

THE STATE OF FRENCH SECOND  
LANGUAGE EDUCATION IN  
PRINCE EDWARD ISLAND  
REPORT EDITION # 2  
NOVEMBER 2018



**CANADIAN  
PARENTS  
FOR FRENCH**  
PRINCE EDWARD  
ISLAND

Dr. Mary MacPhee, PhD and Gail Lecky, Executive Director CPF PEI

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## Introduction

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Canadian Parents for French (CPF) is a national network of volunteers that values the French language as an integral part of Canada and that promotes and creates French second-language learning opportunities for young Canadians. There are 11 CPF branch offices and 170 CPF Chapters coast to coast.

In 2016, CPF PEI commissioned the first *PEI State of French Second Language in Education Report: Edition 1, released October 2017*. CPF PEI offers this latest *PEI State of French Second-Language in Education Report: Edition 2, release date November 2018*, as a follow-up to the inaugural Edition 1 Report.

The goal of these reports are to examine the delivery of French second-language (FSL) education in the Prince Edward Island (PEI) school system, explore new developments in FSL education, and identify responses to recommendations made in the first report. In this version, we also share results from a survey conducted with PEI FSL teachers and administrators. We have examined demographics as well as trends to gain an understanding of the strengths and challenges within the current system.

## PEI School System Overview

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- 1852 Free Education Act of 1852 establishes a public school system with up to 475 school districts based on local communities
- 1972 5 regional school boards (Unit 1-5) are used to consolidate the 189 existing schools
- 1994 Only 70 schools left
- 2012 5 school boards merged into 3 school boards (East, West and French)
- 2013 East and West school boards became English Language School Board, alongside French board
- 2016 English Language School Board becomes Public Schools Branch (PSB) with appointed Board of Directors responsible for about 20,500 students. Now PEI has only one elected school Board - La Commission Scolaire de langue française (CSLF) with 1000 students. Both CSLF and the PSB are under the umbrella of the Department of Education, Early Learning and Culture (DEELC)

In 2017-2018, the PSB reviewed the Charlottetown Rural, Montague, Morell, Kinkora, Westisle, and Colonel Gray Families of Schools resulting in rezoning. At this time, many Stonepark Intermediate students began attending Birchwood intermediate, and some French Immersion students at Spring Park elementary were rezoned for West Kent elementary. The rezoning also resulted in two new FI access points at West Kent (K-6) and Birchwood (Grade 7 continuing). There are no further changes announced, at this time, but restructuring is expected to continue for a few years. There are now 56 Schools in the Public Schools Branch and 6 French Schools.

## Methodology

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We used mixed-methods for data collection, which included document analysis and interviews with professionals involved in FSL education in PEI along with a survey sent to FSL teachers and administrators in all schools with FSL programming. The survey was created based on a review of the literature (Karsenti, Collin, Villeneuve, Dumouchel, & Roy, 2008; Lapkin, MacFarlane, & Vandergrift, 2006; Lapkin, Mady, & Arnott, 2009) and the 2014 *Report on French Immersion and Core French in British Columbia and Yukon: Trends in Enrolment, Popularity, and Attrition*. The research team's

knowledge about FSL education in PEI along with the information from the literature review served as a basis to prepare the survey and interview questions. PEI DEELC also vetted the survey. For additional reporting, we relied upon research articles published in the last decade in Canada pertaining to the reality and experience of FSL students and teachers. These included the survey results from the Canadian Association of Immersion Professionals (CAIP/ACPI, 2018) and the *Meeting Labour Market Needs for French as a Second language Instruction in Ontario* (Ontario Public School Boards' Association [OPSBA], 2018). We consulted PEI DEELC websites, online/printed documents, and DEELC employees to access statistics, policy and practice information, enrollment and attrition data, and FSL teacher specifics.

## History of FSL Education

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The beginning of the first FI education program coincided with the Federal Act of 1969, the *Official Languages Act*<sup>1</sup> that heightened the awareness of the importance of bilingualism in Canada. Prior to the arrival of Immersion, there was only Core (Basic) French courses to contribute to the development of bilingualism. The Act stated a major change: the right to receive services from the federal government in both official languages, which urged the implementation of a superior and systematic method to teach French in the provinces. French second language programs (usually referring to French immersion) are intended to teach French to non-native French speakers in Canada. The premise of FSL education is to promote bilingualism, foster cultural openness, and expand student opportunities post-graduation.

French Immersion came to PEI in June of 1975. French Immersion is a form of bilingual education in which a child who does not speak French as his or her first language receives instruction in school in French. In FI, children will learn to understand, speak, read and write by studying most subjects, such as French Language Arts, Math, Social Studies, Science and Health, in French. English is also studied in a Language Arts class beginning in Grade 4.

## Current Affairs

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### The Official Languages Act Turns 50

In 2019, Canada will mark the 50<sup>th</sup> anniversary of the *Official Languages Act* of Canada. The Office of the Commissioner of Official Languages (OCOL) has been consulting in person and on-line with the public, including students, on a number of topics including how advances in technology, changes in our society, and developments in minority language and Indigenous education have impacted our society. This is the first review since 1988. The on-line consultations on the modernisation of the *Official Languages Act*, which were held from April 19 to May 31, 2018, are now over. The Office of the Commissioner is currently analyzing comments.

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<sup>1</sup> Laurendeau, P. P. (2006) Official Languages Act (1969). (02/07/06). In the Canadian *Encyclopedia online*. Retrieved from <http://www.thecanadianencyclopedia.ca/en/article/official-languages-act-1969/>

In the meantime, OCOL released their [2017-2018 Annual Report](#). Of note is that one of three research studies that Office is undertaking will be about the shortage of French second-language teachers, an issue that we discuss in our survey findings further on in this report.

Additionally, the *Standing Senate Committee on Official Languages* members were in PEI on September 22, 2017. CPF PEI presented on the advancement of English and French as official languages and how to focus on youth. A full report can be found at [Modernizing the Official Languages Act – The Views of young Canadians](#).

### Creation of the PEI French Network

As a result of the committee work of Aubrey Cormier—SSTA, Gilles Arsenault—DEELC, Donald DesRoches—Collège de l'Île, Gail Lecky—CPF PEI and Ron MacDonald—UPEI, the *PEI French Network/ Réseau pour le français à l'Île* was formed this past year (2017-18). Membership is made up of individuals or organizations that support the purpose and vision of the network. The purpose of the Network is *to facilitate consultation and networking among members, as well as with other stakeholders interested in promotion of French language, education, and culture on PEI*.

The vision is for ... *PEI to have a vibrant, inclusive French language community*. It is expected that the French Network will meet 2-3 times per year and serve as a steering committee for collaborative projects and to offer advice or information to decision makers in French community and education on PEI.

### Post-Secondary French Education: UPEI Groupe de Travail Francophone

As part of a larger plan for equity for French education at UPEI, Dr. Carlo Lavoie, Associate Professor and Chair of Modern Languages at UPEI, led an initiative seeking to identify and bring together French speaking faculty and instructors who can conduct research and/or teach in French. Early objectives include making this working group known across campus, proposing ways for advancing and expanding professional and academic opportunities in French at UPEI, and making French more visible on campus. The end goal is to ultimately make French language learning at the University more accessible to the Island's population who are 4% Francophone and 13% bilingual (Statistics Canada, 2017).

### 2017 ACPI Conference

PEI hosted the 2017 Canadian Association of Immersion Professionals (ACPI) Annual Conference in Charlottetown with over 650 delegates. Because it was hosted in PEI, all French teachers and UPEI French B.Ed. student teachers were able to attend and benefit from the latest professional development workshops and information shared.

### 2018 ACPI Report: Canada-Wide Consultation on French Immersion

ACPI conducted a nationwide survey including consultation group discussions in 2016 and 2017 to develop a profile of French Immersion professionals and to identify needs and the necessary support.

In the [Report](#) (EN) [Report](#) (FR), a number of instructive findings from the 640 survey respondents and 250 discussion participants are presented. They clearly set the tone for developing initiatives at the national, provincial, and local levels to make improvements for FSL teachers and education. These approaches should enrich the work environment, professional tools, and support for those active in French immersion all over the country.

In these survey findings, we also see that Canadian families increasingly **value bilingualism** and that **those working in Immersion are very highly educated, with** one-third who have a Master's degree in addition to undergraduate and Education degrees.

## 2018 CPF PEI FSL Teacher and Administrators Survey

As noted in the methodology, we prepared the survey using a number of sources as guidance. The PEITF reviewed the survey and the PEI DEELC assisted us by circulating the survey to all French teachers and school administrators on PEI in the PSB. There were one hundred respondents, all of whom we thank for their participation. For the answers to some questions, the total percentage will add up to greater than 100% because the participants could make up to three choices from a list. Findings are reported by sharing the greatest frequency or most common answers first where applicable. We attempted to understand the experience of teaching in FSL programs, FSL-specific pedagogical/professional development, French language teacher competency and support, availability of French substitute or resource teachers, and recruiting, hiring, and retaining teachers in FSL education on PEI.

### Demographics

Tables 1, 2, 3, and 4 display the demographics of the sample, including the province of origin, the linguistic group, identity group, and years of teaching experience. The data show that most Immersion teachers (73%) and Core French teachers (84%) in our sample were from PEI, followed by other Canadian provinces with some diversity in linguistic and regional identity.

