

NUMÉRO SPÉCIAL DU 5ème ANNIVERSAIRE 5th ANNIVERSARY SPECIAL ISSUE

Vol. 4 No. 4
Nov. 1981

NEWS

B.P. - P.O., Alta Vista, *8843
Ottawa, Ont., K1G 3H8

ACPI/CAIT

LES NOUVELLES DE L'
ACPI: Siège social
CAIT: Head quarters



EDITORIAL

Sonne carillon, l'ACPI à cinq ans! Allez, venez, ça se fête en grand!

Ce présent numéro 4 du volume 4 des Nouvelles de l'ACPI/CAIT News souligne un événement qui met une certaine part de fierté au cœur d'un groupe d'éducateurs au domaine de l'immersion qui, il y a cinq ans passés, furent pris d'une vision merveilleuse et intrépide: fonder une association pour regrouper les professeurs oeuvrant en immersion. Ce rêve... cette réalisation a pris des proportions nationales bien au-delà des espoirs que s'étaient permis ce petit groupe de professionnels audacieux à l'esprit pionnier et entreprenant.

CAIT has come a long way from Ottawa via Montréal, Toronto, Winnipeg, back to Ottawa and is now, in its sixth year, looking over the Rockies. The founding members had perhaps not counted on such national enthusiasm, at least the minutes of their early meeting indicate this. Enthusiasm there was and continues to be. For this special number of CAIT News, we have commissioned an article from the Chairman of the original committee of ACPI/CAIT to give members of the association, old and new, a chance to get acquainted with our "roots" so to speak. Furthermore, we have sought the spontaneous testimony of a young member of our profession and our association.

Nous avons aussi sollicité la gracieuse permission du conférencier-invité au premier congrès tenu à Ottawa, Dr. H.H. Stern, pour publier le texte de l'allocution qu'il avait prononcée lors de cet événement historique. Ce numéro spécial a été conçu dans un esprit de rétrospective venant du cœur mais gardant les yeux grand ouverts sur un avenir riche de promesses et de défis. Grande responsabilité qui nous incombe à tous! Rendant hommage au passé, soulignant nos débuts, préparons l'avenir, bâtissons maintenant.

J. Racicot
Rédacteur

FRENCH IMMERSION IN CANADA: ACHIEVEMENTS AND DIRECTION*

An address given at the first conference of CAIT - Ottawa 1977.

by H.H. Stern

This is a great occasion - the opening meeting of this new association: Association Canadienne de Professeurs d'Immersion/Canadian Association of Immersion Teachers. (ACPI / CAIT).

It is a moment to pause and reflect; to look back on how it came about; to ask where we are now; to give some thought to which direction to take in the future; and in particular to see what part this new association can play in the relatively new type of language education we have come to call "immersion."

It is indeed a great honour and a responsibility to be asked to give this opening address. I would like to make clear that I have no brief. I am not the mouthpiece of the founders of ACPI/CAIT. I am giving you a personal view.

*The following members of the OISE Modern Language Centre team have helped me in the composition of this paper by their insightful comments and suggestions. Birgit Harley, Sharon Lapkin, Merril Swain and Alice Weinrib. Henri Barik supplied me with recent data from the Bilingual Education Project testing program.

The paper is the keynote address to ACPI/CAIT.

(Continued on page 2)

RÉPARTITION DES MEMBRES DE L'ACPI PAR PROVINCE

TERRE-NEUVE	12
ILE-DU-PRINCE-ÉDOUARD	11
NOUVELLE-ÉCOSSE	18
NOUVEAU-BRUNSWICK	28
QUÉBEC	138
ONTARIO	342
MANITOBA	347
SASKATCHEWAN	25
ALBERTA	77
COLOMBIE-BRITANNIQUE	72
TERRITOIRES du NORD-OUEST	5
ÉTATS-UNIS	1
TOTAL	1076

FRENCH IMMERSION...

A GLANCE INTO THE PAST: THE IMMERSION STORY

Origins, Sources, Early Impetus

An educational innovation is hardly ever the result of critical analysis, research and purely rational decision-making; rather, it is an expression of the hopes and aspirations of strong-minded people and their hunches, their determination, inventiveness and enthusiasm. The immersion story is no exception. It is a happy story, but it is also an unusual one. We can learn a great deal from its short history.

The initiative did not come from the professionals — teachers, psychologists, administrators — but from parent's groups. Of crucial importance to this particular innovation was the work of a small group of English-speaking parents who were active between 1963 and 1966, or thereabouts, in St. Lambert and who clamoured for some form of bilingual education for their young children. They were prompted primarily by a belief in the importance of bilingualism for Canada and a knowledge of French for their own and their children's future in Québec. They initiated out-of-school French classes for their young children; they read about language teaching experiments elsewhere; they went into the theoretical arguments for an early start and consulted with such authorities as Drs. Penfield and Lambert; they lobbied the local administrators and politicians to set up experimental early French language classes for Anglophone children. Eventually, out of the different parent initiatives, one small group — the St. Lambert Bilingual School Study Group, under the chairmanship of Olga Melnikoff — guided and gave strength to the development of early immersion. Today we want to show appreciation for the beginnings of immersion and other forms of bilingual education in Canada and want to acknowledge the originators of this movement. This honour, in my view, must go to the St. Lambert parents' groups and particularly the St. Lambert Bilingual School Study Group.

The St. Lambert parents presented two briefs — the first to their school board and the second a year or so later to the Québec Minister of Education. In these briefs, they formulated the

The impetus everywhere was the same: the interest of parents' groups and educators to improve and strengthen French instruction for Anglophones in a more radical way than was possible through a twenty-minute oral French program. The recent setting up of a new Canada-wide association, "Canadian Parents for French," indicates that this early impetus has not spent itself.

A by now familiar sequence of events repeated itself in many places:

1. a school board decides to set up an immersion class or classes on the basis of parental, school board or administrative initiative;
2. an immersion class teacher is appointed; a curriculum is developed, or, at times, improvised and put into operation;
3. in some instances, a research team is found and given the task of evaluating the effects of the project.

This is what happened on a large scale in Ontario and was soon to happen also on a more restricted scale in other provinces.

Spread to Ontario

An oral French program — radical by the standards of the sixties, but modest from today's point of view — was introduced in Ottawa as early as the late fifties and in other parts of Ontario in the mid-sixties. However, the hoped-for bilingualism did not materialize. By about 1969, particularly in Ottawa, disappointed parents and school board trustees began to attack the school board administrations for being timid and half-hearted about French. The improvement of French became a political issue. Here again parents took the lead in urging the boards, particularly in Ottawa, but also elsewhere, to follow the example of St. Lambert after the first results on immersion reported in the articles by Dr. Lambert and his colleagues had become known around 1969. Since the reports were positive and promising, it was argued, why not try the same in Ottawa where the demand for effective bilingualism was just as great as in Montreal?

Around 1970, some school boards in the Ottawa region tried to respond to these pressures, but the board officials were worried about what they were letting themselves in for. They, therefore, turned to universities and research institutes such as the University of Ottawa and OISE to get some help in evaluating these innovative programs, just as St. Lambert had turned to Dr. Lambert and his colleagues at McGill.

It also made it evident that immersion has become part of the educational scene in Ottawa and Montréal; it was no longer a tentative experiment. It was available now to as much wider range of pupils, not only to the children of a limited number of middle-class parents. Furthermore, different types of immersion programs, for example, a "partial immersion" or bilingual program from Grade One in Elgin County, a "late immersion" program in Grade Seven established by the Protestant School Board of Greater Montreal, and a "late immersion" program in Grade Eight initiated in 1971 in Peel County, illustrate promising departures from the St. Lambert type of program.

Meanwhile, some school boards also instituted a less radical extension of French; they increased the time available for the language and included one or two subjects to be taught in French, the so-called extended or intensive French programs.

Already as early as 1973, a definite pattern of results of immersion education became clear. It confirmed the encouraging findings summarized in a book by Lambert and Tucker in 1972. The learning of French was improved beyond anything that could normally be expected from conventional French instruction; mother tongue as well as general educational progress did not suffer; and such findings were not based on superficial impressions, but on "hard data" in which experimental immersion and regular classes had been systematically compared over two or three years in the same way as Lambert and his colleagues and students had done in St. Lambert since the mid-sixties.

However, a number of people continued to have misgivings about the very success of the immersion program and were concerned about the enthusiasm and partisanship that was aroused by immersion.

1. Some people mistrusted the optimistic results in the research reports. They feared that the tests were too insensitive to capture the possibly negative effects of immersion on cognitive or affective development in children.
2. Others, particularly administrators, mistrusted the "bandwagon effect" and the excessive enthusiasm aroused by immersion. Questions about long-term results and about the possibility of negative side-effects began to be raised.
3. The practical problem of creating a minor French educational system for Anglophones within an English-speaking system had unknown implications for school administration, teacher recruitment, and for English-speaking teachers within that system.
4. In some quarters there was a strong fear of a "backlash" against French.

