

***Parrainage
Francophones -
Francophiles: Team
Learning in a University
Level Immersion
Program***

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CLAC 2012**

**If you want to quote this powerpoint the
above information should be mentioned.**

Université d'Ottawa | University of Ottawa



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L'Université canadienne
Canada's university



www.uOttawa.ca

French Immersion Studies

- University of Ottawa is the largest bilingual university in North America.
- Founded in 1848.
- French immersion studies introduced in 2006.

<http://www.immersion.uottawa.ca/index.php>

French Immersion Studies Program

- Is a response to the University's strategic plan "Vision2010" <http://www.uottawa.ca/vision2010/>
- The Plan's first objective: "Playing a leadership role in regards to official languages."
- Has over 50 immersion content courses from many different programs (science, social studies, law, arts, etc.)

French Immersion Courses

- Immersion discipline/content course taught in French for 3 hours. Offered to both Francophone students and some Anglophone students.
- Most immersion content courses have accompanying adjunct language courses providing language support.
- Conducted in French for 90 minutes.
- Two different adjunct courses – one based on comprehension skills, one based on production skills.

Student Learning Partnerships (le parrainage)

- A Francophone student is paired with an Anglophone student in the same content course.
- Based on collaborative, cooperative, peer, and tandem learning using both face-to-face and web-based communications (blogs and email).
- **Cooperative learning** is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete tasks collectively.
- **Collaborative learning** is a situation in which two or more people learn or attempt to learn something together.
- **Tandem language learning** is to work directly with a native to learn a language.
- **Peer mentoring** is a form of [mentorship](#) that takes place in learning environments such as schools, usually between an older more experienced student and a new student.

CLAC and Parrainage

- “Students should have multiple opportunities to apply their knowledge of languages in a variety of curricular contexts, not just within the traditional language classroom.” from (from <http://clacconsortium.org/>)
- The immersion program provides these opportunities in the content (History) class, linked language class, and through exchanges provided by the parrainage program.

Research Questions

- What factors facilitate the implementation of the parrainage project?
- How did the Francophone and Francophile students evaluate the parrainage project?
- How successful was the parrainage project with respect to cultural exchange, improving the understanding of the content course and for language learning?

What factors facilitate the implementation of the parrainage project?

- Starts with excellent relations between the History content and language professors.
- Collaborative project for history course HIS 1520 and FLS 2581 in 2006-2007 to develop two websites giving history and language support.



HIS 1520 Page d'accueil
FLS 2581 Page d'accueil

HIS 1520 -- Histoire de l'Europe (XVI^e-XX^e siècle)

Sylvie Perrier

[HIS 1520 Page d'accueil](#)

FLS 2581 -- Encadrement linguistique Histoire de l'Europe (XVI^e-XX^e siècle)

Alysse Weinberg

[FLS 2581 Page d'accueil](#)

Ce site pluridisciplinaire a été élaboré pour intégrer l'apprentissage du français langue seconde dans le cadre d'un cours universitaire. Il s'agit d'une initiative d'une professeure oeuvrant dans le [Régime d'immersion de l'Université d'Ottawa](#) et d'une professeure du Département d'histoire. Les deux volets de ce site sont accessibles à tous. Bonne navigation!

Second continued collaboration between professors

- Second collaborative project between the history teacher and the language teacher in winter 2010.
- Development of two websites for the second year history course:
 - HIS 2736 (History of Europe from the sixteenth to eighteenth century)
<http://aix1.uottawa.ca/~sperrier/moderne/>
 - for accompanying language courses
FSL 2581 et 3581
<http://aix1.uottawa.ca/~weinberg/europe2/>

Histoire de l'Europe moderne (XVIe au XVIIIe siècle) - Accueil



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Disponibilité : Mardi 14h à 16h ou sur rendez-vous
Département d'histoire
Faculté des Arts
Université d'Ottawa

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HIS 2736 - L'Europe moderne

FLS 2581/FLS 3581 -
Encadrement linguistique

Encadrement linguistique (FLS 2581 / FLS 3581)

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FLS 2581/FLS 3581 - Encadrement linguistique

HIS 2736 - L'Europe moderne

<< Portail Francophile >> Third collaboration between professors

- **Portail Francophile**

Portal to all the services available on campus to help students succeed in their French studies.

- <http://www.pf.uottawa.ca/>

- An important component is the parrainage project.



Parrainage -- How does it work?

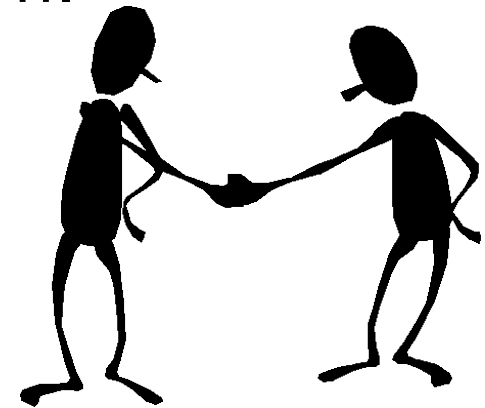
- Project is announced in content class.
- Distribution of the participation form.
- The pairing of the students is organized by content and language professors.
- Francophone students may receive “Au Service du Monde” points towards Merit for Volunteering certificate.

