

A Clinician's Guide to French Language and Culture



What is “French” Culture?

French culture refers to specific geographic entities or historical-sociological groups defined by ethnicity, language, religion, and geography. The development of typical French culture or French cultural identity has been influenced by the French educational system, military service, state linguistic and cultural policies, social classes, regional differences, and by historic events. In recent years, France has promoted multiculturalism and *communautarisme*, or cultural enclaves, to prevent reduction in regional diversity.

All above from: http://en.wikipedia.org/wiki/French_culture

Countries where French is a national language: (Shryock, 2006)

Belgium
Benin
Burkina-Faso
Burundi
Cameroon
Canada
Central African Republic
Chad
Comoros
Democratic Republic of Congo
Djibouti
France
Gabon
Guinea
Haiti
Ivory Coast
Luxembourg
Madagascar
Mali
Monaco
Niger
Republic of Congo
Rwanda
Senegal
Seychelles
Switzerland
Togo
Vanuatu





QUEBEC
Political Map



© Trail Canada www.trailcanada.com

Demographic Information: France

The following displays basic demographic information of France:

- Fertility rate: 1.98 children born/woman (2007)
- Birth rate: 13.1 births/1,000 population (2006)
- Deaths: 531,000
- Mortality rate: 8.4 deaths/1,000 population (2006)
- Marriages: 268.1 thousand (2006)
- Marriage Rate: 4.4 marriages/1,000 population (2006).
- Divorces: 152,020 (2005)

Due to the declining birthrate, France is considered a rapidly aging population ranking seventh in the world for countries having a large number of elderly individuals. A census collected in the nineties confirmed that 18.7% of France's population was over 60 years of age and 14.2% was over 65 (Corbett, 1994, p. 84). It is also predicted that by year 2020 over 25% of population will be over the age of 60 (Corbett, 1994).

The 2007 French census recorded the following demographic information by age:

- ▶ 24.7% under 20 years old
- ▶ 54.0% 20 to 59 years old
- ▶ 21.3% 60 years old and over
- ▶ Average age: 39.2 years

All above from: www.insee.fr

Disabilities: Physical, Blind, Deaf, or Intellectual

Almost six in ten Europeans know someone who has a long-lasting disability (i.e., blind, deaf, physical, intellectual disability). Eight in ten Europeans reported that they feel comfortable in the presence of people with disabilities. Of the 15 nations belonging to the European Union (EU), France ranked below the EU average with 54% of the French stating that they know a disabled individual, meaning that the frequency of daily or weekly contact with disabled individuals is lower in this country than in the rest of the Union (European Opinion Research Group, 2001).

Demographic Information for French Speakers in the US

French is the third most-spoken language in the United State with approximately 1,930, 404 speakers after English and Spanish, and the second most-spoken in the states of Louisiana, Maine, Vermont and New Hampshire.

All above from: http://en.wikipedia.org/wiki/French_language#The_United_States

Demographic Information for French Speakers in Canada

Over 82% of the population of Quebec speaks French natively, and almost 96% speak it as either their first or second language. It has been the sole official language of Quebec since 1974.

All above from: http://en.wikipedia.org/wiki/French_language#Legal_status_in_Canada

France: General Cultural Information

Ethnicity and Nationality

According to the French Constitution, “French” is a nationality and not a specific ethnicity. Since 1940, the State has not categorized people based on ethnic origins. The use of ethnic and racial categorization has been avoided to prevent discrimination. Due to the absence of official census data, it is difficult to estimate the number of native French individuals or those born to immigrants. *Le metissage culturel*, refers to cultural blending of native French and immigrants within the French culture.

All above from: http://en.wikipedia.org/wiki/French_culture

Language

French and other regional languages including, Breton, Alsatian, Provençal, and Basque are most commonly spoken in France.

The *Academie francaise*, or French Academy, acts as an official authority on the language; however, the rulings are only advisory and not required by the government or public. The *Academie francaise* is responsible for publishing the official dictionary of the language.

All above from: http://en.wikipedia.org/wiki/French_culture

Religion

The French Republic is based on the principle of *laicite*, or freedom of religion. The separation of the State and the Church has been in effect since 1905.

Christianity is most common religion practiced in France. In 2007, 51% of the French population identified themselves as Catholic.

Islam is the second largest faith in France with the largest Muslim population of any Western European country. The Muslim population in France must blend into the mainstream French society. This population has experienced social and cultural difficulties related to socioeconomic status, ethnicity, and religious beliefs.

France also has the largest Jewish population in Europe.

Buddhism is the fourth largest religion in France. The Buddhist population consists of mostly Chinese and Vietnamese immigrants with a minority of native French “sympathizers.” The rising popularity of Buddhism is currently receiving much discussion by the French media.

All above from: http://en.wikipedia.org/wiki/French_culture

LGBT

There are large gay and lesbian communities within major cities, such as the Paris metropolitan area. In 2001, 55% of the French considered homosexuality as “an acceptable lifestyle.” In 2006, an Ipsos survey showed that 62% supported same-sex marriages and 44% believed same-sex couples should be able to adopt.

All above from: http://en.wikipedia.org/wiki/French_culture

Household Structure

The traditional French family structure has changed from extended families to nuclear families. Since 1960, marriage rates have decreased and divorce rates have increased. From 1982 to 1999, single parent families have increased from 3.6% to 7.4%. The number of unmarried couples, childless couples, and single men and women has also increased from 8.5% to 12.5% for men and from 16% to 18.5% for women (http://en.wikipedia.org/wiki/French_culture). The following is a breakdown of household structure as recorded in the 2005 French census (www.insee.fr):

- ▶ 56.2% Households composed of couples
- ▶ 32% Households composed of couples with at least one child
- ▶ 33.0% Persons living alone
- ▶ 8.2% Single-parent families
- ▶ 2.6% Non-families

The *pacte civil de solidarite*, or civil pact of solidarity (PACS), is a civil union between two adults of the same-sex or opposite sex. PACS is a “contract” legally recognized and accepted. PACS allows some legal rights and responsibilities but not to the same extent as marriage. Same-sex marriage is not legalized in France (http://en.wikipedia.org/wiki/French_culture).

Role of the State

The French State has historically played a major role in French culture through educational, linguistic, cultural, and economic policies and through national identity promotion. The current French Fifth Republic policies have focused on preservation of French regionalism, including food and language. Controversy among the French State remains regarding the integration of other immigrant groups and cultures into the French culture. The American culture plays a major cultural influence on the French culture through movies, music, fashion, fast food, and language.

