



Heritage Voices: Programs

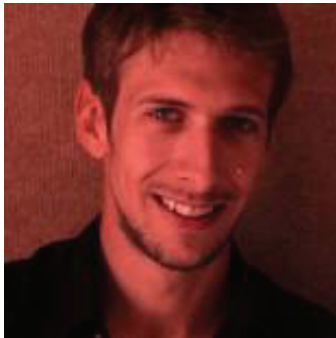


Education Française à New York

270 1st Avenue, Suite 8F
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[Visit the program Web site.](#)

About the Director: David Lasserre

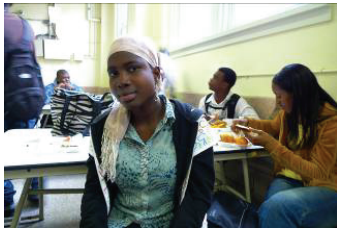


Born in Belgium and raised in France, David Lasserre graduated from Université de Lille 3 (France) and Arizona State University (U.S.), specializing in Francophone literature, the teaching of the French language, and cultural development. Mr. Lasserre taught French as a foreign language in France and the U.S. for several years, before promoting the collaboration between public schools and several cultural organizations of the French Ministry of Education.

Working hand in hand with community associations and the public school system, David has been the coordinator of the program for three years and a regular presenter at regional and national language conferences.

Since the inauguration of the program, David has worked hard with teachers, parents, donors, and students to make the program a success. His convictions about the need for immigrant students to keep strong ties with their cultural heritage and language have shaped the program. David maintains that, "Beyond the teaching of French, this culture-based language program is really about making young immigrant students feel comfortable with who they are. We are convinced that strengthening the cultural and linguistic skills they already possess will help them thrive wherever they go as fully bilingual/bicultural individuals. By the time they leave the program, we want our students to be able to speak and write French well, know what they can do with it, and be aware that they carry with them valuable skills and unique outlooks."

A Student in the Program: Mandognin Bamba



Mandognin Bamba moved to the U.S. with her family in 2006 from the Ivory Coast, and is now an 11th grade student at the International High School at Lafayette in Brooklyn, NY. Mandognin has been enrolled in the French heritage class since 2005, when it was founded.

In 2009, she won a ten-day summer trip to France by ranking #1 in a school contest through a program of the French Ministry of Foreign Affairs. Mandognin is an example of a student who is fully aware of the need to maintain her cultural identity and native linguistic ability.

About the Program

The [Education Française à New York](#) is a shared initiative of the Cultural Services of the French Embassy in the U.S. and the Alfred & Jane Ross Foundation. The program's mission is to support and develop the teaching and learning of the French language and the French-speaking cultures of newly immigrated students of Francophone background enrolled in U.S. public schools. More specifically, the program aims to help students develop proficiency in French, build a strong connection to their respective cultures and identities, and increase opportunities for them to succeed in their new environments. The students are immigrants living in the United States with familial and cultural networks in Africa, the Caribbean, and Europe. The program seeks to develop their proficiency in English and French at high levels, so that they can live and work effectively in the contemporary world as proficient bilinguals.

Diversity is Richness



The program is offered to students from many different countries, including Algeria, Congo, France, Gabon, Guinea, Haiti, Ivory Coast, and Senegal. These countries are culturally diverse, but in all of them French is the dominant language. Cultural diversity brings richness that makes learning at the EFNY unique and enjoyable.

Classroom activities are based on cultural materials from the countries represented in the program. Examples of these activities include the study of African and Caribbean tales; stories and news from Haitian, French, and African Web sites; and oral and written presentations about traditions and customs. Every July the program offers a two-week set of workshops and field trips to students, in which they engage in a variety of culturally enriching activities run by professional artists from Francophone countries. These activities help students master communication skills in French and maintain powerful connections with their cultures.

Dedication and Diligence

The six instructors, administrative staff, and parents work hard to make the program succeed. One example is the way that the teachers carry out differentiated instruction. Although their classes include students with different proficiency levels, the activities that teachers prepare are carefully tailored to meet every student's needs. Differentiated instruction is not easy to implement, but with patience, dedication, and the strong motivation and diligence that the teachers have instilled in their students, challenges are turned into strengths. Students of different ages are learning in a collaborative way, and the classroom has become a unique learning setting where differences in linguistic abilities do not hinder communication.

The Dream is Growing

Though the program was founded in 2005 and is still in its piloting phase, it is now in operation in seven different settings: a public elementary school in Harlem; five public high schools of the International Network for Public Schools in Brooklyn and the Bronx, NY; and a newly established program in Miami, FL. Work is underway to take the program to California and Louisiana. This growth has been achieved in a relatively short period of time. The growth and spread of the program would improve with more financial support, which the program is soliciting from public and private groups. Financial support remains one of the most critical concerns of program staff in this early phase of the program's development.

[Read the program profile](#) on Education Française à New York.

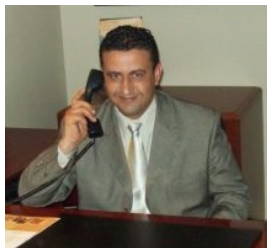
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About the Author: Ezzeddine Saidi



Ezzeddine Saidi teaches general and applied linguistics at the University of Gabes, Tunisia. In the summer of 2009, he spent two months at the Center for Applied Linguistics working as a resident scholar for the Alliance for the Advancement of Heritage Languages. At CAL, Mr. Saidi also worked on a research project, "Toward an integrative approach to EFL teacher education." Ezzeddine is also a Ph.D. candidate in the Applied Linguistics Program at the Higher Institute of Languages, University of Tunis, Tunisia. His Ph.D. research project is on "Evaluation of Tunisian pre- and in-service EFL teacher training: Exploring the form and content of teacher development and its impact on classroom practice."

The Heritage Voices Program Profile on Education Française à New York
was prepared by Ezzeddine Saidi for the Alliance for the Advancement of Heritage Languages,
Center for Applied Linguistics (CAL), Washington DC.