

**POURQUOI
FRENCH
IMMERSION FOR
YOUR CHILD?**

Kindergarten Intake 2023-4

Shauna Néro

French Program Coordinator

shauna.nero@mpsd.ca



ÉCOLE CHRISTINE MORRISON

PRINCIPAL:

MME. SHANNON GREIG

shannon.greig@mpsd.ca

V-P: M. BOBBY CHILAKA

bobby.chilaka@mpsd.ca



ÉCOLE MISSION CENTRAL

PRINCIPAL:
M. ANDREW MERRY
andrew.merry@mpsd.ca

V-P: M. FRANK CHAN
frank.chan@mpsd.ca

BC MINISTRY OF EDUCATION: THEIR POURQUOI

French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional [bilingualism](#) while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

BC MINISTRY OF EDUCATION: POLICY



The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that proficiency is achieved in both languages by the end of Grade 12.

French Immersion and Programme francophone, which is a program for first language learners, are distinct programs with different purposes. French Immersion is a separate program where instruction is offered in the French language for second language learners. French Immersion programs must consist of instruction in English and French.

French Immersion may be offered in two models: Early French Immersion, beginning in Kindergarten and Late French Immersion, beginning at the Grade 6 level. The specific requirements for these two program types are described below in the Procedures section of this policy.

Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program. In order to ensure the delivery of effective French Immersion programs, school districts should make sure their policies are consistent with Ministry policy.

WHAT DOES FRENCH IMMERSION LOOK LIKE IN MISSION? LES ÉCOLES


























- Christine Morrison
- Mission Central



WHAT DOES FRENCH IMMERSION LOOK LIKE IN MISSION? LES MATIÈRES

*Music is taught in English.

	French Language Arts	English Language Arts	Math	Science	Social Studies	Physical & Health Education	*Arts Education	Career Education	ADST
K-2									
3-6									
7-9			 7-8 only						
10-12									

Grade 10: Communication orale 10

Grade 12: Literacy Assessment French Language Arts - immersion

ADDITIONAL LANGUAGE DEVELOPMENT IN FRENCH IMMERSION

K

- Start from a place of not understanding
- Mimic and repeat words
- Speak in English sentences with some French words
- Emphasis on oral language and reading

1-2

- Use and re-use learned structures and vocabulary.
- Use more complex vocabulary
- Teachers teach using very little translations; a lot of visuals and gestures

3

- Greater level of proficiency in speaking & reading
- English Language Arts is introduced in grade 3
- Use more complex sentence and grammatical structures
- Independently read short stories and write in French

ADDITIONAL LANGUAGE DEVELOPMENT IN FRENCH IMMERSION

7-9

- Develop grammar and writing skills
- Feel more confident communicating in French
- Be involved in diverse learning and language situations
- Use a variety literacy strategies to support communication in French and English
- Develop their Core Competencies and explain growth in French