Table 1 Province of Origin

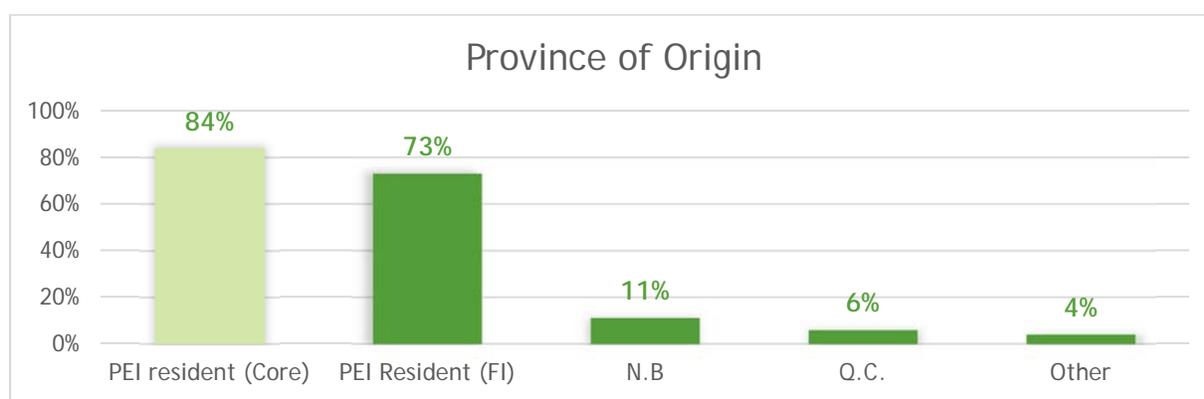


Table 2 Linguistic Group

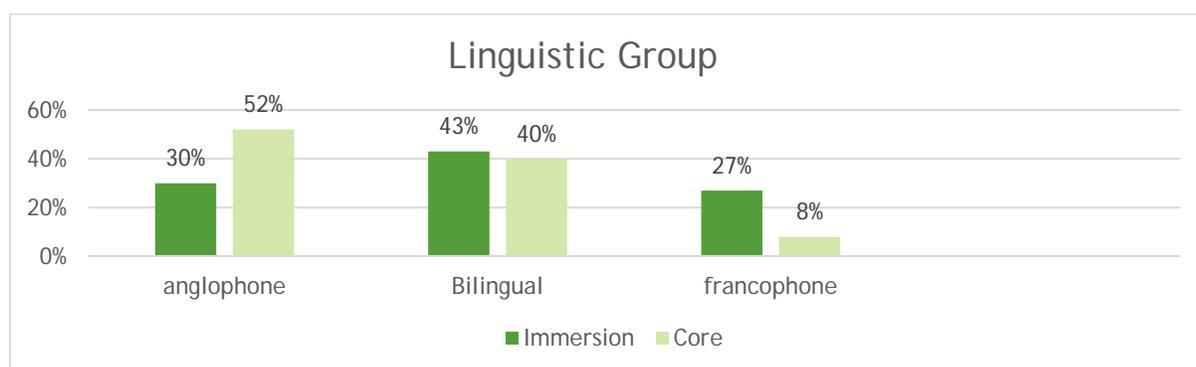


Table 3 Identity Group

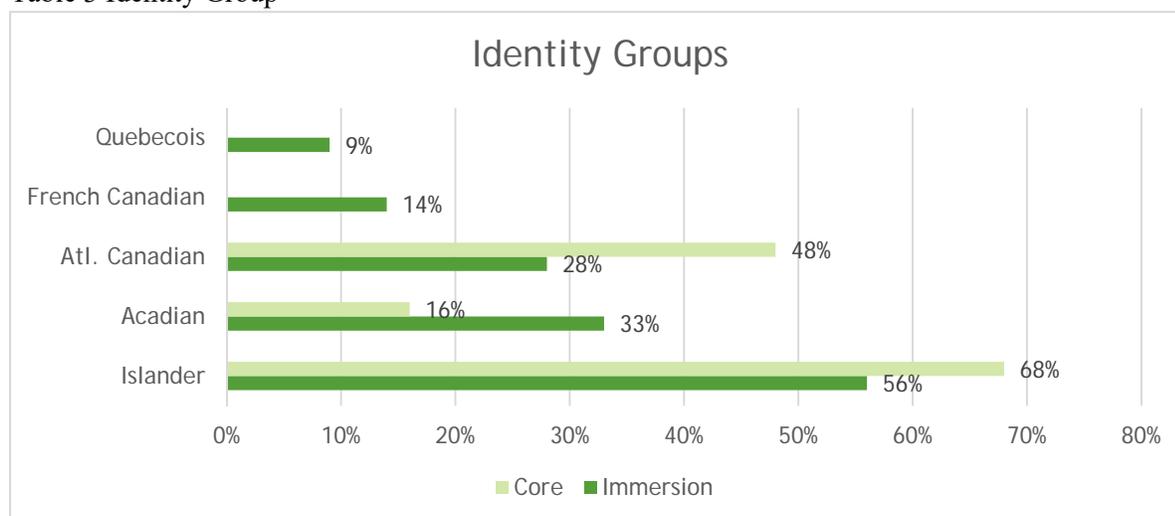
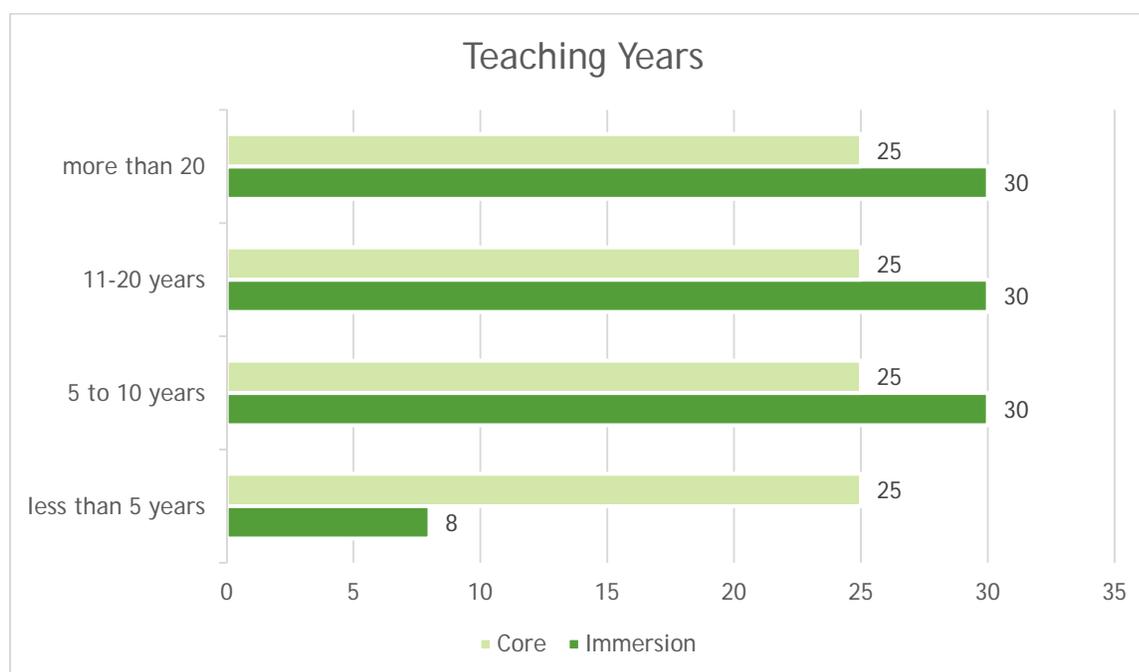


Table 4 Years of Teaching Experience



The Core French teachers were fairly evenly divided across four groups of teaching experience with less than 5 years, 5 to 10 years, 11-20 years, and more than 20 years teaching experience. Immersion teachers were also varying in experience but only 8% of this sample was in the first four years of teaching.

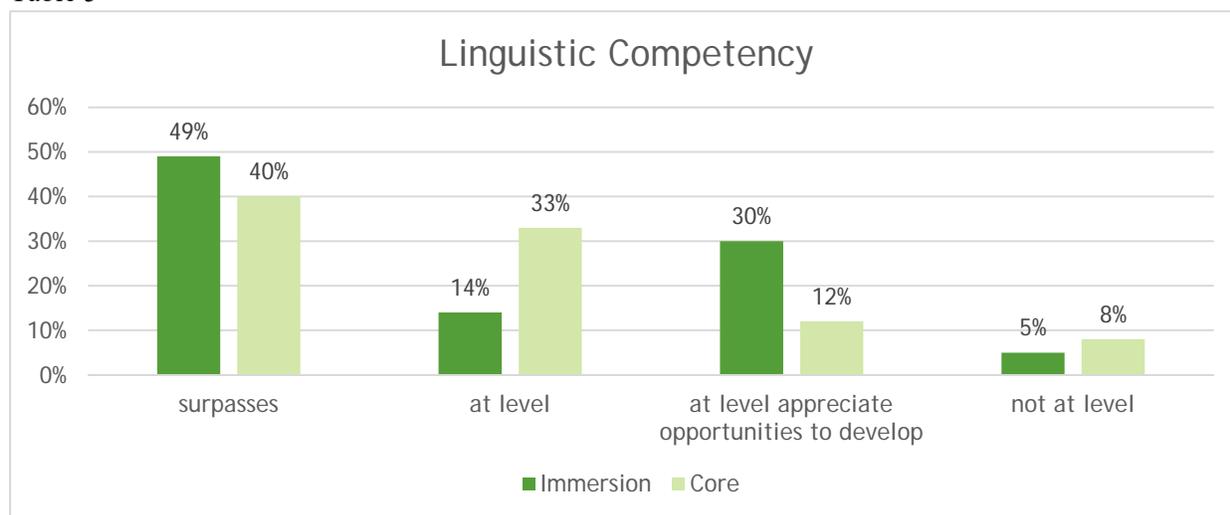
## Language Competency

Participants were asked to share the practices that were helpful for teachers to maintain or develop their French language competency as well as for teachers to describe their own language competency. Teachers and administrators identified the following practices as being the most effective methods in use in their school for maintaining or developing French language competencies for teachers:

- Professional development opportunities in French;
- French use among educators;
- Programme de Perfectionnement linguistique;
- French professional learning communities;
- Memberships in French (French magazine, book club, etc.); and
- DELF invigilator training

Table 5 below shows the results from the teachers in our sample (N= 74 teachers) who self-reported as experiencing less French language competency challenges compared to results in other research in the country. There were 5% in Immersion and 8% in Core French who reported their language lower than the required level. *PEI does not currently have official statistics about FSL teacher linguistic competency.*

Table 5



Teachers in both Immersion and Core indicated that language competency was not a major challenge for this sample but their French still requires attention to maintain and develop linguistic competency.

