

CPF Magazine

CANADIAN PARENTS FOR FRENCH

FALL 2022

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**GAMIFYING
FRENCH
IMMERSION**

**Madame Monique:
La guerrière
du français**

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PRESIDENT'S MESSAGE

The temperature is starting to drop, the leaves are changing colour and many of us are in back-to-school mode: *C'est l'automne!* After a busy summer, the CPF Network is gearing up for another fall and a new school year. In August, Network leaders gathered in Edmonton for the CPF Leaders' Networking Event, two intensive governance-oriented days that served as a chance to think deeply about the future of CPF and also as the midpoint check-in to review strategic priorities as a Network. I am looking forward to seeing the results over the coming year.

For the new school year, we have put together an issue filled with resources, research articles, partner news and updates from the CPF Network. Looking for creative ways to learn new vocabulary in French? We have an article with great tips and resources accessible from home. As we continue to push for the modernization of the Official Languages Act, we are providing an update of what our advocacy efforts looked like this summer, namely by participating in the Canadian Heritage Cross-Canada Official Languages Consultations. A big *merci* to all Network leaders that attended them on behalf of CPF. Do not miss the rest of the articles, including an inspiring story about



a French as a second language teacher.

This fall, we continue advocating for FSL learning. Stay tuned as we launch a letter-writing campaign to advocate for the passing of Bill C-13. We are also having the virtual CPF Network Members' Conference, which we invite you to register for and then access the program by visiting cpf.ca. Finally, as the *My raison d'être* campaign continues to roll out, keep an eye out in your community for billboards featuring FSL teachers. Recently, we received pictures from CPF Members spotting billboards across Atlantic Canada; your region could be next!

All in all, a busy season awaits! At the National Board and Network Office we are motivated by the commitment of CPF volunteers, parents, and members who are all engaged and contributing to our mission: create opportunities to learn and use French for all those who call Canada home.

Passez un bel automne! À bientôt! ■



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Au revoir...

This summer the Canadian Parents for French Network said goodbye to two Branch Executive Directors. In May, Francine Couture, Executive Director of CPF Newfoundland and Labrador left the organization to start the next chapter of her professional path. For more than six years, Francine played an important role in promoting French opportunities in the province.

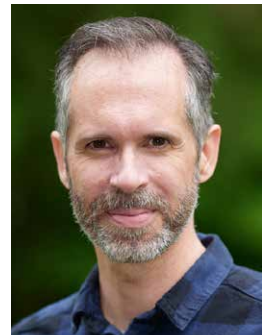
In June, it was announced that Hélène Pelletier was stepping down as Executive Director of CPF New Brunswick after more than 15 years leading the Branch. Over the years she demonstrated her strong commitment to our mandate by successfully coordinating events like *Concours d'art oratoire* and French summer camp experiences, among others.

We sincerely thank Francine and Hélène for their contributions, and we wish them the best in their future endeavours. *Merci!*

... et bienvenue!

Join us in welcoming Jason Howe to the team! Jason is the new Branch Executive Director of CPF British Columbia & Yukon. He brings 25 years of extensive experience in journalism and healthcare philanthropy, as well as expertise in the communications areas of research, writing, media relations and branding. He has French-speaking family roots in New Brunswick and his child is currently enrolled in French immersion.

Jason started in July. Several CPF Network Leaders had the opportunity to connect with him in person in August during the CPF Leaders' Networking Event. *Encore une fois, bienvenue dans l'équipe!*





Adventures in Language Learning



Gamifying French Immersion

BY JEAN-MICHEL OBLETTE, GRADE 3 TEACHER, KERRISDALE ELEMENTARY SCHOOL (VANCOUVER, BC)

The adventurers hold their breath inside the cave. In the flickering light of the torch, the elf's face appears contorted with the mental effort. "Cinq mille ... deux cent ... quatre-vingt dix sept!" she finally cries.

Click! The enchanted chest slowly opens, revealing a pile of dusty tomes written in the ancient language of the Immer-Sion people.

"Let me guess," an orc groans. "The secret spell is in one of those?"

"All the Witch said is that it starts with "Nous devrions" and ends with "la pluie."

"Well," a giant says grabbing one of the books. "We better start reading before the guards find us."

I have taught French at all levels for 17 years, in the UK and Canada, from high school to early French immersion to Teacher candidates. Like my students, I have experienced first-hand that learning a language is a lifelong adventure, a transformative journey. It has the potential to be exciting, personal, fulfilling and well, immersive. Every day I borrow elements and mechanics from roleplaying, video and board games to build a game-informed framework that helps me create contextualised, quest-based French immersion learning environments for my students. Let's have a quick look at what games can teach us, before I share some of my favourite activities.

Ask your child to choose between an hour playing their favourite game, or another sheet of math questions. One is clearly perceived as a reward, the other one as something they would rather avoid. Often, we see play as the opposite of work, an easy way out. But every game is by definition a challenge, with constraints and rules, things you must and cannot do, and potential for success and failure. Spend 10 minutes watching any serious gamer getting "in the zone" and you'll find that play can in fact be incredibly hard work, from spending hours reading tutorials and guides to attempting the same level dozens of times until you finally get the three stars. It involves research, careful planning, resilience, and rigorous execution in the face of multiple

failure. YouTube and TikTok are full of viral "trick shot" videos, like bottle flips or blindfolded half court basketball shots, that take literally hours to perform. It is clear then that school-aged children and teenagers do in fact recognize the value of hard work. There is no rest for the gamer generation. The true reward of success is a chance at the next level, a bigger and badder final boss, a more ridiculously impossible trick shot – more work. So why won't kids do that in school? How can we harness that power and redirect some of that strong work ethic towards academic schoolwork?

