

**ADVISORY BOARD
ON
ENGLISH EDUCATION**

**LANGUAGE LEARNING IN THE
ENGLISH SCHOOLS OF QUEBEC:
A BILITERACY IMPERATIVE**

REPORT TO THE MINISTER OF EDUCATION OF QUEBEC

JUNE 1995

© Gouvernement du Québec
Ministère de l'Éducation, 1995 — 95-0543

ISBN 2-550-24856-2

Legal Deposit — Bibliothèque nationale du Québec, 1995



**COMMISSION DE L'ÉDUCATION EN LANGUE ANGLAISE
ADVISORY BOARD ON ENGLISH EDUCATION**

Chair

Gretta Chambers

Members

**Hugh Auger
Maria Baldassare
Sylvia Chesterman
Ann Cumyn
Shirley Duncan
Donald Houston
Gwendoline Lord
Diane McLean
Antoinette Modric
Michael Palumbo
Joseph Rabinovitch
Peter Riordon
Julie Sheper
Wendy Sturton
Leo Venditti
William Young**

Ex Officio

Janyne M. Hodder

Secretary

Walter Duszara

Secretarial support services

Mireille Laroche

TABLE OF CONTENTS

PREAMBLE	5
----------	---

CONTEXT

INTRODUCTION	6
HISTORY	7
THE LAST DECADE - A CHANGE OF EMPHASIS	8
PARENTAL INFLUENCE AND EXPECTATIONS	10
ENGLISH LANGUAGE ARTS	11
FRENCH LANGUAGE INSTRUCTION	12
SAMPLING OF SCHOOL BOARD FRENCH SECOND LANGUAGE	15
MULTIPLICITY OF APPROACHES, CONTENT AND CONTINUITY	18

THE BILITERACY IMPERATIVE: SOCIAL AND PEDAGOGICAL IMPACTS

TIME FACTOR	20
STUDENTS WITH DIFFICULTIES	20
VOCATIONAL EDUCATION	21
ENGLISH SCHOOL - ENGLISH STREAMS	22
THE SYNERGY OF THE LEARNING OF LANGUAGES	23
TEACHERS	24
SOCIAL AND CULTURAL VALUES: ROLE OF PARENTS AND COMMUNITY ENVIRONMENT	26
DIVERSITY OF STUDENTS	27
TEACHING MATERIALS	27

RECOMMENDATIONS	29
-----------------	----

APPENDICES	33
------------	----

BIBLIOGRAPHY	53
--------------	----

PREAMBLE

Spring, 1995. The season is uncertain. And this year, a changing and unpredictable climate extends beyond the weather. Quebec's vast, complex and multi-tiered education system is caught up in what is being described as the "reconfiguration of education".

With the proclamation on April 9, 1995, of the Estates General of Education, reforms by school sector, subject matter or structural reorganization have been put on hold until all the evidence is in. It is the work of many seasons. It is not an exercise in the quick fix. The province-wide consultation is expected to result in great changes to the content, delivery and financing of education at all levels. However, it will not change the fundamental objectives of education in Quebec in this or any year. It will attempt to define them in the first instance then go on to address the question of how they can best be met.

The English school system, which makes up about 10 per cent of Quebec's elementary and secondary schools, is a case unto itself. Although it is subject to the same "régimes pédagogiques" as its French counterpart, and operates within identical school board structures, it has a language and culture of its own which, added to its much smaller size, makes it vulnerable to sweeping changes that do not take its particular needs into account.

The linguistic school boards which are still on the books but not yet implemented would go some way towards helping the English school system to help itself. Switching from a confessional basis to a linguistic one for the ordering of elementary and secondary education would generate a much more profound change for the smaller English system than for the larger French for which it would be more administrative than substantive. It would bring the issues particular to English education in Quebec into sharper focus and give the system a chance to develop into a network with the critical mass to sustain itself.

CONTEXT

INTRODUCTION

The school board reorganization, which sooner or later is bound to come about, will force major adjustments on the delivery of English education. The forming of a true English school network through the fusion of the existing Catholic and Protestant structures will provide both an opportunity to strengthen and rationalize the English school system and a challenge to get it right. By getting it right is meant finding an educational mission to which all the constituencies of the English-speaking community and the schools which serve it can respond.

Many of the areas to be negotiated are of a structural nature and therefore difficult to address before the lines of the new school boards are drawn. Negotiations about curriculum and pastoral arrangements in the neutral boards will involve the Ministry or become the purview of individual boards. There is, however, one educational domain over which anglophone educators hold sway. Whether the organization of the school system is along religious or language lines, the English sector controls the teaching and learning of language in its schools. The store that English-speaking Quebecers put on this aspect of their children's education is very high; they want their children to be not only literate but biliterate.

Of all the factors that differentiate English and French education in Quebec, the imperative of biliteracy for anglophone high school graduates is the most important. Anglophone parents expect proficiency in both languages and they will demand it more and more.

The achievement of biliteracy has often been tied to the employment future available to young anglophones in Quebec, but it is fundamental to the ease and comfort with which these young people can cross language barriers in their personal and private lives and the extent to which they participate actively in all aspects of Quebec society. What is at stake here is not only "competency" in both French and English, but fluency, comfort and a positive attitude.

Biliteracy depends not only on the schools and the programs they offer, but also on the level of support the home gives the school's efforts. The social context and the amount of exposure to language outside the school are important variables in the development of all languages. English schools exist in all kinds of different socio-linguistic environments, from

those where French is heard and used only in school by students whose mother tongue is English to those in which students often speak French at home and at play and may even be struggling with English at school. What draws these together is a common search for the best ways to insure high levels of biliteracy.

- How do our schools measure up?
- Are principals, teachers, students and parents satisfied with the results of the many and varied programs currently in place for learning French?
- Could they be improved?
- How much does the teaching of French encroach on the learning of English?
- Do we believe that the learning of language is an intrinsic part of learning everything else?
- Should language learning be given a higher priority than it now enjoys?
- What could or should the Ministry of Education do to advance the cause of biliteracy in English schools?

These are a few of the questions that the Advisory Board on English Education has addressed in its 1994-1995 study of biliteracy in Quebec's English schools.

HISTORY

When the last Estates general on Education were held in 1986, French immersion was the subject of much interest and wide discussion. Anglophone delegates were unanimous that it was a necessary component of English schooling on the grounds that it would safeguard English schools on the one hand and turn out bilingual pupils on the other. The ministère de l'Éducation was called upon to acknowledge the necessity of such programs.

Immersion was viewed as a context requiring the mastery of specific techniques and attitudes. "In order to be viable, an immersion program must be supported by sufficient financial resources to allow for the production of teaching material as such and for the ongoing

training of teachers. It is also important that the program be recognized and given priority by the ministère de l'Éducation."¹ Many delegates worried about the advisability of allowing pupils to continue to register for an immersion program at so many different stages of their schooling. There was also concern that the confidence of parents in French immersion programs was far from high. "Their unease is thought to derive mostly from the fact that being unfamiliar with French, they feel of little use to their children."² Nevertheless, the "universality" of immersion was demanded. It was proposed that school boards be forced to offer such programs so that they became available to all anglophone pupils.

THE LAST DECADE - A CHANGE OF EMPHASIS

Nine years later, it is not the ministry nor the school boards which have driven French to the top of the English school charts. Parents had taken it upon themselves to pressure schools into devoting more and more time to the teaching of French. Protestant boards had been quick to respond. Catholic boards originally took the position that anglophone parents who wanted more French content than that provided in the core curriculum could always send their children to a French school operated by the same board. However, most of these parents did not want a French school but more French instruction in a familiar English learning environment. As many schools in the Protestant sector were already meeting this double language challenge, Catholic boards had to revise their policy in order to retain their clientele.

In many English schools today, the time devoted to French Second Language (FSL) indicates that French is now considered a core subject on a plane with English Language Arts and Mathematics. It is interesting to note that children who spend the most time per week in a FSL course tend to live in majority English-speaking communities or regions where there is less opportunity to hear and use French outside school.

The net result of this shifting of pedagogical priorities within a "régime pédagogique" which makes no allowances for them is far from uniform. School boards are scrambling to make do. Much depends on the socio-linguistic make up of their particular clientele, the availability of teachers, the allocation of resources and the degree of collaboration that can be

¹ PROCEEDINGS OF THE ESTATES GENERAL: SUMMARY OF WORKSHOPS, Québec, 1986, P. 108.

² *ibid.*

achieved among all the members of the staff at the school level. The multiplicity of programs, methods and approaches to the issue of biliteracy in Quebec's English schools is evidence of both its importance to English-speaking Quebecers in particular and its relative unimportance in the scheme of Quebec's school curriculum in general. A QSBA document makes this explicit:

"In English schools, FSL is taught from kindergarten to secondary five. It is a high profile subject where the time allotment (more) frequently (than not) exceeds that required by the régimes pédagogiques, and in many schools some type of immersion is offered.

In French schools, ESL (English, second language) is taught from elementary four to secondary four or five. It tends to be a low profile subject, sometimes to the extent that time allotment required by the régimes pédagogiques is not even met."³

Parental pressure has resulted in more French in English schools. The emphasis has been on quantity and timing, when the heavy dose of second language training is best administered. The jury is still out on the quality of the instruction, its staying power and whether or not it meets expectations.

³

QUEBEC SCHOOL BOARDS ASSOCIATION. QSBA Response to the MEQ Consultation Document TEACHER TRAINING: Specialties at the Elementary and Secondary levels, Montreal, 1995, p. 4.

PARENTAL INFLUENCE AND EXPECTATIONS

By and large, parents evince approval and support for the model of second language training offered by the school their children attend. Parents, responding to their knowledge of their children's needs and abilities, their knowledge of their local communities and their aspirations for their children's future in Quebec have influenced the organizational models and pedagogical approaches adopted by the different school boards. The models offered by the different school boards have evolved over time in response to changes to the demographics of the local community, changes in leadership at both board and school levels and to new information regarding language learning.

Parental expectations vary. If many parents want their children to graduate from high school bilingual and biliterate, a high level of biliteracy is not a universal parental expectation for all children. A minority feel functional bilingualism to be an adequate educational objective.

There still appears to be no single right answer to the question of how best to teach languages to all students. There has been no system-wide evaluation of the practical as opposed to academic success of the myriad English and French language models chosen by school boards for the English schools in their respective jurisdictions.

Immersion is seen as "working". The evidence shows that the level of French language proficiency is higher for students in immersion programs than for those following regular French Second Language courses. Immersion alone, however, does not make for a level of competence comparable to that of a native speaker of French.