10-
12

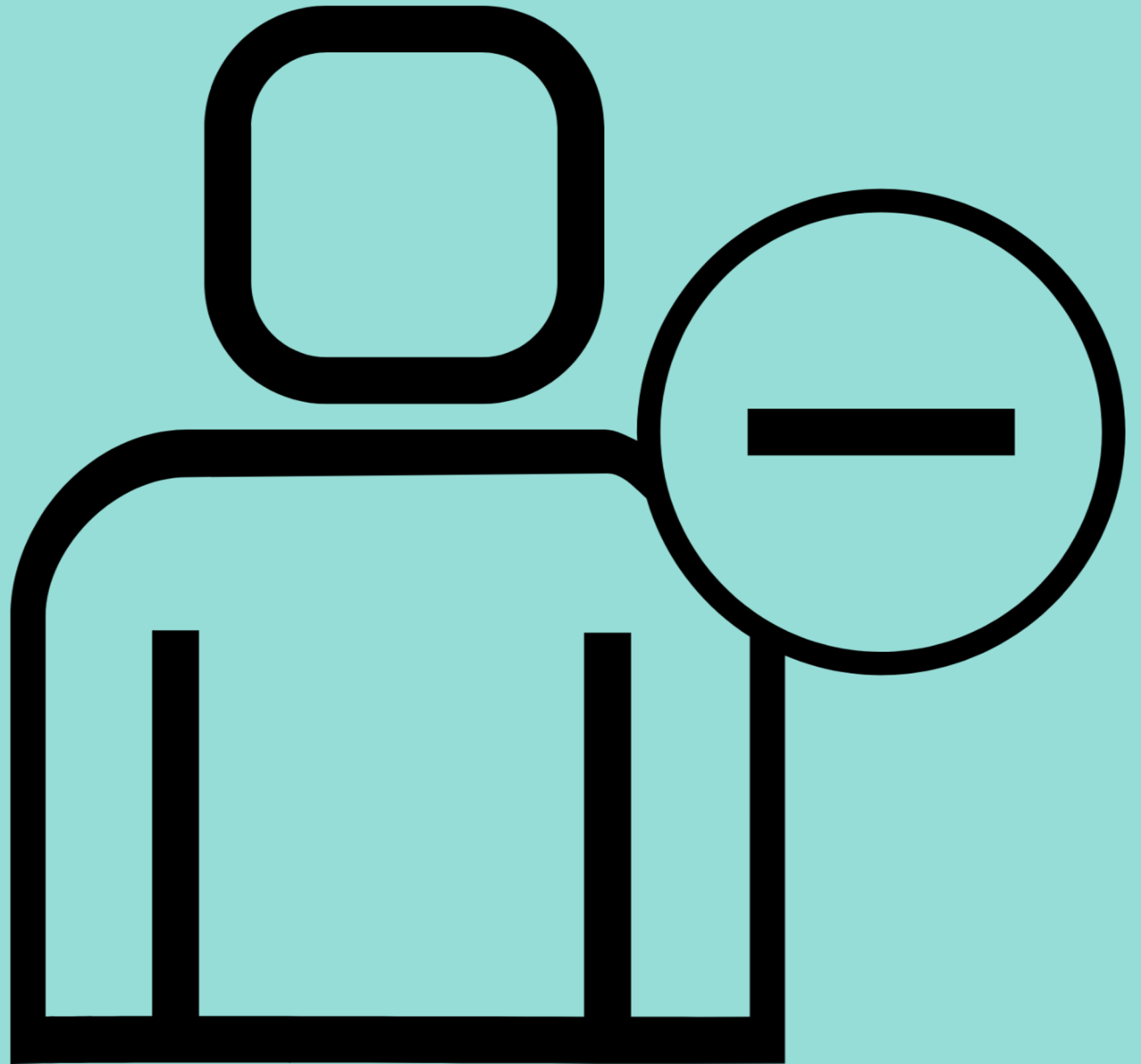
- Further develop communicative competencies
- Français langue 11 has 4 course options determined by survey the year before students take the course
- Become functional bilinguals and develop a bilingual identity



MYTH OR REALITY?

1

In the long term,
French
Immersion can
have a negative
effect on the first
language
development of
the learner.



MYTH

French Immersion has no long-term effects on first language development.

Early French Immersion does result in a short-term delay in some aspects of English language writing (eg. spelling), but this is overcome.

Learning another language can enhance knowledge of English structures and vocabulary.

(Genesee, 2007; Turnbull et al, 2001; Wiss, 1987; Swain & Lapkin, 1982, Curtain & Dahlberg, 2004)

The FSAs

In grade 4 & 7, BC students write the FSAs. FI students may not have results that represent their literacy skills in grade 4, as they they have only learned English for 1 year (which also affects the understanding of Math problems).

In grade 7, FI students are much more successful since they have acquired different strategies to understand the written language and concepts.

TRUST THE PROCESS

Please do not remove your child because of weaker literacy skills in English, the research shows that they will improve.



Learning takes patience and time.

-First Peoples Principles of Learning

MYTH OR REALITY?

2

Age matters
when learning
an additional
language.



MYTH

There is no evidence that learning a second language somehow overtaxes the brain of younger learners and interferes with learning in other ways.

A second language enhances cognitive functioning, especially "executive control" - the decision-making center of the brain.



More students are educated in their second language around the world than in their first language.

(Bialystok, 2001; Baker, 2012; Cummins, 2000)

FACT

Neuroscience of second language acquisition:

The best timeframe to learn a second language is during childhood when the brain is in a state of optimal neuroplasticity.

(Klein, Mok, Chen & Watkins, 2014)



"Young children can learn as many spoken languages as you can allow them to hear systematically and regularly at the same time... their brain is ripe to do this... »

