

French immersion is offered in the following School Divisions:

Chinook School Division
Box 1809
Swift Current, SK S9H 4J8
778-9200
www.chinooksd.ca

Christ the Teacher RCSSD
45A Palliser Way
Yorkton, SK S3N 4C5
783-8787
www.christtheteacher.ca

Good Spirit School Division
(High School only)
63 King Street E
Yorkton, SK S3N 0T7
786-5500
www.gssd.ca

Greater Saskatoon Catholic
Schools
420-22nd Street E
Saskatoon, SK S7K 1X3
659-7000
www.scs.sk.ca

Holy Family RCSSD
110 Souris Ave
Weyburn, SK S4H 2Z8
842-7025
www.holyfamilyrcssd.ca

Holy Trinity RCSSD
502-6th Avenue NE
Moose Jaw, SK S6H 4P8
694-5333
www.htcsd.ca

Lloydminster RCSSD
6611B-39th St
Lloydminster, AB T9V 2Z4
780-808-8585
www.lcsd.ca

North East School Division
PO Box 6000
Melfort, SK S0E 1A0
752-5741
www.nesd.ca

North West RCSSD
9301-19th Avenue
North Battleford, SK
S9A 3N5
445-6158
www.nwcsd.ca

Northern Lights SD
Bag Service #6500
La Ronge, SK S0J 0L0
425-3302
www.nlsd113.com

Northwest School Division
606 5th Avenue West
Meadow Lake, SK S9X 1A9
236-5614
www.nwsd.ca

Prairie South School Division
15 Thatcher Drive E
Moose Jaw, SK S6J 1L8
694-1200
www.prairiesouth.ca

Prairie Valley School Division
Box 1937, 3080 Albert St. N
Regina, SK S4P 3E1
949-3366
www.pvcsd.ca

Prince Albert RCSSD
118-11th Street E
Prince Albert, SK S6V 1A1
953-7500
www.pacs6.sk.ca

Regina RCSSD
2160 Cameron St
Regina, SK S4T 2V6
791-7200
www.rcsd.ca

Regina School Division
1600-4th Avenue
Regina, SK S4R 8C8
791-8200
www.rbe.sk.ca

Saskatchewan Rivers SD # 119
545-11th Street E
Prince Albert, SK S6V 1B1
764-1571
www.srsd119.ca

Saskatoon School Division
310-21st Street East
Saskatoon, SK S7K 1M7
683-8200
www.sbe.saskatoon.sk.ca

South East Cornerstone SD
(High School only)
80a-18th St NE
Weyburn, SK S4H 2W4
848-0080
www.cornerstonesd.ca

This list is subject to change.
For current information,
contact CPF-SK each fall.



Join Us! CPF members receive:

- Up to 4 issues each year of our informative National and provincial newsletters all packed full of helpful hints on being an immersion parent.
- Access to CPF sponsored summer day camps and residential camps, Saturday workshops and provincial youth conferences.
- Use of members-only area of our national website where you can find the latest research on French-second-language education.
- Support when you contact CPF-SK with your questions and concerns about your child's education.

Local Chapters

Battlefords	Prince Albert
Estevan	Regina
La Ronge	Saskatoon
Lloydminster	Swift Current
Meadow Lake	Wawota
Melville	Yorkton
Moose Jaw	

CPF-SK

303-115, 2nd Avenue North
Saskatoon, SK S7K 2B1
Toll Free in SK:
1-800-561-6151
Email: cpfsask@sasktel.net
www.cpfsask.com

CPF-Saskatchewan

Special
Edition

CANADIAN PARENTS FOR FRENCH

SASKATCHEWAN BRANCH

Special Edition for Pre-School and Kindergarten French Immersion

Say "Oui" to...



French Immersion Kindergarten

Why Learn French?

Some ways a student can gain from the study of French as a second language include:

- Opening doors to career opportunities and travel in all parts of Canada and in any of more than 100 countries around the world where English and/or French are spoken;
- Acquiring knowledge of other peoples and cultures which contributes to tolerance and open-mindedness;
- Improving the understanding and appreciation of the mother tongue;
- Enhancing feelings of identity and self-esteem;
- Developing learning skills they can use for the rest of their lives. Researchers say that children who learn a second language have improved problem-solving skills;
- Developing the ability to handle abstract ideas – from algebra to theories to history;
- Improving their ability to think creatively, and;
- Learning a third or fourth language more easily.

What is French Immersion?

Immersion is the most effective method known for teaching a second language. Early immersion works well because a young child lacks self-consciousness, prejudice and negativism... and loves mimicry, memorization and repetition. Early immersion provides more time working in a second language... and more time results in more learning.

In kindergarten the teacher addresses the class in French, although the children often continue to use English, especially among themselves. By the end of the year children are able to recognize a large vocabulary and are attempting to use single words and a few short sentences. They are able to follow the teacher's instructions and to understand simple stories.

In grade one all instruction, including reading, writing and arithmetic, is given in French. Speaking skills receive greater emphasis and the children get better at expressing themselves in French. They are usually speaking only French in the classroom by Christmas.

