

Canadian Parents For French French Second Cpf Home

As the threat of another Quebec referendum on independence looms, this book becomes important for every Canadian — especially as language remains both a barrier and a bridge in our divided country. Canada's language policy is the only connection between two largely unilingual societies — English-speaking Canada and French-speaking Quebec. The country's success in staying together depends on making it work. How well is it working? Graham Fraser, an English-speaking Canadian who became bilingual, decided to take a clear-eyed look at the situation. The results are startling — a blend of good news and bad. The Official Languages Act was passed with the support of every party in the House way back in 1969 — yet Canada's language policy is still a controversial, red-hot topic; jobs, ideals, and ultimately the country are at stake. And the myth that the whole thing was always a plot to get francophones top jobs continues to live. Graham Fraser looks at the intentions, the hopes, the fears, the record, the myths, and the unexpected reality of a country that is still grappling with the language challenge that has shaped its history. He finds a paradox: after letting Quebec lawyers run the country for three decades, Canadians keep hoping the next generation will be bilingual — but forty years after learning that the country faced a language crisis, Canada's universities still treat French as a foreign language. He describes the impact of language on politics and government (not to mention social life in Montreal and Ottawa) in a hard-hitting book that will be discussed everywhere, including the headlines in both languages.

An exploration of the direct funding of advocacy groups by the government. Focusing on groups concerned with the official languages, multiculturalism, and women's issues, Leslie Pal argues that funding is not neutral but is driven by state interests and by a national unity agenda.

Multiculturalism and Integration provides new insights into the important issues of diversity, reasonable accommodation and identity construction in multicultural societies by examining the experiences of Canada and Ireland. While these two societies share many historical and cultural links, their differences help reveal the range of possible approaches to these important issues. Multicultural and multilingual diversity in contemporary Ireland are fairly recent phenomena, whereas Canada's policies and practices addressing cultural and linguistic diversity are several decades old. This basic difference has influenced their laws, language policies, education systems, cultural creations, and national identities as they have worked to accommodate multiculturalism. The volume brings together an international group of scholars working in a variety of fields including politics, law, sociolinguistics, literature, philosophy, and history. Their interdisciplinary approach addresses the complex factors influencing integration and multiculturalism, painting detailed and accurate portraits of these issues in Canada and Ireland.

Nova Scotia's public schools and their students have faced dramatic conflict and drastic change over the past 25 years. While critics charge that schools are failing kids, teachers have been under attack from think tanks and politicians. Parents and citizens have seen power centralized after democratically-elected school boards were abolished. Grant Frost offers an insider's account of these tumultuous years and offers an explanation for the turmoil. Behind the conflict he discovers right-wing think tanks that relentlessly seek to discredit public education and teachers while pushing for changes that would benefit corporations who want willing workers. The think tanks are also promoters of the charter school movement that continues to gain ground in the US and that is promoted as a better option than public schools. Whether it's Nova Scotia's own right-wing think tank or local journalists who readily adopt the cry that our schools are failing, Grant Frost traces the path that he finds has threatened the quality of schooling in Nova Scotia. He sets out the steps for parents, teachers and other citizens to ensure that public education is championed and protected in Nova Scotia.

Language Ideologies and Canadian Media explores how French and English Canadian media discuss languages and language issues, which language ideologies predominate in English and French, and whether language ideologies in traditional news media are transferred to new and social media. Using corpus linguistics and discourse analysis and a variety of different datasets ranging from print newspapers to online news, commentary and Twitter, the author argues that language ideologies in Canadian media have a bearing not only on the extent to which Canadian language policies are adopted, but also on the very way that Canadians understand themselves and their place in the nation.

The essays in this volume are expanded versions of papers that were first presented at the 13th Biennial Conference/XIIIème Congrès biennal of the Association for Canadian Studies in Ireland, held at the National University of Ireland, Galway, in 2006. The theme of the Conference was Canada at Home and Abroad: Text and Territory/Le Canada et ses relations d'ici, de là, et de là bas. The papers debate issues surrounding literature, language and language acquisition, immigration/emigration, and culture, in Canada, Ireland, and in Europe as a whole. From an examination of the place of hockey in the Canadian literary consciousness, to mapping minority language visibility in officially bilingual cities, the focus here is on ways of exploring culture, understood in its widest sense.

In this accessible guide to bilingualism in the family and the classroom, Colin Baker delivers a realistic picture of the joys and difficulties of raising bilingual children. This revised edition includes more information on bilingualism in the digital age, and incorporates the latest research in areas such as neonatal language experience, multilingualism and language mixing.

Canadian Parents for French and the Teacher Language Issues of the 90's A Collection of Articles about French Second Language Education French Immersion The Trial Balloon that Flew University of Toronto Press

This text examines recent changes to the Canadian educational system and their impact on the role of the school -- most significantly how the school must now function as an agent of inclusion for students who are not part of the mainstream school population. Based on the findings of a comprehensive five-year national study sponsored by the Social Sciences and Humanities Research Council of Canada -- Current Trends in the Evolution of School Personnel in Canadian Elementary and Secondary Schools -- the contributors examine the daily work activities, working conditions, and the interactions with students in view of recent changes to the educational system and the evolving role of the school. Educators' Discourses on Student Diversity in Canada: Context, Policy and Practice challenges the status quo and provides a timely, comprehensive, and critical overview of education and diversity in Canada.

