

**Ministry of Education**

**Handbook for Leaders of**

**French as a Second**

**Language (FSL) Programs**

**April 2018**

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# Purpose

The purpose of this handbook is to provide support for division and school administrators responsible for French Second Language (FSL) programs.

Students in Saskatchewan have access to a variety of FSL programs: French Immersion, Core French Intensive French and Post-Intensive French.

**Core French**

**A second language program for grades K-12 in which French is taught as a subject or course.**

**French Immersion**

**A second language program for grades K -12 in which French is the language of instruction for a significant part of the school day.**

**French Second**

**Language Programs**

**Post-Intensive French**

**An enrichment of the Core French program for grades 7-12 through the strategies used in the Intensive French year.**

**Intensive French**

**An enrichment of the Core French program for grades 5 & 6 through a period of intensive exposure to French.**

This guide may also be useful to French Immersion, Core French, Intensive French and Post-Intensive French teachers.

|  |
| --- |
| **NOTE:** All website addresses identified in this document were confirmed as accurate at the time of publication but may be subject to change. |

In French

We learn French as a second language!

We come from a diversity of backgrounds.

We encounter the world in both official languages.

Sometimes we sneak words from one language into the other.

Sometimes we may understand something better in French,

And sometimes we understand something in English because we have already

learned it

In French.

We use all the energy we have

to play,

and hear, and sing,

and question, and listen

and write, and understand

and think,

and speak, and read,

and laugh

In French.

So sometimes we may be tired,

Sometimes it takes us a bit longer

To do what we want to do

In French.

But we want to succeed.

Our second language is part of who we are,

And part of who we will become.

We learn French as a second language,

And we look to you for support!

We will succeed,

In French.

# French Immersion in Saskatchewan

## Goals of French Immersion

**French Immersion**

* **French is the language of instruction for a significant part of the school day, in several or all subjects, with the exception of English language arts.**
* **Students will become highly proficient in English and functionally fluent in French, capable of pursuing post-secondary education and training and undertaking employment in either language.**
* **Students will understand and appreciate Francophone cultures.**

**French Second**

**Language Programs**

French Immersion curricula have the principles of French Immersion embedded within the documents. Based upon relevant research, they describe the foundations of second language acquisition and are to be considered throughout a French Immersion program.

**Principles of French Immersion**

Language is a tool that satisfies the human need to communicate, to express oneself, to convey one’s thoughts. It is also an instrument that allows access to new knowledge. Opportunities to learn French must be integrated into a range of fields of study.

Students learn the target language best:

* when it is considered as a communication tool;
* when they have many opportunities to use it, especially in interactive situations;
* when they have many opportunities to reflect on their learning;
* when they have many opportunities for learning an problem-solving;
* when situations allow them to use their prior knowledge;
* when learning situations are meaningful and interactive;
* when there are many an frequent contacts with the French-speaking world and its linguistic and cultural diversity;
* when they are exposed to excellent language models.

# Program Specifics

* **French Immersion designation** is done on a grade-by-grade basis where a minimum of 50% of the courses offered per grade are taught in French. All French Immersion curricula are available on the [Saskatchewan Curriculum](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp) website.
* **A bilingual mention** may be acquired when a student obtains a minimum of 12 mandatory credits in courses offered in French at the high school level. These credits may be acquired through either designated or non-designated French Immersion programs.
* Students usually enter **French Immersion** at Kindergarten or Grade 1 and continue through to Grade 12. Where **late French Immersion** exists, students enter at Grade 6. These students then join the French Immersion cohort in Grade 8 and continue through to Grade 12.

**Note** – Attendance at a designated French Immersion school does not guarantee that a student will receive a bilingual mention.

## Designation Process

**Every year**, school divisions must submit the *Recommendation for Designation Form* (see page 14) that lists each school seeking designation, the grades involved and the percentage of time French is used as the language of instruction **for each grade**. This process applies to new grade-level designation applications as well as renewals of those previously approved.

The *Recommendation for Designation Form* must be submitted to the Ministry of Education by **February 15** each and every year thereafter.

### Initial Designation

* The decision to implement French Immersion in a school may be initiated by a school division or by a School Community Council (SCC). If the request comes from a SCC, it must be presented to the school division by December 15 to allow for required consultation. The school division will then pass a resolution to proceed. The date of this resolution must be included on the *Recommendation for Designation Form* (see page 14).
* Once the initial request is made by the SCC, any subsequent discussions around implementation that involve the Ministry of Education are led by the school division in consultation with the SCC.
* In accordance with the conditions outlined in the *Education Act (1995)* , the school division will submit its *Recommendation for Designation Form*, accompanied by a detailed implementation plan, to the Ministry of Education before February 15 of the school year that precedes the school year of implementation.
* A minimum of 15 students per grade grouping are required.
* The school division must commit to maintaining French Immersion Designation for a minimum of three years.
* The school division will offer educational programming for students who do not enroll in French Immersion. This may be realized through other schools in the division.

### Designation Maintenance

* Every year, school divisions must submit the *Recommendation for Designation Form* detailing
  + the name of the school or schools;
  + the grades involved in French Immersion; and
  + the percentage of time that French is used as the language of instruction for each grade.

### Designation Extension

* Schools that wish to extend French Immersion into other grade levels may add them to their *Recommendation for Designation Form* (see page 14).

Where pupils from Kindergarten to Grade 8 (urban) and Kindergarten to Grade 12 (rural) attend a French Immersion program in a school that is within their division but outside their school attendance area, the school division has access to transportation grants. Where school divisions wish to have students attend a French Immersion program in another school division, the costs of transportation are the responsibility of the sending school division.

# Instructional Requirements

|  |  |  |
| --- | --- | --- |
| **Grade** | % French | Details |
| **Kindergarten** | 100% | All instruction is done in French. English language arts are not offered. |
| **Grades 1 – 2** | 90% - 100% | English language arts may be offered but does not need to appear until Grade 3. |
| **Grades 3 - 5** | 70% - 90% | English language arts are to be offered for between 150 and 450 minutes per week. It is possible that other English language instruction classes are offered as well. **\*ALL ELA outcomes are to be addressed, and the teacher will determine which contexts best respond to students’ needs.** |
| **Grades 6 - 9** | 50% - 70% | English language arts continue to be offered. It is possible that other English language instruction classes are offered as well. **\*ALL ELA outcomes are to be addressed, and the teacher will determine which contexts best respond to students’ needs.** |
| **Grades 10 – 12** | 50% - 60% | Students take required courses of study and electives in French and English. |
|  | | |

|  |  |  |
| --- | --- | --- |
| **Grade 10 / 10e année** | **Grade 11 / 11e année** | **Grade 12 / 12e année** |
| minimum 8 credits (4 credits must be in French) / minimum de 8 crédits dont 4 en français | minimum 16 credits (8 credits must be in French) / minimum de 16 crédits dont 8 en français | minimum 24 credits (5 of which must be at the 30 level and 12 must be in French) / minimum de 24 crédits dont 5 crédits de niveau 30 et 12 en français |
| **Compulsory Courses /**  **Cours obligatoires:** | **Compulsory/Courses /**  **Cours obligatoires:** | **Compulsory Courses/**  **Cours obligatoires:** |
| English Language Arts A 10 **or / ou**  English Language Arts B 10; Français immersion 10;  Social Studies 10; **or** History 10 **or / ou** Histoire 10; **or** Native Studies 10;  Science 10 / Sciences 10;  a math at the 10 level/un cours de niveau 10 de mathématiques;  3 electives at level 10, 20 or 30/  3 cours au choix de niveau 10, 20  ou 30 | English Language Arts 20; Français immersion 20;  a math at the 20 level/un cours de niveau 20 de mathématiques; | English Language Arts A 30 **or / ou**  English Language Arts B 30; Français immersion 30;  Social Studies 30: *Canadian Studies* **or** History 30: *Canadian Studies* **or** Native Studies 30: *Canadian Studies* **or** Sciences sociales immersion 30 |
| a science 20 or 30\* / un cours de niveau 20 ou 30\* de sciences | |
| a social science 20 or 30 / un cours de niveau 20 ou 30 en sciences sociales | |
| 5 additional elective credits at level 20 or 30 / 5 autres cours au choix de niveau 20 ou 30 | |
| 2 credits in arts education or practical and applied arts at level 10, 20, or 30 / deux crédits de niveau 10, 20 ou 30 dans les domaines de l’éducation artistique ou des arts pratiques et appliqués. | | |
| Wellness 10, Physical Education 20, or Physical Education 30 / Mieux-être 10, Éducation physique 20, ou Éducation physique 30. | | |

See Registrar’s Handbook for list of available elective courses in French and English.

**\*** Science 20 or 30 prerequisites must be met unless the student is an adult by definition of [*The*](http://www.qp.gov.sk.ca/documents/English/Regulations/Regulations/E0-2r24.pdf)[*Education Regulations, 2015.*](http://www.qp.gov.sk.ca/documents/English/Regulations/Regulations/E0-2r24.pdf)

# Graduation Requirements

* A minimum of 24 credits, at least five of which shall be 30 level credits.
* **A bilingual mention** is given to students who obtain a minimum of 12 mandatory credits in courses where French is the language of instruction. These credits may be acquired through either designated or non-designated French Immersion programs.

# Core French in Saskatchewan

## Goals of Core French

**Core French**

* **A second language program in which French is taught as a subject or course.**
* **Students will understand, use and appreciate the French language.**
* **Students will use the language confidently and correctly in familiar contexts and authentic situations, develop strategies to help them acquire the language and develop an appreciation of Francophone cultures.**

**French Second**

**Language Programs**

* The aim of the Core French program is not to produce bilingual students. It does, however, provide a solid introduction and base upon which students can build second language skills. The program also provides many of the cognitive and other benefits that result from second language learning.
* The Core French program can:
* provide a learning environment that will contribute to the global education of students and allow them to enrich their personal experience through significant and authentic communicative situations;
* develop in students communication and social strategies and skills that will enable them to function effectively and with confidence in authentic language situations;
* promote a positive attitude towards the learning of French and, through an appreciation of francophone cultures, develop openness towards cultural diversity and a comprehension of the bilingual and multicultural reality of Canada today; and
* foster in students a comprehension of the language learning process and of the general nature of language, while helping them to become autonomous learners.

## Program Specifics

* Core French is not a required area of study. It is a locally-determined option at the elementary and middle levels and an elective at the secondary level.
* Schools/divisions determine the grade level at which the Core French program will begin and the time allotment, keeping in mind that second language learning is most effective when instruction is ongoing over the entire year.
* To accommodate variety in starting ages, the Core French curriculum is defined by language levels and not by grades. Level 1 is the beginning level of Core French study.
* There are nine levels of study that precede secondary credit courses *Core French 10, 20* and *30.* The levels represent a continuum of language learning. It is possible for students in one classroom to be working at different levels of the Core French continuum. The Core French teacher is the ideal person to make decisions about the level of instruction in any particular program.
* All Core French curricula are available on the [Saskatchewan curricula](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp) website.

## Instructional Requirements

Decisions about the priorities of locally-determined program offerings, such as second language instruction, are best made by boards of education in consideration of local community needs.

* At the elementary and middle levels, school divisions may gain time for locally-determined options by reducing the time spent in required areas of study by no more than 20% in any area.
* The recommended minimum time allocations for Core French are 120 minutes per week at the elementary level and 150 minutes per week at the middle level.

# Intensive French in Saskatchewan

## Goals of Intensive French

**French Second**

**Language Programs**

**Intensive French**

* **An enrichment of the Core French program offered to students in Grade 6.**
* **Students undertake a five-month period of intensive exposure (60% to 70%) to French.**
* **During the last five months of the year, the remainder of outcomes not covered during the intensive period are covered while 12% of the weekly schedule is still delivered in French.**

The Intensive French program is intended to support efforts and provide a viable strategy to improve oral, reading and writing skills of students in Core French programs in Saskatchewan. Intensive French is a literacy-based approach to second language acquisition, which will also have positive effects on first language literacy development. Results show that this approach improves student motivation and their appreciation of the French language in real and relevant contexts, which may in turn increase the retention rate of students in French programs at the secondary level.

## Program Specifics

* The Intensive French program is not part of Saskatchewan curricula. It is an optional program that exists successfully in every Canadian province and territory and is also being used successfully for the teaching of First Nations and other languages.
* Interested schools/divisions are to contact the Ministry of Education. While the program is designed for use in Grade 6, flexibility exists (split-grade, earlier or later start) and can be discussed on an individual basis.
* Intensive French teachers and administrators must receive the prerequisite training in order to offer this program.
* Interprovincial teacher guides and an administrator support packages are provided during the training.

# Instructional Requirements

### Intensive Semester

In the **first five months** of the Intensive French instructional year (Grade 6):

* students are taught French language for approximately 70% of the day.
* teachers follow a structured program. The program does meet some of the regular curriculum requirements for Grade 6 but the main focus is on developing French language skills.
* subject area instruction in English makes up the remaining time. Mathematics is taught in English, as well as specialized subjects often taught by itinerant teachers such as physical education, arts education or religion (where applicable). The decision about which specialized subject areas to teach in English is made by the school or school division.
* it is recommended that there be one Intensive French teacher who would also teach the students’ English subjects. This provides an opportunity for student support, especially at the beginning when French language skills are just starting to develop.

### Non-Intensive Semester

In the **remaining five months** of the Intensive French instructional year (Grade 6):

* students are taught, in English, a compacted curriculum in all required areas of study (English language arts, science, social studies, health education, arts education, physical education and career education) that were not included in the first five month’s programming.
* a list of all Saskatchewan Grade 6 curricular outcomes in all required areas of study (except for mathematics) provided in the administrator’s support package indicates whether they were fully or partially realized in the program of the first five months or if they need to be addressed in the remaining five months.
* instruction continues in mathematics and other subjects that were taught in English in the first five months.
* students continue with French language instruction for approximately 10 - 12% of the day

(150 - 180 minutes per week).

**Note: An interprovincial guide is used for all Intensive French instruction and will be provided.**

At the end of the intensive period school divisions may offer an oral assessment, the Oral Proficiency Interview (OPI). Trained evaluators work with students to assess their speaking ability. The goal is that 70% of Intensive French students will attain a level 14 or higher in oral competency, a goal which Saskatchewan students have demonstrated is possible to attain. For more information about the OPI, please contact the Ministry of Education.

Written proficiency is continually assessed by the classroom teacher using the performance norms created specifically for Intensive French students. Students generally attain a level of fluency similar to Grade 3 Francophone students in their writing.

During the Grade 6 year, students:

* develop French language skills using a literacy based approach through active involvement in thematic units that are of interest to them;
* are involved in individual and small group experiences using authentic communication to develop oral, reading and writing skills;
* develop positive attitudes toward learning an additional language and understanding other people; and
* use the French language to communicate in the classroom.

# Post-Intensive French in Saskatchewan

## Goals of Post-Intensive French

**French Second**

**Language Programs**

**Post-Intensive French**

* **An enrichment of the Core French program for grades 7-12 where students continue to learn the French language through the strategies used during Intensive French.**
* **In grades 7-8, students receive 180-220 minutes of French per week and in grades 9-12 they receive 100 hours per semester of language instruction.**

## Program Specifics

* The Post-Intensive French program is not part of Saskatchewan curricula. It is an optional program that exists successfully in every Canadian province and territory and is also being used successfully for the teaching of First Nations and other languages.
* The Post-Intensive French program is an extension of the Intensive French program.
* Post-Intensive French teachers and administrators must receive the prerequisite training in order to offer this program.
* Interprovincial teacher guides and an administrator support package are provided during the training.

## Instructional Requirements

### Post-Intensive French 1-2 (grades 7-8)

* Following their Intensive French year, students will continue with French language instruction for approximately 12% of the day (180 minutes per week).
* Schools/divisions may gain time for this locally-determined option by reducing the time spent in one or more of the required areas (see the *Registrar’s Handbook*).
* Keeping the same class cohort is recommended for grades 7 and 8 if possible.

### Post-Intensive French 3-6 (grades 9-12)

* Post-Intensive French in the high school receives one hour of French instruction per day in grades 9-12 for a total of 100 hours per semester.

**Note: An interprovincial guide is used for all Post-Intensive French instruction.**

At the end of a school year school divisions may offer an oral assessment. Trained evaluators work with students to assess their speaking ability. This may help promote the Post-Intensive program in high school as students can see their progression from previous years. For more information about the OPI, please contact the Ministry of Education.

Written proficiency is continually assessed by the classroom teacher using the performance norms created specifically for Intensive French students.

In grades 7 and 8 students:

* continue to expand the literacy skills of speaking, reading and writing through participation in activities that are relevant to their interests and needs;
* use French in all communication in the classroom;
* participate in authentic learning experiences that are project-based and in the context of a theme; and
* are involved in group experiences that will stimulate communication skill development.

During the high school years, students:

* use French to communicate while participating in experiences that are relevant to their interests and needs;
* participate in authentic learning experiences which are project-based, based on a literacy approach and in the context of a theme;
* are involved in small group experiences where authentic communication is emphasized;
* expand their competencies related to the French language in speaking, reading and writing; and
* demonstrate linguistic and communicative fluency and accuracy.

