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Late French Immersion Program Information Session 2024





Goals

- To provide information about the Late French Immersion program
- To discuss the benefits of learning French as an additional language
- To answer questions





French Immersion is Inclusive

The French Immersion program is open to *all students* regardless of their first language or their academic history.



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What is Late French Immersion?

Late French Immersion is a program designed for students whose first language is not French.

Instructional strategies and materials are designed with this in mind.

Late French Immersion begins in Grade 7 and continues to Grade 12.



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French Immersion in Nova Scotia

The Early French Immersion Program (Grade P-12) began in 1977.

The Late Immersion Program (Grade 7-12) began in 1985.



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Late French Immersion Schools

HRCE has 20 schools offering Late French Immersion beginning at Grade 7.



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Percentage of Instruction in French

Grades 7-9 70-75%

- **French Language Arts (FLA)**
- **Mathématique**
- **Science**
- **Sciences Humaines (Soc. St)**
- **Mode de Vie (Healthy Living)**



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French Immersion P-12

A French Immersion Certificate is awarded at High School graduation upon completion of program requirements.

High school students must complete 50% of their courses in French to receive this certificate.



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French Immersion P-12

Graduates of the French Immersion Program:

- are expected to be able to communicate effectively in oral and written French and English.
- are expected to achieve learning outcomes of courses taught in French and in English.
- could pursue university or college education in French.





Curriculum

Late French Immersion students follow the *same* curriculum as their peers in the English program, though concepts will be explored at a different pace while students are developing language skills.



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How do students learn French?

Students will learn French in the same stages that they learned their first language.

Oral → Reading → Writing

They will be immersed in French and will build their vocabulary and grammar as the year progresses using an approach that will develop their language through literacy cycles.





Neurolinguistic Approach (NLA)

The NLA is a way to teach and acquire an additional language for the purposes of communication. It is based on current research about how languages are learned. The result is students being able to engage in **authentic** and **spontaneous** conversation.

Oral → Reading → Writing



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Neurolinguistic Approach (NLA)

Grade 7 French Language Arts (FLA) teachers will use the NLA to develop language while working toward outcomes and other subject teachers will use best practices in literacy from NLA to support language development in their subject areas.



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Benefits of French Immersion

- The student's knowledge of their first language is transferred to and interacts with the knowledge they are acquiring in the additional language.
- Language concepts and skills learned and developed in French support concepts and skills learned in their first language.
- Bilingualism / multilingualism can enhance some aspects of academic and cognitive growth (improved literacy, mental flexibility, creativity, divergent thinking, higher order thinking, expanded view of the

(Arnett & Bourgoin, 2017; Genesee, 2007)



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Program Expectations

- **Speak French**
- **Participation**
- **Speak French in front of others**
- **Take Risks**
- **Patience**
- **Practice, Homework, Review at home**
- **Be prepared, keep notes and classwork**





If English is not the home language (EAL learners)...

Learning a second language, such as French, can have an influence on learning additional languages. (Arnett and Bourgojn, 2018)



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Supporting students at home

It is not a concern if your student does not have anyone at home who speaks or understands French. This will not have a negative impact on their progress.



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Supports for Students in Immersion

- Resource
- School Counsellors
- Teaching Support Team (TST) provides support and guidance to teachers
- Student Planning Team (SPT) explores supports and makes decisions about the student's program.
- Adaptations and Individual Program Plans (IPP)





Useful Links

[HRCE Late French Immersion](#)

[Canadian Parents for French](#)

[Department of Education and Early Childhood Development - How Bilingual Am I?](#)

[Intensive French - The Neurolinguistic Approach](#)

[French at Home](#)



Works Cited

Arnett, K., & Bourgoin, R. (2017). *Access for Success: Making Inclusion Work for Language Learners*. Pearson Education Canada.

Bournot-Trites, M., & Tellowitz, U. (2002, January). *Report of Current Research on the Effects of Second Language Learning on First Language Literacy Skills*. Atlantic Provinces Educational Foundation. https://ab.staging.cpf.ca/wp-content/blogs.dir/1/files/apef_report.pdf

Genesee, F. (2007, August). French Immersion and At-Risk Students: A Review of Research Evidence. *The Canadian Modern Language Review / La revue canadienne des langues vivantes*, 63(5), 654-687. 10.1353/cml.2008.0004



Questions?



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