ENGLISH LANGUAGE ARTS

It should be noted at the outset that Quebec anglophone 13 year-olds matched or surpassed the Canadian average in reading and writing achievement on the Council of Ministers of Education, Canada (CMEC) Student Achievement Indicators Program (SAIP) Reading and Writing exam⁴. There is agreement, however, that the English system could be more consistent in assessment and evaluation and that parents, who have differing assumptions about literacy, have been dissatisfied by the evaluation information provided to them. In the interests of accountability, an optional examination for children in grade 6 is being offered this year and a similar exam is planned for grade 3 next year. This should help make for a more precise assessment of particular needs and encourage provision for catching up when it is indicated. Parents need to have more accurate information about what is being taught and how their children are doing.

Establishing benchmarks is imperative. The failure rate on the English Language Arts high school leaving exams has been in the 5 per cent range since the 1950's. The scoring done by MEQ teams of teachers trained to use the criteria and collaborating in their application indicate a failure rate in the 25 per cent range. The secondary V French Mother Tongue examinations are corrected centrally by a team of evaluators hired by the MEQ while school boards are responsible for the scoring of the secondary V English examination.

Ministry officials say that a system of benchmarks could be made available in two years. It would take about a year to develop Quebec-specific benchmarks and another year to pilot their use in assessment throughout the system.

One of the criticisms often levied against how English is taught is that it seems to be specific to itself as a "subject". English teachers themselves find it frustrating that the language is not taught across the curriculum and that they are expected to teach the functional aspects of vocabulary, spelling, grammar, etc. required for courses in Mathematics, History, Physics, etc., with subject teachers taking little responsibility for the language component of their disciplines.

⁴ PROGRAMME D'INDICATEURS DU RENDEMENT SCOLAIRE DU CONSEIL DES MINISTRES DE L'ÉDUCATION DU CANADA, Résultats obtenus par les élèves du Québec en lecture et en écriture, Ministère de l'Éducation, Québec, 1994, p. 13, 15.

Access to books in libraries is another glaring want. In many schools, the libraries are poorly stocked with old, damaged, out-dated and inappropriate books. There are many good books written for adolescents which cannot be found in school libraries. Few schools have qualified librarians and few teachers use libraries effectively with their students. Children from homes where books are few, non-existent or undervalued are inordinately disadvantaged. It is felt that English teachers have to communicate to students that reading can be done for "the love of reading". Too much emphasis on reading for the purpose of literary analysis is counterproductive.

Media and technology are an important part of youth culture and yet they are often absent from classrooms.

FRENCH LANGUAGE INSTRUCTION

MEQ PROGRAM REQUIREMENTS

The basic school regulations (régimes pédagogiques) indicate that the elementary French Second Language program is to be taught for 2 hours a week from grades 1 to 6. At the secondary level, students are to follow a 4 credit French Second Language course from Secondary I to Secondary V (1 credit normally corresponds to 25 hours of instruction).

There is no instruction in French second language required at the kindergarten level nor in vocational education.

THE ENGLISH SCHOOL REALITY ⁵

Kindergarten

Although no provision is made for the teaching of French at this stage in the basic school regulation, 94 per cent of five year-olds are exposed to French in their kindergarten activities which encompass 705 minutes week. Time allotted to French varies, 26 per cent get 15 to 120 minutes a week of French; 22 per cent of pupils from 150 to 350minutes; 27 per cent from 353 to 690 minutes; and 19 per cent spend all 705 minutes in French.

Elementary School

Calculated over the six-year period, 93 per cent of pupils receive more than the minimum of 120 minutes per week of French set out in the basic school regulations. Some 52 per cent are taking one or more subjects in French in addition to French Second Language. Arts, Social Studies and natural Science are the subjects most often chosen to be taught in the second language. The models in place for the teaching of French Second Language fall into two main categories, those offering French only as a second language (1) and those which include the teaching of other subjects in French (2). Elementary school pupils receive a nominal 1,410 minutes of total instruction per week.

Category 1 Models

- Core French: This model offers 90 to 150 minutes of French instruction per week to 16 per cent of the elementary school enrolment.
- Enriched core: Twenty per cent of elementary students get 155 to 300 minutes a week in French as a Second Language course.

Category 2 Models

- Extended core: This model calls for 140 to 360 minutes of French instruction a week and includes apart from instruction in the language one or two other subjects taught in French for one or both cycles.

⁵

This information was drawn from French Second Language: Report on Instruction in French as a Second Language in the English Schools of Québec, Ministère de l'Éducation, Direction des services éducatifs aux anglophones, 1990. The overall situation has not changed significantly since 1990, except that some Catholic boards in Montréal now provide more time for FSL instruction.

Intensification (representing 28 to 50 per cent of total time):

There are different profiles available in this category which offers 400 to 705 minutes in French per week and is chosen by 24 per cent of students. The four main profiles are the entire or almost entire time in French over one or both cycles; early partial immersion; middle or late immersion; and a 6th year devoted to supplementary activities in French.

Intensification (representing 51 to 82 per cent of total time):

One quarter of elementary school pupils are enrolled in one or other of the options found in this category which go from entire or almost entire time in French over both cycles to early partial immersion followed by a decrease in instructional time in French or early partial immersion followed by an increase in instructional time in French or early total immersion for a period of one to three years followed by a decrease in instructional time in French.

High School

Ninety-four per cent of students take more than the 100 hours a year (166 minutes a week) set out in the regulations. They divide into two main groups, the 47 per cent who do 130 hours of French a year and the 42 per cent with 150 hours. The two elementary school models are reproduced for high school and adapted to fit the curricula of a 900 hour school year.

Category 1 Models

Core French: Five per cent of secondary students fall into this category which counts 100 to 120 hours a year of French as a Second Language instruction, or 500 to 600 hours over five years (4 to 5 periods per week).

Enriched core: Fifty-nine per cent of secondary students are in this type of program. It offers 125 to 180 hours a year of language instruction in French as a Second Language, or 600 to 900 hours over five years (5 to 8 periods per week).

Category 2 Models

Extended core: Here 17 to 22 per cent of total time over five years includes French as a Second language and two or three other courses in French and offers a total of 750 to 1,000 hours in French over the five years of high school. Seven per cent of high school students are in these programs.

- Post-immersion:** Chosen by 22 per cent of students, these programs aim at 20 to 40 per cent of total time over the five year period, usually concentrated in the first cycle as a follow-up to immersion at the elementary level allowing students to get another 1,000 to 1,700 hours in French at the secondary level, including other courses taken in French.
- Late immersion:** Seven per cent of students are in this category. It offers 225 to 400 hours of French per year, or 25 to 45 per cent of total time over the five years. Here too the time is concentrated in the first cycle allowing students who have not been in immersion in elementary school to catch up with 1,100 to 2,000 hours of instruction in French during high school.

SAMPLING OF SCHOOL BOARD FRENCH SECOND LANGUAGE CHOICES

The combinations and permutations of these models are almost infinite.

The Eastern Townships School Board, for instance, provides a bilingual all day kindergarten at no cost to parents. Children receive instruction, not merely socialization experiences, in both languages. Their bilingual model permits for alternating blocks English and French instruction. Teachers integrate science and social studies into their French Second Language programs and have developed their own instructional materials. The availability of materials is an important factor in the successful teaching of subject matter in French to anglophone students. From grade 1 to secondary five, students receive instruction in French as a Second Language. Some students write the MEQ high school subject examinations intended for French mother tongue students. They are reported to do very well.

Pupils enrolled in the schools of the Laurenval School Board , which offers a model of 30 per cent French and 70 percent English across its elementary school network, are reported to be functionally bilingual at the end of grade six. Conversations take place quite naturally in both languages. Reading and writing skills, however, are not on a par with oral achievements. Teacher/curriculum over-fragmentation also presents a problem as does the fact there is no continuity at the high school level where what immersion teachers call "fossilization" can set in.

The English schools of the Chomedey de Laval school board provide 20 minutes of French instruction every other day at the kindergarten level. The school board also has extended the school day in its English schools by an extra 80 minutes of French instruction weekly throughout the elementary cycle, without taking time away from instruction in English. French-speaking support staff are hired by some schools expressly to provide students with

out-of-classroom opportunities for French conversation. Many students live in French-speaking neighborhoods and participate in local cultural and sports activities which are most likely to be carried on in French. French is often one of the languages spoken in the home. For these reasons parents have identified the learning of English as their priority while at the same time insisting that the schools maintain an emphasis on enhanced French second language instruction.

In the Montreal Catholic School Commission's English schools increased time is allotted to the teaching of the French second language program. Students also are taught different subjects in French, including Science. Many schools attempt to organize fieldtrips and community activities in such a way as to ensure that they take place only in French by insisting upon French-speaking guides, French materials, instructions, and directives. There have also been attempts to involve English-speaking students with French-speaking students in neighboring schools in common activities in order to increase opportunities for speaking French.

The English schools of the Baldwin Cartier School Commission offer an early immersion model beginning with kindergarten through to grade two where instruction is in French exclusively except for 390 minutes per week of English Language Arts in grades one and two. Generic literacy skills are learned through French. Reading and writing in English are introduced in grade three. The time for English language instruction is increased to 795 minutes from grades three to six. This model is posited on a belief in the transferability of literacy skills from French to English.

The South Shore School Board offers a number of different French learning models. One of these, their "bilingual schooling" model is offered in five of its schools. In a given school students who have an eligibility certificate follow a French immersion program while those without this certificate follow the curriculum prescribed for French schools by the "régime pédagogique". All students are taught by the same teachers and are in the same classrooms for most of their school day. Students without eligibility certificates are taught the English second language separately. Parents expect their children to become biliterate by the time they complete their schooling. The schools maintain that students become equally proficient in both languages by the end of grade 6.

The Laurentian School Board offers a unique model of immersion in one of its English schools. Children may attend either a French or an English kindergarten program at the Laurentian Elementary School. In grades 1 and 2 they all follow the same programs. A model of 70% French instruction is offered to only one class of students at grades three and four. Students who generally come from English-speaking homes are selected for this class on the basis of their desire and their ability in English. They then follow the same program as the other students in the school but do it in less time. In grades five and six these students follow a post-immersion program where they use French Mother Tongue materials which are one grade

level lower. The remaining students receive one hour of French instruction daily from grades one through six. All students are involved in extracurricular activities and sports activities with students from French schools in the region. Parents expect the school to develop a positive attitude to both languages in the students and to produce students who are functionally bilingual at the end of grade six.

The English schools with the Lakeshore School Board offer a "middle immersion" French immersion program. Students receive 60 minutes of French Second Language instruction daily from grades one to three. Students then follow a board-developed "français immersion" course in grades four to six in lieu of the ministry's FSL program. The school represents the primary source of French language learning opportunities for the majority of students. The ultimate level of competency in French achieved by students depends on their choice of high school French courses, where a continuing French immersion program is offered, and their exposure to and use of the French language beyond the school setting.

The early immersion model is the most popular of a number of French immersion program models offered by the Protestant School Board of Greater Montreal. Students attend kindergarten in French and do grades one and two almost exclusively in French. Emphasis is placed on oral French in the first cycle with a shift towards more writing in the second cycle. The programs, teaching materials and student materials have been developed by the board's teachers and consultants.

