughout her core or immersion experience, after she has worked hard and stuck with it, you will both want to know it has been worthwhile. The benefits of learning and knowing a second language are many and will touch every part of your child's life. Here are just a few reasons why.

The process of learning a second language exercises the “mental muscles”. Depending on when your child begins and the intensity and length of her experience, the benefits can include:

- More effective listening skills
- Enhanced self-discipline.
- An increased ability to compare and contrast, solve problems, and think creatively.
- Increased self-awareness, self-confidence and the ability to adapt to new situations.
- Enhanced interpersonal skills, such as an increased ability to understand, respect, empathize and negotiate.
- Enhanced first-language abilities
- Enhanced ability to learn other languages.

Whether your goal is functional fluency or a good foundation in French, knowing a second language can:

- Enhance pleasure and enjoyment of literature, the arts, movies, sports, etc.
- Enhance access to information and educational and career opportunities.
- Enhance the ease and pleasures of international travel and interaction with people of different backgrounds.

MORE FRENCH AT THE POSTSECONDARY LEVEL

Why not! For your immersion graduate it is an opportunity to maintain and improve his skills. For your core French graduate it is an opportunity to pursue increased fluency.

With the increase in immersion graduates, francophone education and globalization, postsecondary opportunities in French are increasing throughout Canada. The choices today range from the usual French courses offered by university and college language departments, to bilingual and French degrees and certificates (in general arts, education, sciences, business, and commerce) offered by universities, colleges, and technical institutions, to fully bilingual universities. Post-secondary institutions understand the challenges of studying in one's second language and provide a variety of academic, social, and employment supports.

There are many summer courses, exchange programs, work abroad and short “immersion” opportunities offered by post-secondary institutions

in Canada and abroad. Many of these opportunities include the availability of scholarships and bursaries. Check with school counsellors, or ask your CPF Branch.

CAREER AND JOB OPPORTUNITIES

Whether the job requires the use of French or not, knowing a second language can be an advantage in the work place.

A wide range of service sector jobs which require the use of a second language – travel and tourism, sales, customer service, clerical – is growing demand in the business, telecommunication, trade, financial, health, computer, and other technical fields. Let's not forget education! With the growth of French as a second language programs, there is a greater demand than ever for French immersion and core French teachers in all parts of Canada.

Today's employers are not only looking for language skills — more and more are recognizing the other skills that individuals who have learned a second language possess and they are looking for staff who are adaptable. They are taking advantage of the fact that it doesn't cost more to hire someone who has a second language!

KEEPING UP THOSE FRENCH SKILLS

Keeping up those French skills can be a challenge if life after high school doesn't include daily use of the language. But in Canada, all it takes is a little awareness and some motivation! Many of the same things you did to encourage your child to use French while he was in school, he can now pursue on his own. Here are a few other suggestions you can pass on to him:

- Keep in touch by phone, mail, or e-mail with francophone friends made during a school trip or exchange.
- Join a French club, French choral group or French Toastmasters club.
- Volunteer at an immersion school.
- Watch the news in French every second evening.
- Surf the web! French is the second most common language on the Internet.

ACROSS THE COUNTRY, SUPPORT FOR BILINGUALISM CONTINUES TO BE STRONGEST AMONG CANADIANS AGED 18 TO 29

GETTING THE MOST FROM YOUR CPF MEMBERSHIP

Canadian Parents for French (CPF) is the national network of volunteers that values French as an integral part of Canada and is dedicated to the promotion and creation of French as a second language learning opportunities for young Canadians. We work for and with French as a second language students and their families in communities across Canada. Join CPF and take a more active part in your child's education and personal growth while contributing to the vitality of Canada's linguistic duality.

Our Vision

A Canada where French and English are an integral part of daily life.

Our Mission

Canadian Parents for French furthers bilingualism by promoting and creating opportunities for students to learn and use French.

YOUR CPF MEMBERSHIP BENEFITS

- Sponsored youth events and opportunities
- Resources, research and tools for students, parents, educators and French as a second language advocates
- Local, regional and national networking opportunities
- Volunteer leadership and training such as board and committee positions, informational webinars, skills-building workshops, etc.
- Awards, bursaries, and recognition for youth, educators and volunteers
- Savings and discount programs
- A voice in our organization

GETTING INVOLVED AS A CPF VOLUNTEER

The pay is poor but the benefits are great! CPF relies on volunteers at the Chapter, Branch, and National levels to accomplish our mission.

If you have skills you would like to offer, if there are skills you would like to learn, or if you simply want to meet some great new people with the same commitment to FSL education, contact your local Chapter or your Branch office.

If you are already a CPF volunteer, THANK YOU for your support and commitment.

“I imagine myself a typical new member of CPF. I am full of enthusiasm and hope. I believe CPF offers me a platform from which to work with others towards common goals....”

