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CPEF MAGAZINE

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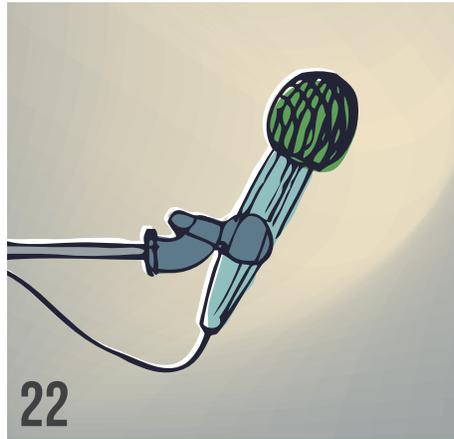
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Canadian Parents for French is the national network of volunteers which values French as an integral part of Canada and which is dedicated to the promotion and creation of FSL learning opportunities for young Canadians.



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“I could never have guessed how much of an impact learning French would have on me and on shaping my future.”

Like many other Canadians, I am a proud graduate of French Immersion. It is hard to imagine that this school year marks the 50th anniversary of the program. Today, some of the initial graduates of the program are enrolling their children – and possibly encouraging enrolment of their grandchildren into the program. It is fulfilling to consider the impact that such a young program has had in shaping Canada. I could never have guessed how much of an impact learning French would have on me and on shaping my future.

Learning French not only provided me with career opportunities that I would not have had access to by only knowing English, but it has also given me a greater appreciation for French culture. Watching French movies, television, reading French news, and interacting with Francophones have all shaped my view of the world. Flowing from English to French culture is an experience I will never tire of; I learn so much about both cultures by comparing and contrasting them. My experience in acquiring French as a second language taught me that the classroom is the first step in learning French. However to fully understand a language one must “experience” it as well. I believe there are three parts to fully grasp a language: instruction, passive interaction (obtained through television, radio, books, etc.) and

active interaction (talking with others). These three aspects help students fully appreciate a new language, the culture behind the language and how to really live it.

In this issue of *CPF Magazine*, we have articles which touch on all of these aspects: an interview with former CBC Radio host Bernie St-Laurent, on his experience in radio, as a native bilingual speaker, and the importance of learning French as a second language; an article on the benefits of extracurricular activities when learning French; and, to celebrate the 50th anniversary of French Immersion, a special feature on Wallace Lambert, one of the creators of the French Immersion program renowned across Canada and the world.

We hope you, your children, and the people you know will be inspired by these stories from across the country as you write your own story of successful support for French second-language education. ■

A handwritten signature in black ink, which appears to read 'Shaunpal Jandu'.

Shaunpal Jandu
Editorial Manager



The Benefits of Extra-Curricular Second-Language Experiences for Your Child

By Joan Hawkins, *Canadian Parents for French National, Research and Advocacy Coordinator*

As a parent you play a crucial role in your children's education. Encouraging them to participate in extra-curricular second-language activities to enhance second-language learning motivation, inspire self-confidence and enhance proficiency is an important factor.

Enhanced Proficiency

Studies have found "statistically significant connections between out-of-class language use and proficiency gains." [Smemoe *et al* 2010] Second-language students who participate in extra-curricular activities enhance proficiency through additional time spent in the target language regardless of the student's proficiency level. [Mady 2009a; 2009b]

It is important to remember that "...communication with real people in real life situations involves more than simply knowledge of linguistic structures. It involves knowledge of other areas of language such as discourse patterns, pragmatic knowledge and also knowledge of native speaker speech patterns." [Regan 2010] Extra-curricular activities also provide opportunities for second-language students to interact with native speakers, to incorporate vernacular expressions and to enhance confidence in second-language skills. [Regan 2010; Saindon *et al* 2011]

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Greater Motivation

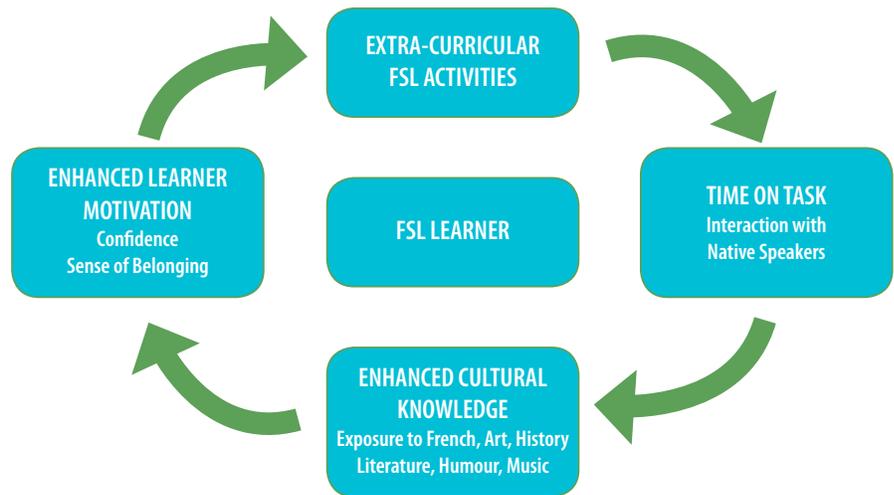
It has been demonstrated that exposure to French outside the classroom increases motivation to learn the language. Participants in the SEVEC sponsored *Living and Learning in a Bilingual Canada* forum in 2008 clearly acknowledged the importance of being bilingual in Canada and the resulting social, academic and professional benefits. The benefits of such exposure to French language and culture out-of-class are not limited to success in language learning. An emphasis on diverse skills can help increase student motivation and understanding for the long-term benefits and improve willingness to hang in and continue language studies when the going gets tough. [Mady 2009c] Educators and parents see that students are motivated to learn a subject when the students express interest in the subject and devote leisure time to learning in the field.

1 Students who are motivated to learn languages for practical purposes — including the ability to use a second language to widen professional opportunities — may be described as instrumentally motivated. Integrative motivation, in contrast, is illustrated when a student is learning for personal growth or cultural enrichment often with the desire to interact with speakers in the target language. [Lightbown and Spada, 2006].

2 Beyond the expected second-language based learning exchanges and forums focused on the benefits of bilingualism, parents and educators can focus on the other skills developed when students participate in extra-curricular and out-of-class volunteer experiences ... in French.

Preparation for Post-Secondary Second-Language Studies

For teens, and those preparing applications to post-secondary institutions, participation in extra-curricular experiences may be even more valuable. Students who manage various activities in high school will learn some vital time-management skills. Showing up on time for practice and sticking to a certain schedule helps students to master the responsibility necessary to succeed in college or university. At the post-secondary level, study groups or group projects require students to work together to achieve one goal. Certain extra-curricular



activities also can teach career skills. For example: a student editor for a high school newspaper learns the skills needed to work in the news industry or other related fields. Students who have experience using their second-language demonstrate confidence and an openness to risk taking — attributes that can translate into an application for post-secondary study.

