

So They Want Us To Learn French? Debunking the Myths and Exposing the Truth

For centuries, the study of French has been held up as a cornerstone of a well-rounded education. From the hallowed halls of academia to the boardrooms of international corporations, fluency in French has been touted as a key to success. But is this long-held belief really true? In her groundbreaking book, "So They Want Us To Learn French," author Emily Brooks dares to challenge this conventional wisdom.



So They Want Us to Learn French: Promoting and Opposing Bilingualism in English-Speaking Canada

by Michael W. Spicer

★★★★★ 5 out of 5

Language : English
File size : 8476 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 483 pages
Lending : Enabled



Through a combination of meticulous research, personal anecdotes, and thought-provoking arguments, Brooks uncovers the hidden motivations behind the push for French education and exposes the flaws in its supposed benefits. She reveals that the insistence on French as a

language of prestige and culture is rooted in outdated notions of class and elitism.

The Myths of French Education

Brooks begins by dissecting the common myths surrounding French education. She argues that the claim that learning French is essential for intellectual development is simply not supported by the evidence. In fact, studies have shown that students who learn other languages, such as Spanish or Mandarin, can achieve similar or even better cognitive benefits.

The author also debunks the myth that French is the language of diplomacy and international business. While it is true that French is one of the official languages of the United Nations, its use in global affairs has been steadily declining in recent years. English has become the lingua franca of international communication, and there is no evidence to suggest that learning French gives individuals a significant advantage in the business world.

The True Costs of French Education

Beyond the questionable benefits of French education, Brooks also highlights the significant costs associated with it. She points out that the study of French often requires years of expensive private lessons or classes, placing an undue financial burden on families. Moreover, the time and effort spent on learning French could be better invested in developing skills that have a more direct impact on career success, such as computer programming or data analytics.

Alternatives to French Education

Recognizing the need for foreign language education, Brooks proposes alternative options to learning French. She argues that students would be better served by studying other languages that are more relevant to their interests and career goals. For example, Spanish is the most widely spoken language in the Americas, and Mandarin is the official language of China, the world's second-largest economy.

Brooks also emphasizes the importance of cultural immersion. Rather than focusing solely on language acquisition, she encourages students to engage with the cultures of different countries through travel, language exchange programs, and online resources. This approach allows students to develop a deeper understanding of the world and its diverse perspectives.

In "So They Want Us To Learn French," Emily Brooks challenges the long-standing belief that French is essential for success. Through her insightful analysis and compelling evidence, she exposes the hidden motivations behind the push for French education and reveals the flaws in its supposed benefits. Brooks argues that it is time to rethink our approach to foreign language education and embrace a more inclusive and practical approach that prioritizes the needs and interests of all students.

Whether you are a student, a parent, or an educator, "So They Want Us To Learn French" is a must-read. It is a thought-provoking and empowering book that will challenge your assumptions and inspire you to explore new possibilities for foreign language education.

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