All above from: http://en.wikipedia.org/wiki/French_culture

Education

The French education system is divided into three stages:

1. *enseignement primaire* or primary education
2. *enseignement secondaire* or secondary education
3. *enseignement superieur* or higher education

Enseignement primaire and *secondaire* is mostly public with some private Catholic education systems. Upon completion of secondary education, students take a baccalaureat exam to determine if higher education may be pursued. In 1999, the baccalaureat pass rate was 78.3%. *Enseignement superieur* includes both public and private systems.

The French educational system emphasizes the importance of the development of the individual as an independent intellectual rather than a productive servant, which is the emphasis of Northern-European and American educational systems. Secular educational policy has become an important issue within the topic of French multiculturalism. In 2001, bilingual education was recognized and accepted and bilingual teachers were recruited in French public schools.

All above from: http://en.wikipedia.org/wiki/French_culture

Labor and Employment

In 2000, the 35-hour work week was enacted.

All above from: http://en.wikipedia.org/wiki/French_culture

Food

A high priority is placed on food by the traditional French culture. Ingredients vary by region and national dishes may have regional variations. There are many national dishes that are considered part of the fine-dining cuisine, but many regional dishes have become more common across France.

Fresh fruits, vegetables, fish, and meats are purchased from supermarkets or specialty shops. Street markets are often held on specified days in most cities and towns. Regional cuisines use locally grown vegetables such as potatoes, haricot verts (a French green bean), carrots, leeks, turnips, *aubergine* or eggplant, *courgette* or zucchini, mushrooms, oyster mushrooms, ceps or porcini, truffles, and shallots. Fresh fruits are also used such as oranges, tomatoes, tangerines, peaches, apricots, apples, plums, pears, cherries, strawberries, raspberries, red currants, blackberries, grapes, and black currants. Meats consumed include chicken, squab, turkey, duck, goose, *foi gras*, beef, veal, pork, mutton and lamb, rabbit, quail, and horse. Eggs are considered a fine quality in French cuisine and are eaten as an omelet, scrambled, or hard-boiled with mayonnaise. Popular fish and seafood used in French meals include cod, fresh and canned

sardines, canned and fresh tuna, salmon, mussels, herring, *escargot* or snails, oysters, shrimp, calamari, and frogs legs.

Cheese and wine are major items of the cuisine. Common national dishes in France include *bifteck frites* (steak and fries), *poulet frites* (chicken and fries), *blanquette de veau* (blanquette of veal), *coq au vin* (chicken in red wine), *pot au feu* (beef stew with mixed vegetables), *bouillabaisse* (fish soup), *les endives* (belgian endive), *boudin blanc* (flavored sausage), *foie de veau* (calf liver), *andouillette* (chitterling sausage), and *foie gras* (fatty duck or goose liver).

Popular desserts include *chocolate mousse*, *crème brulee*, *choux a la crème* (cream puffs), *tartes aux fruits* (fruit tarts), *religieuse* (chocolate éclair shaped to resemble a nun), *Madeleine* (cake-like cookie), *tarte tatin* (caramelized apple tart), *gateaux* (cake), and *éclairs*.

All above from: http://en.wikipedia.org/wiki/List_of_French_Dishes

The French typically eat only a simple breakfast, or *petit déjeuner*, which consists of coffee or tea, bread, breakfast pastries, or yogurt. *Dejeuner* and *diner*, or lunch and dinner, are the main courses of the day. Simple desserts, such as fruit or yogurt, follow *dejeuner* and *diner*.

All above from: http://en.wikipedia.org/wiki/French_culture

Health

Obesity and heart disease rates have traditionally been lower in France than other North-western European countries. The French populations have maintained the food elements of their culture and are resisting the American influence of eating habits and fast food; however, the French youth are adopting the American culture of fast food.

All above from: http://en.wikipedia.org/wiki/French_culture

Health Care and Social Welfare

Health is a major concern of the French with respect to medical care. In 2005, they spent €190.5 billion on medical care and goods as 75% of this was covered by the social security system. *Securite sociale* is the public healthcare system in France. Since 1999, universal healthcare has been provided for permanent residents. It must also be noted that an increasing proportion of the cost is being met by insurance companies. A major reform program was instituted in 2004 to balance the accounts of the health insurance branch of the Social Security System.

All above from: http://en.wikipedia.org/wiki/French_culture

Tobacco

Smoking cigarettes has been considered part of the French culture and is also a common French stereotype. In France, only 39% of male adults and 27% of female adults smoke and more than 40% of young adults between 18 years and 24 years of age smoke. Since 2007, smoking is

banned in all public places with the exception of special smoking rooms within cafes, restaurants, clubs, casinos, bars, and other similar establishments. These special smoking rooms must follow strict guidelines. An opinion poll conducted in 2008 found that 70% of the French population supported the smoking ban.

All above from: http://en.wikipedia.org/wiki/French_culture

Sports and Hobbies

Soccer is the national French sport. Soccer is the most popular sport in France and rugby is also very popular in the southwest. The most-watched sports are soccer, rugby, basketball, cycling, sailing, and tennis. France is known for hosting the soccer World Cup in 1998, the cycling race Tour de France, and the tennis French Open. Sports are supported in school and local sport clubs and receive monetary support from the government. Other sports in France include grand prix racing, *petanque*, fencing, *parkour* (similar to martial arts), and “babyfoot”, or table soccer.

All above from: http://en.wikipedia.org/wiki/French_culture

Fashion

Paris is often referred to as “the fashion capital of the world.” France has been associated with fashion, style, and luxury goods for centuries. Since the 1960s, the French culture has adopted foreign trends, typically American fashions, such as casual jeans and tennis shoes.

The French concern with appearance goes beyond Parisian *haute couture*. The French typically dress more conservatively and formally, using patterned and dark colors, well-tailored clothes, and avoiding flashy jewelry (<http://www.cyborlink.com/besite/france.htm>).

All above from: http://en.wikipedia.org/wiki/French_culture

Literacy

The culture of France is a literary culture. French literature is highly valued within the French educational system. Book fairs and book prizes are also supported by the French media. The official literacy rate of France is 99%; however, some estimates have placed functional illiteracy between 10% and 20% within the adult population. Reading is considered a favorite pastime of the French youth but surveys are beginning to show decreased ratings compared to music, television, sports, and other activities.

All above from: http://en.wikipedia.org/wiki/French_culture

Transportation

Many French households in major cities utilize mass transportation and do not own automobiles. Ownership of one or more cars is typical for French households who in more rural areas, especially the households with children or larger families.