# Additional Supports

**Core French**

**A second language program for grades K-12 in which French is taught as a subject or course.**

**French Immersion**

**A second language program for grades K -12 in which French is the language of instruction for a significant part of the school day.**

**French Second**

**Language Programs**

**Post-Intensive French**

**An enrichment of the Core French program for grades 7-12 through the strategies used in the Intensive French year.**

**Intensive French**

**An enrichment of the Core French program for grades 5 & 6 through a period of intensive exposure to French.**

## Recommendation for Designation Form

**20** **-** **20**  **Designation under Section 180 of *The Education Act, 1995***

School Division:

Date Board of Education resolution passed:

|  |  |  |  |
| --- | --- | --- | --- |
| **School(s) Designated** | **Grade(s)** | **Type** | **Percentage of time**  **French is used as**  **Language of instruction** |
| Example:  Benson School | K-7 | B | K – 100%; 1 & 2 – 80%  3 to 5 – 75%; 6 & 7 – 70% |

1.

2.

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13.

14.

## Is French Immersion for all students?

The design of Saskatchewan curricula and the expectation that the adaptive dimension be integrated into instructional planning for all students who require adaptations, make the program suitable for almost any child.

All students should be encouraged and supported when they access a French Immersion program. Parental support and encouragement are essential for success as they are for any educational program.

Newcomer students from non-English speaking homes also succeed in immersion programs, learning English and French as their second and third, or even fourth languages.

Lower socio-economic factors should not be a deterrent for parents choosing a French Immersion program.

Gifted students can thrive in an immersion program if they also receive the benefit of special programming.

Researchers have found that early immersion students with difficulties, such as learning disabilities and behavioural problems, will do as well academically in the French program as they would in a regular English program provided that they receive the same assistance as they would in the English program.

At the 2012 Canadian Parents for French Roundtable on Academically Challenged Students in French-Second-Language Programs, Dr. Fred Genesee summarized the following:

“There is no evidence to support the belief that students who are at risk for poor academic performance are at greater risk in immersion than in English-only programs. At-risk students can become bilingual and attain levels of first-language and academic ability commensurate with their learning challenges. The challenge is not usually for the children, but rather is for the adults around them. Evidence shows that language acquisition systems are extremely powerful, even when they do not function normally. The challenge is how to create a learning environment in which these children’s potential can be fully realized. Researchers can identify at-risk learners early and provide additional support early” (from the *Proceedings of the Canadian Parents for French Roundtable on Academically Challenged Students in French-Second-Language Programs*, 2012. p. 16).

## What is the learning process in French Immersion?

The immersion approach is based on understandings of how children learn their first, second or third languages, that is, through interaction with meaningful contexts and the desire to use language to communicate ideas. Throughout a French Immersion program, students acquire French while they develop the knowledge, skills and attitudes included in the provincial curricula.

Because students enter immersion with little or no knowledge of French, the program begins with a concentration on oral language development to give students a sufficient understanding of the language to learn to read and write in French and learn subject area content in French.

**French Language Listening and Speaking Skills**

Children acquire listening and speaking skills in a second language in much the same way as their first, initially by observing and listening, then by association of sounds with gestures and objects and finally by imitation and repetition. This approach is often called a “gentle” introduction to second language learning.

In the classroom, the **teacher:**

* uses French all the time, except if the students’ security is at risk (e.g., health or safety concerns);
* employs gestures, mime, objects and pictures to help students understand;
* includes songs, rhymes, stories and routines to help familiarize students with words and concepts and to create a safe and predictable environment for using the language;
* constantly listens and observes to verify what information the students understand, adapting speech and activities as necessary to convey meaning;
* encourages the students to speak French and corrects errors through repetition and role modelling;
* constantly seeks opportunities for language development and takes advantage of situations in which language development can occur naturally and effectively; and
* seeks opportunities for students to use their French language skills outside the classroom and in real-life situations.

The **students:**

* learn to be very good listeners because they have to pay close attention in order to understand what is happening in the classroom;
* are encouraged to speak French all the time, but for the first couple of years may use English to express a complex thought for which they have not yet learned the necessary French words;
* may not speak French outside of the classroom; and
* may use French sounds and words at play and sing French songs learned during class.

**Developing and enriching oral expression is very important in immersion and generally precedes the development of written communication skills.**

Students require opportunities to:

* listen to French being spoken by the teacher, before they are expected to fully comprehend it;
* listen and understand before speaking; and
* speak French before reading and writing in French.

The formal study of grammar may begin once students have sufficient experience in listening to, comprehending and speaking French. Active listening, spontaneous speaking and oral feedback underlie language development throughout an immersion program from Kindergarten to Grade 12.

**French Language Reading and Writing Skills**

By the time formal instruction in reading and writing is introduced, students have a good basic knowledge of French. The teacher continues to use oral expression as the basis for reading activities by first introducing texts orally (with the help of cues, props and gestures) and by encouraging lots of discussion to ensure a high level of comprehension. Texts are chosen to suit the students’ interests and level of comprehension.

Because students need to develop prerequisite skills in French, the Grade 1 French Immersion teacher may introduce formal French reading instruction more gradually than the teacher in the English program. This delay means that immersion students may appear to be slightly behind their English program counterparts in learning to read.

Parents often raise concerns at this stage. Consequently, it is very important that parents receive clear explanations regarding language and literacy development in immersion and their role in the process. For further information, please refer to the section in this document entitled **French Immersion: Frequently Asked Questions**.The teacher integrates the teaching of writing into the context of academic learning (social studies, science, mathematics, etc.) to help students transfer these concepts and skills in meaningful situations.

**The Content Areas: Subjects Taught in French**

Language development, both oral and written, continues and broadens with the introduction of subject content:

* Early math and science concepts are very concrete and can be easily taught with the use of visual aids and hands-on activities.
* Arts education, especially music and drama, as well as physical education, provide an abundance of meaningful language learning opportunities.
* Teaching strategies and materials are used to encourage teacher-student and student-student interaction.
* Task-oriented learning continues throughout all grades to allow for daily use of the language by students and thus continued oral development.

For effective use of instructional and learning time, interdisciplinary teaching and inquiry learning in subject areas are to be encouraged at all levels. Not only is time saved and repetition avoided, but research also affirms that these instructional practices are among the most effective for student achievement.

At the secondary level, French language arts teachers and those teaching other subjects in French are encouraged to work collaboratively on their instructional units, since all teachers in a French Immersion program are responsible for language development. Integration of subject areas is to be encouraged and facilitated where possible, as this practice is a well-established means of increasing academic achievement.

**English Language Arts for French Immersion Students**

Once students have developed a solid foundation in French, formal instruction of English is introduced. In Saskatchewan, the introduction of English language arts in the French Immersion program is recommended at the Grade 3 level. Reading skills acquired in French are easily transferred by most children to the English reading process. By the end of Grade 4, most children will have achieved the English language levels of their non-immersion peers, with the exception of spelling.

Most immersion students come from English home environments and all are exposed to English in the community. Thus, in English language arts, the teacher helps students to build on what they already know through their experiences with English and the skills they have gained while learning to read and write in French. For example, because of the number of French words that are similar to English words (up to 40%), it is easy for students to make transfers from English to French and vice versa. The teacher helps students to sort out the differences between French and English that can cause confusion during the transition from French to English reading and writing.

Within the French Immersion program, all English language arts (ELA) outcomes are to be addressed, within the ELA contexts that best respond to students’ needs, as determined by the teacher.

At the middle and secondarylevels, French language arts and English language arts teachers (where these subjects are taught by two different people) require time for collaborative planning and frequent communication to avoid overlap of content in the two language classes. Collaborative planning will maximize the opportunities to learn for immersion students.

**Instructional and learning time are at a premium in French Immersion, as students are learning the same content as those in the English program but are also continuing their French language instruction.**

**Expectations of an Early French Immersion Program K to 12**

Students who complete an early immersion program from Kindergarten or grades 1 to 12 will be “functionally bilingual”. These students can communicate effectively and completely in French, are capable of pursuing post-secondary studies in French and of being employed in a French-speaking environment. The achievement of perfectly balanced bilingualism is not the goal of a French Immersion program. In fact, very few individuals achieve a truly balanced bilingualism – a perfect degree of proficiency in two languages in all contexts - in a lifetime (Fishman, 1972; Baetens Beardsmore, 1982). However, research shows that French Immersion students attain very high levels of functional fluency; and the program is a highly effective approach to second language learning.

**English Achievement of French Immersion Students**

In addition to gaining functional fluency in French, French Immersion students must acquire English language skills equivalent to those of their English program peers. This is one of the major concerns of many immersion parents and those considering immersion for their young children. However, it is interesting to note that:

* quantitative and qualitative research findings on the English skills of immersion students are clear and consistent. Early immersion students may experience an initial lag in the development of their English skills, lasting until a year or two after beginning English language arts, but they are on par with their English program peers by Grade 5 or 6 (Burnot-Trites and Tallowitz, 2002).
* many studies have found that, in later grades, immersion students out-perform their English program counterparts in some English skill areas (e.g., the figurative and metaphoric use of language) (Burnot-Trites and Tallowitz, 2002).
* according to Statistics Canada (see [www.statcan.gc.ca/daily-quotidien/040322/dq040322a-eng.htm](http://www.statcan.gc.ca/daily-quotidien/040322/dq040322a-eng.htm)), data from the 2000 Programme for International Student Assessment (PISA) showed that in every province, except Manitoba, 15-year old French Immersion students out-performed their non-immersion peers in reading performance.

Some key research articles are listed in the link entitled **Where can I find some readings on the benefits of second language acquisition? What references were used in this guide?** to assist administrators in answering questions about English language achievement.

## What are some of the unique needs of French Immersion programs?

French Immersion programs may have some unique challenges:

* In certain subject areas, French resources are more difficult to find, more expensive and fewer in number.
* Teachers find themselves more isolated, with only a few other colleagues in their school undertaking the same role of French as a Second Language (FSL) teacher.
* There are fewer French-speaking administrators or those with a background in second language learning.
* The French Immersion teacher often works in a dual track school where the daily school announcements and routines may be occurring exclusively in English.
* French Immersion teachers are frequently challenged in retaining their French language proficiency when they have limited opportunities to use the language except in a classroom.
* Opportunities for the French Immersion student to communicate in French in some settings are more limited than in a single track school and require collaborative planning on the part of all staff.

Administrators at both the division and school levels are encouraged to ensure that teachers are supported in the instructional design for their classroom. School-level and division support for teacher professional development in current second language instructional and assessment practices is also important.

The procurement of a diverse selection of quality French pedagogical resources is also important. When teachers access curriculum documents online at [progetudes.gov.sk.ca](http://progetudes.gov.sk.ca/?lang=fr) they are also able to browse resources connected to their curricula. The following links may be useful for accessing these and other quality French resources.

**Stewart Resources Centre**

French second language teachers may access a variety of French resources from the Stewart Resources Centre:

Website: [stf.sk.ca/portal](https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjVy0w7ZkI/ks6g2u00gzAtsk=F#portal.jsp?Sy3uQUnbK9L0Lfcilya88JRURFprnNPNELjB15IVEHd1bvZkXGCWUw//Qn30jKxKR7Jgf4NliRTxk4UcNP5/peg==F)

Many of the resources in the Stewart Resources Centre were evaluated through *the Exploring*

*the Many Pathways to Learning* resources evaluation project, contracted by the Ministry of Education. The goal of the project is to engage teachers in the evaluation of learning resources for use in Saskatchewan classrooms. Teacher participation in this project supports other teachers across the province by providing recommendations of resources in a variety of formats, vetted by teachers, to support Saskatchewan’s diverse learners.

**REVEL (Ressources éducatives vidéos en ligne)**

REVEL is a video streaming service for Saskatchewan teachers and students in the PreK-12 education system. It is managed and maintained by the Saskatchewan Ministry of Education. French language videos may be accessed for a variety of grade levels through the REVEL website:

Website:[rover.edonline.sk.ca/index.htm?locale=fr](http://rover.edonline.sk.ca/index.htm?locale=fr)

**Le Lien**

Le Lien is a center for French cultural and pedagogical resources. Its mandate is to collect and make these resources accessible to the French speaking population and to educational institutions in Saskatchewan.

Telephone: 1-800-663-5436

Website: [www.lelien.ca](http://www.lelien.ca)

**Online Magazines, Journals and Newspapers**

The Ministry of Education provides access to K-12 educators and students to online magazines, journals and newspapers. Many of these resources are available in French at the following link:

Website: http://external.edonline.sk.ca/public/listing.html

**L’Eau vive**

*L’Eau vive* is a provincial weekly French newspaper that can be used to provide students with the experience of reading the news in French. It plays a significant role in publicizing events occurring in the French community in Saskatchewan. These events offer opportunities for language experiences outside the regular classroom for students and their families.

Website: [leau-vive.ca](https://leau-vive.ca/)

**Les Éditions de la nouvelle plume**

Les Éditions de la nouvelle plume is a publisher of French books by Saskatchewan authors and information pertaining to Saskatchewan.

#130 – 3850 Hillsdale Street

REGINA SK S4S 7J5

Telephone: 306-352-7435

Email: nouvelleplume@sasktel.net

Website: [plume.avoslivres.ca](http://plume.avoslivres.ca/)

**ARTSask**

ARTSask is a visual art showcase featuring work from two major public art galleries in Saskatchewan: The Mackenzie Art Gallery (Regina) and the Mendel Art Gallery (Saskatoon). The ARTSask website is available in French at the link below:

Website: [www.artsask.ca/fr](http://www.artsask.ca/fr/)

**Société historique de la Saskatchewan (SHS)**

This non-profit provincial non-governmental organization studies, in all its forms, the presence of the French in Saskatchewan from their arrival on the Prairies to present day.

Telephone: 306-565-8514

Email: [info@societehisto.com](mailto:info@societehisto.com)

Website: [www.societehisto.com](http://www.societehisto.com/)

**Canadian Parents for French (CPF) French Resource Portal**

This portal is managed by Canadian Parents for French and contains links to websites with resources that may be of interest to those who teach in French second language programs.

Website: [sk.cpf.ca/](https://sk.cpf.ca/)

## How can I support French Immersion teachers?

While leadership for French as a Second Language (FSL) programs also comes from the federal and provincial levels, the first level of commitment is at the school division level. Decision-makers who value French language learning as part of a world-class education have a strong impact on the success of French Immersion programs. In order to effectively support French Immersion teachers, administrators are encouraged to:

* become informed about the benefits of second language learning (and specifically FSL learning) to their students’ overall education and future;
* become informed about the goals of French Immersion programs and the best means of delivering these programs to meet their respective goals;
* identify potential issues and challenges related to the delivery of a French program in their locale and identify strategies to address them;
* ensure that school division and school-level policies are developed to provide the necessary framework for the programs to succeed;
* ensure that key stakeholders (which include principals, school staff, students and parent councils) are well informed and supportive of FSL programs;
* implement program evaluation and assessment processes to provide information for school and program improvement;
* ensure that, when assigning administrators to schools with French Immersion programs, their values and beliefs are supportive of the program;
* ensure that the community is informed of the French program options and their respective benefits;
* ensure that the strategic plans of the school division support the interests of students in FSL programs and their families;
* ensure support for French Immersion programs from other division staff, such as those responsible for resource and space allocation, transportation, curriculum support and staff and student recruitment;
* recognize the unique professional development needs of FSL teaching staff and provide them with adequate support to pursue their professional growth plans; and
* ensure that there is appropriate access to FSL programs, including French Immersion and that the access is equitable for the diverse populations their community serves.

The success of a French Immersion program depends on providing adequate support services from the program entry grade through to Grade 12, such as:

* a pool of French-speaking substitute teachers qualified to teach in French Immersion;
* French-speaking teacher assistants;
* French-speaking librarians;
* French-speaking administrative assistants;
* access to appropriate testing and diagnostic services for French Immersion students experiencing learning difficulties;
* access to appropriate resource programs, learning assistance and gifted programs for French Immersion students;
* guidance counsellors able to meet the needs of French Immersion students; and
* technology resources for FSL programs (hardware and software), both for resource-based learning and for production and instructional purposes.

**Program Evaluation for Learning and Quality in French Immersion**

Regular program reviews should be undertaken using a variety of assessment tools to ensure that three elements are in place and working well:

* Curricula and supporting documents are available and being used effectively;
* Adequate resources are available to administrators, teachers and students and are being used; and
* Teachers are well supported.

Students in Saskatchewan schools deserve quality educational programs. To maintain the quality, plans for future improvement are an important tool for division and school-based administrators. Well-developed program review processes at the division level will provide the foundation for program excellence and high student achievement.

