

 <p>ELK ISLAND CATHOLIC SCHOOLS <i>Seeing Christ in Everyone</i></p>	<p align="center">Single-Track and Dual-Track French Immersion Programs</p>
<p>Background</p>	<ul style="list-style-type: none"> ● French Immersion programs are designed for students whose family heritage is other than French. ● Dual-track schools offer French immersion and English language classes ● Single-track schools offer only French immersion programs. ● EICS offers single-track immersion at École Père Kearns (PK-4) and École Our Lady of Perpetual Help (5-8) ● EICS offers dual-track French Immersion at Archbishop Jordan High School (9-12)
<p>Outcomes of a French Immersion Program</p>	<ul style="list-style-type: none"> ● To have students become functionally fluent in French by the end of Grade 12 ● To enable students to achieve the learner outcomes in all core and complementary courses. ● To enable students to gain an understanding and appreciation of francophone cultures.
<p>Benefits and Challenges of Single-Track French Immersion Programs</p>	<p>Benefits:</p> <ul style="list-style-type: none"> ● Use of target language in all aspects of the school day: announcements, sports, songs, displays, contact with support staff ● Bilingual staff, principals, teacher-librarians, secretaries, increase the opportunity for students to use the second language outside the classroom ● More exposure to French material in all areas of the school ● A greater percentage of school events are done in French ● Single-track French Immersion programs resemble Francophone schools speaking more French than in dual-track schools ● Correlation between higher student achievement rates and single-track programs in some courses <p>Challenges:</p> <ul style="list-style-type: none"> ● Perception that immersion is an elitist program ● Finding fully bilingual staff is very difficult ● Hiring of French Immersion teachers ● Ability to provide options ● Limited sports team options ● Integration when entering grade 9 (new cohort)

<p>Benefits and Challenges of Dual Track French Immersion Programs</p>	<p>Benefits:</p> <ul style="list-style-type: none"> ● School can offer a late French Immersion program starting in grade 5 for students in the English stream. ● Reflect the de-facto bilingual nature of society and fosters understanding ● Helps all students in the school appreciate the country’s two languages and two cultures ● Non-immersion students are exposed to the immersion language used in school ● Both staffs interact with, supervise, and teach students in the regular program, and foster an increased use of the immersion language ● Immersion students and regular students intermingle, thus promoting tolerance and understanding ● Immersion students have access to home language resources in the library ● Collaboration by both staffs promotes exemplary practices in the immersion and regular program ● Community involvement is enhanced because the school is usually close to the children’s home ● Ability to provide more options to students ● Enhanced ability to play on sports teams <p>Challenges:</p> <ul style="list-style-type: none"> ● Immersion students speak the immersion language less outside the classroom ● Immersion students’ exposure to the second language <i>may</i> be limited to the classroom ● Opportunities for the French Immersion student to communicate in French in these settings are more limited than in a single track school, and require collaborative planning on the part of all staff. ● Bilingual assemblies and limits on hallway language being used ● Unilingual support staff may not be as able to meet the needs of students and teachers in the immersion program ● French Immersion teachers are themselves frequently challenged in retaining their French language proficiency when they rarely have an opportunity to use the language except in a classroom. ● Creating a sense of unity within a shared facility with two programs
<p>Key Items To Consider</p>	<ul style="list-style-type: none"> ● In French Immersion, an active, communicative and participative learning environment is essential to the success of the program. The total school environment must be responsive to the nature of the program. Success of the program depends on many factors and must be considered regardless of the program format. ● In a dual-track school, it is understandable that certain elements of school life like announcements and assemblies will be delivered in English and French; therefore it is imperative that French is only spoken within the classroom at all times between students and

	<p>teachers.</p> <ul style="list-style-type: none"> ● In dual-track settings, school administrators and staff should focus on creating school harmony between the English and French language programs so that the participants in each program feel an equal part of the overall school environment. ● Further, emphasis need to be placed on portraying the French program to stakeholders as a different option, and not better or worse, than the English program. ● School administrators, in dual-track settings, also need to focus on staff relations to ensure that the staff in the French and English programs are equally satisfied with available resources. ● Dual-track schools provide an opportunity for students to experience Canada’s reality of being a bilingual country with two distinct cultures and languages. ● The administration must ensure that the educational needs of each program in the school are respected and addressed in planning processes and operational procedures.
<p>Single Track French Immersion Programs in Alberta School Divisions (This list is not comprehensive)</p>	<ul style="list-style-type: none"> ● Edmonton Catholic Schools (4 schools) (K- 12 = 1, K- 9 = 1, K - 6 = 2) ● Elk Island Catholic Schools (2 schools) (K-4 = 1, 5-8=1)) ● Greater St. Albert Catholic Schools (3 schools) (K-6=2, 7-12=1) ● Elk Island Public (1 school) ● Grande Prairie Public (1 school) (K-8 FI program & Late Immersion starting in Grade 5) ● Grande Prairie Catholic (2 schools) (K-7=1)) (8-12 HS=1) ● Calgary Public Schools (K-4=1, K-6=3,7-9=1) ● Calgary Catholic Schools (K-6=6, K-9=1)
<p>References</p>	<ul style="list-style-type: none"> ● Handbook for French Immersion Administrators Alberta Education, Canada, 2014 ● http://www.collectionscanada.gc.ca/obj/s4/f2/dsk4/etd/MQ82226.PDF ● https://bc-yk.cpf.ca/wp-content/blogs.dir/1/files/Dual-Track-vs-Single-Track.pdf