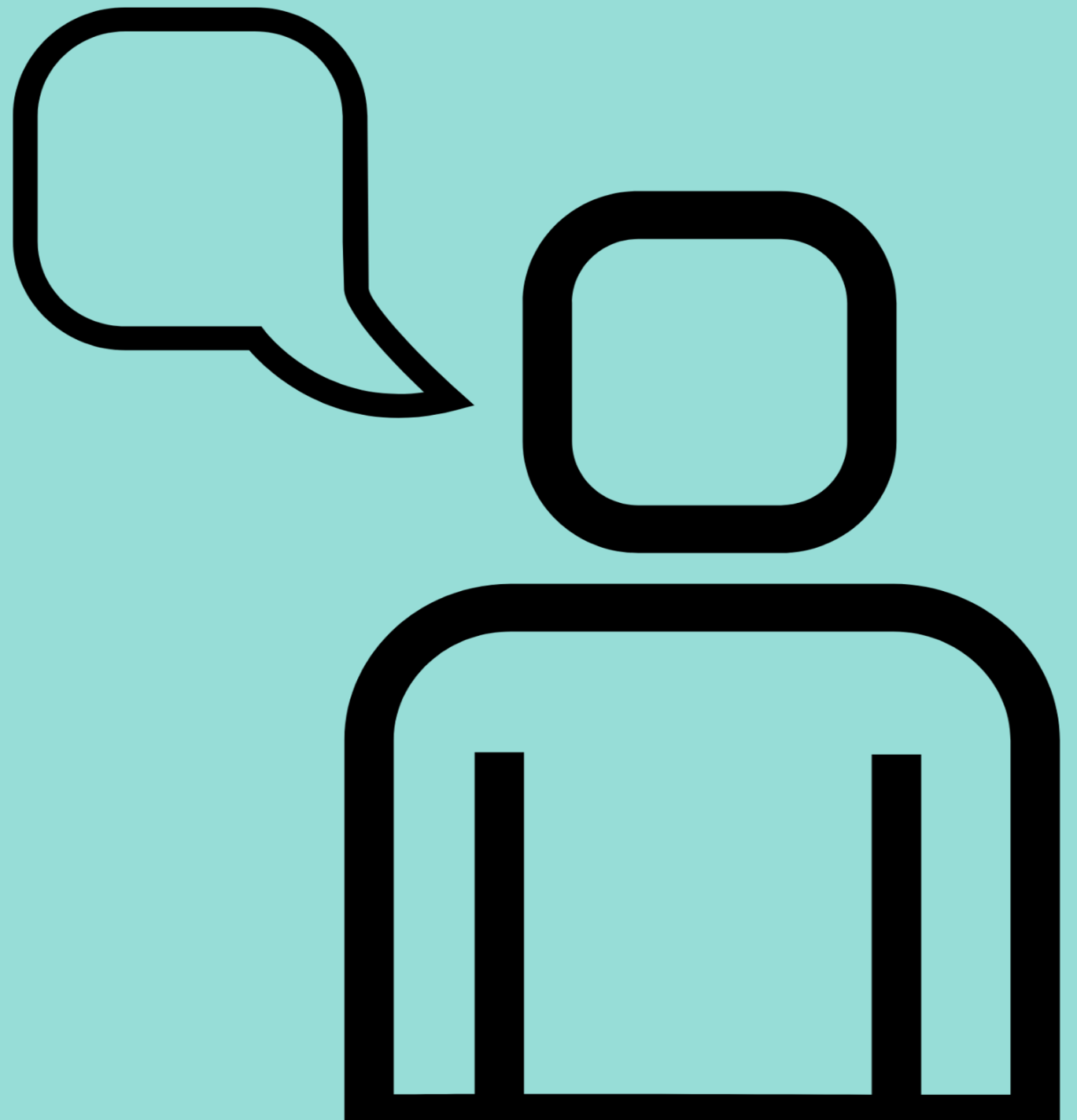
(Curtain & Dahlberg, 2004)



MYTH OR REALITY?

3

A child who does not have strong oral abilities in his/her first language should not enter an immersion program.



PARTIAL MYTH

Students learning a second language in school should be developing in their first language at a level that is roughly equal to their peers.

There is no requirement for advanced oral language development for students to be successful in French immersion.

However, severely delayed first language development is a cause for concern. These students should probably avoid a K or Gr 1 entry, and consider Intensive French.

(Wiss, 1983; Cummins, 2000)

MYTH OR REALITY?

