Post-Intensive
French

Grades 6, 7, & 8

New Nouveau Brunswick

Acknowledgements

The New Brunswick Department of Education wishes to thank the following individuals for their contributions to the development of this document:

- Pilot teachers of Intensive and Post Intensive French in the province of New Brunswick

- Intensive and Post Intensive French school district subject coordinators.

- Dr. Joan Netten and Dr. Claude Germain, researchers and developers of Intensive French

- Fiona Cogswell, Intensive and Post-intensive French learning specialist, Educational Programs and Services

- Lyne Montsion and David Macfarlane, former FSL learning specialists of the Department of Education

- Debbie Richard, literacy mentor, French Second Language : Grades 4 – 12, Anglophone School District - East

- James Geraghty, French Immersion Education Support Teacher: Grades 6 – 12, Anglophone School District - South

- Tara Savage, French Second Language Teacher, Harkins Middle School, Anglophone School District – North

- Marco LeBlanc, French Second Language Teacher, John Caldwell School, Anglophone School District West

The New Brunswick Department of Education also wishes to recognize the Saskatchewan Department of Education, the Nova Scotia Department of Education and Culture, the Department of Education of Newfoundland and Labrador and Yellowknife School District 1 for their valuable contributions towards the production of this document.

Table of Contents:

Introduction

Background on French Second Language Programming

As the only officially bilingual province in Canada, it is important for students in New Brunswick to be able to communicate in both French and English, Canada's official languages. Learning French as a second language fosters awareness of linguistic and cultural diversity, nurtures problem solving and creativity, and prepares students to learn languages beyond French and English. In 2001, New Brunswick commissioned at study of French Second Language programs. PriceWaterhouseCooper in its review concluded that the Core French program was unsatisfactory in many respects. Following that review, a decision was made to pilot what was then known as *Intensive Core French* and study the possibility of a program change. In July 2007, the Department of Education initiated a further comprehensive review of the French second language programming and services within the Anglophone school system, with the goal of increasing French proficiency for a greater number of students.

In August 2008, after reviewing the commissioners' report and carrying out extensive consultation, the Minister of Education announced a revised model of French second-language learning for the province. The programming recommendations included:

- a universal English program for all students kindergarten through grade 2 which was implemented in September 2008;
- a new entry-point to French immersion in grade 3 that began in September 2010;
- an introduction to French language and culture for all students in kindergarten and the early grades;
- the implementation of Intensive French at grade 5 for all students as an alternative to Core French, preceded by pre-Intensive French in grade 4 and followed by Post-Intensive French in grades 6 to 12.

In September 2008, schools across the province with grade five began implementation of Intensive French to replace Core French (grades 1-5). Extensive pilots of Intensive French, both in and beyond New Brunswick, show that following the block of intensive instruction, students are able to attain a level of spontaneous communication. The implementation of Intensive French and the other French Second Language program changes should help to increase the number of New Brunswick children who graduate from high school having learned a second language.

Overview of Intensive French Programs

Intensive French is a literacy-based approach to teaching French as a second language in which students are required to use French to speak, read and write for authentic purposes. Skills are developed in an integrated fashion through interactive learning experiences built around age appropriate and interesting themes. Intensive French programs focus on oral language (fluency and accuracy) first, helping students to develop an internal grammar of correct forms and structures; reading and writing are integrated to help students learn aspects of written language (i.e., external grammar). French is the language of instruction. Students begin in grade four with the Pre-Intensive program, which consist of 150 minutes per week of introductory French language.

Following grade four, Intensive French is offered either the first or last five months of grade five, and is followed or preceded by 45 hours of French instruction using the Intensive French methodology, scheduled two or three times per week in blocks of time. During the "intensive" or "concentrated" five-month term, there is no instruction in English language arts, science, social studies, health or personal development and career planning. The increased time and intensity of French instruction enable students to develop communication skills and engage in more cognitively demanding tasks. Language is used as a means of communication rather than being taught as an object of study. Instruction in mathematics, and generally art, music and physical education, takes place in English throughout the year. All subjects receive their required instructional time allocation in the term following or preceding Intensive French.

After grade 5, students will choose either to enter grade 6 late Immersion where the program is offered according to Policy 309 or continue in the English Prime program of Post-Intensive French. In middle school, Post-Intensive French consists of 200 minutes of instruction per week. The program continues to be literacy based and follows the methodology and strategies of Intensive French. The 200 minutes are divided into 2 or 3 blocks of time per week.

THE INTENSIVE FRENCH PROGRAM IN NEW BRUNSWICK

Pre-Intensive French	Intensive French	Post-Intensive French	Post-Intensive French
Intensive French (Combined 4-5)	Intensive French (Combined 4-5)		
Grade 4	Grade 5	Middle School	Secondary School * *French is compulsory until the end of grade 10 and must be offered in schools until the end of grade 12

The Common European Framework of Reference for Languages in the Atlantic Provinces

The Common European Framework of Reference was introduced to Canada in October 2005. In 2007, CAMET, the Council of Atlantic Ministers of Education and Training established a committee to examine the CEFR and the European Language Portfolio (ELP) and their potential application to the context of FSL (and ESL) education in Atlantic Canada.

The CEFR itself provides a framework of descriptors of performance to describe language usage for all language skills across a range of performance levels; A (at the beginning stages of language acquisition), B (in the intermediate range), C (for the proficient user of L1 or L2).

The descriptors provided by the CEFR are widely used in European nations and provide a common understanding of how proficient a user of a given language is. The CEFR describes the ranges of ability for each language skill.

In New Brunswick, our province has been measuring oral proficiency of the student population for the last 30 years using the New Brunswick Oral Proficiency Scale. The junior version of this scale, the New Brunswick Middle School Scale, has been in use since 2002 to measure oral proficiency of students in Intensive French. The Middle School Scale differs from the regular scale in that it subdivides the performance at the Novice and Basic levels into three levels of performance: Low, Middle and High.

In December 2010, the work and recommendations of the CAMET CEFR\ELP Committee were presented to the FSL Directors of the four Atlantic provinces and a decision was made that all newly developed curricula would be based on the CEFR and its descriptors.

The transition to the use of CEFR is now underway, and outcomes in this document are described according to CEFR levels as well as by other means such as the New Brunswick Oral Proficiency Scale levels. This should assist teachers in the transition to the use of CEFR. An electronic language portfolio for all students in grades 7 through 12 will be introduced based on the same levels.

Rationale

This curriculum document defines expected learning outcomes for Post-Intensive French and provides guidance on instructional methodology, classroom environment, assessment of student learning and administration of the program. The suggested resources and strategies for instruction and assessment are intended to help teachers plan effective learning experiences for students.

The New Brunswick curriculum document is also intended to support administrators who are responsible for organizing for the implementation of Post-Intensive French within their schools.

This document pertains to the implementation and teaching of Post-Intensive French in grades 6, 7, and 8. It is expected that teachers will use the *Post-Intensive French Curriculum Grade 6, 7 and 8* in conjunction with the *Interprovincial Post-Intensive French Program Guide* for grade 6, 7 and 8. These guides contain detailed units of instruction. This guide gives topics and lesson plans for this level of the program.

Pedagogy of Post-Intensive French

Post-Intensive French is the continuation of the Grade 5 Intensive French program for students who choose not to register in Late immersion. It follows the same fundamental principles of the Neurolinguistic Approach (NLA) and its effective strategies for the teaching of oral language development, reading and writing. Essentially, NLA is student-centered and project-based, and founded on a pedagogy whose corner stones are authentic communication, literacy, social interaction, cognitive development, and the development of implicit competencies. It is of crucial importance that teachers of Intensive and Post-Intensive French understand and internalize the principles and strategies of ANL for the delivery of a successful program.

The article included in Annex A, written by the creators of this approach, Drs. Claude Germain and Joan Netten, is a MUST READ for all teachers of Post-Intensive French.

Definition of Terms

Essential Graduation Competencies provide the framework for curriculum outcomes and describe the knowledge, skills and values expected of students who graduate from the school system of New Brunswick. They provide the framework for the development of prescribed school programs.

Curriculum Outcomes articulate what students are expected to know, value, and be able to do.

General Curriculum Outcomes (GCO) link subject areas to the essential graduation competencies and provide an overview of the expectations of student performance. They describe what students are expected to know and be able to do upon completion of study in Intensive and Post-Intensive French. Although the statements of learning outcomes are organized under the headings of Oral Communication, Reading and Viewing, and Writing and other Ways of Representing, it is important to note that these language processes are interrelated and are best developed as interdependent processes.

Key-Stage Outcomes: Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of particular grades within the public education system. Generally, key-stage outcomes are identified for the end of grades 2, 5, 8 and 12 or grades 3, 6, 9 and 12.

Specific Curriculum Outcomes (SCO) identify what students are expected to know and be able to do at the end of a particular grade level. There are no predetermined vocabulary items or grammatical structures stated within the specific curriculum outcomes for Post-Intensive French. Objectives describing functions of communication are identified for each unit of study within the Interprovincial Post-Intensive French Program Guide to provide elaboration for some of the specific curriculum outcomes. It is important to note that the progression in language learning originates from the nature of the task. Thus, tasks become more complex and cognitively demanding as students advance through the units of the program.

Essential Graduation Competencies

Attitudes, skills, and knowledge that prepare learners to successfully participate in lifelong learning and life/work transitions

Citizenship

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national and global context.

- recognize the principles and actions of citizens in a just, pluralistic and democratic societies
- demonstrate the disposition and skills necessary for effective citizenship
- consider possible consequences of decisions, judgments, and solutions to problems
- participate in civic activities that support social and cultural diversity and cohesion
- promote and protect human rights and equity
- appreciate the complexity and interconnectedness of factors in analyzing issues
- demonstrate understanding of sustainable development

Personal-Career Development

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to be able to:

- connect learning to personal and career development
- demonstrate behaviors that contribute to the well-being of self and others
- build healthy personal and work relationships
- establish skills and habits to pursue physical, spiritual, mental and emotional well-being
- develop strategies to manage career balance and wellness
- create and implement a personal, education, career, and financial plan to support transitions and achievement of education and career goals
- demonstrate preparedness to learn and work in diverse, evolving environments

Communication

Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view and create for information, enrichment and enjoyment.

Learners are expected to be able to:

- listen and interact purposefully and respectfully in formal and informal contexts

- engage in constructive and critical dialogue
- understand, interpret, and respond to thoughts, ideas and emotions presented through multiple media forms
- express ideas, information, learnings, perceptions and feelings through multiple media forms, considering purpose and audience
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media
- analyze the impact of information communication technology on social equity
- demonstrate the provincially-defined level of proficiency in a second official language

Creativity and Innovation

Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to be able to:

- gather information through all senses to imagine, create, and innovate
- develop and apply creative abilities to communicate ideas, perceptions and feelings
- take responsible risk, accept critical feedback, reflect and learn from trial and error
- think divergently, and embrace complexity and ambiguity
- recognize creative processes are vital to innovation
- use creation techniques to generate innovations
- collaborate to create and innovate
- critically reflect on creative and innovative works and processes
- value the contribution of creativity and innovation to social and economic well-being

Critical Thinking

Learners are expected to analyze and evaluate evidence, arguments and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to be able to:

- use critical thinking skills to inquire, make decisions and solve problems
- recognize critical thinking is purposeful
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open and fair-mindedness, tolerance for ambiguity, and suspension of judgment
- ask powerful questions which support inquiry, decision-making, and problem solving
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources
- analyze and evaluate evidence, arguments, and ideas
- work individually, cooperatively and collaboratively to use various types of reasoning and strategies, draw conclusions, make decisions, and solve problems based on evidence
- reflect critically on thinking processes used and acknowledge assumptions

- effectively communicate ideas, conclusions, decisions, and solutions
- value the ideas and contributions of others who hold diverse points of view

Technological Fluency

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning

Learners are expected to be able to:

- recognize technology encompasses a range of learning tools and contexts
- use and interact with technology to the create new knowledge
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information
- select and use technology to create and innovate
- analyze how technology and society impact and advance one another
- adopt, adapt, and apply technology efficiently, effectively, and productively

Curriculum Outcomes

General Curriculum Outcomes

The goal of the Post-Intensive French program, for students who continue to study to the end of their high school program, is to attain the level of **B1.2 (independent user)** according to the Common European Framework of reference or **Intermediate proficiency** on the New Brunswick Oral Proficiency Scale. At this level students are able to

- satisfy routine social demands and limited requirements in school and work settings
- provide information and give explanations with some degree of accuracy
- provide autobiographical information in some detail
- produce simple connected text on topics, which are familiar, or of personal interest
- describe experiences and events, dreams, hopes & ambitions and give reasons and explanations for opinions and plans

Key-stage Curriculum Outcomes

Key-stage outcomes for the **end of Grade 8** in Post-Intensive French are as follows:

➢ **Oral production:** To achieve the level of **Basic High** on the New Brunswick Middle School Scale**; or **A2.2** according to the Common European Framework levels**

➢ **Reading:** To achieve the level of **'reader in transition'** as described in the section Assessing and Evaluating Student learning in this guide; or **A2.2** according to the Common European Framework levels

➢ **Written production:** To write a text which meets the criteria for **Appropriate Level** of performance as described in the section Assessing and Evaluating Student Learning in this guide. This would be roughly equivalent to **A2.2** according to the CEFR scale (although some individual descriptors pertain to higher levels on the CEFR.

** Please note, detailed descriptions of the levels and scales can be found in the appendices.

The general and specific curriculum outcomes and the overview of the content of the units that are described on the following pages are intended to assist teachers with the organizing and planning of the Post-Intensive French program and are to be used in conjunction with the *Interprovincial Post-Intensive French Program Guide (I, II, III)*. Due to the fact that the guide provides extensive details on the instructional learning experiences and resources, this curriculum document does not utilize the standard four-column, two-page spread generally found in curriculum guides. Tables for each unit of the program are included, however, to give teachers an overview of the content of the program.

The following table shows, for oral, reading and writing, the level of anticipated student performance (according to the CEFR) at key stages of students FSL experience.

Oral Communication	Reading & Viewing	Writing & Representing
Grade 5 A2.1	Grade 5 A2.1	Grade 5 A2.1
Grade 8 A2.2	Grade 8 A2.2	Grade 8 A2.2
Grade 10 B1.1	Grade 10 B1.1	Grade 10 B1.1
Grade 12 B1.2	Grade 12 B1.2	Grade 12 B1.2

Specific Curriculum Outcomes

The Specific Curriculum Outcomes (SCOs) correlate to the "fonctions de communication". They are written in broader terms as SCOs.