The main difference lies in the purpose. Whether we're doing it for the views, the high score, the 100% achievement trophy, or for bragging rights, games give us an unparalleled sense of accomplishment that is, for most students, hard to replicate with school work. We've won the race, saved the world, built something. We feel blissfully productive. Guess the word I'm thinking – boring; hangman – there's a life at stake here! In games, especially computer games, the feedback loop between action and consequence is extremely short and so we immediately see the result of our actions. If I fall in the lava because I jumped too early, well now I know how to fix that. The brain gets its instant reward, which is what makes video games especially addictive. The hard to impress, Gen Z students need both success and

failure to be "totally epic." I want to see high fives, classmates erupting in cheers, students beaming with pride at what they have accomplished.

And here is why I believe French immersion is ideally suited to implementing a game-informed approach. Think about it. The French immersion classroom is already a made-up fantasy, a foreign game environment, bound by some arbitrary rules we all agree to. Within these walls we will all communicate in French, just like we all use the Common Speech in a Dungeons and Dragons campaign. Literally every word we say and hear is part of the learning, a task, a puzzle. Why not go all in, create an enticing overarching narrative and transport students to an exciting place brimming with challenges and exciting rewards, like in my opening example, where they get to use the language to achieve something that is meaningful to them? Maybe we've been cursed by the evil Ouizard. Maybe we're trapped in the Immersion Dimension and only have 186 days to fulfill a series of challenges or be trapped here forever. Now you have a story, characters, and a very real reason to learn French. This doesn't have to be every day, all the time. A five-minute battle at the start of the lesson can get everybody focused. One morning I had a Grade 6 class (a tough crowd by any measure) play Werewolf, an immersive game where players take on secret



identities and take turns attacking and accusing each other. It's amazing how good your French can get when you need to convince someone that you really are innocent. Then in the afternoon the class wrote about what had happened in game from their character's perspective. The result gave me chills. It was personal, detailed, easily the best writing piece they produced all year. Because it wasn't just made up, they had been there.

To be clear, this isn't about tricking kids with chocolate-covered broccoli. They are way too smart for that. It is about giving students a buy-in, a genuine reason to want to learn and use French in class. One way to reinforce this is to help them visualize their progress, just like characters in their favourite role-playing game gain Experience and Level Up. If Pokemon can get stronger with every battle, evolve and learn new skills, so can our students. Congratulations adventurer, here is a bronze sword for your trouble. You may now enter level 23 of the dungeon but I must warn you, the monsters are significantly tougher (and the books longer)... Do you dare enter?

Of course, this doesn't mean my class is playing a game all the time, but it

always has the potential to turning into one. Here are some ideas when you need to shake things up and turn a mundane activity into an unforgettable adventure, whether that's for an afternoon or for an entire unit:

- ✧ The class has traveled back in time to Ancient Egypt. After days walking through the desert, they finally arrive at their destination. Unfortunately, the Sphinx will only let them into the pyramid if they answer his 10 riddles before sunset. Students must visit the great library at Alexandria (just down the hall) and retrieve a mysterious book that contain the answers.
- ✧ Every student who gets 80% or more on their test gets one attempt at a nearly impossible basketball shot. Imagine, legend status amongst your peers for the rest of the year. You know that's going on YouTube.
- ✧ Ridiculous and funny is also memorable. Do the worksheet using your non dominant hand for double the points. Read the paragraph

while pinching your nose standing on one foot. You'll be surprised how many students actually enjoy the added challenge.

- ✧ From spelling to casting spells! The Friday Morning Boss has 100 HP (Health Points). Every Dictée word spelled correctly by a student will deduct 1 point. Get the Boss's health to 0 to win the battle!
- ✧ An hour playing a cooperative boardgame like Codenames, Pandemic, Hanabi, Forbidden Desert, or SOS Dino isn't just a fun Friday afternoon reward. They're using French and working together in real situations to solve very real problems.
- ✧ My absolute favourite and easiest game to play is the classic "Ni oui, ni non". It couldn't be any simpler: students cannot use yes or no. Watch how a quiet morning suddenly turns into students asking each other a million questions to try and trick each other. ■

Canadian Parents for French at the Canadian Heritage Cross-Canada Official Languages Consultations



Last May, The Honourable Ginette Petitpas Taylor, Minister of Official Languages launched the Cross-Canada Official Languages Consultations to develop a new Action Plan for Official Languages. The goal of these consultations was to learn about the realities, challenges and priorities of official languages across the country.

The minister has a mandate of developing a new plan for official languages to better support the vitality of our two official languages in a minority setting. The consultations were even more relevant as earlier this year she tabled Bill C-13: *An Act for the Substantive Equality of Canada's Official Languages*. As the bill continues its way through parliament, the consultations also allowed the minister to hear from citizens and organizations as she continues her work ensuring French is promoted and protected across Canada.