Need to Increase Student Awareness and Participation

Although opportunities already exist at the community, provincial/territorial, and national levels, many young people are not aware of them. Indeed, some students feel that learning a second language is not always supported in their schools, communities or families: resources are insufficient and opportunities to practice are too scarce or little-known. The effort required to learn a second language is significant and they see a large number of their friends give up for a variety of reasons.

The various agencies and organizations offering youth-oriented services promote their activities individually, but students participating in the *Living and Learning in a Bilingual Canada* forum felt there was a need for a web-based portal listing all the educational programs and exchanges focusing on bilingualism, something similar to Services Canada, but targeting youth (SEVEC 2008).

Educators and parents should focus on sharing information on the various extra-curricular opportunities with students and encouraging them to participate. School based programs may benefit from the fruits of students' second language volunteer experiences,

and gains in student motivation and confidence are of importance due to their potentially positive effects on L2 (second-language) acquisition. [Mady 2009c]

How to Involve Your Child in Extra-Curricular Activities

- Look for opportunities for your child to extend him or herself.
- Ask about sports opportunities and teams at school and in your community that are offered in French.
- If friends or neighbours are involved in a particular activity in French and your child shows an interest, joint participation is likely to motivate them to stay involved. Being part of a team seems to increase motivation as children enjoy being with their friends, and don't like to let them down.
- Parents can pass on positive attitudes and appreciation of the value of activities that take place in the second language. Research shows that when parents participate in an activity, their children will be more motivated to continue the activity even when parents are not with them.
- The way we involve our children in music or sports matters. Just signing them up for a team, sport, or music practice may have a positive effect, but going beyond and linking this activity with second-language learning improves long-term motivation, participation, and success for our children.

Recommended Extra-Curricular Activities



Sports... in French

In the early grades, these programs focus on building physical skills, learning about good sportsmanship, understanding game rules and developing social skills. Children who are involved in sport also have stronger social networks than children who do not participate in sport.



Arts... in French

Children involved in music and arts activities typically have better memory skills, demonstrate creative thinking and a higher ability for emotional expression which can translate into improved intercultural understanding in various problem solving situations.



Scouting... in French

Children involved in scouting-type activities learn real-world skills and get in touch with nature while developing their confidence and making new friends. Programs often focus on character-building, citizenship and physical fitness.



Academic Clubs... in French

Some schools offer academically-oriented clubs that provide an extra-curricular way to learn about a specific subject such as French, science or math. These can take the form of lunch-time clubs that meet during a recess period, or a pre- or post-school activity. ■

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Qui suis-je and who cares?



By Monica Tang

Translated with permission from original posting from the *Association canadienne des professeurs d'immersion* blog.

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Themes in teaching change from year to year, but recently, one particular topic seems to be gaining popularity in public forums: **the identity of the non-native or bilingual teacher**. When I have had the chance to discuss this topic with fellow colleagues, I find that there is a lot of interest and people want to keep the discussion going. That said, it is a sensitive topic and it can be challenging to not generalize or overly simplify the question. My goal is not to offend but to inform and to start getting people to reflect on this important subject.

“Non-native” or bilingual?

Generally the terms “non-native” or “non-francophone” describe those for whom French is not their first language.

However, these terms can reveal problematic misunderstandings. Some people hesitate to use the word “bilingual” because it seems too noble and unattainable for those of us who sometimes still make mistakes even though, for the last thirty years, research has told us that to be bilingual means to be functional in two languages (Grosjean, 1982). Perfect mastery of both languages is not the benchmark, in part, because even native speakers make mistakes. We will save that discussion for another time.

What are the identity issues for bilingual teachers?

The transition from student to teacher is not always easy, but for the bilingual teacher, there is an additional issue surrounding identity. When we were immersion students, a lot of time was spent being evaluated and judged by others, and we constantly sought approval from our teachers. In turn, once we became French teachers ourselves, it was up to us to provide the same feedback to our students. There is a responsibility to be competent linguistically, or at least give the impression that we are confident in that knowledge. Many questions arise once we adopt this new identity: What kind of role model will we be for our students? Should we be the all-knowing confident teacher? Or will we be the humble teacher who learns as she goes? Will francophones judge us on our accent? Do we make grammar mistakes when we speak? Will parents question our legitimacy as a French teacher? Are we indeed legitimate at all?

Of course even francophone teachers may ask themselves these questions. And everyone – francophone or not – responds to these questions in their own way. I believe that it is not so much the answers, but rather what they imply for the Francophile community as a whole. Increasingly, more of our teachers are products of the French Immersion program. What a wonderful measure of the success of the program! Because of their experiences as

second-language learners, these bilingual teachers have more in common with their students and have a better understanding of what it means to be bilingual. This is an immeasurable asset.

Why is this issue so taboo?

There are two reasons why we hesitate to speak about the “non-native” teacher:

- 1 As a “non-native” some don’t want to expose the fact that sometimes they feel inadequate. It could show that they don’t feel competent in their work.
- 2 Native francophones don’t want their “non-native” colleagues to feel badly, so they choose to not bring it up, or the native speaker feels the moral obligation to correct all the mistakes of their non-native colleague. And despite his/her good intentions, the francophone thus succeeds in suppressing all confidence in one single comment.

Maybe this is an exaggeration, but research has shown that error correction is only effective in the proper context, (Macintyre, Burns, and Jessome, 2011) both in the case of our students and with our colleagues.

Regardless of the reason for not talking about this subject, we are unconsciously amplifying the francophone/non-francophone dichotomy. And that is the problem: once we see ourselves in opposition, we stop seeing French language teachers as a team working together towards a common goal.

Recognizing the diversity of *la francophonie* outside of Quebec means acknowledging the different experiences which have brought us together as French language teachers, and will allow us to understand the experiences of our students. The objective of the French immersion program is not to create native francophones, which, by definition, is impossible! The objective of the immersion program is to create individuals who are functionally bilingual and who have an appreciation of the French language and culture. So how do we do this?

My take aways

- Let us stop seeing francophones and non-francophones as two different sub-groups in our profession.
- Let us stop seeing “non-natives” only as learners (even if we are all learning) but rather as legitimate bilingual individuals.
- Let us encourage all of our colleagues to stand as proud bilinguals, ready to assume the mantle as mentors for future teachers.
- Let us encourage all immersion teachers to express themselves and participate in the Francophile community (for example by leaving a comment in this blog post! www.acpi.ca/easyblog/entry/qui-suis-je-and-who-cares). ■

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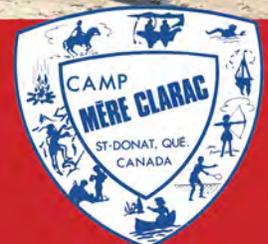
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Immersion Schools Wallace Lambert's Legacy

By Graham Fraser, Commissioner of Official Languages

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The 2015-16 school year marks the 50th anniversary of French Immersion programs in Canada. From a single classroom pilot project of thirty students in St. Lambert, Quebec the program has ballooned to over 300,000 students enrolled each year in French Immersion programs across the country.