Administrators, around 1973, were therefore in a dilemma between a poorly working core program of twenty minutes of oral French a day, and a supposedly highly-effective program with all kinds of question marks. At this point in time, two events occurred, both of which helped in coming to grips with this issue:

1. The Ontario Ministry of Education set up a committee (the Gillin Committee) charged to review the entire position of French in Ontario and to make recommendations about future policy.
2. About the same time (1973), the Federal Government — eager to develop bilingualism — gave to Ontario the sum of two million dollars for one year for experimentation in teaching French in Ottawa schools because Ottawa, as the seat of the Federal Government, was felt by the authorities to be of essential importance to bilingualism in Canadian schools. Another two million dollars was made available the following year. These grants enabled the four Boards of Education in the Ottawa area, in 1974-75, to try a variety of experiments in the teaching of French which ranged from minor changes in the regular French program to immersion at various levels.

The Ontario Ministry of Education was anxious that these French curriculum experiments should be properly evaluated. At the instigation of the Ministry, the four Boards, therefore, set up independent research teams to undertake this task. At the same time, the Ministry invited a research team at OISE to make a synthesis and overview of the entire research effort in Ottawa. In addition, early in 1976, after the two-year study had been completed, the Ministry invited three outstanding "guest analysts" as external evaluators, J. B. Carroll, Clare Burstall and Wilga Rivers, to review the experiments, the research reports of the Board teams as well as the OISE synthesis. The research teams, evaluators and administrators eventually all met in a colloquium in April of that year and made presentations on

which the three guest analysts commented. The taped deliberations have been published as a special issue of the *Canadian Modern Language Review*.

Once more, after this thorough vetting, the findings were favourable to the immersion solution. The Gillin Report and the Ottawa research reached more or less the same conclusion: immersion was recommended as one among several options for providing French in Anglophone school systems, perhaps as the most promising option for those who wanted to achieve the highest level of French in school.

Review of Main Findings

It is appropriate at this point to indicate briefly some of the main findings of immersion research. These have been stated on several occasions elsewhere but it is useful to remind ourselves of them to substantiate the claim that immersion works. Immersion has by and large met four main criteria of educators and administrators. At the same time we must not ignore open questions and unresolved issues.

Criterion 1: *Everyone wants the children in school to learn more French than they have in the past.*

Without question, children in immersion programs learn more French than students in extended or core programs. From the point of view of French, immersion has undoubtedly proved the most effective program wherever it occurs in the school system. However, it would be unjustifiable to claim that immersion leads quickly and painlessly to full bilingualism.

Criterion 2: *Everyone would like to see children gain a positive outlook on the French language and a desire to communicate with French speakers.*

Students in immersion programs seem to gain a more positive outlook on French than students in other programs. However, if I interpret the limited findings available correctly, a fair number of students continue to regard French as something within the school unless special steps are taken by schools, parents or the students themselves to bring the students into contact with Francophones. Occasionally, one comes across pleasing instances where this has happened. But my cautious interpretation is that immersion by itself has not become the simple bridge between the two solitudes. More must be done to strengthen opportunities for direct communication.

Criterion 3: *No one wants the increase in French to be bought at the price of a loss in English.*

Here research reports have been positive. Most studies of early immersion indicate a slight temporary loss in editorial skills of English language arts, e.g., punctuation, spelling, capitalization. Generally speaking, no long-term negative effects of immersion programs on English language skills have been identified; in some instances, the comparison even favours the immersion group.

Criterion 4: *No one wants the increase in French to entail (a) a loss in general education in other subjects or (b) in the personal development of students.*

In these two areas, too, findings are reassuring. Nothing decidedly negative or positive has come to light. Thus, as far as content learning in other subjects is concerned, a large number of data relating to different subjects (maths, social studies, geography, history, etc.) at various levels in the elementary school were summarized in one study as follows: "Students learn subject material taught to them in French and demonstrate achievement levels comparable to students taught the same subjects in English."

In a forthcoming paper, Swain has analyzed in detail aspects of the treatment of content subjects at the secondary stage, such as history, geography, science, mathematics and has concluded that "Immersion students sometimes scored as well as, sometimes better, sometimes worse than the English-instructed comparison groups on achievement tests to content taught them in French."⁸

None of the fears that have sometimes been expressed about personal identity, cognitive confusion or emotional insecurity as a result of the immersion experience have been substantiated. Far from damaging cognitive development, immersion has been considered an intellectual challenge, particularly for younger children with possible cognitive and social benefits.

Teachers and Administrators

So far, nothing has been said about immersion class teachers. It is a reflection of the immersion story; we have thought of the

parents' groups that gave the impetus to the immersion experiment; we have identified some of the researchers who have analyzed and evaluated the effect of immersion on children. But we have hardly mentioned the teachers who made this experiment work in the classroom day-by-day and assured its success. They have remained anonymous. It is good to see that they are now coming together in this Association and can make their collective voice heard. They have played a key role in this pioneer effort.

Most of the teachers are native speakers of French. Many have come from Québec and other parts of French Canada. A number have come from the European francophonie, others from North Africa or other areas of the world francophonie. Some have previously taught oral French in elementary schools. Others have taught general subjects to native speakers of French. In the immersion programs, all of them have been faced with a novel situation. For some of them, the Anglophone educational systems of Canada were a new experience to become familiar with. Each of them, whatever their origin or

mersion, brutal immersion, gentle immersion, language bath and modified language bath are watery kinds of analogies. They are "fluid" also in the figurative sense: the concept "immersion" is not always clearly understood. As a result, immersion has been interpreted in different, even contradictory ways. It is not unimportant for an association which has the term "Immersion" in its title to be clear what distinguishes immersion from other forms of language teaching.

I would like at this point to introduce two sets of terms which, I hope, will help us to remove the ambiguity: the distinction between *formal* and *functional* strategies of teaching and learning a language. What I have called "formal" strategy has been called "linguistic classroom" or "instructional approaches" by others; and what I have called "functional" has been referred to also as "communicative language learning," "informal language learning," "natural" or "free" learning.

Take a child with one Francophone and one Anglophone parent; assume that both languages are spoken in that home: this child is likely to grow up bilingual. This and other fasci-

ing a language in a formal language class as a subject may involve talk, reading, and listening of interest to pupils and teachers, in other words, real communication; thus a formal language lesson can become functional. At the other end, using the second language as a medium of communication in an immersion program may involve stopping and considering words or expressions, correcting language errors, and giving linguistic explanations. The mainly functional immersion class has its formal side.

French immersion, as we have come to know it since the first St. Lambert kindergarten classes in 1965, has certain features which distinguish it from other forms of language teaching: (a) a substantial amount of educational time — it may be up to 100 percent — is given to French and (b) a substantial amount of that French time is spent on educational activities conducted *in* French rather than on the study of French *per se*.

Immersion defined in this way always has this dual aspect: French language combined with other educational content. Immersion teachers are not merely or mainly French language teachers; they are educators who teach through the medium of French as a second language. An immersion class teacher may of course use both formal and functional strategies; but if a program is to qualify as an immersion program, the functional use of French, that is, using French as a medium of instruction or communication, must predominate.

On the basis of this analysis, immersion can now be related in a constructive way to other language programs. For example, the so-called extended French program has the same ingredients as the immersion program. But the total amount of French time is reduced compared to full immersion and the proportions of formal versus functional activities may be different.

The regular or core program is by definition intended to teach the language as a subject, and the formal approach may well be predominant; but that is no reason why this program should not also contain functional activities in which French is used as a means of communication or instruction.

Immersion may be organized as a distinct alternative to the regular or core program; it may be offered as a separate pathway through the school system; it may even be offered in a different specially designed school, a bilingual or immersion school. But another possibility is that it appears as a functional component or ingredient of the ordinary French language class, the core program.

We have become familiar with a number of variants of the immersion theme: early or late immersion, full or partial immersion, or extended French. Moreover, the immersion principle need not be limited to the classroom. The school environment itself, including the office of the principal and the administration, can become part of the immersion setting. An immersion class is usually understood to be an Anglophone class with a Francophone teacher, but a different form of bilingual education may include a mix of French and English students. Moreover, there are other patterns of alternating or combining cultures and languages. For example, the binational German-American John F. Kennedy School in Berlin, or certain bilingual education experiments in Australia use a much freer mix of languages than we are accustomed to in immersion.¹⁰ In other words, the St. Lambert model which has been widely adopted, admirable as it is, is only one of several ways of providing immersion or bilingual education.

I hope that ACPI/CAIT in its activities will not be committed to a single, specific formula; rather, that it will keep an open mind on different combinations of formal and functional activities and that it will be active in continuing to experiment with different types of bilingual education.