This book challenges the popular assumption that scholarly research is generally inaccessible to the lay reader. Evaluating Bilingual Education: A Canadian Case Study was written as a synthesis and overview of a number of evaluations of French immersion programs in Canada. It is a non-technical yet thorough description of Canadian research in this area, intended not only for researchers, but also for parents, educators and policy makers. Details are provided on the salient features of immersion programs in Canada, the instructional approach used, and the academic, linguistic, social and psychological outcomes associated with these programs. This in-depth description of one approach to bilingual education - immersion - permits the reader to

determine its relevance to his/her own particular socio-political context and educational setting.

This thorough study will be of assistance to those seeking to understand the role of education in contemporary Canada. Education policy and practice regarding language and culture are highlighted, as is the crucially important question of cultural transmission.

Designed for 11-15 yr. old students who are in or who have just completed, a French immersion program.

This volume seeks to add to our understanding of how language is constructed in late capitalist societies. Exploring the conceptual and theoretical underpinnings of the so-called "commodification of language" and its relationship to the notion of linguistic capital, the authors examine recent research that offers implications for language policy and planning. Bringing together an international group of scholars, this collection includes chapters that address whether or not language can rightly be referred to as a commodity and, if so, under what circumstances. The different theoretical foundations of understanding language as a resource with exchange value – whether as commodity or capital – have practical implications for policy writ large. The implications of the "commodification of language" in more empirical terms are explored, both in terms of how it affects language as well as language policy at more micro levels. This includes more specific policy arenas such as language in education policy or family language policies as well as the implications for individual identity construction and linguistic communities. With a conclusion written by leading scholar David Block, this is key reading for researchers and advanced students of critical sociolinguistics, language and economy, language and politics, language policy and linguistic anthropology within linguistics, applied linguistics, and language teacher education.

This book analyses comprehensively the complex linguistic situation in Canada focusing particularly on the position of the French language at both national and provincial levels. Language issues in Canada are of great interest to linguists and sociolinguists for many reasons, not least because of Canada's policy of official bilingualism (Official Languages Act, 1969). The authors address a wide range of topics of interest to undergraduate and postgraduate students of French and Linguistics as well as readers with a specialist interest in Canadian or Quebec Studies. Individual chapters discuss the historical background to the presence of French in Canada, language policy and planning at federal and provincial levels, the changing linguistic landscape of Canada in the twenty-first century, the multilingual community, language contact, code-switching, immersion education and the language of the L2 speaker, the dynamics of French in Canada, language variation and change. The status of French in Canada is of relevance to all researchers with an interest in multilingualism, a crucial issue in this era of globalisation. The authors bring their expertise as linguists to bear on a subject which is of considerable importance internationally as well as within Canada.

Until now, the picture painted of French second language learning in Canada has tended to focus on successful French immersion. This volume offers a broader representation, in response to the demographic changes that have made the French language classroom a more complex place. Focusing on inclusion and language maintenance, the chapters discuss how a multilingual population can add the two

official languages to their repertoire whilst maintaining their languages of origin/heritage; how the revitalization of Indigenous languages can best be supported in the language classroom, and how students with disabilities can be helped to successfully learn languages.

Understanding School Choice in Canada provides a nuanced and theoretical overview of the formation and rise of school choice policies in Canada. Drawing on twenty years of work, Lynn Bosetti and Dianne Gereluk analyze the philosophical, historical, political, and social principles that underpin the formation and implementation of school choice policies in the provinces and territories. Bosetti and Gereluk offer theoretical frameworks for considering the parameters of school choice policies that are aligned and attentive to Canadian educational contexts. This robust overview successfully shifts the debate away from ideology in order to facilitate an understanding that the spectrum of school choice policy in Canada is a response to the varying political challenges in society at large. This book is essential reading for those who desire a deeper understanding of school choice policies in Canada.

This volume gathers contributions from a range of global experts in teacher education to address the topic of language teacher education. It shows how teacher education involves the agency of teachers, which forms part of their identity, and which they take on when integrating into the teaching community of practice. In addition, the volume explores the teachers' situated practice--the dynamic negotiation of classroom situations, socialization into the professional teaching culture, and "on the ground experimentation" with pedagogical skills/techniques.

Annals of Language and Learning is the conference proceedings of the Second International Online Language Conference which was successfully held in July 2009. This event allowed professors, Master's students, Ph.D. students, and academics from around the world to submit papers pertaining to the areas of the conference theme. The conference was organized by International Online Knowledge Service Provider (IOKSP).