In the early 1960s, a dozen parents in the South Shore Montreal suburb of St. Lambert sought out academic specialists in cognition and language learning at McGill, psychologist Wallace Lambert and neurologist Wilder Penfield. The result was an experiment that began at Margaret Pendlebury Elementary School in St. Lambert in 1965. The highly successful experiment led to the widespread introduction of French Immersion in Canada, and around the world, but its success was based on a number of key elements: parental support, the political environment, and the fact that French was easily accessible as a public language outside the school. Despite the success of the program, myths have persisted to the effect that immersion makes it harder for students to learn English. New myths have emerged, suggesting wrongly that immersion is inappropriate for immigrants to Canada, that immersion programs are exclusively for elite students, and that immersion is the only way to master French as a second-language.

Second-language learning has also become a priority in Quebec, with the introduction of a semester of intensive English for Grade 6 students in French-language schools. This has proven to be controversial for some, but has strong majority support from parents, who think their children have a much better chance at succeeding in life if they are bilingual.

Ginette Munson looks back on her time at Margaret Pendlebury Elementary School with warmth and pride. It began in 1967, when she joined an experimental program that had begun in 1965, teaching Grade 4 to the very first class of French immersion students.

Originally from New Brunswick, Ms. Munson was living in Saint-Lambert, a suburb on the south shore of Montreal. Her husband, Jim Munson, was then a radio reporter, and her father-in-law was a minister in Saint-Lambert.

She was the first Canadian teacher hired to teach at the Saint-Lambert experiment; for the first two years, the teachers had been European. Even though she came late to the experiment, she knew right away that the project was succeeding.

Continued on next page →



“For immersion is much more than academic courses; it goes beyond school walls. It is a holistic experience, and the degree of immersion of the learner has an impact on its success.”

“I had a great feeling of working for a successful project,” she told me, recalling the parents’ enthusiasm, the teachers’ pride and the researchers’ commitment. “The collaboration with McGill was extraordinary.”

All of this was happening in a very particular context.

“It was a remarkable period in Montreal: Expo 67 was just across the river from Saint-Lambert, and optimism was in the air. The economy was good and parents had a sense of innovation – those were very positive conditions.”¹

Forty-five years later, one of her former pupils, Doug Mitchell, is a prominent lawyer in Montreal who practises in both languages.

He spent two and a half years in the experimental program, and then his parents moved.

“It’s a testament to the program that when we moved to Chambly, I was able to attend a French school and make a go of it without missing much of a beat,” he told me. Two and a half years in immersion and two years in French school were the sum of his education in French, but despite the fact that the rest of his schooling was in English, he found that his knowledge of French always returned.

“Whatever they did, they did right,” he said.²

As further proof of the impact of the experiment, the Minister of Canadian Heritage, James Moore, is a product of immersion in British Columbia.

Minister Moore’s family is an example of what it takes to keep an immersion system in operation. His mother fought to bring immersion to the British Columbia town where she was teaching. His sister is a French immersion teacher. And just over a year ago, I met his father, who proudly told me that he had participated in the exercise of staying up all night, with different members of the family taking shifts, so that his granddaughter could be enrolled in a French Immersion program.

I had conflicting emotions when I heard that story.

On the one hand, the level of commitment – that a family would organize itself in shifts around the clock, waiting in line outside the school board office – was inspiring. On the other hand, the fact that this is still necessary, four decades after Wallace Lambert’s wildly successful experiment, is cause for concern.

But let’s go back to the beginning of the Saint-Lambert experiment.

As Fred Genesee has reminded us, the development of an immersion program occurred not because of some elitist theory that was tested on unsuspecting children. It happened because parents wanted it to happen. They knew that the traditional way of learning French had not worked for them, and they wanted something better for their children.

Twelve parents from the South Shore suburb began to meet, and formed the St. Lambert Bilingual School Study Group. They sought out Wallace Lambert, already an eminent psychologist and researcher at McGill University, and renowned neurologist Dr. Wilder Penfield of the Montreal Neurological Institute.

“The parents felt their children were being short-changed and should have the opportunity to become ‘bilingual’ within the school system, since it was so difficult to achieve this skill outside of school,” recalled one of the parents, almost a decade later.³

As Dr. Genesee put it, “These parents felt that their lack of competence in French contributed to, and indeed was attributable in part to, the two solitudes which effectively prevented them from learning French informally from their French-speaking neighbours. Their inability to communicate in French, they felt, was also attributable to inadequate methods of second-language instruction in the English schools.”⁴

Let’s think back to what the mood was in Quebec in 1965. The Quiet Revolution was well underway. The FLQ had set off

bombs three years earlier. Pierre Bourgault was attracting large crowds to meetings of the *Rassemblement pour l'indépendance nationale*. The English community was feeling uneasy and confused; the unwritten rules that had been in place for over a century – which meant that, to succeed in life, Anglophones did not have to learn French but Francophones had to learn English – were breaking down. Members of the Royal Commission on Bilingualism and Biculturalism had been shouted down at heated meetings in Quebec City and Sherbrooke in 1964, and had produced a preliminary report in 1965 saying that Canada was passing through the greatest crisis in its history.

For a dozen parents in a South Shore suburb to seek out academic experts like Wallace Lambert and Wilder Penfield to figure out a way to make sure that their children would learn to speak French better than they could was an act of citizenship of the highest order. In its own way, it was a statement of their commitment to living in Quebec as a minority. It was their echo of what Frank Scott expressed at a public meeting of the Royal Commission on Bilingualism and Biculturalism in Sherbrooke in 1964 when he was told that the English community should pack up and leave, the sooner the better: “J’y suis, j’y reste.”⁵ These parents were not going anywhere – this was their home and they were determined to make it a better place for their children.

It is well known how successful the experiment was and how widely it has been adopted elsewhere. But there are some key elements in the Saint-Lambert experiment that need to be highlighted. To begin with, it was a project driven by parents, rather than by academics, teachers or administrators.

Parental support has been critical to the success of immersion. In fact, without parental support – indeed, insistence – immersion programs would gradually erode. It is said that necessity is the mother of invention, and in this case, parents showed great inventiveness and perseverance. Parents have lobbied for immersion, sat up all night for it, recruited teachers for it and demonstrated for it. School boards and governments have resented it and resisted it. It took massive demonstrations by parents in New Brunswick to force the New Brunswick government to back down from its plan to undermine immersion.

Another aspect that must be remembered is that the students in Saint-Lambert were part of a minority, embarking on an experiment to learn the language of the majority. But while French was the language of Quebec, Doug Mitchell remembers that it was not the language of Saint-Lambert. “I don’t remember ever, ever, ever speaking French in Saint-Lambert or hearing French,” he told me. “The Mayor was our neighbour, and I don’t think he spoke any French. Quebec hadn’t changed by then. Quebec only began to change after the Parti Québécois was elected [in 1976], which makes the success [of the immersion experiment] even more dramatic.”

Now, of course, it is much easier for students in French immersion schools in Quebec: hiring teachers whose mother tongue is French is easy; practising French by stopping in a store on the way home from school is natural; subscribing to a French daily newspaper is not a problem.