Participation form for the parrainage project

Cours et session :	
Nom et prénom :	
Adresse courriel : (si vous voulez participer)	
Êtes-vous francophone ?	Oui () Non ()
Êtes-vous francophile ? (étudiant(e) anglophone)	Oui () Non ()
Voulez-vous participer au projet de parrainage ?	Oui () Non ()
D'après vous, quel est votre niveau de français parlé et écrit ?	
Commentaires/ suggestions :	

Objectives of the Parrainage

- Improve the learning experience of English students who take content courses in French.
- Parrainage peers discuss the language, vocabulary, and the material of the content course – and so help each other learn.
- Anglophone students gain confidence in their French and want to continue their studies in French.



Students' Communications during the Parrainage Project

- Email and blog;
- Several informal study groups organized by the students;
- One formal meeting organized by the professors just before the final history exam.



Students' Evaluation of the Parrainage Project

- Did they meet their parrainage partners?

	Yes - did meet	No - did not meet
Francophones	5	6
Francophiles	3	4

- Did they communicate by email with their partners?

	Yes	No
Francophones	5	8
Francophiles	3	4

On having formal face-to-face parrainage meetings

- The teacher should organize formal face-to-face meetings:

	Yes	No
Francophones	13	1
Francophiles	6	1

Most students think that these meetings should take place.

What did you gain from the meeting held before the history exam?

Francophiles

Better preparation for the final examination;

Better understanding of the course;

Improved French;

Sharing of ideas

The meeting really helped me to work with others to better understand the content and to improve my French.

Francophones

Better preparation for the final examination;

Cultural sharing;

It's very rewarding to work with students who speak another language, it helps to share my love of the French language.

What have you gained from the Parrainage Project?

Francophiles

- Better knowledge of the course
- Improvement of French
- Friendship

I am able to communicate in French in an academic environment.

Francophones

- Better preparation for the final exam
- Cultural sharing
- Friendship

I understand better the differences and difficulties between anglophones and francophones.

Did Parrainage help you to improve your French?

	Yes	No
Francophones	1	11
Francophiles	7	0

Francophiles

- Improvement of vocabulary
- More confidence in productive skills (speaking and writing in French)

Francophones

- Sharing of vocabulary knowledge

I had to explain correctly the meaning of certain terms in order to help with my partner's comprehension.

Did Parrainage help you to better understand your history class?

	Yes	No
Francophones	9	4
Francophiles	5	2

Francophiles

- Better understanding of the course

I better understood the course of history because Parrainage enabled us to exchange our ideas about what we understood.

Francophones

- Better understanding of the course
- Discussions about interpretation

It was interesting to hear how other students interpreted the same historical event.

Did Parrainage help you to better understand the other linguistic group?

	Yes	No
Francophones	8	5
Francophiles	4	3

Francophiles

- Greater confidence

This exchange allowed me to be less shy about talking to Francophones.

Francophones

- Better understanding of the linguistic and academic challenges of Francophiles

I better understand the differences and difficulties between Anglophones and Francophones.

Did Parrainage help you prepare for the History final exam?

	Yes	No
Francophones	11	0
Francophiles	6	1

Francophiles

- Excellent preparation for the exam.

It was a useful experience to review my lecture notes and practise exam questions with others.

Francophones

- Excellent preparation for the exam.

Parrainage allowed me to better understand the views of different people on different issues.

Was the Parrainage blog useful?

	Yes	No
Francophones	11	1
Francophiles	3	4

Francophile

- *Makes sharing easy: FL04 – It was a good way to keep personal contact with my partner.*
- *FL05 - A forum would also be useful.*

Francophone

- *Makes sharing easy: FN08 - Great site. I loved to read the exchanges. Fn14 - The blog is cool because we do not all have the same schedule. The blog facilitates the exchange of information in a different way than being face to face*

Recommendations to improve the Parrainage

- Begin parrainage early in the semester (mentioned six times in the survey.);
- Organize the first meeting between student pairs. They will then know each other and can begin their exchange earlier;
- Organize formal group meetings on a regular basis.

Conclusion - Parrainage

- With parrainage the discipline course content as well as French language and culture are learnt.
- Parrainage improves the educational and social environment for all students.
- Parrainage enhances the bilingual character of the University of Ottawa and builds bridges between the English and French students – The Two Solitudes - at the university.
- It is hoped to expand the parrainage approach to other immersion courses.

Questions



○ <http://www.pf.uottawa.ca/>