From May to August 31 the Minister of Official Languages organized in-person town halls across the country to meet with stakeholders, members of official language minority communities, government officials and more.

As a pan-Canadian organization, Canadian Parents for French plays a key role to contribute to the promotion of French and to represent the French as a second language voice. The consultations offered an opportunity for our Network to share our priorities and expectations as well as to remind the government of our commitment to create opportunities for youth to use and learn French. Thanks to our Network's reach, we were able to be present in most consultations. A big *merci* to all Volunteer Leaders and Executive Directors that represented CPF at the consultations.

The consultations concluded with the Official Languages Summit in Ottawa on August 25. The CPF Network was well represented from east to west as the National President, Executive Directors and staff travelled to Ottawa to participate in the closing summit. Besides connecting with partner organizations, members of parliament and other stakeholders, our Network also had a prominent role throughout the day mainly by participating in the summit's program.

“In recent months, I have met with hundreds of people involved in official language communities across the country who have shared their realities and told me how essential our government's support is to the vitality of their language and culture. I would like to thank all Canadians who participated in the consultations on the next Action Plan for Official Languages. With the closing summit held today, we are reaffirming our commitment to the protection and promotion of our two official languages, and we are putting in place the necessary measures to ensure a promising future for the next generations.”

– The Honourable Ginette Petitpas Taylor, Minister of Official Languages and Minister responsible for the Atlantic Canada Opportunities Agency



Winnipeg, MB



Ottawa, ON



St. John's, NL



Sudbury, ON

Nicole Thibault, CEO of the CPF Network participated on a panel titled “Economic development, aging population, youth outmigration, access to services, and equity-seeking groups among official languages minorities communities.” This panel had the objective of discussing ways to strengthen the development of official language minority communities. While Lucie Newson, Executive Director of CPF Prince Edward Island participated on another panel, in which she discussed how

to foster learning and enjoyment of both official languages.

Together as a Network we had a major, more meaningful impact. Participating in government initiatives like this one underlines the importance of developing and implementing a network-wide strategy. Throughout the consultations, CPF was perceived by the minister and our stakeholders in a very positive way, noticing our high-level of commitment and the reach of our Network. ■

Postsecondary Studies in French *They made it!*

As parents, it is not unusual to wonder if our children can pursue their postsecondary studies in French after several years of studying the language – in an immersion program, in a French school or possibly elsewhere. *The short answer is yes, they can do it.*

Meet **Natasha**, **Jasmine**, and **Francesco**. Three recipients of the \$3,000 FSL bursary who can tell you it's rewarding to be bilingual.



Medical science student **Natasha Rebecca Babcock** has a lot to say to young people who hesitate to continue their postsecondary studies in French. For her, it is important not to get caught up in the “What ifs”. Based on her own experience, it is likely that your child will spend a little more time doing readings for class, or may not have perfect grammar while answering a question. However, postsecondary education is about learning and developing skills for a career. She says that students do not have to rely on perfect language proficiency in order to study.

“Your skills will develop as you go about your degree, and what better environment to enhance your abilities in French than somewhere meant for learning?”

It is incredibly humbling because I am by no means an expert in French, so I'm constantly learning from others. I also think it's incredibly cool to realize how culture has impacted language. Being surrounded by students speaking French from all different backgrounds and regions shows you so much diversity and it's really amazing.



Jasmine Ferreira, a medical student, plans to use French in the future. As she wants to pursue a career in healthcare, she believes that communication and comprehension skills in both English and French are vital in her domain.

“My decision to study in French will put me in a better position to provide care to French-speaking patients and visitors.”

I appreciated the openness and support I was given as an Anglophone in a French postsecondary school. The students, the professors, and the faculty are all extremely understanding of the challenge and often offer words of encouragement.



Enrolled in international studies, **Francesco Balassone** chose to continue his postsecondary journey in French after many years of learning in French as a second language. He didn't want to lose such an important investment in himself. He sees it as a significant professional opportunity in his future career at the international level.

Knowing more languages and expanding one's cultural vision is always an asset, and I would have hated to let all those years of schooling and culture go to waste. Studying at a Francophone university allows me to see Canada and the world from a different angle.

Other recipients of the FSL bursary added that several universities and colleges have a large Francophone community and many incentives to take French courses, which made it even more favourable to pursue their degree partially in French. Some also argue that only positive things had emerged from that experience: it was rewarding to see daily improvement, and it became easier and easier as time went by. In some cases, studying in French at the postsecondary level even helped with problem solving and autonomy.

How does one make such an important decision?

When the time comes to decide whether to continue postsecondary studies in French, some students may be wondering if their skills in Molière's language are sufficiently advanced, or if college or university courses might prove too difficult. Here are five reasons to opt for postsecondary studies in French and be rewarded for it.

5 Reasons to Pursue Postsecondary Studies in French and Get a \$3,000 FSL Bursary:

1. It helps perfect your child's bilingualism
2. It's \$3,000 in your child's pocket
3. It relieves unnecessary financial stress
4. Being bilingual offers several benefits
5. And... the criteria are so simple!

