

Report – Single Track French Immersion Schools

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Testimonials from Single Track School

- ❖ Liz interviewed teacher at Gregory Hogan who had gone through the transition process of going from a dual track school to a single track
- ❖ Here are the insights that were gleaned from the conversation:
 - More opportunities for students to speak French outside of the classroom
 - Teachers have greater flexibility in putting initiatives into place that promote the use of oral communication in daily interactions
 - One example shared from a teacher in a single track school is an incentive program called, “J’aime le français”. Students are recognized for using French to communicate outside of the classroom setting.
 - Students feel a sense of belonging and are encouraged to take risks in using French as a means of communication as they see the progression of learning from K-8
 - Greater visibility of spoken and written French in the school environment (school announcements, assemblies, displays in hallways etc.)

Community

- ❖ Language perceived as authentic means of communication that goes beyond academic learning
- ❖ Teachers model the use of spoken French through their daily interactions with colleague
- ❖ Students are immersed in an environment where French is seen as a living language that is used to communicate outside the walls of a classroom
- ❖ School community shares common goals of providing students with many opportunities to experience a culturally rich environment
- ❖ Administrative support and school funds are channeled towards resources, activities and events that foster the importance of learning French as a second language
- ❖ Promotion of French as a life-long skill is evident in school environment and communication with home

Culture

- ❖ More opportunities for students to experience French in authentic contexts through guest appearances, cultural events and activities that are geared toward a French Immersion audience

Resources

- ❖ French resources are more visible as they are not shared between two buildings
- ❖ More accessibility for teachers
- ❖ School funding is concentrated on supporting one program
- ❖ Parents are active participants in fundraising events aimed at increasing resources for FI program

School Environment

- ❖ More exposure to spoken and written French in and outside of the classroom ex: announcements, sports, songs, displays
- ❖ Students see French as an authentic way of communicating in the real world.

Parent Partnership

- ❖ Parents become collaborative partners in promoting culturally rich experiences and supporting the learning of French for their children (French book fairs, guests speakers, cultural activities etc.)
- ❖ Parents witness their children as active participants in many events where French is used as method of communication
- ❖ Many opportunities to learn about the benefits and opportunities in learning as second language
- ❖ Communication with the home continues to be in English
- ❖ French Immersion in a single-track school is based on the same model as a dual-track school and is geared towards English speaking families

<u>Grade</u>	<u>French</u>	<u>English</u>
K - 2	80%	20%
Gr. 3	70%	30%
Gr. 4 - 8	50%	50%

Research

- ❖ Increased exposure to French impacts student achievement
- ❖ Auditory skills as well as receptive and expressive language skills are strengthened with increased exposure to French

Tips for a Smooth Transition from Dual-Track to Single-Track

- ❖ Liz interviewed an English teacher from Gregory Hogan who had gone through the process and here are some suggestions that were shared for a smooth transition:
- ❖ Communication and collaboration between school that students are transitioning from and receiving school is crucial
- ❖ Principals of both schools set up meetings for students to visit the receiving school to get acquainted with students and staff
- ❖ Parents are well informed and concerns are addressed
- ❖ In the event that an English class is grand-fathered for a year, both English and French teachers work collaboratively to ensure that Gr. 8 students see themselves as leaders and work in partnership in planning activities and taking part in various events.