Not all school boards provide their teachers with the same type of French consultant services. In some boards there are consultants in either French immersion or in French as a second language. Other boards combine these two functions. Some boards provide no consultant services to their French Second Language teachers.

The French language learning situation of students changes when they go from elementary to high school for many reasons. In some cases, teachers remark that the advantages which students have gained in the elementary grades are lost by the end of high school.

MULTIPLICITY OF APPROACHES, CONTENT AND CONTINUITY

In 1989, the MEQ counted 48 different intensified models of French second language teaching. Some are called "bilingual classes", others "intensive teaching". As we have seen, the time allotted to French varies greatly as does the timing of the "intensification" or "immersion". Neither research nor experience has yet established a single authoritative guideline along which to build programs for the effective teaching and learning of a second language in school. The instructional models and programs now in place in Quebec's English schools are based first on time made available and then more often than not on the means and human resources at hand to fill it.

Local circumstances determine the model of language instruction retained by a board. For example, parents in the District of Bedford board have not requested immersion but they have insisted on strong French programs. Therefore the board offers 300 minutes a week at both the elementary and secondary levels. Boards respond to the demands and needs of their communities within the limits of their budgetary situations.

Conventional wisdom and the widely held theories of Dr. Wilder Penfield suggest that exposure to and the learning of a second language should begin as early as possible. But much research points to the fact that although phonics and accent are easier to acquire when very young, older children are quicker to grasp the form, structure and syntactical aspects of a second language. Late immersion, however, is losing ground in Quebec. Anecdotal evidence suggests that parents are not willing to "take a chance". Hearing their eight- or nine-year-olds speak French with ease is more reassuring than having to wait for a more structured approach to second language learning in the higher grades. Parents also feel they have less say in the implementation of the high school curriculum and over their children's attitudes and choices in subject matter.

The evidence bears out this perception. High school students appear to be driven more by a concern about marks and credits than by a desire to learn more French. Students in post-immersion often opt out because taking a subject taught in French means following a French mother tongue program which can make getting a good mark more problematical for students with second language proficiency. There is no special recognition or credit received for the extra effort. Students resent not being able to achieve to their perceived level of ability because a course is offered in French. At the high school level, parents too become more preoccupied with academic achievement than with French proficiency except for those whose children have not been exposed to elementary immersion programs. Although some boards award "bilingual certificates", there is no uniformity as to the requirements for such a certificate or what employers and CEGEPs can expect in the way of proficiency.

There do not appear to be any studies which address the relative merits of different subject matter taught in the second language on language competence itself. In practice, the choice of subjects to be taught in French in immersion and enriched streams depends on the availability of staff and a perception as to the essential or inessential nature of the chosen subject matter with regard to its usefulness, interest or openness to a variety of activities and experiences. School boards have adopted different approaches in this area.

At the Montreal Catholic School Commission, for example, teachers and administration made a commitment to parents to have the social sciences taught in English for socio-cultural reasons. This subject matter, however, is commonly taught in French in Protestant boards precisely because of the general and wide ranging nature of its content.

THE BILITERACY IMPERATIVE: SOCIAL AND PEDAGOGICAL IMPACTS

TIME FACTOR

An assessment of the time factor by Quebec's Ministry of Education concludes that the time required to have a real and permanent effect on the second language competence of children in a family and community environment where there is little or no exposure to French is a minimum of six hours a week. It takes, however, 10 hours or more a week of French for these children to reach a level of competence comparable to that of children who live in a French-speaking milieu.

No one has yet shown that immersion has any negative effects on mother tongue. On the contrary there are many findings which point to the positive transfer of proficiency from one language to the other. As for all other basic subject matter, the time factor plays an important part in the effective teaching and successful learning of language arts, be they English or French.

STUDENTS WITH DIFFICULTIES

There are no models of immersion, enriched or extended French geared to children with special needs. Students with learning disabilities and those for whom the double language challenge is considered too onerous must make do with core French. Even if somewhat extended, this basic curriculum does not provide enough second language training to produce a level of biliteracy commensurate with the language skills required for the general job market. The tendency to pull out students experiencing difficulty in immersion programs and place them in what are called English-English classes does them a disservice on the second language front. It is the line of least resistance. It is easier for boards to address special needs in English. If biliteracy is one of the primary goals of English schooling in Quebec, then ways, means and resources must be found to provide all students with the language skills to which they can aspire.

There has been little research done on the adaptation of "second language" pedagogy for children with learning difficulties. What is available (Bruck, 1982, Genese, 1991) indicates that

these students do better in immersion classes than in regular second language courses. They tend, however, to have the same difficulties with the second language as they do with their first language.

Children with learning difficulties need more time to master the subject matter. They need extra support, resources and if necessary remedial activities to achieve what the more scholastically gifted pick up in the time frames of the regular programs.

VOCATIONAL EDUCATION

The basic entry requirements for the vocational education programs leading to DEP (Diplôme d'études professionnelles) are:

- a Quebec high school leaving certificate (this would mean that English sector students have successfully completed both the Secondary IV and V English Language Arts and French Second Language courses)

OR

- age 16 and Secondary IV English Language Arts, French Second Language and Mathematics.

The recent creation of five categories of functional prerequisites related to the various programs offered in the English and French sectors allows for students to enter vocational education programs with Secondary III English Language Arts and French Second Language. School boards will begin experimenting with some of these in September 1995.

There continue to be no specific second language courses required within the vocational education programs nor time set aside for these. However, some English vocational education centers have incorporated French instruction into their programs in recognition of the need for fluency in the language of work. The extent to which French is used in the classroom depends upon the ability of available teachers to teach parts of the program in French. The work study experience, which is a compulsory part of all programs, can provide students an opportunity to improve their French. However, this is often an incidental benefit.

The majority of students taking vocational education programs are adults, not youth. A significant proportion are allophones for whom French is a third language. These students face enormous linguistic and cultural challenges, particularly when they try to complete their work study modules or when they seek employment. Anglophones who are weak in French not only need assistance in strengthening their conversational French but also in acquiring the vocabulary particular to their trade. Boards who recognize these needs find it difficult, because of existing financial constraints and regulations, to provide their teachers with the necessary resources.

ENGLISH SCHOOL - ENGLISH STREAMS

The effects on mother tongue of the extensive and intensive French programs in English schools are viewed in a variety of ways by parents and teachers. The pedagogical approach to the issue also varies. There is a growing recognition that there is a cost to pay for meeting the dual language challenge. The perception still lurks that French is being learned at the expense of English. Mastery of the English language and a knowledge of English culture, literature and traditions are the goal of all parents and a major objective for parents from non-English backgrounds.

A negative factor often brought up is the downgrading, sometimes to the point of disappearance from the curriculum altogether, of the "English-English" streams in English schools. Whereas some years ago parents had real choices available to them, today, school boards are reducing the options as more and more emphasis is put on "bilingual" streams. This has resulted in the English-English being perceived as second best, as a kind of "dumping ground". It was stated that in some classes as many as 54 per cent of the students following the programs offering little else than core French are part of the special education classification. Teachers who work in this area and parents who have chosen or been forced to enroll their children in these streams feel the negative perception keenly. For children with learning difficulties French is perceived as just one more opportunity for failure. As the English-English population is small, compared with its immersion and enriched French counterparts, it tends not to be a school priority.

In some schools the English-English stream has been eliminated entirely, without providing any form of alternative support for those students now in the French stream who need it. Some teachers are dealing with these students by teaching in English in the morning and French in the afternoon. Other schools offer total French immersion as the sole option in grades one and two. A visible change is seen in many of these children when they start learning in English in grade three. Below average students in kindergarten to grade three are having difficulty coping with the total French or even the bilingual program.

In some cases students become confused with having to see as many as seven teachers a week. Such fragmentation is caused by contractual and financial restraints which exacerbate the pressures generated by the implementation of the immersion programs. Teachers who have to deal with all this chopping and changing would like to see a mainstream model which would allow for pulling out pupils who are having trouble for a couple of years and then reintroducing them into intensive French instruction. As things stand now, in many schools, special needs students and their teachers have little or no extra assistance or support services in French available to them.

There is a strong feeling that school programs must become more flexible in order to accommodate the needs of all children and that parents should be in a position to make real choices between French and English programs based on their expectations for their children. As English school becomes more French, also because of parental pressure, a significant number of parents now complain that their children are being excluded from the new mainstream. As one parent put it, "the system exists for the students not the students for the system." They feel their children are being short-changed across the board and that even their English-language skills are problematic. They maintain that school boards do not do enough to demonstrate the levels students have reached in the mastery of reading and writing in English at the various stages of their schooling.

THE SYNERGY OF THE LEARNING OF LANGUAGES

The synergy of the learning of French and English is advocated by French Second Language teachers who feel the way languages are taught should be modified so that they provide mutual reinforcement. There are administrative drawbacks to putting this concept into practice. But teaming teachers of English, French and Mathematics, for instance, has been done with success in some schools. It is also felt that a concerted approach to the teaching of language structure would be beneficial to the teaching of both French and English. Many parents feel their children are not being taught enough grammar to write English properly. It is widely believed by the experts in the domain that teaching subjects in French demands teaching French grammar and that it is preferable to learn to write in the mother tongue before learning to do so in a second language.⁶

⁶ As stated by Professor Jacques J. Rebuffot during his presentation to the Advisory Board on English Education, December 16th, 1994.

There appears at the moment, however, to be little sharing of responsibility for the teaching of language across the curriculum. There is wide agreement among teachers, however, that language skills could be improved and that reading and writing skills are being treated as isolated exercises with no practical applications across the curriculum.

There remains a debate about the methodology for teaching grammar in both languages. Different teachers with different views on the nature of effective language instruction may teach the same children, as one will be teaching French and the other English. Given that there are commonalities to language learning, it would seem important to support greater collaboration between the French and English teachers of the same children.

TEACHERS

Teachers bear the brunt of implementing the language programs which are imposed on them. They have become the pawns rather than the architects of the language learning explosion. There are great differences in school board hiring practices. The criteria for establishing minimum qualifications for French- language teachers vary. There are no uniform school board expectations with regard to inservice training and professional development for new and experienced teachers.

The success of a French program, given the complexity of the students' abilities and the parents' expectations, depends in great part on the quality of the teaching. Teachers have to keep adjusting to new assignments and changing organizational models without having the necessary corresponding materials adapted to the needs of their students. This is particularly the case in small schools with one French teacher to teach all the students year after year. Teachers benefit when they can share strategies and materials with other teachers in the same situation. In most small schools, however, teachers are on their own.

Right across the system the linguistic and pedagogical competence of teachers is a sine qua non of the success of a French Second Language program. Immersion calls for training in language instruction and subject matter. There is no specific initial training program available for immersion teachers.