What exactly is the FSL bursary? The Bursaries for Postsecondary Studies in French as a Second Language Program, administered by the Association des collèges et universités de la francophonie canadienne (ACUFC) and funded by the Government of Canada, offers bursaries for students who are just starting out a college or university program. These \$3,000 non-renewable bursaries are meant to encourage them to continue their studies in French thus perfecting their bilingualism, while studying in their field of interest.

Considering the increase in the cost of living and tuition, this non-renewable financial support is more than welcomed. It can help your children with tuition fees, books or part of their housing expenses.

In addition, this financial support has an impact on their future career. As we know, French language plays a critical role in many types of careers. For instance, working in the

education, justice, immigration, or healthcare sectors often requires understanding and/or speaking French as a fundamental component of providing services and connecting with clients.

How do they apply? The criteria are so simple! Applicants must be Canadian citizens or permanent residents of Canada, have English as their first official language spoken, be enrolled in their first year of a postsecondary study program in French (with at least 50% of their courses and program-related activities in French), and be at least 17 years old on the first day of class.

The bursaries are available at several colleges and universities across Canada. Find out if yours offers the FSL bursary by visiting [ACUFC.ca/FSLbursaries](https://acufc.ca/FSLbursaries).



It's rewarding to be bilingual!

Is your child thinking of pursuing postsecondary studies in French?

**\$3,000
bursaries**

Available in
23 colleges & universities
across Canada

For more info:
[ACUFC.ca/FSLbursaries](https://acufc.ca/FSLbursaries)



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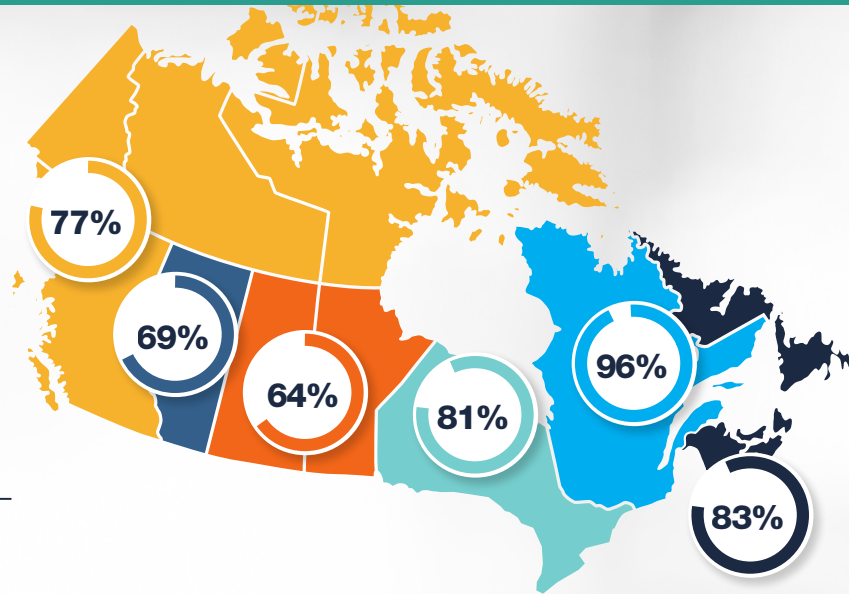
WHAT CANADIANS THINK

about learning English and French



**8 OUT OF 10
CANADIANS AGREE**

that more needs to be done so that
young people can become bilingual



CANADIANS SUPPORT OFFICIAL LANGUAGES:

*English and French should
continue to be taught in
elementary schools across
Canada*

91%
AGREE

*If it takes more resources to guarantee
the same quality of education for
students from official language
minority communities, then those
resources should be made available*

81%
AGREE

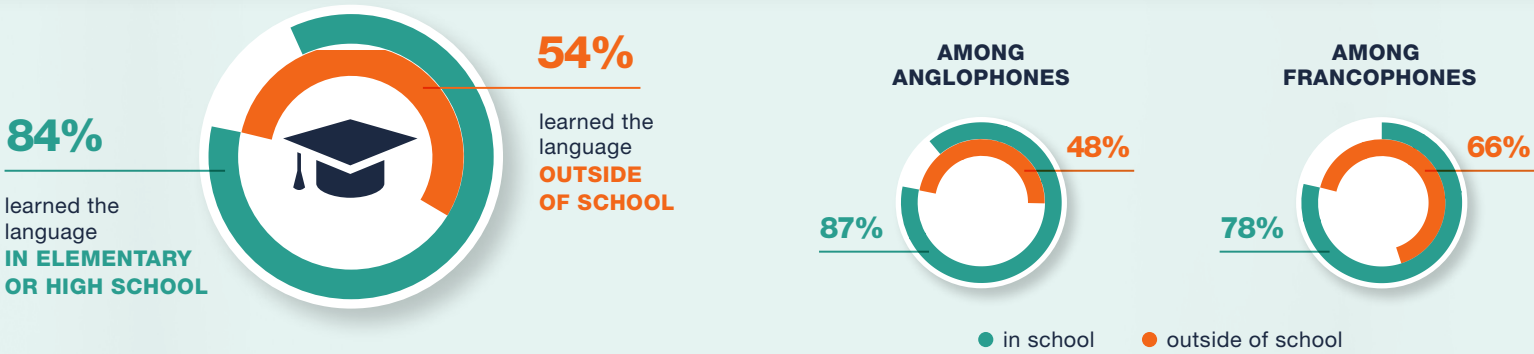
76%
AGREE

*Provincial governments
should make more spaces
available in immersion
programs*

72%
AGREE

*The Government of Canada should do more
to support college and university programs
for those who want to study in French
outside Quebec*