In general, beginning at about grade three, one period each day is devoted to English language arts. In later years, the amount of time spent in each language varies with different school systems. Check with your own school division to find out what their policies are.

The aim of early immersion is functional bilingualism. Graduates are able to communicate comfortably in their second language while maintaining the same fluency in their mother tongue as their peers in standard English programs.



Canadian Parents for French (CPF) is the national network of volunteers who value French as an integral part of Canada and are dedicated to the promotion, creation and support of effective French-Second-Language (FSL) learning opportunities for youth in Canada.

CPF-SK MEMBERSHIP APPLICATION FORM

CPF allows up to two adults (18 years of age or over) as voting members.

New Membership : ☐ Individual ☐ Family

Renewal # _____

Name _____

Address _____

City _____

Home Phone (____) _____

Work Phone (____) _____

Fax (____) _____ Email _____

School _____

Local CPF chapter _____

Membership: ☐ One Year (\$25) _____

☐ Three year (\$60) _____

☐ Donation _____

☐ Total _____

Donations to CPF-SK are welcome and appreciated. Thank you for your support.

(CPF-SK Charitable Tax #106865231RR0001)
Please make cheques out to **CPF-SK** and mail to:

Canadian Parents for French - Saskatchewan
303-115, 2nd Avenue North
Saskatoon, SK S7K 2B1

Occasionally the CPF membership list will be made available to other groups/agencies to offer member benefits or education-related information. Use of the list will be carefully regulated and only permitted under a contract specifying confidentiality and one-time authorisation. If you do not wish to receive mailings other than directly from CPF please check this box. ☐

Answers to Parents’ Questions

Q. How much French can one actually learn in an immersion program?

A. Language learning is the result of language *study*, language *practice* and language *use*. The three elements are directly related to time on task or cumulative hours of instruction. Students who have had early immersion up to the end of grade six are not only ahead of students in regular French classes, but can generally understand spoken and written French as well as an average class of French-speaking students in Montreal.

Grade six and seven students can talk easily and naturally with French-speaking adult workshop leaders at Saskatchewan's Rendez-vous program. Immersion students need experiences beyond the classroom with French-speaking students and adults to reach a native-like level of fluency.

Q. Do immersion students studying subjects such as mathematics or science in French do as well as would be expected if they were taught these subjects in English?

A. Immersion students have been tested using standardized tests of mathematics (at all grade levels) and science (from about grade five on), and their performance has been compared to that of students in English only programs. The tests were administered in English, even though students were taught the subjects in French, because parents wanted to be assured that their children would be able to deal with mathematical and scientific concepts in English. The results showed that, whether in mathematics or science, the immersion students did as well as their English-instructed comparison groups.

Q. How does being in a French immersion program affect pupil progress in English?

A. The results of evaluation studies show that, for the first few years of elementary school, early immersion students do not read and write quite as well in English as students in a regular all-English program. By the end of grade four - after a year or two of formal English instruction – they are on an equal footing. Some early immersion students then go on to do even better than the English-only comparison group by the end of grade five or six. Students are able to apply skills they have developed while learning French to the study of their own language.

Q. Are immersion programs only for students of above-average intelligence?

A. On academic tests of literacy-related skills, the above-average students scored better than the less able students, as one would expect. There was no similar differentiation by I.Q. in students’ ability to communicate in French. The below-average students understood French as well as the above-average students, and scored as well on oral production tests. I.Q. does not play a more significant role in the immersion program than in the regular English program as far as success in school is concerned. The below-average students are not any more at a disadvantage in an immersion program than they would be in a regular English program.

Q. Would the study of a second language cause some “mental confusion”?

A. Research results show that the study of French as a second language has no negative effect on the ability to think. There are signs that it may have a positive effect on intellectual growth, leaving students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.

Q. Should we discourage a student who has a learning disability from entering the French immersion program?

A. Researchers have found that immersion students with a variety of difficulties – from learning disabilities to low intelligence to behavioural problems – will do as well academically as they could be expected to do in an English program, provided they receive the same assistance as they would if enrolled in the English stream. (*Yes, you can Help*, Alberta Education 1996). As well, researchers have found that students with below-average levels of academic ability achieved the same levels of proficiency in speaking and listening comprehension in French as average and above-average French immersion students.

Q. How can immersion parents help their child?

- A. Do the following:
- Develop ongoing and systemic interaction and feedback among parents, teacher and principal.
 - When a child brings homework and says, “I don’t understand,” and “I can’t do this”, and the parents don’t understand it either, show support, interest and common sense. Immersion teachers are aware that the child lives in an Anglophone home.
 - Take advantage of all French-language extracurricular activities (school and public library, drama, public speaking, visits, travel, summer camp, French club, multi-media resources).
 - Invite experienced immersion parents to speak at meetings.
 - Organize French pre-school programs.
 - Provide books, subscriptions, records in French at home.

Q. What if we’re transferred to another district or province?

A. French immersion is available in most urban centres of Canada and has spread to many smaller school divisions. CPF provincial offices have lists of programs throughout the country, or you can contact your ministry or department of learning. 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.