Contrary to the findings in the Ontario market report (OPSBA, 2018) that identified inconsistent language competency testing and requirements for the teachers, in PEI there are general hiring guidelines for school leaders to follow specific to hiring for French language positions. These include ensuring that the French proficiency of the teacher is prioritized, arranging language proficiency assessments with DEELC, and if the school leader lacks appropriate French skills for interviewing a candidate, getting French language consultant support to sit on the interview team.

According to the Ministers Directive **NO. MD 2014-02**, teachers of French Immersion are required to meet a superior level of French linguistic competency according to the New Brunswick Oral Language Proficiency test to teach in an Immersion classroom and before receiving a permanent contract. However, the PSB may hire a teacher who is below the required language level if that teacher makes an effort (Language Enrichment program) to advance to the superior level within two years. If the teacher does not

reach, the required level before a contract is awarded they can be denied a contract or hired but transferred to another position.

Despite the confidence of the teachers in our sample, there is a DEELC human resources concern mentioned in the first CPF PEI FSL report that continues to be a concern about the number of teachers who are below the required language level to be a language model in the classroom.

Other than our survey results, there is no data to ascertain just how many teachers do not reach the proficiency level at this time. This is due to the way teachers are classified under the collective agreement where there is no report on their language proficiency level. However, there are plans to start collecting data about teacher language competency in September 2018.

### Pedagogical Support

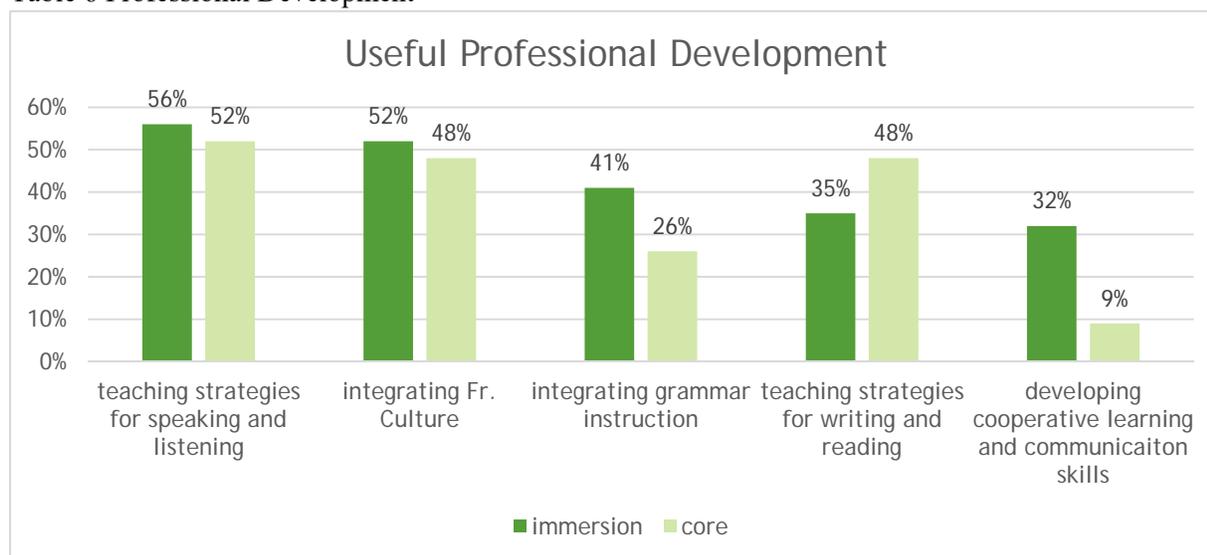
Teachers and administrators identified teaching needs as well as several of the most effective pedagogical practices supported by the school or branch for FSL teachers. The effective practices included:

- In-service professional development opportunities in French;
- Literacy coaching;
- Time to collaborate with other FI teachers;
- Sharing resources among teachers; and
- Attending French second-language-specific conferences.

Additionally, Core French teachers identified the new Core program, new teaching resources, and dedicated classrooms as effective support.

The teachers who responded to a question about professional development identified five areas, displayed in Table 6 that would be the most useful for them to develop as French Immersion teachers.

Table 6 Professional Development



Teachers in our sample chose the following advanced professional development options from a list of possibilities as those that would be the most useful to offer for Immersion teachers:

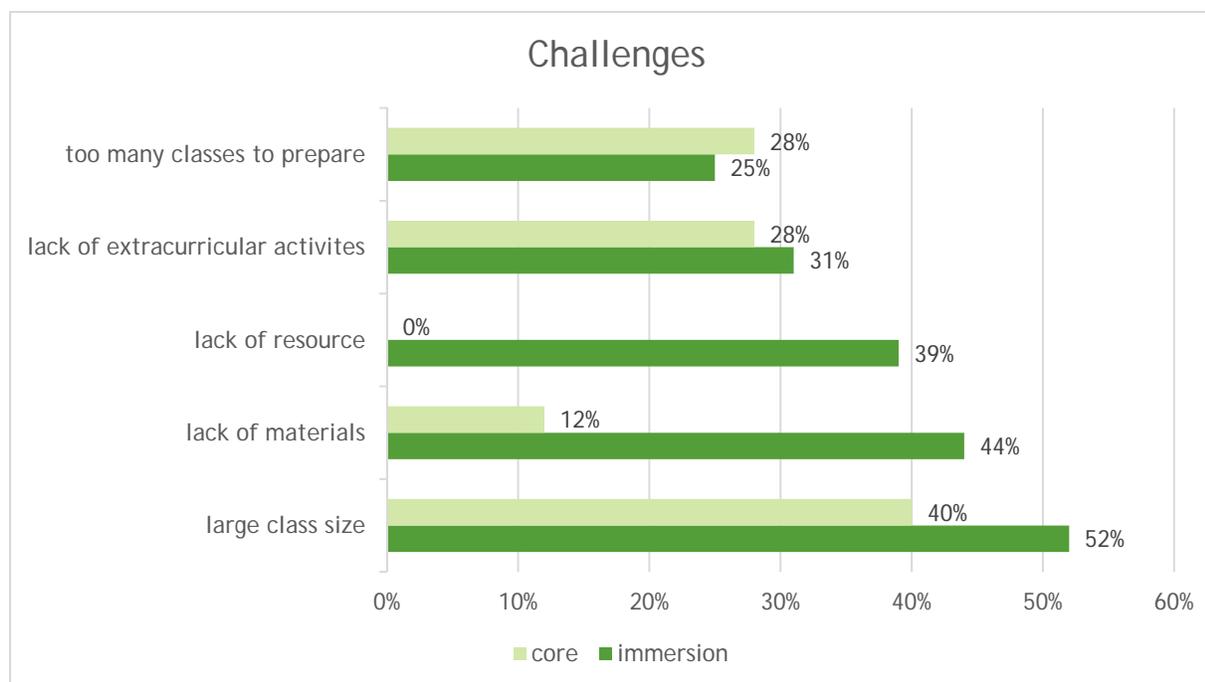
1. Master's in teaching French as a second language (69%);
2. Resource teacher training for FSL (54%);
3. Certificate in 21<sup>st</sup> century learning FSL (31%);
4. Certificate in teaching FSL (29%);
5. French language competency modules (28%);
6. Certificate in inclusion FSL (21%); and
7. Certificate in math (FSL) (17%).

The survey asked if educators had one person in the school responsible for taking the pedagogical lead to oversee French programming. The majority (59%) said there was no lead, 16% indicated there was an individual who played a voluntary lead role, and 12% reported that an administrator took a lead in French as a voluntary role. There were several comments that attested to the power of a group of teachers who collaborate and share a set of skills in a few schools. Other teachers felt they worked alone or felt isolated as they strove to promote FSL education.

### Local Challenges in Teaching French Second Language

We asked teachers to consider challenges previously identified in other FSL teaching research and to indicate which challenges they experience teaching FSL in PEI. We present below in Table 7 the most frequent challenges Core and Immersion teachers reported.