Some of the following strategies may help the school division and the school to identify indicators of program excellence:

* Track enrolments from grade to grade and over time to monitor retention of students and student/parent interest.
* Conduct jurisdiction-wide surveys of teachers, parents and students.
* Develop performance assessment tools in collaboration with several other divisions. Tools such as oral assessments, reading benchmarks and writing assessments administered over an extended period will provide the data for continuous improvement and assessment for learning.
* Track student achievement indicators such as the number of credits per graduating student, scholarship data and an after-graduation survey of students who completed French Immersion to Grade 12.
* Track French language experiences provided to students from grades 4 to 12 both in and out of school in order to determine the impact that these experiences have on students’ development.
* Track teacher qualifications, professional development and teacher retention.
* Conduct exit interviews with students and/or families who switch to the English program, as well as those who graduate, to gather information about possible improvements to the program.

## How do I support professional learning in my French Immersion school?

Teachers of French as a second language have unique challenges as they seek to improve their professional competencies. The availability of professional development is a critical factor in job satisfaction and in staff retention in FSL programs. School-based administrators and central office professional staff may also benefit from professional learning opportunities.

Some suggestions for long-range planning for professional development needs related to French Immersion are:

* Recognize that, in addition to their subject areas, French Immersion teachers have specific professional development needs, such as instructional and assessment strategies and language and cultural development.
* Encourage teachers to join the Saskatchewan Association of Teachers of French (SATF) Professional Growth Network (PGN). The purpose of the PGN is to support professional growth and lifelong learning of its members through:
* Networking, communications and other innovative professional growth opportunities.
* Contributing to the improvement of teaching and learning through the sharing of promising practices and resources.
* Engaging in research that contributes to the improvement of teaching and learning.
* Celebrating the accomplishments of students, teachers and schools.
* Plan the school year calendar so that professional development days are scheduled to coincide with major conferences when held nearby, for example, the Canadian Association of Immersion Teachers (CAIT), the Canadian Association of Second Language Teachers (CASLT) and the Saskatchewan Association of Teachers of French (SATF).
* Subscribe to professional journals related to FSL education and ensure teacher access on a division basis.
* Inform educators about the availability of federal bursaries for professional development of FSL teachers.
* Recognize that central office and school administrators also have professional development needs relative to FSL programs. They could attend conferences such as those offered by the Canadian Association of Immersion Teachers (CAIT) or Canadian Parents for French (CPF).
* Support divisional or regional structures, such as a FSL leadership groups, provide opportunities for networking among central office and school-based administrators.
* Online links, such as the following, provide suggestions for how to implement professional learning communities (PLCs) in a school: [www.professionallyspeaking.com](http://professionallyspeaking.oct.ca/june_2005/plc.asp). The use of technology including social media and video-conference tools may facilitate the development and maintenance of PLCs.

## What counselling and post-secondary options are available for French Immersion students?

It is important for guidance counsellors to be able to provide students with accurate information about career opportunities for bilingual students, exchange programs, special enrichment programs and bursaries, as well as post-secondary study opportunities. Guidance counsellors in high schools also need to know the options available to French Immersion students to complete their bilingual mention when there are scheduling conflicts or insufficient options in the local school.

Some schools may face a challenge in providing sufficient options or credits for the students to attain a bilingual mention. Distance education may be available to assist schools and school divisions in meeting this challenge. Please contact your school administration for options available in your division. Practical and applied arts work placements in French speaking environments is another option for students. It is becoming increasingly possible for students to have many more than the required 12 credits for a bilingual mention on their transcript of secondary level achievement.

It is important that guidance counsellors understand the credit requirements for French Immersion as outlined in the [*Registrar's Handbook for School Administrators*](http://www.publications.gov.sk.ca/details.cfm?p=73979). Guidance counsellors should also encourage French Immersion students who wish to pursue a university major in the French language. For example, students wishing to enrol in a faculty of education should be encouraged to choose French language instruction as their area of study. Counsellors should be aware that completion of the secondary French Immersion program is insufficient for those wishing to become language teachers, as methodology courses offered in French would be a definite asset for an aspiring language educator.

Information about post-secondary opportunities in French available in Saskatchewan is found at the following link: [www.saskatchewan.ca/bonjour](http://www.saskatchewan.ca/bonjour/education-learning-and-child-care/post-secondary-and-continuing-education#etudes-postsecondaires-en-fr).

## What legislation supports French Immersion programs?

Administrators are encouraged to become familiar with the following legislation and the ways in which it supports French Immersion programs:

Saskatchewan Legislation

**Education Act (1995)**

**180** (1) Subject to subsections (2) to (4), English is to be the language of instruction in schools.

(2) Subject to the regulations, a language other than English is to be used as a language of instruction in specified schools in its jurisdiction where a board of education passes a resolution to that effect.

(3) Subject to any conditions that may be prescribed in the regulations, the minister shall designate schools in which French is the principal language of instruction in a designated program.

(4) French is the language of instruction in fransaskois schools and in minority language instruction programs.

(5) Notwithstanding clause 85(1)(g), a pupil is entitled, at the request of the pupil’s parent or guardian, to attend a designated school mentioned in subsection (3) and to receive instruction in a designated program appropriate to the pupil’s grade.

(6) Where a language other than English is used as a language of instruction pursuant to subsection (2) or (3), a pupil whose parent or guardian has requested in writing that the pupil not be required to receive instruction in that language is not required to receive that instruction.

(7) A pupil to whom subsection (6) applies shall be provided with suitable alternative studies appropriate to the instructional program of that pupil’s grade.

*1995, c.E-0.2, s.180*.

## What are some frequently asked questions in French Immersion?

1. **Is the Kindergarten program compulsory?**

No, Kindergarten is not compulsory, but school divisions are required to provide a Kindergarten program. Children who are within one year of being eligible for enrolment in Grade 1 are eligible for Kindergarten.

1. **How much French is learned in Kindergarten?**

French is the language of instruction for the immersion Kindergarten program. The children will rarely hear French outside the classroom. It is therefore important that they hear French as much as possible in school. English can be used in situations of personal safety (fire drills, certain street or bus rules) or emotional upsets (frustration, fear, minor injury or illness), but in general French should be spoken whenever possible.

1. **How do young children learn French?**

French Immersion children learn to use French in the same way that toddlers learn to speak at home. They learn by speaking.

Kindergarten teachers usually begin the year by welcoming children in English and establishing classroom routines in that language. Terms such as “*Bonjour*” and “*Au revoir*” will be used simultaneously with English. As the first term progresses, Kindergarten teachers will increase the amount of French used so that it becomes the main language of instruction early in the school year. By then, students understand most of the French used for classroom routines. Children quickly associate the sound of French phrases with regular parts of the Kindergarten routine. They also initially learn a lot through songs, rhymes and stories.

Children learn French in the same stages that they learned English. At first they mostly listen, speaking little. Their initial attempts at speaking usually take the form of single words or broken phrases. The first threshold of learning French is usually achieved by about December. This is the comprehensive stage. It means that the child understands most of what the teacher says in French as part of classroom activities. Children are usually speaking most of their French in group learning situations at this stage. They may often reply to the teachers and speak among themselves in English, with the infusion of some French.

Early in the school year, French is used almost exclusively by the teacher; however, most children are still at the comprehension level. As the end of June draws closer, they are able to speak more French themselves, but most are not able to converse exclusively in the second language.

1. **How does the French Immersion Kindergarten program prepare students for Grade 1?**

Kindergarten is optional in our province; therefore, a child can enter Grade 1 without having gone to Kindergarten. However, the Kindergarten to Grade 2 program is aimed at developing the whole child to her or his full potential so that she or he can become a proactive participant in a journey of life-long learning.

1. **How can parents/caregivers prepare their children for Kindergarten?**

Parents/caregivers should model a positive attitude towards school. Research has offered evidence that the success of a student is largely dependent on the attitude of the parents/caregivers towards education.

It is extremely important that parents/caregivers read to children and recite rhymes and stories. Children need to hear the rhythm of language and they benefit from repeating the same stories and verses over and over again. If their parents/caregivers value literature, then children usually will too.

Parents/caregivers can provide writing tools and paper for their children and encourage them to “write” lists, thank you notes, etc.

Also, parents/caregivers can help children explore their environment by taking them to the library, to different stores, to a farm, to museums, to art galleries or for a walk in the park.

These are great opportunities to talk with children about what they see, hear, smell and feel. These outings will expand their horizons and enhance further learning. For example, a story about a farm will mean much more to a child if she or he has visited one.

Parents/caregivers can provide suitable toys and manipulatives to enrich their children’s play experiences.

1. **How can very bright children be challenged in French Immersion?**

In a developmentally appropriate program there are unlimited opportunities for growth and learning for everyone. A balanced program, which considers the whole child, provides linguistic, socio-emotional and physical challenges in addition to intellectual ones. Individual activities are planned to help meet the needs and interests of each child.

1. **When do students start to learn reading and writing in English?**

Many pre-reading skills which are taught in the home (such as familiarity with stories) encourage the development of literacy in any language. In addition, many reading skills taught in French transfer to reading skills in English. Once some fluency in French is well established, students are ready to begin studying English language arts. In French Immersion in Saskatchewan, this occurs in Grade 2 or Grade 3. The children will usually learn to read in French first and will transfer their skills to their first language.

1. **How does a French Immersion program affect my child’s English skills?**

Current research shows that children who do not start English language arts before Grade 3 are initially behind their unilingual peers in their reading and writing skills. During the year following the introduction of English language arts, the French Immersion student is able to reach at least the same skill level in reading and writing. This is possible because of the transfer of skills from one language to another. Current research indicates that the English language skills of French Immersion students equal and in some areas exceed the achievement of the student taught solely in English.

1. **Will my child’s English spelling suffer?**

Although there are certain lags in English language arts for the first few years of the program, these are almost all during the first year that the subject is introduced. By the end of the elementary grades, immersion students typically perform better than children in the regular program on several aspects of measured English skills.

1. **Will my child learn the same things as students in English classes?**

Yes, the curriculum is created by the Ministry of Education of Saskatchewan. Students work toward the same academic goals regardless of the language of instruction.

1. **Why is it necessary for students to continue in French Immersion through high school?**

During the early years of an immersion program, students develop a basic competence in the French language. However, this skill will deteriorate if its use is greatly decreased. Continuing immersion is necessary to maintain the level of French language skills already achieved and to expand the student’s general competence in the language in keeping with his or her increasing maturity.

1. **After several years in immersion, isn’t my son or daughter already bilingual?**

To some parents, a young person who has been in an immersion program seems quite comfortable in French. As a student prepares for high school, it is important to remember the family’s original objective for enrolling their son or daughter in a French Immersion program. Formal and informal inquiries suggest the immersion program was usually chosen so that, regardless of the career selected, the student would eventually be able to compete in a bilingual workplace. If the objective is fluency in French for career or personal reasons, it is essential to work on French through high school. The goal of French Immersion is to achieve functional bilingualism.

1. **How much French should a good continuing immersion program offer?**

After more than four decades of French Immersion experience in Canada, researchers generally agree that 50% of studies at the secondary level must be in French to further develop a student’s skills. Students must take courses offered in French studies in every year during high school so that proficiency does not diminish.

1. **Is there anything else that can be done to improve French skills during high school years?**

Any immersion program and particularly a continuing one, should include extracurricular activities, for example, drama opportunities, exchanges, summer programs, field trips and French clubs.

1. **How will colleges, universities and future employers know that students have completed part of their education in French?**

The Saskatchewan Ministry of Education clearly identifies courses taken in French on all student transcripts. Students are also given a bilingual mention on their transcripts for completing 12 courses in French in grades 10-12. The bilingual mention has been identified as a strong motivating factor for students who remain in an immersion program.

1. **What comes after continuing immersion?**

According to tests such as the Foreign Service Exams, continuing immersion graduates are functionally bilingual, capable of functioning in most social, travel and work situations.

Bilingual graduates often qualify for jobs in government, tourism, retail and travel services.

1. **What about continuing studies in French at the post-secondary level?**

There are an increasing number of opportunities for students to access courses taught in French in a variety of subject areas at universities in every province in Canada. Students need to determine whether the post-secondary institutions they are considering offer courses taught in French and in their area of interest. The following link names Canadian universities that offer post-secondary programs in French:

<http://www.canadian-universities.net/Universities/Programs/French_Studies_and_Language.html>

The learning process never really ends. Immersion graduates can continue to maintain their French language skills through higher education, travel, youth and work exchanges, continuing adult education and through regular use of French in everyday situations.

1. **What if other children in the family are not in immersion?**

Just as families must adapt to the fact that in many areas of their lives not all of the children do the same things, so this may be true in school programs. What may make a difference, however, is that children in different programs may attend different schools. Often having one child in immersion stimulates an interest in French for all members of the family.

1. **Are extracurricular activities in French beneficial?**

Yes! Such activities provide other language models for the child to copy, demonstrate that French is a living language and provide an opportunity for the child to practice and expand vocabulary in a setting outside of the classroom.

1. **What if we are transferred to another school division or province?**

French Immersion programs are available in most urban centers in Canada and in some rural school divisions. Canadian Parents for French has a list of programs available throughout the country. A child transferring out of immersion very early – before English Language Arts is introduced – may experience a brief lag in this subject. Consultation with the new teacher and some work at home overcomes this problem very quickly.

1. **Will French Immersion affect my child’s social development?**

Studies have proven that early immersion students suffer no intellectual, emotional, or social impairment. While they might tend to associate more with their French Immersion classmates, they attend out of school activities, such as swimming lessons and birthday parties where they interact with friends from their own neighbourhood as well as with their classmates.

1. **Should parents be able to speak French if their child is in French Immersion?**

The program was designed for children of non-French-speaking families. Teachers are aware of this when they send home notices or assign homework. Reporting is in English.

Most parents of French Immersion children do not speak French. Some take adult education classes to learn more French, but people who do this should not expect to be able to converse freely in French with their child. This is not because adults learn more slowly, but rather because an adult can’t accomplish in 2-4 hours per week what a child can accomplish in 25 hours per week.

1. **How do parents know how well their child is doing in French Immersion? If parents don’t speak French, how can they help their child?**

The teacher and the school keep parents informed. This may take the form of report cards, teacher-parent conferences, telephone conversations and notes. Teachers are encouraged to maintain close communication with parents and, in particular, to advise parents immediately should their child encounter difficulty.

Some parents wish to be directly involved in the content as well as the process of their child’s schooling. These parents will find that they can gauge their child’s progress in English language arts and other subjects taught in English. If a child has difficulty, however, it may be more challenging, but not necessarily impossible, for parents to assist in the French portion of the program.

Non-French-speaking parents can support their children by providing a study area and regular routines for doing homework. Encouraging children through showing an active interest in their learning will help any child. Often it is most helpful to be prepared to hear what the children themselves wish to describe of their day’s learning. All schools appreciate the help that some parents are able to give in volunteering in various ways during or after the school day. Parent involvement with their children’s education in these ways assists in success at school.

## How do I provide optimal opportunity for students to learn in Core French?

The following are indicators of instructional excellence in Core French language programs:

* The class is conducted as much as possible in French, including routine directions.
* Students are actively engaged in learning, asking questions, participating in discussions, learning about each other through role-play and dramatization, as well as many genuine communication opportunities.
* A variety of strategies are used to help students comprehend.
* The form of the language (grammar, vocabulary, pronunciation) is taught at an appropriate time, in other words, as a result of the students’ “need to know” the language element in order to complete the task.
* Resources are readily accessible in the classroom to support students in independent learning activities.
* Adaptation of the unit and the activities is evident as the teacher attempts to meet the needs of individual students.
* The instructional plan allows students to practice the French language both in individual and group settings.
* Students use global comprehension strategies as they listen for key words and the main message.
* A broad variety of student and program assessment strategies are used to assist in student and program evaluation. Structures and vocabulary are assessed as an integral part of communicative competence within a meaningful context. They are neither practiced nor assessed in isolation.
* Classroom bulletin boards, posters and environment support French language instruction as well as the cultural component of the curriculum.
* Students are exposed to a broad variety of authentic documents, such as French newspapers, authentic French voices, different accents, radio conversations, menus, guides and music, which allow them to feel part of a French milieu.
* Instructional planning provides for the integration of the skill areas of listening, speaking, reading and writing, viewing and representing.
* Second language programs have been found to be most effective when instruction is ongoing over the entire year. Teaching Core French for part of the year has not been as effective or as successful.
* At the secondary, middle and elementary levels, increased time on task has been associated with better student outcomes.
* Assigning the instruction of Core French to teachers with a high level of both oral and written competence is important.
* A Core French classroom should be available to the teacher. This allows for the creation of a French environment and also signals the importance of the subject matter to students.
* At the secondary level, avoid scheduling French at the same time as university entrance classes or options perceived by students and their parents to be very important.
* School counsellors need to be knowledgeable about career opportunities and program entrance requirements. Career and business opportunities (both national and international) are increased with bilingualism. Personal enrichment and travel are more accessible with Canada’s two official languages.

## What is the learning process in Core French?

The renewed Core French curricula for levels 1 to 9 focus on level-specific learning outcomes against which students must be evaluated. Because students in Saskatchewan enter the Core French program at different grades, Level 1 represents the grade where students begin their study of Core French. It is suggested that teachers assess students at the beginning of each school year using the charts found on pages 17 and18 of the level 1 to 9 curriculum guides at [www.progetudes.gov.sk.ca](http://www.progetudes.gov.sk.ca) . Students in the same classroom may have competencies in a variety of levels. Teachers should differentiate for the varied learning levels of the students in the classroom.