Teachers are too often expected to deal with situations for which they have no training; large classes full of children with special needs; the teaching of several different French programs in multi-level classes, each with fixed themes; the necessity of working with half a dozen or more different classes each day. They feel acutely the difficulties of trying to deal with course content when what is required for the students is language development.

It is considered essential that French Second Language teachers have specialized training to teach French as a Second Language and immersion courses. Some boards insist on this, others do not. It is thought that no more than 50 per cent of the teachers in Quebec actually have the necessary training. Hiring practices are not arrived at in a vacuum. The financial burden of providing two-language instruction has led boards to make-do as well as do-differently. The results have been a patchwork of the possible. Teachers are often selected on the basis of their knowledge of French and their ability to cope with a subject area, rather than on any training in French as a Second Language. The administrative difficulties of scheduling and balancing workloads put additional strains on teachers.

Although most French Second Language teachers are now native French speakers, parents still report that not all French teachers speak French properly. On the other hand, there is wide concern that English-speaking teachers are disappearing and that soon only the French-speaking or fluently bilingual teacher will have a good chance at being hired to teach any subject in an English school as more and more resources are channelled to the teaching of French.

A recurrent theme is that universities should ensure a sufficient supply of French Second Language teacher-graduates. To fill their biliteracy requirements, boards often hire teachers whose French accents are better than their French Second Language teaching proficiency. French Second Language teachers need to be flexible as they may be called upon to also teach subject matter with its own vocabulary and structures.

The latest MEQ consultation on teacher training standards is based on an emphasis on "versatility". The general notion of versatility for teachers at the secondary level, for instance, stipulates certification in two distinct disciplines. A different interpretation of "versatility" is applied to the four specialties, physical education, arts, French as a Second Language and English as a Second Language. Teachers in these disciplines would become certified to teach at the elementary and secondary levels.

The training of teachers in a single "specialized" discipline considerably limits their versatility. It contributes nothing to the breaking down of the barriers which can be a major contributor to student failure. Many teachers report that students have great difficulty in transferring learning from one subject to another. It is of particular concern to the English sector. Second language teachers in English elementary schools are increasingly taking over subjects in the curriculum traditionally taught by generalist homeroom teachers. The same situation is becoming more commonplace at the secondary level as more and more schools extend French immersion to encompass more subjects at all five levels.

SOCIAL AND CULTURAL VALUES: ROLE OF PARENTS AND COMMUNITY ENVIRONMENT

The language skills of students in English schools also depends on factors outside the school room. The socio-cultural attitudes of parents are factors in their children's receptiveness to French. It is seen as unrealistic to expect a child to be fluently biliterate at the end of grade six if he or she gets no supplementary exposure to French on the one hand and on the other is not encouraged to want to learn French for its own sake rather than as a politically inspired imposition.

It is unrealistic to expect schools to produce perfectly bilingual graduates all on their own. Parents have a major role to play in complementing the school's efforts by encouraging a positive attitude and facilitating activities in both languages. The students themselves have to want to learn both languages and practice them.

Some schools go to great lengths to provide bilingual extra-curricular activities such as teaming up with a neighbouring French school in after-school sports, drama or music programs. Parents often have to defray some of the cost and take responsibility for transport out of school bus hours.

One school board, Western Quebec, with the help of federal grants originally and now out of its own budget, is able to offer an extra half hour a day of French activities in the Arts - music, drama, art and dance. These programs are fun and give students the chance to interact with an animator-teacher in French without having to concern themselves with marks. The program is a great success.

Experience shows that children who are exposed to French beyond their school experience do much better. Living in a French milieu makes a big difference.

DIVERSITY OF STUDENTS

East of Trois-Rivières, the milieu is all but uniformly French. In these regions, children have widely differing language experience. Some speak French and English fluently. Others have some knowledge of French but are not confident in the language and lack vocabulary and structure. The majority, however, speak almost no English when they arrive at school. They may have one English parent but their home and community language is French and they have come to school to learn English. To meet the goals of biliteracy they need English, not French, immersion.

There has been a certain amount of concern expressed that teaching English from scratch to so many students cannot but diminish the quality of the English mother tongue program. Strategies for encouraging the use of English outside classrooms are considered necessary in some schools. The danger that students will all end up speaking and writing "Frenghish" is considered real and in need of vigilant attention.

Providing for the needs of these different levels of proficiency necessitates flexibility and is susceptible to constant change. Some school boards are experimenting with a judicious mixture of French Mother Tongue and English Mother Tongue in their curricula. Two high schools in the Quebec City region offer French Mother Tongue for those students able and willing to take it. Shawinigan High School is preparing to offer French Mother Tongue for the first time for all students in Secondary 1 and 2. The weaker students will have the option of taking the French Second Language exams. In some elementary schools there are tutors to help keep the students who are weaker in French up to the class average. Others enrich the French Second Language program for its stronger group by using French Mother Tongue textbooks.

TEACHING MATERIALS

If there appears to be little sharing of responsibility for language skills, the integration of subject matter is also of concern. This is particularly true in French Second Language instruction where subjects are taught in the second language. Study programs are often

juxtaposed rather than integrated. Research shows that meeting the objectives set out in a course of subject matter is slowed by an insufficient grasp of the language of instruction.

The availability of appropriate teaching materials is an important factor in the adequate teaching of other subjects in French. French Second Language teachers use French Mother Tongue textbooks which are often beyond the language skills of the students taking the course. It is not that these students do not know French. But, as many start their schooling with no French and get all told about half as much French as francophone students at their comparative levels, their reading and writing capabilities are inferior and it takes them longer to get through the required curriculum.

In elementary school, an increase in time for the French Second Language course can result in less time for other subjects when those subjects themselves need extra time if they are part of the chosen bilingual program. Teachers are doing a good deal of adapting and borrowing in order to come up with teaching-learning materials that meet the needs of students whose knowledge of French lies somewhere between basic French as a Second Language, as defined by the MEQ, and French Mother Tongue.

The availability of a variety of authentic French books is constantly stressed as a necessary part of a child's enjoyment of reading as well as for developing a feeling for written French. There is no longer a designated fund for the acquisition of French books and teachers fear acquisition budgets, now part of the basic envelope, will be reduced further. French Second Language and immersion classes which group 30 or more students make individual attention impossible. Books which children can choose for themselves are important tools for developing their own skills. Children's books are prohibitively expensive for many families and school is the only place pupils can get their hands on them.

Reading for pleasure plays a major role in learning to write, an area on which there is, generally speaking, less classroom emphasis. The thrust has been on verbal fluency. Parents have by and large been more concerned with bilingualism than biliteracy. The composite mark for the MEQ Secondary V French Second Language examination (Reading: 25%, Writing: 15%, Listening: 15%, Speaking: 45%) attests to this attitude. The importance of writing abilities is however gaining in recognition. Writing to learn and learning to write are a cornerstone of literacy and "school is the only place where writing can be taught and learned."⁷

⁷ Professor Rebuffot, Jacques J., December 16, 1994.

RECOMMENDATIONS

Due to the plethora of successful programs conceived and put in place to meet local and community needs, it is essential that schools be given the latitude to evolve the most effective models of language instruction for the students in their charge. As the biliteracy imperative is parent driven, it is better identified and defined by the communities to which it applies rather than to have prescribed uniform models of program delivery. It is recommended:

1. **That within a common core curriculum and subject to a common cost system, the MEQ recognize immersion as the reflection of the varied and various realities of the English system.**
2. **That the Ministry activities in the two curriculum areas which are unique to English schools, English Language Arts and French Second Language, be carried out under the supervision of the Assistant Deputy Minister, Services to the English-speaking Community, in order to insure that the policy directions underlying these activities integrate both general Ministry goals and the goals of English schools and their communities. It is understood that one of the goals of the English-speaking community is the creation of a biliterate school program environment.**
3. **That a system of English Language Arts benchmarks be developed for the elementary and secondary levels to assess the language skills of students as they progress. There is a strong demand on the part of parents for a running evaluation of their children's progress in language skills throughout their schooling.**
4. **That funding be made available for curriculum development and evaluation of English Language Arts. The evaluation practices in English Language Arts should incorporate complex thinking and language skills. Since the practices are not uniform and standards for comparison are hard to establish, the MEQ must ensure that the evaluation of students in English Language Arts becomes more transparent and consistent throughout the system.**
5. **That the marking of the Secondary V English Language Arts exams be provincially coordinated to ensure greater consistency and reliability in student grades.**

6. That school boards be encouraged to experiment with different models of instruction and to use time imaginatively in the exploration, for instance, of cooperative learning, teaching blocks, semestrialization, etc.
7. That the MEQ provide funding to support boards in their experiments and to support the sharing of information between boards and schools.
8. That the MEQ encourage time becoming an adjustable rather than a rigidly defined resource.
9. That the MEQ acknowledge the organizational difficulties created by the "régimes pédagogiques". The majority of school boards schedule more time for French Second Language than that which is accorded by virtue of the "régimes pédagogiques". This is true at both the elementary and secondary levels.
10. That, at the secondary level, the MEQ award six credits for French Second Language courses yearly instead of the actual four.
11. That the practice of writing the Secondary IV and V French Mother Tongue examination be encouraged for English-speaking students who are capable of doing so. Students in the English sector, however, should not be allowed to graduate without successfully completing their Secondary V English Language Arts program.
12. That language instruction, both in English and in French, be an on-going feature of the vocational education programs.
13. That the MEQ actively encourage and support boards which are developing creative responses to the language needs of students in vocational education programs. These students require the language skills of their trade and as most of them are adults, their situation presents a particular set of difficulties for them and their teachers, there being no time allotted to language learning.
14. That existing student exchange programs be actively promoted. Information about them should be more widely and effectively circulated, their review institutionalized so as to improve on their criteria and widen the range of available options.

15. That it be recognized that students with special needs have as great if not a greater need of second language proficiency.
16. That every effort be made to introduce full-day kindergarten, a measure which is universally supported by educators and parents. Kindergarten provides all children with a real head start. For those who prove to have difficulties with the learning of French or in general, it is an invaluable time for assessing the problem and giving it the attention required to overcome it.
17. That the concept of functional (survival) language skills, in the context of French language learning, be related by the MEQ and school boards to all students. Learning language skills applicable outside the classroom context can be of benefit to all students - academic, vocational and those with special needs.
18. That the MEQ and school boards recognize the benefits of cooperative education in this context.
19. That funding be made available for research and experimentation to help French Second Language and immersion teachers develop effective methods for teaching special needs students who have been integrated into regular classes.
20. That funding be made available for materials and projects tailored to the needs of special needs students.
21. That school boards be encouraged to hire teachers with French Second Language and immersion training to teach French at all levels.
22. That the MEQ develop accurate methods for identifying the number of teachers in the English school sector who are French Second Language teachers and teachers in French immersion courses and for projecting estimates for future teacher needs. Teacher quotas should be based on this information.
23. That on-going inservice support and training be provided for French Second Language and immersion teachers presently in the system.