Bilingualism has become a defining aspect of Canadian identity. But why don't more English Canadians actually speak French? *So They Want Us to Learn French* explores the various ways in which bilingualism was promoted to English-speaking Canadians from the 1960s to the late 1990s. It analyzes the strategies and tactics employed by organizations on both sides of the bilingualism debate. Attentive to the dramatic background of constitutional change, economic turmoil, demographic shifts, and Quebec separatism, Matthew Hayday's vivid account places the personal experience of Canadians faced with the issue and reality of Canadian bilingualism within a historical, political, and social context.

This edition of *The Canadian Encyclopedia* is the largest, most comprehensive book ever published in Canada for the general reader. It is **COMPLETE**: every aspect of Canada, from its rock formations to its rock bands, is represented here. It is **UNABRIDGED**: all of the information in the four red volumes of the famous

1988 edition is contained here in this single volume. It has been EXPANDED: since 1988 teams of researchers have been diligently fleshing out old entries and recording new ones; as a result, the text from 1988 has grown by 50% to over 4,000,000 words. It has been UPDATED: the researchers and contributors worked hard to make the information as current as possible. Other words apply to this extraordinary work of scholarship: AUTHORITATIVE, RELIABLE and READABLE. Every entry is compiled by an expert. Equally important, every entry is written for a Canadian reader, from the Canadian point of view. The finished work - many years in the making, and the equivalent of forty average-sized books - is an extraordinary storehouse of information about our country. This book deserves pride of place on the bookshelf in every Canadian Home. It is no accident that the cover of this book is based on the Canadian flag. For the proud truth is that this volume represents a great national achievement. From its formal inception in 1979, this encyclopedia has always represented a vote of faith in Canada; in Canada as a separate place whose natural worlds and whose peoples and their achievements deserve to be recorded and celebrated. At the start of a new century and a new millennium, in an increasingly borderless corporate world that seems ever more hostile to national distinctions and aspirations, this "Canadian Encyclopedia is offered in a spirit of defiance and of faith in our future. The statistics behind this volume are staggering. The opening sixty pages list the 250 Consultants, the roughly 4,000 Contributors (all experts in the field they describe) and the scores of researchers, editors, typesetters, proofreaders and others who contributed their skills to this massive project. The 2,640 pages incorporate over 10,000 articles and over 4,000,000 words, making it the largest - some might say the greatest - Canadian book ever published. There are, of course, many special features. These include a map of Canada, a special page comparing the key statistics of the 23 major Canadian cities, maps of our cities, a variety of tables and photographs, and finely detailed illustrations of our wildlife, not to mention the colourful, informative endpapers. But above all the book is "encyclopedic" - which the "Canadian Oxford Dictionary describes as "embracing all branches of learning." This means that (with rare exceptions) there is satisfaction for the reader who seeks information on any Canadian subject. From the first entry "A mari usque ad mare - "from sea to sea" (which is Canada's motto, and a good description of this volume's range) to the "Zouaves (who mustered in Quebec to fight for the beleaguered Papacy) there is the required summary of information, clearly and accurately presented. For the browser the constant variety of entries and the lure of regular cross-references will provide hours of fascination. The word "encyclopedia" derives from Greek expressions alluding to a grand "circle of knowledge." Our knowledge has expanded immeasurably since the time that one mind could encompass all that was known. Yet now Canada's finest scientists, academics and specialists have distilled their knowledge of our country between the covers of one volume. The result is a book for every Canadian who values learning, and values Canada.

This book describes a particular type of educational provision referred to as 'elite' or 'prestigious' bilingual education, which caters mainly for upwardly mobile, highly educated, higher socio-economic status learners of two or more internationally useful languages. The development of different types of elite bilingual or multilingual educational provision is discussed and an argument is made for the need to study bilingual education in majority as well as in minority contexts.

"In an appraisal of official bilingualism, Matthew Hayday demonstrates that the language programs and policies initiated by the Trudeau government supported French-Canadian and Acadian minority communities. He argues that these policies enabled the development of minority language education systems and laid the foundations for the language rights contained in the Canadian Charter of Rights and Freedoms." --Résumé de l'éditeur.

The contribution of Jim Cummins to bilingualism and bilingual education has been substantial and profound. This reader provides a comprehensive compilation of his most important and influential texts. The book also provides a detailed biographical introduction and a commentary on the growth of ideas over three decades.

This book presents an in-depth study of the language policies present in the Canadian province of Quebec, and considers them from a comparative perspective, with special focus on Singapore and Wales. In so doing, it uses a mix of methods to look at the effects of language planning on language use: questionnaires, linguistic landscapes (visible language in public space), ethnography, and psycholinguistic experiments. Besides offering background information on Canada and Quebec, the comparative element uses data from Singapore and Wales to shine a new light on how language is managed in Quebec.

This volume offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion-type classrooms. It includes new work by both new and established scholars in educational scholarship, second language acquisition, and sociolinguistics, as well as in a variety of languages, countries, and educational contexts. Through its focus at the intersection of theory, practice, curriculum and policy, the book demands a reconceptualization of code-switching as something that both proficient and aspiring bilinguals do naturally, and as a practice that is inherently linked with bilingual code-switching.

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