**AMONG CANADIANS
WHO CAN SPEAK IN THEIR SECOND OFFICIAL LANGUAGE:**



THOSE WHO LEARNED THEIR SECOND OFFICIAL LANGUAGE OUTSIDE OF SCHOOL DID SO BY:



**MORE THAN
3 OUT OF
4 PARENTS** feel it is important for their children to have the opportunity to learn both official languages and become bilingual.*

*Results of an online panel survey (sample: 1,500 respondents) conducted by Environics for the Office of the Commissioner of Official Languages in September and October 2021.

Survey conducted by Environics for the Office of the Commissioner of Official Languages in September and October 2021. The telephone survey results (sample: 1,507 respondents) have a margin of error at the national level of $\pm 2.5\%$, 19 out of 20.

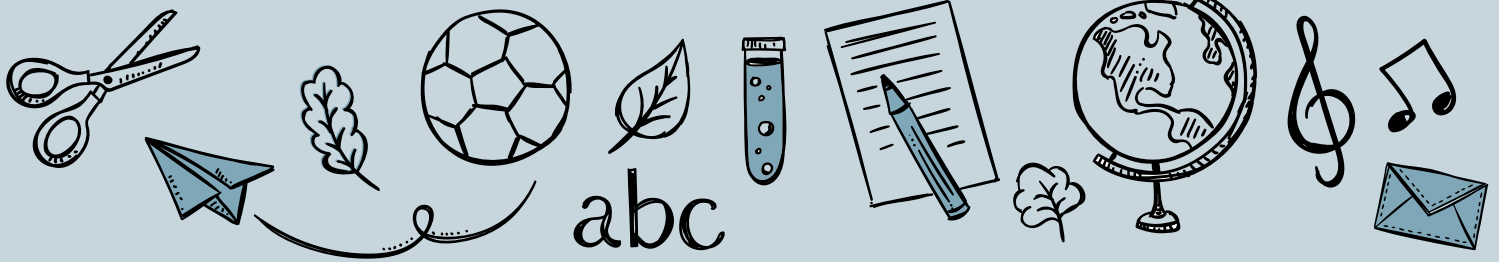
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Madame Monique *La guerrière du français*

BY ERIC DUIVENVOORDEN, CPF NATIONAL SUMMER STUDENT



For those so inclined, the call to teach is a lifelong passion whose rewards only increase with time. Monique Lévesque decided on her career as a teacher at 5 years old and her ambitions never wavered.

Madame Monique exemplifies many of the exceptional and rewarding aspects of a career teaching in French. She demonstrates great care for students, a passion for French culture, and a respect for regional contexts. Having stayed in the community of Fort St. John in the Yukon for most of her teaching career spanning over 35 years, Monique has had the pleasure of seeing her former students grow up before her eyes and graduate with a fluency in French. This year, she was appointed Vice Principal to cover someone's leave. After working more than three decades at F.H. Collins Secondary School, this appointment is even more special as the graduating class of 2022 were her students when they were in grade one.



Monique has relied upon the support of Canadian Parents for French since moving to Fort St. John in 1990 to build curriculum and keep her classes relevant and engaging. Her programs undergo a constant process of adaptation and change due to the rising demand for French immersion (FI) and apply a series of diverse and experimental methods to best reach her students. Music, art, and theatre are all present in the classroom to help students not only speak French but to live the culture as well.

Having both French and Wendat-Huron roots, Monique has sought to make French more widely relevant while encouraging engagement with indigenous culture. The roots of French in the Yukon are not widespread; though communities with strong French roots exist across the Yukon, the use of French is limited to only about 5% of the population. Despite a growing demand, FI programs are rare in the Yukon with very few schools at the elementary and middle levels and only a single high school in Whitehorse offering French courses. Nevertheless, Monique has taken an active role in expanding the FSL curriculum to meet increasing demands for French immersion. Monique has long worked with CPF to develop a regionally specific and relevant curriculum that incorporates both practical French language skills and indigenous cultures. Since moving to Fort St. John, a like-minded teaching community has arisen with a similar enthusiasm. With the help of CPF, Monique and her

Monique has had the good fortune of teaching the same students at a later point in their education. Some of her students have even been the children of past students.

contemporaries hope to reform the educational landscape to one which encourages FSL and works towards reconciliation.

Monique shares the belief with CPF that learning French requires support also on the social level; combining French education with broad, community-based support for students is the key to long-term success. Monique also recognizes the importance of engaging students emotionally. During the pandemic she went as far as doing 'driveway visits' to break up the monotony of online classes and keep her students interested. Remote learning comes with a new set of conventions that can be especially difficult for young students, particularly when entering the paradigm of a new language. Parents found the visits to be a reassuring sign of the commitment of teachers to the wellbeing of their students and their overall commitment to teaching.