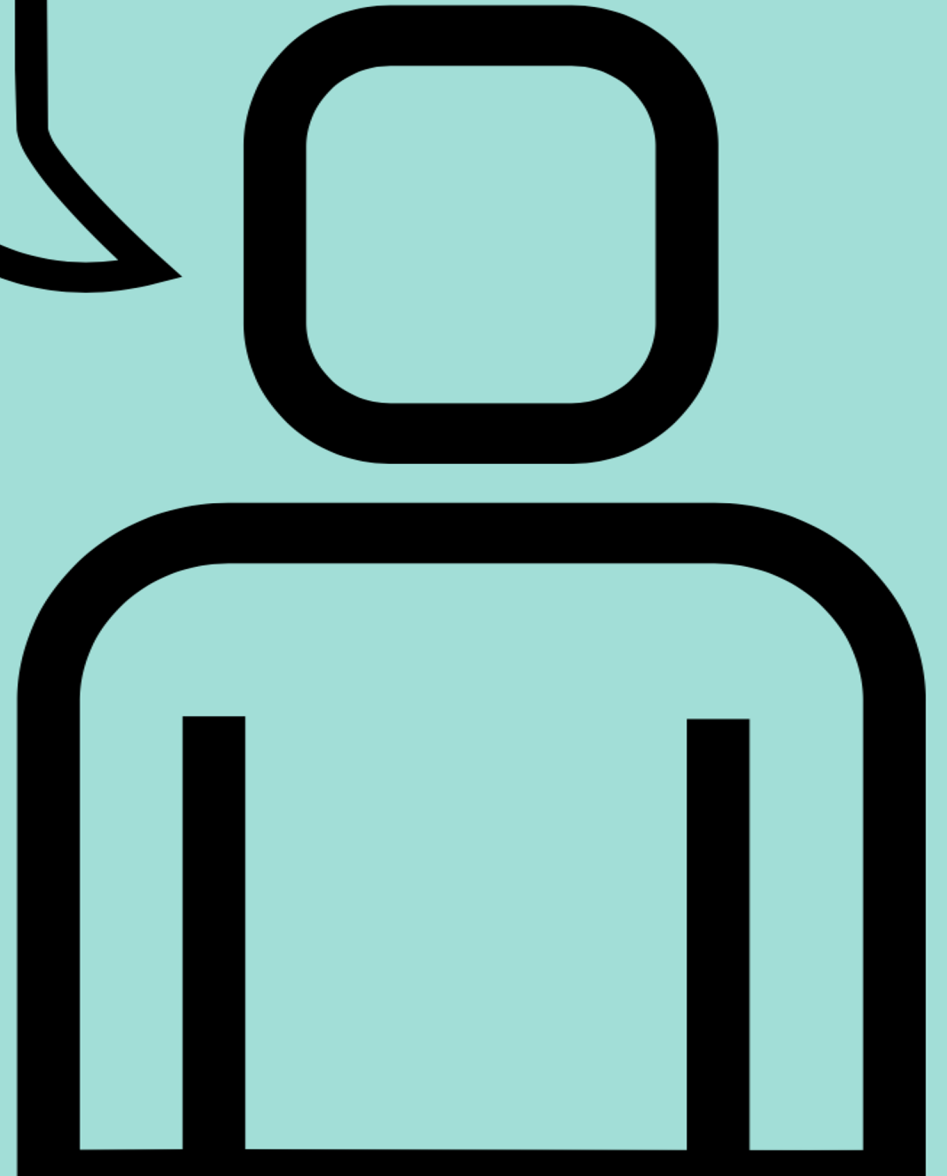
4

Children who speak a language at home other than English should not enrol in the French Immersion program.

ਸਤ ਸ੍ਰੀ ਅਕਾਲ

hola

你好



MYTH

Allophones (students who speak a language other than English or French) can be and are successful second language learners in various types of programs including French immersion, and often surpass native English-speaking students in Canada.

(Bourgoin, 2012; Lapkin & Swain, 1992; Mady, 2012)

MYTH OR REALITY?

5

Students with
special needs
cannot succeed in
French
Immersion.

