

Preparing for enrolment at a French First Language School begins at birth



Commission scolaire
francophone
du Yukon





Certain strategies need to be adopted starting from birth so that your child is able to learn French in a majority English-speaking setting, such as the Yukon.

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Multilingual Learning

*Some facts about learning multiple languages
and tactics to use with your child.*

The sooner the better!

Exposing children to two languages right from the get-go is the best way for them to become bilingual. According to studies, children must be exposed to a language on a regular basis for between one and three years before they are able to speak it. The earlier a language is introduced, the easier it is for them to learn.

Preschool-age children, between 0 and 5 years old, are at the ideal age for learning a second language.

The same number of words

Bilingualism does not cause language delay. If only one language is delayed, this should instead be considered a delay in acquiring that particular language. The number of words spoken by a bilingual child is the same as by a unilingual child. However, the total number of words spoken by a bilingual child is split between two languages.

Exposure

In order to develop the ability to use a language, children must be exposed to that language for at least 30% of the time, whether listening to it or speaking it. This social interaction is necessary for them to properly assimilate the language. Children who are only occasionally exposed to a language may end up becoming passive bilinguals, where they understand the language but are unable to speak it. Exposure to the language must be on a continual basis over a period of several months. It is also recommended to have a routine to encourage moments in French during the day.

Language mixing

Sometimes, a child will use two languages in the same sentence. Mixing languages helps children communicate efficiently when they forget a word in one language or when it is difficult to pronounce. Over time, children learn to communicate in only one language at a time.

Languages feed into one another

Children do not need to completely master their first language in order to begin learning a second one. The two languages are not fighting for the same place in the brain. According to psycholinguistics, learning a second language does not adversely affect the first language, or “mother tongue”. Instead, learning one language actually helps with learning the other.

The vital role of the parent

Your role is vital when it comes to making learning a language a meaningful experience. Children need to be able to interact in a language, hear it and speak it. Languages are learnt through socialisation, not through television or an app.

Top tactics for passing on a language

You need to show that you are proud of speaking your languages and adopt a positive attitude towards them. In order to pass on a language, it is important to show that you value both the language and its culture. Here are some tricks to help make way for multiple languages within your family:

One parent, one language: One parent speaks to the child in one language and the other speaks in the other language. Learning two languages requires frequent and repeated exposure. You should speak in the language that you are the most comfortable with. By being a good role model, you can help your child gain a positive attitude towards communication.

One place or context, one language: One language is spoken at home, in the car or at daycare. Visiting with family members who speak the minority language can

also be an effective tactic. Speaking French at Grandma's house, for example.

One activity, one language: Make a list of services and activities offered in French in your community (e.g. dentists, libraries, swimming lessons, summer day camps) so that your child can practice French outside the home or school and also come to understand that this language is well respected.

The transition period

If you have never spoken in French with your child, it could be risky – even unsettling – if you suddenly started. In this case, after having discussed it with your child, you are best to adopt either the “one place, one language” or “one activity, one language” method to slowly integrate French into your routine.

Mistakes to avoid

Testing: Learning another language should be a positive, fun experience. Avoid putting too much pressure on your child.

Teasing: It is completely normal for children to mix up words or even invent new ones! If this makes you want to laugh, avoid teasing your child, but instead encourage him/her to keep trying.

Language Mixing: When speaking with your child, you should try to avoid using more than one language in a sentence.

Forcing It: Sometimes, a child no longer wants to speak a certain language. Do not try to force it, but instead act in a manner that shows respect towards both languages. Your child's favourite language at five years old will not necessarily be the same one as when he/she is ten. You need to be able to adapt to your child's individual personality.

Over-Correcting: A good way to correct your child is to take up the sentence again using the right words. You need to focus on encouraging your child, not emphasising his/her mistakes.

Keep at it

Do not become discouraged if your child does not use both languages or if his/her learning curve hits a plateau. Some children may simply require more exposure and more interaction. This does not mean that you should start to focus on only one language. Raising a child in two languages requires a sustained effort over several years. Your hard work and patience will pay off in the end!



If your family only speaks French and you are worried about your child learning English, we suggest that you contact our Early Childhood and Multilingual Families Services Coordinator. She will be able to share some strategies with you to assist your child with learning English.

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French Immersion



French Immersion is a type of bilingual education in which **French as a second language** is used to teach a variety of subject matters.

Students **do not take additional French classes**, but instead follow a program in which various subjects (math, science, history, etc.) are taught in French as a second language.

There are two types of immersion available: **Early French Immersion and Late French Immersion**. Early French Immersion begins in Kindergarten or Grade 1 while Late French Immersion begins in Grade 6.

The goal of these two programs is to create, as best as possible, an authentic French environment for the students. **The learning expectations and outcomes at the end of Grade 12 are the same** for both the Early French and Late French Immersion programs.