**Critical Characteristics of a Core French Program**

Research has demonstrated that language learning is dependent on a number of factors: the amount of time and exposure to a language, the intensity of the exposure and the quality and types of learning activities to which students are exposed. This suggests that learning French should not be limited to the classroom. Any language learning opportunity such as visits to other classrooms, French activities and day camps, student exchanges and technological connections with other French speakers should be encouraged and welcomed (Anderson, Netten and Germain, 2005).

Successful language learning requires exposure to oral language before the introduction of formalized reading or writing. Even where literacy activities are introduced at lower levels, oral language always precedes written language, with varying degrees of support.

Teaching and learning strategies for literacy focus on scaffolding language learning activities so that there is a gradual release of responsibility that begins with teacher modeling, followed by shared practice with guidance from the teacher, to using the language independently.

French is learned in meaningful communicative-experiential contexts in which the student develops communicative skills by being actively engaged in activities for specific purposes, rather than by simply examining the lexical and grammatical components of the language.

The Core French program draws on broad themes that encompass the learner’s life experiences, intellectual development and interests. These themes draw from the following domains: physical, social, civic, intellectual and leisure (Stern, 1982) and lead to performances or products that enable students to demonstrate their learning.

The language knowledge component (orthography, grammar and syntax, vocabulary and semantics) is never taught in isolation from its context. Rather, students develop language learning skills and strategies as they engage in authentic activities.

Administrators may use the reflection tools found in the section entitled *Checklists* to engage in conversations with their Core French teachers regarding these critical areas.

**In a Core French classroom students:**

* develop comprehension, production and negotiation skills through authentic involvement in thematic units;
* use the French language as much as possible while participating in experiences and activities that are relevant to their interests and needs;
* expand skills and strategies related to the French language, culture and communication and to language in general;
* show their understanding by using a project based approach to learning;
* are involved in small and large group experiences intended to stimulate communication and skill development; and
* develop positive attitudes toward learning a new language and understanding other peoples.

**In a Core French classroom the teacher:**

* develops teaching units that are relevant to the student and which explore all domains of student experiences;
* provides a language model for students with French being the language of the classroom as much as possible;
* selects language learning activities that encourage students to practice the language in authentic situations within the context of a theme;
* uses materials and assessment techniques that encourage the involvement of learners in small and large group experiences that actively engage the student in French language experiences;
* teaches grammatical structures when students “need to know” them in order to communicate and work towards the experiential goal (project) for each unit;
* integrates civic, leisure, intellectual, physical and social dimensions with continued reinforcement of Cross-curricular Competencies and the other key components and initiatives of Core Curriculum; and
* guides students in developing a conscious awareness of language, culture and language learning strategies.

## How do I support teachers in Core French?

Core French teacher competency requirements will vary from Grade 1 to Grade 12. While ideally the class will be conducted in French from the first years of the program, the shortage of skilled French language teachers will often make this difficult to implement. From Grade 4 to Grade 8, teachers should be able to carry on instruction in the French language and provide a fairly fluent model of the French language. The high school teacher should be fluent. All Core French teachers should demonstrate a love for and an enjoyment and appreciation of the language, as well as a willingness to improve their French skills through professional development opportunities.

**Professional Development for Core French Teachers**

Various organizations, such as the Saskatchewan Association of Teachers of French (SATF), The Canadian Association of Second Language Teachers (CASLT), the Saskatchewan Teachers’ Federation (STF) and the Canadian Parents for French (CPF) offer professional development opportunities for Core French teachers. Administrators should encourage their Core French teachers to attend these sessions or online workshops to improve classroom instruction. Core French teachers should also be encouraged to join or form a social media group for ideas to help them support student learning in the classroom. The SATF and CASLT have Facebook pages which can be accessed by members and many sites offer innovative ideas for the classroom. Information on professional development such as bursaries, student exchanges, summer programs, scholarships and e-learning opportunities can be accessed through the Ministry of Education, CPF, SATF, CASLT and the STF.

**Distance Learning Opportunities**

The shortage of Core French teachers in the province and the difficulty in offering Core French in smaller centers and schools has made distance education options attractive to many school divisions. Please contact your school administration for options available in your division.

## What are some frequently asked questions in Core French?

1. **What is the difference between the Core French and French Immersion programs?**

There are two key differences between Core French and French Immersion. In Immersion, learners study subjects such as math, music and science in French. Core French is a subject within itself where learners concentrate on speaking, listening, reading and writing in French. It teaches these language skills through themes designed to spark student interest. Immersion and Core French teachers often use similar teaching strategies.

The other difference between the programs is the time and intensity of exposure to French which is greater in French Immersion. As a result, students in French Immersion programs achieve a higher level of fluency in French.

1. **When does Core French instruction usually begin in schools?**

A locally determined option, Core French in Saskatchewan most frequently begins in Grade 1 or Grade 4 with some school divisions introducing it as late as Grade 7 or Grade 9.

1. **How much instructional time should be allocated to the Core French program?**

In Core French, the second language is taught in periods that vary in length from school to school. The Saskatchewan Core French curriculum recommends a basic instructional time allocation of 120 minutes/week at the elementary level, 150 minutes/week at the middle level and 100 hours/credit at the high school level. The amount of French instruction in elementary schools often depends on teacher availability and qualifications.

1. **What benefits are there to students studying Core French?**

Students may need at least some high school French to enter some post-secondary programs. Half of Canadian provinces require an FSL credit for high school graduation. Current research indicates that the study of a second language increases student achievement in English reading. As well, there is strong evidence of cognitive benefits in the areas of thinking skills, problem-solving, organizational skills and overall capacity for learning. In an increasingly global society, the ability to be comfortable in other cultures and languages opens many doors to future careers as well as increased opportunities in business.

1. **Why is French most often offered as a second language in Canadian schools?**

For many reasons, it makes most sense for French to be the second language taught in most Canadian schools:

* French is one of our official languages, spoken by over 7 million Canadians and about 300 million people worldwide.
* There are teacher training programs established for French teachers, but few for other languages.
* There is an infrastructure of French teacher organizations and a national parent support group.
* Resources are readily available for Core French programs.
* Federal funding enhances the program's potential.
* Many jobs in Canada require French speaking skills.

The Canadian Parents for French Publication *The Value of French* has further information.

1. **What can parents do to support their child in Core French programs?**

The role of parents in supporting their children’s learning is well documented in educational research. Parental attitudes to second language learning and towards French in particular are very influential on their child’s success in the program. A Canadian Parents for French resource, entitled *Core French in Canada FAQs*, provides many positive ideas for administrators to share with parents. It is available online at: [nb.cpf.ca/resources/faq](http://nb.cpf.ca/resources/faq/).

Research findings indicate that students whose parents have positive attitudes towards French tend to do better in Core French. Students whose parents are supportive of Core French also develop a more positive attitude toward French and Francophone people. This means parents can play an active role in their child's success, even if a parent does not speak French. Some suggestions for parental support are:

* + Establish a rapport with the Core French teacher. Make an effort to talk with him or her at parent teacher interviews.
  + Ask your child what he or she enjoys about Core French.
  + Buy or borrow French books, magazines, videos and software that interest your child.
  + Watch French TV with your child. Remind yourself and your child that it is not crucial to understand every word.
  + Tune the radio to a local French station and let it play in the background at breakfast or in the evening.
  + Take a French course to refresh your old skills or to start from scratch – if your child can do it, you can too!
  + Encourage participation in French extracurricular activities: school clubs, public speaking, summer camps and high school exchange programs.
  + Talk to adolescents about the careers opened up by knowing French.
  + When Core French becomes optional, encourage your child to keep a positive attitude toward French class.

*Adapted with permission from Turnbull (2000)*

1. **How may the teacher determine the level of students in the Core French classroom?**

Core French curriculum documents are found at [curriculum.gov.sk.ca](https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp). In each document, the teacher will find an overview of outcomes and indicators for the level in question. This overview may be useful in assessing the level of French competence of students in the classroom. Skills and strategies checklists are also found on the web page under the Other Useful Materials link. The teacher may use these checklists as a support to determine the competency level of students.

## How do I provide optimal opportunity for students in Intensive and Post-Intensive French?

The following are indicators of instructional excellence in Intensive and Post-Intensive French programs:

* Teachers in Intensive and Post-Intensive French should have a high degree of competence in the French language.
* The class is ALWAYS conducted in French, except during English subject instruction.
* Students are actively engaged in learning, asking questions, participating in discussions and learning about each other through role play and dramatization, as well as authentic communication opportunities.
* Intensive and Post-Intensive French literacy strategies are always used to help students understand new language.
* Grammar is taught at the appropriate time in the literacy cycle.
* Resources are readily available in the classroom to support students in all of their activities.
* Adaptation of the units and the activities are evident as the teacher attempts to meet the needs of individual students.
* The instructional plan allows students to practice the French language in individual, pair, small and large group settings.
* A broad variety of student and program assessment strategies are used to assist in student and program evaluation.
* Classroom bulletin boards, posters and environment support French language instruction as well as the cultural component of the program.
* Students are exposed to a variety of authentic documents which could include French books, newspapers, authentic French voices and accents, menus, guides and music that allow them to feel a connection to French culture.
* Instructional planning provides for the integration of the skill areas of listening, speaking, reading, writing, viewing and representing.
* All second language programs have been found to be more effective when instruction is ongoing over the entire year.
* As much as possible instruction should be in larger blocks of time (45-60 minutes) in order to have enough time to properly implement the literacy practices.
* It is recommended that the Intensive and Post-Intensive French teachers have their own classroom if possible. This allows for a completely French environment and signals the importance of the program.
* At the secondary level, avoid scheduling French at the same time as university entrance classes or options perceived by students and parents to be very important.
* School counsellors must be knowledgeable about career opportunities and program entrance requirements.

## What is the learning process in Intensive and Post-Intensive French?

The Intensive French and Post-Intensive French programs are based on the Neurolinguistic Approach created by Claude Germain and Joan Netten. They are intended to support efforts and provide a viable strategy to improve oral communication skills of students in Core French programs in Saskatchewan while also focusing on reading and writing skills. As this is a literacy-based approach, it has been shown to have positive effects on first language literacy development as well. Results show that this approach improves student motivation and the appreciation of the French language in real and relevant contexts.

The objective of the Intensive French program is to present an alternative opportunity to become proficient in French beginning in Grade 6 where the students’ cognitive development is appropriate and motivation and interest in second language learning are high.

In the Intensive French program, students in Grade 6 are taught entirely in French during the first half of the year for approximately 70% of the school day. Math, physical education and arts education are taught in English. Some school divisions teach religion in English and therefore may substitute English instruction time here instead of in physical education or arts education.

The students receive three to four times more than the amount of French offered in most Core French programs. During the second half of the year, the remaining curricula are integrated with English subjects being introduced. Many subject area outcomes are covered through the Intensive French component but are only assessed in the second half of the school year.

In grades 7 to 8 Post-Intensive French, students continue their French instruction with approximately 180 minutes of French per week, using the same literacy strategies that began in Grade 6 to further develop their French language competencies. Following elementary school, Post-Intensive French may be offered in high school as a 100 hour semester credit in grades 9 to 12. All levels are based upon the same literacy strategies which allow for student growth in French language skills.

A complete handbook for Intensive and Post-Intensive French administrators is distributed to administrators who complete training.

During the Grade 6 year, **students:**

* develop French language skills using a literacy based approach through active involvement in thematic units that are of interest to them;
* are involved in individual and small group experiences using authentic communication to develop speaking, reading and writing skills;
* develop positive attitudes towards learning an additional language and understanding other peoples; and
* use the French language to communicate in the classroom.

The **teacher:**

* attends the pre-requisite Intensive French training to become familiar with the Intensive French strategies and to use the interprovincial guide;
* is the language model for students with French always being used in the classroom;
* uses the strategies to lead learners to speak, read and write in French following the cycle in the guide;
* actively engages the students in the French learning experience using the strategies, resources, activities and motivating thematic material outlined in the interprovincial guide and;
* regularly integrates assessment activities into instruction.

**Grade 7-8 Post-Intensive French**

During the grade 7-8 year **students:**

* continue to expand the literacy skills of speaking, reading and writing through participation in activities that are relevant to their interests and needs;
* use French in all communication in the classroom;
* participate in authentic learning experiences that are project-based and in the context of a theme; and
* are involved in group experiences that will stimulate communication skill development.

The **teacher:**

* attends the pre-requisite Post-Intensive French training to learn the strategies used in the interprovincial guide;
* uses the teaching units in the interprovincial guide which explore themes of interest to middle level students;
* chooses language learning activities that encourage students to practice the language in an authentic context within the chosen theme;
* continues to use the strategies for Post-Intensive French students which will encourage students to speak, read and write in French;
* speaks in French at all times with students; and
* regularly integrates assessment activities into instruction.

**Secondary Level (Post –Intensive French grades 9 to12)**

In the Post-Intensive French interprovincial guides for grades 9 to 12 students continue to incorporate the strategies used in elementary school based on the Neurolinguistic Approach. Within the themes explored at this level, students will speak, read and write about a variety of topics.

During the secondary level **students:**

* use French to communicate while participating in experiences that are relevant to their interests and needs;
* participate in authentic learning experiences which are project-based, based on a literacy approach and in the context of a theme;
* are involved in small group experiences where authentic communication is emphasized;
* expand their competencies related to the French language in speaking, reading and writing; and
* demonstrate linguistic and communicative fluency and accuracy.

The **teacher:**

* attends the pre-requisite Post-Intensive French training to learn the strategies used in the interprovincial guide;
* encourages authentic French language with an emphasis on both fluency and accuracy;
* using the interprovincial guide, plans lessons that correspond to the level being taught, which involve students in meaningful authentic projects based on their interests;
* plans and regularly integrates assessment into instruction, addressing oral competency, reading and writing;
* uses the cycle outlined in the guide to encourage students to speak, read and write in French; and
* speaks French at all times in the classroom.

## How do I support the professional development of teachers in Intensive and in Post-Intensive French?

All Intensive and Post-Intensive teachers will have the prerequisite training in the Intensive or Post-Intensive French methodology. Teachers from across Canada receive this training which allows them to consistently and successfully use these literacy strategies in the classroom. The Saskatchewan Teacher’s Federation (STF) and the Saskatchewan Association of Teachers of French (SATF) offer a practical, one week summer symposium. The agenda focuses on training teachers new to Intensive and Post-Intensive French as well as sharing successful strategies and activities amongst experienced teachers. The strategies used in the teaching of oral communication, reading, writing, assessment and evaluation as well as observations made by consultants and/or the program developers are highlighted.

Most of the school divisions have a consultant responsible for French language programs and will offer professional development for those teachers responsible for Intensive and Post-Intensive French in their school divisions. Teachers are encouraged to submit requests to the person responsible for second language programs in their division. Second language program leaders may contact the Ministry of Education for professional learning suggestions.

There are conferences sponsored by the SATF and by Canadian Association of Second Language Teachers (CASLT) which offer many sessions of value to Intensive and Post-Intensive French teachers. Administrators should encourage their Intensive/Post-Intensive French teachers to attend these conferences or access online workshops to improve classroom instruction. French teachers should also be encouraged to join or form a social media group for ideas to help them support student learning in the classroom. The SATF and CASLT have Facebook pages which can be accessed by members and many sites offer innovative ideas for the classroom. Information on professional development such as bursaries, student exchanges, summer programs, scholarships and e-learning opportunities can be accessed through the Ministry of Education, Canadian Parents for French (CPF), SATF, CASLT and the STF.

## What are some frequently asked questions in Intensive and Post-Intensive French?

1. **As a parent, do I have to know French?**

No, it is not necessary for you to know French.

1. **What can I do to help if I don’t know French?**

You can support your child by listening to him or her read in French, watch TV in French, etc. It is important that your child knows that you are encouraging him or her to learn French.

1. **Will my child have a lot of homework to do?**

No. Much of the activity in the classroom is oral. Homework consists generally of completing a written work already started in class, reading books, listening to appropriate TV or radio programs and organizing or collecting materials for projects. Of course, the usual homework will be assigned in mathematics and any other subjects that still may be taught in English. In the non-Intensive French semester, homework will follow the normal pattern.

1. **What happens to the skill level in English?**

As indicated by research, there will be no negative effect on skill levels in English because literacy skills can be transferred from one language to another. In fact, provincial assessment results show that students in Intensive French score higher on the tests than students who have not participated in Intensive French.

1. **What happens to other subjects?**

Even if time is reduced in some other subjects, such as science and social studies, results achieved are the same. Many cognitive processes are similar in French and in other subject areas (for example: problem solving, hypothesis testing, etc.) and can be transferred from French to the other subjects. There will be no change in the learning of mathematics or English language arts as time for this subject is not reduced.

1. **How is language taught?**

The children learn language orally first, using correct forms and structures. Grammar is taught in context through reading and writing, with an emphasis on grammatical accuracy. Activities are centered on a theme (my family, hobbies, etc.) and the children work together to complete projects relating to the theme (surveying music preferred by their classmates, etc.).