Grade 6 Specific Curriculum Outcomes

ORAL COMMUNICATION	READING AND VIEWING	WRITING AND REPRESENTING
Students will be able to: • ask for and provide information on a number of topics • provide and compare information • provide descriptions relating to persons, objects, places or events • provide arguments "for" and "against" a topic • provide a narration with respect to an event in their lives	Students will be able to: • become familiar with the structure of an informative text • comprehend and interpret a variety of short texts on unfamiliar topics in guided situations • view and respond to a variety of simple representations and media in the school context	Students will be able to: • provide information on a number of topics • compare information • describe persons, objects, places or events • present arguments "for" and "against" a topic in bullet form • write about an event in their lives

Grade 7 Specific Curriculum Outcomes

ORAL COMMUNICATION	READING AND VIEWING	WRITING AND REPRESENTING
Students will be able to: • analyze information on a number of topics • compare information on a number of topics and provide a judgement • describe the impact of choices with respect to their lives • discuss the effects of advertising on their lives • discuss their hopes for the future	Students will be able to: • assess an advertisement or other publicity message • compare and contrast the content and the format of articles written for a teen magazine and a magazine for adults • read age-appropriate texts of fiction in guided situations • view and respond to a variety of representations and media in the context of community	Students will be able to: • present information on a number of topics • produce an opinion piece • describe the impact of a choice they have made with respect to their lives • create a publicity brochure or an advertisement • provide details in writing about the negative aspects of a piece of advertising

Grade 8 Specific Curriculum Outcomes

ORAL COMMUNICATION	READING AND VIEWING	WRITING AND REPRESENTING
Students will be able to: • speak and listen in order to explore, **deepen** and clarify their thoughts, ideas, feelings and experiences • communicate efficiently in French and converse adequately in a **range of daily situations** • hold conversations **with more ease**, demonstrating sensitivity and respect, taking into account the situation, the audience and the intention of the conversation • compare former lifestyles with today's lifestyle • talk about the aesthetic and practical characteristics of an object (a car) • summarize the essential points of an interview on life in the past • express their feelings with respect to music from previous centuries	Students will be able to: • read age-appropriate texts of fiction in unguided situations • view and respond to a variety of representations and media in the context of community • comprehend and interpret a variety of texts on unfamiliar topics in guided situations • comprehend and select information found on Internet that relates to their own interests • choose, read, view and understand a range of fiction and non-fiction texts, as well as visual texts, presented on various media in order to meet a range of needs • interpret, choose, and regroup information using a number of strategies and resources • react personally and in a critical way to various texts	Students will be able to: • use writing and other forms of representation to **explore, clarify and study** their thoughts, feelings, experiences and be able to communicate in writing about their learning • produce texts collectively and individually, applying different modes, for a range of audiences and for a variety of intentions • use a range of strategies to create texts in order to make their texts clearer, more precise and more efficient

Anticipated Language Development by Grade Level:

	6	7	8	9	10	11	12
Oral	A2.1	➤	A2.2	➤	B1.1	➤	B1.2
Reading	A2.1	➤	A2.2	➤	B1.1	➤	B1.2
Writing	A2.2	➤	A2.2	➤	B1.1	➤	B1.2

Universal Design for Learning (UDL)

The New Brunswick Department of Education and Early Childhood Development stresses the need to design and implement learning that provides equal opportunities for all students according to their abilities, needs and interests. Teachers are aware of and make adaptations to accommodate the diverse range of learners in their classes. When making instructional decisions, teachers consider individual learning needs, preferences and strengths, as well as the abilities, experiences, interests, and values that learners bring to the classroom. While this curriculum guide presents specific outcomes for each unit, it is acknowledged that students progress at different rates. Teachers provide activities and strategies that accommodate student diversity, recognizing and celebrating students as they develop and achieve. The pedagogy espoused through the Post-Intensive French program should allow all students to maximize their learning opportunities in the second language.

Teachers articulate high expectations for all students and ensure that all students have equitable opportunities to experience success. Teachers adapt classroom organization and environment, teaching strategies, assessment practices, time, and resources to address students' needs and build on their strengths.

Three tenets of universal design inform this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

Multiple means of representation: provide diverse learners options for acquiring information and knowledge

Multiple means of action and expression: provide learners options for demonstrating what they know

Multiple means of engagement: tap into learners' interests, offer appropriate challenges, and increase motivation

The following section (written in French) provides a visual representation for teachers to make the connection between the main principles of Universal Design for Learning and the oral, reading and writing components of Post-Intensive French.

<<Les 8 stratégies de la communication orale>> et <<La conception universelle apprentissage>>

Représentation (communication orale) : Le prof personnalise son modèle et fournit assez de visuels (photos, objets, technologies adaptives et interactives…) pour que les élèves puissent comprendre et être en moyen d'adapter le modèle à ses expériences authentiques. Il est essentiel de soutenir la structure linguistique visée (voir notes à l'enseignant).

Action et expression (communication orale) : Les 8 stratégies permettent de varier les méthodes de réaction et d'interaction (individuel, dyade, en groupe). N'oubliez pas d`inviter deux élèves à modéliser la structure linguistique avant d'aller en dyade. À la fin des étapes, ajoutez une activité

Engagement (communication orale) : Écoute active (Sit, Lean forward, Ask questions, Nod, Think about what is being said- Quantum teaching) (et intention d'écoute)
Développement de conversations authentiques
Questions de suivi
Autorégulation : Feux vert, jaune, rouge (Thumbs up, Thumbs down)
Organisation physique de la classe

Les étapes de lecture

Quelques considérations pour l'enseignant-e :

★ Pourquoi choisir ce livre?

★ Les livres suggérés dans l'unité sont des suggestions seulement

★ Faire l'inventaire des livres pour cette unité

★ Vérifier le niveau de complexité des livres disponibles

★ Examiner le contenu langagier (vocabulaire, structures de phrases, temps de verbes, les sons) pour préparer la fiche de planification de lecture (contextualisation et l'anticipation de la pré-lecture ainsi que les exploitations des formes langagières à suivre).

★ Il est à noter qu'à ce point, la majorité des élèves ne sont pas des lecteurs indépendants. Choisir des livres appropriés au niveau des élèves et les adapter selon leurs besoins. Pour certains élèves ayant des niveaux de lecture plus élevés, il faut les guider à choisir des textes de lecture appropriés à leur niveau.

Les étapes de lecture et <<La conception universelle d'apprentissage>>

Représentation (lecture) : En suivant l'approche de lecture en intensif on répond aux différentes composantes de CUA (conception universelle de l'apprentissage) sur le plan de la perception, sur le plan de la langue et le plan de la compréhension. Alors, il est essentiel de se servir de la fiche de planification en lecture.

- Projection sur le tableau interactif
- Adaptations dans le texte (plus ou moins de complexité
- Texte audio avec écouteur (enregistré par le prof, l'élève, Tumble books, ou la maison de publication).
- Texte en main
- Longueur du texte exploité
- Texte en braille
- Grandeur et couleur de police
- Logiciel (Speech to text) SPEAK Q, Dragon Naturally Speaking, ipod.
- Manipuler le texte du livre pour le simplifier, l'adapter ou le personnaliser.

Action et expression (lecture) :
Les multiples situations de lecture (Lire en cœur, lire en petits groupes, lire avec un partenaire) proposées aux lecteurs doivent contribuer au développement des habiletés à réagir au texte sur les plans cognitif et affectif.

- Les multiples contacts avec le livre permettent aux élèves d'interagir et de mieux comprendre le texte (transfert progressif de la responsabilité).
- D'abord, le prof modélise la lecture et ensuite
- Individuellement…conférence avec l'élève…
- Activités synthèses
- Interaction de l'élève avec le texte
- Enregistrement d'une lecture individuel

Engagement (lecture) :
- Développer une version plus simple du texte et l'adapter au niveau de compétence et intérêt des élèves.
- Utiliser des livres simples publiés par des élèves de l'année précédente. (Activités de post-lecture)
- Envoyer les livres à la maison pour partager avec les parents suite à plusieurs exploitations et quand les élèves peuvent les lire indépendamment. Préparer les parents à l'avance à NE PAS demander une traduction du texte.

Les étapes de l'écriture et <<La conception universelle d'apprentissage>>

Représentation (écriture) : En suivant l'approche d'écriture en intensif on répond aux différentes composantes de CUA (conception universelle de l'apprentissage) sur le plan de la perception, sur le plan de la langue et le plan de la compréhension. Alors, il est essentiel de se servir de la fiche de planification en écriture.
- 🖊 La phase de pré-écriture prépare les élèves oralement à créer un lien avec leurs vécus, leurs réponses authentiques, les activités orales et les textes déjà lus (activer leurs connaissances).
- 🖊 Modèle d'écriture (métacognition) offre un encadrement.

Action et expression (écriture) : Les multiples situations d'écriture (écriture modelée, élèves en petits groupes, écrire en partenaire et écrire individuellement) proposées aux écrivains doivent contribuer au réinvestissement des connaissances acquises à l'oral et en lecture sous forme écrite.
- 🖊 Écriture modelisée : l'utilisation du modèle va varier selon la capacité langagière et physique de l'élève.
- 🖊 Activités synthèses
- 🖊 Mur de phrases, mur de sons
- 🖊 Références aux textes déjà lus
- 🖊 L'utilisation d'un « traitement de texte »
- 🖊 Message du jour
- 🖊 Textes modélisés
- 🖊 Organisateurs graphiques
- 🖊 Présenter l'histoire en images ou à l'aide d'objets concrets
- 🖊 Fiche d'auto-correction
- 🖊 Technologie adaptive : Speak and Word Q, Voice to text, feutres spéciaux, papier à grand format, papier de différentes couleurs etc.

Engagement (écriture) :

- Utiliser les normes de performance en écriture afin de souligner les buts spécifiques pour les besoins de l'élève.
- Écrire sur ce qui l'intéresse et ce qui est authentique pour lui ou elle.
- Partager ses écrits.
- Les grilles de révision pour guider l'élève dans son processus d'apprentissage.
- Offrir de l'échafaudage. (regroupement, visuels, …)
- Encourager la collaboration entre les élèves pendant le processus de l'écriture.
- Partager des exemples d'écriture d'anciens élèves.
- Créer un environnement de classe où les élèves peuvent écrire à leur aise (incorporer l'art dans l'écrit)
- Cahier d'écriture
- Correspondre avec une classe francophone ou une autre classe de français langue seconde.

Program Content

Post Intensive French possesses four main characteristics which reflect the most effective ways of learning a second language:
- intensive periods of study;
- use of the target language to improve literacy skills (oral, reading and writing skills);
- focus on language use, not content/subject-based learning; and
- an emphasis on informal learning based on the interests of students and their life experiences, not on formal instruction based on prescribed learning resources.

The specific learning outcomes for Post-Intensive French are developed through a number of topics, including, but not limited to:
- family, friends, self
- travel, hobbies, interests, sports
- seasons
- school, community
- holidays, celebrations, health, food, nutrition
- environment
- technology and inventions
- media

These topics are organized under the following units:

Post-Français Intensif, **6e année**\ français approfondi I
- L'arrivée de l'automne
- Le robot
- L'environnement
- Un camp pour ados*

Post-Français Intensif, **7e année**\ français approfondi II
- Les phénomènes étranges**
- Petites et grandes inventions
- La publicité et son influence
- Les grandes personnalités canadiennes

Post-Français Intensif, **8e année**\ français approfondi III
- Le mode de vie d'autrefois
- Une revue pour ados, par ados
- Les sports extrêmes
- Un album souvenir de classe

While the topics are organized under themes, it should be understood that it is the student's life experiences which promote communication. Teachers may need to make minor adaptations to proposed learning experiences to meet the interest of students while ensuring a strong communication base to learning French.

*This unit was moved to grade 6 in 2013-2014.
** This unit was moved to grade 7 in 2013-2014.

Overview of Units

Grade 6- Unit 1 « L'arrivée de l'automne »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Express preferences and give supporting reasons	**Final project –** Create a book about autumn	Select and synthesize information	Assessments include oral language, reading and writing **Formative:** Class discussions
Describe a season with accuracy	**Mini-project 1 –** In the form of a large tree with branches and leaves, make a "collage" of photos accompanied by written comments, to celebrate the arrival of autumn by participating in a "great photo contest"	Express feelings	Warm-up activities (*mini-professor, *Stepping Out*, *SIOP*, and varied activities) **Rubrics Performance descriptors Observation checklists Mini-projects
Write reactions elicited by a photo			
Present the results of research on a subject related to autumn.			
Provide arguments "for" or arguments "against"			**Summative:** Portfolios **Rubrics Attainment of communication functions for unit
Become familiar with the elements of an informative text	**Mini-project 2 –** Present the written results of research on a subject related to the theme of autumn	Organize information	* Participation in class, such as leading routines, must reflect current themes and activate prior knowledge
	Mini-project 3 – Take a position (for or against) on hunting in autumn, giving reasons to support one's point of view	Take and choose a position	** See appendices for sample oral, reading, writing, and the report card rubrics **Resources:** Guide pédagogique interprovincial – **Unité 1- L'arrivée de l'automne** Print and other resources as described within the unit

Grade 6 - Unit 2 « Le robot »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Discuss daily chores for school, at home, at school, and after school	**Final project –** Produce a poster advertisement to sell an invented robot	To promote and defend	Assessments include oral language, reading and writing **Formative:** Class discussions
Enumerate disagreeable chores	**Mini-project 1-** Show what a robot can do to help the student	Select	Warm-up activities (***mini-professor, *Stepping Out*, *SIOP*, and varied activities) **Rubrics Performance descriptors Observation checklists Mini-projects
Enumerate chores accomplished by a robot			
Present the characteristics of a robot	**Mini-project 2-** Invent a robot	Make connections	**Summative:** Portfolios **Rubrics Attainment of communication functions for unit
Convince someone to buy a robot	**Mini-project 3 –** Present original traits of a robot	Analyze and synthesize	* Participation in class, such as leading routines, must reflect current themes and activate prior knowledge
			** See appendices for sample oral, reading, writing, and the report card rubrics
			Resources: Guide pédagogique interprovincial – **Unité 2- Le robot** Print and other resources as described within the unit

Grade 6 - Unit 3 « L'environnement »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Discuss habits	**Final project** –	Select and synthesize	Assessments include oral language, reading and writing
Present an invention	Presentation of environmental themes in the form of a television show		**Formative:**
Discuss problems related to global warming			Class discussions
	Mini-project 1 –	Make connections	Warm-up activities (*****mini-professor, *Stepping Out*, *SIOP*, and varied activities)
Discuss natural resources	Invent something (a mechanism, a product, a process) to help with reusing, reducing, recycling		******Rubrics Performance descriptors Observation checklists Mini-projects
Convince others of one's point of view		Select and defend a position	
	Mini-project 2 – Produce a poster on global warming		**Summative:** Portfolios ******Rubrics Attainment of communication functions for unit
		Express feelings	
	Mini-project 3 –		***** Participation in class, such as leading routines, must reflect current themes and activate prior knowledge
	Write a poem about the theme of water		
			** See appendices for sample oral, reading, writing, and the report card rubrics
			Resources: Guide pédagogique interprovincial – **Unité 3- L'environnement**
			Print and other resources as described within the unit

Grade 6- Unit 4 « Un camp pour ados »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Analyse daily activity choices	**Final project** –	Select, organize and persuade	Assessments include oral language, reading and writing
Identify camp activities and plan a schedule	Write an information brochure for a youth camp		**Formative:**
	Mini-project 1 – Plan a day schedule for a youth camp	Plan	Class discussions
Present rules, security norms and the equipment needed for an activity			Warm-up activities (*****mini-professor, *Stepping Out*, *SIOP*, and varied activities) ******Rubrics Performance descriptors Observation checklists Mini-projects
Describe and analyse ones eating habits	**Mini-project 2 –** Explain how to carry out an activity while keeping in mind rules, regulations and security of the equipment	Sequencing and creating connections	**Summative:** Portfolios ******Rubrics Attainment of communication functions for unit
Write an information brochure	**Mini-project 3 –** Create a healthy menu		***** Participation in class, such as leading routines, must reflect current themes and activate prior knowledge
		Creating relationships	****** See appendices for sample oral, reading, writing, and the report card rubrics
			Resources: Guide pédagogique interprovincial – **Unité 4- Un camp pour ados**
			Print and other resources as described within the unit

**This unit was previously taught as the first unit in Grade 7, but starting in the 2013-2014 school year this unit will now be the fourth unit in Grade 6 in the place of the former unit titled "Les phénomènes étranges au Canada."

