



FEATURES of INTENSIVE LANGUAGE INSTRUCTION

1. CLASSROOM ENVIRONMENT

- Promotion of target language usage only
- Classroom tone (comfort level of students, level of involvement, enthusiasm)

2. ROUTINES AND PROCEDURES

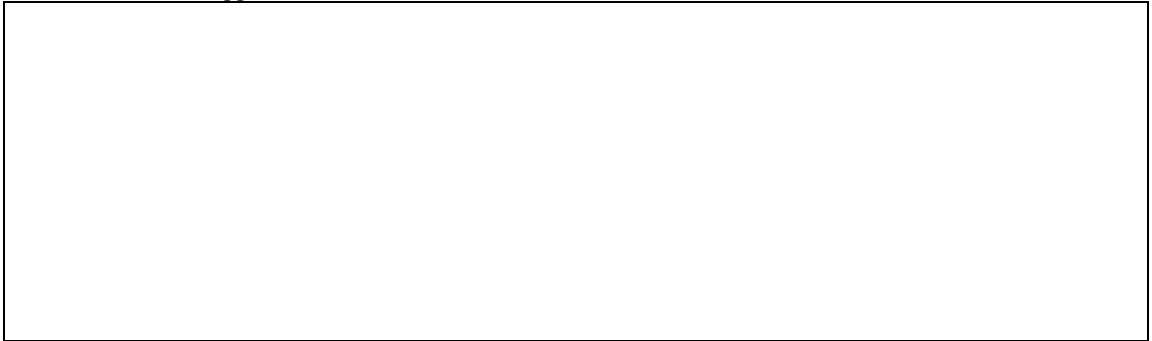
- Morning/beginning of day warm-up activities, message of the day
- A coherent daily program where language is used and reused
- Motivation system in place

3. INTENSIVE METHODOLOGY

- Teaching for both fluency and accuracy (e.g., error correction, time to focus on form as well as opportunities for communication)
- Use of modeling and scaffolding evident in approach to teaching (e.g., oral and written examples provided, connecting to prior knowledge)
- Sequencing of tasks (i.e., oral first, task divided into small chunks -- one leading to next)
- Promoting the use of language in context
- Providing listening focus for activities

4. PHYSICAL ENVIRONMENT

- Organization of materials (journals, readers, centers...)
- Use of visual supports in classroom (word walls...)



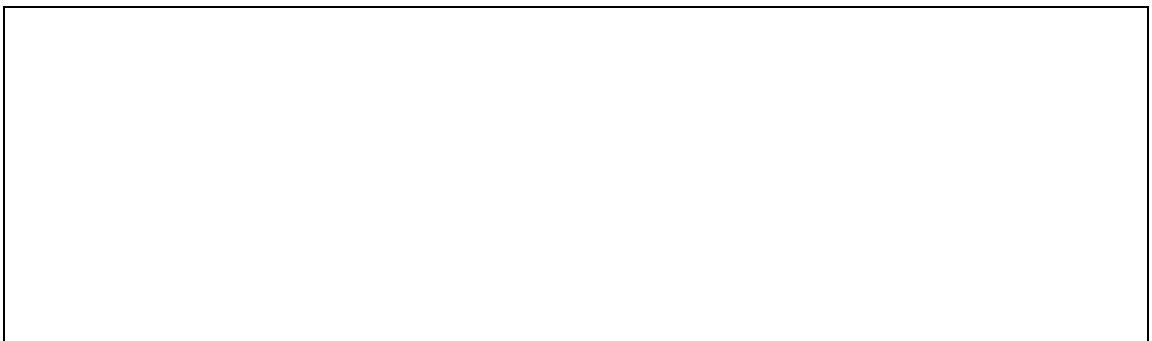
5. ORAL

- Oral tasks given to students
- Interactive and meaningful oral activities
- Repetition and practice; opportunities for student-student interaction
- Quality of student oral production (speaking in full sentences, avoidance of one-word answers...)
- Attention to phonetic/phonemic awareness (pronunciation, sound –symbol correlation...)



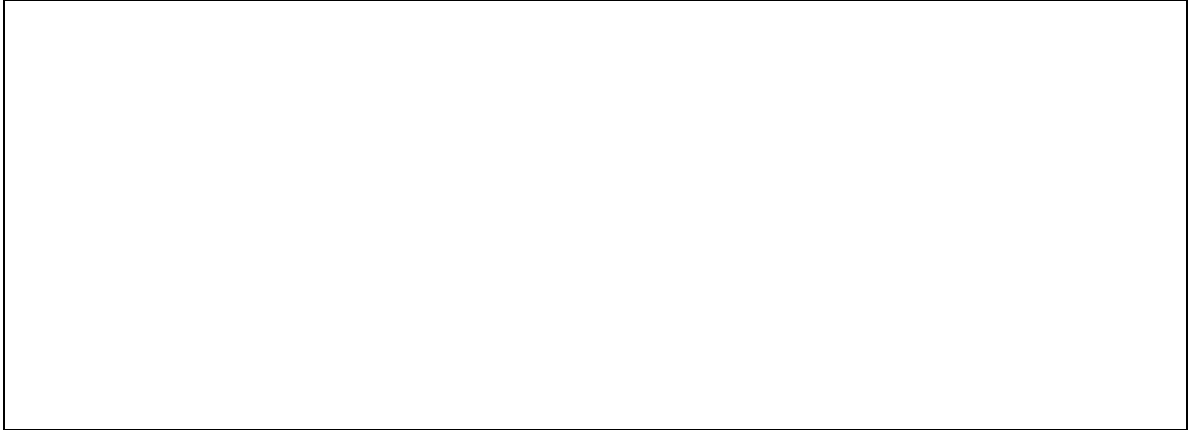
6. LISTENING

- Student comprehension of oral directions
- Use of strategies to promote student comprehension/participation (hand raising, red-green cards, thumbs up or down...)
- Techniques to encourage listening to one another (e.g., What did he say? Do you agree? Who else...?)



7. WRITING

- Modeling the second language to provide support for writing (written examples provided)
- Preparation for writing activities (brainstorming, activation of prior knowledge, contextualization)
- Enhancing language accuracy through writing
- Effective writing tasks (related to theme, related to oral or to reading)
- Guided writing (writing together, constructing models together)
- Appropriate level of difficulty of tasks



8. READING

- Reading texts (level of language, thematic appropriateness, interest level...)
- Types of reading (e.g., paired, teacher-led, choral read aloud)
- Reading activities connected to theme (if possible)
- Pre-reading (e.g. anticipating, predicting, personalizing)
- During reading (questioning techniques, motivation of students)
- Post-reading (reflection, elaboration, focus on language such as rhymes, specific sound practice, new vocabulary development)



9. GENERAL

- Communication with parents (e.g., a system in place for facilitating this)
- Homework practices

10. REFLECTIONS/COMMENTS