2. Language Development in Immersion

Immersion programs were prompted by the hope and expectation that they would make children "bilingual," in any case that they would lead to a much more substantial knowledge of French than was achieved in conventional programs. This hope has been met. Ordinary classroom observation and extensive testing programs show that the immersed student knows more French than students in other types of programs.

Consider some tests of reading and listening comprehension that have recently been devised by the OISE Bilingual Education Project for Grade Six immersion students. The reading test includes, for example, French newspaper clippings of the kind that interest youngsters followed by multiple choice questions

in French about these clippings. The listening test includes unaltered French radio recordings, for example, a newscast, a sportscast, a radio advertisement and a weather forecast, followed by questions asked in French. The result of these tests have not yet been completely worked out; but preliminary findings indicate that Grade Six immersion students can cope with these demanding tasks very adequately. We don't know yet how conventionally taught students at Grade Six level would perform on the same tests; my guess is that these tests would be very demanding for them and for a good many students, even at more advanced stages of schooling, they would be completely out of range.

These results on the receptive use of French are gratifying for the immersion approach; but they must be looked at in conjunction with other findings on the productive use of language at this stage.

Take some Grade Six French immersion children with six or seven years of French behind them and, as Spilka has done, show them a short silent film of approximately twenty minutes' duration and ask them to tell the story of the film to a French-speaking child of the same age; these immersion students can perform this task and convey meaning adequately to the Francophone child, but their speech is relatively slow and halting and they make many mistakes: they are hampered in their speech by words and expressions they don't know.¹¹

In a similar study, Harley and Swain have recently analyzed the mastery of the French verb system by five immersion class children in their sixth year of French as it appeared in an interview situation and compared it with the verb system of Francophone children of the same age interviewed in similar circumstances. The five immersion children, like the Francophones, were able to sustain twenty to twenty-five minutes of conversation with a sympathetic Francophone interviewer. This is indeed a positive result and corresponds to the achievement of Spilka's children who were able to explain a film to someone who had not seen it. Yet their responses, although understandable to the interviewer, contained many errors, hesitations, and, in some cases, English expressions. These results are in keeping with what one would expect from our general knowledge about language acquisition and second language learning.

However, the question we should now ask is no longer: "How much better is immersion French than the French of students conventionally taught?," rather it should be: "What levels can reasonably be expected after one, two, three or more years of immersion?"; "Is the level of French reached after a given number of years of immersion the best that can be attained in this type of program, or could it be further improved?"; "For how long is the superior level of French reached maintained after the program has ceased?"; "What level of French in speech, reading, comprehension, and writing is adequate to undertake all the complex mental operations that are demanded by different school subjects taught in French?"¹² We must remember that students who have gone through an immersion program eventually should be able to receive part of their further schooling, professional or university education through the medium of French. Could they cope with it satisfactorily? If not, are there ways in which the immersion program can be strengthened so that it will meet these objectives?

It would be a disservice to immersion education if we looked at the language performance of immersion students through rose-coloured spectacles. Instead, we should give full support to the kinds of research on the language and cognitive development of the immersion student, illustrated by the studies I have referred to. We should carefully examine the findings of such studies and consider what they imply for the pedagogy of the immersion class. Such studies can also help us to define reasonable expectations. Furthermore, teaching experiments are needed exploring ways and means of helping immersion students to move on to, and maintain, levels of French proficiency which clearly meet the educational and communicative demands that are expected as the desirable outcome of immersion programs.

3. Research and Development Emphasis

The immersion experiment has been fortunate in arousing the interest of a number of linguists, psycholinguists and educational researchers and, as we have seen, it has been the subject of a good many research and evaluation studies. This has been valuable and has helped in the critical analysis of the

immersion approach. It has given reassurance to parents, administrators, educators and politicians. It has played an important role in the spread of immersion. Indeed, it was vividly shown at the Research Conference on immersion in Montréal in November, 1975, that new research questions are asked by the investigators, indicating that the research approach is alive and has not become a routine merely to allay the misgivings of administrators and the public.¹³ Therefore, we urge ACPI/CAIT to lend its support to the continuation of all such research related to immersion.

But while immersion has already been well served with research support, the financial and human resources that have gone into *curriculum development for immersion classes* have been much more modest. In many instances, immersion teachers have been left to their own devices; they've been abruptly plunged into the immersion-class "bath" and have had to improvise a curriculum without receiving sufficient resources or much help. There are, of course, exceptions to this rule. Here in Ottawa, for example, valuable work has been done in curriculum development. The list of materials in different subject areas, collected from the experience of a number of immersion experiments in Ottawa that the OISE team has been able to publish in 1976 as an appendix to the final report on the Ottawa evaluation of immersion, is impressive in size and scope.¹⁴ A materials evaluation survey of the OISE Bilingual Education Project, recently published, provides further evidence of the strides that have been made in curriculum development.¹⁵

Much more, however, needs to be done systematically at all levels of education at which immersion and bilingual programs are offered, particularly so for late immersion programs which have so far received too little attention from the curriculum developers. If you agree with me in this, the Association would put a great deal of emphasis on curriculum research and development, program experimentation, and formative curriculum evaluation.

This task has to my mind been underrated. If an immersion or bilingual education curriculum is to respond to the full potential of this type of education, it should be guided by at least four considerations:

1. The immersion curriculum must aim to be fully equivalent to its English counterpart; it must not be an impoverished pastiche. I am not implying that today's immersion courses are not equivalent. I am merely trying to indicate general principles to guide us. If Mathematics or History are to be studied in French, the information content and the intellectual skills brought into play should be equal to the best corresponding programs in English.
2. However, a History course of studies in French immersion should not be merely a translation of the English History course. It should offer more than that: while the framework and overall objective may be the same as that covered by the English guideline, it should also be inspired by sources and resources taken from Francophone education in Canada, France, Belgium, Switzerland, and other Francophone countries. What is needed — subject by subject — is a reinterpretation of curricula and materials in Canadian terms, enriched by a French ingredient or a French perspective. This may in many instances involve a lot of rethinking and rewriting of materials, or writing new materials altogether.
3. In the same way, it is not possible simply to take a textbook produced for French native speakers in France, Belgium, or Québec and to assume that it can be used without adaptation in an immersion setting.
4. Any curriculum preparation for immersion must further bear in mind that the learner is studying the subject matter in a second language, that he needs to acquire the use of language specific to the area of study. Much of the recent work that has been done on *languages for special purposes* (LSP), particularly in Europe, is relevant. The LSP approach is mainly intended for language use in the professions, e.g., engineering and medicine, but it has important lessons for the preparation of curriculum materials in French for immersion programs.¹⁶

If immersion is to be a truly alternative form of education and a genuine equivalent to schooling in English, curriculum development must be done at all levels, the kindergarten, the primary grades, junior and intermediate grades, and in selected subjects at senior high school level. I hope that ACPI will take an active part in this development and, incidentally, persuade publishers that immersion programs represent a new and

growing area of public demand for materials.

4. *The Education of the Immersion Teacher*

From what has been said about immersion, about language growth in immersion classes, and the curriculum of immersion programs, it should be clear that the immersion teacher has a demanding and very specialized task to fulfill. It is because of this specific role that, I believe, it is justified to create an Association for French immersion teachers.

As we already pointed out, A French immersion teacher is not simply a French language teacher. He or she is primarily an educator who teaches children at a given level of education, e.g., in Kindergarten or Grade One, Two, and so on, or in a given subject area, e.g., Mathematics or Science. Since these teachers teach Anglophone children, they must also possess the skills of second language teachers.

Since they must combine the qualities of general educators with those of second language teachers, this combination will make special demands on the training of immersion class teachers. Ideally, a teacher should:

1. be a good practitioner at the educational level and in the subject area(s) for which he or she is responsible;
2. be bilingual, with a native-like command of French but with sufficient knowledge of English to understand the language background and problems of the students, and an ability to speak English in an emergency and to communicate with Anglophone colleagues or parents;
3. be able to represent Francophone culture;
4. understand and transmit the educational methods of the system in which he or she works;
5. understand the language development of children and the specific nature of bilingual education.

The curriculum of teacher education for immersion and bilingual education follows from the above considerations. It should include the following components:

1. general educational studies and studies on the special problems of immersion students;
2. educational specialization for a level (e.g., Kindergarten), or a subject (e.g., History, Social Studies, Mathematics) and a study of the problems of teaching this specialization under conditions of immersion;
3. studies on language development, bilingualism, and second language learning and their relevance to immersion;
4. second language methodology and immersion as a special approach to second language learning.

It seems to me that immersion teacher training should be available as a form of pre-service and in-service education in conjunction with other teacher training facilities. Ministries of education and teachers' colleges are increasingly conscious of this need. Since one essential condition of immersion education is a native-like command of French, it is likely that most immersion teachers will be native speakers. But the opportunity should be offered to non-native speakers to improve their French so that they can also teach in immersion programs. Hence, the training itself should be an experience in immersion or bilingual education.