24. That projects be developed to establish links for the sharing of pedagogical expertise (teachers, consultants, subject associations, universities, MEQ) and support materials.
25. That universities continue to develop specific training programs for French immersion teachers.
26. That the MEQ take account of the fact that new organizational models are now required in the English sector to accommodate the teaching of English and French and reflect these considerations in the formulation of teacher training standards in all subject areas.
27. That "teacher competencies" as defined in MEQ documents include the notion of special needs in regular classrooms in both initial and inservice training.
28. That the training of French Second Language teachers require interdisciplinary versatility.
29. That the interpretation of "versatility" be the same for French Second Language teaching as for general teacher training, that is, the training for French Second Language teachers at the secondary level include, for certification, another discipline and at the elementary level, in several disciplines.
30. That the development of language be a shared responsibility across the curriculum. The system should be challenged to examine interdisciplinary responsibilities related to the language development of students. Programs in all subjects and at all levels, no matter what the language of instruction, should address attendant language issues. All disciplines should present contexts where reading, writing, listening, speaking and viewing in French or English occur regularly and with increasing competence.
31. That the collaborative assessment of students by language teachers be encouraged throughout a student's schooling.
32. That school boards be encouraged to make school libraries a priority. Libraries must be accessible.

33. **That school boards ensure that each library has professional services available. School libraries depend on parent volunteers. Their work should be complemented with professional support in order that the library serve the school and students well.**

34. **That technology, inter-library loans, travelling libraries and other solutions be studied as ways of addressing school and community library needs. There is a need for both English and French books in school libraries. Poorly equipped schools should collaborate with municipal libraries where these exist. The school library, however, is the only source of English books in some communities.**

35. **That the Ministry develop a televised network of programs addressed to the learning of languages. There is a role for Radio Québec to play in language learning for the English school sector - distance education; program production; as a conduit for international productions; etc., in view of the Quebec government's newly stated policy of emphasizing Radio Québec's education mission.**

LISTE DES GROUPES DE RÉPONDANTS / LIST OF RESPONDENTS**CEGEP STUDENTS****CHAMPLAIN COLLEGE**

Deer, Jennifer
Hannemen, James
Marcone, Margherita

DAWSON COLLEGE

Clabrough, Chantal
Frosst, Joanna
Green, Laura
Jablonowski, Karin
Meaker, Christina
Papp, Christopher
Piotrowski, Anna

JOHN ABBOTT COLLEGE

Byrne, Stephen
Caron, Julie
Godin, Ben
Jetty, Radha
Lane, Stephanie
Lukaitis, Marissa
Marcil, Johanne
Moselhi, Amy
Schneider, Renata
Seabrooke, Magalie
Ternetti, Tegan

MARIANOPOLIS COLLEGE

Buck, Anne Marie
Ip, Fanny

VANIER COLLEGE

Cohen, Shirley
Favvas, George

TEACHERS

**CHATEAUGUAY VALLEY S.B.
HOWICK ELEMENTARY SCHOOL**
Ms. Sandra Rogerson

**CECM
MICHELANGELO SCHOOL**
Ms. Sylvia Coirazza

**LAURENVAL S.B.
MOUNTAINVIEW ELEMENTARY**
Ms. Andrea Berry

**SOUTH SHORE S.B.
PREVILLE ELEMEN. SCH.**
Ms. Dorothy Shaw

**GREENFIELD PARK DISS.
ST-JUDE SCHOOL**
Ms. Donna Nicodemo

**CECM
ST-MONICA'S SCHOOL**
Ms. Elaine Franklin

**BALDWIN-CARTIER S.B.
ST-THOMAS HIGH SCHOOL**
Mr. Pat Ferraro

**BALDWIN-CARTIER S.B.
WILDER PENFIELD SCHOOL**
Ms. Mariana Ridder

**SOUTH SHORE S.B.
MOUNTAINVIEW ELEM.**
Ms. Kay Philips

NOTE: Thanks to Mr. Donal Irving (PACT) and Mr. Alan Smith (PAPT)

SCHOOLS VISITED

CEDAR PARK SCHOOL

HOLY CROSS ELEMENTARY

JOHN CABOTO SCHOOL

JUBILEE SCHOOL

LAKE OF TWO MOUNTAINS

LAURENTIAN ELEMENTARY

MCCAIG ELEMENTARY

RICHELIEU VALLEY H.S.

ST-EDMUND SCHOOL

Lakeshore School Board

Ste-Croix School Board

CECM

South Shore S.B.

Laurenval School Board

Laurentian School Board

Laurenval School Board

South Shore S.B.

Baldwin-Cartier S.B.

Mr. Daniel Abergel

Mr. Lorne Badour

Mr. Mario Moras

Mr. Hugh Sutherland

Mr. Robin Heeley-Ray

Mr. Reid Drouin

Mr. Howard Schwartz

Mr. Ivan Sinclair

Ms. Maria Baldassare

SCHOOLS VISITED (CONT'D)

TERRY FOX SCHOOL	Chomedey de Laval S.B.	Mr. Leo Venditti
WILLINGDON SCHOOL	PSBGM	Ms. Addie Petranko

CORRESPONDENCE FROM SCHOOL COMMITTEES

ALLION SCHOOL	Sault-Saint-Louis S.B.	Mr. Larry Burns
AYLMER SCHOOL	Western Quebec S.B.	Mrs. Barbara Grocholski-Stewart
COURTLAND PARK	PSBGM	Ms. Teresa Alper
HOWICK ELEMENTARY	Châteauguay Valley S.B.	Ms. Patricia Dagg Ms. Diane Furey
JUBILEE SCHOOL	South Shore S.B.	Mr. D. Bulnes
LAURENDEAU-DANTON SCHOOL	Sault-Saint-Louis S.B.	Ms. Gail Russo
LENNEXVILLE ELEM. SCH.	Eastern Townships S.B.	Mr. Stuart J. McKelvie
MEADOWBROOK SCHOOL	PSBGM	Mr. David Stanway
PIUS XII SCHOOL	Outaouais-Hull S.B.	Mr. Marcel Forget
STE.FOY ELEMENTARY SCHOOL	Greater Quebec S.B.	Ms. Viviane Mahy
ST.MARY'S ELEMENTARY SCH.	Jacques-Cartier S.B.	Mr. Sylvain Brousseau
ST.PATRICK SCHOOL	Trois-Rivières S.B.	Mr. Alex Wojciechowski

INDIVIDUALS

Professor Mary Maguire	McGill University
Professor Jacques Rebuffot	McGill University

ASSOCIATIONS

ADES

Ellis, Morty	Fitzsimons, Ray	Vick, Buddy
--------------	-----------------	-------------

ADGSB

Bissel, Jim	George, Mike	Prokosh, Catherine
Conrod, Scott	Killingbeck, John	Robertson, Ken
Daoust, David	Patterson, Ron	Suffield, Jean
Fitzpatrick, Keith	Pennefather, Bill	

ASSOCIATIONS (CONT'D)

AOEFLS

Bédard-Claret, Claude

Bourassa, Robert

Deblois, Angèle

Hardy, Marguerite

Ibrahim, Amir

Laniel, Denise

Leidelinger, Geneviève

Parent, Nathalie

Roy, Marie-Josée

ATEQ

Allen, Linda

Bradley, Michael

Cohen, Roselyn

Emory, Winston

Fernandes, Linda

Gawley, Marjorie

Godin, Paulette

Houston, Donald

McKenna, Tom

Mizener, Heather

Oelmann, Julie

Patenaude, Allan

Shurman, Judith

Thomas, Michael

Wasserman, Joan K.

Williams, Joy

Wray, Marilyn

Wright, Kevin

FCPPO

Beaudoin, Michele

Blizzard, Louise

Cantin, Andrée

Caron, Arlene

Dumont, Silvia

Freitas, Diane

Gallan, Judy

Kirjan, Nancy

Klause, Ellie

McKinnon, Trudy

Morrison, Paul

Murphy, Rosemary

Smith, Johanne

Traylen, Laurie

QASA

Bernier, Gisèle

QSBA

Annesley, Elizabeth

Butler, Allan

Gould, Ted

MEQ

Benitah, Alain

De Liamchin, Pavel

De Villers, Edith

Goodman, Abigayle

Steele, Beverley

Sullivan, James

French Second Language and Immersion
Profile of School Board Models
Elementary Schools
1993-1994

Administrative Region	Number of Students	Minutes per week	Number of students	Minutes per Week	Minutes per Week
School Board	Kindergarten	Kindergarten	Gr. 1 to 6	French, Second Language	Other subjects
Montreal					
Baldwin Cartier	606	495	3313	490	200
CECM #1	232	100	1625	220	180
CECM #2	62	100	378	225	150 (Gr. 4,5,6)
CECM #3	-	-	1564	325	320 (Gr. 1,2)
CECM #4	-	-	323	375	285
CEPGM #1	389	150	2648	150	-
CEPGM #2	1041	690	5132	471.5	395 (early imm.)
CEPGM #3	50	100	249	390	-
CEPGM #4	24	125	123	112.5	-
CEPGM #5	-	-	39	58.3	-
CEPGM #6	-	-	130	180	-
CEPGM #7	-	-	293	200	-
Jérôme Le Royer #1	-	-	328	75 (Phasing out)	-
Jérôme Le Royer #2	-	-	384	166.7	343.3
Jérôme Le Royer #3	-	-	748	150 (up to Gr. 5)	138
Lakeshore #1	637	145	2561	295.8	-
Lakeshore #2	-	-	2138	400 (Gr 4,5,6,imm)	560 (Gr 4,5,6,imm)
Lakeshore #3	48	180	160	285	90
Lakeshore #4	80	90	423	357.5	215 (Gr. 3,4,5,6)
Sainte-Croix	40	0	332	170	315
Sault Saint-Louis #1	193	675	1265	292.5	187.5
Sault Saint-Louis #2	59	675	139	600 (Gr. 1,2,3)	270 (Gr. 1,2,3)
Verdun	35	675	7955	120	660 (Gr. 1,2,3) 60 (Gr. 4,5,6)

French Second Language and Immersion
Profile of School Board Models
Elementary Schools
1993-1994