All above from: http://en.wikipedia.org/wiki/French_culture

Holidays

Public school systems in France commonly follow the Roman Catholic religious calendar, which includes the celebration of *vacances de Paques* (Easter), *vacances de Noel* (Christmas), Ascension Day, Assumption of Mary, and *vacances de la Toussaint* (All Saints Day). The public school system also grants *vacances d'hiver* (winter vacation) and *grandes vacances* (summer vacation).

Christmas is celebrated on Christmas Eve with a traditional meal including oysters, *boudin blanc*, and the *buche de Noel*. Those who are Catholic attend the midnight mass. Presents are also given and received.

The French government determines two business holidays, including *La Fete Du Travail* (Labor Day), on May 1, and the National Holiday, on July 14. On Labor Day, the French give the flower, Lily of the Valley, to one another. Military parades and celebrations are held for the National Holiday. Other business holidays are granted by the agreements between employer's and the worker's unions.

On *La Fete des morts* (All Souls Day), on November 12, the French decorate the tombs of deceased family members with chrysanthemums. *La Chandeleur* (Candlemas) is celebrated after 8 p.m. with a meal of *crepes*. The French tradition believes that if the cook can flip a *crepe* and hold a coin in the opposite hand, the family will be assured prosperity for the next year.

All above from: http://en.wikipedia.org/wiki/French_culture

French Social Behaviors

La Politesse – Politeness

While Americans are typically fairly casual even in formal social situations, the French are much more traditional and observe strict rules of social behavior. What might seem exaggerated politeness to an American is behavior which is taken for granted by the French (Knorr, 2000).

- Greetings must always be exchanged when dealing face-to-face with another human being, but not in passing with total strangers. This may be one reason many Americans feel that the French are unfriendly (Knorr, 2000).
- Although the French are famous for “la bise” or the greeting kisses, this is only practiced between close friends, so will typically not apply for our professional situations (Knorr, 2000). This greeting only occurs between men and women and between women (men never greet each other in this way). It is usually executed by “kissing the air” at two cheeks, generally beginning on the left and moving to the right (<http://career-advice.monster.com/business-etiquette/work-abroad/French-Etiquette-Guide/home.aspx>).
- The French are very conscientious about shaking hands with everyone in the room when being introduced, arriving and when leaving, even if only two minutes transpire between

their arrival and departure (Knorr, 2000). Be aware of this and promptly greet them with handshakes and say goodbye with handshakes, since to fail to do so is considered very impolite (<http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/french/frenchcultandcomm.html>).

- French handshakes are not the vigorous and somewhat rough variety we are used to in the US, particularly between men. French handshakes are briefer, more of a firm holding of the hand than a shake, and involve brief eye contact. The French feel that one's character can be judged in a handshake (<http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/french/frenchcultandcomm.html>). The French do not wave goodbye: there is NO shortcut for the handshake! (<http://career-advice.monster.com/businessetiquette/work-abroad/French-Etiquette-Guide/home.aspx>)
- Never assume you can use an adult's first name unless you are asked to do so. In France, people do not quickly reach a first-name basis (Knorr, 2000). Always address people by their last name along with an honorific: Mr. Richelieu, Ms. Depuey, Dr. Breton, etc.
- The French expect a polite "excuse me" when you are interrupting a situation or trying to get their attention (Knorr, 2000).
- Privacy should always be respected by knocking and waiting before entering a room. Also, "dropping in" unannounced is considered very rude (<http://www.cyborlink.com/besite/france.htm>).

Some Important Pragmatic Differences

Remembering these key points may save you from some uncomfortable misunderstandings.

- French people do not smile just for the sake of smiling, as Americans are well-known for doing. This does not indicate unfriendliness or over-seriousness on their part, but is merely a cultural difference (Knorr, 2000). Be careful to monitor your reactions to this difference, since it will likely affect your impressions of someone, without your even realizing it. If you feel comfortable doing so, you may want to maintain a more serious demeanor than you normally would when interacting in professional situations with people of French background.
- The "bubble" of personal space Americans are used to when talking is reduced for the French; they will typically stand much closer than Americans find comfortable (Knorr, 2000). If you find yourself continually backing away and the other person always closing the gap, you may be experiencing this difference in acceptable personal space.
- Never ask casually what someone does for a living...it is seen as a lead in into how much money he or she makes, and talking about money is considered very rude (Knorr, 2000). This also means that in all questions of billing, you should proceed delicately and discretely, keeping the billing process as private as possible.
- Making eye contact signifies equality in French culture. It may be too personal to use with strangers, but total avoidance of eye contact with someone who is helping you could be insulting. Brief eye contact is typically used with strangers with whom one must interact in order to demonstrate friendliness, such as shop keepers, waiters, etc. (<http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/french/frenchcultandcomm.html>). On the other hand, websites referring to the experience of people doing business in France claim that eye contact can be frequent and intense, and may feel intimidating

(<http://www.cyborlink.com/besite/france.htm>). In the absence of information more specific to the social situations encountered in our field, simply be aware that eye contact may be quite different than what you are used to.

- Body language is employed much more to convey meaning in communication, with facial expressions and hand movements playing a key role (Knorr, 2000). For animations of some typical French gestures, see: <http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/french/frenchcultandcomm.html>
- Frequent interruptions during conversation are not considered rude; rather, arguing or discussing is at the heart of the French concept of conversation. Americans are, in fact, perceived by the French to “lecture” rather than to converse (<http://www.cyborlink.com/besite/france.htm>).
- Along these same lines, a French person may try to involve you in conversations which require you to take a position. This shows a love of debate for the sake of debate, and not a tendency to be argumentative or rude (<http://career-advice.monster.com/business-etiquette/work-abroad/French-Etiquette-Guide/home.aspx>).
- The French generally speak with less volume than Americans. Speaking and laughing loudly may cause a French person to perceive you as rude, abrasive or overbearing (<http://www.cyborlink.com/besite/france.htm>).
- The French may be too polite to tell you directly that they disagree with you or disapprove. They may use subtle hints, such as absence of approval or failure to use polite phrases to indicate their disapproval. In general, the French are less direct than Anglo-Americans (http://www.transitionsabroad.com/publications/magazine/0505/working_and_living_do_and_donts_in_france.shtml).