Table 7 Challenges Teaching FSL



Many of the challenges identified are explored in detail in the sections below. Some comments shared by participants at the end of the survey expressed suggestions to address some of the frequently mentioned challenges. For example, Participant 57 said,

*Maintain resource programs for French Immersion students and reduce class sizes as the need for differentiated instruction is ever increasing and the materials for our programs are outdated.*

Also

*Reduce class size in schools, so as to create more teaching positions in this [FSL]area; Provide additional resources for struggling students, such as resource, in the area of French immersion; Try and create a teaching environment where a teacher isn't required to prepare for 7 or 8 different classes in a six day cycle. (Participant 8)*

Specific to Core French, the most significant challenge reported by 56% of the participants was a lack of student interest. The need to address student interest aligns with **Recommendation # 4** made in the PEI State of French Second Language in Education Report: Edition 1 (MacPhee, Provencher, Lecky, 2017) where CPF PEI recommended that a DEELC campaign be introduced to raise awareness of the advantages of learning a second language. Those advantages include cognitive development, diversified worldview, respect for other peoples and cultures, enhanced problem solving, greater vocabulary and communication skills, and improved education, travel, and study opportunities (CPF). Participant 29 suggested PEI do more to promote second language learning:

*Offer higher DELF levels in High School ... as it would motivate our stronger students and would foster a culture of excellence. Make a bigger deal of our students' successes like in the Public Speaking Competition, DELF results, and former graduates who have a successful career in French!*

It is key that the PEI DEELC and education leaders ensure that students, teachers, and administrators understand that having more than one language is a very important literacy and life skill. Parents and students look to educators for leadership in understanding areas of study and trying to comprehend what skills students will need to be successful in their lives. Whether learning a second language, in this case French, is beneficial is no longer under debate - it is immensely advantageous. Further, promoting French aligns with the [2015 Senate Standing Committee on Official Language Report](#) recommendation two for the active promotion of bilingualism:

*That Canadian Heritage, pursuant to its responsibilities under subsection 43(1) of the Official Languages Act, encourage the public and business community to foster the recognition and use of the two official languages, and that it launch a national awareness campaign to encourage Canadians to learn their official languages.*

### Contact with French Culture and Community

As indicated in the list of challenges above, a lack of extracurricular activities available in French was considered a significant challenge by French teachers. Of the Core French teachers who responded to the survey question, only 4 out of 17 said they participated in any cultural activities. Further, 15 French immersion teachers reported no student or class participation in any extracurricular activities.

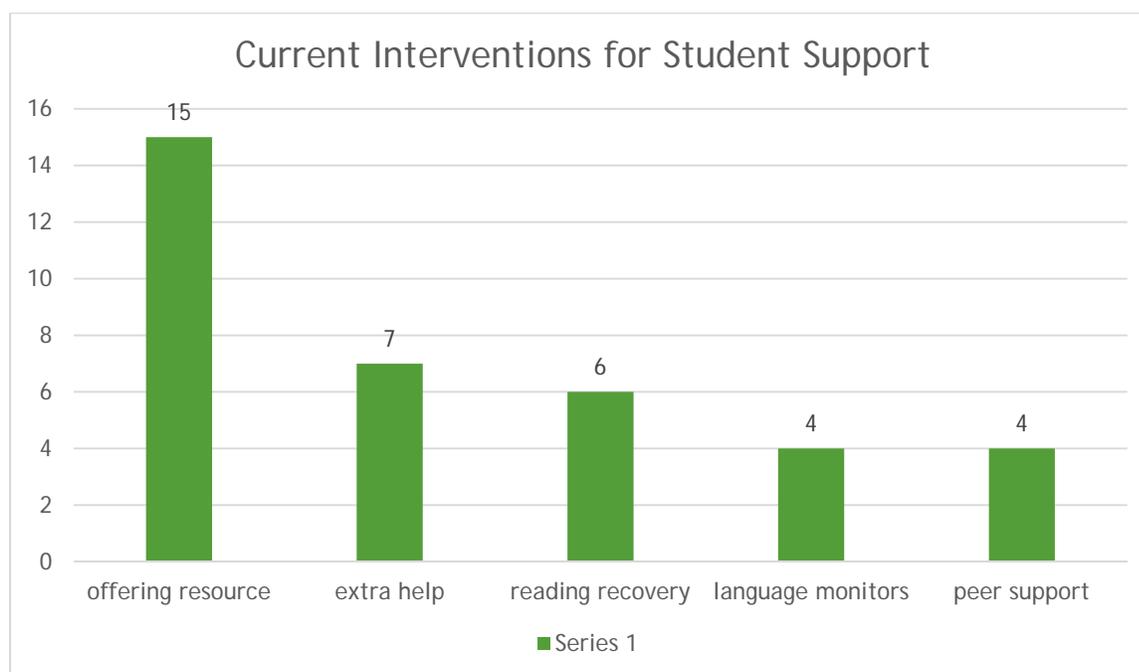
In the recently published report, *Meeting labour Market Needs for French as a Second language Instruction in Ontario* (2018), 45% of new FSL teachers reported that the second most significant factor that had motivated them to want to develop their French proficiency was “engaging with the broader French-speaking community” (p. 28). This was preceded by French education at school (71%); further in that report, one of two challenges identified by 53% of new FSL teachers was poor student attitudes toward learning French (along with lack of suitable teaching resources by 65%). In addition, in the Ontario study, one of the four main components in a provincial strategy to prepare added French teachers is to provide funding to participate in French language and cultural immersion experiences. A fourth point made was that most individuals would benefit from learning French when involved in the French community. These facts highlight the need for more attention to provide students with meaningful linguistic and cultural experiences in the French community.

These findings of a necessity for more French experiences and contact within the French community are supported by the anecdotal remarks made at the PEI French Network’s focus group discussion that there was a critical need to make French cultural activities prominent and consistently offered. Furthermore, during classroom discussions within the UPEI French B.Ed. program the pre-service teachers share consistently that they have had a significant personal experience and connection with the French culture, the people, and the language. Students explain the experiential contact was often the catalyst for their passion for French and wanting to become FSL educators. (Mary MacPhee, personal communication, June 2018).

### Supporting Learner Needs in Immersion

Teachers were asked to explain how they accommodate students who are struggling or have diverse learning needs in the French Immersion program at their school. Their answers coincide with the third most mentioned challenge listed above concerning a lack of resource help in Immersion. Participants also frequently emphasized there is a definite challenge to meet the needs of students with learning difficulties in FSL. There appears to be inconsistency in accessing French resource in schools across the province, and where it is available, many teachers claimed it was still insufficient. While 15 teachers said resource was offered, 10 other teachers indicated there was no extra support available at all, and 15 wrote at length about the need for extra help for students in French Immersion. Table 8 below shows the current interventions teachers identified as used to help students in FI. The numbers indicate the number of teachers who repeated the same type of assistance provided in their schools.

Table 8 Reported Current Interventions for Student Support



Other types of support that participants mentioned were tutoring, PIP or Early Intervention with reading and writing/ Intervention précoce en lecture et écriture (IPLE) with three examples each. Two different quotes from participants highlight this accommodation challenge for educators, starting with an educator who pursued graduate study in inclusion after seeing so many students struggle in the classroom.

*I have the necessary tools to help them, but with a full teaching schedule of six courses to prepare for and large classes, I am not able to help my struggling students. There needs to be a focus put on implementing help, such as resource teachers in French, at all levels in the coming years ... There is no accommodation in our school for the learning needs of students in French Immersion at the moment. We are beginning to see more and more students entering our school struggling academically. It is not required that they be removed from the program, but the necessary supports need to be implemented into schools to support French teachers and struggling students. (Participant 8)*

*In order to retain FI teachers, there must be a serious investigation into classroom composition. With the philosophy of not allowing students with LD's to exit the program, there is quite a diverse clientele and not all of them are able to be helped with the limited resources we have. In a school with a FI population of 150 children, we only get a half day of resource support, when we desperately need more. With the inclusion policy as it stands, we now have children with autism and severe behavioural issues in class, and no educational assistants to help teach these children. If the FI program is to continue to be inclusive, the supports must be in place to support inclusion and then we will see less teacher burnout and perhaps more teacher retention. (Participant 22)*

While many teachers and administration reported reading recovery programs, PIP, and resource in their schools, a resounding message came across from the majority of participants that the responsibility of accommodation is left to the school and the classroom teacher in particular, to manage a growing number of students with learning challenges in Immersion. There was also mention of a need for equal access to human and material resources in French and in English, as pointed out by Participant 12,

*We need more human resources. At our school, we almost have the same amount of students in FI as well as English, but the English resource teacher is at 100% while the FI teacher is only at 50%.*

For the first PEI State of FSL in Education report, we were unable to locate policies relating to assistance available to students with learning challenges or those requiring adaptations in FI. However, the ELSB drafted a document in 2016 for this purpose. The PSB is currently upgrading this working document, which is to become the standard to guide academic case management. At this time, according to DEELC, the draft has been made available to teachers and is referenced during in-service teacher training. According to the draft, the student support process follows the [\*Individualized Planning Process: Standards and Guidelines \(2005\)\*](#) document that all schools are to follow to support students. The first level of intervention is with the classroom teacher trying new strategies based on available data and continuing to assess student progress. The second level of intervention if required is making use of a resource teacher and a third level would involve a school-based student services team. Transfer of a student to another program is possible at a fourth level but only as a last resort and would be dependent on a case review considering all possible interventions with input from all team members. A transition plan would be put in place to facilitate a transfer. Improvements are needed to support all learners in FSL.

### Substitute and Resource Teacher Availability

The majority of FI teachers agree there are not enough French substitute teachers (75%) or they do find substitute teachers but it is difficult (24%). The majority also agree there are not enough French resource teachers (61%). Where there are resource teachers, text responses teachers shared demonstrated that it is still insufficient to meet the need. Eighty percent (80%) of administrators reported that there are usually not enough substitute French teachers available for classes to function in French in Immersion. Further, 15 of the 20 administrators said they do not have enough substitutes for Core French and eight of those 20 said they find substitutes but it is difficult. Only three of 20 administrators reported having enough resource where four said they do not have enough and another nine said they do not know.