Monique's dedication and passion for teaching are an inspiration to others. Her work and willingness to go the extra mile for her students have been greatly appreciated by her students and their parents, making her a pillar of the community in Fort St. John. The calling to teach is one that does not simply end with retirement- it is a lifelong passion, a never-ending process, and a deeply fulfilling lifestyle. ■

Foster the Love of Reading in French at Home, with the Boukili App!

A promotional banner for the Boukili app. On the left, a young girl holds a tablet displaying the app's interface. In the center, a laptop also shows the app. To the right, the word 'Boukili' is written in large, colorful letters, with 'TFO' in a purple box above it. Below the name, the text 'Get kids excited about reading!' is displayed. At the bottom, a line of text reads 'Free access to hundreds of books, games and quizzes!'. To the right of this text are three icons: a globe for 'Available as a Web App', an Apple logo for 'Download on the App Store', and the Google Play logo for 'GET IT ON Google Play'. A small smartphone is also shown on the right side of the banner.

Boukili TFO

Get kids excited about reading!

Free access to hundreds of books, games and quizzes!

Available as a Web App

Download on the App Store

GET IT ON Google Play

TFO and Idélo are offering a free app useful to both education professionals and parents to get kids reading in French.

The free Boukili reading app provides an immersive, interactive, and educational reading experience for kids ages 4 and up. The app offers over 180 illustrated books which can be explored in many ways: by reading level, by school grade, or by theme. Short quizzes after each book can contribute to verifying comprehension.

Children have their own customizable portal where they can choose books according to the preferences set for them. As they read books, they unlock games and progress through levels identified by different countries. Games are designed to get kids to explore concepts specific to the country associated with the level they have reached. As they read, they get to “visit” new countries and virtually travel the world!

In addition, as they read and play, kids collect accessories and clothes which they can use to dress up Bili, the app’s cute little raccoon character that accompanies children through their reading adventures.

Boukili offers three different reading modes, according to children’s needs. Books can be narrated as children follow along with the images and the words. Kids can read the stories on their

own, but also record themselves reading and adults can play it back to check on their progress! Parents and teachers can track the child’s progress, assign books and see exactly how many minutes they have spent on each book.

This fall, TFO’s reading app Boukili is getting a makeover with thirty new books added to its collection!

In addition to nurturing their curiosity, Boukili supports children in their progress by developing their self-confidence through the “I can do it” collection. Other books and collections showcase new technologies, encourage physical activity and demonstrate artistic diversity. Books with topics touching on science, engineering, social studies, diversity and health are also included. Children are sure to find something of interest!

Boukili is free and available on boukili.ca, Google Play and the App Store. Some functionalities, such as audio recording, are exclusive to the Android and Apple versions of Boukili.

More Resources and Fun Activities to Practice French at Home

In addition to the books available on Boukili, IDÉLLO and TFO also offer **Français @home** ressources.

This kit contains 60 educational sheets with fun activities to keep the French language alive at home. With instructions in English and French parents can guide their child along and make learning in French a family activity. The activities are specifically designed to spark interest and encourage reflection in children from grades 1 to 6, based on content they have already learned. Resources are available for children in French immersion and separate educational sheets are available for children enrolled in core French.

Discover [Français @home](#) today through your IDÉLLO account!



Français @home

Moments in French with your children!

IDÉLLO par TFO

Discover today!

Perceptions of French Immersion in British Columbia

Last year, the Government of British Columbia commissioned a survey about French immersion to understand some of the preconceived notions and perceptions that British Columbians have about this program as it continues to be highly popular, with as many as one in ten public school students in the province enrolled in the program. The survey targeted families currently or formerly enrolled in the program as well as those that are waitlisted.

The Government was interested in learning more about why parents seek to enrol their children in French immersion, the perceptions, barriers and other thoughts related to this French as a second language program. The survey is relevant to Canadian Parents for French as the findings provide insight, and the results can help guide the work we continue in the province through the CPF BC & YT Branch but also across the Network.

The findings invite us to reflect on the work we do and some of the challenges still associated with French as a second language as a whole. Perceptions of the program matter as they could ultimately deter someone from enrolling their child. CPF plays an important role informing parents and the general public about the benefits of learning French, but also, through our research work and advocacy, we are able to address some of the mistaken notions or ideas.

The good news is that French immersion is a very popular program for families in British Columbia. Parents in the province are well aware of the cognitive and developmental benefits of second language learning in children and seek French immersion for this reason, and to support their child's development.

Key Findings

These are some of the top responses from parents as to why they choose to enrol their children in French immersion:

- ☑ I think it will increase my child's chances of getting a good job and provide them with more social mobility opportunities in the future.
- ☑ I think it is important for my child to learn both of Canada's official languages.
- ☑ To provide my child with an additional challenge at school.

Besides job opportunities and cultural aspects, parents also agree that there are cognitive benefits of second language learning in childhood, with 57% agreeing with that statement.

“57% of parents agree there are cognitive benefits of second language learning in childhood...”