General Attitudes on Life

- Joie de vivre: The notion of enjoying the moment and relaxing is very important (Knorr, 2000). The French believe that we work to live, we don't live to work. Leisure time, relationships and the good things in life, such as food and wine, are all highly valued (<http://career-advice.monster.com/business-etiquette/work-abroad/French-Etiquette-Guide/home.aspx>).
- The art of conversation: The French love to discuss many topics in depth, from soccer, to politics. The discussion can become heated, at times, but this does not typically indicate hostility (Knorr, 2000). The unspoken rule against discussing religion and politics that we are used to in the US does not exist in French culture. The art of conversation is prized even when strong opposing opinions are expressed (<http://www.cyborlink.com/besite/france.htm>).
- The French value conversation and interaction over punctuality and sticking to a schedule (Knorr, 2000). Expect to spend more time with these clients and discuss more.
- Sex is seen as a normal function of life and the French are not prudish about it or other bodily functions (Knorr, 2000).
- The French are very proud of their heritage and culture. They were once a world and colonial power and have a long and intricate political, economic and cultural history (http://en.wikipedia.org/wiki/History_of_France). Considering the disparaging attitudes regarding France and the French that have been circulating in the US in recent years,

particular care should be taken to demonstrate respect for their language and cultural background.

- The French, even more than other groups, regard their language as a symbol of their culture, and are fiercely proud of it (<http://career-advice.monster.com/business-etiquette/work-abroad/French-Etiquette-Guide/home.aspx>). French and Quebecois policies to “protect” the French language from Anglo influences are one manifestation of how concerned French-speaking populations are with maintaining their native language (http://en.wikipedia.org/wiki/History_of_France). Therefore, it is even more important that you demonstrate your respect for and dedication to bi and/or multilingualism!

Healthcare – what the French are used to

- French doctors are more approachable, often serving as their own receptionists and billing department (Knorr, 2000).
- Staff at French hospitals and clinics do not rush their patients in and out, spending more time with them. This includes inpatient procedures, after which the patient is strongly advised to stay until the doctor is certain it is safe for him to go home (Knorr, 2000).
- Be aware that France has a system of socialized medicine, so the entire structure of the US healthcare system may be totally unfamiliar to French clients (http://en.wikipedia.org/wiki/French_culture).

Dos and Don'ts

- Look out for subtle hints and unspoken words that may indicate disapproval.
- Build relationships, not procedures.
- Try to look intelligent rather than efficient.
(<http://www.understandfrance.org/French/Dos&Donts.html>)

French Attitudes about Disability

The French began enacting legislation in the 1970s to ensure that people with disabilities were protected under the law, making France one of the first nations in Europe to do so. France currently has a quota system for employment of disabled people, yet only 30% of the disabled population is employed, compared to higher figures in Denmark and Great Britain. It has been claimed that this disparity in employment figures points to the negative and suspicious attitude of the French to disabled people. Another interesting fact that may reveal underlying attitudes to disability is that the public transportation in Paris is not accessible to many people with disabilities (<http://news.bbc.co.uk/1/hi/scotland/7326009.stm>).

Although I could find no sources that talked directly about French attitudes towards communication disorders, the frequently-cited French emphasis on conversation and debate suggests that these types of disorders may present even more of a handicap in a French context than in an Anglo-American one.

Quebecois – French Canadians

History, Language and Politics

Quebecois or *Quebecers* is the name by which native French-speaking Canadians refer to themselves. This term denotes both cultural and national identity and is preferred to “French Canadian”, which is sometimes perceived as being pejorative. Mainly living in the province of Quebec in north-eastern Canada, they are typically the descendents of French settlers who began colonizing Canada in the 17th century, although the term can also be applied to French-speaking Canadians who have immigrated more recently. During the mid-18th century, people of French ancestry who had resided in Canada settled in parts of the United States including Alabama, Louisiana, Mississippi, Missouri, Illinois, and the Windsor-Detroit region (http://en.wikipedia.org/wiki/French_Canadians).

Previous generations of French-speaking people in Canada based their identity on both Roman-Catholic run institutions and protection of the French language. Modern Quebecois identity, however, rests on the secular institution of the government of Quebec, which protects and promotes the use of the French language and French-speaking culture (http://en.wikipedia.org/wiki/French_Canadians). The government of Quebec has also passed legislation to protect the rights of the English-speaking minority and French-English bilingualism is quite common (<http://www.immigration-quebec.gouv.qc.ca/en/choose-quebec/society-values/french-language/index.html>).

The issue of Quebecois identity and bilingualism in Canada can be very politically-charged. Only beginning in the 1960s did French-speaking Canadians begin to demand more autonomy from the English-speaking majority and sought to pass laws protecting the use of the French language. In recent years, a segment of the population in Quebec has supported separating entirely from Canada to form an independent country (http://en.wikipedia.org/wiki/Quebec_sovereignty_movement)

Attitudes to Disability

A survey conducted by Human Resources and Social Development Canada (<http://www.rhdsc.gc.ca/en/hip/odi/documents/attit>) on attitudes of Canadians to disability and persons with disabilities concluded that English and French-speaking Canadians expressed significantly different opinions. Definition of disabilities, personal experience with persons with disabilities, discrimination and perceived discrimination towards persons with disabilities and beliefs about whose responsibility it is to support persons with disabilities were all areas in which these two linguistic groups expressed different views.

- Fewer Quebecois than English-speaking Canadians reported witnessing discrimination against persons with disabilities, despite the fact that twice as many Quebecois *believed* that extensive discrimination is faced by persons with disabilities.
- French-speaking Canadians emphasized activity limitations more in their definition of disability, while English-speakers highlighted physical disabilities.

- Residents of Quebec were significantly less likely than Canadians living in other regions to know someone with a disability.
- French-speaking Canadians are significantly less likely to feel that other people will be comfortable with all disability types.
- English-speaking Canadians were more likely than French speakers to believe persons with disabilities face difficulties in attaining financial security, maintaining stable employment, having access to reliable transportation, raising a family, and having opportunities for recreation, having a social life, getting a good education and health care.
- French-speaking Canadians agreed in greater numbers than other Canadians with the statement that “persons with disabilities are less likely to be hired for a job than those without disabilities, even if they are equally qualified”.
- Residents of Quebec are more likely than other Canadians to emphasize the role of government in caring for persons with disabilities.
- French-speaking individuals are more likely to express the view that the families of persons with disabilities should provide financial security for their family members with disabilities.

French Linguistics

When working with a bilingual client in English who first acquired language in French, it is important to know the elements of both languages so it can be determined if an error in testing speech and language in English is the result of a difference or disorder. The more knowledge a clinician has of both languages, the more accurate he or she will be when diagnosing and treating speech and language disorders.

French parts of speech and language differences in English

When testing language in English of a bilingual client whose first language is French, knowing the parts of speech in French will give the clinician a more solid base of linguistic understanding that will allow the clinician to more accurately diagnose a disorder. Information for French parts of speech was acquired from <http://french.about.com/od/grammar/a/partsofspeech.htm>.

Adjective

There are two main differences between French adjectives and English adjectives. The first main difference is that in English, the adjective is found before the noun it modifies. In French, the adjective is usually found after the noun it modifies. The second main difference is that the French adjectives change to agree in gender and number with the noun that they modify and English adjectives do not. Most adjectives in French add, “e,” for feminine agreement and, “s,” for plural agreement.