Grade 7 - Unit 1 « Les phénomènes étranges au Canada »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Describe a monster Verbally present a phenomenon Discuss characteristics of a phenomenon (fiction or non-fiction) Express reactions to a strange phenomenon Answer questions about a witness' testimonial Create a written report	**Final project –** Create a book about a strange Canadian phenomenon and give one's opinion of whether it's real or not. **Mini-project 1-** Describe, orally and written, a known monster **Mini-project 2-** Present orally a Canadian strange phenomenon	Making a critical judgment Select information Organize information	Assessments include oral language, reading and writing **Formative:** Class discussions Warm-up activities (***mini-professor**, *Stepping Out*, *SIOP*, and varied activities) ******Rubrics Performance descriptors Observation checklists Mini-projects **Summative:** Portfolios ******Rubrics Attainment of communication functions for unit ***** Participation in class, such as leading routines, must reflect current themes and activate prior knowledge ****** See appendices for sample oral, reading, writing, and the report card rubrics **Resources:** Guide pédagogique interprovincial – **Unité 1- Les phénomènes étranges au Canada** Print and other resources as described within the unit

**This unit was previously taught in the 2012-2013 school year at the end of Grade 6; therefore for the 2013-2014 school year, teachers <u>must use</u> Grade 6 Unité 4 "Un camp pour ados"

**Starting in 2014-2015, teachers <u>must use</u> the Unit above as the first unit in Grade 7

Grade 7- Unit 2 « Petites et grandes inventions »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Describe and demonstrate the importance of an invention we use daily	**Final project –** Create an advertisement encouraging people to buy their invention	Select information and support	Assessments include oral language, reading and writing **Formative:** Class discussions
Describe and demonstrate the impact of an invention on society	**Mini-project 1-** Create a montage on a small invention (a familiar object from the classroom or from home)	Analyze and create	Warm-up activities (*****mini-professor, *Stepping Out*, *SIOP*, and varied activities) ******Rubrics Performance descriptors Observation checklists Mini-projects
Indicate the choice of an invention and explain why			
Explain the importance of an invention	**Mini-project 2-** Present a larger invention and explain their choice	Select information and analyze: personal preferences	**Summative:** Portfolios ******Rubrics Attainment of communication functions for unit
Evaluate an advertisement	**Mini-project 3 –** Present a personal invention	Analyze and reason	***** Participation in class, such as leading routines, must reflect current themes and activate prior knowledge
Convince people to buy a personal invention			****** See appendices for sample oral, reading, writing, and the report card rubrics **Resources:** Guide pédagogique interprovincial – **Unité 2- Petites et grandes inventions** Print and other resources as described within the unit

Grade 7- Unit 3 « La publicité et son influence »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Discuss the ambiguous messages of certain advertisements	**Final project –** Create an advertisement to promote a product	Defend, promote and reason	Assessments include oral language, reading and writing
Explain the subtle influence of advertisement on purchases	**Mini-project 1 –** Create an advertisement in the form of a comic strip to display the negative aspects of the promoted product	Reason and make a critical judgment	**Formative:** Class discussions
Explain how the use of a celebrity spokesperson affects the cost of a product			Warm-up activities (*mini-professor, *Stepping Out*, *SIOP*, and varied activities) **Rubrics Performance descriptors Observation checklists Mini-projects
Explain the effect of advertising on self-image	**Mini-project 2 –** Create an advertisement that advertises a product without using a celebrity or a person with an "ideal" body	Analyze and make a critical judgment	**Summative:** Portfolios **Rubrics Attainment of communication functions for unit
Explain the negative aspects of an advertisement			* Participation in class, such as leading routines, must reflect current themes and activate prior knowledge
Convince the consumer to buy a product without using techniques which have negative effects			** See appendices for sample oral, reading, writing, and the report card rubrics
			Resources: Guide pédagogique interprovincial – **Unité 3- La publicité et son influence**
			Print and other resources as described within the unit

Grade 7- Unit 4 « Les grandes personnalités canadiennes »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Share important life events	**Final project –** Present one's plans for a day as a "Great Canadian"	Analyze and synthesize	Assessments include oral language, reading and writing
Explain why a person is considered important			**Formative:** Class discussions
Explain why a person is considered a "Great Canadian"	**Mini-project 1 –** Create a biography of a classmate and explain how they are important	Select information and make a value judgment	Warm-up activities (*****mini-professor, *Stepping Out*, *SIOP*, and varied activities) ******Rubrics Performance descriptors Observation checklists Mini-projects
Identify the qualities that a "Great Canadian" may possess	**Mini-project 2 –** Create a biography of a famous person and explain how they are considered a "Great Canadian" personality	Select information and make a value judgment	**Summative:** Portfolios ******Rubrics Attainment of communication functions for unit
Express feelings Pretend to be a "Great Canadian" personality	**Mini-project 3 –** Write to a person considered important and explain why they are admired	Reason	***** Participation in class, such as leading routines, must reflect current themes and activate prior knowledge ****** See appendices for sample oral, reading, writing, and the report card rubrics **Resources:** Guide pédagogique interprovincial – **Unité 4- Les grandes personnalités canadiennes** Print and other resources as described within the unit

Grade 8- Unit 1 « Le mode de vie d'autrefois »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Compare the lifestyle of the past to today Share esthetic and practical qualities of an object (a vehicle). Note important details of an interview from the past Express feelings elicited by music from earlier eras Make predictions about the chronological order of past events Synthesize different aspects of life from earlier eras	**Final project –** Create a museum that illustrates and describes how life styles have evolved during the 20th century Mini-project 1 – Present a poster that includes esthetic and practical qualities of a vehicle for a chosen decade Mini-project 2 – Write an article with illustrations to convey the evolution of styles of a chosen decade Mini- project 3- Judge the quality of accessing music during the 20th century Mini-project 4 – Present the evolution of an aspect of life style during the 20th century, using technology	Select, sequence and synthesize Make a value judgment and make connections Select information and make connections Reason and make a value judgment Select and sequence	Assessments include oral language, reading and writing **Formative:** Class discussions Warm-up activities (*mini-professor, *Stepping Out*, *SIOP*, and varied activities) **Rubrics Performance descriptors Observation checklists Mini-projects **Summative:** Portfolios **Rubrics Attainment of communication functions for unit * Participation in class, such as leading routines, must reflect current themes and activate prior knowledge ** See appendices for sample oral, reading, writing, and the report card rubrics **Resources:** Guide pédagogique interprovincial – **Unité 1- Le mode de vie d'autrefois** Print and other resources as described within the unit

Grade 8- Unit 2 « Une revue pour ados, par ados »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Identify sections of a youth magazine

Compare articles from youth magazines and magazines for adults.

Transform an article written for adults to interest youth.

Create an opinion survey on a youth magazine

Compose articles for a youth magazine.

Discuss the general organization of a magazine for teenagers | **Final project –**

Create a paper or electronic version of a youth magazine

Mini-project 1 – After examining different youth magazines, create a list of different subjects that would make interesting articles for a youth magazine

Mini-project 2- Create a chart that compares and contrast the format and content of adult magazines and youth magazines.

Mini-project 3- Transform an adult article to interest youth and explain the changes

Mini-project 4 – Prepare a questionnaire about a magazine to determine the readers reactions to the publication

Mini-project 5 –Write an article and two follow up articles following examples found in youth magazines | Select, synthesize and organize information

Make a value judgment and analyze

compare

Analyze and transform

Sequence and select information.

Analyze and synthesize | Assessments include oral language, reading and writing

Formative:

Class discussions

Warm-up activities (*mini-professor, Stepping Out, SIOP, and varied activities)
**Rubrics
Performance descriptors
Observation checklists
Mini-projects

Summative:
Portfolios
**Rubrics
Attainment of communication functions for unit

* Participation in class, such as leading routines, must reflect current themes and activate prior knowledge

** See appendices for sample oral, reading, writing, and the report card rubrics

Resources:
Guide pédagogique interprovincial – Unité 2- Une revue pour ados, par ados

Print and other resources as described within the unit |

Grade 8 - Unit 3 « Les sports extrêmes »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Identify dangers associated with certain sports	**Final project –** Participate in a debate on extreme sports	To promote and defend	Assessments include oral language, reading and writing
Define and classify extreme sports	**Mini-project 1-** Inform other students about an extreme sport	Select and organize information	**Formative:** Class discussions Warm-up activities (*mini-professor, *Stepping Out*, *SIOP*, and varied activities) **Rubrics Performance descriptors Observation checklists Mini-projects
Identify negative consequences of extreme sports			
Identify measures to reduce the dangers associated with extreme sports	**Mini-project 2-** Evaluate negative consequences of participating in an extreme sport	Make a value judgment	**Summative:** Portfolios **Rubrics Attainment of communication functions for unit
Defend one's opinion in a debate on extreme sports	**Mini-project 3 –** Create a comic strip to create awareness of the dangers of extreme sports	Organize information and make a value judgment	* Participation in class, such as leading routines, must reflect current themes and activate prior knowledge ** See appendices for sample oral, reading, writing, and the report card rubrics **Resources:** Guide pédagogique interprovincial – **Unité 3 – Les sports extrêmes** Print and other resources as described within the unit

Grade 8 - Unit 4 « Un album souvenir de classe »

Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Share events from one's life	**Final project –** Create a classroom album / scrapbook	Select, organize and synthesize	Assessments include oral language, reading and writing
Explain why a person is considered important	**Mini-project 1 –** Share important events from a classmate's life	Make a value judgment	**Formative:** Class discussions Warm-up activities (*mini-professor, *Stepping Out*, *SIOP*, and varied activities) **Rubrics Performance descriptors Observation checklists Mini-projects
Express the qualities of a person	**Mini-project 2 –** Make a poster on a person (other than a classmate) explaining what is important in that person's life and why it is important	Select and reason	**Summative:** Portfolios **Rubrics Attainment of communication functions for unit
Give the main characteristics of a student	**Mini-project 3 –** Create a graduation card for a classmate (chosen at random)	Select and organize information	* Participation in class, such as leading routines, must reflect current themes and activate prior knowledge ** See appendices for sample oral, reading, writing, and the report card rubrics **Resources:** Guide pédagogique interprovincial – **Unité 4- Un album souvenir de classe** Print and other resources as described within the unit

Please note that the overview of outcomes in French are found in Appendix B.

Instructional Environment

Organizing for Instruction

In Post-Intensive French programs, the instructional process is founded on the following principles:

- Communication is the focus of the program.
- Students develop the ability to communicate by engaging in meaningful, interactive experiences.
- Meaningful experiences will include many and varied media for language learning (art, music, poetry, literature, film, theatre).
- Curriculum outcomes determine instruction and assessment.
- Content is organized around experiences, themes and activities that are relevant to the learners.
- Classroom is learner-centered; learner needs, abilities (including first language experiences) and interests provide a starting point for instruction.
- Instruction is planned to be sequential, providing for a gradual increase in students' skills, and allowing for the meaningful use of language skills gained through previous use. Instruction will follow a project-based approach.
- French is the language of the classroom, for instruction and general communication.
- Long-term, medium-term and daily planning by the teacher are important.
- The teacher assumes a variety of roles in the instructional process.

The organization of the classroom can enhance student motivation and learning. Each Post-Intensive French classroom needs an area to display student work for each theme: projects, posters and photos. For the travelling teacher, poster boards, index cards and tri-fold poster boards can easily be transported from one class to the next. A listening centre in the classroom is also an asset, especially for multi-grade classrooms. It is appropriate to provide students with opportunities for independent work related to the themes studied. Ready student access to French resources reinforces participation and supports communication. A display area fosters cultural awareness through presentations of postcards, maps, calendars, photos and other authentic items. Communication is also helped by flexible seating plans and grouping arrangements. Since much of the Post-Intensive French periods will involve frequent changes in grouping and seating arrangements, flexibility becomes essential.

For many students in New Brunswick, Intensive French programs are the most frequent and substantial point of contact with any form of intensified or concentrated second language study. Research indicates that key factors affecting success in second language learning are the time and intensity devoted to it and the teaching strategies used. This has several implications for the Post-Intensive French environment. French is the language of instruction in the classroom. The teacher is also central to the success of the program. He or she should make every effort to encourage communication, and convey meaning, without translation. The use of a program and teaching strategies which encourage interaction and tasks that are cognitively demanding are also important. The use of French, the project-based activities, the student-centered strategies and the instructional time all affect student proficiency. Success in communicating in French in the Post-Intensive French program helps students develop a positive attitude toward the lifelong learning of the language.