1. **Will the teacher speak French all the time?**

Yes. English will be used by the teacher for a very short period of time, at the beginning of the Intensive French program. The rest of the time, the teacher will speak French.

1. **What happens if my child cannot keep up with the French?**

Keeping up with the French is not a problem. The teacher will use many learning strategies to ensure that the children comprehend what is being said.

1. **What happens if my child already has difficulty in school?**

Intensive French is a different way of learning a second language. French is taught as a means of communication and not as a purely academic subject with content that has to be ‘learned’ or memorized. The children do not need to analyze the language or use it out of context. This makes the learning of the language much easier, particularly for those students who have difficulty learning languages.

Results in all provinces have shown that children experiencing difficulty in English are able to cope successfully with the Intensive French program and in most cases, improve their English language skills as well. This improvement is due to the increased time spent on literacy development, in addition to the chance to re-learn strategies necessary for reading and writing successfully.

1. **How is Intensive French different from:**

**Core French?**

In Intensive French, the approach to teaching the language is based on the way English is taught, that is, with a language arts approach. Children use the language to speak, read and write what they want to say, to create with the language. They can more easily see the practical value of learning a second language because they are able to use French to communicate. In the regular Core French program, the children are encouraged to use the language to communicate their ideas but time and intensity are lacking.

**French Immersion?**

In French Immersion, children learn subjects, such as mathematics, science or social studies, in French. Children are doing two things at once; they are learning French at the same time as they are learning a subject. In Intensive French, no school subject is taught in the second language. The focus is on the learning of the second language.

1. **Has Intensive French been offered in areas where there are immersion programs?**

Yes. The objectives of the programs are different and the expectations for the French language development of the children are not the same.

1. **What will my child be able to do in French? What level of French will my child attain?**

At the end of the school year, children should be able to carry on a conversation on topics related to their age and interests with a Francophone, read short stories in French, grasping the general idea and simple articles in newspapers or magazines at an appropriate age and interest level. They should also be able to write a few paragraphs, for instance, write or reply to a letter from a friend, or write messages to people of their own age, asking questions and giving information.

In two of the provinces where program results have been tested, after one year of Intensive French children are able to use French at the same level as those students who have followed a Core French program to the end of grades 9 or 10.

1. **What are the proven benefits of Intensive French?**

Children will be able to increase their communication skills in French and also their English language skills. In addition, the Intensive French program is an overall enhancement of the regular

school experience: children increase their level of self-esteem and self-confidence, their overall responsibility for learning and become more autonomous learners.

1. **What happens in the non-intensive semester?**

During the non-intensive semester, the children go back to their regular curriculum requirements, including regular periods for French. However, in these periods, the children continue with the same kind of learning activities they have used in the Intensive French program, including working in groups and on projects. The emphasis is still on communicating in French and because the children are already able to speak spontaneously in the language, they can do much more than is normally accomplished in a Core French program.

1. **What will happen in Grade 6 and the following years?**

This depends on the province, or the school district, implementing the program. There should be, at the minimum, an enriched Core French program for all children who have participated in Intensive French.

1. **Is Intensive French new? How did it get started?**

No. Intensive French is not new. It was first experimented in Quebec in the 1970s. It continued in 1998 through a three-year research project undertaken by researchers (Dr. Joan Netten, Memorial University of Newfoundland and Dr. Claude Germain, Université du Québec à Montréal) in two school districts in Newfoundland and Labrador, one rural and one urban. It was introduced in order to improve results from the Core French program.

## What is the history of FSL in Saskatchewan?

**The National Legislative Context**

1969 The first Canadian *Official Languages Act* (OLA) declared that English and French would enjoy equality of status in all institutions of Parliament and the Government of Canada.

1982 Section 23 of the *Canadian Charter of Rights and Freedoms* gave the right (where numbers permit) to schooling in both official languages in every province and territory.

1988 A new and renewed [Official Languages Act](http://www.officiallanguages.gc.ca/en/language_rights/act) and the [Official Languages Regulations](http://www.ocol-clo.gc.ca/en/pages/official-languages-regulationsl), adopted in 1991, gave effect to the guarantees provided for in the Charter.

2003 The federal government renewed the Canadian commitment to the linguistic duality of Canada through *The Action Plan for Official Languages*. The implementation of this vision will challenge not only educators and government personnel, but also people in the fields of communication, sports, culture and business.

2004 The Office of the Official Languages Commissioner sponsored consultations with national and provincial stakeholders to gather information to assist them in developing strategies to meet the targets of *The Action Plan.* The challenge for the education sector in each province and territory of Canada will be meeting the target of doubling, by 2013, the number of youth who can function in both official languages.

2009 Canada celebrated the 40th anniversary of the Official Languages Act.

2013 Canadian Heritage and the Council of Ministers of Education, Canada (CMEC) signed a new Protocol for Agreements for Minority-Language Education and Second-Language Instruction (2013-2014 to 2017-2018).

**The Saskatchewan Legislative Context**

1978 The *Education Act* was amended, permitting the Lieutenant Governor in Council to “designate” schools where French could be used as a language of instruction for a period of time. This allowed for subjects other than French language arts to be taught in French (for example, social studies, mathematics, science, art and music).

Since the promulgation of Saskatchewan’s *Education Act* (n.180), all children have had the right to education in the French language where numbers permit. Regulations established the process and procedures for exercising that right within the structure of local school divisions. While FSL programs existed prior to that time, the expansion of French Immersion and Core French programs occurred after the legislative changes.

1. The *Canadian Charter of Rights and Freedoms* (1982) identified and affirmed the rights of minority language parents to educate their children in their own language where numbers permit. French first language programs were developed in the years following the adoption of the *Charter*.
2. A province-wide French school board began governance of the schools that serve the French minority during the 1994-1995 school year.
3. The FSL program option, as well as French first language instruction, were enabled by Saskatchewan legislation (*Education Act: 1995(180), Education Regulations (40-46)*) and continue to be supported through the Ministry of Education.

2017 The *Education Act* was amended, permitting the Minister of Education to “designate” schools where French could be used as a language of instruction for a period of time.

**The Social and Cultural Context in Saskatchewan**

Many of Saskatchewan’s earliest settlers and traders, as well as the Métis people, spoke French as their first language. Formal efforts were made by the government of the time to eliminate French and other languages in use from the daily lives of children and their families. Beginning in 1925 the Association culturelle franco-canadienne de la Saskatchewan offered a program that provided one hour of French instruction a day, the maximum allowed, to students in Fransaskois communities.

In Saskatchewan the first French Immersion program started in 1966 at l’École française de Saskatoon, a private elementary school. In 1968 this school, along with Collège Mathieu and École élémentaire de Gravelbourg, became the first schools where French was the language of instruction. That same year saw the opening of a designated school, St. Pius X School in Regina.

The following decade saw significant growth in French Immersion programs across the province. Numerous French Immersion programs were in place beginning in Kindergarten and continuing to the end of Grade 8. As these students advanced through school, expansion of the designated program to high school began and an emphasis on curricula for the French Immersion program at this level became a priority for the Department of Education. The label ‘designated’ has since been dropped from everyday usage and ‘French Immersion’ is the accepted term.

Federal-Provincial funding continues to supplement provincial funding for French Immersion, Intensive French, Post-Intensive French, Core French and Fransaskois education in Saskatchewan.

**Saskatchewan Milestones in FSL Curriculum Development**

Mid-1980s The Department of Education published in French the policies on Core Curriculum followed by the development and implementation of French curricula until about 1998.

Late 1980s The development and introduction of Saskatchewan Core French curricula for grades one to twelve.

1. A third FSL option, Intensive French, was introduced in the province.

2005 Core French and French Immersion curriculum renewal began and is ongoing.

## How can I develop a positive climate for FSL in my school?

A school administrator’s attitudes, practices and decisions have a profound effect on the programs under his or her supervision. Administrators who are actively engaged in the development, support and planning for French programs in their school, including the development of a learning community, close monitoring of student progress and collaborative planning create successful programs.

**Strategies for Enhancing French Language Opportunities**

* Deliver some announcements over the public address system in French. The administrator with limited French language skills can delegate this task to other individuals in the school who have the appropriate skills: a teacher, a parent, a student, or a school aide, perhaps on a rotating basis.
* Encourage staff members to speak French among themselves, providing role models for students and allowing them the opportunity to practice their French.
* Make French visible throughout the school, for example, bilingual signs such as Bibliothèque/Resource Centre, displays of student work and French background music or radio on occasion during the noon hour.
* Use French with pride during school assemblies and other activities, for example, sing “O Canada” in French as well as English.
* Celebrate and promote cultural events that are important to Francophone people, especially if the local Francophone community is having a celebration. Encourage all students to participate, not just those who are studying French.
* Encourage attendance at and participation in French theatre and musical presentations and invite artists and musicians to the school for all to see.
* Seek out and take advantage of all the community events in French available to students and teachers. Identify field trips where the presentation can be given in French. Ask volunteers to make the presentation in French if there is no French-speaking guide available.
* Find local community members who speak French and who can provide some time to help with a reading program.
* Create a partnership with a French radio or television station where students can participate on air.
* Seek out workplaces where French is commonly used or find practical and applied arts work placements or mentoring opportunities for high school students.

**Strategies for Facilitating Good Working Relationships among Staff**

Establishing and maintaining good working relationships among the staff members of the French language programs and the staff assigned to other programs in the school is sometimes a challenge. Structuring activities where the French-speaking staff members can talk and network with their English colleagues will help demystify their programs and allow for a stronger base of support for that program. Open communication and collaborative practices will be helpful.

* Provide time for French language arts and English language arts teachers to plan together. Integration of subject areas is to be encouraged and facilitated where possible, as this practice is a well-established means of increasing academic achievement.
* Facilitate opportunities for staff, parents and community members to better understand French Immersion programs, funding sources and program needs and challenges in order to dispel myths.
* Ensure that all staff recognize that French language programs are for all students, on a continuum from intellectually challenged to gifted and that the extra supports for children requiring them are available both for regular program and Immersion students.
* Ensure that resources (e.g., digital, print, manipulatives, human resources) are equally accessible to all programs.

## What assessments are available to support my FSL program?

**Assessment in FSL Programs**

Effective assessment practices are a shared responsibility of teachers, administrators, the school division and the Ministry of Education. Teachers and supervisors of FSL programs require the means to assess students’ initial proficiency and the development of their ability to communicate fluently in French. The development of the students’ understanding and appreciation of the culture, common attitudes and values of French-speaking communities in Saskatchewan, Canada and around the world are also indicators of program achievement that require assessment.

Administrators at both the school and the division level have a responsibility to seek out information that will assist them to assess the effectiveness of Core, Intensive, Post-Intensive and French Immersion programs and provide the basis for an improvement plan.

**Saskatchewan Ministry of Education wide scale assessments available in French**

* *Early Years Evaluation (EYE)*
  + *The Early Years Evaluation (EYE)* is designed to assist educators in assessing the skills of children aged 3 to 6 years as they prepare for and make the transition to school.
  + Most French Immersion Kindergarten students are only beginning to learn the French language. Although the *EYE* is available in French, the Ministry of Education recommends that administration of *EYE* for French Immersion students be carried out in English.
* *OurSCHOOL (formerly Tell Them From Me (TTFM))*
  + *The OurSCHOOL survey* helps schools to improve the learning outcomes of their students*. TTFM* measures factors that are known to affect academic achievement and other outcomes.
  + *OurSCHOOL* is available in French. School divisions have the choice to have French Immersion students write the assessment in French or in English. The purpose of the assessment is to have students share their perceptions of their school experience.
* Departmental examinations
  + The following mathematics examinations, prototype examinations are available in French:
    - *Milieu de travail et formation d’apprentis 30*
    - *Fondements des mathématiques 30*
    - *Précalcul 30*
  + The following science examinations and prototype examinations are available in French:
    - *Chimie 30*
    - *Physique 30*
    - *Biologie 30*
* Our new “Released Questions” (“Publication des questions”) documents for the 3 math courses and the 3 sciences courses include questions that were used on previous exams as well as their solutions. These support documents for students and teachers are found alongside the prototypes in the subject specific folders in the Assessment Unit Website
  + *The Registrar’s Handbook and Teacher Guide* is available in French
    - * Levelled Reading Data Collection
* Grade 2 and 3 French Immersion students’ French reading levels are to be entered into the Student Data System (SDS) each year by the end of June. However, school divisions may choose to collect reading levels at any other time during the year for their own purposes.
* Accepted reading assessment tools for French Immersion students are *GB+* and *Alpha-jeunes.*
* Grade 3 French Immersion students’ English reading levels will be not be collected at the end of the school year. However, school divisions may choose to collect reading levels at any other time during the year for their own purposes.
  + - * *Programme for International Student Assessment (PISA)*
  + *The Programme for International Student Assessment (PISA)* tests over a half a million 15 year-old students, including 20 000 Canadians, on their skills and knowledge in three core subject areas: reading, mathematics and science.
    - * *Pan-Canadian Assessment Program (PCAP)*
  + *The Pan-Canadian Assessment Program (PCAP)* is a national testing program run by the Council of Ministers of Education, Canada to measure the reading, science and mathematics skills of Grade 8 students in every province.
    - * *Progress in International Literacy Study (PIRLS)*
  + *The Progress in International Literacy Study (PIRLS)* is a recurrent, international study of the literacy development of 10 year-olds (Grade 4 students) across Canada and dozens of countries in the Western industrialized democracies.

**School Division Initiatives**

The development of French reading, writing, listening and speaking benchmarks or other assessment tools requires leadership, collaboration, teacher professional development and more. Some tools are intended for system information on student learning, while others are intended to support the learning of individual students. Some school divisions have developed French writing assessments, mathematics assessments, reading benchmarks and problem-solving assessments.

*Common Math assessments* have been developed by a group of school divisions. School divisions have since undertaken the task of translating / adapting most of these assessments to French, for use by French Immersion learners. Please note that in the French version the outcomes corresponding to each question may not necessarily correspond completely to the outcomes in French Immersion math curriculum. *The Common Math Assessments* are currently housed within the Ministry of Education Blackboard Content Management System. All mathematics teachers have access to these assessments in Blackboard. For information on accessing these resources in Blackboard, contact [networkservices@gov.sk.ca](mailto:networkservices@gov.sk.ca).

**Classroom Assessment Practices**

Teachers will plan student assessment as they plan for instruction and use a broad variety of strategies to determine student achievement. The assessment information is used from day to day to direct and modify instruction as required. Learning for **all** students requires responsive instruction on the part of the teacher. Frequent use of informal assessment tools allows teachers to follow student progress and provide feedback to students and their parents. More importantly, ongoing assessment allows a teacher to focus more directly on student learning and student response to instruction. Assessment for learning is truly a key to program improvement and increased student achievement.

Classroom assessments are the most valuable form of student assessment. They can be the most varied and therefore the most accurate in determining student success. Assessment strategies that work and are effective in the English program are also effective in a second language.

**Other Assessment Initiatives**

Extensive research on student achievement in a variety of subject areas in French Immersion has been undertaken since its inception.

* Statistics Canada released a study in March 2004 that confirms that French Immersion students in Canada perform better on English reading assessments than their unilingual counterparts even when the effects of socio-economic status are taken into account (*Statistics Canada, 2004).*
* The Council of Ministers of Education, Canada (CMEC) has developed and completed national assessments in a number of areas, some of which have disaggregated samples of French Immersion student results. Results of these assessments can be found on the website at [www.cmec.ca](http://www.cmec.ca/).
* The Canadian Association of Immersion Teachers (CAIT) has developed a Reference Framework for the oral communication competencies of students learning French. The framework, as well as video samples of each level and age group, can be found at [www.acpi.ca/ressources/referentiel-de-competences-orales](http://www.acpi.ca/ressources/referentiel-de-competences-orales).
* CAIT has also developed a Reference Framework for the written communication competencies of students learning French. The framework, along with links to student writing samples at various levels, can be found at [www.acpi.ca/ressources/referentiel-ecrit](http://www.acpi.ca/ressources/referentiel-ecrit).
* There are also initiatives in development or in use in other provinces of Canada. New Brunswick has a *Second Language Oral Proficiency Scale* with nine levels that is administered to all French Immersion and Core French students at the Grade 12 level. This tool is on the New Brunswick Department of Education website at [www.gnb.ca/0000/publications/eval/oralprofgr12.pdf](http://www.gnb.ca/0000/publications/eval/oralprofgr12.pdf).
* School divisions in Saskatchewan who wish to assess the oral competency of students at the end of the intensive semester can access evaluators who use the New Brunswick scale and will provide an evaluation of the oral language level of students enrolled in the Intensive or Post-Intensive French program. For more information about accessing evaluators, please contact the Ministry of Education.
* The province of Newfoundland and Labrador has developed some Core French rubrics that may be of use to teachers and school divisions as a basis for discussion and local development. The rubrics include *Oral Production and Comprehension,* a *Holistic Writing Rubric,* a *Dictation Rubric* and a *Reading Comprehension Rubric*. These tools are available on the website of the Department of Education for Newfoundland Labrador at [www.ed.gov.nl.ca/edu/k12/evaluation/crts/intermediate/corefrench\_rubrics.pdf](http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/intermediate/corefrench_rubrics.pdf).