Adverb

Most French adverbs end in –ment. Most English adverbs end in –ly and can be found before or after the verb it modifies. It can also be found at the beginning or end of the sentence. French adverbs have a more structured pattern. When the adverb is modifying a verb, it is found after

the conjugated verb. When the adverb is modifying an adjective or another adverb, it is found in front of the word that it is modifying.

Article

Unlike English articles, French articles must agree with the noun they modify in gender and number. The three kinds of articles in French are definite, indefinite, and partitive. The partitive article is usually omitted in English.

Conjunctions

There are two types of conjunctions in French. One type is coordinating conjunctions and the other type is subordinating conjunctions. The word placement of these conjunctions are similar to word placement in English conjunctions.

Nouns

In French, all nouns are gender specific. They are either masculine or feminine and have an article in front of them that agrees with the gender of the noun. For most French nouns, the plural is marked by adding s or x in written form, but this change is not heard in the spoken form. The plurals that are heard in the spoken form usually when the word ends in al before it is put in the plural form ending in x or s (Thordardottir, 2005).

Prepositions

French prepositions are similar in placement and function to English prepositions.

Pronouns

Although the function of pronouns in French are similar to the function of pronouns in English, pronouns in French are found in different places in the sentence compared to English pronouns.

Verbs

All French verbs need to be conjugated in order to agree with the subject of the sentence. In French, verbs can have up to six conjugations, one per subject pronoun. In English, there is only a separate conjugation for the third person singular of a verb. For example: I listen becomes he listens. The verb to be has three conjugations: I am, you are, and he is.

MLU

In a study conducted by Elin T. Thordardottir (2005) it was found that French-speaking children presented with a higher mean length of utterance than English speaking children. This could be contributed to the fact that the inflectional system in French is considerably more complex than in English. In French, words whose form changes during inflection include verbs, but also certain nouns, adjectives and pronouns. For example, in French, a child could say a word with

an ending that could signal a number of grammatical inflections and the tester would not be able to measure if the child actually intended to use the correct inflection or not. Therefore, when testing a bilingual child in French and English,

Vocabulary size

In the same study conducted by Elin T. Thordardottir (2005) as mentioned above, it was found that English-speaking children have a larger vocabulary size than French speaking children. Therefore, when testing a bilingual French and English speaking child in English and French, if the child was found to have a lower vocabulary score in French than in English it does not necessarily mean that he or she is less developed in French than English.

Prosody

In English, usually the first syllable in a word is stressed. In French, the final syllable is usually stressed. The stressed syllable in English is characterized by intensity, and in French the stressed syllable is characterized by duration. In French, the final syllable is twice as long in duration as the initial syllable causing the stress duration to be more predictable than the stress pattern in English. In a bilingual French/English speaker, it would not be uncommon for a client who learned French as his or her first language to carry over the stress patterns of the French language to English (Brodovitch, 2007).

Common articulation errors in English when French is the first language acquired

These common errors and more are located on this website:
<http://www.btinternet.com/~ted.power/11french.html>

English sound	Common error
/ɔ/ in “bought”	/o/ in “boat”
/ð/ in “they”	/d/ in “day”
/ð/ in “clothe	/z/ in “close”
/ʃ/ in “sherry”	/tʃ/ in “cherry”
/tʃ/ in “cherry”	/ʃ/ in “sherry”
/ŋ/ + /k/ in “think”	/ŋ/ + /g/ in “thing”
“yam”	“jam”
“note”	“not”

Also it is common for French speaking clients to have difficulty pronouncing /ts/ or /pf/ since these sound combinations are absent from the French language (Brodovitch, 2007).

Phonology

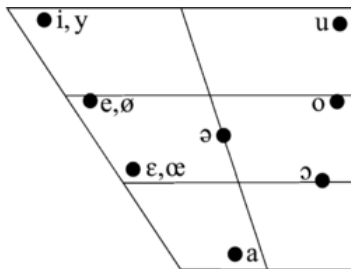
The French phonology system is known for its uvular r and nasal vowels and two processes affecting word-final sounds: liaison, a certain type of sandhi, which occurs when word-final consonants are not pronounced unless followed by a word beginning with a vowel; and elision, which occurs when a final vowel is elided before vowel initial words. Standard French consists of up to thirteen oral vowels and up to four nasal vowels. Generally, close-mid vowels are found in open syllables while open-mid vowels are found in closed syllables.

French Consonants

Where symbols for consonants occur in pairs, the left represents the voiceless consonant and the right represents the voiced consonant.

	Bilabial	Labio-dental	Dental/Alveolar	Palato-alveolar	Palatal		Velar		Uvular
					plain	round	plain	round	
Nasal	m		n		ɲ		ŋ ¹		
Plosive	p b		t d				k g		
Fricative		f v	s z	ʃ ʒ					ʁ ²
Approximant					j ^{3,4}	ɥ ³		w ³	
Lateral			l		(ʎ) ⁴				

French Vowels



	Front		Central	Back
	unrounded	rounded		
Close	i	y		u
Close-mid	e	ø	ə	o
Open-mid	Oral	ɛ (ɛ:)		œ
	Nasal	ẽ	(œ̃)	õ
Open				(ɑ)
	oral	a		

Tests

When testing an individual who speaks French, it is important to determine which dialect influenced their speech, in addition to which French-speaking community he or she is from (i.e., French Canadian, European French, Creole French, etc.)

According to Natacha Trudeau (2007), there are few measures available to assess the language domains of the French language due to the lack of research on the typical development of the French language. Due to the lack of French-language assessments, a few tests have been created specifically for the French-language and tests in other languages have also been adapted to French. Even though some of these tests have been created and adapted, it is important to take into account which individuals the test was created for. The content validity of the instrument may be skewed due to cultural and linguistic differences in the initial and immediate populations.

Adapted Tests

The following are tests that have been adapted for the assessment of the French language.

- ***Échelle de vocabulaire en images Peabody*** (Dunn, Thériault, & Dunn, 1993) assesses word comprehension and was adapted from the Peabody Picture Vocabulary test which. This test has been standardized and validated.
- ***Épreuve de compréhension de Carrow-Woolfolk*** (Groupe coopératif en orthophonie-Région Laval, Laurentides, Lanaudière, 1995) assesses sentence comprehension and was adapted from the Test of Auditory Comprehension of Language-Revised. This test has been standardized for individuals from the age of kindergarten to second grade.
- ***Expressive One-Word Picture Vocabulary Test (EOWPVT)*** assesses expressive vocabulary and has been adapted for the Québec French dialect. This test has been standardized for individuals from the age of kindergarten to second grade.
- There is currently work to complete an adapted version of the MacArthur-Bates Communicative Development Inventories into the ***Inventaires MacArthur du développement de la communication*** (IMDC; Trudeau, Frank, & Poulin-Dubois, 1999) which will be used as a parent report on the early phases of communication in children aged 8 to 30 months. This test will also be standardized and validated as an instrument for individuals who speak the Québec French dialect.