Planning

Planning is an essential part of the instructional process. Teachers need to plan for the year, the semester, for the start of a unit or theme, and for the daily lesson. Sample templates to assist with this planning can be found in the appendices of this document.

Long-term Planning

Teachers must organize the instructional year based on the outcomes for the program, related themes (content) and instructional time. The long-term plan includes the sequencing of units, a student evaluation plan, and a schedule that the teacher can check periodically. The teacher allocates instructional time and monitors approximate start and end dates for each theme.

Unit/Theme Planning

The teacher highlights the curriculum outcomes that are to be met, estimates the time needed to complete a unit, selects and adapts materials and resources, and organizes activities, including evaluation. Resources may be modified and elements such as pace and choice of activities adjusted to ensure a focus on outcomes while taking into account individual student or class interests and needs. Flexibility in lesson planning and direction of the unit is essential. Post-Intensive French allows for student reflection and input for theme. The teacher may also prepare an overview for students to help guide and record progress.

Daily Lesson Planning

During the Post-Intensive French periods, students complete tasks (mini-projects) to develop skills leading to an established communicative goal and ultimately to the completion of the final project for the unit. The daily plan blends new elements with familiar ones. In the introduction of new language functions or skills, students use their previous experiences to interpret what they will see, hear, read, say, or write. At the end of the lesson, students review what they have learned. A key to effective and successful daily planning in Post-Intensive French is to ensure that each period includes a variety of frequently changing activities that reflect the interests and abilities of the class. Each period must include beginning warm-up routine, oral communication activities and a reading or writing activity.

Time Management during the Post- Intensive Periods

In order to derive the maximum benefit from the Post-Intensive French experience, there are some important concepts for teachers to consider and employ in their classrooms.

Overall Planning

During the 200-minutes per week of Post-Intensive French, it is necessary to have activities relating to oral (listening and speaking) and reading or writing every period. The challenge is to avoid spending too much time on a given area. It will not be possible to *boucler la boucle*, if this literacy-based approach is not observed.

Oral Teaching Strategies

Not every student in the class has to participate in each of the oral strategies for new questions and answers.

The oral strategies were developed in order to enable all students in the classroom to use the questions and answer several times. The teacher does not have to hear each student's response. In the first step, the teacher asks the question to only three or four students. In the second step, again only three or four students need to ask the question to each other.

The demonstration before the class can include two separate examples, but should not require more than this.

After the students in dyads have asked each other the question, the teacher asks several students, possibly five or six, about the answer of their partner. Every student does not have to give the answer of his partner. The *intention d'écoute*, or verification, is woven into the questioning as it occurs. **The last two steps should resemble, as much as possible, a natural conversation.** The teacher's role is to keep the conversation moving, not to speak directly to every student. If teachers spend too much time on each part of a conversation, the activity becomes boring. This is counter-productive and could potentially lead to discipline problems within the classroom. It also does not give sufficient time for reading and/or writing.

Oral Production
Spending too much time on the warm-up routine does not allow for sufficient time to develop new conversational exchanges. The routine is composed of conversational exchanges that have already been used; therefore, this part of the lesson should move quite quickly, and use of the oral strategies does not necessarily need to occur. Student volunteers should be able to lead the conversation.

After the warm-up routine, a new conversational interchange is introduced. At this time, it will be necessary to use the oral strategies. It is important that an activity be organized during which students use the new material integrated with previously learned material.

Once these steps have been accomplished, attention should be given to reading and or writing. It is important to provide enough time for the development of reading and writing skills. Below is a brief description of what an uninterrupted Post-Intensive French period includes:

Post-Intensive French Instructional Period (based on a 100 minute option)
Warm-up routines – 10 minutes (approximately)
Note: Games such as *Oprah* or *Dr. Phil*, used in the warm-up routines, are easily adapted to the themes, authentic discussions and conversations are important at this time.

Message – 10-15 minutes
The message should not be copied by students (or photocopied) and should contain some of the key structures or high frequency vocabulary or expressions to reinforce what has already been taught.
Note: this message is only done twice a month in Post-Intensive French.

Introduction of new conversational exchange – (communication function) 20-25 minutes

Activity to introduce a reading or writing component of the unit- 20-25 minutes.

Reading- Normally one would cover two phases of the sequence: pre-reading, reading, or one would do a second or third reading, or a post-reading activity.

Writing- Pre-writing activity, modelled writing activity, independent writing, post-writing activity

---

Post-Intensive French Instructional Period (based on a 75 minute option)
Warm-up routines – approximately 10 minutes.

Note: Games such as *Oprah* or *Dr. Phil*, used in the warm-up routines, are easily adapted to the themes, authentic discussions and conversations are important at this time.

Introduction of new conversational exchange – (communication function) 30 minutes.

Activity to introduce a reading or writing component of the unit- 30 minutes.

Reading- Normally one would cover two phases of the sequence: pre-reading, reading, or one would do a second or third reading, or a post reading activity.

Writing-Pre-writing activity, modelled writing activity, independent writing, post-writing activity.

Post-Intensive French Instructional Period (based on a 50 minute option)
Note: It is strongly suggested periods are no less than 50 minutes.
Warm-up routines – 10 minutes (approximately).

Note: Games such as *Oprah* or *Dr. Phil*, used in the warm-up routines, are easily adapted to the themes, authentic discussions and conversations are important at this time.

Introduction of new conversational exchange (communication function)- 20 minutes.

Activity to introduce a reading or writing component of the unit- 20 minutes.

Reading- Normally one would cover two phases of the sequence: pre-reading, reading, or one would do a second or third reading, or a post-reading activity.

Writing-Pre-writing activity, modelled writing activity, independent writing, post-writing activity.

Planning templates are included in the appendices.

At times, the teacher may wish to read a story to the students for enjoyment, or students may have projects or other activities to work on independently or in small groups.
Songs and relevant game-type activities may be included from time to time to give students a 'change of pace' so that they are not involved in uninterrupted speaking or writing activities for too long a period of time. For the most part, these should also support the current module of instruction (ex. songs about robots during the theme on robots). During the Post-Intensive French period it is very important to present transitions and movement activities throughout the period.

Activities during the period are linked to the current theme of instruction. This is a teaching context where teachers are strongly advised to follow closely the sequence of activities suggested in the guide. **Work sheets or fill-in-the-blank sheets should never be used. Introduction of unrelated activities detracts from the development of implicit competence.**

Use of Interprovincial Program Guide
For Post-Intensive French, there are two key documents available to support the program. The first document is the New Brunswick Curriculum Guide and it contains outcomes and information particular to our province. The Interprovincial Program Guide contains detailed units of instruction and focuses on interpreting the instructional methodology.

Classroom Atmosphere
The focus in the Post-Intensive French classroom is always on language use rather than language forms. In a supportive environment, students feel at ease, and they know that their attempts at communicating are valued. Students need to know that taking risks and making and correcting errors are a natural part of experimenting with language, and of learning. This principle should guide teachers in the way they handle student errors. Errors must be brought to the attention of students and the teacher must ensure that the students use the corrected form in a complete sentence. By following the teaching strategies (for oral, reading and writing) and using the << intention d'écoute >>, language learning becomes implicit and the atmosphere encourages students to share.

Technology in Instruction

In the Post-Intensive French program, computer technologies may be used to enhance the learning environment in the areas of communication, professional development, global communication, authentic peer linkages, and resources. As students begin to read and write in French, they may wish to use e-mail to communicate with Francophone students. Students may also use word processing, presentation software and graphics to complete and present projects.

Technology also provides access to reference materials. Websites are a source of current authentic information for teachers and students. The teacher can access relevant sites and arrange for students to have online virtual visits. For example, students may tour websites of middle schools in Francophone regions and countries, make virtual cultural visits to sites such as museums and visit theme-related areas around the world. As well, the Canadian Association of Second Language Teachers (CASLT) and other groups offer online activities for middle school students. However, these activities need to be reviewed carefully to ensure that they are congruent with the principles of Intensive French.

Principles guiding the use of technology are the same as those for other resources and activities:

- Outcomes and themes determine the task.
- Resources should be appropriate for the task and for the age and ability of the student.
- Teachers may need to adapt resources to meet the needs of the learner.
- Clear instructions should be given.
- At the end of the task, especially when it involves a new resource or process, the teacher and students should reflect on what has been accomplished.

Individualizing Instruction

Learner Needs
The Post-Intensive French class may have students who need additional supports and those who are capable of surpassing the required outcomes. Particular attention should be given to ensure that activities reflect diverse learning requirements, and that the Post-Intensive French

class offers opportunities for all students to build and use various types of intelligence. Varying the pace, assigning a variety of concrete tasks, utilizing many types of group/cooperative learning activities, and providing extra time to complete work (including evaluation tasks) are examples of supports to help students achieve the outcomes.

Another way to differentiate student instruction is by level of proficiency. The same activity (whether oral, reading or writing) can be adjusted to the level of the learner. A novice or A1 level learner can do an activity adjusted to the appropriate level (with simpler language, shortened or less complex text etc.). the adjustment of tasks and texts can be made more easily by consulting the summary of the levels A1, A2 or B1 contained in Appendix C.

Personalized Learning Plans (PLPs)
New Brunswick has a policy of inclusion and consequently all students are included in the Post-Intensive French classroom. This means adapting instruction appropriately to meet the learning needs of students with a variety of exceptionalities including those with Autism Spectrum Disorders, Down's syndrome, students who are non-verbal, students who are deaf or hard of hearing, or students with visual impairments. In many instances, the strategies used to assist the learner are the same strategies used in the first language classroom. These may include a variety of strategies from the use of assistive communication devices, applications or software or the use of resources in Braille, to name but a few.

Where accommodations or modifications are needed, Post-Intensive French teachers should participate as members of the PLP planning team to help determine the best possible instructional program for each student. Collaboration with Education Support Teacher-Resource (EST-R), school psychologists and consultation with speech language pathologists (when possible), and itinerant (APSEA) teachers is suggested. Accommodations and modifications will be similar to those made in for a student in other subjects, especially English Language Arts.

In certain instances, there can be a variety of professionals in the Post-Intensive French classroom. While the ability to speak French is not a requirement of these positions, it is beneficial. The reality is that most professionals/paraprofessionals in the classroom (other than the Post-Intensive French teacher) may speak little to no French. It may be helpful to provide these individuals with some common classroom language to maintain the second language learning environment. Expressions like the following examples would be useful: *Do you need assistance? Do you need to go to the bathroom? Do you understand? How are you today?* In instances where English is unavoidable, this communication should be done quietly and with discretion.

Informing Others

Communicating with Parents
Post-Intensive French, like all French Second Language Programs, needs the support of the whole school community, including students, parents, teachers, PSSCs, school administrators and the school district, in order to experience maximum success. Teachers should provide opportunities for all stakeholders to become informed about the Post-Intensive French program and to observe students using French. Students can prepare items for a school concert or assembly, make big books for other classes, or invite parents to a special celebration. Community groups should be encouraged to call upon the French-speaking students from the Post-Intensive French classroom to participate in numerous events. Displays of student work

during an open house, regular communication with parents, program information on the school's website, and speaking about the French program at school or district meetings are all ways to help others better understand the Post-Intensive French program.

Parents are often curious to better understand what is happening in the classroom because of the unique learning environment. Teachers should be encouraged to inform parents at the beginning of a unit or theme of what activities, language structures and final projects the students will be undertaking. Regular communication with parents through agendas or school/teacher websites is recommended.

Reporting Student Achievement
New Brunswick is currently introducing new report cards. The report card descriptors for Post-Intensive French have been aligned with the proficiency levels and the outcomes of the program.

Combined Classes

Teaching Post-Intensive French in Multi-Grade Classrooms

Multi-grade classrooms consist of two or more grades receiving instruction from the same teacher in the same scheduled class time. Post-Intensive French can be successfully implemented in this setting. It is recommended that teachers apply the following principles in organizing instruction in combined groups:

- develop a long-term plan based on grade combinations;
- review specific and key-stage outcomes;
- organize learning to respect the outcomes;
- keep records of long-term and multi-year plans;
- select activities and resources that provide for individual and group needs, including enrichment;
- consult with previous year's teachers to verify units covered;
- use "les livres en vrac" (browsing box books) from both to complement units;
- students can use the same text a second year providing the activities are different (for example, create a broadcast or ad for "Un camp pour ados" instead of a brochure;
- consult with colleagues, subject area coordinators, lead teachers, etc., for ideas and support.

Teacher Support

During the academic year, Post-Intensive French teachers can expect to have regular classroom visits by the French Second Language Subject Area Coordinator in the school district. The purpose of the visits is to support teachers in implementing the instructional strategies underlying the program. Lists of "*Look Fors"* for administrators are included in Appendix J. The lists are intended to clarify strategies for teachers and to assist administrators as they visit classrooms and/or conduct "walkthroughs".

Program Evaluation

At the end of grade six, a random selection of students will be selected for provincial program assessment. This assessment will have oral and reading comprehension components.

Descriptors for the oral interview are given in Appendix D (New Brunswick Middle School Scale/CEFR).

Pre-Intensive French, Intensive French and Post Intensive French

The whole of the Intensive French Program is composed of three forms of IF: Pre-IF in grade four, IF in grade five and Post-IF in grades six to twelve. All programs are based on a literacy approach to the teaching of FSL, and the teaching strategies are similar, although somewhat modified at the middle school and secondary school levels. The chart below presents an overview of the three forms of IF in order to highlight similarities and differences.

