

Department of Education and Early Childhood Development

POLICY 309

Subject: French Second Language Programs

Policy 309 – French Second Language Programs is currently under revision.

Please refer to the 2009 version found below.

Subject: French Second Language Programs

Effective: April 21, 1994

Revised: October 25, 2001; July, 2009

1.0 PURPOSE

This policy establishes standards for the provision of French Second Language programs in New Brunswick Anglophone school districts.

2.0 APPLICATION

This policy applies to all schools in the Anglophone districts of New Brunswick.

3.0 DEFINITIONS

N/A

4.0 LEGAL AUTHORITY

Education Act

Section 6 The Minister
(a) shall establish educational goals and standards and service goals and standards for public education in each of the education sectors established under subsection 4(1)

[...]

(b) may prescribe or approve

(i) instructional organization, programs, services and courses, including special education programs and services, and evaluation procedures for such instructional organization, programs, services and courses, including special education programs and services,

[...]

(iii) instructional and other materials and equipment for use in the delivery of any program, service, course or evaluation procedure under this Act,

(b.1) may conduct tests and examinations in any grade or level

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(b.2) may establish provincial policies and guidelines related to public education within the scope of this Act [...]

5.0 GOALS / PRINCIPLES

- 5.1 The Department of Education values an inclusive and equitable education system.
- 5.2 The established goal is that 70% of students will reach the Intermediate level or higher in oral proficiency by the end of Grade 10 (see Appendix A – New Brunswick Second Language Oral Proficiency Scale)
- 5.3 All students will be exposed to the French culture and language beginning in kindergarten.
- 5.4 The Department of Education has a responsibility to provide opportunities for all students to learn both of New Brunswick’s official languages.

6.0 REQUIREMENTS / STANDARDS

The following are the avenues for French Second Language programs in New Brunswick: *Universal English* (with Learning Experiences); *English Prime* (with Intensive French); *Early French Immersion*; and, *Late French Immersion*. The table below demonstrates how these programs are structured.

Grade	Programs		
K	<i>Universal English</i> (with Learning Experiences)		
1	<i>Universal English</i> (with Learning Experiences)		
2	<i>Universal English</i> (with Learning Experiences)		
3	<i>Early French Immersion</i>	<i>English Prime</i> (with Learning Experiences)	
4	↓	<i>English Prime</i> (with Pre-Intensive French)	
5	↓	<i>English Prime</i> (with Intensive French)	
6	↓	<i>English Prime</i> (with Post-Intensive French)	<i>Late French Immersion</i>
7	↓	↓	↓
8	↓	↓	↓
9	↓	↓	↓
10	Assessment	Assessment	Assessment
11	<i>Blended high school program</i>		
12			

6.1 Program details

Universal English

All students shall enter the *Universal English* program in Kindergarten and continue with it until the end of Grade 2. All students shall also be exposed to Learning Experiences.

The Learning Experiences introduce K-2 students in the *Universal English* program and Grade 3 students in the *English Prime* program to French language and culture through engaging and interactive learning experiences. These experiences include exposure to French music, French dance, cultural awareness activities, simple French children's books and poetry, technology exchanges and further study through enrichment. The goal of this program is to motivate students to pursue further learning in a second language.

One hundred percent of instruction in grades K through 2 will be delivered in English. The Learning Experiences are compulsory in these grades.

English Prime (with Intensive French)

Students who choose the *English Prime* (with Intensive French) program in Grade 3, or who do not have access to an immersion route, will have mandatory French instruction until the end of Grade 10.

Students choosing this program will continue with the Learning Experiences in Grade 3.

Grade 4 will introduce Pre-Intensive French for all students, which will consist of 90 hours over the course of the year of instructional time in French.

Grade 5 will introduce Intensive French for all students. Over the course of the year, students are to receive a minimum of 345 hours of instruction in French: a minimum of 300 hours during the intensive term, and an additional 45 hours in the term that precedes or follows. It is important to note that the French instruction will be focused on language acquisition, not course content. This means that mathematics, art, music and physical education will be provided in English throughout the year. Additionally, English language arts, science, social studies, health, and personal development and career planning will be delivered in English either preceding or following the 5-month Intensive French term.

Grade 6 students who remain in the *English Prime* (with Intensive French) program will follow Post-Intensive French. From Grades 6-8, instructional time in French will be approximately 120 hours per year in this program. In Grades 9-10, this decreases to 90 hours per year.

Time on task

Grade 4:	90 hours per year
Grade 5:	minimum of 345 hours of instruction in French (300 hours in one semester and 45 hours in the other)
Grades 6-8:	120 hours per year
Grades 9-10:	90 hours per year

Early French Immersion and Late French Immersion

The initial stages of *Early French Immersion* and *Late French Immersion* shall be characterized by a concentration of instruction in French. This will enable students to function in all curricular areas early in the programs. Later stages of the *Early French Immersion* and *Late French Immersion* programs shall be characterized by the gradual increase of instruction in English.

*Time on task*Early French Immersion

Specific time-on-task considerations for this program are currently being determined in consultation with the curriculum committee and the Ministerial Advisory Committee.

Late French Immersion

Grades 6-8: 70% minimum over the course of the year
Grades 9-10: 50% minimum over the course of the year
Time may be organized in alternative ways, such as 60% in one semester and 40% in the other.