One excellent suggestion recently made to me is that high school teachers who teach French and a second subject, e.g., History, should be offered the opportunity to receive in-service training so that they can teach this second subject, History, in French. This would greatly strengthen the bilingual potential of high schools.

I hope that this new Association will exercise its influence in the area of teacher education wherever the immersion alternative is put into operation.

Conclusion

The experience of immersion has largely been gained over the past twelve years in French immersion in school settings. I regard it as one of the perhaps *the* most significant contribution that Canada has made in the field of second language education.

The applications and implications of this experience are far-reaching. Immersion is not confined to Kindergarten and the early years of schooling. I personally would like to see more immersion-type bilingual schooling at the high school level. Here it could be strengthened if incentives were offered, e.g., if additional credits were given to taking a subject successfully in the second language. Moreover, teachers who teach subjects

other than French bilingually should qualify for a special bilingual allowance.

Equally, the opportunities for bilingual education in adult and higher education at universities, in business education, in engineering, theology, law, medicine, etc., are possibilities that have not yet been adequately explored. But they are needed if Canada is to continue to strengthen its French language capabilities and opportunities.

In this context, it would seem to me important for this new Association to make contact with bodies and associations, particularly at the national level, which promote different aspects of education and curriculum, e.g., early childhood education, the teaching of reading, or the teaching of different subjects, such as Mathematics or History, as well as associations which promote the education of Francophone minorities. In this way, immersion education will remain abreast of current thought and practice in education generally. Moreover, in national educational associations, immersion educators can form a valuable link between Francophone and Anglophone educators.

The immersion alternative has been developed as an approach to the learning of French by Anglophones in Canada, and the tacit assumption of ACPI/CAIT is that we are concerned with French immersion for Anglophones. However, the immersion message has also something to offer to other second language situations. For example, in the early seventies, I made a recommendation to the Gendron Commission favouring a trilingual immersion type program as a solution for ethnic minority education in Québec.¹⁷ These minorities had recognized the need for learning French as the principal language in Québec and English as the majority language of Canada and North America generally, and they wished simultaneously to maintain an ethnic language. The French immersion approach may have implications for the education of those French minorities in English-speaking parts of Canada where the mother tongue heritage has been weakened by prolonged contact with the Anglophone majority language and culture. I am thinking, for example, of certain Franco-Ontarian and Franco-Manitoban districts. I am also convinced that eventually in Québec where at present the primary concern is the maintenance of French, the advantages of a dual language command will lead to an interest in English immersion programs for Francophones. In many other countries which use a world language as a medium of instruction, or as a medium of national and international communication, English, French, Hindi, Arabic, or Swahili, immersion programs or an immersion component might well be considered as a practical solution. There is no doubt that the immersion option as a form of bilingual education is gaining international recognition, and again I hope that this Association will be sensitive to these wider international implications of French immersion in Canada.

The field of activity for this Association, then, is considerable. Let me end on a note of caution. Immersion over the last twelve years has had an excellent record as an educational innovation and for its evaluative research. This is no reason to treat other approaches to language learning lightly. Some people have been so stunned by the success of immersion that they treat it as the ultimate answer to the entire language teaching problem, especially for Canada. For them, immersion is the only solution and traditional classroom teaching a relic of the past.

My conviction is that classroom language learning, especially if it is combined with short-term immersion-type experiences, can be very effective. If immersion demonstrates the effectiveness of a functional approach to language learning, this approach can become a valuable component in most forms of language teaching. It is all the more important that this association will seek to cooperate with other associations of language teachers. I know that such bodies as the Canadian Association of Second Language Teachers and the Ontario Modern Language Teachers' Association are sympathetic to immersion, provided immersion is not treated as the only valid approach to second language learning.

It must be remembered that immersion, even partial immersion, demands fairly radical changes in educational provision, and not all educational systems are prepared to make them nor is it practical in all instances of second language learning. It is a false dichotomy to think of immersion as right and successful and classroom language teaching as wrong and inevitably. It must be remembered that immersion, even partial immersion, demands fairly radical changes in educational provision, and

not all educational systems are prepared to make them nor is it practical in all instances of second language learning. It is a false dichotomy to think of immersion as right and successful and classroom language teaching as wrong and inevitably unsuccessful. All forms of language teaching in school settings — immersion and non-immersion alike — are to a certain extent artificial and have their limitations; they all can be more or less successful; none has a monopoly of virtue; they all can involve both formal and functional strategies of teaching and learning. It is important to explore the most economical and most effective combinations of these strategies and this requires co-ordination of different approaches to language learning.

Once we adopt the immersion solution, it is important to make sure that it is well done; because if it is not, it is not only French that suffers but the entire education of the child. This association, I hope, will not only strive for immersion, but also for excellence in immersion.

ACPI/CAIT has much to offer in our attempts to combine effective second language learning with a valid, general education. I have every reason to believe that the Association has been set up in a spirit which combines vision with intelligence. I am extremely optimistic about its prospect. I wish ACPI/CAIT a happy future and bon voyage.

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

1. For an account of the early development of French immersion, see O. Melnikoff's article, "Parents as Change Agents in Education: The St. Lambert Experiment," Appendix A in *Bilingual Education of Children*, W. E. Lambert and G. R. Tucker (Rowley, Mass: Newbury House Publishers, 1972), pp. 219-236. For some earlier international developments preceding the St. Lambert experiment, see H. H. Stern, *Foreign Languages in Primary Education: The Teaching of Foreign or Second Languages to Younger Children* (London: Oxford University Press, 1969) and H. I. Stern (ed.), *Languages and the Young School Child* (London: Oxford University Press, 1969).

2. As Olga Melnikoff has described it in her account of the beginnings of immersion: "the essence of the problem was how to increase the number of contact hours in French to attain fluency without sacrificing subject matter. The solution appeared to be sufficient exposure in the early grades to permit the teaching of any subject in their language in the higher grades."

It was felt that the skills required in learning to read and write were sufficiently similar in concept in both languages, so that learning them in French was essentially the same experience as learning them in English. Hence there was little or no hesitation in recommending French reading and writing before reading and writing in the mother tongue." (Melnikoff, op. cit., pp. 223-224).

In their brief to the Québec Minister of Education requesting a bilingual school in the city of St. Lambert, the study group outlines the now familiar pattern of immersion:

"a bilingual curriculum (they argued) should be largely, if not totally, in the second language in the first few years to hasten the goal of a balanced bilingualism and take advantage of the special capacities of young children in language learning. Ideally, a nursery school and kindergarten should be entirely in the second language and Grades One and Two, largely in the second language . . .

After the primary cycle, when the second language should be at a fairly high level, teaching time could be balanced between the two languages. The subjects studied in each language could be rotated through the years in order to achieve a balanced vocabulary." (Quoted from the brief by the Bilingual School Study Group to the Québec Minister of Education.)

3. W. E. Lambert and J. Macnamara, "Some Cognitive Consequences of Following a First-Grade Curriculum in a Second Language," *Journal of Educational Psychology*, 60 (1969), 86-96. See also W. E. Lambert and G. R. Tucker, op. cit.
4. For reviews of the various projects and bibliographical references to numerous studies, see three special issues of the *Canadian Modern Language Review*: A. Mollica (ed.), "Bilingualism in Education," 31, No. 2 (1974); M. Swain and M. Bruck (Guest Editors), "Immersion Education for the Majority Child," 32, No. 5 (1976); B. Harley (Guest Editor), "Alternative Programs for Teaching French as a Second Language in the Schools of the Carleton and Ottawa School Boards," 33, No. 2 (1976).
5. Harley, op. cit.
6. M. Bruck, W. E. Lambert and G. R. Tucker, "Assessing Functional Bilingualism Within a Bilingual Program: The St. Lambert Project at Grade Eight," mimeographed (Montréal: McGill University, 1975).
7. H. H. Stern et al., *Three Approaches to Teaching French: Evaluation and Overview of Studies Related to the Federally-Funded Extensions of the Second Language Learning (French) Programs in the Carleton and Ottawa School Boards* (Toronto: Ontario Ministry of Education, 1976).
8. M. Swain, "L2 and Content Learning: A Canadian Bilingual Education Program at the Secondary Grade Levels," in *Language Development in a Bilingual Setting*, ed. E. Brière (forthcoming).
9. For a discussion of some terms, e.g., bilingualism, bilingual education, immersion, see H. H. Stern, *Study E7: Report on Bilingual Education* (Québec: The Québec Official Publisher, 1973).
10. W. F. Mackey, *Bilingual Education in a Binational School: A Study of Equal Language Maintenance Through Free Alternation* (Rowley, Mass.: Newbury House Publishers, 1972); M. Rado (ed.), *Bilingual Education* (Bundoora, Victoria: Occasional Paper from the Centre for the Study of Teaching, La Trobe University School of Education, 1974).
11. I. V. Spilka, "Assessment of Second-Language Performance in Immersion Programs," in Swain and Bruck, op. cit., 543-561; B. Harley and M. Swain, "An Analysis of the Verb System Used by Young Learners of French," *Interlanguage Studies Bulletin*, 3, No. 1 (1978 forthcoming).