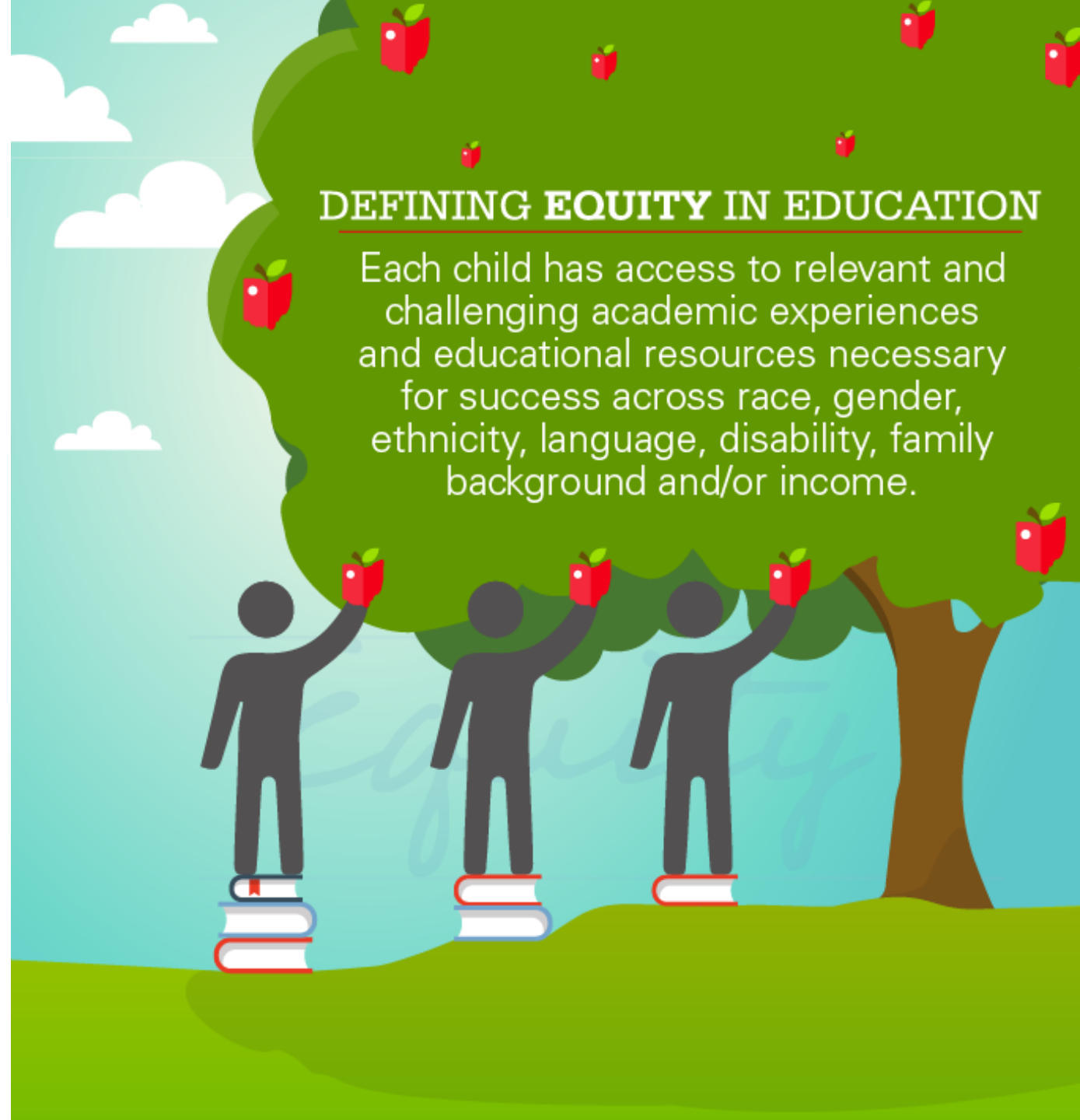


MYTH

Research shows that diverse learners from a range of backgrounds with varying learning difficulties perform similar to their English peers with similar disabilities and impairments, provided that supports are put in place.

SD75 provides LST and/or EA support in French immersion from K-12.

(Bourgoin, 2012, Bruck, 1987, Paradis et al. 2003; Genesee, 2007)



DEFINING EQUITY IN EDUCATION

Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

LEARNING IN FRENCH TOGETHER (LIFT)

Learning In French Together

"We will foster inclusive learning environments where all students feel that they are safe and belong — physically and emotionally — and where all students are inspired to explore their personal strengths and interests."

Policy for Student Success, Ministry of Education of BC, 2018



FRENCH PROGRAMS IN BC



STUDENT DIVERSITY



INCLUSIVE EDUCATION PRACTICES



LEARNING DESIGN



ROLE OF EDUCATORS



SCHOOL CULTURE



STUDENT PROGRESS

MYTH OR REALITY?

6

Mathematics should be taught in English in French Immersion.


$$1+2=$$

MYTH, but...

French immersion students perform as well or better than English program students on standardized assessments.

(Turnbull et al 2001; NB Dept. of Education Provincial Data)

Some students do say that math in French required an “extra effort”.

(Culligan, 2010)

However, research shows that FI students need more time and scaffolding for linguistically demanding and complex mathematical problems. Math is taught in English from grade 9 on.

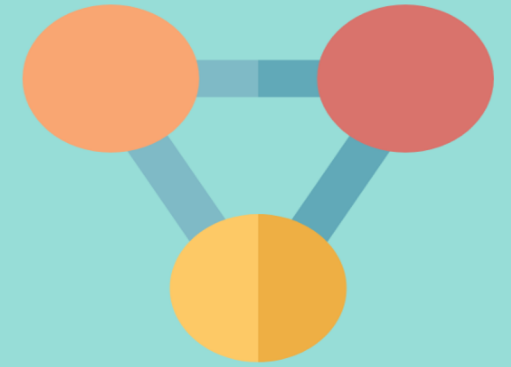
(de Courcey & Bursten, 2010)



MYTH OR REALITY?