Administrative Region	Number of Students	Minutes per week	Number of students	Minutes per Week	Minutes per Week
School Board	Kindergarten	Kindergarten	Gr. 1 to 6	French, Second Language	Other subjects
Montréal					
Brossard	44	0	441	120	60
Chateauguy Valley #1	30	250	140	300	60
Chateauguy Valley #2	270	350	1528	187.5	540
Chateauguy Valley #3	-	-	96 (Gr. 6 only)	1410	-
Des Trois-Lacs	42	30	216	115	60
District of Bedford #1	43	80	264	150	-
District of Bedford #2	14	750	115	290	-
District of Bedford #3	21/102	150/180	605	300	-
District of Bedford #4	102	180	95	300	93 (Gr. 1 to 4)
District of Bedford #5	24	150	131	300	120 (Gr. 4,5,6)
District of Bedford #6	24	150	139	300	330 (Gr. 1,2)
Goéland	44	15	237	135	-
Greenfield Park #1	-	-	165	150	-
Greenfield Park #2	33	705	211	150	677.5
South Shore #1	148	0	1114	191.7	76.7
South Shore #2	-	-	625	476.7	660
South Shore #3	141	705	778	460	711.7
South Shore (Richelieu Valley - R. V.) #1	63	175	490	249.2	115
South Shore (R. V.) #2	46	705	312	486.7	485
South Shore (R. V.) #3	35	300	144	440.8	123.3
Estrie					
Eastern Townships	276	655	1958	245	-
Québec					
Des Découvreurs	72	0	421	90	-
Greater Quebec	122	60	671	166.7	-

French Second Language and Immersion
Profile of School Board Models
Elementary Schools
1993-1994

Administrative Region	Number of Students	Minutes per week	Number of students	Minutes per Week	Minutes per Week
School Board	Kindergarten	Kindergarten	Gr. 1 to 6	French, Second Language	Other subjects
Laval-Lanaudière-Laurentides					
Chomedey de Laval	163	60	987	160	80 (Gr. 1,2,3)
Des Manoirs	59	0	287	121.5	-
Deux Montagnes	43	30	269	112.5	97.5
Laurentian #1	50	60	644	300	-
Laurentian #2	26	350	195	300	330 (Gr. 1,2)
Laurentian #3	30	705	54	390	585 (Gr. 3,4)
Laurentian #4	15	705	69	407.5	475
Laurentienne Diss	15	480	97	300	-
Laurenval #1	255	150	1675	300	150
Laurenval #2	105	705	334	370	535
Laurenval #3	-	-	158	300	60
Les Écores	41	30	327	142.5	25
Outaouais -Abitibi-Témiscamingue					
Draveurs	42	0	227	120	-
Western Quebec #1	268	150	2095	187.5	238.3
Western Quebec #2	82	1480	432	435	648.3
Pontiac #1	26	660	203	130	120 (Gr. 1 to 5)
Pontiac #2	33	600	121	442.5 (Gr. 1 to 4)	176.3 (Gr. 1 to 4)
Lac Témiscamingue	22	100	124	120	-
Val d'Or	19	0	139	100	-
Muaricie - Bois-Francs					
St-Maurice	57	0	276	120	-
Trois Rivières	-	-	154	65	-

**French Second Language and Immersion
Profile of School Board Models
Elementary Schools
1993-1994**

Administrative Region	Number of Students	Minutes per week	Number of students	Minutes per Week	Minutes per Week
School Board	Kindergarten	Kindergarten	Gr. 1 to 6	French, Second Language	Other subjects
Saguenay - Lac-Saint-Jean					
De la Jonquière	19	0	139	65	15
Saguenay	18	0	156	120	-
Gaspésie-Iles-de-la-Madeleine					
Gaspesia (Belle-Anse)	13	240	44	150	-
Gaspesia (Entry Island)	6	0	19	150	-
Gaspesia (Escuminac)	13	0	60	216.7	-
Gaspesia (Gaspé Elementary)	-	-	108	200	-
Gaspesia (Grosse Ile)	9	0	47	220	-
Gaspesia (Hopetown, Shigawake., Port-Daniel)	22	0	73	204.2	-
Gaspesia (New Carlisle)	33	0	92	201	-
Gaspesia (New Richmond)	20	0	73	163.5	-
Les Falaises	16	0	142	100	-
Rocher-Percé	10	0	37	80	80
Côte-Nord					
Greater Seven Islands #1	17	0	96	122.5	-
Greater Seven Islands #2	0	0	13	105.8	-
Greater Seven Islands #3	4	0	23	135	-
Littoral #1	-	-	296	120	-
Littoral #2	-	-	60	120	120

**French Second Language and Immersion
Profile of School Board Models
Elementary Schools
1993-1994**

Comments:

1. Weekly instruction times as specified by the Basic School Regulations (Régime Pédagogique).

Kindergarten	11 hr. 45 min.	(705 min/wk)
Elementary	23 hr. 30 min.	(1410 min/wk)
Secondary	25 hr.	(1500 min/wk)

2. Time suggested by the Basic School Regulations for French, Second Language instruction:

Kindergarten	No French instruction specified
Elementary	120 Minutes/week
Secondary	166 Minutes/week

3. These tables present a synthesis of raw data received prior to 1994-12-13 by the Direction de la formation générale des jeunes and serve to illustrate the range of French second language and French immersion models offered in the English school sector.

**French Immersion
Time Allotted to Different Subjects at the Elementary
School Level in 1993-94**

Art (Arts Plastiques)

Min/week	30	35	40	45	50	55	60	65	70	75	80	90	TOTAL
Gr. 1	293			693			553				47		1586
Gr. 2	312			694	54		347						1407
Gr. 3	331		49	1526			389					588	2883
Gr. 4	292			1433			1379					545	3694
Gr. 5	276			1314			697					506	2793
Gr.6	280			1327			477		641		49	486	3260
Total	1784		49	6987	54		3842		641		96	2125	15587

Drama (Art Dramatique)

Min/week	30	35	40	45	50	55	60	65	70	75	80	90	TOTAL
Gr. 1	260						143						403
Gr. 2	275			64			61						400
Gr. 3	358						59						417
Gr. 4	319						28						347
Gr. 5	276						40						316
Gr.6	280									42			322
Total	1768			64			331			42			2205

Music

Min/week	30	35	40	45	50	55	60	65	70	75	80	90	TOTAL
Gr. 1	1118			659	312		284						2373
Gr. 2	1017			602	260		328						2207
Gr. 3	924			375			259						1558
Gr. 4				381	101		386						868
Gr. 5				354	115		408						877
Gr.6			49	391	83		309						832
Total	3059		49	2762	871		1974						8715

**French Immersion
Time Allotted to Different Subjects at the Elementary
School Level in 1993-94**

Moral or Religious Education

Min/week	15	30	40	45	60	70	80	90	100	TOTAL
Gr. 1	23	47			178			229	1061	1538
Gr. 2	19				231	133	54	19	956	1412
Gr. 3	22		49		203	150		8		432
Gr. 4	24			31	282	459	58			854
Gr. 5	23			48	761		55			887
Gr.6	28			52	209	370				659
Total	139	47	49	131	1864	1112	167	256	2017	5782

Physical Education

Min/week	30	45	60	70	75	80	90	100	120	TOTAL
Gr. 1		43	608	143	104		44	1061	235	2238
Gr. 2		39	724			93	56	956	278	2145
Gr. 3		37	622	150	104		8		264	1185
Gr. 4		51	400		80		64		270	865
Gr. 5	64	30	366		102		38		270	870
Gr.6		37	246		127		33		211	654
Total	64	237	2966	293	517	93	243	2017	1528	7958

Mathematics

Min/week	120	225	240	260	270	280	285	300	305	320	330	360	TOTAL
Gr. 1					336			2155	138	143		47	2819
Gr. 2		28	54		333			2038			133		2586
Gr. 3					61			1502	49				1612
Gr. 4	58		65				704		116				943
Gr. 5	55		47	115		138	751		73				1179
Gr.6	49		28	83		98			57				315
Total	162	28	194	198	730	236	1455	5695	433	143	133	47	9454

**French Immersion
Time Allotted to Different Subjects at the Elementary
School Level in 1993-94**

Social Studies (Sciences Humaines)

Min/week	35	45	60	70	75	80	90	100	105	120	130	150	180	TOTAL
Gr. 1			1166	63		160	683		11	487		138		2708
Gr. 2		24	984	122		178	852	54	19	362	50			2645
Gr. 3	15		962	101		390	1614			292	27			3401
Gr. 4			1051			762	1181			314			116	3424
Gr. 5			731		751	55	1291			356			73	3257
Gr.6			704	683		117	1109	98		238			174	3123
Total	15	24	5598	969	751	1662	6730	152	30	2049	77	138	363	18558

Science (Sciences de la Nature)

Min/week	40	45	55	60	70	75	80	90	105	120	TOTAL
Gr. 1				1881	143	34	24	351	11		2444
Gr. 2				1757	185		54	271	19		2286
Gr. 3	49	246	30	2276	150			147			2898
Gr. 4				1110	820		58	155		270	2413
Gr. 5		26		961	138	751	55	27		334	2292
Gr.6				1050		702	49	22		279	2102
Total	49	272	30	9035	1436	1487	240	973	30	883	14435

Personal and Social Education (FPS)

Min/week	15	TOTAL
Gr. 1	1061	1061
Gr. 2	956	956
Gr. 3		
Gr. 4		
Gr. 5		
Gr.6		
Total	2017	2017

NOTE:

These tables present a profile of the French immersion models for 45 634 elementary students, or 91.5% of the total 1993-94 English elementary student population. The information presented above was drawn from data received to date from the Direction de la formation générale des jeunes (DFGJ).

**POURCENTAGE D'ÉLÈVES DE 13 ET DE 16 ANS
DANS CHACUN DES NIVEAUX DE L'ÉCHELLE DE RENDEMENT
RELATIVE À LA LECTURE**

Les populations	Les niveaux de rendement				
	1 ^{er}	2 ^e	3 ^e	4 ^e	5 ^e
Les élèves de 13 ans					
Colombie-Britannique	94	75	42	9	2
Alberta	94	79	47	12	2
Manitoba - francophones	93	79	47	11	1
Manitoba - anglophones	94	74	43	8	1
Ontario - francophones	89	73	38	7	1
Ontario - anglophones	95	79	44	10	1
Québec - francophones	95	82	52	13	2
Québec - anglophones	95	79	46	12	2
Nouveau-Brunswick - francophones	89	66	37	5	1
Nouveau-Brunswick - anglophones	93	75	40	7	1
Nouvelle-Écosse	95	78	42	10	1
Île-du-Prince-Édouard	93	75	40	8	<1
Terre-Neuve	94	79	43	10	1
Territoires du Nord-Ouest	78	53	21	3	1
Yukon	87	64	30	7	1
Canada	94	79	45	10	2
Les élèves de 16 ans					
Colombie-Britannique	97	89	68	31	7
Alberta	97	92	74	36	11
Manitoba - francophones	95	89	62	28	6
Manitoba - anglophones	97	92	71	33	9
Ontario - francophones	95	85	61	23	5
Ontario - anglophones	97	89	69	32	9
Québec - francophones	99	94	80	38	11
Québec - anglophones	98	93	74	34	10
Nouveau-Brunswick - francophones	95	83	60	21	5
Nouveau-Brunswick - anglophones	97	91	69	27	5
Nouvelle-Écosse	97	92	73	32	7
Île-du-Prince-Édouard	97	91	70	24	6
Terre-Neuve	98	92	74	34	7
Territoires du Nord-Ouest	93	75	51	17	4
Yukon	93	82	54	16	4
Canada	97	91	72	33	9