(Continued on page 10)



RÉTROSPECTIVE 1977



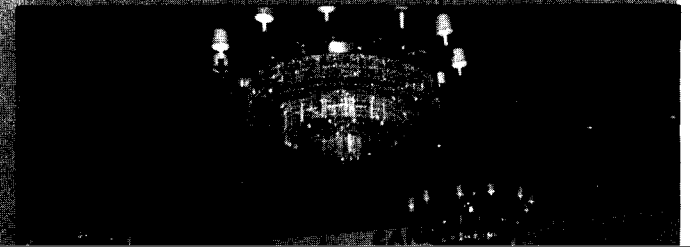
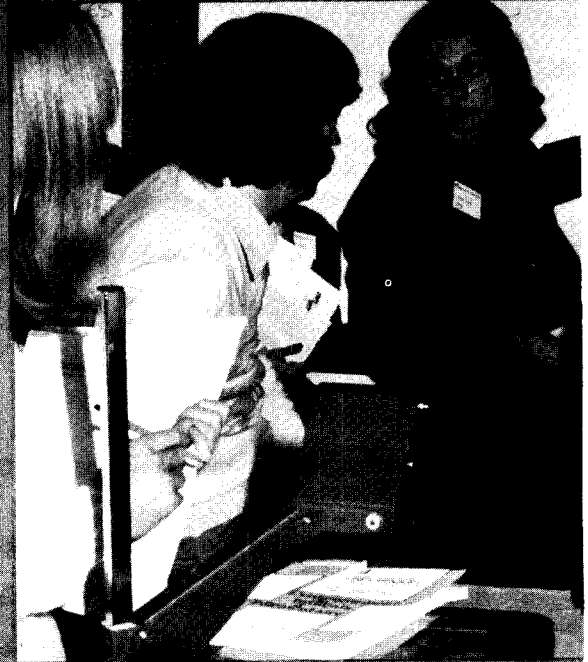
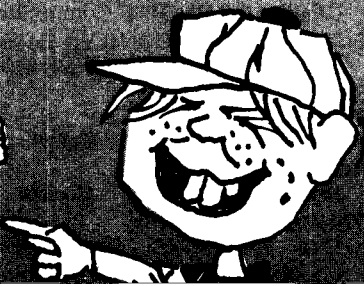
- 1 - Antonine Maillet
- 2 - Exposants
- 3 - Passation des pouvoirs
- 4 - Atelier
- 5 - Conférencier
- 6 - Table d'honneur
- 7 - Atelier
- 8 - Salle de banquet



FLASHBACK...
1980



ANNIVERSAIRE
Y BIRTHDAY



CONSEIL D'ADMINISTRATION/BOARD OF DIRECTORS

Membres Fondateurs/Founding Members

Ontario:
Y. Bénéteau
L. Coyne
C. Dubois
A. Game
R. Lalonde
A. Obadia
S. J. Rogers

Quebec:
L. Billy
R. Malboeuf
F. Meloul
H. Rothfels

1977-1978

PRESIDENT
André A. OBADIA, Carleton Board of Education, Ottawa

1er VICE-PRESIDENT:
Félix MELOUL, Protestant School Board of Greater Montreal

2nd VICE-PRESIDENT:
Roger MALBOEUF, Lakeshore School Board, Quebec

SECRÉTAIRE/SECRETARY:
Ronald TOURIGNY, Ottawa Board of Education

TRESORIER/TREASURER:
Pauline TRUDEL, Carleton Roman Catholic Separate School Board

DIRECTEURS/OFFICERS:
John S. ROGERS, Université d'Ottawa
Doris ROBICHAUD, Ottawa Roman Catholic School Board
Sheila WOODS*, South Shore Protestant Regional School

*décédée/deceased

1979-1979

PRESIDENT:
Félix MELOUL, Protestant School Board of Greater Montreal

PRESIDENT SORTANT/PAST PRESIDENT:
André A. OBADIA, Carleton Board of Education

1er VICE-PRESIDENT:
Roger MALBOEUF, Lakeshore School Board, Québec

2nd VICE-PRESIDENT:
Ronald TOURIGNY, Ottawa Board of Education

SECRÉTAIRE/SECRETARY:
Charles JEANNOTTE, Commission scolaire Baldwin-Cartier, Montréal

TRESORIER/TREASURER:
Michel MARTIN, West Island College, Montréal

DIRECTEURS/OFFICERS:
Carmen CYR, Ministère de l'Éducation, Manitoba
Doris ROBICHAUD, Ottawa Roman Catholic School Board
Claire SMITHERAM, Regional Administration, Unit 3 Charlottetown
Pauline TRUDEL, Carleton Roman Catholic Separate School Board

1979-1980

PRÉSIDENT:
Roger MALBOEUF, Lakeshore School Board, Beaconsfield, Québec

PRÉSIDENT SORTANT/PAST PRESIDENT:
Félix MELOUL, Protestant School Board of Greater Montreal, Montréal, Québec

1er VICE PRÉSIDENT:
Ronald TOURIGNY, Conseil Scolaire d'Ottawa, Ottawa, Ontario

2nd VICE PRÉSIDENT:
Pauline TRUDEL, Carleton Roman Catholic School Board, Nepean, Ontario

SECRÉTAIRE/SECRETARY:
Charles JEANNOTTE, Commission Scolaire Baldwin Cartier, Pointe Claire, Québec

TRÉSORIER/TREASURER:
Michel MARTIN, West Island College, Dollard-des-Ormeaux, Québec

DIRECTEURS/OFFICERS:
Carmen CYR, Ministère de l'Éducation du Manitoba, Winnipeg, Manitoba
Lucille MANDIN, Faculté Saint Jean, Edmonton, Alberta
Jean RACICOT, York Borough Board of Education Toronto, Ontario
Doris ROBICHAUD, Ottawa Roman Catholic Separate School Board, Ottawa, Ontario

1980-1981

PRESIDENT:
Pauline TRUDEL, Conseil des écoles catholiques romaines de Carleton

PRESIDENT SORTANT/PAST PRESIDENT:
Roger MALBOEUF, Conseil Scolaire Lakeshore

1er VICE-PRESIDENT/FIRST VICE-PRESIDENT:
Charles JEANNOTTE, Comm. Scolaire Baldwin-Cartier

2^o VICE-PRESIDENT/SECOND VICE-PRESIDENT:
Jean RACICOT, Board of Education for the Borough of York

SECRÉTAIRE/SECRETARY:
Ernest R. Tetreault, Board of Western Quebec

TRESORIER/TREASURER:
Roger LALONDE, Conseil Scolaire Ottawa

DIRECTEURS/DIRECTORS:
Lise DAGENAIS, Ecole Secondaire St-Laurent
Lucille MANDIN, Faculté Saint Jean
Ernest J. MOLGAT, Ministère de l'Éducation
John ROGERS, Faculté d'Éducation

12. J. Cummins, "A Theoretical Framework for the Evaluation of Bilingual Education in the United States: Reaction to Education, Linguistics and Social Sciences Reviews from a Psychological Perspective" (Centre for Applied Linguistics, forthcoming).
13. Swain and Bruck, op. cit.
14. Stern et al., op. cit.
15. Enquiries about this survey should be addressed to the Bilingual Education Project, Modern Language Centre, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, M5S 1V6.
16. For a helpful and comprehensive review on teaching languages for special purposes, see P. Strevens, "Special-Purpose Language Learning: A Perspective," *Language Teaching and Linguistics: Abstracts*, 10 (1977), 145-163.

17. H. H. Stern, *Study E7: Report on Bilingual Education* (Québec: The Québec Official Publisher, 1973).

Other References

- Mackey, W. F. *Bilinguisme et Contact des Langues*. Paris: Editions Klincksieck, 1976.
- Ontario Ministry of Education. *Report of the Ministerial Committee on the Teaching of French* (Gillin Report). Toronto: Ontario Ministry of Education, 1974.
- Swain, M. (ed.). *Bilingual Schooling: Some Experiences in Canada and the United States*. Toronto: The Ontario Institute for Studies in Education, 1972.