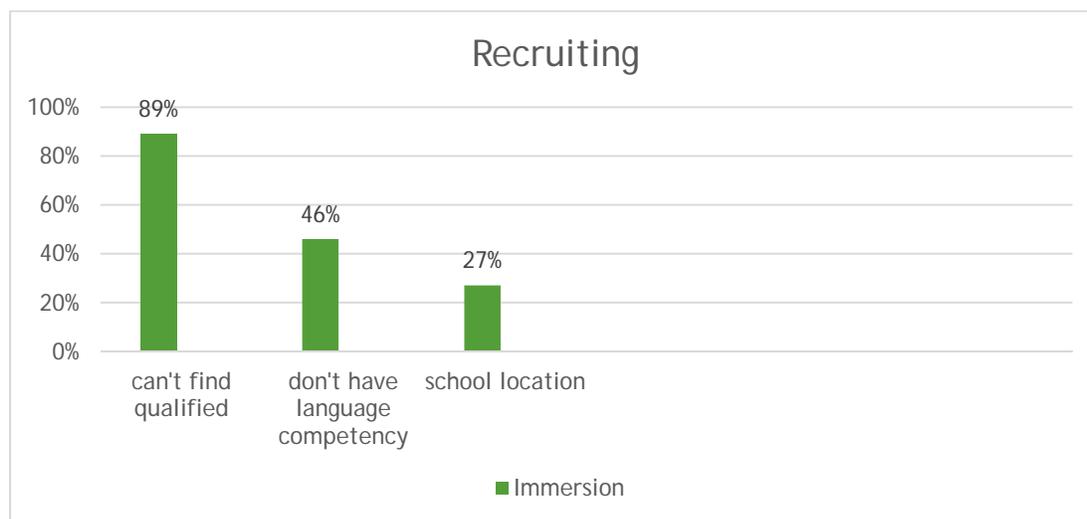
## Administrators Responses

### Teacher Supply

The data from the survey indicate that challenges exist on PEI with recruiting and retaining FSL teachers as well as finding qualified substitutes for Immersion and Core French classes. The Table 9 and Table 10 below display administration responses about the most successful recruiting practices for FSL teachers in PEI and Table 11 addresses retention and displays reasons teachers have left a school.

Table 9 Recruiting Teachers

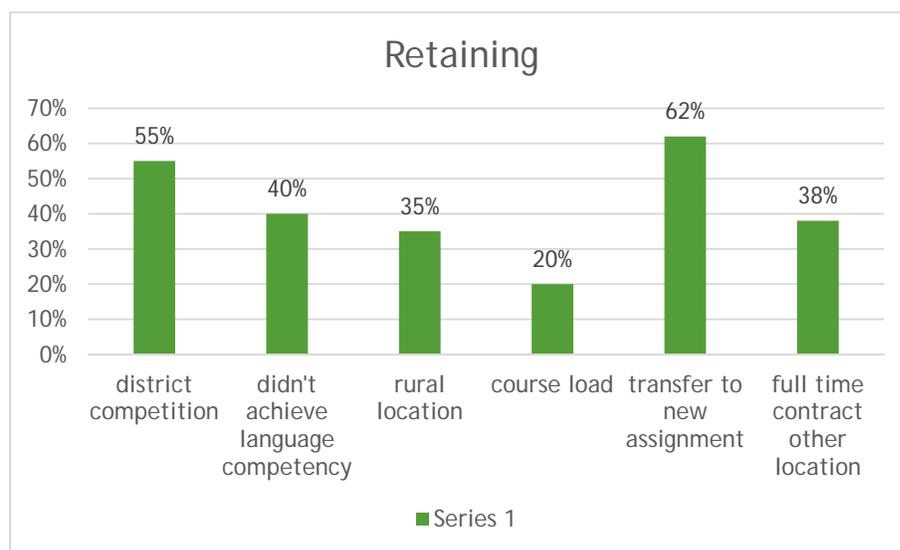
Respondents reported that 90% in the Immersion program and 71% for Core French had difficulty in recruiting teachers. Perceived successful attempts at recruiting are a result of partnerships with university (33%), using the job bank to advertise positions (29%), and proactive hiring of teacher candidates (29%) (student teachers)



At the end of the survey, three participants recommended to recruit much earlier in the spring to find qualified candidates for FSL positions before other school boards hire and to cover mileage for teacher travel to rural schools.

Administrators explained that retaining teachers was another challenge for a variety of reasons, including teacher transfers to access better contracts or to work in different regions.

Table 10 Difficulties Reported to Retaining Teachers



## Staffing for FSL Programs

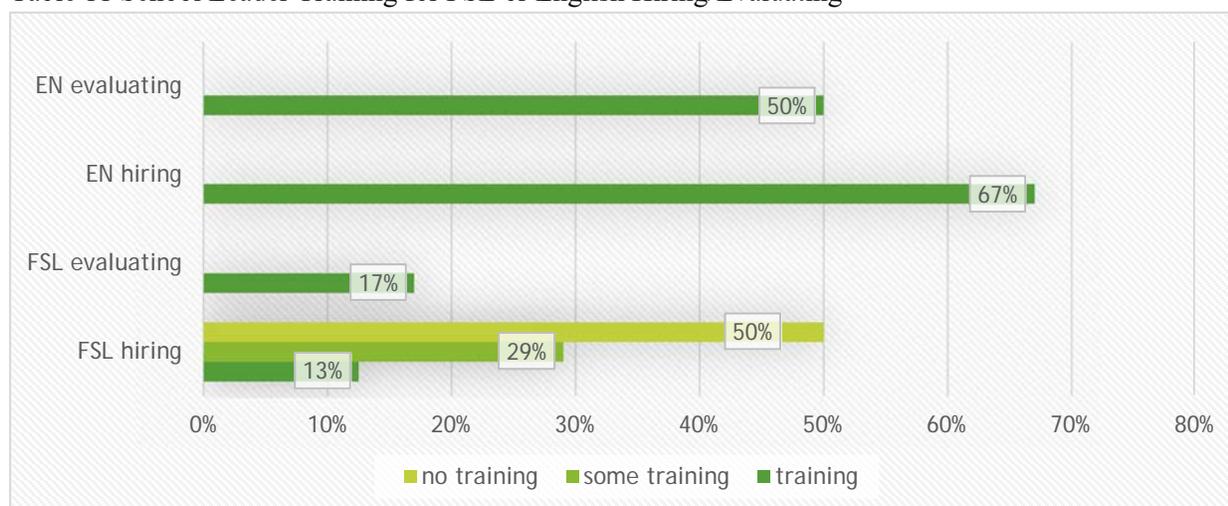
Our research results support the findings of a lack of qualified FSL teachers to fill the many Immersion and Core FSL positions (Karsenti, Collin, Villeneuve, Dumouchel, G. & Roy, 2008; Lapkin, MacFarlane, & Vandergrift, 2006; Lapkin, et al, 2009). In the ACPI report (2018), 71% of the teachers consulted said, “It is difficult to fill positions in their workplace” with qualified teachers. Manitoba, Saskatchewan, Alberta, British Columbia and Nova Scotia all reported a shortage of qualified educators.

Research on FSL teaching conditions across the country (Karsenti et al., 2008; Lapkin et al., 2006) identified ways that schools and school boards could improve the working conditions and retention for FSL teachers. Key recommendations were to offer FSL resources, FSL professional development, and enhance support by parents and administration. The Ontario market report (OPSBA, 2018) a decade later suggested financial subsidies for programs to support teacher French language development and to actively respond to the needs identified by FSL teachers. Improvements are also needed in PEI to enhance working conditions and retention of FSL teachers. The PEI participants echoed the need for FSL resources, professional development, and enhanced support. Additional suggestions to help and retain FSL teachers on PEI were to provide opportunities for FSL colleagues to collaborate and permit FSL teachers to teach fewer courses that require different preparation and to teach the same courses two or more years in a row.

## School Leader Training

In the *PEI State of French Second Language in Education Report: Edition 1*, we had no information or statistics on how many Principals and Vice Principals have had training specific to skills and knowledge regarding teachers in English or FSL programs. The data displayed in Table 11 below from the sample of 24 administrators has helped clarify about school leader FSL or EN specific training.

Table 11 School Leader Training for FSL or English Hiring/Evaluating



Seventeen percent indicated that more training would be helpful in evaluating teachers in both English and FSL. Participant 21's comments shared at the end of the survey highlighted needs, including that of FSL trained administration:

*Provide the support needed to effectively teach immersion, have administrators who understand the program, and have equal supports for students learning in their second language. Admin needs to encourage French teachers to work together (ex. have their own department head and not be lumped in with another department for PD).*

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The Canadian Association of Second Language Teachers (CASLT) has a guide *Leadership for Successful FSL Programs* (2011) to help administrators be knowledgeable about hiring, evaluating, and providing continuing professional development for FSL teachers. Administrators need to recognize unique teacher needs specific to FSL, such as pedagogy for FSL and for teachers to stay up to date on recent innovations and professional development in teaching FSL in their content areas. Administrators also need to know how to meet the needs of native and non-native speaking teachers of French who require ongoing support to maintain or improve their linguistic competency. A school leader who is not proficient in French may use recommendations in the guide and nevertheless assess a teacher's planning and assessment for meaningful learning and can also seek assistance to assess a teacher's performance. They can ask sources inside or outside the school for help assessing the authentic use of language by students and teachers.