Pre-IF, IF and PIF at a Glance: A Quick Overview

May 12, 2015	Pre-Intensive French	Intensive French	Post-Intensive French
Grade level	4 (or 3-4 with combined classes) **Note:** Some students could have the program for 2 consecutive years.	Grade 5 (or 4-5 with combined classes) **Note**: Some students could have the program for 2 consecutive years (see below). *(Total time may be reduced in some situations if approved by Subject Area Coordinator and Director of Curriculum)*	6,7,8 (middle school) for all students not in immersion 9-10 for all students not in immersion 11-12 PIF is an elective and <u>must</u> be offered, for those students wishing to enhance their French (students attaining Intermediate proficiency or above) , they will be able to access FI course offerings (FILA or other FI courses including online courses) as part of the new Blended Program
Allocated time per week	150 minutes per week—blocked in periods of time (e.g., 3 fifty minute periods or 2 hours one week, 3 hours the following week)	3 hours and 15 minutes per day during the concentrated term*; 150 minutes per week blocked in periods of time in alternate term *	**Grades 6-8**: 200 minutes per week—blocked in 2 or 3 periods of time **Grades 9 and 10** one 90 hour course per year **Grades 11 and 12**: one 90 hour course available per year in PIF or Blended Program offerings (depending on student's proficiency) SCHOOLS *MUST* OFFER 11 & 12 PIF OR 11-12 COMBINED (POLICY 309 – Section 6.4)
# classes per week	Two periods per week minimum (150 mins)*	5 days per week in concentrated term; in alternate term two periods per week minimum (150 mins)*	**Grades 6-8**: Preferred: 2 or 3 periods per week (200 mins)* **HS-PIF Classes** are still once daily in one semester according to HS scheduling model; if school is able to maintain the 300 mins. weekly & schedule in blocks, this would be preferable
NB provincial curriculum guide	NA	Approved by PCAC in 2009	MS presented to PCAC in 2015. HS Guide in development (key sections on portal)
Interprovincial teachers guide containing unit plans	Grade 4 *Pre-IF Guide* Note: For combined grade 3-4 classes teachers will need to differentiate instruction	*Grade 5 IF Guide* *Grade 4-5 IF Guide* for combined classes Année A 2014-2015 Année B 2015-2016	*PIF Guide for MS grades 6-8* *PIF Guide for grades 9-12 is now complete*
Compacted curriculum support	Not necessary	*Compacted Grade 5 Curriculum*	Not necessary

documents		*Compacted Curriculum for Multi 4-5 Classroom* (2 documents for English language curriculum are posted on portal)	
NB Ed Portal Space	Under teachers, learning resources and elementary	Under teachers, learning resources and elementary	Under teachers, learning resources and middle or high school
PLPs	Programs can be modified and/or accommodated according to student needs	Programs can be modified and/or accommodated according to student needs	Programs can be modified or accommodated according to student needs
Number of skills addressed per lesson	Oral and reading or oral and writing (Note: Oral may be PRE-reading or PRE-writing in same period)	Oral, reading and writing daily	Oral and Reading or Oral and writing (Note: Oral may be PRE-reading or PRE-writing in same period)
Characteristics of Oral	8 strategies	8 strategies	8 strategies
Characteristics of Reading	Class will normally spend two weeks on a book; each story (or informative text) will be exploited at least twice with a different intention each time	Class will normally spend about one week exploiting a reading text (first, second, third, reading with different intentions and a post reading activity)	MS-PIF Class will spend one to two weeks on a book; each text (or chapter/section) will be exploited twice with a different intention each time HS-PIF Reading will correspond with units of instruction (approximately one month-5 weeks per unit)
Characteristics of Writing	Must happen weekly Must provide a model	Must happen daily Must provide a model	MS – must provide a model; should happen weekly HS- working towards independent writing: outlines or organizers used plus model STILL provided
Classroom Routines & frequency	Daily routine Message once a week	Daily routine and daily message (*message du jour)*	MS- daily routine led by students; message approximately once per month HS – occasional messages; sometimes prepared by students
Mur de mots (always in full sentences)	A necessary feature; sentences must be authentic, short and simple, highlighting new word.	A necessary feature in 4-5 and 5 IF; sentences must be authentic, short and simple, highlighting new word.	MS – used for new or difficult words. Students consult for writing HS – Still a helpful practice at this level
Mur de sons	A necessary feature: one sound for two weeks	A necessary feature of IF; focus on one sound per week	MS- contains only sounds with which students have difficulty; used to assist in writing correctly HS – if the need presents itself
Administrative Guidelines	NA	IF – Guidelines are contained within the curriculum document	MS-are being developed for the guide HS-*Administrative Guidelines for HS-PIF* (contained within the

			curriculum guide and shared at training sessions)

Assessing and Evaluating Student Learning

Assessment and Evaluation

Assessment is the systematic process of gathering information on students' learning and performance. Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments and/or decisions about student achievement and progress. Evaluation provides essential information to students, teachers, parents and administrators.

In the Post-Intensive French program, assessment and evaluation practices should be based on the following considerations:

Assessment and Evaluation are Integral Parts of the Learning Process
Assessment tasks should reflect the outcomes of the program and the types of learning activities in regular use in the classroom. Consequently, this same balance needs to be maintained in evaluation.

Assessment and Evaluation should be Planned and Ongoing
Students should know when, how, and on what criteria they are being evaluated; the evaluation plan should be communicated to students and parents at the beginning of the year. Students may play a role in evaluation (peer evaluation of group work, self-evaluation, suggestions for items to be evaluated). Evaluation should be flexible enough to account for student progress over the course of the year but structured enough to provide a clear picture of the student's progress.

Assessment and Evaluation should have Formative and Summative Components
Formative assessment should inform instruction and be used to provide feedback to students that is precise, clear and directly related to the task. Summative evaluation involves making a judgment based on gathered data. Reporting may be anecdotal or reflect a letter or number grade. Schools and school districts have documents, including policies, on reporting and other aspects of evaluation. The teacher should consult these when developing an evaluation plan.

To obtain a complete picture of student work, a variety of assessment/evaluation techniques should be used.

Projects
Projects are used to assess some Post-Intensive French outcomes. This type of assessment is often established at the beginning of the unit. Students engage in a series of activities during the unit that help them complete the task. The project is based on selected outcomes and encourages students to link their life experiences with their second language experiences. Projects sometimes require that students work cooperatively. However, certain aspects of the product may be assessed individually.

Teacher Observations
Observation provides information on what the student is doing. For formal observation, the teacher establishes criteria for the observation and provides feedback to the student(s) as soon as possible following the activity. For example, in observing an oral presentation, the teacher would establish criteria for the task, and at the end of the activity, provide feedback to students based on the observation of those criteria. The teacher may use a checklist or rating scale to

assist in recording information but the type of criteria used must reflect communication, not language forms. Students in the Post-Intensive French classroom normally sense a level of ownership with respect to many aspects of evaluation and should have a role to play in peer-- evaluating or self-evaluating some presentations and group projects.

Interviews
Interviews are exchanges of information, usually through a question and answer conversation. Students' oral proficiency levels will be assessed at the end of grade ten through a formal interview. Should the student continue the Post-Intensive program until graduation, there will be an interview in grade 12. Informal interviews also occur on a regular basis during class time individually with the teacher, in pairs and in small groups. The teacher may also observe students as they interview each other. Questions should be related to the interests of the students and the language functions used in the class.

Portfolios
A portfolio contains a number of work samples, including projects, writing pieces, journal entries and audio or video recordings. Items may be kept in an exercise book, or the portfolio may be a folder or binder. The purpose of a portfolio determines the length of time that it will be kept and the type of items to be included. For example, it may be for a unit or the school year. If the portfolio is compiled over a long period students may select pieces they wish to include for the next year.

Portfolios allow teachers, parents and students to see, almost at a glance, the progress that the student has made over time. New Brunswick will be introducing an electronic language portfolio for students in the near future.

Peer and Self-Assessment
Peer and self-assessment are important components of formative evaluation. Peer assessment helps students develop a sense of community and responsibility. It gives learners a variety of responses to their work and, like self-assessment, provides the teacher with information on how activities might be improved. Peer assessment is used to help assess group performance. For example, other students might select from a given list the aspect of a presentation they liked best *(gestes, couleurs, dessins)*. This encourages more active listening and observation by all students.

Self-assessment encourages students to:
- reflect on their learning;
- identify what they have achieved;
- focus on what they need to improve;
- plan and organize to accomplish a task;
- make suggestions for changes to the instructional project or methodology used.

For peer and self-assessment, students need models of the types of responses expected of them. For example, the teacher will need to ensure comprehension of the statements on a rating scale or a checklist before starting the task.

Using Rubrics
Rubrics give clear performance criteria and are used for scoring or rating student work. The use of rubrics benefits teachers, students and parents. For teachers, it leads to greater consistency and accuracy in assessment. Students benefit from the stated expectations as they receive specific feedback on each of the criteria for the task. Parents may closely monitor student

progress.

Rubrics range from simple to complex in design. For example, checklists, rating scales, and scoring grids can be used as rubrics. Rubrics are often used with other assessment techniques. Students can be taught to effectively use various rubrics for evaluations of their own work, or that of their peers. Rubrics must be focused on meaning and communication, not on grammatical or lexical items.

Assessing Oral Proficiency within the Post- Intensive French Program

Goal for the end of the Grade 8 Post-Intensive French year:

The goal for the Post-Intensive French program at the end of the grade 8 year is Jr. Basic High on the New Brunswick Middle School Scale for oral proficiency or A2.2 according to the CEFR. At this level, students are able to show considerable spontaneity in language production and to initiate and sustain general conversation, developing flexibility in a range of circumstances beyond immediate survival needs. The student's ability to describe and give precise information is limited to present tense.

Details of the New Brunswick Middle School Scale for oral proficiency may be found in Appendix D and the CEFR level A2 can be found in Appendix C.

Example of rubric for oral communication
(Based on Communication Functions Grade 7 Unit 3 « La publicité et son influence »)

Nom	Expliciter le double message de certaines annonces publicitaires	Inciter les gens à réagir rationnellement à certaines annonces publicitaires	Dégager l'essentiel du message d'un texte	Rédiger un message persuasif	Commentaires

5 - Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.
4 - Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
3 - Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting.
2 - Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
1 - Cannot communicate, uses words rather than sentences; requires constant prompting.

Assessing Reading Skills within the Post-Intensive French Program

By the end of the grade six year, the goal for each student is "reader in transition". Toward the end of high school, the goal for each student is "fluent reader".

Strategies to assist students to get meaning from a text, similar to those used in English, are modeled in French. Students read the books recommended in the Interprovincial Teacher's Guide together with the teacher.

Because students are able to read in English, their reading skills in French develop quite quickly. Once they are ready, students are encouraged to read texts at an appropriate level in French on their own.

Teachers are to create and share rubrics and resources in an attempt to move readers from "reader in transition" to "fluent reader". Teachers are to plan with an awareness of goals for their grade as well as future grades.

The development of reading skills in French, as in English, progresses at different rates for different students. Most students are expected to approach the level of a "reader in transition" by the end of the grade 5 Intensive French year. However, the level attained will be influenced by the level that the student is able to attain in English.

Assessing Writing Proficiency within the Post-Intensive French Program

The Post-Intensive French program aims to develop the student's ability to write with both fluency and accuracy. Writing standards for Post-Intensive French have been developed to describe strong performance and appropriate development of writing skills within the Post-Intensive French program.

The Appropriate and Strong New Brunswick Writing Achievement Standards for Grade 6, 7 and 8 are found in the following pages. The student writing samples contained within this guide are used to illustrate what students should be able to produce at each grade level
.

GRADE 6 WRITING STANDARDS

Wring in Post-Intensive French: Appropriate Performance

APPROPRIÉ 6e P-FI (le 8 février 2012) (Normes de performance en écriture pour la fin de la 6ᵉ année)

FLUENCY Students who demonstrate appropriate performance in fluency in writing :	ACCURACY Students who demonstrate appropriate performance in accuracy in writing :
Content Include and develop a series of ideas/information or events related to a topic /subject Include enough details to make the topic clear Include only details and information that are relevant and maintain focus on topic	
Organization Use liaison words, connecters or transitional phrases to connect ideas and create some flow to the writing	Include an introduction, a development and a conclusion Present ideas/information or events in a logical sequence within paragraphs
Sentence Structure Use compound and/or complex sentences Include some different types of sentences (e.g. interrogative, negative, exclamatory, imperative)	Sentence structure is essentially French Create new sentences adapted to current topic with some degree of accuracy
Word Choice Includes a variety of word choices which reflect the **grade 6** themes or units of study in order to demonstrate a flow of ideas	Demonstrate ability to use appropriate vocabulary (e.g. adjectives, adverbs, strong verb choices, precise nouns)
Voice Demonstrate emerging voice by using any of the following: for example...the writer's point of view (in an informative text), dialogue (in a narrative text),a clear neutral voice (in an information text)...	
Conventions May demonstrate sporadic usage of past and future tenses	Use correct punctuation and capitalization Spell familiar words correctly May spell complex or less familiar words using phonetic approximations Demonstrate some control of the concept of gender and number Demonstrate some control of subject-verb agreement Use the present tense with some accuracy based on the context Use some subject pronouns and possessive adjectives with accuracy

Note for marking sessions: When marking, it is possible to have a trait where ONE indicator is not evident. More than one, means that the level has not been attained.

Note to teachers: In grade 5 Intensive French, students will have written predominantly narrative and personal narrative texts. In grades 6 through 8, students will also be exposed to the information and persuasive texts.

The teacher will evaluate certain traits with each unit. Use the *mini-projets* to determine which traits to evaluate in each unit.

Oú et mon Sac des cole?

Un ·our dans l'ete, une petit fille qui s'appelle Ginger va a l'ecole. Ginger a 11 ans. Les cheveux de Ginger sont bruns et rouges. Les yeux de Ginger sont noisette. Ginger arrive a l'ecole. «Bon·our ♡» dit Ginger. «Bon·our» dit l'ami a Ginger. L'ami s'appelle Stacie. Les cheveux a Stacie sont blond. Stacie est gentille. Les yeux de Stacie sont bleux. «Oú et ton sac d'é cole?» dit Stacie. «oh non! oú est mon sac d'é cole?» Crit Ginger.

«Peut être tu peux téléphoner ta mama?» dit Stacie. «c'est une bonne idée, une minute Stacie». «est ce que ·e peu téléphoner mo mama s'il vous plait?» Ginge dit une question. «oui tu peux téléphoner ta mama.» dit le professeur. Beep boop beep beep beeb beep beep... ring ring. «Bon·our?» dit mama «Bon·our mama♡ Jes oublié mon sac d'e cole don ma chambre.» dit Ginger. «oui Ginger, ·ai arrive a l'ecole dans 10 minutes, est que c'est bon?» di mama. «oui c'est bien. Herci mama!»

Knock, Knock, Knock. «Bon·our?» dit le prof-fesseur. «Bon·our, ·ai le sac d'é cole a Ginger» dit mama. «odi c'est bien.» dit le professeur. «Merci mama, ·'adore toi♡» dit Ginger. «de rien Ginger, au revoir♡» dit mama. «au revoir♡» dit Ginger.