European French Tests

The following are assessments that were developed in French and provide normative data from Europe. There is not much information about the validity and reliability of these tests.

- ***Épreuves pour l'évaluation du langage*** (Tests for Language Evaluation) (EPEL; Chevrie-Muller, Simon, & Decant, 1981)
- ***Nouvelles épreuves d'évaluation du langage*** (New Tests for Language Evaluation) (N-EEL; Chevrie-Muller & Plaza, 2001)

- *Développement du langage de production en français* (Development of Language Production in French) (DLPF; Bassano, Labrell, Champaud, Lemétayer, & Bonnet, 2005) is a parent report that could potentially be used for children aged 12-48 months.
- Bulle Test (Auger, 1994) assesses sound production in language.
- Tours-France Psycholinguistic Laboratory Comprehension Test (*Épreuve de compréhension du Laboratoire de psycholinguistique de Tours-France*) (Khomsî, 1980) assesses sentence comprehension.

Criterion Referenced Tests

The following articles describe research methods that may be useful in a clinical setting. These articles are only available in French.

- Royle, P. (2006). Le casse-tête comme outil de recherche, de dépistage, et d'intervention en dysphasie. *Fréquences*, 18, 36-37.
- Sutton, A., Trudeau, N., Poupart, A., Grenon, V., Thordardottir, E., & Lessard, N. (2007, April) Développement phonologique chez les enfants francophones âgés de 18 à 54 mois. Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA) conference, Moncton, NB.
- Nardy, A. (2003). Production et jugement d'acceptabilité entre 2 et 6 ans : Aspects psycholinguistiques et sociolinguistiques de l'acquisition des liaisons. Mémoire de recherche. Laboratoire de linguistique et didactique des langues étrangères et maternelles, Université Stendhal, Grenoble.
- Lefebvre, P., Girard, C., Desrosiers, K., Trudeau, N., & Sutton, A. (2007) Phonological awareness tasks for French-speaking preschoolers, manuscript submitted for publication.

All above from: Trudeau, N. (2007). Assessment of French Language Development. Encyclopedia of Language and Literacy Development.

Bilingual Assessments

Both assessments can be found at the Academic Communication Associates, Inc. – Speech, Language, and Learning Resources for Children and Adults website, <http://www.acadcom.com/Scripts/default.asp>.

- **Bilingual Language Picture Resource** includes pictures of common vocabulary items in English, Spanish, Italian, Vietnamese, French, and Japanese in addition to picture scenes to be used for analyzing descriptive language skills. It also includes suggested language activities. For ages 3 and older.
- **Bilingual Vocabulary Assessment Measure** is an assessment that evaluates the knowledge of everyday, high-frequency nouns. It is designed to be used as an initial screening to determine the individuals knowledge of basic vocabulary.

Therapy Materials

The Picture Master products can be found at the Academic Communication Associates, Inc. – Speech, Language, and Learning Resources for Children and Adults website, <http://www.acadcom.com/Scripts/default.asp>; and the Super Duper photo cards can be found at the Super Duper Publications website, <http://www.superduperinc.com/>.

- **Picture Master Board Designer** includes images that allow you to design and print picture cards, communication boards and overlays, activity worksheets, and games. Text in English, Spanish, French, and German can be included with the picture.
- **Picture Master Language Software** includes the **Picture Master Board Designer** in addition to animation of approximately 3,600 pictures with real speech producing the word (e.g., the act of drinking is shown while the word “drink” is produced). The real speech is available in English, French, Spanish, and German.
- **Super Duper Publications** provides several photo cards with several languages (English, Spanish, French, German, Japanese, and Chinese) printed on the back.

Websites

Academic Communication Associates, Inc. – Speech, Language, and Learning Resources for Children and Adults

<http://www.acadcom.com/Scripts/default.asp>

The Bilingual Language Picture Resource, Bilingual Vocabulary Assessment Measure, Picture Master Board Designer, and the Picture Master Language Software were found on this website.

Encyclopedia of Language and Literacy Development

<http://literacyencyclopedia.ca/>

This source was developed by the Canadian Language and Literacy Research Network to provide information about children’s language and literacy. This site is helpful if an individual on your caseload spoke Canadian French.

French Vocabulary, Pronunciation, and Spelling

http://french.about.com/library/begin/bl_begin_vocab.htm

This source provides audio recordings in addition to written text. There is detailed information about pronunciation and rules. The alphabet as well as extensive lists of terminology is included. Basic or survival French is provided with the most used French words and extensive information about French spelling.

Useful vocabulary lists in English & French

<http://www.lingolex.com/french.htm>

The 100 most common verbs with translations, prepositions, and a list of household, clothing, and public places vocabulary can be found at this website.

Worksheets for French verbs & vocabulary

(Also has translations for German, Spanish, Italian, Russian, Romanian, Bulgarian, & Polish)

<http://www.happychild.org.uk/freeway/french/index.htm>

This is an exhaustive resource that can be used to develop vocabulary and to translate other languages to English.

LanguageGuide.org-Francis

<http://www.languageguide.org/francais/>

This source provides a pictorial vocabulary guide with audio recordings. Audio recordings are also included with the grammar examples.

Tex's French Grammar— University of Texas Austin Department of French & Italian Liberal Arts

<http://www.laits.utexas.edu/tex/>

This source puts a Texan twist on learning French. This website provides extensive information on French grammar. mp3 downloads and iTunes podcasts are also accessible.

Speech-Language Pathologists and Audiologists

Certified speech-language pathologists and audiologists may be found on the ASHA website at: <http://www.asha.org/proserv/>.