### Voices of Participants

The participants had an opportunity to add additional comments about attracting and retaining FSL teachers in PEI. The most frequently mentioned comments were to:

- implement and offer broad and effective resource for students in French Immersion ( $n=8$ );
- reduce class sizes to improve student chances to learn a second language well and teachers to meet student needs in FSL ( $n=7$ );
- offer programs and options for teachers to improve their French proficiency ( $n=6$ ); and
- provide new teachers with a mentor in the beginning years as educators in FSL ( $n=5$ ).

Other suggestions were to provide resources that are appropriate to FSL ( $n=4$ ), update the curriculum ( $n=3$ ) and ensure teachers have more preparation time or less classes to prepare for, especially when they have to teach language classes which now require additional assessment time ( $n=3$ ).

Finally, participants suggested more time for teachers to collaborate ( $n=3$ ), more time to develop and share resources ( $n=3$ ), and to pay mileage for travel to rural schools. There was a recommendation voiced by four participants to welcome and integrate new or young French teachers who move to PEI and encourage their involvement in the French community to enhance retention.

To conclude, many of the needs identified in the CPF PEI FSL survey align with the needs identified in the ACPI 2018 FSL survey. Where the PEI survey data indicated some need for attention to teacher French proficiency, the ACPI national findings showed a need for improved French **language**

**competency** for approximately 30% of Immersion teachers (54% of Immersion teachers are Anglophone). Other needs identified nationally and in PEI were **specifically designed resources** and tools that do not require translation or simplification for Immersion teacher use, **access to resource for students in difficulty**, and more qualified French Immersion teachers.

*(end of survey results)*

## French Immersion Updates

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Inquiry with personnel at the PEI DEELC about long-term planning that will affect French Immersion revealed that, although there is no long-term plan for French immersion, the program of studies for Language Arts courses in several French Immersion programs is currently being revised. These revisions include the *Early French Immersion, Grades 7-9* and *French Immersion Grades 10-12*. One goal of the revisions is to make programs less content heavy and more task-centered. A student-centered approach to teaching and learning, which is aligned with the Common European Framework of References for Languages (CEFRL/CECR), is intended to:

- 1) increase student engagement; and
- 2) increase level of functioning and precision in French as tasks reflect real-life use of the French language.

The DEELC vision for the Immersion programs is that they will foster authentic language learning and development, and produce students who are enthusiastic about French who can function with ease in a variety of French contexts.

Changes in classrooms will take place over time in a systematic fashion, including trial and rollout of new outcomes and supports for Immersion teachers and students. They are currently in the preliminary stage of program development, which includes research and stakeholder consultation. There is current work with two committees, one at the intermediate level (7-9) and one at the senior level (10-12) to develop the new curricula. It is expected that there will be a pilot run at one of the high school French language arts programs in three schools beginning in September 2018.

In French Immersion Social Studies the DEELC are working on renewing a number of High School FSL programs to better reflect 21st century competencies as well as new approaches and realities. They have already updated the Grade 10 History program and will be continuing with Sociology and Law.

At the intermediate level, they are exploring the integration of Language Arts and Social Studies in order to provide students with more meaningful learning experiences. It is hoped that this will drive the message that all FSL teachers have a shared responsibility in language acquisition and that collaboration could mean greater success for students. The DEELC will provide support to schools who wish to adopt this approach.

### Accessing French Immersion programs

The main constraint for accessing Immersion is an individual's location within the province. FI is offered across PEI; however, the Kinkora, Morell, and Souris Family of Schools are in regions of PEI where FI is not offered at all (See Appendix A). Other factors that come into play for students accessing Immersion are teacher availability, classroom availability, and teacher recommendations.

The [registration policy](#) in the PSB Operational Policy guide (2017), states among other things, that:

5.2 Where French Immersion is not offered in a Family of Schools, a student may apply to attend French Immersion in another Family of Schools through the Student Transfer Procedure. The capacity of the school and the class size will be a consideration – Where a student has been approved to attend French Immersion in a school outside their Family of Schools, the parent/guardian is responsible for transporting their student to and from school or to the nearest access point.

5.4 Where a parent wishes to register their child in Mid or Late French Immersion, the student's teacher(s) will review the student's profile and discuss with the parents the suitability of French Immersion programming.

As demonstrated in Table 12, some regions (Family of Schools) still offer fewer FI program than others do. In addition, the availability of EFI and LFI still varies. As LFI is the only other entry point (except for the one Middle Immersion), this is an important distinction.

Table 12 Distribution of French Immersion schools within Family of Schools

<i>Family of schools</i>	Total schools	FI schools	% of total schools with FI	EFI schools	LFI schools	Mid FI schools	2 <sup>nd</sup> access %
<i>Bluefield</i>	7	5	71.4%	3	1	1	40.0%
<i>Charlottetown</i>	16	10	62.5 %	7	3	0	42.8 %
<i>Kensington</i>	2	1	50%	0	1	0	0.0%
<i>Kinkora</i>	2	0	0%	0	0	0	0.0%
<i>Montague</i>	8	3	37.5%	3	0	0	0.0%
<i>Morell</i>	3	0	0%	0	0	0	0.0%
<i>Souris</i>	1	0	0%	0	0	0	0.0%
<i>Three Oaks</i>	7	5	71.4%	5	0	0	0.0%
<i>Westisle</i>	9	5	55.5%	5	0	0	0.0%
<i>Totals</i>	56	29	51.78%	21	5	1	

Note: Charlottetown Rural and Colonel Grey Families were combined into Charlottetown Family

Six out of ten Families of Schools have French Immersion; of that only three out of the six (50%) Families of Schools have a second entry point.

### Attrition in French Immersion

Table 13 below shows the number of students registered in French Immersion in all grades over the past six years. The numbers in this table are broken down by year to identify where attrition happens and at what grade students are most likely to exit the Immersion program. Reviewing the enrollment from any cohort from kindergarten to Grade 5 shows a steady decrease of several dozen students each year. The intermediate level data from the last five years reveals an average increase of 232 students in Immersion between Grade 6 and Grade 7 due to the option in some Island schools to begin Late Immersion in Grade 7. However, it is also obvious that there is a small and steady loss of several dozen students each year throughout intermediate and high school until Grade 12, with a slightly larger attrition from Grade 9 to Grade 10. There was one exception of a gain in the graduating class of 2017-2018 where there seemed to

be six and then three new students join Immersion in Grade 11 and then Grade 12. *See Recommendation 8 regarding attrition data at end of report. Despite access to longer-term data, we have chosen to work with data from the last six years to analyse current trends and context.*

Table 13 Enrollment / Attrition in Immersion

<b>FSL Enrollment in FI</b>						
	French Immersion					
<b>Grade</b>	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Kindergarten</b>	353	422	419	438	406	375
<b>1</b>	367	339	399	404	414	381
<b>2</b>	285	342	323	364	373	376
<b>3</b>	306	272	328	308	343	362
<b>4</b>	307	314	263	342	327	351
<b>5</b>	241	285	310	270	335	318
<b>6</b>	270	259	284	306	264	332
<b>7</b>	464	454	473	544	582	493
<b>8</b>	416	443	432	437	525	550
<b>9</b>	400	407	434	421	418	496
<b>10</b>	386	347	389	317	364	376
<b>11</b>	319	325	309	329	323	342
<b>12</b>	277	298	309	276	274	326
<b>Totals</b>	4391	4507	4672	4806	4948	5078

## Core French Updates

Core French refers to a program offered from Grades 4 to 12 where students take one French-language focused course while all other subjects are taught in English. Core French is mandatory from Grade 4 to Grade 9 in the PEI curriculum. One school, Gulf Shore, is unique in offering CF beginning in Kindergarten to prepare students for entry into Middle Immersion in Grade 4.

As mentioned in Edition 1, there has been a new Core French delivery model developed in PEI.

### Intermediate Core French Literacy Renewal Project

In December of 2013, the DEELC French programs division published the Core French Renewal Committee Report. The vision was to create a new Core French delivery model that would:

1. Improve student literacy skills;
2. Increase student motivation and confidence to use French in their daily lives; and
3. Increase teacher, parent, and community engagement in Core French.

Using these clearly defined goals and financial support from Canadian Heritage, the Elementary Core French team embarked on a three-year journey (September 2015 to present) that has brought about

significant change to the way teachers teach, the way students learn and the way we think about second language learning.

Following the success and renewal of the elementary program, it was possible to identify three initiatives for the Core intermediate level renewal (for the 2017-2018 school year). Additional initiatives are planned over the next two years.

### **Initiative #1 Coordination and partnerships**

This completed initiative included the promotion and creation of posters, videos, public and school campaigns (some with CPF PEI) on the new Core French delivery model, benefits of learning French, assistance and training including one-on-one, for principals and teachers, as well as tools and support to gain insight into the new program.

### **Initiative #2 Development of pedagogical tools and teacher training**

Work continues on creating an extensive online portal of resources:

- Developing and implementing an on-line language portfolio for all students;
- Phasing out outdated materials; and
- Piloting the integration of technology into the Core French curriculum and classroom on the use of technology and Google Classroom, to improve, deepen, and demonstrate student learning.