NOUVELLES DE L'ACPI-CAIT NEWS PREMIER COMITÉ DE RÉDACTION/ FIRST EDITORIAL COMMITTEE

1981

REDACTEUR EN CHEF/EDITOR:

Jean Racicot

REDACTEUR-ADJOINT/ASSOCIATE EDITOR:

Lucille Mandin

ANCIEN REDACTEUR/PAST EDITOR:

Pauline Trudel

DIRECTEUR FINANCIER/ FINANCIAL MANAGER:

Pierrette Collins

OFFICIERS DE RÉDACTION/ EDITORIAL DIRECTORS:

Alberta, Colombie Britannique, Yukon,
Territoires du Nord-Ouest:

Florence Wilton

Saskatchewan, Manitoba:

Victor Tetreault

Ontario:

Paul Caron

Québec:

Ginette Belzile

Nouveau Brunswick, Ile du Prince Edouard,

Nouvelle Ecosse, Terre Neuve, Labrador:

Irène Haché

REDACTEURS DE CRITIQUES DE RESSOURCES/RESSOURCES EDITORS:

Région de l'ouest (Manitoba, Alberta,
Colombie Britannique, Yukon, Territoires
du Nord-Ouest):

Andrée Johansson

Région du centre (Ontario, Québec):

Jacques Rebuffot

Région de l'est (Nouveau Brunswick,
Nouvelle Ecosse, Ile du Prince Edouard,
Terre Neuve, Labrador):

Dorilla Saint-Pierre

ACPI CONSEILLER/CAIT ADVISER:

Pauline Trudel

**Au cours des 5 dernières années, ont
travaillé pour vous les membres des
comités spéciaux de l'ACPI.**

**During the last 5 years, members of
special committees were at work for you
and CAIT.**

COMITÉS ORGANISATEURS

1977 - Membres fondateurs

Président: John Rogers, Université d'Ottawa

1978 - Membres du C.A.

Comité du programme:

- John Rogers, Université d'Ottawa
- Peter Smith
- Doris Comfois
- Phoda Tafler

1979 - Toronto, Ontario

Président/Chairman:

- Ian Daniel, Board of Education for the City of North York

Membres/Members:

- Linda Bell, Board of Education for the Borough of East York
- Pierrette Collins, Board of Education for the City of Toronto
- Geoffrey Elliott, Board of Education for the Borough of Etobicoke
- Alin Hawker, Board of Education for the Borough of Scarborough
- Nicole Mischenko, Board of Education for the City of North York
- Jean Racicot, Board of Education for the Borough of York

1980 - Winnipeg, Manitoba

Président/Chairman:

- Ernest Molgat, Ministère de l'éducation du Manitoba

Membres/Members:

- Aurise Kondziela, Winnipeg School Division
- Roger Millier, Division Scolaire de Saint-Boniface
- Jean Gisiger, The Manitoba Teachers' Society, Winnipeg
- Jean Beaumont, Division Scolaire Seine, Ste-Anne
- Josette Desquins, Winnipeg School Division
- Linda Asper, Canadian Parents for French, Manitoba Chapter

1981 - Ottawa, Ontario

Président/Chairman:

- Ernest Tetreault, Protestant Regional School Board of Western Quebec.

Membres/Members:

- Paul Caron, Carleton Board of Education
- Doris Comtois, Ottawa Board of Education
- David Bates, Protestant Regional School Board of Western Quebec.
- Pierre Tardif, Protestant Regional School Board of Western Quebec
- John Rogers, Université d'Ottawa
- Desanges Berthel, Conseil des Ecoles séparées Catholiques Romaines de Carleton
- Georgette Rochon, Ottawa separate School Board
- André Champagne, Ottawa Board of Education

Pour nos membres, on a préparé/

For our members, we prepared:

à Ottawa en 1977:

à Montréal en 1978: 29 ateliers

à Toronto en 1979: 32 ateliers

à Winnipeg en 1980: 47 ateliers

à Ottawa en 1981: 15 mini-cours, 45 ateliers

- traitant des sujets les plus variés allant des jeux éducatifs à la formation des maîtres, touchant à la recherche, aux problèmes de lecture, aux attentes des parents et faisant des excursions chevronnées en musique, dans les arts, la littérature, la culture, les études pluridisciplinaires, l'apprentissage de l'Anglais... "et bien d'avantage".
- à l'intention des enseignants des cycles: primaire, moyen, intermédiaire et secondaire; des chercheurs, administrateurs, conseillers, coordonnateurs et parents.
- Toute notre gratitude et notre reconnaissance aux meneurs d'atelier qui ont mis leur temps, leur expérience, leur expertise et leur professionnalisme à la disposition des membres de l'ACPI!

**ACPI/CAIT
1977-1981**

THÈMES DES CONGRÈS

- Premier Congrès National
First National Convention
Ottawa 1977
"L'enseignant face au programme d'immersion en français langue seconde."
"The teacher in an immersion programme, French as a second language."
- Deuxième Congrès National
Second National Convention
Montreal 1978
"L'élève face à l'apprentissage en immersion"
"The pupil in an immersion programme"
- Troisième Congrès National
Third National Convention
Toronto 1979
"L'immersion aujourd'hui et demain"
"Immersion: Present and Future"
- Quatrième Congrès National
Fourth National Convention
Winnipeg 1980
"L'immersion en marche"
"Immersion in Action"
- Cinquième Congrès National
Fifth National Convention
Ottawa 1981
"A la rencontre des objectifs"
"Meeting the objectives"

CONFÉRENCIERS/SPEAKERS

- | | |
|---|--|
| <p>1977 – Allocution d'ouverture/Opening address
H. H. (David) Stern
Institut d'études pédagogiques de l'Ontario
Ontario Institute for Studies in Education
"L'immersion au Canada: ou en sommes-nous et quelles sont les perspectives d'avenir"
"Immersion in Canada: present status and future outlook"</p> <p>1977 – Allocution de clôture/Closing address
Gilles Bibeau
Université de Montréal
"L'immersion, un dynamisme nouveau"</p> <p>1978 – Allocution d'ouverture/Opening address
Marcel Fox
Directeur général/Director General
Protestant School Board of Greater Montreal</p> <p>1978 – Banquet
Laurier La Pierre
Commissaire/Commission
La Commission d'enquête sur l'éducation des jeunes enfants (Ontario)
Commission of inquiry into the education of young children (Ontario)
"Conseils aux professeurs d'immersion"
"Advice to Immersion Teachers"</p> <p>1978 – Allocution de clôture/Closing address
André Lapierre
Université d'Ottawa
University of Ottawa
"Le français hors-Québec: Hier, aujourd'hui et peut-être demain"</p> | <p>1979 – Allocution d'ouverture/Opening address
Lucien Perras
Executive Director
Council of Ministers of Education
Toronto</p> <p>1979 – Banquet
Antonine Maillet
Auteur/Author</p> <p>1979 – Allocution de clôture/Closing address
Ronald G. Duhamel
Sous-ministre adjoint du bureau d'éducation française,
Ministère de l'éducation, Manitoba
Assistant Deputy Minister, Bureau d'éducation française,
Ministry of Education, Manitoba
"L'immersion: la réalité d'aujourd'hui et ses répercussions pour demain"</p> <p>1980 – Banquet
Georges Forest
Saint-Boniface
"Les langues et l'avenir du Canada"</p> <p>1980 – Allocution de clôture/Closing address
Dr. Piette Turgeon
Université d'Ottawa
University of Ottawa
"L'enseignant et le stress"</p> <p>1981 – Allocution d'ouverture/Opening address
Pierre Calvé
Université d'Ottawa
University of Ottawa
"Le français . . . quel français?"</p> <p>1981 – Allocution de clôture/Closing address
Laurier Lapierre
"Immersion - The road to safety"</p> |
|---|--|

ONT ASSISTÉ AUX CONGRÈS:

1977 - 717
1978 - 1,082
1979 - 900

1980 - 850
1981 - 1,200

Hommages aux Exposants

Addison-Wesley Canada Ltd.
 Aquila
 Brault & Bouthillier
 Cavalcade Records
 Centre Éducatif et Culturel
 Centre Franco-Ontarien
 Centre Pédagogiques Français
 Centre de Ressources éducatives françaises du Manitoba
 Club du Livre Lida
 Comité d'Accueil Canada-France
 Comité d'Accueil France-Canada
 D.C. Heath and Co. Ltd.
 Didacta Inc.
 Dider, H.M.H.
 Editions Champlain
 Editions Ecole Active
 Editions Etudes Vivantes
 Editions Françaises
 Les Editions France-Québec
 Editions Guérin
 Editions Héritage
 Editions H.R.W. Ltée
 Editions Hurtubise HMH Ltée
 Editions Lidec
 Les Editions Projets Inc.
 Editions Touret
 Entreprises Culturelles
 Fitzhenry and Whiteside Ltd.
 GLC Publishers Limited
 Grolier Educational Associates
 Librairie Dussault Abonnement
 Librairie Landy
 La Maison du Disque Ltée
 Mondia Distribution
 McGraw-Hill Ryerson
 Moyer Vico Inc.

Ontario Institute For Studies in Education
 Reader's Digest Association Ltd.
 Le Sablier Inc.
 Secas-Adimec
 Servidec
 S.R.A.