School divisions and/or regional consortia may wish to collaborate in developing their own assessment instruments for monitoring student achievement in their French programs.

## What do I need to keep in mind when hiring staff for FSL schools?

School division personnel continue to face challenges in finding sufficient numbers of well-qualified staff for FSL programs. French Immersion teachers need the usual qualifications to teach at a specific grade level and in their assigned subject area. In addition, they require:

* native or native-like fluency in both oral and written French;
* training in and a good understanding of FSL methodology (pre-service and/or in-service);
* a personal understanding of francophone culture; and
* the ability to communicate in English orally and in writing for non-instructional purposes.

Those responsible for the hiring and placement of teaching staff must be very aware of their French language proficiency. Each grade deserves the highest level of French proficiency possible.

Some suggestions for long-range planning for staffing needs are outlined below:

* When regular staff vacancies occur, consider hiring people with French language skills and positive attitudes towards second language learning who can later serve the French program.
* The quality of the program requires that French language proficiency, an understanding of FSL methodology and subject area expertise be primary considerations when hiring teaching staff.
* When staffing leadership positions, attitudes towards the French language and second language learning are key considerations.
* All staff, whether directly involved in FSL programs or not, should display positive attitudes towards FSL learning.
* If the central office personnel responsible for staffing are not able to assess the French language skills of candidates, consider involving a bilingual staff person for that particular skill assessment.

**Interviewing Prospective FSL Staff**

* Since all FSL teachers are first and foremost teachers of the French language, it is important to know the candidate’s French language proficiency. French Immersion teachers must have excellent native or native-like French language skills to serve as models for students. It is also suggested that Intensive and Post-Intensive French teachers demonstrate a similar level of linguistic competence. A Core French teacher may not have the same level of French language proficiency as a French Immersion teacher, nor the expertise to teach other subjects in the target language. There are several scales that could be used to determine the speaking and writing competencies of the candidates. Both the University of Regina, *Institut français* and the University of Saskatchewan have trained evaluators that may be accessed to help in the selection process. The following websites will provide some of the scales that are used in Canada and internationally to assess French language competency:

*Common European Framework of Reference (CEFR)*

[www.coe.int/t/dg4/linguistic/Cadre1\_en.asp](http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp)

*Test d’évaluation de français (TEF)*

<http://www.fiaf.org/frenchclasses/frenchexam-tef-canada.shtml>

*American Council on the Teaching of Foreign Languages (ACTFL)*

[www.actfl.org](http://www.actfl.org)

*Diplôme d’études en langue française (DELF)*

<http://delf-dalf.ambafrance-ca.org/>

Another important area to consider when interviewing prospective FSL candidates is their philosophy of language learning. Ask them to talk about their teaching methods or philosophy of teaching in a French Immersion, Core French, or Intensive/Post-Intensive French context. Their responses should include the following:

* Learners need to hear and say a new word or structure many times (18-25 times is suggested) before incorporating it into their repertoire.
* Learners must have many opportunities to speak in class.
* Learners should be exposed to different French speakers so that they get used to different voices, accents, sentence structures and vocabulary.
* Language learning occurs best when a variety of strategies are used in the classroom.
* For French Immersion teachers, language teaching crosses all disciplines. For example, mathematics teachers are first and foremost teachers of language, then mathematics.
* A French Immersion, Core French or Intensive/Post-Intensive French classroom should rarely be silent. Learners need to be conversing and discussing with each other in authentic contexts with authentic tasks.

The following questions could be used in the interview process:

1. Ask candidates to describe their approach to teaching in a FSL setting.

The teaching should correspond to the candidate’s philosophy about language learning. For example, if the interviewee states that learners require several exposures to a word before incorporating it into his or her repertoire, then the planned learning environment must reflect this need.

1. What is their understanding of, and training in, language teaching methodology?

* The candidate should have an education degree from a program that focuses on French language pedagogy.
* All Immersion teachers must contribute to the students’ French language development while teaching content. Inquire about the interviewee’s understanding of the pedagogical approach used in French Immersion. Overt and planned language teaching must occur in all subject areas at all grade levels throughout the French Immersion program.
* The Core French teacher has the challenge of achieving a degree of communicative competence in their students while adapting the thematic content to their interests and maturity level. Active learning strategies and student-to-student communication in the classroom is key to success.
* The Intensive and Post-Intensive French teacher must participate in pre-requisite training in the Neurolinguistic Approach.

1. The following questions may also be useful to ask during the interview:
   * What is your experience with learning/teaching a second language?
   * How did you acquire your French?
   * Do you have any second language acquisition university courses?
   * What second language teaching approaches do you/would you implement while teaching French Immersion, Intensive and Post-Intensive French or Core French?
   * What professional development initiatives would you take to ensure that you teach using more research-based effective strategies ?
   * What would a hypothetical Grade 1 French Immersion speaking lesson in, let’s say, October, entail?  (A potential response might include a routine that would scaffold the students’ oral language development from what is familiar to what would include new content derived from written representations from books, sound or word walls, etc. using visuals, mime and “achievable” structures for the students such as:  I am…, I have…, I see…, I like…, There is…etc.)
2. What is their area of expertise or specialization?

* In addition to having excellent French language skills and second language teaching methods, FSL teachers must be able to teach the knowledge, skills and attitudes prescribed for the required areas of study. Generally speaking, their subject-specific language proficiency will be enhanced if they developed their subject area expertise in French. A French-speaking chemist who has studied chemistry in English, for example, may not have the language required to teach it in French.

1. What additional skills do candidates possess?

* Since successful FSL programs have a rich array of curricular and extracurricular offerings, it is helpful to select individuals who have additional skills in areas such as music, drama, a language other than French and English, sports and so on. This may facilitate the scheduling of a quality French program in all areas of study for the students in a school.

1. What are their previous work experiences?

* Candidates who have had successful teaching experiences where French was taught as a first language may not necessarily have the skills required to teach in the French Immersion, Core French or Intensive/Post-Intensive French programs where French is taught as an additional language. Successful second language teaching experience is a critical skill set.

1. What do the candidates understand to be the challenges of teaching in an FSL classroom and how do they intend to deal with these challenges?

* Services in the French language (such as guided tours or field trips) are not always available.
* Parent volunteers with French language proficiency are not always available.
* Some school communication (newsletters, report cards, etc.) must be in English. That may pose a challenge for a candidate who may not be proficient in English.

1. What is their understanding of the target clientele for a FSL program?

* Attempt to ascertain the candidate’s understanding of the different needs of students registered in French first language programs, French Immersion programs, Core French, Intensive and Post-Intensive French programs. There should be an awareness that French language programs are for all students and that the clientele is as diverse as the one encounters in English programs.

1. Explore the candidate’s potential contribution to the overall success of the school.

* Managing an effective school requires that all staff members contribute to its overall program. In addition to sound classroom teaching, staff members may contribute in the following areas:
* helping with the extra-curricular program;
* promoting the French program; and
* representing the school at the division level.

1. Explore the candidate’s long term and short term career plans.

* For many school jurisdictions, recruitment and retention of French teachers is a major concern. To address this concern, the interviewer should provide an overview of the support systems available and the strategies in place for teachers.

1. Explore the candidate’s goals for lifelong learning and maintaining and/or improving their French language proficiency.

* Since Saskatchewan is an English speaking province, FSL teachers may express a need to immerse themselves in a French language environment from time to time (e.g., Quebec, New Brunswick, France) in order to maintain a high level of French language proficiency. (Teacher bursaries are available to educators who teach French Immersion, Core French, Intensive and Post-Intensive French.) Administrators are encouraged to provide this information to newly recruited teachers. Other areas worth exploring include technology, leadership training and personal development courses.

1. Assess the candidate’s written language competency (oral competency can be observed by conducting at least part of the interview in French).

* A written interview question could be answered in French. Questions that might be of interest to the interview team are listed below. A member of the interview team, a consultant or a teacher may be asked to assist in the assessment of the written response if the administrator is not bilingual.
* Que feriez-vous afin d’encourager l’apprenant en immersion française à continuer son développement langagier?
* Décrivez l’approche que vous utiliseriez pour enseigner la culture dans un programme d’immersion.

**Supervision of Programs and Staff**

Administrators supervise the teacher for both formative and summative purposes. Given a sound knowledge of how the program works and what to observe, even the administrator who does not speak French can supervise FSL teaching staff.

## What tools are available to administrators to assist in supporting FSL programs in Saskatchewan?

**Reflection tool for French Immersion School Administrators**

This section has been written to provide school level administrators with information on effective practice for their leadership role in the French Immersion programs in their school.

The tool below provides some areas for reflection:

* Do your planning processes and administrative procedures consider the views of all stakeholders? Do they recognize and respond to the common and program-specific needs of all programs offered in the school?
* Does the school community recognize that each program is different, requiring different activities and measures? (When programs are well defined and articulated, it is much easier to explain differences in approach and decisions. This is especially important for French Immersion programs in dual track schools.)
* Are French Immersion program-specific concerns identified and solutions found by staff, parents and perhaps students involved in the program?
* Is information about FSL programs readily available and offered to all those who inquire?
* Are all levels of leadership in the school supportive of FSL programs?
* Is targeted professional development encouraged and supported for French Immersion staff?
* Are you familiar with best practices in French Immersion?
* Do you regularly visit French Immersion classrooms, observe students, find out what they can and cannot do, discuss their achievement and progress with teachers?
* Are you aware of the specific needs and sensitivities of French Immersion parents? Do parents feel comfortable bringing their concerns to you?

Reflection on these questions may help determine some areas for further investigation in the quest for program improvement. While administrators do not plan alone, but rather work in a collaborative and shared leadership manner with their staff, these questions may help in beginning the dialogue with their staff and parent community.

**Considerations for Planning a Resource Centre**

* Is there a budget for developing and maintaining a French collection?
* When entering the resource centre, is it evident that it serves the goals of the FSL program? For example, is the French language visible on wall and table displays and on signage?

Can the children use the resource centre in French? Can they do an Internet search in French? Can they sign out a book in French? Are they encouraged to speak French in the resource centre?

* In the collection, is there an appropriate number of French resources and do they align with the curriculum? For example, for a unit on horses, are there equal resources in French and English? Are these materials age appropriate? Is fiction as well as non-fiction available in French?
* Do students have easy access to the resource centre as required?
* Is reading at home encouraged by allowing parents to use the resource centre with their children?
* Is there a parent section with appropriate material, such as basic information on language learning and teaching? Do parents have access to the collection? The parent association or local CPF chapter may be able to assist with support for this initiative.
* Does the librarian have a working knowledge of French to facilitate working with the collection, the teacher and the students?
* Does the school resource center subscribe to French book clubs and/or French magazines?
* Are book exchanges and the donation of used French books from the community encouraged to vary the collection?
* Are book lists prepared for parents of FSL students and advertised in the school newsletter?

The following tools may be used to initiate conversations with French language programs or teachers at any grade level. They are provided in English and French for administrators who have knowledge of only one language.

**Classroom reflection tool**

|  |  |
| --- | --- |
| **ATMOSPHÈRE DE LA SALLE DE CLASSE**   * Établit de bons rapports avec les élèves * Encourage les élèves à prendre des risques langagiers * Utilise des affiches en français liées aux programmes d’études * Affiche au mur les projets des élèves * Donne en français les explications sur les devoirs, les annonces, etc. * Utilise un mur de mots * Utilise un mur de sons ou d’un son vedette * Donne un « Message du jour » * Met l’accent sur l’élève plutôt que sur le contenu   **ROUTINE DU MATIN**   * Fait diriger la « routine du matin » par les élèves * Pose des questions liées aux thèmes * Pose des questions demandant des réponses de plus en plus complexes   **COMMUNICATION ORALE**   * Utilise le français comme véritable langue de communication   (et non comme un « objet d’étude »)   * Fait utiliser le français comme véritable langue de communication * Donne des exemples langagiers authentiques, provenant de sa vie personnelle * Questionne pour faire utiliser, en les adaptant, les énoncés modélisés * Vérifie l’écoute authentique pour faire réutiliser la langue   (non pour « tester » mais pour encourager l’interaction)   * Fait réutiliser la langue, centrée sur le sens, en interagissant avec les élèves * Fait réutiliser la langue en faisant interagir les apprenants entre eux * Prépare linguistiquement les élèves pour les tâches interactives * Modélise suffisamment la tâche * Pose des questions demandant des réponses de plus en plus complexes | **Notes** |

|  |  |
| --- | --- |
| **CORRECTION DES ÉNONCÉS : précision et aisance** | **Notes** |
| * Fait répéter immédiatement en français en phrases complètes, lorsque les élèves utilisent |  |
| l’anglais |  |
| * Rétroagit spontanément aux utilisations erronées de la langue et fait réutiliser par l’élève les énoncés corrigés en phrases complètes |  |
| * Fait répéter en phrases complètes les énoncés saccadés |  |
| **LECTURE** |  |
| * Questionne oralement sur le thème du texte à lire (autour de la vie personnelle de l’élève) |  |
| * Utilise les mots clés oralement avant la lecture |  |
| * Fait anticiper le contenu (le sens) du texte |  |
| * Modélise : lit le texte en questionnant pour vérifier le sens (en rapport avec les prédictions) |  |
| * Fait lire le texte à haute voix avec les élèves en faisant remarquer aux élèves les rapports |  |
| entre les sons et la graphie |  |
| * Fait voir la relation |  |
| * prononciation et graphie |  |
| * son et graphie |  |
| * sens et graphie |  |
| * Fait relire le texte à voix haute, en dyades ou en petits groupes |  |
| * Demande aux élèves pourquoi ils ont aimé (ou non) le livre |  |
| * Réutilisation : propose des activités, orales et/ou écrites, en rapport avec le thème du texte lu |  |
| * Exploite le livre de plusieurs façons (raconteur à 3 têtes, reader’s theatre, cercle littéraire, |  |
| jeu de rôle, marionnettes) |  |
| * Modélise les stratégies de lecture (par ex. : mots amis …) |  |
| * Encourage la lecture indépendante : les élèves lisent des livres à la maison et en font |  |
| régulièrement un compte rendu |  |
| **ÉCRITURE** |  |
| * Fait écrire les élèves chaque jour |  |
| * Fait un remue-méninge pour les idées à mettre dans le texte à écrire |  |
| * Écrit le texte au tableau (rédaction collective) |  |
| * Fait observer les cas spécifiques à l’écrit (majuscule, accords, etc.) |  |
| * Fait un remue-méninge en vue de l’adaptation personnelle du texte en notant les mots au   tableau et dans le texte déjà développé   * Fait écrire le texte, en l’adaptant, à partir du modèle écrit au tableau |  |
| * Réfère l’élève au mur de mots et aux affiches qui contiennent des mots déjà utilisés, ou au matériel déjà corrigé * Fait partager les textes écrits par les élèves * Recourt au processus d’écriture dans les projets/travaux à être affichés * Fait travailler en dyades les élèves pour rédiger leur brouillon * Fait réviser le texte pour le sens * Fait réviser le texte pour la forme * Fait écrire la version finale * Suggère des moyens pour afficher, adresser, poster, « publier » les textes * Vérifie les textes avant de « publier » la version finale   **PROJET**   * Annonce le projet final dès le début de l’unité * Propose des activités reliées au thème * Propose des activités menant graduellement des mini projets au projet final * Propose des activités qui ont un but communicatif authentique * Propose des activités qui contribuent au développement cognitif * S’assure que les projets sont présentés aux autres d’une façon interactive * Affiche au mur les projets et, le cas échéant, les partages avec d’autres classes   **GÉNÉRAL**   * Prépare les élèves pour faire les activités proposées * S’assure que les élèves ont toujours une intention d’écoute * Fait des liens entre les activités pour faire réutiliser les mêmes structures langagières * Fait des liens entre l’oral, la lecture et l’écriture * Développe, à l’oral, une compétence implicite (plutôt qu’un savoir explicite) | **Notes** |