7

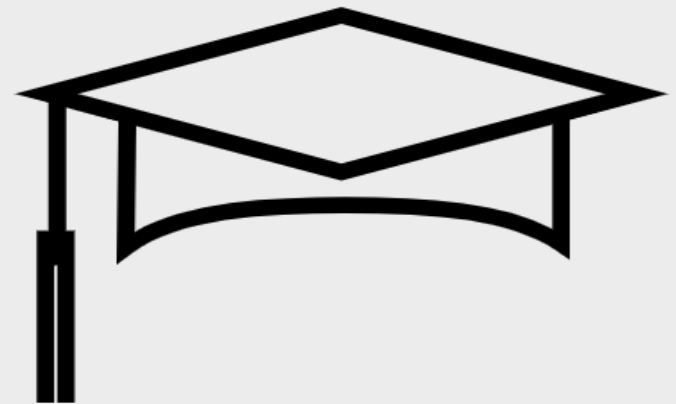
Middle/high school French Immersion students who have taken math and science courses in French will have difficulty when they switch to courses in English later in high school.



MYTH

The mathematical concepts are the same regardless of the language; the terminology changes; but high school students report that switching to English from French at grade 11 did not result in math or science being any easier or harder.

Many successful university students in math and science are immersion graduates.



(Culligan, 2010)

MYTH OR REALITY?

8

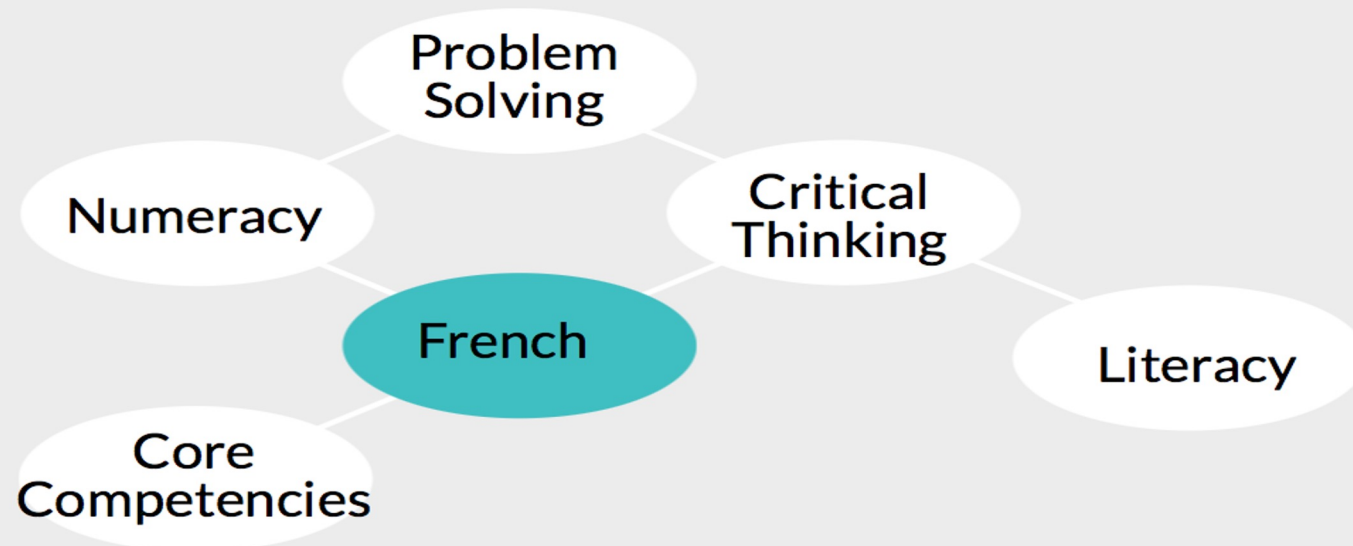
French Immersion students who have difficulties in subjects taught in French cannot benefit from support given in English.


$$1+2=$$

MYTH

Students can transfer strategies and skills from one language to another (critical thinking, literacy strategies, eg.)

Best practices show that support in English can help learners in French immersion!




(Bourgoin & Dicks, 2013; Cummins, 2000; Durgunoglu, 2002)!

MYTH OR REALITY?

9

At least one parent should speak some French for a child to succeed in French Immersion.

A stylized illustration of a person's head and shoulders in black outline on a light teal background. A speech bubble points to the person's mouth, containing the text 'Bonjour, je parle français!'.

Bonjour,
je parle
français!

MYTH

The program is designed for students for families who do not speak French.

Anglophone and allophone parents have had success advocating for and supporting their students in French immersion.