Blended high school program

Grade 11 and 12 French Second Language courses are open to all students who obtain a proficiency certification of Intermediate level or higher at the end of Grade 10.

There is no program requirement in terms of time on task at these grade levels; however, it is important to note that the target proficiency levels for *Early French Immersion* (Advanced) and *Late French Immersion* (Intermediate Plus) are expected to be achieved only by the end of Grade 12. In this regard, it is recommended that immersion students dedicate 25% of their instructional time in Grades 11 and 12 to courses taught in French in order to improve their chances of meeting the target proficiency level. For students who followed the *English Prime* (with Intensive French) program, the target proficiency level is Intermediate at the end of Grade 10. The French Second Language courses available in Grades 11 and 12 for these students are intended to help them reach the Intermediate Plus level or higher.

Schools shall ensure that Grade 11 and 12 students have the opportunity for at least 25% of their instructional time per semester to be in French Second Language courses.

Students who complete French Second Language courses in Grades 11 and 12 shall be eligible for reassessment at the end of Grade 12.

Students who do not achieve a proficiency level of Intermediate by the end of Grade 10 shall have additional instructional opportunities to improve their French in grades 11 and 12 (e.g. additional French Language Arts courses), and shall be eligible for reassessment at the end of Grade 12.

6.2 Provincial assessments and certification of proficiency

An oral proficiency assessment is required for students in all three French Second Language programs – *English Prime* (with Intensive French), *Early French Immersion*, and *Late French Immersion* – at the end of their last semester of French in Grade 10, subject to the *Provincial Assessment Program – Guidelines for Exemptions and Accommodations*. Students who meet the oral proficiency target of Intermediate will receive an oral proficiency certificate and will be eligible for participation in any Grade 11 and 12 French Second Language course. Students who do not achieve a proficiency level of Intermediate by the end of Grade 10 may have additional instructional opportunities to improve their French.

Those students who continue with French Second Language courses in Grades 11 and 12 in order to meet or exceed the targeted proficiency levels shall be eligible for reassessment to determine their level of proficiency upon leaving high school.

Annual assessment of French oral proficiency will occur at the end of grade five.

Other assessments may also be administered throughout the programs.

6.3 Minimum French Second Language proficiency targets

<i>Early French Immersion:</i>	Advanced or better (by the end of Grade 12)
<i>Late French Immersion:</i> 12)	Intermediate Plus or better (by the end of Grade 12)
<i>English Prime</i> (with Intensive French):	Intermediate or better (by the end of Grade 10)

6.4 Availability of programs

The *Universal English* with Learning Experiences and *English Prime* (with Intensive French) programs shall be available to all students enrolled in kindergarten to Grade 12 in English-administered school districts (see *Policy 321 – Admission Based on Language*).

The *Early French Immersion* and *Late French Immersion* programs shall be available to students who wish to attain a higher degree of proficiency in French but are not initially able to function in it (see *Policy 321 – Admission Based on Language*).

A school district shall implement an immersion program (*Early French Immersion*, *Late French Immersion*, or both) if there is sufficient interest such that immersion classes are of comparable size to other classes in the community at that level of instruction.

A community may be defined as the following, dependent on circumstances:

- a) a rural community with only one or a few schools;
- b) a village or small town with a small number of schools; or
- c) a large neighbourhood within a large town, city, or school district.

The following factors shall be taken into account when planning for the implementation of immersion programs:

- a) parental preferences;
- b) the number of students to be enrolled in the community at the grade level of implementation;
- c) transportation costs, where these may be affected by students being bussed from one area of the district to another; and
- d) available resources.

In order to assess the viability of and a desire for French Immersion, the superintendent shall ensure:

- a) that parents have the opportunity on an annual basis to indicate their preferences with regard to French Second Language programs in their community. This will be achieved by distributing information to all parents with children in either Grade 2 (for *English Prime* (with Intensive French) and *Early French Immersion*) or in Grade 5 (for *Late French Immersion*). The information shall include a brief description of the three French Second Language programs and factors involved in making a choice, and shall provide a means for parents to indicate their preference;
- b) that parents have access to information on French Second Language programs approved by the Department; and
- c) that District-organized information meetings on French Second Language programs are held to assist parents in making informed choices.

6.5 Teacher language proficiency

All instruction in the French Second Language programs shall be carried out in French. It is expected that teachers will be well-versed in second language teaching methodology and approaches and will have proven competence in French.

The minimum level of language proficiency in French of a teacher in *Intensive French* and *Post-Intensive French* should be the *Advanced plus* level as defined by the New Brunswick Second Language Proficiency Scale.

The minimum level of language proficiency of a teacher in either of the *Immersion programs* should be the *Superior* level as defined by the New Brunswick Second Language Proficiency Scale

7.0 GUIDELINES / RECOMMENDATIONS

N/A

8.0 DISTRICT EDUCATION COUNCIL POLICY-MAKING

The District Education Council may develop policy not inconsistent with this policy in order to carry out their obligations under this policy.

9.0 REFERENCES

New Brunswick Second Language Oral Proficiency Scale

[Policy 321](#)

[Provincial Assessment Program – Guidelines for Exemptions and Accommodations](#)

10.0 CONTACTS FOR MORE INFORMATION

Department of Education – Educational Programs and Services (Anglophone), 506-453-2155

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