-Paul Murphy, CPF member, Avalon CPF Chapter, NF

REFERENCES: FSL EDUCATION RESEARCH

Canadian Parents for French shares existing research findings with parents and decision-makers, to address emerging issues in French as a second language education. Visit cpf.ca, under the Research and Advocacy tab.

CHOOSING A FRENCH AS A SECOND LANGUAGE PROGRAM FOR YOUR CHILD

French Immersion: When and Why? J. Dicks & P. Kristmanson
http://cpf.ca/en/files/03_FI_When_and_Why_E.pdf

HELPING YOUR CHILD

Supporting Your Child's Success in French Immersion and Extended French: A Parent's Guide, Ontario Ministry of Education
<http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideFrench.pdf>

INTENSIVE FRENCH

Benefits of Intensive French, Canadian Association of Second Language Teachers
<http://www.caslt.org/what-we-do/if/if-fact-benefit-en.pdf>

Frequently Asked Questions about Intensive French, Canadian Association of Second Language Teachers
<http://www.caslt.org/what-we-do/if/if-faq-en.pdf>

What is Intensive French? Canadian Association of Second Language Teachers
<http://www.caslt.org/what-we-do/if/if-fact-all-about-en.pdf>

LEARNING DIFFICULTIES

Academically-Challenged Students: A Fact Sheet for Parents <http://cpf.ca/en/files/Parent.pdf>

Academically-Challenged Students: A Fact Sheet for Parent Advocates <http://cpf.ca/en/files/Parent-Advocates.pdf>

Academically-Challenged Students: A Fact Sheet for Educators <http://cpf.ca/en/files/Educator-full.pdf>

Academically-Challenged Students: A Fact Sheet for Media <http://cpf.ca/en/files/FACT-SHEET-MEDIA.pdf>

Supporting Students With Special Education Needs in FSL: A Parent Guide
<https://www.hwcdsb.ca/learn/fsl/?fileID=193309>

The State of French as a second language Education in Canada 2012
The CPF Roundtable on Academically-Challenged Students.
http://cpf.ca/en/files/CPFNational_FSL2012_ENG_WEB2.pdf

NEWCOMMER/IMMIGRANT STUDENTS

The State of French as a second language Education in Canada 2010
<http://cpf.ca/en/files/2010-FSL-Report4.pdf>

EMPLOYMENT BENEFITS OF BILINGUALISM

Students Reap the Employment Benefits of Bilingualism, CPF Magazine 2(1)

<http://cpf.ca/en/files/CPF-Magazine-vol2-issue1.pdf>

The State of French as a second language Education in Canada 2008

<http://cpf.ca/en/files/FSLExecSummary20082.pdf>

RETAINING STUDENTS IN FRENCH IMMERSION PROGRAMS

The State of French as a second language Education in Canada 2005

<http://cpf.ca/en/files/FSL-2005-EN.pdf>

RETAINING STUDENTS IN CORE FRENCH PROGRAMS

The State of French as a second language Education in Canada 2004

presents findings of a survey of university students who provided retrospective information about factors influencing parent and student decisions to enrol in and complete Core French programs. The report also describes enhanced proficiency and retention of Extended and Intensive French programs.

<http://cpf.ca/en/files/FSL-2004-EN.pdf>

HELPING YOUR SCHOOL TO SUPPORT FSL PROGRAMS

The State of French as a second language Education in Canada 2001

introduces the CPF School Self-Assessment Tool – a co-operative means for parents and teachers to assess French as a second language support in schools and to develop supports that contribute to quality French as a second language programs. <http://cpf.ca/en/files/FSL-2001-EN.pdf>

FUNDING SECOND OFFICIAL LANGUAGE EDUCATION

French Immersion Program Implementation Costs: A Fact Sheet for Parent Advocates

<http://cpf.ca/en/files/FRENCH-IMMERSION-Program-Implementation-Costs.pdf>

The State of French as a second language Education in Canada 2006

<http://cpf.ca/en/files/FSL-2006-EN1.pdf>

OVERVIEW OF FRENCH AS A SECOND LANGUAGE RESEARCH 1970 TO 2000

The State of French as a second language Education in Canada 2000

- Examines the quality of national and provincial support for French as a second language programs offered to students via 32 indicators of effective support.
- Provides an overview of French as a second language research from the 1970s to the present.

CPF RESEARCH BIBLIOGRAPHIES

- Academically-Challenged Students and French as a second language Education
- Addressing Charges of Social-Class Elitism
- Comparison of Student Achievement in Early French Immersion and Partial Immersion
- Comparison of Student Attitudes and Performance in Immersion Centres & Dual Track Schools
- First Language Use in the FSL Classroom
- Immigrant Students and French as a second language Education
- The Importance of Culture in Second-Language Teaching and Learning
- Teaching Math in French Immersion Programs
- The Merits of Early French Immersion
- The Role of Extra-Curricular Activities in French as a Second Language Education
- Understanding Attrition from French Immersion Programs

CPF CORE AND FRENCH IMMERSION ENROLMENT STATISTICS

Each year, CPF compiles detailed core and immersion enrolment statistics. You will find enrolment statistics in the Research and Advocacy section of the National website.