**English Version of Reflection Tool**

|  |  |
| --- | --- |
| **CLASSROOM ATMOSPHERE**   * Establishes a good rapport with students * Encourages students to take risks with the language * Uses posters in French related to the curricula * Displays student work on the bulletin boards * Gives explanations in French about homework, messages, etc. * Uses a word wall * Uses a sound wall or a featured sound board * Does the “Message of the Day” * Emphasis is placed on the student rather than the content   **MORNING ROUTINE**   * Has students direct the morning routine * Asks questions related to the themes * Asks questions that require a more complex answer   **ORAL COMMUNICATION**   * Uses French as the language of communication (and not as an object of study) * Has students use French as the language of communication * Provides an authentic language model, which stems from his/her personal life * Questions students to have them use, with adaptations, the modeled structures * Verifies authentic listening, to make students reuse the language   (not to evaluate but to encourage interaction)   * Asks students to reuse the language by interacting with them * Asks students to reuse the language by interacting with their peers * Prepares students linguistically for the interactive tasks * Sufficiently models the task * Asks questions requiring complete sentence answers | **Notes** |
| **CORRECTION OF WORDING: accuracy and fluency** |  |
| * Has students repeat immediately in French with a complete sentence any answers given in English |  |
| * Gives spontaneous feedback when wording is incorrect and has students repeat the correct structure in a complete sentence |  |
| * Asks students to repeat answers where the wording is choppy |  |
| **READING** |  |
| * Questions students orally on the theme of the story (around the student’s personal life) |  |
| * Uses key words from the story before reading |  |
| * Makes predictions about the content of the text |  |
| * Models: reads the text and questions the students about the content (related to their predictions) |  |
| * Has students read the text orally and make connections between the sounds and the spelling |  |
| * Asks students the relationship between: | **Notes** |
| * pronunciation and spelling |  |
| * sound and spelling * meaning and spelling |  |
| * Has students reread the text orally, in pairs or small groups |  |
| * Asks students why they like (or don’t like) the book |  |
| * Reuse: proposes activities, oral and/or written, related to the theme of the text |  |
| * Explores the story several ways (literature circles, reader’s theatre, role play, puppets) |  |
| * Models reading strategies (ie., mots amis) |  |
| * Encourages independent reading: students regularly read at home and keep a reading log |  |
| **WRITING** |  |
| * Has students write each day |  |
| * Brainstorms ideas for the written text |  |
| * Writes the text on the board (collective writing) |  |
| * Asks students to observe specific grammar (capitals, agreements etc.) |  |
| * Brainstorms personal adaptations of a text, noting the words on the   board and in the text already developed   * Has students write, with personal adaptations, from the model written on the board |  |
| * Refers students to the word wall and posters that contain words already used, or material already corrected * Asks students to share their written texts * Uses the writing process in projects/work that is displayed * Has students work in pairs to edit their drafts * Has students revise texts for meaning * Has students revise texts for form * Asks students to write a final version of texts * Suggests ways to post and publish texts * Verifies texts before publishing the final version   **PROJECTS**   * Announces the final project at the beginning of the unit * Proposes activities related to the theme * Proposes activities that gradually lead the mini projects to the final one * Proposes activities that have an authentic communicative goal * Proposes activities that contribute to cognitive development * Assures that projects are presented to others in an interactive way * Displays projects on the wall, or perhaps share them with other classes   **GENERAL**   * Prepares students to do the proposed activities * Assures that students always have a listening intention * Makes connections between activities so students reuse the structures they learned * Makes connections between oral acquisition, reading and writing * Develops implicit knowledge orally (more than explicit skills) | **Notes** |

## What community supports are available for FSL programs in Saskatchewan?

**Organizational and Community Support for all FSL Programs: Authentic Partnerships**

The success of FSL programs in Saskatchewan, where students live, work and play in English, will depend to some extent on developing authentic partnerships. Students will heighten their oral fluency in French by participating in real life situations in French where they experience what it is like “to live” in French. These opportunities may be found through a variety of partnerships where French language experiences are available or the partners will support the development of opportunities for students. Therefore numerous groups and associations are listed as possible supports to be called upon for FSL research, experiences and resources.

**FSL Curriculum and Instructional Resources**

Curriculum documents are revised when curricula are renewed. The curriculum and resources documents for Core French and French Immersion are available on the French version of the Curriculum web page at [www.progetudes.gov.sk.ca](http://www.progetudes.gov.sk.ca). These documents and others describing resources and new curriculum initiatives can be downloaded as required.

Resources are evaluated regularly by teachers through the Saskatchewan Professional Development Unit (SPDU). Lists of recommended resources, as well as other useful resources not formally evaluated, are housed on the Curriculum website. French second language teachers may also access a variety of French resources from the Stewart Resources Centre.

Website: [stf.sk.ca/portal](https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjVy0w7ZkI/ks6g2u00gzAtsk=F#portal.jsp?Sy3uQUnbK9L0Lfcilya88JRURFprnNPNELjB15IVEHd1bvZkXGCWUw//Qn30jKxKR7Jgf4NliRTxk4UcNP5/peg==F)

Many of the resources in the Stewart Resources Centre were evaluated through *the Exploring*

*the Many Pathways to Learning* resources evaluation project, contracted by the Ministry of Education. The goal of the project is to engage teachers in the evaluation of learning resources for use in Saskatchewan classrooms. Teacher participation in this project supports other teachers across the province by providing recommendations of resources in a variety of formats, vetted by teachers, to support Saskatchewan’s diverse learners.

French language videos that may be used to support curricula are available at REVEL (Ressources éducatives vidéos en ligne). REVEL is a video streaming service for Saskatchewan teachers and students in the PreK-12 education system. It is managed and maintained by the Saskatchewan Ministry of Education. French language videos may be accessed for a variety of grade levels through REVEL.

Website: [rover.edonline.sk.ca](http://rover.edonline.sk.ca/index.htm?locale=fr)

In order to access the Intensive and Post-Intensive French documents, teachers who are new to these programs must receive training. For more information contact the Ministry of Education.

**Federal Provincial Programs**

There are a number of support programs for FSL programs funded by the federal government and administered through the province.

* **Professional Staff: Teacher Bursary Program**

The Official Languages French Teacher Summer Bursary Program is a bursary for professional training available to French language educators. Funding is available for approved courses offered in French in Canada. The complete bursary details and requirements are posted online.

Website: [www.saskatchewan.ca/residents/education-and-learning/scholarships-bursaries-grants/grants-and-bursaries](http://www.saskatchewan.ca/residents/education-and-learning/scholarships-bursaries-grants/grants-and-bursaries)

* **Odyssey Program**

The language monitor program funded by Canadian Heritage offers schools the opportunity to have a French speaking person to spend regularly scheduled time in immersion and fransaskois classrooms and thus provide another source of French language, cultural activities and other enrichment opportunities. The monitors are of post-secondary age and are offered full-time positions. This program is administered by the Council of Ministers of Education, Canada (CMEC), in cooperation with the Saskatchewan Ministry of Education. Schools apply for the services of a monitor through the Ministry of Education. Additional information and application forms are online.

Website: [www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/odyssey-french](http://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/odyssey-french)

* **Explore Program**

Bursaries are granted to students across Canada to enable them to participate in five-week immersion courses in English or French during the summer at accredited institutions. This bursary program is for students who have completed at least Grade 11 and who have been enrolled as students on a full-time basis for at least one semester during the academic year preceding the application. Young Canadians are provided with the opportunity to learn their other official language or, in the case of Francophone minorities, to perfect their mother tongue. This program is administered by the Council of Ministers of Education, Canada (CMEC), in conjunction with the department of education or the department responsible for post-secondary education in each province and territory.

The application deadline is February 28. The program in Saskatchewan is administered through the CMEC in collaboration with the Ministry of Education.

Website: www.saskatchewan.ca/residents/education-and-learning/scholarships-bursaries-grants/grants-and-bursaries/bursary-programs-for-french-studies

* **Post-Secondary Study Bursaries**

Bursaries are available for post-secondary studies in French Immersion or Francophone Education degree programs, French language studies and after degree French Second Language Education programs. These programs are offered by Canadian Heritage in collaboration with the Ministry of Education.

Website: [www.saskatchewan.ca/residents/education-and-learning/scholarships-bursaries-grants](http://www.saskatchewan.ca/residents/education-and-learning/scholarships-bursaries-grants)

* **Saskatchewan/Québec Student Exchange**

The Ministry of Education, in partnership with the province of Quebec, sponsors a language development exchange program for high school students. In September, Saskatchewan students host exchange partners from Quebec who spend three months attending high school classes in English and living in the homes of their Saskatchewan partners. In February, Saskatchewan students travel to Quebec for a similar three-month experience in French. While the focus is on developing language skills, being immersed in a culture and a lifestyle different to the one they are used to also develops participants’ coping and interpersonal skills.

Saskatchewan students must apply before the end of January during their Grade 9 or 10 year as the exchange will take place in either Grade 10 or 11.

Website: [www.saskatchewan.ca/residents/education-and-learning/prek-12-education-early-learning-and-schools/student-exchange-programs](http://www.saskatchewan.ca/residents/education-and-learning/prek-12-education-early-learning-and-schools/student-exchange-programs)

* **YMCA Summer Work / Student Exchange**

This program was instituted to give youth the opportunity to work at a summer job in their second language and in another region of Canada. Young Canadians aged 16 and 17 years

old can apply and applications are accepted throughout the year.

Email: [ken.zoltar@ymcagta.org](mailto:ken.zoltar@ymcagta.org)

Website at [www.emplois-ete.com](http://www.emplois-ete.com).

* **SEVEC Youth Exchanges Canada**

SEVEC Youth Exchanges offer young people from any province or territory the opportunity to be involved in an exchange with other youth elsewhere in the country. Exchanges can be designed around shared interests such as history, geography, the arts, environmental studies or second-language learning. Students from 11 to 18 years of age are eligible for this exchange.

Website: www.experiencescanada.ca

**Canadian Parents for French (CPF)**

Canadian Parents for French was founded in 1977 by English-speaking parents attending a national conference on French language and exchange opportunities. It has been a driving force behind the popularity and growth of French Immersion and has strongly supported the significant improvements that have been made to FSL instruction. CPF Saskatchewan is part of a national network of parents and other volunteers who value French as an integral part of Canada and who are dedicated to the promotion and creation of FSL learning opportunities for young Canadians.

One of the reasons often cited for the success of French Immersion programs is the strong role that parents have played in establishing and supporting the program. Parents are the first and most important group with whom the teacher and the school need to engage in a true partnership. Parent engagement in their child’s education is one of the critical factors in a child’s success in school. This is true regardless of the program in which a child is enrolled.

A school or organization (such as a school council) can become an associate member of CPF to receive information. As an associate member organization in Saskatchewan they receive:

* Access to the latest [information and research](https://cpf.ca/en/membership/cpf-member-resources/research-database/) on French-second-language education.
* Access to [Peer Tutoring Literacy Program™ Manual and DVD.](https://cpf.ca/en/membership/cpf-member-resources/peer-tutoring-literacy-program/)
* Subscriptions to our informative national and provincial/territorial newsletters for members.
* Information on where to find a broad range of support materials.
* Discounts on advertising in CPF publications and on the national website.
* Networking opportunities with individuals and groups who support FSL programs.

Teachers and administrators can support CPF and address parent support needs by:

* encouraging parents to become members;
* taking out an associate membership on behalf of the school;
* coordinating parents’ efforts to provide French language experiences for their students with those of the local CPF chapter; and
* sharing information with CPF about program successes and challenges, ideas and resources.

Some of the activities organized by CPF Saskatchewan are:

* out-of-school French experiences including summer camps for children, summer play centres, parent French courses, *rendez-vous* weekends, or mini *rendez-vous* events; and
* an annual provincially and nationally sponsored *Concours d’art oratoire* where students participate at the local, regional, provincial and national levels.

Email: [cpfsask@sasktel.net](mailto:cpfsask@sasktel.net)

Website: [www.sk.cpf.ca](http://sk.cpf.ca/) or [www.cpf.ca](http://cpf.ca/)

**Office of the Commissioner of Official Languages/Commissariat aux langues officielles (OCOL/CLO)**

The Commissioner of Official Languages has a mandate to take all measures within his or her authority to ensure that the three main objectives of the Official Languages Act are met, namely:

* the equality of English and French in Parliament, within the Government of Canada, the federal administration and the institutions subject to the Act;
* the preservation and development of official language communities in Canada; and
* the equality of English and French in Canadian society.

The regional offices (there is one in Regina) are responsible for planning and directing all liaison, public relations and information activities in the region with a view to increasing understanding and support for Canada’s linguistic duality.

The Commissioner’s office produces several posters available in both official languages. Some feature paintings by famous Canadian artists and encourage reflection with inspiring bilingual messages. The Commissioner’s office also produces books, games and resource kits that can be used in the classroom.

Website: [www.ocol-clo.gc.ca](http://www.ocol-clo.gc.ca)

**Canadian Association of Immersion Teachers/Association canadienne des professeurs d’immersion (CAIT/ACPI)**

The Canadian Association of Immersion Teachers was established in 1977 to promote and improve French Immersion programs in Canada. Since its creation, CAIT has initiated numerous activities with the aim of enhancing immersion teaching:

* biennial national conferences for teachers and administrators, held mid-fall;
* alternate year thematic colloquia for teachers and administrators, held mid-fall;
* *Journal de l’IMMERSION Journal* published quarterly;
* an annual National Summer Institute for immersion teachers;
* promotion of dialogue and partnerships among national and provincial associations working in the area of FSL learning and research;
* representing the interests of immersion programs to stakeholders;
* providing a forum for the exchange of ideas on immersion programs and teaching methods; and
* identifying and developing teaching strategies to further the acquisition of a second language and to promote student learning in all subjects taught in the second language.

CAIT is an important source of professional development and resources for French Immersion teachers. Administrators could:

* Encourage teachers to become members of CAIT. Members receive the *Journal de l’IMMERSION Journal* containing informative articles and references to research.
* Review CAIT’s calendar of conferences, colloquia and the National Summer Institute when planning professional development activities. Encourage teachers to take full advantage of the many opportunities and resources CAIT has to offer, including a guide to French Immersion, written especially for teachers and administrators new to French Immersion.
* Review documents such as *L’immersion en français au Canada – Guide pratique d’enseignement*. It offers a gold mine of information, activities and strategies for immersion teachers.

Email: [acpi@sevec.ca](mailto:acpi@sevec.ca)

Website: [www.acpi.ca](http://www.acpi.ca/)

**Canadian Association of Second Language Teachers/Association canadienne des professeurs de langue seconde (CASLT/ACPLS)**

The Canadian Association of Second Language Teachers was established in 1970. CASLT promotes second language teaching and learning throughout Canada through various initiatives such as:

* creating opportunities for professional development including «CASLT Chez Vous» professional development days held in each province;
* encouraging research;
* facilitating the sharing of information and the exchange of ideas among second language educators;
* publishing the *Réflexions* newsletter (3 times a year) and classroom support materials such as Les projets éducatifs; and
* collaborating with provincial, national and international second language associations.

The award-winning CASLT website includes:

* access to an excellent free monthly newsletter in French and English;
* numerous resources for classroom use that are updated regularly;
* on-line teaching activities that incorporate the use of technology in the second language classroom;
* research articles on second language teaching and learning;
* a list of provincial, national and international second language conferences;
* regularly updated links for second language teachers;
* copyright-free clipart organized by themes; and
* an Intensive French Teacher Forum for the exchange of ideas and support.

CASLT is recognized internationally for its leadership in second language teaching at both K-12 and university levels. This organization has a strong national profile and advocates for the education sector with OCOL and the federal department of Canadian Heritage. CASLT undertakes projects aimed at strengthening the profile of French in Canadian schools and motivating students to continue their study of French to high school graduation; it works toward the revitalization of Core FSL programs and the recruitment and retention of qualified FSL teachers. Teachers who are members of CASLT can subscribe to the free digital newsletter and access the many websites and digital and print resources on the website.

Email: [admin@caslt.org](mailto:admin@caslt.org)

Website: [www.caslt.org](http://www.caslt.org)

**Saskatchewan Association of Teachers of French/Association des professeurs de français de la Saskatchewan (SATF/APFS)**

The Saskatchewan Association of Teachers of French (SATF), a special subject council of the STF, promotes the advancement of French language teaching and learning in Saskatchewan through various initiatives such as:

* creating opportunities for professional development including an annual provincial French teachers’ conference;
* encouraging professional development for teachers by offering bursaries to its members;
* facilitating the sharing of information and the exchange of ideas among second language educators;
* publication of the *Bulletin de Service* newsletter (at least 3 times per year) which includes classroom support material;.
* partnerships with national second language associations; and

Website: [www.apfs.ca](http://www.apfs.ca)

**La cité, University of Regina**

La cité recognizes Canada’s linguistic duality by promoting and enhancing post-secondary education in French. Its programs and research activities reflect its commitment to the French speaking community in Saskatchewan by contributing to its cultural renewal and the retention of the French language in the province.

The La cité relies on a team of qualified and dynamic instructors who are committed to creating a nurturing and comfortable learning environment. Its mandate is to:

* provide university education in French in Saskatchewan;
* provide an environment within the University of Regina that enhances the cultural and linguistic identity of the Fransaskois community;
* provide opportunities for research;
* provide credit courses and programs taught in French;
* provide non-credit courses and programs in French-language training; and
* support the development of the French language and culture in the province of Saskatchewan.

Website: [www.lacite.uregina.ca](http://lacite.uregina.ca/en)

## How can I incorporate Francophone culture into the classroom?

**Francophone Culture in French Programs**

FSL students need to learn not only the language, but also to experience a culture and attitudes that differ from their own. The French classroom should be an environment where the ambience supports the instructional goal of appreciating another culture.

The French language and culture should be visible and celebrated through French language print materials, bulletin boards, posters, audiovisual resources (along with the necessary equipment) and displays of student work. A dedicated space allows students and teachers alike to surround themselves with Francophone culture and delivers the message that French language learning is valued. There is a need in the French programs to expose students to authentic Francophone media, artefacts, people and events.