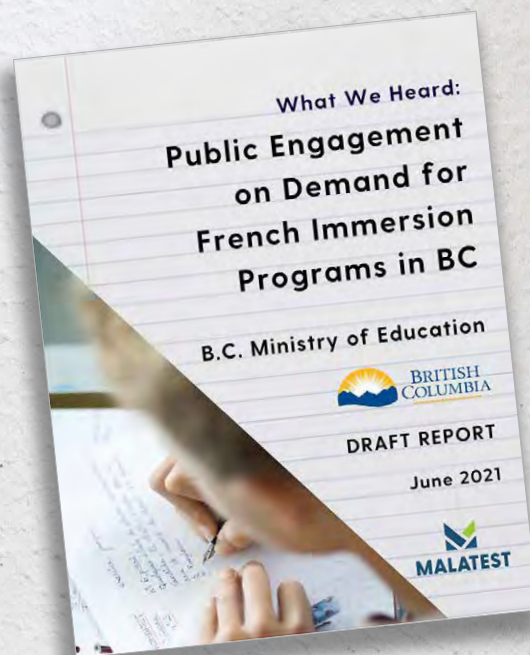
“I think my child will receive more focused attention.”

“I think it will increase my child's chances of getting a good job...”

These are some of the reasons cited by parents:

- ▶ I think my child will have access to more learning resources, technology, cultural experiences, etc. in a French immersion program.
- ▶ I think my child will receive more focused attention / a better learning experience in a French immersion program.
- ▶ I think my child will have better access to learning resources in a French immersion program.
- ▶ I think the French immersion program is at a better school than our local catchment school.

“I think my child will have access to more learning resources, technology, cultural experiences...”



The survey includes responses from almost 6,000 families. It captures valuable information regarding access to FI and other general feedback. ■

To read the full report and to download a copy visit:
<https://engage.gov.bc.ca/govtogetherbc/impact/french-immersion-programs-in-b-c-results>

Meet the Recipients of the CPF Awards of Recognition for 2022

Last August, during the 46th Annual General Meeting, Canadian Parents for French conferred the CPF Awards of Recognition 2022 to three individuals that have rendered significant service to the organization. Every two years CPF formally recognizes individuals that have demonstrated dedication to the organization's mission, vision and values through leadership, advocacy and collaboration within their respective communities and across Canada. These individuals, often noted by their positive influence on others, have also made significant contributions to advancing bilingualism and French as a second language education.

"Congratulations to all three recipients, it is with committed individuals like you that we can fulfill our mission of advancing FSL education in Canada. We remain grateful for our volunteers and professional staff as we rely on them to deliver quality programs, advocate for French as a second language and be our first point of contact with parents and students," said Derrek Bentley, CPF National President.

The 2022 deserving recipients are:



Nancy Taylor From British Columbia, she is the recipient of the CPF National Volunteer Award, for her leadership throughout the years helping French flourish in the province. She has led the CPF British Columbia & Yukon Branch with passion, a persevering spirit of collaboration and willingness to step in and offer her support.



Karen Pozniak Executive Director of Canadian Parents for French Saskatchewan and recipient of the CPF J. Elmer Hynes Staff Excellence in Leadership Award, for her personal commitment to lead CPF SK and delivering on its mandate, her contributions to the organization at the national scope by participating at committees, and for her continued success running high-quality programs.



Nancy McKeraghan Past President of CPF National, and the recipient of the CPF Distinguished Life Membership for her longstanding service of more than 40 years at all levels of the organization: Chapter (local), Branch (provincial) and National. As a long-time FSL advocate in Ontario, she has committed countless hours to CPF in governance, advocacy and policy development. She has guided and motivated other parent advocates in advancing FSL education and bilingualism.

Join us in congratulating the three award recipients! *Félicitations!*

Share your love of wetlands en français

Wetlands are great outdoor classrooms. They're full of life and mystery. Is that lump on the log really a turtle sunning itself? Whose footprints are those leading down to shore?

Ducks Unlimited Canada creates bilingual resources to help you explore wetlands with your young ones. Grab your rubber boots, dip net and binoculars, and let's ID some critters.

Plants / Les plantes

Land plants and water-dwelling plants are different. The wetland plants you see below are exposed to water and water levels that change season to season as well as sun, wind, waves, salt (on the coast). They are specially adapted to deal with these changing conditions.



Easily recognized with their brown sausage-shaped spikes, some cattails grow up to two meters tall.

Facile à reconnaître grâce à ses épis bruns en forme de saucisse, certaines quenouilles peuvent atteindre deux mètres de haut.

Cattails - Les quenouilles



Smaller than one centimeter, these tiny wetland plants grow in the still water of marshes, sloughs, and other wetlands.

Cette minuscule plante aquatique, de moins d'un centimètre, pousse dans les eaux calmes des marais, des marécages et des autres milieux humides.

Duckweed - La Lenticule mineure

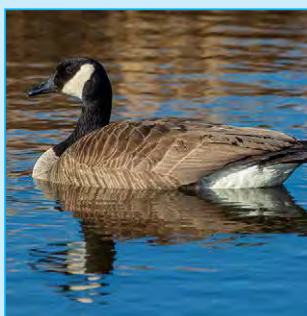


These bright yellow flowers, with broad floating leaves, are found in marshes and ponds.

Ces fleurs d'un jaune éclatant, dotées de grandes feuilles flottantes, parsèment les marais et les étangs.

Yellow pond lily - Le Nénuphar jaune

Waterfowl / La sauvagine



The well-known Canada goose is the world's largest wild goose.

La bien connue Bernache du Canada est la plus grosse oie sauvage du monde.