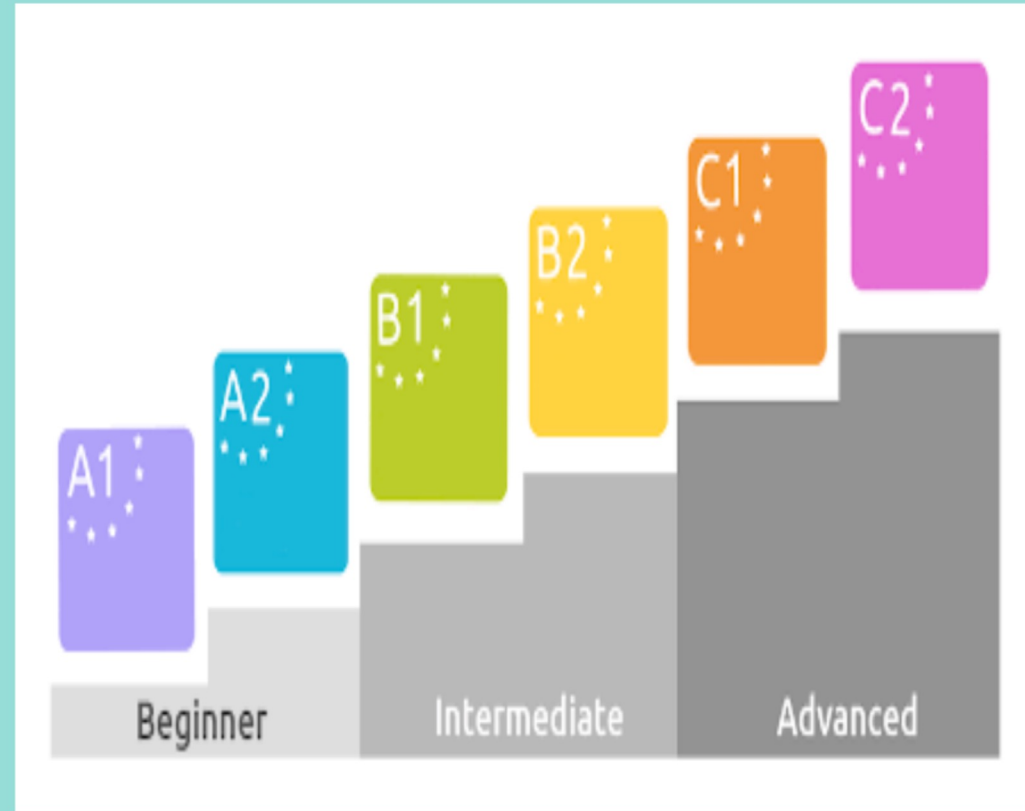
Promoting literacy in the first language (e.g., reading to your child) is an important way of supporting French language learning.

(Noël, 2003; Culligan, 2008; Cummins, 2000; Clay, 2000)

MYTH OR REALITY?

10

Your child will be proficient in French by the end of grade 12.

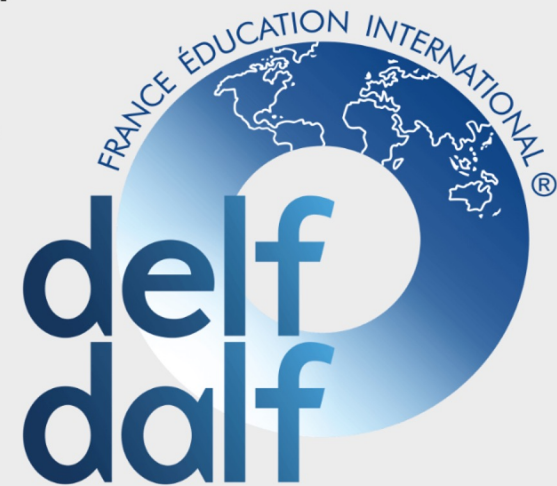


REALITY

If your child stays in French Immersion from grades K-12, they will achieve an Upper Intermediate level of proficiency.

The DELF certifies their proficiency level and is available to all grade 12 students in Mission Public Schools. Students receive an internationally recognized certification.

This can be used for accessing credits at university and jobs such as RCMP, flight attendants, teaching positions and other types that require both French and English.



WHAT CAN YOU DO TO SUPPORT YOUR CHILD?



Practice **WRITING** and
IDENTIFYING letters in
English (and French)



REVIEW numbers and
counting in English (and
French)



READ in English at home
with your child

Use supports given by
French Immersion teacher
(*ex. Je lis, je lis*)

COMPONENTS UNIQUE TO MISSION'S IMMERSION PROGRAM

DISTRICT-WIDE CULTURAL ACTIVITIES

- Francophone Film Festival (hiver et printemps)
- Carnaval (every second year)
- Théâtre la Seizième (workshops and plays)
- Dance/Music/Sciences shows
- Field trips