Rationale for Sample Text – Appropriate Level (6)

Titre: Où et mon sac des cole?				Litho:
Année: 6ième année				Genre:

	S	A	É	Commentaires:
Contenu		x		Développe une série d'informations et d'idées relie au sujet Inclut suffisamment de détails pour que le sujet soit clair Les détails inclus sont pertinents
Organisation		x		Présente des idées dans un ordre logique Inclut un début, un milieu et une fin Mots de liaison ne sont pas très présents, toutefois il y a un contrôle du sujet
Structure de Phrase		x		Utilise certaines phrases composées et/ou complexes (Le dialogue est bien utilise au long du texte) Inclut des phrases interrogatives et exclamatives La structure de la phrase est essentiellement française
Choix de Mots		x		Inclut un choix de mots appropriés (ex. « crit ») Utilise quelques onomatopées pour enrichir son texte
Voix		x		Démontre une voix en émergence en utilisant la ponctuation et le dialogue
Conventions		x		Utilise la ponctuation et les majuscules de façon essentiellement correcte Épelle correctement les mots familiers Démontre une certaine aptitude à accorder le genre et le nombre; et les verbes Utilise correctement certains pronoms personnels et adjectifs possessifs
Recommandations :				

Writing in Post-Intensive French: Strong Performance

ÉLEVÉ 6e P-FI (le 8 février 2012) (Normes de performance en écriture pour la fin de la 6e année)

FLUENCY Students who demonstrate strong performance in fluency in writing :	ACCURACY Students who demonstrate strong performance in accuracy in writing :
Content Include and develop a series of ideas/information or events related to a topic /subject Include enough details to make the topic clear Include only details and information that are relevant and maintain focus on topic May show evidence of originality	Maintain consistent quality of content
Organization Use liaison words, connecters or transitional phrases to connect ideas and create flow to the writing	Include an introduction, a development and a conclusion Present ideas/information or events in a logical sequence within paragraphs
Sentence Structure Use compound and/or complex sentences Include some different types of sentences (e.g. interrogative, negative, exclamatory, imperative)	Sentence structure is essentially French Create more complex sentences adapted to current topic with some degree of accuracy
Word Choice Includes a variety of word choices which reflect the grade 6 themes or units of study in order to demonstrate a flow of ideas Include some interesting word choices	Demonstrate ability to use appropriate vocabulary (e.g. adjectives, adverbs, strong verb choices, precise nouns)
Voice Demonstrate clear voice by using any of the following: for example...the writer's point of view (in an information text), dialogue (in a narrative text),a clear neutral voice (in an information text)...	
Conventions May demonstrate sporadic usage of past and future tenses	Use correct punctuation and capitalization Spell familiar words correctly May spell complex or less familiar words using phonetic approximations Demonstrate some control of the concept of gender and number Demonstrate some control of subject-verb agreement Use the present tense with some accuracy based on the context Use some subject pronouns and possessive adjectives with accuracy

Note for marking sessions: When marking, it is possible to have a trait where ONE indicator is not evident. More than one, means that the level has not been attained.

For strong performance: Student must meet the criteria in at least FOUR of the SIX traits.

Note to teachers: In grade 5 Intensive French, students will have written predominantly narrative and personal narrative texts. In grades 6 through 8, students will also be exposed to the information and persuasive texts.

The teacher will evaluate certain traits with each unit. Use the *mini-projets* to determine which traits to evaluate in

Royal Carribean

Cette année je vais aller au une croisière
Allure of the Seas de Royal Carribean pour ma
fête dans avril. Je vais aller à beaucoup de
different restaurant et · il y a un zone de sport
et je vais au 3 port d'appel. Jai très hâtell ·

Sur le bateau il y a beaucoup de
resaurant. Il y a des place pour le déjeuner
le dinner et le souper Aussi pour les dessert et
juste une collation. Les personne peu décoré les
petit gâtaux au cupcake cupourd. Et ritas
cantina juste pour une collation!

Deuxiémement Il y a dice picine et 4 spa.
Il y a un zone de sport avec un cour.
de ballon panier, le golf mini, et un zone l'eau

pour les enfant. Je pense que tout les 7 jour que je suis sur le bateau je vais aller à le zone de sport.

Finalement les port d'appel. Le croisière commence à Fort lauderdale Floride et voyage à Nassau Bahamas apres au Charlotte Amalie St. Thomas et dernier au St. Marten et l'arrière au Floride. Je vais habiter 3 autres jour au Floride et apres je rétourn ici.
Au port d'appel je peu fait du snorkeling et aller au le plage. C'est très, très amusante.

Je pense que une croisiere et le cadeau de fête parfait pour moi. J'ai très hâte! Est-ce-que tu veux une croisiere pour ton fête?

Rationale for Sample Text - Strong (6)

Titre: Royal Carribeab				Litho:
Année: 6ième année				Genre:

	S	A	É	Commentaires:
Contenu			X	Inclut et développe une suite d'idées, d'information et d'évènements lies au sujet. Inclut beaucoup de détails pertinents pour appuyer le sujet. Inclut seulement des détails et de l'information qui sont pertinents et qui gardent le sujet en question.
Organisation			X	Utilise souvent des mots de liaisons (ex: ensuite, deuxième, finalement) Inclut une introduction, un développement et une conclusion. Regroupe ses idées de façon logique et sous forme de paragraphe.
Structure de Phrase			X	Utilise certaines phrases composées et complexes (ex: « Je pense que tout les 7 jour que je suis sur le bateau je vais aller à le zone de sport. » Inclut des phrases de type interrogatives et exclamatives.
Choix de Mots			X	Inclut des mots judicieux et appropriés (ex : port d'appel, croisière).
Voix			X	Démontre une voix évidente. Démontre son enthousiasme pour le sujet.
Conventions			x	Utilise les verbes au présent et futur avec un certain degré de précision Épelle correctement les mots familiers (ex : collation, année, beaucoup) Peut épeler phonétiquement les mots plus difficile (ex : piscine, dice)
Niveau			x	
Recommendations : Travailler l'accord du genre et le nombre				

GRADE 7 WRITING STANDARDS

APPROPRIÉ 7e P-FI (le 8 février 2012) (Normes de performance en écriture pour la fin de la 7e année)

FLUENCY Students who demonstrate appropriate performance in fluency in writing :	ACCURACY Students who demonstrate appropriate performance in accuracy in writing :
Content Include and develop a series of ideas/information or events related to a topic /subject Include enough details to make the topic clear Include only details and information that are relevant and maintain focus on topic	
Organization Use liaison words, connecters or transitional phrases to connect ideas and create flow to the writing	Include an introduction, a development and a conclusion Present ideas/information or events in a logical sequence within paragraphs
Sentence Structure Use compound and/or complex sentences Include some different types of sentences (e.g. interrogative, negative, exclamatory, imperative)	Sentence structure is essentially French Create new sentences adapted to current topic with some degree of accuracy
Word Choice Includes a variety of word choices which reflect the **grade 7** themes or units of study in order to demonstrate a flow of ideas	Demonstrate ability to use appropriate vocabulary (e.g. adjectives, adverbs, strong verb choices, precise nouns)
Voice Demonstrate emerging voice by using any of the following: for example...the writer's point of view (in an information text), dialogue (in a narrative text),a clear neutral voice (in an informative text)...	
Conventions Use the past tense (e.g. *passé composé* and *imparfait*), with some ease, based on the context Use the future verb tense (e.g. *futur proche* and *futur simple*), with some ease, based on the context	Use correct punctuation and capitalization Spell familiar words correctly May spell complex or less familiar words using phonetic approximations Demonstrate some control of the concept of gender and number Demonstrate some control of subject-verb agreement Use the present tense accurately based on the context Use some subject pronouns and possessive adjectives with accuracy

Note for marking sessions: When marking, it is possible to have a trait where ONE indicator is not evident. More than one, means that the level has not been attained.

Note to teachers: In grade 5 Intensive French, students will have written predominantly narrative and personal narrative texts. In grades 6 through 8, students will also be exposed to the information and persuasive texts.

The teacher will evaluate certain traits with each unit. Use the *mini-projets* to determine which traits to evaluate in each unit.

Bonjour uncle ████,

C'est moi Julia! Je dois ecrie un lettre dans ma classe de français, et je veux ecrie a Propos de toi!

J'admire toi pour beacoup de different réasons. Premiere j'admire toi Parce que tu est généreux, parce que to aide moi avec corriger mes projects. Tu est intelligent parce que tu a beacoup de diplôme. Aussi tu est positif parce que tout le temps tu dit les chose qui est bon, est pas les chose qui na pas bon. Une autre chose, c'est tu est déterminé parce que tu est un archeologist, tu dois ettr patient pour ça aussi. Tu est énergétique parce que tu voyager pour trouve les chose beacoup de le temps. (Et tu à beacoup de chose que tu à trouver.) Tu est aventureux parce que tu voyager de beacoup de different places, comme England, Isreal, Moscow, et beacoup d'autre places qui est très interressant. Tu est interressant parce que tu dit les histoires a propos de ton voyages. Finallment tu est artistique parce que tu fait les dessins qui est très beau;

J'ai quelque questions pour toi. Est que tu à un place que tu veux etre encor ou un place qui est neuveux? Quelle numero de chose est que tu à trouver? De puis quand est que tu veux etre un archeologist et un professeur? Quand est que tu à voyager pour le premiere fois? Je été voyager en Floride quand j'été dans grade 4. Quelle numero de temps est que tu a voyager? Quand est que tu obtenir ton

premiere diplôme? quelle numero de diplôme est que tu á? Est que tu á j'oue les sports quand tu été jeune,? quelles sports? Je joue le baseball, mais j'aime aussi le ballon panier. De puis quand est que tu joue le guitare? Je joue le guitar depuis 6 ans, mais je joue beacoup d'autre instruments aussi. Est que tu est bon á jouer le guitare? Est que tu á les autre chose que tu aime faire? Quand tu été dans l'ecole, quelle est ton sujet préféré? J'aime tout les sujets! Merci pour prende le temf pour lire ma lettre!

Ton niece,

Rationale for Sample Text – Appropriate (7)

Titre: Bonjour Uncle			Litho:
Année: 7ᵢᵉᵐᵉ année			Genre:

	S	A	É	Commentaires:
Contenu		x		Développe une série d'informations et d'idées reliées au sujet Inclut suffisamment de détails pour que le sujet soit clair Les détails inclus sont pertinents
Organisation		x		Présente des idées dans un ordre logique Inclut un début, un milieu et une fin Mots de liaison (Première, Finalement)
Structure de Phrase		x		Utilise certaines phrases composées et/ou complexes (Le dialogue est bien utilise au long du texte) Inclut des phrases interrogatives et exclamatives La structure de la phrase est essentiellement française
Choix de Mots		x		Inclut un choix de mots appropriés (positif, déterminé, aventureux, obtenir, diplôme) Utilise quelques onomatopées pour enrichir son texte
Voix		x		Démontre une voix en émergence en utilisant la ponctuation et le dialogue (personnalité évidente)
Conventions		x		Utilise la ponctuation et les majuscules de façon essentiellement correcte Épèlent correctement les mots familiers Démontre une certaine aptitude à accorder le genre et le nombre; et les verbes Utilise correctement certains pronoms personnels et adjectifs possessifs
Recommandations : Le passé composé (tu à trouver = tu as trouvé)				

ÉLEVÉ 7e P-FI (le 8 février 2012) (Normes de performance en écriture pour la fin de la 7ᵉ année)

FLUENCY Students who demonstrate strong performance in fluency in writing :	ACCURACY Students who demonstrate strong performance in accuracy in writing :
Content Include and develop a series of ideas/information or events related to a topic /subject Include enough details to make the topic clear Include only details and information that are relevant and maintain focus on topic Shows evidence of originality	
Organization Use liaison words, connecters or transitional phrases to connect ideas and create flow to the writing	Include an introduction, a development and a conclusion Present ideas/information or events in a logical sequence within paragraphs
Sentence Structure Frequently use compound and/or complex sentences Include some different types of sentences (e.g. interrogative, negative, exclamatory, imperative)	Sentence structure is essentially French Create sentences with greater complexity adapted to current topic with some degree of accuracy
Word Choice Includes a variety of word choices which reflect the **grade 7** themes or units of study in order to demonstrate a flow of ideas Include some interesting word choices, beyond high frequency words.	Demonstrate ability to use appropriate vocabulary (e.g. adjectives, adverbs, strong verb choices, precise nouns)
Voice Demonstrate a clear voice by using any of the following: for example...the writer's point of view (in an information text), dialogue (in a narrative text),a clear neutral voice (in an information text)...	
Conventions Use the past tense (e.g. *passé composé* and *imparfait*), with ease, based on the context Use the future verb tense (e.g. *futur proche* and *futur simple*), with ease, based on the context	Use correct punctuation and capitalization Spell familiar words correctly May spell complex or less familiar words using phonetic approximations Demonstrate some control of the concept of gender and number Demonstrate some control of subject-verb agreement Use the present tense, accurately based on the context Use some subject pronouns and possessive adjectives with accuracy

Note for marking sessions: When marking, it is possible to have a trait where ONE indicator is not evident. More than one, means that the level has not been attained.

For strong performance: Student must meet the criteria in at least FOUR of the SIX traits.

Note to teachers: In grade 5 Intensive French, students will have written predominantly narrative and personal narrative texts. In grades 6 through 8, students will also be exposed to the information and persuasive texts. The teacher will evaluate certain traits with each unit. Use the *mini-projets* to determine which traits to evaluate in each unit.

<u>Le titre</u>: Le voyage au Québéc, et en Ontario

　　　Au mois de juillet, je suis allée au Québec et en Ontario avec ma mère. Parce que j'ai gagné le concours de déssin. Alors nous avons voyagé au Québec, et en Ontario pour le prix.

　　　Le jour de 8 juillet, 2012 ma mère et moi sommes allées à l'aéroport de Moncton. Nous avons attendu pendent 1heure et 45 minutes, et finalement nous avons prendu l'avion de Moncton à Montréal. Nous sommes arrivées à Montréal, Québec et voyagé à Montréal avec des autres gagnants des autre provinces et territoires. Après avoir possé deux jours au Québec, avec des autres. Nous sommes allés à Châteauguay pour vister le musée, beaucoup des forts compris le fort Anglais et Français. Aussi nous sommes allés au parc pour mangé le diner, et allés au réstaurant cher pour manger le souper.

　　　Ensuite, nous sommes allés à Toronto pour 3

jours, que nous sommes restés à Toronto. Nous avons vistés beaucoup des places important pour la guerre de 1812. Ohh! J'ai oublier! Le théme de 2012 pour le concours de déssin, c'était "la guerre de 1812"! Et je vois retourner à mon histoire. Mon place préféré c'était chute Niagara, parce que au chute Niagara, je suis allée a le bateau s'appellait < Maid of the Mist>. C'était super!