Speech-Language Pathologists

- **Fox, Anna, M.A., CCC-SLP**
Email: af20@txstate.edu
512-245-2330
Conversational French Speaker
- **Johnson, Love BA,MA,MS**
amortcu@yahoo.com
817-825-4001
3321 Heritage Lane
Fort Worth, TX 76140
- **Levy, Gal M.Sc.**
gal@speechpathologist.org
214-995-6444
6589 Scottsdale Way
Frisco, TX 75034
Referral Restrictions: Fluency and voice disorders - adults
- **Harris County Pediatric Therapy Center**
Director: Nancy Burford, M.A.
ptcnancy@hotmail.com
(713) 772-1400
8323 Sw Freeway Gs Court, Suite 101
Houston, TX 77074
Facility Type: Outpatient Rehab Cntr

- **Dominguez, Olinda M.A.**
odominguez@hotmail.com
956-722-4444
1407 Calle del Norte Ste B
Laredo, TX 78041
Facility Type: Outpatient Rehab Center

Audiologists

- **Kos, Susanne M.A.**
(817) 277-7039
101 W Randol Mill Rd Ste 105
Arlington, TX 70611
- **Audiology Diagnostic Clinic**
Director: Milly Walker, M.A., CCC-A
milly@audc.com
512.327.3004
4201 Bee Cave A-102
3404 American Dr LV TX 78645
Austin, TX 78746

Research Articles

The following articles are useful clinical resources about the French language.

- Benoît, C., Mohamadi, T., & Kandel, S. (1994). Effects of phonetic context on audio-visual intelligibility of French. *Journal of Speech and Hearing Research*, 37, 1195-1203.
- Bernicot, J., & Laval, V. (1996). Promises in French children: Comprehension and metapragmatic knowledge. *Journal of Pragmatics*, 25, 101–122.
- Franck, J., Crolen-Ohayon, S., Chillier, L., Frauenfelder, U., Hamann, C., Rizzi, L., & Zesiger, P. (2004). Normal and pathological development of subject–verb agreement in speech production: A study on French children. *Journal of Neurolinguistic*, 17, 147–180.
- Frenck-Mestre, C., Meunier, C., Espesser, R., Daffner, K., & Holcomb, P. (2005). Perceiving nonnative vowels: The effect of context on perception as evidenced by event-related brain potentials. *Journal of Speech, Language, and Hearing Research*, 48, 1496-1510.
- Garcia, L. J., Paradis, J., Sénécal, I., & Laroche, C. (2006). *Utilisation et satisfaction à l'égard des outils en français évaluant les troubles de la communication / Use of and satisfaction with assessment tools for evaluating communication disorders in French. Journal of Speech-Language Pathology and Audiology*, 30(4), 239-249.
- Grondin, N., & White, L. (1996). Functional categories in child L2 acquisition of French. *Language Acquisition*, 5, 1–34.

- Hamann, C., Ohayon, S., Dubé, S., Frauenfelder, U., Rizzi, L., Starke, M., & Zesiger, P. (2003). Aspects of grammatical development in young French children with SLI. *Developmental Science*, 6, 151–158.
- Jakubowicz, C., Nash, L., Rigaut, C., & Gérard, C. (1998). Determiners and clitic pronouns in French-speaking children with SLI. *Language Acquisition*, 7(1), 113–160.
- Laval, V. & Bert-Erboul, A. (2005). French-Speaking children's understanding of sarcasm: The role of intonation and context. *Journal of Speech, Language, and Hearing Research*, 48, 610-620.
- Maillart, C., & Schelstraete, M.-A. (2003). Sentence processing strategies in French-speaking children with SLI: A study of morphosyntactic cues. *Journal of Multilingual Communication Disorders*, 1, 201–209.
- Maillart, C., Schelstraete, M. A., & Hupet, M. (2004). Phonological representations in children with SLI: A study of French. *Journal of Speech, Language, and Hearing Research*, 47, 187-198.
- Ménard, L. (2003). Acoustic variability and adaptive articulatory strategies during vocal tract growth revealed by the rounding contrast in French. *15th International Congress of Phonetic Sciences*, 3, 3169–3172.
- Ménard, L., Schwartz, J-L., & Boë, L-J. (2004). Role of vocal tract morphology in speech development: Perceptual targets and sensorimotor maps for synthesized French vowels from birth to adulthood. *Journal of Speech, Language, and Hearing Research*, 47, 1059-1080.
- Ménard, L., Schwartz, J.-L., Boë, L.-J., Kandel, S., & Vallée, N. (2002). Auditory normalization of French vowels synthesized by an articulatory model simulating growth from birth to adulthood. *Journal of the Acoustical Society of America*, 111, 1892–1905.
- Müller, N., & Hulk, A. (2001). Crosslinguistic influence in bilingual language acquisition: Italian and French as recipient languages. *Bilingualism: Language and Cognition*, 4(1), 1–22.
- Paradis, J., & Crago, M. (2000). Tense and temporality: A comparison between children learning a second language and children with SLI. *Journal of Speech, Language, and Hearing Research*, 43, 834-847.
- Paradis, J., & Crago, M. (2001). The morphosyntax of specific language impairment in French: An extended optional default account. *Language Acquisition*, 9, 269–300.
- Paradis, J., Le Corre, M., & Genesee, F. (1998). The emergence of tense and agreement in child L2 French. *Second Language Research*, 14(3), 227–256.

- Paradis, J., Crago, M., Genesee, F. & Rice, M. (2003). French–English bilingual children with SLI: How do they compare with their monolingual peers? *Journal of Speech, Language, and Hearing Research*, 46, 113–127.
- Prévost, P. (1997). Truncation and root infinitives in second language acquisition of French. In E. Hughes, M. Hughes, & A. Greenhill (Eds.), *BUCLD 21 Proceedings* (pp. 453–464).
- Sato, M., Vallee, N., Schwartz, J., & Rousset, I. (2007). A perceptual correlate of the labial-coronal effect. *Journal of Speech, Language, and Hearing Research*, 50, 1466–1480.
- Thordardottir, E. T. (2005). Early lexical and syntactic development in Quebec French and English: Implications for cross-linguistic and bilingual assessment. *International Journal of Language and Communication Disorders*, 40, 243–278.
- Thordardottir, E. T. & Namazi, M. (2007). Specific language impairment in French-speaking children: Beyond grammatical morphology. *Journal of Speech, Language, and Hearing Research*, 50, 698–715.
- Trudeau, N., Sutton, A., Dagenais, E., de Broeck, S., & Morford, J. (2007). Construction of graphic symbol utterances by children, teenagers, and adults: The effect of structure and task demands. *Journal of Speech, Language, and Hearing Research*, 50, 1314–1329.
- Westernoff, F. (1991). The assessment of communication disorders in second language learners. *Journal of Speech-Language Pathology*, 15(4), 73–79.