Completed work includes tools to align assessment and evaluation practices with the new Core French delivery model:

- Documents for Grade 7 and 8 (wheels) of student competencies for speaking and listening;
- Writing document for effective teaching and evaluation / exemplars of student writing;
- Writing rubric for Grades 4-9 (an assessment of learning); and
- Variety of assessment documents and tools to facilitate formative assessment

### **Initiative #3 Establishment of Core French mentoring: Meaningful professional development**

The success of the new Core French delivery model relies on continuing the mentoring that has been offered to elementary Core French teachers since rolling out the new model in 2015. Mentoring will include offering training and in-class support for teachers using the new literacy curriculum and instructional practices:

- Provide coaching and expert support in a variety of settings and groupings; and
- Promote collaboration between teachers from different intermediate schools to strengthen a professional learning community.

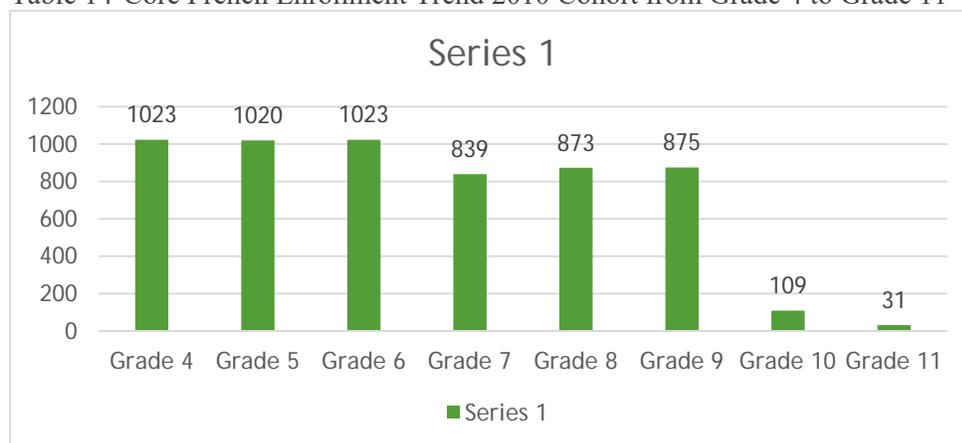
The intermediate Core French model is dependent on students, teachers, principals, parents, and community members sharing and promoting a common vision of the program. In sharing a mutual understanding of how the new Core French model contributes to the development of cognitive, academic, emotional, and physical competencies needed to succeed in 21st century life, we are investing in our students to be a generation of citizens who are successful and prepared for the real-life challenges and opportunities of today's world.

## Attrition in Core French

In 2016, we examined the enrollment trends in FSL programs in PEI over 25 years up to 2015-2016. The statistics showed that the overall enrollment in PEI schools had been decreasing (-19%) over the decades examined but the total percentage enrolled in FSL remained consistent, averaging 63% for Core and Immersion together until 2010. The enrollment statistics for Core French over the 25 years revealed a slow and steady decline in numbers from 49.3% of eligible students taking Core French in 1991 to 34 % of students in Core French in 2015 -2016, revealing a loss of 15.3%. (See Appendix B for Core numbers)

Below in Table 14, the data for students in Core French in all grades across PEI show that there is a marked drop in number of students between Grade 6 and Grade 7. Additionally, as pointed out in the Edition 1 report, the drop in Core French high school enrollment numbers remains consistently and staggeringly low. Students who enter a LFI program in Grade 7 can explain some of this Grade 7 CF loss. However, in the transition to high school, although each province's situation is unique, PEI's statistics resemble Ontario's (Lapkin, Mady, & Arnott, 2009) with a major drop in registration after the mandatory years of Grade 4 to Grade 9. See data for Table 14 in Appendix B.

Table 14 Core French Enrollment Trend 2010 Cohort from Grade 4 to Grade 11



There is hope that the new Core French model will be engaging for students and provide improved language competencies, enhancing the likelihood of students choosing to continue to choose FSL courses in high school. It will be interesting to observe the data in 6 years for any change in the current trend.

## Language Proficiency Assessment

### DEL F

The Diplôme d'Études en Langue Française (DEL F) and the Diplôme Approfondi de Langue française (DALF) are delivered worldwide to assess one's French competency in real-life situations based on six competency levels from beginner to mastery: A1, A2, B1, B2, C1 and C2. *DEL F* and *DALF* are diplomas awarded by the French Ministry of Education. There are listening, reading, writing and speaking components. The A2 level can meet daily needs comprehending common expressions and completing simple tasks. The B1 is considered sufficient for simple conversation in standard French and for travel.

Level B2 is significantly more challenging and where an individual starts to master the language and can function to understand complex texts or explain an area of expertise. The B2 is the highest level students take with the school level DELF. The PEI DELF results for the last eight years are shown in Table 15.

The DELF testing started in PEI as a pilot project with two schools in 2011 and increased to include all immersion schools by 2014. In 2015 and since 2017 Souris Regional High has participated with Core French students joining the immersion schools. The data displayed was shared by the DELF office in Ottawa. The *number eligible* means all students in Grade 12 in both Core and Immersion in 2016-2018 and immersion students prior to that. Immersion students challenge for levels B1 and B2 and Core students challenge for level A2. Success rate means the percentage of students who passed the exam with 50% or higher at the level they challenged. In each of the levels A1, B1, and B2, we report how many students were successful.

Table 15 History of DELF Results in PEI for Levels A2, B1, and B2

year	# schools	# eligible	# students testing	Participation rate	A2	B1	B2	Success rate
2018	8	351	293	83.5%	14	81	184	96%
2017	8	301	280	93.2%	5	101	174	94%
2016	7	306	261	85.3%	5	108	131	94%
2015	8	X	281	X	6	125	150	99%
2014	7	X	271	X	X	142	101	88%
2013	6	X	250	X	X	151	73	98%
2012	4	X	131	X	20	80	27	96.9%
2011	2	X	40	X	5	29	1	87.5%
Total			1807		55	817	841	94.8%

We were able to break down the PEI results to see the success rate for the students who tested at each of the A-2, B-1, and B-2 levels for 2017 and 2018.

Table 16 Success rate per language level each year

Year	A2	B1	B2
2017	100%	100%	91%
2018	100%	99%	95%

While there is a 90 percent average success rate with the exam for students all across the country, the Island score has been higher, suggesting that students are adequately prepared for the exam through the FI program. Although the statistic is encouraging, the reader ought to keep in mind that there are limitations to the comparison. Due to different demographic conditions, comparing provinces can only provide a limited view of how well FI is doing on the island. It was not possible to get more data specific to PEI or other provinces due to confidentiality restrictions.

## Recommendations

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With insights into FSL in PEI from our data collection and the information gleaned from the FSL literature review, we make recommendations to ensure quality FSL education on the Island, as well as to enhance opportunities for bilingualism for Island youth.

### Overarching Recommendation PEI State of FSL Report in Education

**Edition 1:** CPF PEI recommended **the investigation into and implementation of a long-term plan for the support and growth of FSL education opportunities on PEI.**

**Edition 2:** No progress has been made with this recommendation; new evidence garnered from the CPF teachers and administrators survey results suggests that short and long-term planning is required to respond to the challenges identified by our participants:

1. Large class size (52%) in Immersion and (40%) in Core French
2. Lack of French materials (44%) in Immersion (12%) in Core French
3. Lack of resource help for students in French Immersion (39%)
4. Lack of extracurricular activities in French (31%) in Immersion and (28%) in Core French
5. Too many classes to prepare (25%) in Immersion and (28%) in Core French

### **Recommendation # 1 Graduation Requirements**

**Edition 1:** CPF PEI recommendation requiring Core French language credits as a graduation requirement.

**Edition 2:** *No progress*

### **Recommendation # 2 Assessment**

**Edition 1:** CPF PEI recommended DELF testing be available to students in Core French.

**Edition 2:** *CPF applauds the PEI DEELC who now allow all Grade 12 Core French students, who chose it, to participate in DELF testing for French proficiency.*

### **Recommendation # 3 Access**

**Edition 1:** CPF PEI recommended that each Family of Schools should have at least one Early French Immersion program and one Late Immersion program to make it equitable for all students to have access to similar language learning experiences.

**Edition 2:** *CPF applauds the PEI DEELC for adding a continuing immersion program to Birchwood (joins the late immersion program there) and an early immersion program at a new school, West Kent.* However, there continues to be a lack of availability of French Immersion in certain regions of the Island, which contributes to the marginalization of French access on the Island. This inequity needs to be addressed in Kinkora, Morrell and Montague.

### **Recommendation # 4 Access/Advantages**

**Edition 1:** CPF PEI recommended the introduction of a PEI DEELC promotional campaign to raise awareness of the advantages of learning a second language.

**Edition 2:** *The initiative taken within the development and roll out of the new Core French program satisfies some of this promotional need.* However, there is still a need to promote the Immersion program as an effective way to achieve French /English bilingualism. Further to this, a promotion scheme should include bilingualism in general and all the benefits achieved through that journey. We also recommend a promotional campaign to focus on students in late intermediate grades and high school to encourage students to continue to learn French as a second language and to consider teaching FSL as a future career.

### Recommendation # 5 Teacher Competency

**Edition 1:** CPF PEI recommended an increased effort to identify and make available additional support for teachers currently in the system who do not possess the necessary French competency and pedagogical skills for teaching in a second language classroom.

**Edition 2:** *Currently the PEI DEELC has a program that identifies and advances French proficiency for a limited number of teachers each year. Although helpful, more needs to be done to offer pedagogical and linguistic support for a greater number of FSL teachers. A further recommendation for FSL teacher support resulting from this Edition is to ensure that a sole or small group of French teachers work with administration, librarians or others in each school to support FSL presence and learning.*

### Recommendation #6 Teacher Availability (recruitment and retention)

**Edition 1:** CPF PEI recommended that PEI DEELC vigorously recruit FSL teachers based on the FSL teacher shortage in Canada and the increasing interest in accessing FSL education (enrollment statistics).