Démiére jour, de la voyage en Ontario, c'était le jour-trés special et fantastique! Nous sommes restés à Fort George toute la journée. Fort George est la place importante pour la guerre de 1812. Alors, nous avons regardé les chambres que était utiles en 1800 ~ 1850. Aussi nous avons vu une soldat qui tiré du fusil. Et nous avions eu le feu de camp. Nous avons dormi a la grand chambre que les soldat ont dormi.

Le 14 samedi juillet 2012, ma mère et moi rétournées au Nouveau Brunswick par avons prendu l'avion de Toronto, à Moncton! C'était le

Voyage trés spécial just avec ma mère qui est le meilleure mère dans le monde!

Rationale for Sample Text – Strong (7)

				Commentaires:
Titre: Le voyage au Québec, et en Ontario Année: 7ième année				Litho: Genre:

	S	A	É	
Contenu			x	Inclut et développe,une suite d'information et d'évènements liés au sujet d'un voyage. Inclut des détails précis (raison du voyage, temps et date, avec qui, où, pourquoi) pour rendre le texte intéressant. Démontre l'originalité en interrompant la narrative pour y insérer la raison du voyage (*Ohh! J'ai oublier! Le théme de…*)
Organisation			X	Utilise des mots de liaisons (ex: *alors, ensuite, aussi, après, finalement*) Inclut une introduction, un développement et une conclusion. Présente une suite logique dans la séquence du voyage, en paragraphes.
Structure de Phrase		X		Utilise des phrases composées et complexes reliées par « et », « parce que », « qui » Inclut une variété de types de phrases, dont narratives et exclamatives. La structure de la phrase est française.
Choix de Mots			x	Emploie une variété de mots dont des noms précis (*gagnants, théme, concours de déssin, feu de camp, guerre, soldats, chute*) des adjectifs (*cher, utiles, meilleure*), et verbes (*tiré*)
Voix			x	Démontre de l'enthousiasme envers le sujet en utilisant exclamations et un superlatif (*le meilleure*). Fait preuve d'une touche de style personnel en insérant la raison du voyage au milieu de l'histoire pour ensuite y retourner.
Conventions			x	Utilise les verbes au passé (accord des participes) et à l'imparfait avec un certain degré de précision. Utilise correctement le futur proche (*je vais retourner*) Démontre une certaine aptitude avec les accords sujet-verbe, genre et nombre. Épelle correctement les mots familiers et certains mots qui le sont moins. Utilise les pronoms et les possessifs correctement (*ma mère et moi*)
Niveau				
Recommendations: la punctuation et les phrases complexes et composées.				

GRADE 8 WRITING STANDARDS

APPROPRIÉ 8e P-FI (le 8 février 2012)(Normes de performance en écriture pour la fin de la 8e année)

FLUENCY Students who demonstrate appropriate performance in fluency in writing :	ACCURACY Students who demonstrate appropriate performance in accuracy in writing :
Content Include and develop a series of ideas/information or events related to a topic /subject Include enough details to make the topic clear Include only details and information that are relevant and maintain focus on topic	
Organization Use liaison words, connecters or transitional phrases to connect ideas and create flow to the writing	Include an introduction, a development and a conclusion Present ideas/information or events in a logical sequence within paragraphs
Sentence Structure Frequently use compound and/or complex sentences Include some different types of sentences (e.g. interrogative, negative, exclamatory, imperative)	Sentence structure is essentially French Create new sentences adapted to current topic with some degree of accuracy
Word Choice Includes a variety of word choices which reflect the **grade 8** themes or units of study in order to demonstrate a flow of ideas Include some interesting word choices beyond high frequency words	Demonstrate ability to use appropriate vocabulary (e.g. adjectives, adverbs, strong verb choices, precise nouns)
Voice Demonstrate emerging voice by using any of the following: for example...the writer's point of view (in an information text), dialogue (in a narrative text),a clear neutral voice (in an informative text)...	
Conventions Use the future verb tense (e.g. *futur proche* and *futur simple*), with some ease, based on the context	Use correct punctuation and capitalization Spell familiar words correctly May spell complex or less familiar words using phonetic approximations Demonstrate some control of the concept of gender and number Demonstrate some control of subject-verb agreement Use the present tense with accuracy based on the context Use the past tense (e.g. *passé composé* and *imparfait*), with some accuracy, based on the context Use some subject pronouns and possessive adjectives with accuracy

Note for marking sessions: When marking, it is possible to have a trait where ONE indicator is not evident. More than one, means that the level has not been attained.

Note to teachers: In grade 5 Intensive French, students will have written predominantly narrative and personal narrative texts. In grades 6 through 8, students will also be exposed to the information and persuasive texts. The teacher will evaluate certain traits with each unit. Use the *mini-projets* to determine which traits to evaluate in each unit.

Quand J'étais Petite

Aujourd'hui, je parlais quand j'étais petite. Je peux parlois à des sports, ce que j'ai fait dans mon temps libre, et quand j'ai eu mon Chienne.

Maintenant, je parlois à les sports. Quand j'étais petite à l'âge de 4 ans, j'ai commencé à jouer au ballonpanier et le soccer. Une fois je suis allé à certaines practiques, j'ai commencé à aimer les deux sports beaucoup, et à partir de ce jour, je ne peux toujours pas choisir mon préféré. Les sports sont ma vie, je joue au ballonpanier ou le soccer tous les jours de la

Semaine. J'aime ces sports beaucoup.

Dans ma deuxième partire, je vais parlais de mon enfance. J'aimais être un enfant parce que j'ai joué avec mes amis et ma soeur tous les jours. Je fait beaucoup de choses quand j'étais petite comme, construites les tentes, joue un petit jeu du ballonpanier ou le soccer, grimper des arbres, sauter sur la trampoline, et en été mes amis et moi nager dans ma piscine. C'est très amusant. Aussi je manque d'être un enfant parce que je n'aime pas les devoirs et j'aime passe

du temp avec mes amis.

Dans ma troisième partie,
je vais parler quand j'ai eu
ma chienne. Elle sappelle Cee-
Jay. Elle est huit ans et elle
elle est une Chinese shar pei.
J'ai eu Cee-Jay quand j'avais
5 ans et je savais que c'etait
elle une fois que j'ai vue.
Cee-Jay et moi jouer, jouer
checher, faire des promenades et
foir beaucoup d'autres choses.
Elle est la meilleure personne
chienne pourrait demander. Elle
est une chienne extraordinaire,
elle s'inscrit dans ma famille.
Mais la meilleure chose, c'est

qu'elle est ma meilleure aime aussi.

En conclusion, j'espère que vous avez appris beaucoup de chose sur moi comme un enfant, comme je l'ai fait vivre.

Rationale for Sample Text – Appropriate (8)

				Commentaires:
Titre: Quand J'étais Petite				Litho:
Année: 8ième année				Genre:
	S	**A**	**É**	
Contenu		X		Développe une série d'idées et d'évènements liés au sujet. Inclut assez de détails pour rendre le sujet clair.
Organisation		X		Utilise des mots de liaison (ex: aujourd'hui, maintenant, dans la deuxième partie, en conclusion) Inclut une introduction, un développement et une conclusion. Regroupe ses idées de façon logique et sous forme de paragraphe.
Structure de Phrase		x		Utilise certaines phrases composes et complexes. La structure de la phrase est essentiellement française.
Choix de Mots		x		Inclut certain mot précis (ex : promenade, extraordinaire, meilleure, grimper, enfance).
Voix		x		Démontre une voix en émergence en partageant son enthousiasme pour le sujet.
Conventions		X		Utilise la ponctuation et les majuscules de façon essentiellement correcte. Épelle correctement les mots familiers. Démontre une certaine aptitude à accorder le genre et le nombre. Démontre une certaine aptitude à accorder les verbes.
Niveau		x		

Recommendations:
Travailler la fluidité du texte
Travailler la structure de phrase afin de les rendre plus précises et utiliser une plus grande variété de phrase
Travailler l'utilisation du bon temps de verbe selon le contexte

ÉLEVÉ 8e P-FI (le 8 février 2012)(Normes de performance en écriture pour la fin de la 8ᵉ année)

FLUENCY Students who demonstrate strong performance in fluency in writing :	ACCURACY Students who demonstrate strong performance in accuracy in writing :
Content Include and develop a series of ideas/information or events related to a topic /subject Topic is clear and detailed Include only details and information that are relevant and maintain focus on topic Shows evidence of originality	
Organization Use liaison words, connecters or transitional phrases to connect ideas and create flow to the writing	Include an introduction, a development and a conclusion Present ideas/information or events in a logical sequence within paragraphs
Sentence Structure uses compound and/or complex sentences Include some different types of sentences (e.g. interrogative, negative, exclamatory, imperative)	Use French sentence structure Create sentences with greater complexity adapted to current topic with some degree of accuracy
Word Choice Includes a variety of word choices which reflect the **grade 8** themes or units of study in order to demonstrate a flow of ideas	Demonstrate ability to use appropriate vocabulary (e.g. adjectives, adverbs, strong verb choices, precise nouns) Include some appropriate and interesting word choices beyond high frequency words
Voice Demonstrate clear voice by using any of the following: for example...the writer's point of view (in an information text), dialogue (in a narrative text),a clear neutral voice (in an informative text)...	
Conventions Use the future verb tense (e.g. *futur proche* and *futur simple*), with ease, based on the context	Use correct punctuation and capitalization Spell familiar words correctly May spell complex or less familiar words using phonetic approximations Demonstrate some control of the concept of gender and number Demonstrate some control of subject-verb agreement Use the present tense with accuracy based on the context Use the past tense (e.g. *passé composé* and *imparfait*), with accuracy, based on the context Use some subject pronouns and possessive adjectives with accuracy

Note for marking sessions: When marking, it is possible to have a trait where ONE indicator is not evident. More than one, means that the level has not been attained.

For strong performance: Student must meet the criteria in at least FOUR of the SIX traits.

Note to teachers: In grade 5 Intensive French, students will have written predominantly narrative and personal narrative texts. In grades 6 through 8, students will also be exposed to the information and persuasive texts. The teacher will evaluate certain traits with each unit. Use the *mini-projets* to determine which traits to evaluate in each unit.

Un soirée très effrayant!

As-tu déjà resté à la maison tout seul? J'ai resté à la maison toute seule avec mes frères. C'était très effrayant! Laisse-moi te dire mon expérience.

D'abord, c'était un soirée froide et venteux. J'étais à la maison toute seule avec mes frères parce que mes parents sont allés à un fête. Ensuite, après dinêr on a regarder un film et manger le pop-corn. Soudainement on a entendu un bruit très fort qui venu du sous-sol. On a assi un silence et regarder fixement a les autres.

Puis, après un moment on a decidé d'aller en bas. J'ai apporter un casserole et mon frère avait un balai. Mon petit frère protegé la porte. Après ça, on a allumé les lumières et verifier tout les chambres. Soudainement un rat énorme couru devant

nous. On a crié très fort et couru rapidement en haut.

Finalement, mes parents sont arrivé et ils ont demandé "qu'est-ce qui s'est passé?". On a dit qu'est-ce qui s'est passé et mon père aller en bas pour regarder. Let rat n'ai pas la. Ma mère dit que on peux regarder demain. Nous avons accepté et nous sommes allés en haut pour dormier.

Maintenant tu sais à propos mon expérience quand j'étais à la maison seule. J'étais peur mais c'est vraiment amusant! Qu'est-ce que tu ferais si il y a un rat dans votre maison?

Rationale for Sample Text – Strong (8)\

	S	A	É	Commentaires:
Titre: Une soirée très effrayant! Année: 8ième année				Litho: Genre:
Contenu			x	Inclut et développent une suite d'idée, d'information et d'évènements liés au sujet. Inclut beaucoup de détails précis pour rendre le sujet clair. Démontre l'originalité.
Organisation			X	Utilise des mots de liaisons (ex: d'abord, ensuite, puis, soudainement) Inclut une introduction, un développement et une conclusion. Présente une suite logique dans les idées.
Structure de Phrase			x	Utilise fréquemment des phrases composées et complexes avec précision (ex: « J'étais à la maison toute seule avec mes frères parce que mes parents sont allés à un film et manger le pop-corn ») Inclut une variété de types de phrases. La structure de la phrase est française.
Choix de Mots			x	Emploie des mots riches qui ajoutent au texte (ex : effrayant, soudainement, fixement) Le choix de mots ajoute plus de voix au texte.
Voix			x	Capte l'attention et l'intérêt du lecteur en utilisant une voix forte.
Conventions			x	Utilise les verbes au passé avec un certain degré de précision. Démontre une certaine aptitude à accorder les verbes. Démontre une certaine aptitude à accorder le genre et le nombre. Épelle correctement les mots familiers.
Niveau				
Recommendations:				

Appendices

Appendix A : Approche Neurolinguistique

NEUROLINGUISTIC APPROACH

POST-INTENSIVE FRENCH I, II, and III

INTRODUCTION II

laude Germain

and
Joan Netten

July 2014

TABLE OF CONTENTS

THE NEUROLINGUISTIC APPROACH (NLA)

DEFINITION
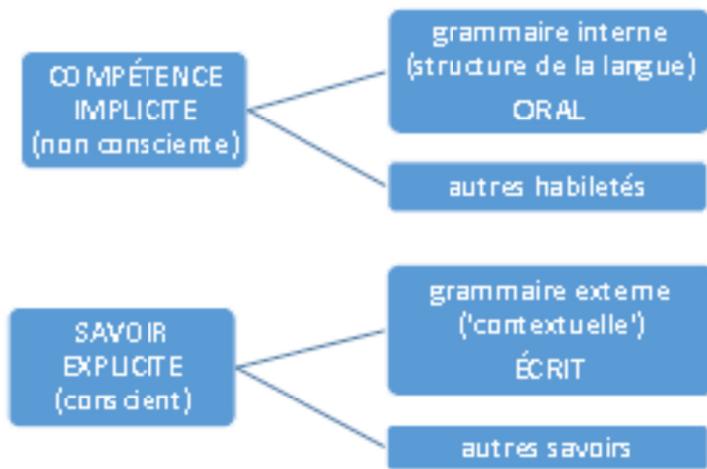
The Neurolinguistic Approach (NLA) provides a new paradigm for the effective acquisition of communication skills in a second or foreign language (L2/FL) in a classroom setting (Germain & Netten, 2011a). This new pedagogical approach was conceptualized by the authors of this document (Netten and Germain) in the context of the emerging influence of neuroscience on education. It is based primarily on the research of Paradis (1994, 2004, 2009), N. Ellis (2011), and Segalowitz (2010) and was also influenced by the views of Huc & Vincent-Smith (2008) on the primacy of oral production when learning an L2/FL for communication purposes and those of Vygotsky (1986) on social interaction. In addition, research from four other Canadian applied linguists has been incorporated into the paradigm: Lyster (2007), Lyster & Ranta (1997), and Lightbown & Spada (1994).