SUPPORT for TEACHERS

- MME. ANAIS – French Immersion Program's Teacher-librarian who has developed a rich library for the program with engaging and current resources to use in classrooms by teachers
- PROFESSIONAL DEVELOPMENT THAT IS RESEARCH-BASED IN A FRENCH AS A MINORITY-LANGUAGE TEACHING CONTEXT (ACPI, provincial conferences, FI Teacher Retreat) – bursaries offered by BC Ministry of Education (shows their support)



K FRENCH IMMERSION REGISTRATION PROCEDURES

STARTING AT 6am Monday, January 9th

Pre-registration is open from Monday January 9th at 6am to Friday 13th January at 6pm

*Priority is given to families already registered in the French Immersion Program

1. Read the [Kindergarten Registration Procedure 2023-2024](#)
2. Locate your Catchment School: [Barager School Locator](#)
3. Click on your **CATCHMENT SCHOOL** link below and complete the Pre-Registration form.
4. Families registering after registration week can contact the school to arrange a registration appointment. Spots are given on a first-come, first-served basis.
5. Indicate if you will be applying for a Cross Boundary Request. This does not guarantee you a spot at the requested school.
6. Download and save (Ctrl + S) the [Registration Package](#) before editing or obtain a copy from your catchment school.
7. Your school will contact you to arrange an appointment to complete the registration.
8. Take your documentation with you to your appointment (i.e. Proof of Age / Proof of Residency in BC and Proof of Physical Home Address (for Catchment Area Schools)).

QUESTIONS TO ANSWER WHEN PRE-REGISTERING

1. Child's Name in Full (First, Middle and Last) *

Enter your answer

2. Child's Date of Birth (MM-DD-YYYY) *

Enter your answer

3. Name of Parent/Guardian Contact (First and Last) *

Enter your answer

4. Preferred Phone Number to Be Contacted During the Day *

Enter your answer

5. Email Address (if you do not have an email address please enter N/A) *

Enter your answer

6. Which French Immersion School is in Your Catchment? *

- École Christine Morrison Elementary
- École Mission Central Elementary

7. Does your child have an older sibling currently enrolled in French Immersion at your French Immersion Catchment School? *

- Yes
- No

8. Are you planning to submit a Cross Boundary Request to the school NOT in your catchment? *

(If your answer is 'YES', please also complete Question 9 that will pop-up when choosing your response).

- YES (complete Question 9. also)
- NO (no further action is required)

QUESTIONS TO ANSWER WHEN PRE-REGISTERING



9. Is there an Older Sibling already attending the Cross Boundary School?

YES

NO

10. Additional Comments

Enter your answer

FINDING YOUR CATCHMENT SCHOOL



Our Schools

District Map

Locate Your School

Register for School

Transportation - Getting to School

School Opening in 2019

Our Schools

Elementary



Middle



Secondary



Alternate Education



Career Programs



Distance Learning



Search

Please enter your street name in the box below to find the schools that serve your address.

All Edwin S. Richards Elementary School students, regardless of home address, will attend Hatzic Middle School (As per Board Policy)

All Hillside Traditional Academy students, regardless of home address, will attend Ecole Heritage Park Middle (As per Board Policy)

For a map of elementary school catchment areas, please visit <http://www.mpsd.ca/schools/default.aspx>

A Street Name



I'm not a robot



reCAPTCHA
Privacy - Terms

Search Hints

Perform a search by entering ONE of the following:

A Street Name

Full street name OR Partial street name. (First letter of the street name is required).

If you are experiencing difficulties performing a search on a particular address, you may want to try entering the address without punctuation.

You may also want to try entering the street name without spaces.

Choose School

School(s) that serve 32630 - 32690 UNGER CRT, MISSION

Click on a school below to display that school's information on the right.

Elementary

▶ K - 6 Albert McMahon Elementary

Middle

7 - 9 Hatzic Middle

Secondary

10 - 12 Mission Senior Secondary

French Immersion

K - 6 Ecole Mission Central Elementary

7 - 9 Ecole Heritage Park Middle

10 - 12 Mission Senior Secondary

School Information

Albert McMahon Elementary




Name	Albert McMahon Elementary
Address	32865 Cherry Ave., Mission, BC V2V 2V1
Principal	Hardeep Grewal
Vice Principal	Cyndie Anderson
Secretary	Crystal Mulholland
Phone	(604) 826-0274



WHAT'S NEXT? LES PROCHAINES ÉTAPES

BE IN FRONT OF YOUR COMPUTER TO
REGISTER AS EARLY AS POSSIBLE TO
GUARANTEE YOUR CHILD'S SPOT!

The background features a repeating pattern of light-colored speech bubbles, each containing a dark question mark. The bubbles are arranged in a staggered grid and are set against a background with a vertical color gradient from teal at the top to light green at the bottom. A large white circle is positioned on the right side of the image, containing the text.

**AVEZ-VOUS DES
QUESTIONS???**