**POURCENTAGE D'ÉLÈVES DE 13 ET DE 16 ANS
DANS CHACUN DES NIVEAUX DE L'ÉCHELLE DE RENDEMENT
RELATIVE À L'ÉCRITURE**

Les populations	Les niveaux de rendement				
	1 ^e	2 ^e	3 ^e	4 ^e	5 ^e
Les élèves de 13 ans					
Colombie-Britannique	97	93	63	15	2
Alberta	99	94	68	21	3
Manitoba - francophones	97	70	28	2	0
Manitoba - anglophones	98	94	65	19	2
Ontario - francophones	96	70	24	2	<1
Ontario - anglophones	99	93	66	15	2
Québec - francophones	98	91	55	11	1
Québec - anglophones	98	94	67	19	4
Nouveau-Brunswick - francophones	97	74	30	3	<1
Nouveau-Brunswick - anglophones	98	93	61	11	1
Nouvelle-Écosse	98	93	63	14	2
Île-du-Prince-Édouard	99	92	62	13	1
Terre-Neuve	98	92	65	15	1
Territoires du Nord-Ouest	96	77	38	6	1
Yukon	92	82	48	11	1
Canada	98	92	62	15	2
Les élèves de 16 ans					
Colombie-Britannique	98	95	79	36	9
Alberta	99	97	84	39	9
Manitoba - francophones	98	87	43	7	0
Manitoba - anglophones	98	97	84	39	9
Ontario - francophones	98	85	47	10	2
Ontario - anglophones	99	97	81	37	10
Québec - francophones	98	96	79	34	8
Québec - anglophones	99	97	84	38	8
Nouveau-Brunswick - francophones	98	88	53	9	1
Nouveau-Brunswick - anglophones	98	96	82	32	7
Nouvelle-Écosse	99	98	84	34	8
Île-du-Prince-Édouard	98	96	81	31	5
Terre-Neuve	99	97	82	32	7
Territoires du Nord-Ouest	97	89	66	23	7
Yukon	89	88	69	27	10
Canada	99	96	80	35	9

TABLEAU 7.2 ÉCOLES ANGLAISES DES COMMISSIONS SCOLAIRES DONT LES ÉLÈVES DE LANGUE MATERNELLE
AUTRE QUE LE FRANÇAIS ET L'ANGLAIS REPRÉSENTENT PLUS DE 25% DU TOTAL, 1994-1995

NOM DE CS	NOM DE L'ÉCOLE	LANGUE MATERNELLE					
		FRANÇAIS	ANGLAIS	AUTRES	TOTAL	% AUTRES	
328 LES ECORES, LA CS	328016 EC. PRIMAIRE ANGLAISE ST-PAUL	72	158	194	424	45.75	
389 CHOMEDEY DE LAVAL, LA CS	389042 JOHN F. KENNEDY SCHOOL	60	284	161	505	31.88	
	389043 LAVAL CATHOLIC HIGH SCHOOL	82	403	207	692	29.91	
	389048 TERRY FOX	96	102	266	464	57.33	
559 JEROME-LE ROYER, LA CS	559017 ECOLE PIERRE DE COUBERTIN	19	387	208	614	33.88	
	559018 ECOLE DANTE	27	108	272	407	66.83	
	559021 ECOLE HONORE MERCIER	23	81	322	426	75.59	
	559033 TARA HALL SCHOOL	22	48	77	147	52.38	
	559052 ECOLE JOHN PAUL	27	116	275	418	65.79	
	559056 LAURIER MAC DONALD HIGH SCHOOL	42	149	475	666	71.32	
570 EASTERN QUEBEC, LA CSR	570003 ECOLE SEC. MACLEAN MEMORIAL	20	9	27	56	48.21	
572 SAGUENAY, LA CS DE	572001 ECOLE MACLEAN MEMORIAL	32	5	15	52	28.85	
620 LAURENVAL, LA CS	620005 ECOLE SEC. WESTERN LAVAL	15	308	209	532	39.29	
	620016 ACADEMY HILLCREST	4	44	22	70	31.43	
	620019 ECOLE PRIMAIRE DU SOUVENIR	17	308	180	505	35.64	
	620020 ECOLE TH.BOWES PRINCE CHARLES	34	217	115	366	31.42	
	709 SAULT-SAINT-LOUIS, LA CS DU	709017 ACADEMIE CHILDREN'S WORLD	14	208	109	331	32.93
		709030 LASALLE CATH. COMPREHENSIVE HS	38	602	320	960	33.33
	719 SAINTE-CROIX, LA CS	709032 LAURENDEAU-DUNTON SCHOOL	22	272	207	501	41.32
		709033 LAURIER-MACDONALD SCHOOL	15	166	68	249	27.31
		719027 FATHER MCDONALD HIGH SCH.	18	170	89	277	32.13
		719028 HOLY CROSS ELEMENTARY	13	178	69	260	26.54
739 GRAND MONTREAL, LA CEP DU	739004 ECOLE BANCROFT	2	107	133	242	54.96	
	739011 ECOLE CARLYLE	6	216	83	305	27.21	
	739013 ECOLE CEDARCREST	7	160	61	228	26.75	
	739016 ECOLE CORONATION	2	189	65	256	25.39	
	739019 ECOLE DALKEITH	40	170	139	349	39.83	
	739030 ECOLE GARDENVIEW	45	484	208	737	28.22	
	739056 ECOLE NESBITT	61	362	450	873	51.55	
	739061 ECOLE PARKDALE	1	153	96	250	38.40	
	739066 ECOLE SEC.ROSEMOUNT	65	319	308	692	44.51	
	739073 ECOLE SINCLAIR LAIRD	5	100	150	255	58.82	
	739075 ACADEMIE LAURENHILL	34	549	414	997	41.52	
	739093 ECOLE WESTMOUNT PARK	3	322	135	460	29.35	
	739109 HUGESSEN HALL	0	6	2	8	25.00	
	739114 PHILIP E. LAYTON	3	16	11	30	36.67	
	739123 ECOLE SEC. VICTORIA	0	4	3	7	42.86	
	749 MONTREAL, LA CEC DE	749405 NAZARETH SCHOOL	2	63	88	153	57.52
		749406 ST.PATRICK ELEM. SCHOOL	8	42	145	195	74.36
749407 JOHN XXIII SCHOOL		2	123	48	173	27.75	
749416 ST.KEVIN S SCHOOL		4	54	76	134	56.72	
749422 SIR WILFRID LAURIER JR		33	147	368	548	67.15	
749438 ST.JOHN BOSCO SCHOOL		11	95	58	164	35.37	
749448 GERALD MCSHANE SCHOOL		40	106	371	517	71.76	
749449 FREDERICK BANTING SCHOOL		37	103	81	221	36.65	
749458 EDWARD MURPHY SCHOOL		50	59	78	187	41.71	

(CONTINUED)

L'élève qui bénéficie de la mesure PELO est comptabilisé avec ceux dont la langue d'enseignement est le français ou l'anglais, selon le cas.

SOURCE: DSEQ PMSJ030Y 95-05-10

TABEAU 7.2 ÉCOLES ANGLAISES DES COMMISSIONS SCOLAIRES DONT LES ÉLÈVES DE LANGUE MATERNELLE
AUTRE QUE LE FRANÇAIS ET L'ANGLAIS REPRÉSENTENT PLUS DE 25% DU TOTAL, 1994-1995

NOM DE CS	NOM DE L'ÉCOLE	LANGUE MATERNELLE					
		FRANÇAIS	ANGLAIS	AUTRES	TOTAL	% AUTRES	
749 MONTREAL, LA CEC DE	749464 JOHN F. KENNEDY SCHOOL	29	149	590	768	76.82	
	749474 VINCENT MASSEY COLLEGIATE	43	225	298	566	52.65	
	749475 ST-BRENDAN'S SCHOOL	46	77	95	218	43.58	
	749477 FRANCESCA CABRINI SCHOOL	16	33	72	121	59.50	
	749483 ST.PIUS X COMPREHENSIVE SCHOOL	19	94	230	343	67.06	
	749489 JOHN CABOTO SCHOOL	19	55	115	189	60.85	
	749490 OUR LADY OF POMPEI SCHOOL	32	115	248	395	62.78	
	749491 ECOLE LEONARDO DA VINCI	34	93	451	578	78.03	
	749492 ST.DOROTHY S SCHOOL	30	58	229	317	72.24	
	749494 ECOLE SEC. PAUL VI	5	24	37	66	56.06	
	749495 EMILY CARR SCHOOL	30	58	196	284	69.01	
	749497 LESTER B. PEARSON COMPREHENSIV	25	291	410	726	56.47	
	749498 ECOLE MICHELANGELO	9	331	144	484	29.75	
	759 CRIE, LA CS	759007 ECOLE BADABIN EYOU	3	2	99	104	95.19

L'élève qui bénéficie de la mesure PELO est comptabilisé avec ceux dont la langue d'enseignement est le français ou l'anglais, selon le cas.
SOURCE: DSEQ PM5J030Y 95-05-10

TABLEAU 7.3 ÉCOLES À LA FOIS FRANÇAISES ET ANGLAISES DES COMMISSIONS SCOLAIRES DONT LES ÉLÈVES DE LANGUE MATERNELLE AUTRE QUE LE FRANÇAIS ET L'ANGLAIS REPRÉSENTENT PLUS DE 25% DU TOTAL, 1994-1995