Tous les conseils ou commissions scolaires qui ont bien voulu nous envoyer leur matériel didactique/All school Boards who kindly sent us their materials:

- Carleton Board of Education
- Carleton Roman Catholic Separate School Board
- Lakeshore School Board
- Manitoba Ministry of Education
- Ottawa Board of Education
- Ottawa Roman Catholic Separate School Board
- Protestant School Board of Greater Montreal
- South Shore Protestant Regional School Board

Tous les professeurs, parents et élèves qui ont participé à l'organisation des Congrès Nationaux de l'ACPI et à toutes les secrétaires des divers conseils scolaires qui ont aidé à préparer ces congrès.

All those teachers, parents and students who helped organize the National Conventions of CAIT and all secretaries from the various school Boards who helped prepare these conventions.

Tous les professeurs, parents et élèves qui ont participé à l'organisation des Congrès Nationaux de l'ACPI et à toutes les secrétaires des divers conseils scolaires qui ont aidé à préparer ces congrès.

All those teachers, parents and students who helped organize the National Conventions of CAIT and all secretaries from the various school Boards who helped prepare these conventions.

ASSOCIATION CANADIENNE DES PROFESSEURS D'IMMERSION Cinquième anniversaire

L'ACPI, une organisation d'envergure canadienne, oeuvre depuis cinq ans au service des enseignants et administrateurs des programmes d'immersion. Notre association bénéficie également d'une réputation internationale, à en juger par les enseignants américains qui participent aux congrès annuels. Elle a fait ses preuves à tous les niveaux concernés par l'immersion, que ce soit le niveau purement pratique de la salle de classe ou celui plus universitaire de la recherche. La question à se poser en examinant le succès de cette association est de comprendre ce qu'elle apporte à ses membres, en particulier aux professeurs.

Au cours de ses congrès annuels, l'ACPI offre à ses membres des

ateliers pédagogiques correspondant aux niveaux d'enseignement des intéressés. Des ateliers par matière sont également proposés.

Les chercheurs de niveau universitaire qui participent aux congrès nous renseignent sur les développements de la pointe de la recherche. Ainsi apprend-on que l'anglais des enfants de l'immersion hâtive, s'il souffre au départ, rattrape néanmoins celui des enfants de groupes témoins au bout de quelques mois.

Les congrès de l'ACPI nous mettent au courant d'expériences-pilotes, telle celle des Mille-Iles où les cinq premiers mois de la première année d'immersion sont consacrés surtout au français oral permettant une acquisition plus solide des structures de base de la langue parlée.

L'ACPI nous rassure sur le fait que l'immersion, c'est du sérieux, à en juger par l'intérêt porté dans ce domaine par le Secrétariat d'État. Sa voix est entendue aux quatre coins du pays par l'entremise de sa revue.

Peut-être l'accomplissement le plus important de l'ACPI est-il de nous permettre de nous retrouver entre collègues séparés par des milliers de kilomètres, de discuter de nos problèmes, et de nous rendre compte

que nous ne sommes pas tout seuls dans nos îlots d'immersion. En fait, les conversations entre collègues nous montrent bien souvent que les problèmes auxquels nous faisons face sont partagés par d'autres. Tel le problème des anglicismes qui montrent de nombreuses constantes, indépendantes de l'approche pédagogique ou de la géographie. Cela est certainement sécurisant pour le professeur d'immersion et peut donner le départ à des stratégies communes qui nous permettent d'éviter de réinventer la roue.

Il reste encore beaucoup de travail à accomplir pour cette association, un des moindres n'étant pas celui de rattrapage ou celui d'éducation spéciale, ou encore celui de l'enrichissement. La Loi 82 en Ontario se penche sur ces domaines, nul doute que l'ACPI se tiendra au courant et proposera des recommandations concernant l'immersion.

Finalement, si le professeur d'immersion jouit des bienfaits de l'ACPI, les programmes et les approches vont s'améliorer, et c'est l'élève lui-même qui, en fin de compte, bénéficiera des retombées de cette association.

Alain Aeschelmann, Brian E.S.
 North York Board of Education

GLADLY DID THEY SERVE!

I have been asked to write a few words about the formative days in the life of our Association. As chairman of the Steering Committee which guided early operations and laid foundations for future growth, I am pleased to do so.

In recalling events leading up to the inaugural conference in October 1977, I regret that many of the fine details of the first meeting of the Association's founders have grown rather dim. It was held, I remember, in a ground floor room of the P.S.B. G.M. in the spring of 1976, but it was rather informal and to my knowledge no record of the proceeding exists.

I still treasure, however, the warm welcome and the intent look of interest in the eyes of our host, Félix Méloul, and his Montreal colleagues: Lyse Billy of the Commission Scolaire des Mille-Iles, Roger Malboeuf of the Lakeshore School Board, and Horst Rothfels of the Southshore Protestant Regional School Board. I fondly recall too the ardent spirit and cheerful camaraderie that grew up between them and those among us who had made the trip from Ottawa that morning: Yolande Bénéteau and Claude Dubois from Carleton Separate School Board, Adrienne Game from the Ottawa Separate School Board, André Obadia from the Carleton Board of Education, Roger Lalonde from the Ottawa Board of Education, and myself from the University of Ottawa.

I imagine that, like me, the others were a little anxious at the beginning for we had come together to examine nothing less than the lofty notion of creating a trans-Canada link-up of teachers involved in French Immersion classes. What we had in mind was the astounding ambitious plan of building a network of specialized teachers spreading across the land from British Columbia to Newfoundland and reaching into the North West Territories.

The original idea for such an Association was born and nurtured in the fertile mind of André Obadia. He had brought the notion earlier to his colleagues on the Ottawa-Carleton FL2 Committee, and his inimitably enthusiastic and logical style had immediately won over the support of other members. As chairman I agreed to sound out the reactions of counterparts in Montreal, for we felt that a strong interprovincial base was needed if we were to build well.

André's idea was received so positively by those contacted in Montreal that in next to no time, we were there, joining hands with new friends and preparing for a bold new venture together.

That first meeting in the Board Offices on Fielding Avenue was clearly a success. Both groups, now one, moved ahead almost immediately to discuss long-term goals, aims, membership problems, dangers and pitfalls, and, of course, the inaugural conference of the Association. The zest and initiative of the participants were infectious. By the end of the meeting, a Steering Committee had been struck and a formalized meeting set for June 14, 1976, at the offices of the Carleton Board of Education in Ontario. It was the first in a long string of a dozen or so leading up to the 1977 conference.

That year was an exciting and enormously busy one. The Steering Committee met alternately in Ottawa and Montreal. Occasionally, we went to Montebello, for the initial plan was to hold the 1977 conference in that historic and beautiful setting appropriately located midway between the two cities. The Château, we thought, would be quite large enough for our purposes. How naive we were!

Our overall plan seemed sound enough. Montebello was to be a first step in a grand strategy to shift future annual conferences back and forth between Montreal and Ottawa. After three or four years, we thought, we might move east or west beyond this axis. In this way, we hoped to create a financially stable foundation for a robust Association based on an expanding membership and a good reputation for service.

In point of fact, we had been warned by an official of the Canadian Teachers' Federation in Ottawa that Canada, because of its vastness and enormous breadth, was a potential graveyard for aspiring educational associations such as ours. The country devoured them, it seemed. According to the Federation's spokesman, such organizations endured for a few short years and then succumbed or splintered under burdens created by the geography of the country and the financial demands it imposed. The Steering Committee took notice and curbed its ambition a bit. In any case, we thought Montebello could handle up to 250 at a pinch. We could hardly expect more!

As it turned out, our estimates were modest in the extreme. We planned for an attendance of 200; then as registrations flooded in, we raised our figure to the limit. But the num-

bers continued to mount until finally we had to move the location to Ottawa and the Holiday Inn. We were now looking at 500. We were amazed! 700 came!

The Steering Committee had been convinced that success of the conference, and, equally important, the successful launching of the Association would come about only as a result of the practical nature of the services offered. Committee members were confident about the practical appeal of attractive teacher-centred workshops. The Committee was right!

These notions, imbedded firmly in members' minds at the outset, and finally transformed into the first written constitution were thus confirmed. The Association was to be a strictly professional organization with one prime aim: to serve the strictly pedagogical needs of its members. It should neither be, nor be seen to be, a lobby or pressure group ready to divert the weight of its membership to support particular causes, despite any sympathies involved.

The happy outcome of the Steering Committee's year of operations was due too, of course, to the generous support in dollars which came from federal funds administered by the Secretary of State. We had to face it! Without such subsidization, there was no way that a fee of only \$10.00 per person could have supported a conference. To achieve that aid, I recall, many an hour, many a weekend and long evenings were spent by Committee members relentlessly pouring over written arguments, preparing face-to-face presentations, and generally beating down a pathway for successors to follow. In the end, the tireless efforts paid off; the much needed financial support came through and the conference was launched successfully.