Recommended Readings

- Auger, D. (1994). *Casse-tête d'évaluation de la phonologie*. Montréal: Author.
- Bassano, D., Labrell, F., Champaud, C., Lemétayer, F., & Bonnet, P. (2005). Le DLPF: un nouvel outil pour l'évaluation du développement du langage de production en français. *Enfance*, 57, 171–208.
- Dunn, L., Thériault-Whalen, C., & Dunn, L. M. (1993). *Échelle de vocabulaire en images Peabody*. Toronto: Psycan.
- Chevrie-Muller, C., Simon, A. M., & Decante, P. (1981). *Epreuves pour l'examen du langage (EPEL)*. Paris: Editions du Centre de Psychologie Appliquée.
- Chevrié-Muller, C., & Plaza, M. (2001). *Nouvelles Épreuves d'évaluation du langage*. Paris: Editions du Centre de Psychologie Appliquée.
- Groupe coopératif en orthophonie-Région Laval, Laurentides, Lanaudière (1995). *Épreuve de compréhension de Carrow-Woolfolk et Expressive One-Word Vocabulary Test, French adaptation*.

- Lefebvre, P., Girard, C., Desrosiers, K., Trudeau, N., & Sutton, A. (2007) Phonological awareness tasks for French-speaking preschoolers, manuscript submitted for publication.
- Nardy, A. (2003). Production et jugement d'acceptabilité entre 2 et 6 ans : Aspects psycholinguistiques et sociolinguistiques de l'acquisition des liaisons. Mémoire de recherche. Laboratoire de linguistique et didactique des langues étrangères et maternelles, Université Stendhal, Grenoble.
- Royle, P. (2006). Le casse-tête comme outil de recherche, de dépistage, et d'intervention en dysphasie. *Fréquences*, 18, 36-37.
- Sutton, A., & Trudeau, N. (in press). Nos bouts de choux : linguistes en herbes. *Médecine Sciences*, 11 p.
- Sutton, A., Trudeau, N., Poupart, A., Grenon, V., Thordardottir, E., & Lessard, N. (2007, April) Développement phonologique chez les enfants francophones âgés de 18 à 54 mois. Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA) conference, Moncton, NB.
- Sutton, A., Trudeau, N., & Thordardottir, E. (2006, June). Compréhension lexicale, grammaticale et pragmatique chez les enfants québécois d'âge préscolaire. Congrès de l'Ordre des orthophonistes et audiologistes du Québec, Gatineau, QC.
- Trudeau, N., Boudreault, M.-C., Marsolais, I., Rioux, A., Tousignant, J. (2005, June). Validité et fidélité de la version québécoise de l'Inventaire MacArthur du développement de la communication. CLLRNet conference, Toronto, ON.
- Trudeau, N., Frank, I., & Poulin-Dubois, D. (1999) Une adaptation en français québécois du MacArthur Communicative Development Inventory. *La revue d'orthophonie et d'audiologie*, 23, 61-73.

References

- American Speech-Language-Hearing Association. (n.d.). Find a Professional: Online Directory of Audiology and Speech-Language Pathology. Retrieved May 17, 2008, from <http://www.asha.org/proserv/>.
- Brodovitch, E. (2007). The Singing Qualities of the French Language. *Journal of Singing*, 64, 71-75.
- Corbett, J. (1994). *Through French windows: An introduction to France in the nineties*. United States of America: The University of Michigan Press.
- European Opinion Research Group (2001). *Attitudes of Europeans to disability*. Retrieved May 26, 2008, from http://ec.europa.eu/employment_social/disability/eu_bar_en.pdf
- Government of Quebec, Immigration et Communautés Culturelles. (2007). *French Language*. Retrieved May 25, 2008, from <http://www.immigration-quebec.gouv.qc.ca/en/>
- Hamilton, I. (2008, April 11). A positive attitude to disability. BBC. Retrieved May 20, 2008, from <http://news.bbc.co.uk>
- Human Resources and Social Development Canada, Office for Disability Issues. (2006). *2004 Benchmark Survey*. Retrieved May 25, 2008, from <http://www.hrsdc.gc.ca/en>
- INSEE.fr. (2008). *National Institute for Statistics and Economic Studies*. Retrieved May 26, 2008, from www.insee.fr
- International Business Center, International Business Etiquette. (2008). *France*. Retrieved May 20, 2008, from <http://www.cyborlink.com>
- Knorr, R. (2000). *The grown-up's guide to living in France*. Berkeley, CA: Ten Speed Press.
- Lawless, L. (2008). French parts of speech. Retrieved May 26, 2008, from <http://french.about.com/od/grammar/a/partsofspeech.htm>.
- Monster.com, Business Etiquette. (n.d.). *French Etiquette Guide*, Retrieved May 19, 2008, from <http://career-advice.monster.com/business-etiquette/work-abroad/French-Etiquette-Guide/home.aspx>
- Power, T. (2008). 26 common English pronunciation problems. Retrieved May 26, 2008, from <http://www.btinternet.com/~ted.power/11french.html>

Shryock, R. (2006). *Francophone countries of the world*. Retrieved May 26, 2008, from <http://www.fl.vt.edu/French/francophonie.html>

Thordardottir, E. (2005). Early lexical and syntactic development in Quebec French and English: implications for cross-linguistic and bilingual assessment. *International Journal of Language and Communication Disorders*, 40, 243-278.

Transitions Abroad, Working and Living. (n.d). *Dos and Don'ts in France*. Retrieved May 21, 2008, from <http://www.transitionsabroad.com/publications/magazine>

Trudeau, N. (2007). Assessment of French Language Development. Encyclopedia of Language and Literacy Development (pp. 1-7). London, ON: Canadian Language and Literacy Research Network. Retrieved May 17, 2008 from <http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=231>

UnderstandFrance.org. (2008). *Dos and Don'ts*. Retrieved May 24, 2008, from <http://www.understandfrance.org>

Wikipedia. (2008). Retrieved May 5, 2008, from http://en.wikipedia.org/wiki/French_culture

Wikipedia. (2008). Retrieved May 5, 2008, from http://en.wikipedia.org/wiki/List_of_French_Dishes

Wikipedia, The Free Encyclopedia. (n.d.) *French Canadians*. Retrieved May 23, from <http://en.wikipedia.org>

Wikipedia, The Free Encyclopedia. (n.d.) *History of France*. Retrieved May 23, from <http://en.wikipedia.org>

Wikipedia, The Free Encyclopedia. (n.d.) *Quebec Sovereignty Movement*. Retrieved May 23, from <http://en.wikipedia.org>

Wikipedia. (2008). Retrieved May 25, 2008, from http://en.wikipedia.org/wiki/French_language#The_United_States

Wikipedia. (2008). Retrieved May 25, 2008, from http://en.wikipedia.org/wiki/French_language#Legal_status_in_Canada

World Languages Fair, French, Culture and Communication (n.d.). Retrieved May 20, from <http://www.lerc.educ.ubc.ca/>