For immersion is much more than academic courses; it goes beyond school walls. It is a holistic experience, and the degree of immersion of the learner has an impact on its success; in other

words, a student’s success depends on his or her experience as a whole, in terms of both academic curriculum and cultural exposure. The parents of the students in Saint-Lambert knew that life in Quebec was lived in French, and they wanted their children to be able to understand that life and participate in it.

I say this because those conditions are not easily accessible in the rest of Canada. In the rest of Canada, it is difficult for students to hear French spoken outside the classroom. It is difficult to find teachers whose mother tongue is French. To many Canadians, French is still an obscure concept, and its value in their daily lives and activities has yet to be demonstrated – out of sight, out of mind. Efforts to justify the relevance of and explain the motivation behind any initiative to introduce second-language French programs to unilingual Anglophone parents who are not touched – in any way, shape or form – by French Canadian realities result in a debate that unfolds again and again.

For a moment, I will now speak as a parent rather than as Commissioner. All of my older son’s elementary education took place in French schools in Quebec City, and when we moved to Ottawa, he entered Grade 7 in an immersion program. After having spent six years in French schools, he was appalled at the quality of French spoken by his immersion classmates.

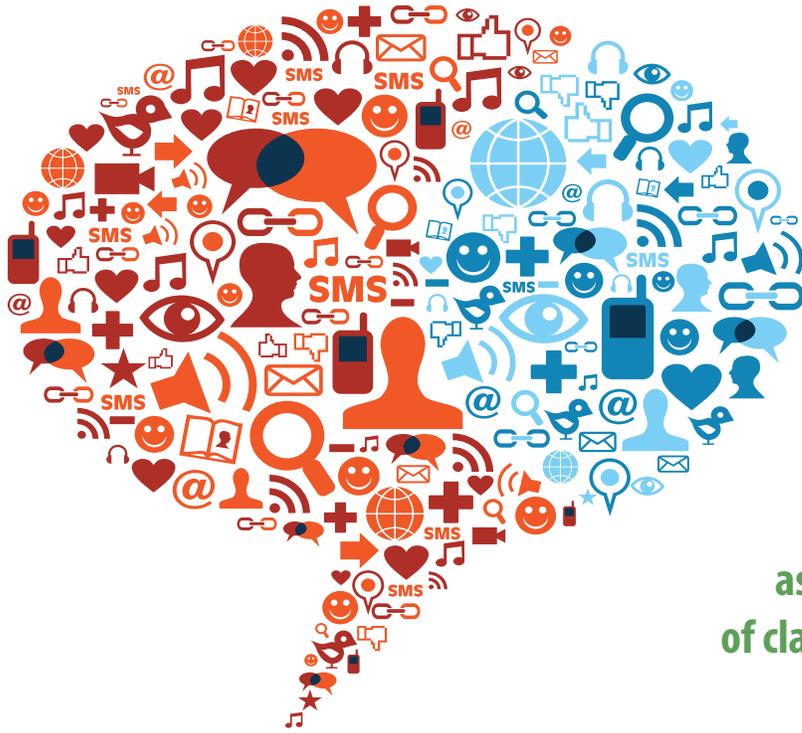
I could understand this: most of the French his classmates had heard was being spoken by their English-speaking friends. But I can’t help noticing how many of those former classmates are now, two decades later, living in Montreal or Paris, or rising in the federal public service in bilingual-imperative positions.

It has now been 46 years since Wallace Lambert’s experiment and, unfortunately, there are still myths regarding immersion that must be dispelled. It is clear – as demonstrated by study after study by the people at this conference – that immersion students do not lose their English. My own experience, and my personal observation as a parent and grandparent of immersion students, is that learning a second-language makes you more attuned to the nuances in your own language.

New myths have emerged that also need to be challenged. Newcomers to this country should be encouraged to send their children to immersion, rather than discouraged from doing so. Dissuasion often comes from misinformed educators who perpetuate the myth that French immersion is too hard for allophones and will lead to linguistic confusion. Many allophone parents who enquired about French immersion programs were advised by teachers and principals to reconsider and choose the core English program.⁶ The main reason given was to prevent the potential mixing up of languages. But allophone parents who have registered their children in immersion programs – despite educators’ concerns – have said that not only do their children not mix up the languages, they end up being more proficient in their own language, and now speak two or even three languages without confusing them. Most parents who chose immersion for their children are satisfied with their decision and with the programs offered.

I recently met a law student from Toronto who told me that she is now studying in English for the first time. Her parents had come from Bosnia 20 years ago and, even though they spoke

Continued on next page →



“Second-language learning should not be exclusive to English-speaking Canadians wanting to learn French. Just as Anglophones outside of Quebec often lack a French sociocultural context to support their school immersion programs, Francophones in Quebec wanting to learn English as a second-language lack the same level of classroom opportunity.”

are less present in their social fabric. Through the creation of French immersion programs, and through their support of and commitment to them, Quebec’s English-speaking communities have shown not only their willingness but their determination to be an important and integral part of Quebec society, ready to participate in the language of the majority, while retaining pride in their own language, heritage and institutions.

Quebec has the highest proportion of bilingual people in Canada: in the 2006 census, more than one third of Francophones (36%) and two thirds of Anglophones (69%) in the province reported that they speak English and French. Among English-speaking Quebecers aged 18 to 34, this percentage reached nearly 80%. In the past 40 years, no other Canadian community has increased its ability to speak a second official language as much as Quebec’s English-speaking communities.⁸ Without a doubt, this is partially the result of Wallace Lambert’s legacy.

As a consequence, young English-speaking Quebecers have become bilingual and biliterate. They want and are able to stay in Quebec and contribute to the development of Quebec society, while preserving their cultural heritage and identity.

But second-language learning should not be exclusive to English-speaking Canadians wanting to learn French. Just as Anglophones outside of Quebec often lack a French socio-cultural context to support their school immersion programs, Francophones in Quebec wanting to learn English as a second-language lack the same level of classroom opportunity. English is taught as a normal part of the formal program, recently from Grade 1. Some schools offer English intensive programs. It has been argued that Quebec’s geographical situation – bordered by English-speaking provinces and the United States, with exposure to predominantly English culture, television and music – gives French-speaking Canadians a degree of Anglophone contact equivalent to “English immersion.” As more and more Francophones become bilingual without threatening their “full mastery of French,” and more Anglophones become bilingual without

denying their identity and cultural heritage, we approach the ideal model of well-integrated linguistic duality in Canada.