Adequate exposure to culture in a FSL program includes:

* exposing students to French in a variety of domains and through a variety of language experiences, including music, art and literature;
* exposing students to a variety of native French speakers, both in and outside the classroom, through such means as classroom guests (e.g., artists and skilled workers and professionals from a variety of fields), videos, field trips and exchanges;
* using resources and materials that reflect authentic, modern Francophone life; and
* encouraging students to explore the culture on their own outside school through such means as watching French TV, listening to French radio, reading in French, listening to French music, travel, pen pals or e-pals, attending French theatre or Francophone community festivals.

**Associations that Support Francophone Culture**

**Canadian Heritage**

Canadian Heritage is responsible for national policies and programs that promote Canadian content, foster cultural participation, active citizenship and participation in Canada's civic life and strengthen connections among Canadians. There are regional offices in both Saskatoon and Regina where bilingual employees can offer informative talks and activities in French on a number of Canadian historical and cultural topics.

Canadian Heritage  
1975 Scarth Street, Suite 400  
REGINA SK S4P 2H1   
Tel.: 306-780-7287

Canadian Heritage  
101 22nd Street East, Suite 311   
SASKATOON SK S7K 0E1   
Tel.: 306-975-4146

Website: [www.pch.gc.ca](http://www.pch.gc.ca/)

**L’Eau vive**

*L’Eau vive* is a provincial weekly French newspaper that can be used to provide students with the experience of reading the news in French. It plays a significant role in publicizing events occurring in the French community in Saskatchewan. These events offer opportunities for language experiences outside the regular classroom for students and their families.

Website: <https://leau-vive.ca/>

**French Language Field Trips and Activities in Saskatchewan**

Information about all national parks, historic sites and specific phone numbers are listed below. Please note that many seasonal offices do not open until May.

Prince Albert National Park 306-663-4522

Fort Battleford National Park 306-937-2621

Grasslands National Park 306-298-2257

Fort Walsh National Historic Site 306-662-2645

Motherwell Homestead National Historic Site 306-333-2116

Batoche National Historic Site 306-423-6227

Website: [www.pc.gc.ca](http://www.pc.gc.ca/eng/index.aspx)

To assist teachers in southern Saskatchewan in finding French cultural and linguistic experiences a few of the most popular locations follow:

Willow Bunch Museum 306-473-2806

Gravelbourg Museum 306-648-2332

*Centre culturel Maillard* in Gravelbourg 306-648-3103

The *Conseil culturel fransaskois* has information about Francophone artists in Saskatchewan.

*La Ribambelle* 306-653-7440

*La Troupe du Jour* 306-244-1040

*Les Danseurs de la Rivière la Vieille* 306-648-3332

*Les Franskataires* 306-648-3105

*Le Théâtre Oskana* 306-566-6020

*Centre Culturel Le Rendez-vous (Bellevue)* 306-423-5303

Website: [www.culturel.ca](http://www.culturel.ca/)

**Saskatchewan Provincial Institutions**

The **Royal Saskatchewan Museum of Natural Sciences** in Regina has had its resources translated into French and may, if asked in advance, be able to provide tour guide services in French.

The **Science Centre** in Regina may be able to provide tours in French if arrangements are made in advance for this service.

The **Legislative Building** in Regina has guided tours and upon request bilingual staff can be made available.

**Government House** in Regina has guided tours and upon request bilingual staff can be made available.

**Digital Resources for Research and Instruction**

There are an increasing number of online resources for administrators and teachers of French as a second language. The following websites are of particular use to teachers and administrators as they contain current research on second language teaching (French Immersion and/or Core French) and, in most cases, instructional resources for teachers.

**Bonjour!**

[www.bonjour.gov.sk.ca](http://www.bonjour.gov.sk.ca/)

**Canadian Association of Immersion Teachers (CAIT)**

[www.acpi.ca](http://www.acpi.ca)

**Canadian Association of Second Language Teachers (CASLT)**

[www.caslt.org](http://www.caslt.org)

**Canadian Parents for French (CPF)**

[www.cpf.ca](http://www.cpf.ca)

***Centre Canadien des Ressources sur l’Enseignement des Langues (CCREL),*** Simon Fraser University

[www.lib.sfu.ca](http://www.lib.sfu.ca)

Centre for Advanced Research on Language Acquisition (CARLA)

[www.carla.umn.edu](http://www.carla.umn.edu)

**Exchanges Canada**

[www.exchanges.gc.ca](http://www.exchanges.gc.ca)

***Institut français***

[www.lacite.uregina.ca](http://lacite.uregina.ca/en)

**Language Immersion Education and Research**

[www.carla.umn.edu](http://www.carla.umn.edu/immersion/)

**Official Languages Support Programs**

[www.patrimoinecanadien.gc.ca](http://www.patrimoinecanadien.gc.ca/offlangoff/)

**Online Magazines, Journals and Newspapers**

[www.external.edonline.sk.ca](http://external.edonline.sk.ca/menu)

**Ontario Institute for Studies in Education (OISE)**

[www.oise.utoronto.ca](http://www.oise.utoronto.ca/)

***Radio-Canada***

[www.radio-canada.ca](http://www.radio-canada.ca)

Saskatchewan Association of Teachers of French (SATF)

[www.apfs.ca](http://www.apfs.ca)

**Second Language Education Centre,** University of New Brunswick

[www.unb.ca](http://www.unb.ca/fredericton/second-language/)

**University of Regina - *Baccalauréat en éducation* (Bac Program)**

[www.uregina.ca](http://www.uregina.ca/education/programs/lebac.html)

**Fransaskois Associations**

Exposure to the French language outside the classroom has been found to be critical to becoming proficient. Cultural and language experiences are important for French Immersion, Core French, Intensive and Post-Intensive French students. There are many Francophone groups in Saskatchewan that have resources and activities that can support this need for FSL students.

Websites of Fransaskois associations, resources, resource centres and print collections can be found on *Le site internet Fransaskois* [www.fransaskois.sk.ca](http://www.fransaskois.sk.ca). It provides an excellent resource in French for the history of Saskatchewan from a French-speaking person’s perspective.

***Association Jeunesse Fransaskoise (AJF)***

AJF is a non-profit non-governmental organization (NGO) which aims to create awareness among Saskatchewan youth of the Fransaskois culture through a variety of cultural, sporting and educational activities and events.

2320 Louise Avenue

SASKATOON SK S7J 3M7  
Telephone: 306-653-7447

Website: [www.ajf.ca](file:///C:\Users\mmorris3\Downloads\www.ajf.ca\)

*Association des parents fransaskois (APF)*

This NGO works towards the development and education of Fransaskois youth from ages 0-22 and their families. They have several projects to assist families and youth such as the *Centre de ressources éducative à la petite enfance (CRÉPE*). Once a membership purchased, CRÉPE is a free centre of educational resources and toys for young families. Parents can choose from a selection of resources either in person or have them sent via mail from a central provincial office. It is a long-distance library in essence.

1601 Cowan Cres

REGINA SK S4S 4C4

Telephone: 306-522-3240

910-5th Street East

SASKATOON SK S7H 2C6

Telephone: 306-653-7444

Website: [www.parentsfransaskois.ca](http://www.parentsfransaskois.ca/)

***Fédération des aînés fransaskois (FAF)***

This NGO which has a mandate to contribute to the vitality of the Fransaskois community by favoring the development of Francophone and Francophile seniors 50 years of age and over. Their volunteers often help with school activities, make presentations or assist in youth projects. They see themselves as having a large role in passing on their francophone heritage to the youth in their community. There are 13 clubs throughout the province, each with local initiatives and contacts.

#103 - 308 4th Avenue North

SASKATOON SK S7K 2L7

Telephone: 306-653-7442

***Service fransaskois de formation aux adultes (SEFFA)***

This NGO, works towards the development of educational structures for Francophone adults to help them to further their professional and personal lives. They are involved in a number of projects and offer a variety of classes in French. A recent project of particular significance is literacy development in French.

CP 989

GRAVELBOURG SK S0H 1X0  
Telephone: 1-800-663-5436

<http://www.collegemathieu.sk.ca/>

***Assemblée communautaire fransaskoise (ACF)***

This NGO is the governing Fransaskois community organization. Its mission is to defend the rights and aspirations of the Fransaskois and the French language, ensure the global development of the community and provide support to its various sectors. The ACF is the official voice of the Fransaskois community. It has member organizations in most Francophone communities in Saskatchewan, which are independent NGOs working towards the development of their community. Visit the website to find out about their projects, services, volunteers, as well as the local Fransaskois member organizations and community centres.

Carrefour Horizon

1440,9e avenue N, bureau 215

REGINA SK S4R 8B1

Telephone: 306-569-1912

Website: [www.fransaskois.sk.ca](http://www.fransaskois.sk.ca)

*Conseil culturel fransaskois (CCF)*

This NGO works towards the cultural development of Saskatchewan Francophones and Francophiles. It offers several community and youth programs.

1440. 9e avenue N, bureau 216  
REGINA SK S4R 8B1  
Telephone: 306-565-8916  
Website: [www.culturel.sk.ca](http://www.culturel.sk.ca)

*Conseil de la Coopération de la Saskatchewan (CCS)*

This is a NGO whose mandate is to develop and expand economically the cooperatives of the Fransaskois community. It provides various programs (including youth programs) and support to ensure better Fransaskois leadership in the economic sector.

1440, 9e avenue N, bureau 205  
REGINA SK S4R 8B1

Telephone: 306-566-6000 ou 1-800-670-0879

#10 - 510, 45th Street West  
SASKATOON SK S7L 6H2

Telephone: 1-800-670-0879

Website: [www.ccs-sk.ca](http://www.ccs-sk.ca)

***Association des juristes d'expression française de la Saskatchewan (AJEFS)***

This is a NGO whose goal is to inform the Fransaskois community of its legal rights, laws and services in French. Its website contains a variety of documents in French pertaining to law.

Website: [www.ajefs.ca](http://www.ajefs.ca)

*Société historique de la Saskatchewan (SHS)*

This NGO studies, in all its forms, the presence of the French in Saskatchewan since their arrival on the Prairies up to present day.

Telephone: 306-565-8514

Email: [info@societehisto.com](mailto:info@societehisto.com)

***Coopérative des publications fransaskoise (CPF)***

This organization publishes Saskatchewan's only Francophone weekly newspaper, *L'Eau vive*, manages a commercial publishing service and coordinates a Francophone electronic bulletin board, *le Réseau Mercure.*

Website: [www.fransaskois.info](http://www.fransaskois.info/cooperative-des-publications-fransaskoises-1-eau-vive)

***Le Lien***

This is a center for cultural and pedagogical resources in French. Its mandate is to collect and make these resources accessible to the French speaking population and to educational institutions in Saskatchewan. Teachers may borrow materials from *Le Lien.*

Telephone: 1-800-663-5436

Website: [www.collegemathieu.sk.ca](http://www.collegemathieu.sk.ca/info/services.html)

***Les Éditions de la nouvelle plume***

This is a publisher of French books by Saskatchewan authors and information pertaining to Saskatchewan.

#130 - 3850, Hillsdale Street  
REGINA SK S4S 7J5  
Telephone: 306-352-7435

Website: http://plume.avoslivres.ca/

***La Troupe du Jour***

The second largest theatre group in Saskatchewan has a mandate to develop francophone community and professional theatre by creating, shaping, producing and performing several francophone plays per year.

914-20th Street W  
PO Box 339   
SASKATOON SK S7M 0Y4  
Telephone: 306-244-1040

***L’Office de coordination des affaires francophones (OCAF)***

It provides information in French about the programs and services offered by the provincial government. It also serves as a liaison between Francophone people and the provincial government.

1855, avenue Victoria

Bureau 1420

REGINA SK S4P 3T2

Telephone: 306-787-6049

Email: [fab-daf@gov.sk.ca](mailto:fab-daf@gov.sk.ca)

## Where can I find some readings on the benefits of second language?

**Suggested Reading**

Bournot-Trites, M. & Tallowitz, U. (2002). *Report of Current Research on the Effects of Second Language Learning on First Language* *Literacy Skills*. Halifax: The Atlantic Provinces Educational Foundation.

Questions continue to be asked about the effect of second language learning on cognitive development and first language learning. This paper discusses the results of current research on language skills and on non-language domains. An executive summary is available at [www.caslt.org](http://www.caslt.org/research/executivesum.htm) and the entire paper is online at [www.camet-camef.ca](http://www.camet-camef.ca/images/pdf/eng/report.pdf).

Canadian Parents for French. (2017). *The State of FSL Education in Canada* 2017 Ottawa: Author.

This report, which is produced annually, gives a cross-country perspective of FSL programs (Immersion, Core French and extended French), and outlines both successes and challenges of programs in each province. Topics this year include proficiency of French Immersion students and including English language learners in FSL programs. There is also a section of recommended further reading on this topic.

Canadian Centre for Research and Information on Canada. (2004). *CRIC Survey on Official Languages.*

The results of this survey indicate widespread support for bilingualism and for the French language as the language of choice for Canadians who wish they were bilingual. The data is presented in graphic form and in a PowerPoint presentation with useful and clear charts and graphs. Available online at: [www.cric.ca](http://www.cric.ca/pwp_re/bilingual_poll/bilingual_poll_march2004.ppt).

Canadian Centre for Research and Information on Canada. (2004). *Bilingualism: Part of Our Past or Part of Our Future*. The CRIC Papers (#13).

This paper presents the Canadian attitude toward bilingualism today and will be useful in determining regional differences in attitudes toward the two official languages. The paper is an analysis of the data from the survey described above. Available online at: [www.cric.ca](http://www.cric.ca/pdf/cahiers/cricpapers_march2004.pdf).

Institute for Innovation in Second Language Education (IISLE). (2016). *New Teacher's Handbook: Surviving and Thriving in the Second Language Classroom.* Edmonton: Canadian Association of Second Language Teachers (CASLT).

This handbook provides ready reference to over 200 possible solutions to common challenges faced by second language teachers. The handbook outlines the challenge and then provides possible solutions, a planning tool and further resources to support the teacher.

Kristmanson, P. (2003). *Beyond Time on Task: Strategy Use and Development in* *Intensive Core French*. Fredericton: Second Language Education Centre, University of New Brunswick.

This paper provides insights into Intensive French programs, which have begun to grow in a number of provinces and school divisions. This program is offered for half a school year and provides an opportunity to focus on French language development through the teaching of some subjects. Evaluations of student achievement have been positive. Available online at: [www.unb.ca](http://www.unb.ca/slec/lelien/resources/isb_kristma.html).

Lapkin, S. (2003). *Rising to the Challenge: A research Perspective on How to Double the Proportion of Secondary School Graduates with a Functional Knowledge of Their Second Official Language,* Modern Language Centre, Ontario Institute for Studies in Education, University of Toronto.

This is one of a number of background papers commissioned by the Office of the Commissioner of Official Languages in preparation for a national symposium on Official Languages in March 2004. It suggests possible strategies to achieve the goal of doubling the number of French-speaking young people in Canada by 2013. The paper tends to focus on the teaching of Core French and has many constructive insights to offer in the search for improved opportunities for students. School divisions will find this a useful backgrounder to assist in reviewing and assessing their French language programs.

Netten, J. (2005*).* Lessons Learned From Intensive French*. Canadian Journal of Applied Linguistics,* 7(1), 22-30.

Through research and classroom observations undertaken while developing the Intensive French program in Canada, new perspectives on the teaching and learning of second languages in a school situation have been gained. Eight of these perspectives are presented in this article: the role of primary Core French, the amount of time necessary to develop spontaneous communication, the use of a transdisciplinary approach to FSL, the effect of intensive French on lower achievers, the importance of teaching strategies, the redefinition of accuracy and fluency, the role of the teaching of grammar and the relationship between oral and written language in teaching communication. The first five are primarily practical in nature and have important implications for improved FSL programs, particularly Core French.

Netten, J. and Germain, C. (2012) *A New Paradigm for the Learning of a Second or*

*Foreign Language: The Neurolinguistic Approach.*

This article considers the contribution of research in neuroscience to resolving the question of how to develop communication skills in a second language in an institutional setting. The purpose of the article is to demonstrate how the findings of cognitive neuroscience can assist educators to understand the complexity of learning and, as a result, to develop more effective instructional practices. The article presents the Neurolinguistic Approach (NLA) as developed by the authors, explaining its bases in cognitive neuroscience, the ensuing five major principles of the approach, with the pedagogical consequences that each one entails. Reference is then made to two classroom applications of the NLA: Intensive French implemented widely in Canada and another adaptation implanted in China.

Second Languages and Intercultural Council (SLIC) of the Alberta Teachers’ Association and the Canadian Association of Second Language Teachers (2017). *Literature Review on the Impact of Second-Language Learning.* Calgary: Author.

This literature and research review was conducted to provide information to guide decisions on second language teaching learning. Its purpose is to investigate whether and how learning a second language affects language learners. It focuses on research in the following areas: cognition, academics, personal life, society at large, economics and intercultural understanding. In addition, special attention is paid to the extent to which students with exceptionalities and additional language learners are able to acquire additional languages. The research focuses on both the benefits and the challenges associated with learning a second language.

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