By the end of their immersion education, students will have developed **a certain level of bilingualism** which allows them to function in both languages and to continue with their post-secondary education in the language of their choice.

The Yukon Government's Department of Education manages the French Immersion programs offered in various schools.



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French First Language

French First Language schools, such as École Émilie-Tremblay and CSSC Mercier, have a **mandate to protect, promote and pass on the French language and Francophone culture**. An admissions process must be adhered to according to set admission categories and permissions.

In addition to **meeting the academic needs** of the students, these programs explore and develop their Francophone identity and heritage. Cultural integration takes place on an ongoing basis and cultural activities are incorporated into the school curriculum.

It is important to note that **students still take English First Language courses** as part of these programs. English classes start in Grade 3, and from Grade 4 onwards they are the same English classes as those offered at English First Language schools. Students are able to continue their post-secondary education in French or in English. French First Language schools are the best way for a student to become perfectly bilingual in a minority Francophone setting.

By registering your child in our schools, **you commit to recognizing the importance of our programs' mission**. You will need to sign a parental engagement which outlines how best to integrate French into your home environment and how your family can participate in French-language activities outside the classroom. School on its own cannot transmit French language and culture to a child – this requires the support and participation of an entire family.

École Émilie-Tremblay

École Émilie-Tremblay offers French First Language programming from K4 to Grade 6.



CSSC Mercier

Paul-Émile-Mercier Secondary School Community Centre (CSSC Mercier) offers instruction in French as a first language from grades 7 to 12.



École Nomade

École Nomade, which offers French First Language homeschooling from Kindergarten (K5) until Grade 12, must also follow an admissions process, which is overseen by the CSFY (Yukon Francophone School Board).





Admissions Process for our Schools*

**The Yukon Francophone School Board (CSFY) must comply with Section 23 of the Canadian Charter of Rights and Freedoms and the Yukon Government's French as a First Language Instruction Regulation in regards to student admissions.*

Admission by right

Admission by right refers to a parent who falls under one of the three categories listed in Section 23. It is important to understand that the right-holder is the parent. Any request for admission that falls within these three categories will be accepted.

CATEGORY 1

First language: A Canadian parent whose first language learned and still understood is French.

CATEGORY 2

Primary School Instruction: A Canadian parent who received part of his or her primary school instruction in Canada in French as a first language. This does not include French immersion.

CATEGORY 3

Family Continuity: A parent whose child is receiving or has received his or her primary or secondary school instruction in French as a first language in Canada.

Admission by permission

Admission by permission refers to a parent who falls under one of the four following categories and whose child may be admitted under the CSFY's admissions policy in accordance with Section 23 and the Yukon Regulation. According to an agreement made with the Department of Education, the CSFY can accept up to 5% of its total student population from Categories 6 and 7.

CATEGORY 4

Immigrant francophone : French-speaking Immigrant: A parent who is not a Canadian citizen but, if he or she were a Canadian citizen, would be a rights holder.

CATEGORY 5

Francophone Ancestry: A Canadian parent of French-Canadian ancestry. (This is limited to the child's grandparents.)

CATEGORY 6

Anglophone: A Canadian parent who speaks French fluently but does not qualify under any other category and who has chosen to integrate into, and establish authentic ties with, the French-speaking community. The child must be able to function in French before being admitted.

CATEGORY 7

Non-French- nor English-speaking Immigrant: A parent who is not a Canadian citizen and speaks neither French nor English.

Desired profile

Under Category 6, an Anglophone family may be accepted into our school. An admissions committee meets with the parents and the child to evaluate if admission would conform to the CSFY's mandate and would be in the child's best interest.

The family must demonstrate an understanding of our programs and how they differ from French Immersion. What the committee wishes to see is a genuine desire to integrate Francophone culture into family life. Speaking French in the home and the family's participation in community activities in French are both essential factors in support of a child's admission. The child must also already be able to understand and speak French in order to be admitted. This ensures that our students have the means to thrive and that they have proper support from their family when it comes to both their education and the development of their Francophone cultural identity.

Family interview

Parents who register their children under Categories 4 to 7 must meet with the CSFY's admissions committee. The committee will assess whether their application meets the criteria and if it is in the

best interest of the child to enrol in our programming. The committee then makes a recommendation to the school board trustees, who decide whether or not to grant admission by permission.

You can enrol your child in our programs at any time throughout

the school year. However, we ask that children be enrolled in Junior Kindergarten (K4) the spring prior to the start of the school year in order to plan for the upcoming academic year.

eet.csfy.ca/admission

Partners

Please visit our website to discover our Francophone partners and learn more about the resources and services they have to offer:

commissionscolaire.csfy.ca

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