Francophones value bilingualism and are well aware of its importance to be able to function successfully in this day and age. According to a recent La Presse-Angus Reid study, 84% of Quebecers believe it is important to master English. Quebec Premier Jean Charest has announced that his government will focus on improving French-speaking Quebecers’ skills in Canada’s other official language by proposing a semester of intensive English for Grade 6 students in French-language schools. Mr. Charest dismissed the myth before his detractors could even mention it, by stating that “full mastery of French does not preclude knowledge of a second or a third language.”⁹

The proposed change is set to be phased in over five years, and would enlist the help of the province’s English school system. This announcement from the Quebec government was welcomed by the majority, and I see this as a symbolic gesture of openness to second-language learning. Of course, it cannot be said that there is consensus on this sensitive issue. On one side, there are a few people, like researcher Christian Dufour, who think that this government measure is a threat to Quebecers’ identity and “excessive and dangerous.”¹⁰ On the other side is sociologist and historian Gérard Bouchard, who claims that turning our backs on English would be “criminal.”¹¹ The word is provocative, of course, but he certainly managed to get attention.

What Mr. Bouchard is saying is that Quebec is facing two unavoidable responsibilities: to promote French language AND encourage learning English as a second-language. One does not preclude the other. In my view, his message is one of balance. But who is left in the middle? The parents – a large majority of them, according to polls – who think that their children have a much better chance at succeeding in life if they are bilingual.¹² Of course, success can be determined by many factors. Being able to earn a decent living is certainly one of them. According

to a 2005 Université de Montréal study based on 2001 statistics, bilingual Francophones make up to 50% more money than their unilingual neighbours, depending on age and education.¹³

Having a better understanding of and openness to the world around us also plays a major role in what can be defined as success in life. No wonder Quebec parents want their children to be bilingual – it provides better opportunities, better understanding, and better quality of life, without challenging their linguistic identity. Canadians of both linguistic backgrounds are well aware that knowledge of the other official language is a tool, not a threat. Knowledge should never be seen as a threat. *Scientia potentia est*. Knowledge is power. This Latin maxim definitely applies to the knowledge of languages. Saint-Lambert parents knew that; James Moore’s family knows that; immigrant allophone parents know that; and Canadians across the country know that. Wallace Lambert’s legacy is certainly one of thirst for knowledge, interwoven in the fabric of our Canadian linguistic duality.

Obviously, immersion is not perfect. It is not a magic wand. But it has been extraordinarily successful. In a few years we will be discussing issues and successes with regard to the intensive English program in Quebec French-language schools, and I suspect that it will be praised by immersion’s biggest supporters: parents who are at the front lines when it comes to fighting for what is best for their children’s futures.

Four decades after Wallace Lambert’s experiment, immersion is still going strong, and continues to challenge how Canadian families define their linguistic identities.

Without Wallace Lambert’s pioneering work, we would not be where we are today. But we still have lessons to learn from his critical experiment. And we still have a lot of work to do. ■

A well-known and respected journalist and author with close to 40 years of journalistic experience, Graham Fraser was educated at the University of Toronto, where he earned a Bachelor of Arts and Master of Arts in History. Prior to his appointment as Commissioner of Official Languages, Mr. Fraser worked as a national affairs writer with *The Toronto Star*. Over the years, he has held positions of increasing responsibility with various newspapers and periodicals, including Montreal Bureau Chief with *Maclean’s*; Quebec City Bureau Chief with the *Montreal Gazette* and then *The Globe and Mail*; and Parliamentary Correspondent, Ottawa Bureau Chief and later Washington Bureau Chief with *The Globe and Mail*. He was a weekly columnist for *le Devoir* from 1995 to 2000 and for *The Toronto Star* from 2000 to 2005 and was a regular commentator on the TFO public affairs program *Panorama*.

During a long and distinguished career that has straddled the language divide, Mr. Fraser has reported in both official languages on issues affecting Canada and Canadians, including cultural and foreign policy; constitutional debates and negotiations; and provincial, national and international politics. He has been invited to speak on official languages issues to the minority-language organizations of Quebec, New Brunswick and Ontario, as well as minority-language organizations working at the national level, and has given lectures on language policy as an adjunct professor at Carleton University as well as at other universities.

Mr. Fraser has written five books, including *Fighting Back: Urban Renewal in Trefann Court* (1972), *Playing for Keeps: The Making of a Prime Minister* (1988) and *Vous m’intéressez: chroniques* (2001). His latest book, *Sorry, I Don’t Speak French*, was published in March 2006 and helped stimulate renewed public discussion of language policy in Canada. Mr. Fraser is also the author of *PQ: René Lévesque and the Parti Québécois in Power*, which dealt with Quebec language policy and which was nominated for the Governor General’s Literary Award for non-fiction in 1984. In 1979, he helped found the Centre for Investigative Journalism, the bilingual precursor of the Canadian Association of Journalists, and served on the Centre’s board for two terms. He was the first recipient of the Public Policy Forum’s Hyman Solomon Award for Excellence in Public Policy Journalism. In recognition of his achievements, he was awarded honorary doctorates by the Université Sainte-Anne (Political Science) and the University of Ottawa (Doctorate of the University) in 2008.

NOTES

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Since its inception, Canadian Parents for French has organized and promoted French second-language learning opportunities across the country, opportunities like the *Concours d'art oratoire*. A decades-old French language public speaking competition, *Concours* is arguably CPF's most successful and well know public event.

The *Concours d'art oratoire* has grown and evolved over the years, developing some interesting local and regional traits as it took root across Canada. The main aspects of the competition remain the same: students research, write, memorize, and give a three to five minute speech on a topic of their choosing before a panel of judges in a live presentation.

Winning students in grades 11 and 12 are eligible to take part in the National finals in Ottawa at the end of May. Prizes at the national level of the competition include over \$500,000 in scholarships offered by the University of Ottawa,

CANADIAN PARENTS FOR FRENCH CONCOURS d'art oratoire

Canada's French Public Speaking Contest

the University of Prince Edward Island, Université de Moncton, Université de Saint Boniface, and Université Saint-Anne, and a two-week educational trip to France provided by the Embassy of France.

Concours is more than just a competition though, it gives young French second-language learners a practical reason to improve their French language skills; it provides them with an opportunity to meet peers from outside their local community, sometimes leading to lasting friendships spanning the entire breadth of the country; and it offers them a platform to speak to the world at large about the

things that really matter to them. One former participant from best captured the spirit of *Concours* with the following words, "Participating in the National *Concours d'art oratoire* in Ottawa made me truly understand the importance of bilingualism. I live in a largely Anglophone province where French is rarely spoken. Visiting Ottawa for the *Concours* made me realize the importance of French ... and it empowered me to appreciate the real life application of French outside of the classroom. French is a very important part of this nation so it is very important to learn French." ■



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Building Bridges Through Song

In 2015, Canadian Parents for French, in partnership with Bishop's University, the Community Learning Centres and the Federation of Quebec Home and School Associations, spearheaded its first French second-language virtual choir, LA PETITE SUITE QUÉBÉCOISE. Fannie Gaudette of Bishop's University arranged a potpourri of well-loved Francophone classics which Canadian Parents for French sent to various elementary Anglophone schools around the province (to see the a video of the performance please go to <http://qc.cpf.ca/activities/youth-activities/virtual-choir/>). These schools were encouraged to invite a neighbouring Francophone school and/or community choir to learn the medley of songs. The choirs were then filmed singing the song and the individual videos were uploaded into a single video, available for all to watch.

