

OBSERVATIONS IN INTENSIVE FRENCH

RESOURCES

- Refers to the *IF Interprovincial Teachers' Guide*.
- Uses various forms of text to develop literacy in French.

ORAL COMMUNICATION

- Uses French as the language of communication in the classroom (teacher and students).
- Provides authentic language models, e.g., referring to the teacher's personal experiences.
- Questions students to elicit adapted forms of the modelled statements.
- Verifies authentic listening and re-use of the language by referring to what others have said.
- Models activities with a student before students participate in group work.
- Encourages students to re-use the language by interacting with them (and having students interact) and having them focus on meaning.
- Provides immediate feedback to incorrect language use and has students repeat correctly in a complete sentence; does so in a natural manner.

READING

- Makes connections to students' lives by questioning them orally about the theme of the text to be read.
- Invites students to anticipate what they will read.
- Modelling: while reading the text, verifies students' comprehension (in relation to their predictions.)
- Has students read along out loud; individually, in groups, in different ways.
- Rereads and points out the relationships and language features:
 - sound-spelling
 - meaning-spelling

- Reuses the language by proposing oral & written activities related to the text.
- Independent reading: students read texts at home and regularly report on them.

WRITING

- Brainstorms with students to generate ideas about which to write.
- Writes a model on the board (collective writing) pointing out specifics to writing (capitals, punctuation, spelling, agreement, etc.).
- Reviews ideas (orally) related to the topic and to the students' lives and writes them on the board.
- Students write a text adapting the written model on the board.
- Students share/read aloud and edit the text for meaning.
- Students share/read aloud and edit the text for form.

PROJECT

- Activities and projects take place in a thematic context.
- Activities have an authentic communicative goal.
- Activities contribute to the cognitive development of the student, i.e., are not too easy or too difficult.

GENERAL

- Students are adequately prepared to do the activities.
- There are routines that maximize use of French.
- The classroom reflects a rich language environment:
 - mur de mots (word wall – words in sentences)
 - mur de sons (sounds – within sentences)
 - posters and/or student work