**Edition 2:** In alignment with the feedback from the survey, CPF PEI recommends *to respond to the needs of teachers currently teaching in FSL*. This could include offer French language competency training, *implement standards for resource in French Immersion*, reduce number of courses in teachers' teaching load, encourage teacher collaboration and sharing of resources and provide resources that do not require Immersion teachers to revamp. In addition to increasing the number of FSL teachers, there is a need to have sufficient number of substitute teachers who can function in French for Immersion and Core French classes.

### Recommendation # 7 Policy

**Edition 1:** CPF PEI recommended that the PEI DEELC and PSB strengthen their FSL education policies using language that is more in line with the current philosophy and beliefs in the value of bilingualism, that the wording has real tangible goals; and that the policies be built around shared values and goals.

**Edition 2:** *The new policy # 408 is simply a "how to access" French Immersion guideline; it does little to show the public that the skill of bilingualism is held in high regard with the PSB. CPF continues to advocate that the PEI DEELC and PSB policies need to be more encouraging and progressive.*

### Recommendation # 8 Statistics

**Edition 1:** CPF PEI recommended that the PEI DEELC and PSB identify and model best practices for collecting data on attrition statistics and exit survey data. Further, we ask that data be collected and made available about PEI French teachers, for example: How many are there, how many reach the language competency requirement, what supports are needed (survey results), is there a shortage, if there is a shortage where are the shortages and the availability of specialists?

**Edition 2:** As noted in the CPF Survey results, attrition is a big problem in FSL education; without some exit data we will never be able to find a means to curb the attrition we see happening. *The level of attrition at the early and later years gives us reason to suggest a need for exit surveys as a means to help understand why such a high number of students are exiting the Immersion program and to pay attention to the issues, such as learning needs being met, accommodation, or outdated curriculum. As in Edition 1, we continue to believe that DEELC should be collecting data on teachers as noted above.*

### Recommendation # 9 Training

**Edition 2:** Data from this survey indicated a need to offer Professional Development for administration with training specific to the FSL teaching reality, to hire, support, evaluate, and retain FSL teachers.

### Recommendation # 10 Student Support

**Edition 2:** Make available a minimum number of quality linguistic and cultural extracurricular activities and /or exchanges across the province for second language learners. Survey data highlighted the need to support students by ensuring equal access to resource teachers and that programs and materials be in place to provide support to FSL students who are struggling in all schools across the province.

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### Links

Application for School principal/VP

[https://www.princeedwardisland.ca/sites/default/files/forms/eelc\\_principalvp\\_cert\\_2016.pdf](https://www.princeedwardisland.ca/sites/default/files/forms/eelc_principalvp_cert_2016.pdf)

Assessment results/individual schools <https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/provincial-assessment-results>

History of PEI [http://www.thecanadianencyclopedia.ca/en/article/prince-edward-island/#h3\\_jump\\_5](http://www.thecanadianencyclopedia.ca/en/article/prince-edward-island/#h3_jump_5)

PEI Department of Education, Early Learning and Culture Education Handbook for School Administrators 2015-2016 [http://www.gov.pe.ca/photos/original/eelc\\_edhandbook.pdf](http://www.gov.pe.ca/photos/original/eelc_edhandbook.pdf)

Provincial Assessment Results 2016

[https://www.princeedwardisland.ca/sites/default/files/publications/eelc\\_assessment\\_results\\_backgrounder\\_2016\\_1.pdf](https://www.princeedwardisland.ca/sites/default/files/publications/eelc_assessment_results_backgrounder_2016_1.pdf)

Public Schools Branch Operational Policies: [https://edu.princeedwardisland.ca/psb/wp-content/uploads/2018/02/408\\_French\\_Immersion.pdf](https://edu.princeedwardisland.ca/psb/wp-content/uploads/2018/02/408_French_Immersion.pdf)

Teacher shortage:

<http://ici.radio-canada.ca/nouvelle/1012678/popularite-Immersion-francaise-penurie-enseignants-dsfm>

<http://ici.radio-canada.ca/premiere/emissions/le-cafe-show/segments/entrevue/50143/emploi-professeur-francais-penurie-recrutement>

<http://ici.radio-canada.ca/nouvelle/1080086/enseignement-francais-peril-parents--ministre-colombie-britannique-ecole-francophone-Immersion-professeur-penurie>

<http://www.tvanouvelles.ca/2017/11/06/lImmersion-francaise-en-peril-par-manque-de-professeurs-en-ontario>

<https://pei.cpf.ca/blog/whats-new/nancy-wise-french-Immersion-should-be-for-all>

## Appendix A

Below, EFI means Early French Immersion that begins in kindergarten, LFI means Late French Immersion which begins in Grade seven, CFI means continuing French Immersion in intermediate and high school grades, and MFI means Middle French Immersion beginning in Grade four (in one school only). If there is no FI in the schools refer to the family of schools chart to see what school they would transfer to if accepted in FI.

Distribution of French Immersion in PEI Schools 2018

<b>Families and Schools</b>	<b>Grade</b>	<b>Type program</b>
<b>Bluefield Family of Schools</b>		
Bluefield Senior High School	10 to 12	CFI
East Wiltshire Intermediate School	7 to 9	LFI & CFI
Westwood Elementary	1 to 3	EFI
Eliot River Elementary School	4 to 6	EFI
Gulf Shore Consolidated School	4 to 9	MFI
Englewood School	K to 9	none
Central Queens Elementary School	K to 6	None
<b>Colonel Gray Family of Schools</b>		
Colonel Gray Senior High School	10 to 12	CFI
Birchwood Intermediate School	7 to 9	LFI & CFI
Queen Charlotte Intermediate School	7 to 9	LFI & CFI
Spring Park Elementary School	K to 6	EFI
Parkdale Elementary School	K to 6	none
Prince Street Elementary School	K to 6	none
St. Jean Elementary School	K to 6	none
West Kent Elementary School	K to 6	EFI
West Royalty Elementary School	K to 6	none
<b>Charlottetown Rural Family of Schools</b>		
Charlottetown Rural Senior High School	10-12	CFI
Stratford Elementary School	4 to 6	EFI
Glen Stewart Primary School	K to 3	EFI
Stonepark Intermediate School	7 to 9	LFI & CFI
Sherwood Elementary School	K to 6	EFI
Donagh Regional School	K to 6	none
L.M. Montgomery Elementary School	K to 6	none
<b>Kensington Family of Schools</b>		
Kensington Intermediate Senior High School	7 to 12	LFI
Queen Elizabeth Elementary School	K to 6	none
<b>Kinkora Family of Schools</b>		
Kinkora Regional High School	9 to 12	none
Amherst Cove Consolidated School	K to 8	none

<b>Families and Schools</b>	<b>Grade</b>	<b>Type program</b>
Somerset Elementary School	K to 8	none
<b>Morell Family of Schools</b>		
Morell Regional High School	9 to 12	none
Morell Consolidated School	K to 8	none
Mt. Stewart Consolidated School	K to 8	none
<b>Montague Family of Schools</b>		
Montague Regional High School	10 to 12	CFI
Montague Consolidated School	K to 6	EFI
Montague Intermediate School	7 to 9	CFI
Georgetown Elementary School	K to 8	none
Belfast Consolidated School	K to 9	none
Cardigan Consolidated School	K to 6	none
Southern Kings Consolidated School	K to 8	none
Vernon River Consolidated School	K to 9	none
<b>Souris</b>		
Souris Regional School	K to 12	None
<b>Three Oaks Family of Schools</b>		
Three Oaks Senior High School	10 to 12	CFI
Elm Street Elementary School	4 to 6	EFI
Greenfield Elementary School	1 to 3	EFI
Parkside Elementary School	K to 6	EFI
Summerside Intermediate School	7 to 9	CFI
Athena Consolidated School	K to 9	none
Miscouche Consolidated School	K to 9	none
<b>Westisle Family of Schools</b>		
Westisle Composite High School	10 to 12	CFI
Bloomfield Elementary School	1 to 6	EFI
M. E. Callaghan Intermediate School	7 to 9	CFI
St. Louis Elementary School	1 to 6	EFI
Tignish Elementary School	1 to 6	EFI
Hernewood Intermediate School	7 to 9	CFI
Ellerslie Elementary School	1 to 3	none
Alberton Elementary School	K to 6	none
O'Leary Elementary School	K to 6	none

## Appendix B

Core French Enrollment by Grade Level in PEI schools

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	20	23	32	26	25	19		
1	24	17	18	32	26	25		
2	22	26	17	23	32	26		
3	20	21	79	20	23	32		
4	1002	1096	1161	1216	1059	1034	1132	1188
5	1145	1020	1096	1201	1198	1108	1108	1161
6	1124	1138	1023	1097	1201	1271	1138	1156
7	989	920	920	839	898	945	1022	936
8	1144	965	904	960	873	907	963	1047
9	1189	1118	958	936	963	875	926	971
10	328	285	243	195	222	152	109	136
11	146	129	98	67	69	92	60	31
12	99	56	85	53	39	30	27	25
<b>Totals</b>	<b>7232</b>	<b>6791</b>	<b>6602</b>	<b>6564</b>	<b>6522</b>	<b>6414</b>	<b>6487</b>	<b>6651</b>