The idea behind this initiative was to foster a greater knowledge and love of Francophone classics among Anglophone and Allophone youth in Quebec and to make learning French a positive, fun experience. The project also aimed to build bridges between the province's diverse communities and allow everyone, both young and old, to feel part of a larger project. The video also provided a means for several Anglophone communities to come



PETITE SUITE QUÉBÉCOISE

into interact with one other, which is not often possible due to their frequently isolated nature.

Since many schools in the province find themselves without a music program, Canadian Parents for French and its partners also wanted bring the joy of singing to children who are lacking it in their lives. In this spirit, they recorded the musicians playing the soundtrack in order for the singers to 'meet' the musicians and to familiarize themselves with different types of musical instruments, such as the mandolin, double bass and steel pedal guitar.

Overall, the project was a success, as it brought over 400 singers from around the province together on one screen and was enjoyed by families and friends everywhere. ■



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Takeaways *From* Aiming Higher: Increasing Bilingualism of Our Canadian Youth

Report by the Standing Senate Committee on Official Languages

In June 2015, the Standing Senate Committee on Official Languages released a report on the importance of French second-language learning in Canada. The Report was the culmination of a year long study in which Canadian Parents for French was pleased to participate as a witness and provide evidence to assist in the committee's work.

Following is a summary of the findings and recommendations made to the federal government by the committee.

The report found that while there are a multitude of second-language programs from across the country, the quality, popularity, and accessibility of the programs vary from province to province. Overall the report found that while there has been a decrease in enrolment in core French programs across the country, there has been an increase in the popularity of the French Immersion program. The FI program is so popular that many school districts are finding it difficult to keep up with the demand.

The report also stated that "As the 150th anniversary of Canadian Confederation approaches, Canada must take steps to ensure that bilingualism takes its rightful place as a fundamental value across the country."

The report made 10 recommendations in four areas to the federal government on how to improve bilingualism in Canada.

ACTIVE PROMOTION OF BILINGUALISM

Recommendation 1

That Canadian Heritage, acknowledging that education is an area of shared jurisdiction and pursuant to its responsibilities under subsection 43(1) of the Official Languages Act with respect to the learning of English and French in Canada, ensure second-language programs are accessible to everyone, everywhere in Canada.

Recommendation 2

That Canadian Heritage, pursuant to its responsibilities under subsection 43(1) of the Official Languages Act, encourage the public and the business community to foster the recognition and use of the two official languages, and that it launch a national awareness campaign to encourage Canadians to learn their official languages.

INCREASED OFFICIAL- LANGUAGE PROFICIENCY

Recommendation 3

That Canadian Heritage work with the provincial and territorial governments and consult with language organizations,



school boards and teachers to establish a specific, measurable objective to increase official-language proficiency among Canadians, particularly youth aged 15 to 19, by 2018.

Recommendation 4

That Canadian Heritage acknowledge the importance of continued language learning after secondary school by helping colleges and universities develop more second-language programs and by allocating the necessary resources to them.

Recommendation 5

That Canadian Heritage work with the provincial and territorial governments to establish a common Canadian framework of reference for languages that includes common reference levels for language teaching, learning and evaluation in Canada, by 2018.

Recommendation 6

That Canadian Heritage immediately increase its support for language and cultural exchanges for both students and teachers.

INNOVATIVE PRACTICES

Recommendation 7

That Canadian Heritage encourage the media to play an active role in promoting Canada's official languages by building on the practices of TV5 Québec-Canada and TFO Éducation.

Recommendation 8

That Canadian Heritage invest in sound research with an emphasis on innovative practices and that it disseminate the latest research results in the areas of official language promotion and language learning.

FUNDING

Recommendation 9

That Canadian Heritage maintain, or even increase, its investments in official-language promotion and learning, taking into account the four priorities identified in this report, namely, the active promotion of bilingualism, increased official language proficiency, innovative practices and funding.

Recommendation 10

That Canadian Heritage improve current accountability practices to ensure the funds invested under the federal-provincial/territorial agreements are used wisely.

Canadian Parents for French supports both the report and the recommendations made by the Senate Committee; and looks forward to the government's response to the report and any actions made based on the its findings and recommendations. ■

Literary Themes *that Transcend the* French/English *Barrier*

By M.J. Deschamps

Literary themes that transcend the French/English barrier

John Ralston Saul, the award-winning Canadian author, essayist and President of the international writers' association PEN International, does not believe that Canadian English and French literature exist in isolation. He says that, "wherever there are a sufficient number of French speakers, the two groups influence each other. They live together, study together and share recreational activities. They also write on the same topics, although perhaps from different perspectives."

An artificial division

Still, according to Mr. Ralston Saul, Canada's education system does create a division. "One of the problems," he says, "is our outdated approach to teaching founded on the old European idea of a nation state with a single language. For example, if you take a course in English literature in Montréal, you will not hear about Quebec authors, and if you take a course in French literature, you will probably learn nothing about writers who work in English. It's a bit silly to think that the two literatures have no influence on each other; it's an artificial distinction," he continues.

Marie Vautier, a professor at the University of Victoria in British Columbia and a specialist in Canadian comparative literature, agrees completely. "The university practice of dividing the teaching of literature among different departments is completely arbitrary," she says,

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adding that works in English and French have many themes and ideas in common regardless of when they were written.

Paths that cross

According to Dr. Vautier, the first Canadian novels show a lot of interaction between English and French speakers. In Canadian literature courses that follow a chronological order, the first French novel covered is often *Les Anciens Canadiens* (1863) by Philippe Aubert de Gaspé. The English equivalent is *The Golden Dog* (1877) by William Kirby. "An interesting feature of these novels, which are commonly seen as the founding works of Canadian literature, is that both mention the 'other' language group," she explains.

She also points out that, even at the peak of the independence movement in Quebec in the 1960s, literary works showed a lot of interest in the "other" language group. Another interesting detail is that the biggest mutual influences are seen in feminist writing. "English- and French-speaking feminists have worked together a great deal, especially in the 1980s," says Dr. Vautour. She gives as an example the writings of the French-Canadian poet and novelist Nicole Brossard, who reached out to many English-speaking feminists in order to work with them.

Some Canadian themes

These days, according to Dr. Vautour, one of the themes most often found in both English and French Canadian literature is postmodern uncertainty. "Unlike what we see in other countries," she says, "where



there is fear of uncertainty, Canadian literature easily accommodates differing viewpoints and contradictory narratives." Another recent tendency is adopting what she calls a "less innovative style," leaving more space for narrative and storytelling.

"Historical tales are just as popular in both literatures," Dr. Vautier adds. "Even today, in modern literature, New France elicits interest mixed with curiosity." She gives the example of *Elle* (2003), a novel by Douglas Glover that tells the story of a young, pleasure-loving French woman who comes to Canada in 1542. "The novel was written in English but was then translated and received as if it were a French novel." The original English won the 2003 Governor General's Literary Award in the English Fiction category while the French translation, *Le Pas de l'ourse*, was a finalist in 2004.