Canada Goose - La Bernache du Canada



This long-legged hunter stands quietly in fresh or saltwater marshes, stalking fish and frogs.

Ce chasseur aux longues pattes se tient discrètement dans les marais d'eau douce ou salée, guettant les poissons et les grenouilles.

Great Blue Heron - Le Grand héron



Mallards are the most common duck in north America and are found in almost any wetland habitat from marshes to city ponds.

Le Canard colvert est l'espèce de canard la plus abondante en Amérique du Nord; on la trouve dans presque tous les milieux humides, aussi bien les marais que les étangs urbains.

Mallard - Le Canard colvert

continued >>

Mammals / Les mammifères

Many mammals depend on wetlands like ponds, marshes, bogs and swamps for survival. Some mammals are herbivores, while others are omnivores or carnivores that eat aquatic invertebrates, amphibians, fish, and other prey.



Nature's engineer, the beaver builds dams, lodges, and even its own swim channels.
Ingénieur de la nature, le castor construit des barrages, des huttes, et même ses propres couloirs de circulation.

Beaver – Le castor



Musk rats depend on cattails for food and to build their homes.
Les rats musqués dépendent des quenouilles pour se nourrir et construire leur abri.

Muskrat – Le rat musqué



Moose feed on aquatic plants - you may even see the bull's antlers draped in water lily roots and stalks as he raises his head up from feeding.
L'original se nourrit de plantes aquatiques - on voit même parfois son panache paré de racines et de tiges de nénuphars lorsqu'il relève la tête après s'être nourri.

Moose – L'original

Invertebrates / Les invertébrés

These boneless aquatic animals provide food for many birds and fish. Some common insects, like mosquitoes and dragonflies, have their first life stage under water and later emerge to live their lives on land.



Snails glide along on a flexible "foot" using a slimy mucous to smooth the way.
Les escargots glissent sur un « pied » flexible en libérant un mucus gluant, qui les aide à avancer sur les surfaces rugueuses.

Snails – Les escargots



Dragonflies start as greenish-coloured nymphs, before emerging as winged predators.
Les libellules passent au stade de nymphes verdâtres, avant de devenir les prédateurs ailés.

Dragonflies – Les libellules



Water fleas are only 0.2 to 0.3 mm in length, but they are important food for other invertebrates, fish, ducks and insects.
Les puces d'eau mesurent entre 0,2 et 0,3 mm de longueur et elles constituent une source de nourriture importante pour d'autres invertébrés, de même que pour les poissons, les canards et les insectes.

Water flea – Les puces d'eau

Want bilingual resources for in class and outdoors?

We've got you covered! Ducks Unlimited Canada is passionate about nature education. All of our K-12 resources are available online, in English and in French. Whether you're a parent, teacher or outdoor leader, we've got something for you.

Check out: <https://www.ducks.ca/educators>

Can't make it out to a wetland?

Connect with us *en ligne* at a Ducks Unlimited Canada interpretive centre! Our virtual programs and field trips are delivered live, in English and in French.

Book your virtual experience today: <https://www.ducks.ca/online-learning>

Logging in to Learn French

Improving Quality and Access



What we all can do:

Advocate for more online FSL courses and support for all learners. Support the district purchase of licenses to digital libraries and tools in French.



For French Learners:

- > Learn French online, *oui c'est possible!*
- > Reach out online to other French speakers and learners. Share your favourite apps, podcasts, or radio or television programming in French.
- > Seek out opportunities to use French as often as possible in daily life.



For Parents:

- > Connect with teachers, librarians and other parents to learn about strategies and resources to help your child learn French online.
- > Start with fun activities such as online games, stories, songs and interactions with others.
- > Ask lots of questions, such as, when is it appropriate to use a translation tool? Does my child have access to headphones and language software?
- > Praise your child's efforts in using French and celebrate progress.
- > Encourage your child to use French with friends and family on the phone and online.
- > Embrace a growth mindset and acknowledge that errors are necessary steps in learning.
- > Recognize that your child's teacher may still be learning how to teach online and that is okay.
- > Sign up your child for virtual French conversation or tutoring through CPF.
- > Reach out to others in your network for tech support if necessary.



For Teachers:

- > Amplify your online 'classroom' with links to school board and public library licensed resources.
- > Make lessons interactive using small group breakout rooms. Enhance oral interaction with voice recordings and text-to speech features.
- > Engage in co-teaching and team approaches for planning and teaching.
- > Connect online with another French class in a virtual exchange locally or across the country.
- > Invite guest speakers, authors, celebrities, scientists, politicians and Elders to your online class.
- > Tour the francophone world on a virtual field trip. Visit historic sites, museums, parks, and attend plays, exhibitions and concerts.
- > Organize a "Musique mercredi" or "Manie musicale" competition as an excellent way to engage students in language, music, and culture.
- > Expand your repertoire of resources, strategies, tools and support through online professional development.
- > Participate in CPF's *Concours virtuel* to give students an authentic audience.

The method that decodes the language.

• read. • write. • speak • understand



*"Nous n'avons aucun doute que
votre méthode réussit là où
elle est mise en œuvre."*

*- Direction des politiques et programmes
d'éducation en langue française
Ministère de l'éducation, ON*

• lire. • écrire. • parler • comprendre

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Fait au Canada

Les sons français



French Sounds