So too was the Association! The members of the Steering Committee had done their job well. In the recruiting and registering of members, in the designing of a diverse, attractive programme, in handling the mechanics and logistics of a large conference, in drafting a constitution, in settling support funds, in keeping records of all sorts, in giving time and energy and skills to meet and talk over problems, in these ways and many more, the members of the Committee had performed a noble task.

We can be justly proud of their glad and earnest efforts.

John Rogers
University of Ottawa

CAIT NEWS NOUVELLES DE L'ACPI

Comité de Rédaction / Editorial Committee

Composition/Organisation

Rédacteur en chef/Editor:

Jean Racicot
3-578 Yonge Street
Toronto, Ontario
M4Y 1Z3

Rédacteur-adjoint/Associate Editor:

Lucille Mandin
22 Beacon Cr.
St. Albert, Alberta
T8N 0A3

Ancien Rédacteur/Past Editor:

Pauline Trudel

Directeur financier/Financial Manager:

Pierrette Collins
45 Bernice Avenue
Toronto, Ontario
M8Y 1Z7

Officiers de Rédaction/Editorial directors:

1. Alberta, Colombie Britannique, Yukon, Territoires du Nord-ouest:

Florence Wilton
2561 Western Avenue
North Vancouver, B.C.
V7N 3L2

2. Saskatchewan, Manitoba:

Victor Tetreault
Ministère de l'Éducation Permanente
1855 Victoria Avenue
Regina, Saskatchewan
S4S 4P6

3. Ontario:

Paul F. Caron
1959 Meldrum Avenue
Ottawa, Ontario
K1J 7V6

4. Québec:

Ginette Belzile
68 Prince Edward
Pointe-Claire, P.Q.
H9R 4C7

5. Nouveau-Brunswick, Ile du Prince-Edouard, Nouvelle-Ecosse, Terre-Neuve, Labrador:

Irène Haché
55 Charing Cr.
Fredericton, Nouveau-Brunswick
E3B 4R8

Rédacteurs de critiques de Ressources/
Resources Editors:

1. Région de l'ouest (Manitoba, Alberta, Colombie-Britannique, Yukon, Territoires du Nord-Ouest):

Andrée Johansson
45 Maquinna
Victoria, B.C.
V8S 2J3

2. Région du centre (Ontario, Québec):

Jacques Rebuffot
1427 de Val Brillant
Ste. Dorothée, Laval, Québec
H7Y 1V8

3. Région de l'est (Nouveau-Brunswick, Nouvell Écosse Ile du Prince-Edouard, Terre-Neuve, Labrador):

Dorilla Saint-Pierre
Five Estates
Building 5, app. 36
Fredericton, N.B.
E3B 4X4

ACPI/CAIT Conseiller/Adviser:

Pauline Trudel
149 Hawthorne
Ottawa, Ontario
K1S 0B2

Secrétariat/Secretariate:

Yvette Riel
Bureau de Poste Alta Vista
C.P. 8843
Ottawa, Ontario
K1G 3H8



NOS EXCUSES... OUR APOLOGIES!

Les nouvelles de l'ACPI, Vol.4, No.3, sept./1981

L'article:

"A COMPARISON OF ORDER OF GRAMMAR ACQUISITION BETWEEN FRENCH IMMERSION STUDENTS AND FRANCOPHONES" (page 15).

a été soumis par M. Robert Roy, professeur à l'Université de Colombie-Britannique.

CAIT News, Vol.4, No.3, Sept./1981

"A COMPARISON OF ORDER OF GRAMMAR ACQUISITION BETWEEN FRENCH IMMERSION STUDENTS AND FRANCOPHONES" (page 15).

should have been signed:

Mr. Robert Roy, Professor
University of British Columbia.

LES NOUVELLES DE L'ACPI / CAIT NEWS

B.P./P.O., Alta Vista, 8843, Ottawa, Ont. K1G 3H8

ÉDITÉ par l'ACPI / PUBLISHED by CAIT

RÉDACTEUR en CHEF/EDITOR: **Jean Racicot**

MONTAGE GRAPHIQUES/GRAPHIC DESIGN: **Jean Daumas**

PHOTOCOMPOSITION/PHOTOTYPESETTING: **France Allard**

IMPRIMÉ par/PRINTED by: **D'Angelo Printing Co., Welland, Ont.**

POURQUOI L'ACPI?...



WHY CAIT?...

BUTS

- 1- Promouvoir les programmes d'immersion en langue seconde (français ou anglais).
- 2- Faciliter un échange d'idées sur les programmes d'immersion et intensif entre éducateurs.
- 3- Discuter des problèmes et chercher des solutions se rapportant aux programmes d'immersion.
- 4- Faire connaître les résultats de la recherche à travers le pays.

CONDITIONS D'AFFILIATION

Une affiliation complète, y compris le droit de vote dans l'association, sera ouverte à tous les enseignants, les professionnels et les administrateurs qui sont actuellement engagés ou le furent dans le passé dans des programmes d'immersion dans lesquels au moins un sujet est enseigné en français ou en anglais, autrement que comme langue première, sur paiement des droits fixés par les sociétaires.

Une affiliation associée excluant seulement le droit de vote et le droit d'occuper une fonction au sein du Conseil d'administration de la société sera ouverte aux personnes qui sont intéressées aux objectifs de la société sans qu'elles détiennent ou qu'elles aient détenu le statut d'enseignant.

Une affiliation élève-enseignant excluant le droit de vote et le droit d'occuper une fonction au sein du Conseil d'administration de la société, sera accordée sur demande.

À la discrétion du Conseil exécutif, l'honorariat pourra être accordé à un non-membre de la société en témoignage d'estime de la part de cette même société.

AIMS

- 1- To promote the use of immersion methods in second language teaching (English or French).
- 2- To enable educators currently or formerly involved with immersion and extended programs.
- 3- To discuss and seek solutions to problems encountered in the use of immersion methods.
- 4- To provide a means for making the results of testing and research available throughout the country.

CONDITIONS OF MEMBERSHIP

Full Membership, including voting rights in the association, shall be open to all teachers, professionals and administrators currently or formerly involved with immersion programs in which at least one subject is taught in French or English, other than as a first language, on payment of the dues determined by the members.

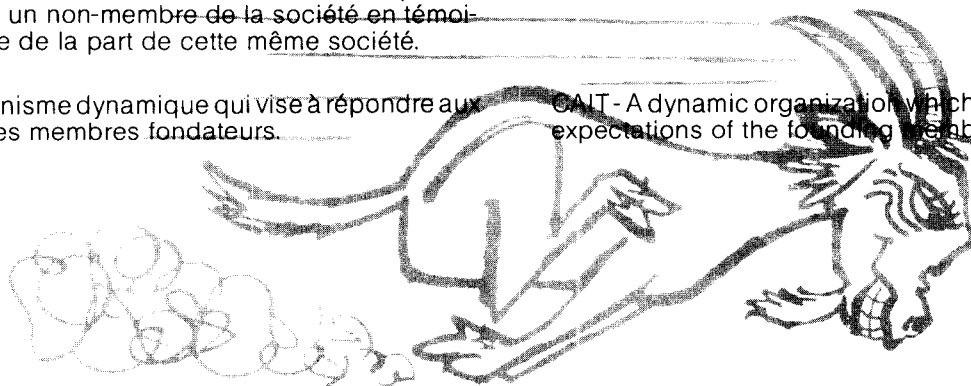
Associated Membership, excluding only voting rights and the right to hold office on the Board of Directors of the Corporation shall be open to persons who have an interest in the purposes of the Corporation without present or former teaching status.

Student-Teacher Membership excluding voting rights and the right to hold office on the Board of Directors of the Corporation, shall be granted upon application.

At the discretion of the Executive Board, Honorary Membership may be conferred upon a non-member of the Corporation as an expression of the Corporation's particular esteem.

ACPI - Un organisme dynamique qui vise à répondre aux espérances des membres fondateurs.

CAIT - A dynamic organization which aims at fulfilling the expectations of the founding members.



REMERCIEMENTS / THANKS

- Toutes les commissions ou conseils scolaires, institutions et organisations qui ont gracieusement permis à leurs employés de participer activement à la croissance de l'ACPI sans quoi un cinquième anniversaire ne serait pas une réalité.
- All the Boards of Education, institutions and organizations that allowed graciously their employees to participate actively in the growth of CAIT without which a fifth anniversary would not be a reality.
- Nous voudrions exprimer de nouveau au SECRÉTARIAT D'ÉTAT l'expression de notre profonde gratitude en reconnaissance de son aide financière pour l'organisation des Congrès Nationaux ainsi que la publication des "Nouvelles de l'ACPI".
- We would like once again to express to the SECRETARY OF STATE our most sincere gratitude for their financial assistance in the organization of the National Conventions for CAIT and the publication of CAIT News.