Also, since World War II, the stories told in both English and French novels take place all over the world. Examples include *Un Dimanche à la piscine à Kigali* by Gil Courtemanche and *Life of Pi* by Yann Martel.

Related to this is literature by authors who have incorporated their culture of origin or their ancestors' culture into their writing. This is the case with Dany Laferrière, Ying Chen and Kim Thúy in French, and Joy Nozomi Kogawa, Wayson Choy and Dionne Brand in English. Canadian literature is increasingly reflecting the diversity of our population and the plurality of identities that make up Canada, whether expressed in English or in French. ■

Making the Difference: CPF Recognizes Longtime Member and Volunteer Janine Morgan

Janine Morgan, Director at Large, CPF Grande Prairie Chapter

I was very honored to be nominated for this award, and then to receive a phone call from our Chapter President, Myriam Miller, that I was selected to receive it in Ottawa at the national conference and AGM was humbling and exciting.

I have been involved with our local Grande Prairie chapter for over 12 years, and will continue to promote french language learning and mentor new members. I am currently serving as a Director at Large, and was the treasurer for a number of years.

We are very proud of the accomplishments our local chapter has achieved. Our French immersion schools have taken over some of the activities we did such as “caught speaking French” outside the classroom, as well as poster and essay contests. The past couple of years we have focused on providing funds for students who wish to explore the French language and culture through our travel bursary program.

Our biggest accomplishment is the French Language Resource Centre, with over 17 partnerships, housed in our local library, which provides resources for schools, students, and families, access to books, magazines, music, DVD’s and teaching kits in french, and circulation



is province wide. The DELF/DALF certification and training provided by the Resource Centre has been very successful. We recently completed a \$25,000.00 matching grant to replace and increase resources for pre-school and elementary aged school children.

For the past 3 years, in celebration of francophone week in Alberta, our chapter has partnered with the FLRC (French Language Resource Centre), and our local ACFA (Francophone Association of Alberta) to sponsor a reading contest. Encouraging

students in K-12 FSL and immersion programs to utilize the centre, enter to win prizes, such as K-6 an e reader, and 7-12 an IPAD mini.

Both my children were enrolled in French immersion, and participated in a junior high travel club that is partnered with our chapter, and travelled to Quebec at the end of their grade 9 year. An experience they both continue to talk about, and some day want to visit again. We are currently in the process of expanding the travel club to include high school students to travel to France.

I have and continue to work with many wonderful people, dedicated and passionate about second language learning, provide the best possible educational opportunities, and open as many doors as we can for our children, our future.

As a volunteer, it is always appreciated when someone says “thank you”, but to receive recognition at a national level, with the letters of support from various individuals on my nomination, I am very proud to be part of such a wonderful and supportive organization that is CPF. *Thank you!* ■



Interview with **Bernard St-Laurent** A CBC Radio Icon

By Shaunpal Jandu, *Canadian Parents for French National, Project and Public Affairs Lead*

Bernard St-Laurent, or Bernie, as he is affectionately known to many listeners, was a journalist and broadcaster for 40 years. His most recent endeavour was as co-creator and host of CBC's award winning show *C'est la vie*. *C'est la vie* was first aired in 1998 and provided a glimpse of life in French-speaking Canada.

On June 26th, 2015 Bernie retired from the CBC. I had the pleasure of interviewing Bernie about himself, *C'est la vie*, and about the importance of official language bilingualism in Canada.



Having grown up in a small, predominantly French town in Quebec, what made you see the importance of Official language bilingualism?

Growing up I actually thought everyone was bilingual. My mother was of Irish descent and spoke to me in English, and my father spoke to me in French. It wasn't until I started school that I realized that knowing both languages was not the norm.

The first time I experienced the difficulty of not understanding what was going on around me came much later in life. That's when I realized I had been taking my bilingualism for granted and hadn't realized how much of a barrier it can be to not speak the language other people around you are using.



You have had an extensive career in journalism starting from your time with the Sherbrooke Record, until your recent retirement from the CBC. How has knowing both French and English helped your career?

Knowing both languages allowed me to better understand the social and cultural backgrounds of French and English speakers.

It also gave me a unique perspective. One that was not only French or English. I believe it helped train me to examine situations from different points of view in order to gain a better understanding of a particular situation.



Canadian Parents for French has promoted your show *C'est la vie* to our members. What prompted you to create *C'est la vie*?

There was a lot of political tension after the 1995 referendum in Quebec. We wanted to create a show which opened a window on life in French language Canada outside the realm of politics.



Do you believe that *C'est la vie* has helped bridge the French-English divide?

Yes, I do. It helped expose people to the differences and similarities between French and English cultures. We've received hundreds of emails and letters from listeners who have told us how much they appreciate the program and how much they learn from it.



Since the creation of *C'est la vie* have you seen an evolution of the show?

The biggest difference between when we started and now are the people we are interviewing. When we started many of the guests and profiles we conducted were of Quebec Francophones. Just before I retired from the CBC, to coincide with the [anniversary of] fall of Saigon and the end of the war in Vietnam we did a series on Vietnamese people who came here in the 1970s and who have now been part of Quebec and Canada for three generations. This last season we also profiled members of the North African communities and showed the role they are playing in increasing the diversity of French Quebec.

Bernie St-Laurent with Graham Fraser upon winning the Commissioner of Official Languages' Award of Excellence.

***"C'est la vie* has been such a success because we have had a lot of freedom in choosing the people, topics, and issues we wanted to cover. I hope the objective of opening a window to a different culture will remain the same."**

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With *C'est la vie* returning with a new host in the new season do you see the show remaining as you left it, or do you see it changing?

A new host will obviously have new ideas and a different approach. But, I believe *C'est la vie* has been such a success because we have had a lot of freedom in choosing the people, topics, and issues we wanted to cover. I hope the objective of opening a window to a different culture will remain the same.

What other shows, programs about Francophone Canadian life, language and culture, would you recommend to our members?

I would recommend *À propos* on CBC Radio one, which features music from French Quebec and French Canada. Also, *Médium large* on *ici Radio-Canada*

première provides insight into what is going on in French Canada.

What about television?

I would suggest *Le Téléjournal*, so English Canadians can see how French news is broadcast. And if their understanding is strong enough I would recommend *Tout le monde en parle* which airs Sunday nights on *ICI Radio-Canada Télé*.

You have worked with Canadian Parents for French and other organizations which have promoted FSL education in Canada. What is your impression of the impact these organizations have had on making Canada a more bilingual country?

They are doing a good job; giving children the gift of a second-language will not just help them professionally,

but it also gives them exposure to another culture. And research shows that this is good for children's development.

What would you tell parents who are on the fence about enrolling their children into a French second-language program to convince them that FSL programs are a benefit to their children?

Do it! There is no question that learning a second-language is a benefit. Parents may have some reservations because children might not perform as well when they start. But the research on second-language acquisition shows clearly that knowing more than one language helps develop a child's learning and reasoning skills. ■

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Is French Immersion Too Popular?