Q. Will French immersion affect my child’s social development?

A. Studies have proven that early immersion students suffer no intellectual, emotional, or social impairment. While they might tend to associate more with their classmates on the playground, this is atypical of all children. They develop the same sense of Canadian identity, as do children in the regular English program. They attend Brownies, Cubs, swimming lessons, and birthday parties with their friends in their own neighbourhood as well as with their classmates.



Benefits of French-Second-Language Education

Excerpts from the CPF-National publication The State of French-Second-Language in Canada 2006. For the complete report along with references and suggestions for further reading please see the CPF-National website at www.cpf.ca or contact CPF-SK.

The ability to understand and speak French is only one benefit of French-second-language education. Research shows that students who are educated in a second language – particularly those in immersion programs – reap additional benefits from the experience. Their English language skills are strengthened and they show increased mental flexibility and creative thinking. In addition, they are able to benefit from increased communication and cultural and economic opportunities.

Additive bilingualism

English skill levels are not compromised by French immersion instruction and researchers report that the effect of learning a second language on first language skills has been virtually positive in all studies. Students can add French to their repertoire at no cost to their English language competence. This is known as *additive bilingualism* and it is possible for two reasons:

- a. English is reinforced and promoted in the family and community, and;
- b. Language skills are interdependent and can be transferred from one language to another.

In other words, language skills developed in French are available for learning and using in English and, similarly, language skills learned through English are available for learning and using in French.

Enhanced English language skills in French immersion programs

Bilingual students are better able to analyze their knowledge of language. They learn that there are at least two ways of saying the same thing and understand the relationship between words and their meaning. Furthermore, they are able to focus more on meaning and take into account only relevant features when there is an excess of distractive information. Researchers call this heightened *metalinguistic awareness*.

Immersion produces students who demonstrate high proficiency levels in English, although early immersion students who receive their first few years of instruction entirely in French may experience a temporary lag in English reading, spelling, and punctuation skills. Once formal English language instruction is introduced around grade three, early immersion students quickly catch up with their English-program peers and in many cases, achieve higher results in reading, writing, and speaking skills.

Adopting new perspectives

The *Neurolinguistic Theory of Bilingualism* suggests that bilingual individuals understand each language directly. Much like the idea of “thinking in French”, they organize their mental representations according to the meaning of each language and have the ability to adopt two perspectives. This theory suggests that there is one common conceptual system in the brain that manages language learning.

When learning a second language, this system permits bilingual students to understand each language and its subsystem separately, allowing them to recognize existing concepts and form new ones in their thought process.

Mental flexibility

Studies show that bilinguals perform better than monolinguals on tasks that require mental manipulation and reorganization of visual patterns. Bilinguals are original in verbal expression, demonstrate non-verbal intelligence, and are able to provide a variety of answers to a question. Also, they more freely answer open-ended questions than their monolingual peers. This flexibility is also a function of heightened metalinguistic awareness.

Increased sensitivity to others; heightened awareness, receptivity, and appreciation of language

Students with two well-developed languages have an increased sensitivity to communication. They are better able to take the role of others who are experiencing difficulties, to perceive their needs, and to respond appropriately to these needs. They are able to monitor the appropriateness of language use and correct their errors faster than monolinguals.

In addition to communicative sensitivity, bilinguals develop cultural sensitivities as well. Through curriculum content and exposure to cultural differences, the second language opens the mind to respecting differences between people and their culture and allows them to communicate with a large variety of people.

Employment

Employment is another significant advantage of learning a second language. Bilinguals have access to a wider range of national and international jobs. Thousands of Canadian businesses operate in both French and English. The airlines, import-export companies, and other international businesses require employees with French language skills.

About 40 percent of all positions in the Federal Public Service of Canada – over 75,000 jobs – are bilingual. In addition, the Federal Student Work Experience Program (FSWEP) recruits students for federal departments and agencies to fill approximately 10,000 temporary student jobs each year.

CPF-SK offers extracurricular programs for students

- ➔ **Concours d’art oratoire** – A public speaking contest for youth enrolled in various FSL programs. In Saskatchewan, grades one to twelve participate at the school level, with grades six to twelve then having the opportunity to compete at the divisional and provincial levels. The first place winners of the provincial competition in grades 11 and 12 have the chance to travel to Ottawa to partake in the national final where \$20,000 scholarships to the University of Ottawa are awarded in each category.
- ➔ **Rendez-vous** – A provincial youth camp program offering workshops and cultural activities in French for youth in grades six and seven, typically taking place over two to three days.
- ➔ **Mini Rendez-vous** – A one-day program hosted by various chapters for youth in kindergarten to grade five. An entertaining day filled with crafts, games, music, vocabulary and many more fun activities, in French!
- ➔ **La Fête du soleil** – French-speaking monitors offer summer day camps for grades one to five at different locations throughout the province.
- ➔ **K to 9 Grant Program** – Providing multiple opportunities to schools across the province.
- ➔ **Senior Youth Programs** – Various, inquire within.