CPF FACT SHEETS

- Immigrant Students and FSL Programs
- Students Reap the Employment Benefits of Bilingualism through Post-Secondary Studies in French
- French Immersion Program Implementation Costs: A Fact Sheet for Parent Advocates
- The Benefits of Extra-Curricular Second Language Experiences for Your Child
- Language of Mathematics Instruction in French Immersion Programs

CPF RESEARCH DATABASE

CPF maintains a members-only database of selected research studies, searchable by author, title and topic. Members should contact the CPF National Office for the password.

CPF MAGAZINE ARTICLES

(Two issues released per year and posted on our website.)

- FSL Programs and Student Performance, CPF Magazine 1(2)
- Genesee, F. (2014) The Bilingual Advantage, CPF Magazine 1(2)
- Students Reap the Employment Benefits of Bilingualism, CPF Magazine 2(1)
- The Benefits of Extra-Curricular Activities When Learning French, CPF Magazine 3(1)

BIBLIOGRAPHY

Archibald, J., Roy, S., Harmel, S., Jesney, K., Dewey, E., Moisk, S., et al. (2006) *A review of the literature on second-language learning*, Language Research Center (LRC) of the University of Calgary <http://education.alberta.ca/media/616813/litreview.pdf>

Bournot-Trites, M., Tellowitz, U. (2002) *Report of Current Research on the Effects of Second Language Learning on First Language Literacy Skills*, Atlantic Provinces Educational Foundation, Halifax, NS <http://edinaschools.org/cms/lib07/MN01909547/Centricity/Domain/463/report1.pdf>

Dicks, J., Kristmanson, P. (2008) *French Immersion: When and Why*, The State of French-Second-Language Education in Canada 2008, Canadian Parents for French, Ottawa <http://cpf.ca/en/files/FSLExecSummary20082.pdf>

Lapkin, S., Mady, C., Arnott, S. (2009) *Research perspectives on core French: A literature review*, Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée

Lazaruk, W. (2007) *Linguistic, Academic and Cognitive Benefits of French Immersion*, Canadian Modern Language Review 63(5), University of Toronto Press, Ontario <http://languages.sd62.bc.ca/files/2013/09/September-2013-Benefits-of-FI.pdf>

MacFarlane, A. (2005) *An Examination of Intensive French: A Pedagogical Strategy for the Improvement of French as a Second Language Outcomes*, Canadian Association of Second-Language Teachers, Ottawa <https://www.caslt.org/pdf/IF.pdf>

Netten, J., Germain, C. (2004) *Theoretical and Research Foundations of Intensive French*, Canadian Modern Language Review 60(3), University of Toronto Press, Ontario http://www.mmecarr.ca/ICF/ICF_PDFs/Theory%20and%20Research.PDF

Netten, J. (2007) *Optimal Entry Point for French Immersion*, Revue de l'Université de Moncton Numéro hors série, 2007 p. 5-22, Université de Moncton, NL <http://on.cpf.ca/wp-content/blogs.dir/1/files/Optimal-Entry-Point-for-FI-Joan-Netten-University-of-Moncton-Revue-2007.pdf>

ADVOCACY

CANADIAN PARENTS FOR FRENCH UPDATED POSITION STATEMENTS:

- **UNIVERSAL ACCESS**

In Canada, every student has the opportunity to learn French and access the French as a second official language program that meets his or her needs and aspirations.

- **EFFECTIVE FSL PROGRAMS FROM Kindergarten TO POST-SECONDARY**

All students have access to a wide variety of effective, evidence based French as a second official language programs from Kindergarten to Post-secondary

- **RECOGNIZED PROFICIENCY LEVELS IN FSL**

Proficiency levels and goals are in place so language learners, parents, teachers, post-secondary institutions and potential employers have a common understanding of each learner's French-language abilities and expectations of respecting programs.

- **ACCOUNTABILITY FOR STUDENT ACHIEVEMENT**

Governments are accountable for reporting on achievements of students and French as a second official language programs. Parents and community stakeholders are actively engaged and involved in decision-making with school boards



CANADIAN PARENTS FOR FRENCH

CONTACT US

✉ 1104 - 170 Laurier Ave. W
Ottawa, ON | K1P 5V5

☎ 613.235.1481

@ cpf@cpf.ca

FOLLOW US ON SOCIAL MEDIA

 /CanadianParentsForFrench

 CPFNational

 CPFNational