By Mary Cruden, *President of Canadian Parents for French's Ontario Branch and an active Canadian Parents for French member since 2003*

This letter has been adapted from the original, which was written on January 30, 2014, in response to CBC's radio program Ontario Today which aired on January 29, 2014.

Too popular?

Here's what learning French in an effective, high quality program does: it improves cognition, executive function, critical thinking skills, conflict resolution skills and resilience; increases employment opportunities; gives Alzheimer-related health benefits; allows for full participation in Canadian public and cultural life; and it helps our students keep pace with competing students, like those in Finland, Singapore and beyond where being proficient in two languages is the norm. Wow.

Enrolment in French immersion, the most effective French as a Second Official Language program, is growing. In Ontario, over the last eight years, it has grown an average of 5.4% per year. Our total immersion enrolment is 9.1% of the elementary and secondary student

population or approximately 175,000 students*. In terms of the participation rate in immersion programs across Canada that puts Ontario just ahead of British Columbia, Alberta and Saskatchewan (which are also growing) and well behind the rest of the provinces. We have a significant amount of catching up to do. Where is the growth coming from?

- 1st and 2nd generation immersion graduates are now parents. They have experienced the benefits and now they want them for their children. They are also providing strong support for their peers;

- the internet has opened the door for parents to make informed choices. Parents are reading about the brain benefit of learning an additional language, about how an early start with 'time on task' is the most effective way to develop proficiency in French;
- new arrivals in Canada often speak 2 languages (English/French and a home language), are open to multilingualism and are looking closely at future job opportunities for their children.

At the local level, managing enrolment that is growing (or shrinking) is a challenge for school boards no matter what program is involved. Students do not usually arrive in classroom sets, at

the school with space, in advance of staffing deadlines. Boards are trying to approach these challenges with sensitivity to the needs and aspirations of all students. Happily, most Ontario boards recognize that they are in the business of providing opportunity, not rationing it.

French immersion is not a fad. It is a regular program that provides the additional benefits of bilingualism. How can a research-based, effective program that graduates well-educated students be 'too popular'? ■



* As reported by schools in the Ontario School Information System (ONSIS), October 2012-13

Summer camps are over, but... we do programming all year long!



- ◆ *French for Parents* classes
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- ◆ Family fun days
- ◆ *Course ultime:*
The *Amazing Race* Challenge
- ◆ Local chapter activities

Visit sk.cpf.ca for more information.

CPF *Canadian Parents for French*
Saskatchewan Branch

FRENCH SECOND-LANGUAGE EDUCATION ACROSS CANADA

For many years, *Canadian Parents for French* branches provided a biennial overview of the state of FSL education in their respective province or territory in *the State of French Second-Language Education in Canada* report. Wishing to make them available annually, CPF National incorporated these overviews in its 2012 annual report. Now, *CPF Magazine* is pleased to highlight the incredibly hard work CPF branches are doing across Canada in 2014/2015. These little tidbits of branch activities illustrate the unique initiatives taking place across the country. These initiatives are performed on top of regular Canadian Parents for French Branch activities.



BRITISH COLUMBIA & YUKON

Working closely with other CPF Branches we began 2014 by building a bilingual school

performance called *O Canada!* The performance generated pan-Canadian media attention and reached over 46,000 students.

We are archiving inspiring stories of parent volunteers, instrumental in the development of our Branch, to better understand who we are as an organization, our past, and our future.



ALBERTA

CPF Alberta's inaugural "French Family Fun Weekend" took place in Jasper from February 27 - March 1. This event

was an opportunity for parents to provide their children with a sociocultural activity in which not only to practice, but enhance their French. Age-specific programming was organized and provided by the Parks Canada Palisades Centre.



SASKATCHEWAN

Activities like the *Holiday Mini Rendez-vous* were created to involve the entire family and the

CPF Magazine was sent out to non-member businesses and service providers.

The Branch's ongoing creative programming and membership development have created more referrals, from both traditional and non-traditional sources, for the Branch than ever before.



MANITOBA

Since 2010 CPF-MB has promoted the QC-MB Exchange Program. This six-month experience has a resounding and life-changing

impact on youth. It provides a significant, multi-faceted and meaningful learning experience; studying, enjoying family life and socializing while being immersed in the French language and culture. Its highly subsidized cost makes it accessible to all students.



ONTARIO

CPF parents helped close to 1,000,000 French second-language (FSL) students in Ontario gain access to

7,000 TFO Education resources!

CPF Ontario informed elected officials, senior policy makers and FSL stakeholder organizations of the need for FSL students to tap into available TFO (*Télévision française de l'Ontario*) resources. In August 2014, the Ontario government announced that all English school boards would have access to those resources.



PRINCE EDWARD ISLAND

New teachers get an authentic work experience, improve their teaching and

French language skills and Charlottetown and area elementary FSL students get FUN in French! Graduates from the UPEI BEd French Immersion Baccalaureate Program have teamed up with CPF PEI and the UPEI Panther Academy offering 7 weeks of French Camp this summer.



NOVA SCOTIA

One of our goals is to empower young people within our organization. Our youth have the passion and the power to bring

about changes in this country. With forty years of immersion programs behind us, Nova Scotia has many young parents who are graduates of immersion programs themselves. These parents are strong advocates for linguistic duality.



NEWFOUNDLAND AND LABRADOR

In 2014-2015 the Newfoundland and Labrador branch began two initiatives focusing on new

teachers: a “Welcome to Teaching French” kit to all new Education graduates from Memorial University with a focus area of French, and offered three \$1500 scholarships to new French teachers completing their internships.



For more information or to get in touch with one of the CPF Branches, please see the Key Contacts on page 32 of this issue.



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W: camp.marie-clarac.qc.ca
E: camp@marie-clarac.qc.ca
See page 8 for more information.

Campus Saint-Jean – University of Alberta

8406 - 91 Street NW
Edmonton, Alberta T6C 4G9
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W: www.csj.ualberta.ca
E: recrute@ualberta.ca
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See page 29 for more information.

CFORP Communications

T: 613.747.8000 x254
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See page 24 for more information.

Collège Boréal

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Sudbury, ON P3A 6B1
T: 705.560.6673 Ext. 1062 F: 705.521.6039
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E: liaison@collegeboreal.ca
See page 14 for more information.

French for the Future**National Office**

366 Adelaide Street East, Suite 444, Toronto, ON M5A 3X9
T: 416-203-9900 x 224 or 1-866-220-7216 (Toll Free)
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E: info@french-future.org
See page 16 for more information.

Institut Français – University of Regina

3737 Wascana Pkwy
Regina, SK S4S 0A2
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E: institute@uregina.ca
See page 15 for more information.

LesPlan Educational Services Ltd.

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Your membership provides you with the opportunity to receive occasional updates from CPF as well as the *CPF Magazine* twice a year. Please confirm your consent to receive electronic communication from CPF by checking here. I would like to receive email communication from Canadian Parents for French.



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Look for the Spring 2016 issue of CPF Magazine and the Summer Camps Listings



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