NOM DE CS	NOM DE L'ÉCOLE	LANGUE MATERNELLE				
		FRANÇAIS	ANGLAIS	AUTRES	TOTAL	% AUTRES
620 LAURENVAL, LA CS	620013 ECOLE IRVING BREGMAN MEMORIAL	101	74	225	400	56.25
	630 SOUTH SHORE, LA CS	630018 ECOLE PREVILLE	91	269	263	623
759 CRIE, LA CS	630030 ECOLE PRIM. HAROLD NAPPER	80	257	321	658	48.78
	630032 ECOLE PRIMAIRE ST-LAWRENCE	153	150	224	527	42.50
	759001 ECOLE WASKAGANISH	3	9	287	299	95.99
	759002 ECOLE WABANNUTAO EYYOU	2	2	111	115	96.52
	759005 ECOLE WEMINDJI DAY	0	2	231	233	99.14
	759006 ECOLE VOYAGEUR MEMORIAL	2	12	508	522	97.32
	759008 ECOLE WILLIE J. HAPPYJACK	2	4	228	234	97.44
	759009 ECOLE JAMES BAY EYOU	7	23	564	594	94.95
	759010 ECOLE NEMASKA	3	3	146	152	96.05
	759011 ECOLE WAAPIHTIIEWEWAN	0	0	86	86	100.00
769 KATIVIK, LA CS	769010 ECOLE SATUUMAVIK	0	0	112	112	100.00
	769020 ECOLE JAANIMARIK	40	27	256	323	79.26
	769030 ECOLE AJAGUDAK	0	0	46	46	100.00
	769040 ECOLE TAQSAKALLAK	0	0	19	19	100.00
	769050 ECOLE SAUTJUIT	0	0	76	76	100.00
	769060 ECOLE ISUMMASAQVIK	0	0	72	72	100.00
	769070 ECOLE ARSANIQ	1	0	84	85	98.82
	769080 ECOLE IKUSIK	0	1	190	191	99.48
	769090 ECOLE NUVVITIK	0	0	54	54	100.00
	769100 ECOLE IGUARSIVIK	3	3	234	240	97.50
	769110 ECOLE TUKISINIARVIK	0	0	106	106	100.00
	769120 ECOLE INNALIK	0	0	288	288	100.00
	769130 ECOLE KILIUTAQ	0	1	55	56	98.21
	769140 ECOLE ASIMAUTAQ	0	2	78	80	97.50

L'élève qui bénéficie de la mesure PELO est comptabilisé avec ceux dont la langue d'enseignement est le français ou l'anglais, selon le cas.
 SOURCE: DSEQ PMSJ030Y 95-05-10

SOURCE:

DSEQ PM5J030S 95-05-09

TABLEAU 1.3: *Élèves à temps plein et à temps partiel du secteur des jeunes des réseaux public, privé et hors-réseau, selon l'ordre de l'enseignement, la langue d'enseignement et la langue maternelle 1994-1995*

RÉSEAU: *Public*

ENSEMBLE DU QUÉBEC

LANGUE MATERNELLE	ORDRE ET LANGUE D'ENSEIGNEMENT									TOTAL			TOTAL
	Préscolaire			Primaire			Secondaire ¹						
	Français	Anglais	Amérindien	Français	Anglais	Amérindien	Français	Anglais	Français	Anglais	Amérindien		
Français	81614	1366	10	430581	6073	2	350777	3797	862972	11236	12	874220	
Anglais	1782	6337	8	8231	34929	9	3527	28517	13540	69783	17	83340	
SOUS-TOTAL	83396	7703	18	438812	41002	11	354304	32314	876512	81019	29	957560	
Inuktitut	20	4	209	745	445	523	442	464	1207	913	732	2852	
Cri	9	11	471	664	616	179	533	556	1206	1183	655	3044	
Autres langues	6161	1382		30320	7853		24618	6598	61144	15833		76977	
SOUS-TOTAL	6190	1397	680	31729	8914	702	25638	7618	63557	17929	1387	82873	
TOTAL	89586	9100	698	470541	49916	713	379942	39932	940059	98948	1416	1040433	

1 NOTE: *There were 5 students whose mother tongue is Cree attending an Amerindian high school.*

SOURCE:

DSEQ PM5J030T 95-05-09

TABLEAU 2.3: *Élèves à temps plein et à temps partiel du secteur des jeunes du réseau public, privé et hors réseau, selon l'ordre d'enseignement, la langue d'enseignement et la langue habituellement parlée à la maison, 1994-1995.*

ENSEMBLE DU QUÉBEC

RÉSEAU: Public

LANGUE HABITUEL- LEMENT PARLÉE À LA MAISON	ORDRE ET LANGUE D'ENSEIGNEMENT									TOTAL		
	Préscolaire			Primaire			Secondaire ¹					
	Français	Anglais	Amérindien	Français	Anglais	Amérindien	Français	Anglais	Français	Anglais	Amérindien	TOTAL
<i>Français</i>	82553	1274	10	434998	5534	2	354525	3214	872076	10022	12	882110
<i>Anglais</i>	1950	7261	9	8707	39966	9	3813	32437	14470	79664	18	94154
SOUS-TOTAL	84503	8535	19	443705	45500	11	358338	35651	886546	89686	30	976262
<i>Inuktitut</i>	17	2	208	716	438	523	405	438	1138	878	731	2747
<i>Cri</i>	9	11	471	664	614	179	531	554	1204	1179	655	3038
<i>Autres langues</i>	5057	552		25456	3364		20668	3289	51181	7205		58386
SOUS-TOTAL	5083	567	679	26836	4416	702	21604	4281	53523	9262	1386	64171
TOTAL	89586	9100	698	470541	49916	713	379942	39932	940069	98948	1416	1040433

1 NOTE: There were 5 students who speak Cree at home attending an Amerindian high school.

1994 - 1995 PROFILE OF ENGLISH EDUCATION IN QUEBEC SCHOOL BOARDS (YOUTH)

ANNEXE/APPENDIX H

REGION	# School boards offering English Instruction					# English schools by region						# of English students by region						# of students by region			
	Cat	Pro	Dis Cat	Dis Pro	Spe Sta	Elem.		Second.		Elem & Sec		Presch & Elem		Secondary		TOTAL		Eng.	Fr.	TOTAL	%
						Cat	Pro	Cat	Pro	Cat	Pro	Cat	Pro	Cat	Pro	Cat	Pro				
Bas St-Laurent										1		10		21		31	31	36 801	36 832	0.1	
Saguenay - Lac St-Jean	1	1				1		1	1			158	133	118	80	276	213	489	53 750	54 239	0.9
Québec	2	2				1	4	1	1		1	512	648	330	444	842	1 092	1 934	80 963	82 897	2.3
Mauricie - Bois Francs	1	1							1	3		176	343	87	229	263	572	835	74 882	75 717	1.1
Estrie		1					11		3				2 127		1 279		3 406	3 406	38 535	41 941	8.1
Montréal-Centre	6	2				39	46	17	31	3	6	13394	17310	8 737	11826	22131	29136	51267	142437	193704	26.5
Outaouais	5	1				6	13	4	4		2	1 301	2 989	896	2 025	2 197	5 014	7 211	41 199	48 410	14.9
Abitibi - Témiscamingue	2						1	2	1	2	1	295	210	172	188	467	398	865	28 368	29 233	3.0
Côte-Nord		1		1	1		3		1		11		594		383		977	977	16 169	17 146	5.7
Nord du Québec					2						24		1 097		1 019		2 116	2 116	5 622	7 738	27.3
Gaspésia-Iles de la Madeleine	2	1				2	3	1	2		5	131	675	29	616	160	1 291	1 451	16 734	18 185	8.0
Chaudière - Appalaches											1		104		77		181	181	67 640	67 821	0.3
Laval	2	1				4	10	1	5	1		1 671	2 523	1 214	2 063	2 885	4 586	7 471	44 923	52 394	14.3
Lanaudière	1					1						397				397		397	57 199	57 596	0.7
Laurentides	1	1		1		1	5		1		1	306	1 308		829	306	2 137	2 443	60 569	63 012	3.9
Montérégie	9	3	1			11	27	3	7	1	9	2 902	7 702	1 519	5 751	4 421	13453	17874	174278	192152	9.3
TOTAL	32	15	1	2	3	65	124	29	57	9	65	21243	37773	13102	26830	34345	64603	98948	940069	1039017	9.5
TOTAL-Excluding special status School Boards	32	15	1	2		65	123	29	57	9	33	21243	36370	13102	25645	34345	62015	96360	937630	1033990	9.3

BIBLIOGRAPHIE/BIBLIOGRAPHY

- BRITTON J. (1970). *Language and Learning*, Penguin Books, Harmondsworth
- COMMITTEE OF THE ESTATES GENERAL ON THE QUALITY OF EDUCATION (1986). *Proceedings of the Estates General on the Quality of Education - Objective 100%: Summary of Workshops*, Québec
- COUNCIL OF MINISTERS OF EDUCATION, CANADA (1994). *SAIP School Achievement Indicators Program, Reading and Writing Assessment*, Toronto
- CUMMINS, J. (1981). *Bilingualism and Minority-Language Children*, The Ontario Institute for Studies in Education, Toronto
- EDELSKEY, C. (1982). *Development of writing in a bilingual program* (Report No. NIE G-81-0051). National Institute of Education, Washington, D. C.
- GENESEEE, F. (1987). *Learning Through Two Languages. Studies of Immersion and Bilingual Education*, Newbury House, Cambridge, Mass.
- HARLEY, B. (1986). *Age in Second Language Acquisition*, Clavendon: Multilingual Matters
- LAMBERT, B. & G.R. Tucker (1977). *The Bilingual Education of Children: The St. Lambert Experiment*, Newbury House, Rowley, Mass.
- MAGUIRE, M. H. (1990). "Reading and writing as social events and collaborative adventures: Making connections." In *Didactiques des langues maternelles: questions actuelles dans différentes régions du monde*, G. Gagné, E. Tarrab and M. Pagé (eds.). Éditions Universitaires, Paris

- MAGUIRE, M. H. (1994). "Getting beyond programmes and instructional time in second-language teaching and learning: Who is mediating what? For whom? In what context?" *Journal of the Canadian Association of Applied Linguistics*, vol.16, no 1, pp105-124
- MINISTÈRE DE L'ÉDUCATION DU QUÉBEC (1990). *French Second Language: Report on Instruction in French as a Second Language in the English Schools of Québec*, Québec
- MINISTÈRE DE L'ÉDUCATION DU QUÉBEC (1992). *Étude sur la compétence en français langue seconde des élèves de sixième primaire. Rapport d'étude*, Québec
- MINISTÈRE DE L'ÉDUCATION DU QUÉBEC (1992). PROGRAMME D'INDICATEURS DU RENDEMENT SCOLAIRE DU CONSEIL DES MINISTRES DE L'ÉDUCATION DU CANADA: Résultats obtenus par les élèves du Québec en lecture et en écriture, Québec
- QUÉBEC (1990). *Basic School Regulations (régime pédagogique) for Preschool and Elementary School Education. Order-in-Council 73-90, 24 January 1990*
- QUÉBEC (1990). *Basic School Regulations (régime pédagogique) for Secondary School Education. Order-in-Council 74-90, 24 January 1990*
- QUEBEC SCHOOL BOARDS ASSOCIATION (1995). *QSBA Response to the MEQ Consultation Document TEACHER TRAINING: SPECIALTIES AT THE ELEMENTARY AND SECONDARY LEVELS*, Montreal
- REBUFFOT, J.J. (1993). *L'immersion au Canada, coll. Le point sur ...*, C. E. C., Montréal
- SHIL. & A Cumming (1994). "Teachers' Conceptions of Second-language Writing Instruction: Five Case Studies", Ontario Institute for Studies in Education, Toronto
- WONG-FILLMORE, L. (1982). *The Language Learner as an Individual: Implications of Research on Individual Differences for the ESL Teacher*, *TESOL Quarterly*: 157-73