



Late French Immersion Program Information Session 2026



Halifax

Regional Centre for Education



Goals

- To provide information about the Late French Immersion program
- To discuss the benefits of learning French as an additional language
- To answer questions



French Immersion is Inclusive

The French Immersion program is open to *all students* regardless of their first language or their academic history.



What is Late French Immersion?

Late French Immersion is a program designed for students whose first language is not French.

Instructional strategies and materials are designed with this in mind.

Late French Immersion begins in Grade 7 and continues to Grade 12.



French Immersion in Nova Scotia

The Early French Immersion Program (Grade P-12) began in 1977.

The Late Immersion Program (Grade 7-12) began in 1985.



Late French Immersion Schools

HRCE has 21 schools offering Late French Immersion beginning at Grade 7.



Percentage of Instruction in French

Grades 7-9 70-75%

- **French Language Arts**
- **Science**
- **Social Studies**
- **Healthy Living**
- **Math**

Grades 10-12 50%



French Immersion P-12

A French Immersion Certificate is awarded at High School graduation upon completion of program requirements.

High school students must complete 50% of their courses in French to receive this certificate.



French Immersion P-12

Graduates of the French Immersion Program:

- are expected to be able to communicate effectively in oral and written French and English.
- are expected to achieve learning outcomes of courses taught in French and in English.
- could pursue university or college education in French.

A top-down view of various school supplies scattered on a white surface. Visible items include a pair of pink-handled scissors, a yellow ruler, a red pencil sharpener, a black eraser, a red pencil, a blue pen, a yellow pencil, and several blue pens. A blue sticky note is also visible on the right side.

Curriculum

Late French Immersion students follow the *same* curriculum as their peers in the English program, though concepts will be explored at a different pace while students are developing language skills.



What to expect in Late French Immersion

Late French Immersion is a rich and rewarding learning experience, and it requires commitment from students and teachers. Learning in another language takes **time**, **effort**, and, **perseverance**, especially in the early months.

Students and teachers communicate in French throughout the school day (unless there is a safety issue). This full-immersion approach is intentional and is one of the most effective ways to support language learning. At the beginning, students may experience some **productive struggle** as they build confidence and understanding; this is a **normal and important** part of the learning process.



What to expect in Late French Immersion

Teachers **do not switch to English** for instruction. Instead, **they use proven, research-based strategies** to support students: clear routines, visuals, modelling, repetition, and explicit teaching of the language students need to be successful in content areas. These supports help students access learning while continuing to develop their French skills.

Because of this, it is important that students and families choose Late French Immersion with an understanding of what the program involves. Students do best when they want to be in immersion and are willing to learn and use French as their language of communication, even when it feels challenging at times. With strong instruction, encouragement, and time, students are supported in developing both their language skills and confidence.



How do students learn French?

Students will learn French in the same stages that they learned their first language.

Oral → Reading → Writing

They will be immersed in French and will build their vocabulary and grammar as the year progresses using an approach that will develop their language through literacy cycles.



Neurolinguistic Approach (NLA)

The NLA is a way to teach and acquire an additional language for the purposes of communication. It is based on current research about how languages are learned. The result is students being able to engage in **authentic** and **spontaneous** conversation.

Oral → Reading → Writing



Neurolinguistic Approach (NLA)

Grade 7 French Language Arts (FLA) teachers will use the NLA to develop language while working toward outcomes and other subject teachers will use best practices in literacy from NLA to support language development in their subject areas.



Benefits of French Immersion

- The student's knowledge of their first language is transferred to and interacts with the knowledge they are acquiring in the additional language.
- Language concepts and skills learned and developed in French support concepts and skills learned in their first language.
- Bilingualism / multilingualism can enhance some aspects of academic and cognitive growth (improved literacy, mental flexibility, creativity, divergent thinking, higher order thinking, expanded view of the world).

(Arnett & Bourgoin, 2017; Genesee, 2007)



Supports for Students in Immersion

- Resource
- School Counsellors
- Teaching Support Team (TST) provides support and guidance to teachers
- Student Planning Team (SPT) explores supports and makes decisions about the student's program.
- Adaptations and Individual Program Plans (IPP)



Useful Links

[Halifax Regional Centre for Education - Late Immersion Programs](#)

[Canadian Parents for French \(Nova Scotia\)](#)

[Department of Education and Early Childhood Development - How Bilingual Am I?](#)

[The Neurolinguistic Approach \(Intensive French Canada website\)](#)



Works Cited

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Bournot-Trites, M., & Tellowitz, U. (2002, January). *Report of Current Research on the Effects of Second Language Learning on First Language Literacy Skills*. Atlantic Provinces Educational Foundation.

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Genesee, F. (2007, August). French Immersion and At-Risk Students: A Review of Research Evidence. *The Canadian Modern Language Review / La revue canadienne des langues vivantes*, 63(5), 654-687. 10.1353/cml.2008.0004