EXTERNAL GRAMMAR (as a component of EXPLICIT KNOWLEDGE) and INTERNAL GRAMMAR (as a component of IMPLICIT COMPETENCE)

The defining characteristic of the approach is the need to develop independently in the classroom the two components of all effective communication: implicit, non-conscious competence, or the ability to use an L2/FL spontaneously, and explicit knowledge, or a conscious awareness of how a language works, grammar rules, and vocabulary. The ability to communicate orally is part of implicit competence and knowing how to write requires not only implicit competence but also conscious explicit knowledge as well.

Explicit knowledge is conscious knowledge that an individual possesses of the vocabulary, grammar rules, and other aspects of a language that can be found in a text, discussed and evaluated by exercises or tests, and explained by a teacher. Such knowledge can be accessed consciously for use when writing in the L2/FL and for some aspects of auto-correction. For pedagogical purposes, in order to explain our approach to teachers, we have called the morphosyntactic component of language (structure of language) external grammar. Almost all approaches to teaching an L2/FL enable students to develop this knowledge, a concept that is very familiar to language teachers. However, in the NLA, external grammar is not synonymous with traditional grammar; rather, it is what we call "contextual" grammar, as we will see below.

Implicit competence is the non-conscious ability to use vocabulary, the phonological system, and structures of the language (morphosyntax) in authentic communication situations. This competence develops without any conscious attention on the part of the learner, who is unaware that he or she is developing, or using, the networks of neuronal connections in the brain. The non-conscious nature of implicit competence means that its existence and development are not obvious to the teacher or the learner. To help teachers understand the non-conscious, yet essential, nature of implicit competence, we have called its grammatical component internal grammar.

However, it should be noted that there is no direct relationship between this internal, non-conscious grammar and the rules of grammar learned explicitly, i.e., external grammar. The pedagogical implications of this distinction are very important, as will be seen throughout this document.

CONTRIBUTIONS OF NEUROSCIENCE TO OUR CONCEPTION OF NLA

Four aspects of recent research in neuroscience, specifically neurolinguistics, influenced our development of the NLA the most.

1. The first aspect is the distinction between implicit competence and explicit knowledge, which is at the core of Paradis' neurolinguistic theory of bilingualism (1994, 2004, 2009). Three consequences arise from this theory:

   - implicit competence, governed by the procedural memory, and explicit knowledge, retained in the declarative memory, are two distinct aspects of neuronal functioning;
   - there is no direct connection between the two;
   - explicit knowledge does not "transform" into implicit knowledge.

2. The second contribution from neurolinguistics pertains to the development of implicit competence. Since both implicit competence and explicit knowledge are required for communication, the question arises as to how they can each be developed. Explicit knowledge does not present a problem in that instruction has generally focused on declarative knowledge; however, implicit competence does. Paradis (2004) indicates that, to develop implicit competence, the frequent oral use of the language is required: "What serves as input for the development of implicit competence is the frequency with which particular constructions are used, irrespective of their surface form" (Paradis, 2009, p. 80). This point of view is supported by N. Ellis (2011). In all authentic communication, the focus is on the message, not the language.

3. The third contribution of neuroscience to our conception of the NLA is the importance of oral language. According to the recent research in neuroeducation, the acquisition of oral language precedes the learning of explicit knowledge about the language: "Learning a foreign (second) language must focus on oral development, especially as oral language is associated with mimicry and gestures, and because of the importance of the role of prosody (Huc & Vincent Smith, 2008, p. 3, own translation). The significance of this finding is that language instruction can begin immediately with using the language orally in authentic communication; to begin with learning knowledge about the language is an unnecessary detour. This perspective on language learning is significant in that it complements the notion of implicit competence as a set of skills, requiring the use and reuse of oral language, and reinforces the concept of beginning with oral development.

4. Finally, the fourth contribution from neuroscience to our conception of the NLA is the principle of transfer appropriate processing (TAP). Research in cognitive neuroscience has indicated that the brain records data with their context. It is easier to retrieve data in the brain if the context in which those data are used is similar to that in which they are learned (Segalowitz, 2010). The significance of this finding for the NLA is that, similar to the point of view of N. Ellis (2011), language should be learned in context, and furthermore, that the contexts of learning should be very similar to the contexts where the learned material will eventually be used. This statement holds true both for oral and for written use of the language. An example of a learning practice that demonstrates an inappropriate learning strategy would be the memorization of verb conjugations, in the belief that this helps in acquiring oral language. In real conversation, only one appropriate form of the verb, followed by an adverb, object, or appropriate completion of the utterance, is used. Memorizing a series of verb forms as a block makes it more difficult to locate the appropriate form for a particular sentence in the brain. While this principle does not directly affect the learning of communication skills, it does have considerable impact on the effectiveness of the learning situations presented to the students and on the teaching strategies used in the classroom. This principle is also important in learning external grammar. That is why, in the NLA, learning this grammar is contextualized (see strategies for teaching reading further on in this document).

In order to improve instruction within the school system, where the goal of learning is to acquire communication skills in an L2/FL, we condensed the major findings identified in the research in neuroscience, specifically neurolinguistics, into five principles. These basic principles underlie the NLA pedagogy. Our goal is to help teachers create the conditions in the classroom that students need to communicate as effectively as possible both orally and in writing.

These principles (explained in more detail in the next chapter), presented here first as research findings and then restated by us in pedagogical terms, are as follows:

PRINCIPLES OF NLA		
	Research findings ➡	**Pedagogical principles**
1.	Creation of implicit competence (Paradis, Ellis)	**1. IMPLICIT COMPETENCE** Acquisition of an internal grammar
2.	Primacy of oral development (Huc, Vincent-Smith)	**2. LITERACY** Use of a literacy-based pedagogy
	Focus on meaning rather than form (Paradis, Ellis)	**3. COGNITIVE DEVELOPMENT** Use of project-based pedagogy
	Authentic use of language and communication situations (Paradis, Ellis) and importance of TAP principle (Segalowitz)	**4. AUTHENTICITY** Creation of authentic communicative situations in the classroom
I	Importance of using and reusing language structures (Paradis, Ellis) and need for interaction between students in the classroom (Vygotsky).	**5. INTERACTION** Use of interactive communication strategies

* * *

FIVE FUNDAMENTAL PRINCIPLES

The Post-Intensive French (POST-IF) curriculum, like the Intensive French (IF) curriculum, is a classroom application of the NLA for teaching French as an L2. POST-IF is a continuation of IF, whereby students can achieve a level of implicit competence development, enabling them to carry on a spontaneous conversation. It is based on the five basic pedagogical principles of the NLA, which underlie all teaching and learning activities (see abridged Table, previous page). Below is a detailed description of each of these principles (Germain & Netten, 2012c).

1. IMPLICIT COMPETENCE: Learning an L2 for communication purposes requires the development of implicit competence, specifically an internal (or non-conscious) grammar

Internal (oral) grammar as a component of implicit competence

The ability to communicate spontaneously in a language requires the development of implicit competence in that language. As we have just seen, one of the main components of this implicit competence is called internal grammar (i.e., the structures of the language, or morphosyntax), because it is in the learner's brain, even if the learner is unaware that he or she is developing or using it. There is no external manifestation of its presence, except the ability to speak with some degree of spontaneity. This internal, non-conscious grammar is not at all the same as the external grammar we are all familiar with.

According to neurolinguistic research, internal grammar is composed of neuronal pathways that are recorded in the student's procedural memory. Its acquisition requires the use and reuse of a limited number of language structures and vocabulary words in authentic communication with sufficient frequency that the brain to be able to detect underlying regularities. That is when neuronal connections, or pathways, can be developed, enabling the student to communicate spontaneously (Paradis, 2004; Ellis, 2011). This concept is based on statistics rather than on pedagogy. As such, it cannot be taught; it can be developed only by using and reusing the same language structures in different communication situations.

Pedagogical consequences

THREE pedagogical consequences arise in order to create a classroom situation that provides students with the opportunity to create an internal grammar: the first is related to the number of hours of instruction; the second, to the basic orientation of the curriculum; and the third, to the suggested teaching strategies.

Concept of intensity

Neurolinguistic research shows that developing the ability to communicate orally in an L2/FL is essentially a process of creating language habits. As with the development of any skill, this process requires frequent utilization of the skill to be developed (in this case, the L2/FL) in a short time frame. In the school setting, this need translates into hours of learning in the school

day. It is therefore important to have recourse to a period of intensive POST-IF instruction, such as by offering, whenever possible, two consecutive periods of French. It is better to offer two consecutive periods of 40 (or 50) minutes each, for example, every two days rather than one period of 40 (or 50) minutes every day. Otherwise, the students may not be exposed to the L2 for long enough periods of time to develop and maintain their internal grammar, which is necessary for spontaneous communication. Without a certain intensity of exposure to use of the language, the neuronal pathways cannot be fully established and developed. This aspect of the NLA shows just how important intensity of instruction is in speeding up the learning process (Lightbown & Spada, 1994).

Curriculum

To promote the development of implicit competence (particularly internal grammar), curriculum design needs less vocabulary, fewer structures, and more interactive activities than are generally provided in resources for L2/FL learners. Consequently, in order to provide opportunities to use and reuse a limited number of language structures in authentic conversational situations, in the Guide that follows this Introduction, each curriculum unit presents only three or four communication functions related to each other and to the unit topic. Each function is presented orally and reused in a number of different situations to create short, personal conversations between the students. By the end of the unit, the communication functions are combined to create a somewhat more complex discussion of the topic. However, the curriculum must also take into account the fact that, in the NLA (and therefore in POST-IF), reading and writing are taught as well (described later in this document).

Teaching strategies

To ensure the development of internal, or non-conscious, grammar, we propose the use of teaching strategies that focus on oral production. To teach oral production, we do not start by learning explicit knowledge but rather by developing implicit competence. In the NLA, it is essential to focus first on the acquisition of skills – implicit competence – before the acquisition of knowledge (implicit before explicit) by having the learners use the language in short conversations right from the start. With respect to strategies for teaching oral production, in order for students to use and reuse each of the structures in meaningful situations, as close as possible to authentic communication, we propose using eight teaching strategies, the first five of which are carried out in seven consecutive steps, for the teaching of oral communication (Netten & Germain, 2007, 2012). These strategies and steps are explained further on, in the section on teaching strategies (see p. 23 and the pages that follow). It is not until reading and writing start that learners can acquire explicit knowledge of the language, as is the case with one's mother tongue or first language (L1).

Accuracy and fluency

Also, to communicate effectively in an L2/FL, it is necessary to be able to use the language accurately and fluently (Germain & Netten, 2001). Oral accuracy is not governed by declarative memory, that is, explicit knowledge of the language, as many seem to believe. It is a skill, and as a skill, it can be developed effectively only through the repeated use of correct language forms in authentic communication situations. Correcting oral mistakes is therefore crucial in the NLA. Without this, the internal grammar developed in the student's head will be incorrect (see details on p. 29).

Fluency is a skill that is developed by focusing on the use of complete sentences in authentic communication situations to enable students to non-consciously make the necessary connections – phonological, morphological, syntactic, and discursive – to develop implicit competence, specifically their internal grammar. However, an internal grammar is not a grammar consisting of rules learned by heart; it involves establishing patterns (or networks of neuronal connections) in the brain, in the form of a skill, which enables students to use the language without being conscious of it. In the NLA, the development of implicit competence does not involve a transformation through "exercises" of explicit knowledge (in the form of rules, for example), because, as we saw above, knowledge (explicit) does not transform into a skill (implicit) through a series of language exercises (Paradis, 2004, 2009).

If the teacher pays special attention to the simultaneous development of fluency (by having the students produce complete sentences) and accuracy (by correcting the student's spoken

errors), while focusing on the acquisition of implicit competence, which is closely related to a correct internal grammar, the students will be better able to strike a balance between fluency and accuracy (Germain & Netten, 2001).

Pedagogy of the sentence

The underlying pedagogy of the NLA (and therefore POST-IF) focuses first and foremost on the sentence, not on the simple acquisition of vocabulary words. From this perspective, it is preferable to have students learn a small number of vocabulary words (four or five, for example) that they can use effectively in sentences that they create rather than a large number of words isolated from their context (thirty, for example) that they cannot use and that hold no personal interest for them.

This phenomenon arises from the fact that it is impossible for students to build an internal grammar through a "vertical" presentation of the language (lists of vocabulary words). To build an internal grammar, it is necessary to work "horizontally," that is, using sentences, in order to make non-conscious connections between the different elements in the language. Without an internal grammar, students are unable to communicate spontaneously in the L2. Researchers agree on this point.

Learning language forms and structures in the form of explicit knowledge is therefore of little use to L2 learners, because developing the ability to communicate orally means being able to use language non-consciously. Explicit knowledge of language forms and structures is not useful in authentic conversation. All knowledge is governed by declarative memory, which is different by nature from procedural memory, which governs skills. And as we saw earlier, according to some researchers, there is no direct connection between these two types of memory (Paradis, 2004; 2009). In authentic conversation, it is impossible to access explicit knowledge about the language quickly enough to be able to use it "automatically," that is, to speak spontaneously and fluently.

2. LITERACY: Learning a language for communication purposes consists in developing literacy skills

Priority on oral production

Neuroeducation research brings to light the idea that learning an L2/FL must prioritize the

development of oral language, especially since oral language is associated with mimicry and gestures and because of the importance of the role of prosody (Huc & Vincent Smith, 2008, p. 31). Also, using oral language is necessary for developing the students' implicit competence, particularly their internal grammar. In order to focus on the development of oral language and the authentic use of the L2/FL, the NLA uses a literacy-based approach.

A literacy perspective on language, and particularly on the learning of language, emphasizes both its oral foundations and nature as a skill. Literacy is generally defined as being able to **use** language (Government of Ontario, 2004). It is this perspective on language that complements the neurolinguistic research rather than the traditional view of L2/FL learning, which focuses on acquiring knowledge about the language. From the perspective of literacy development, students must be able to speak with some degree of spontaneity about their lives and their personal experiences, just as they do in their L1, before they can read and write in their L2. In the L2, there needs to be more emphasis on oral production because, in contrast to what happens in the L1, L2 learners have not developed oral proficiency or an internal grammar upon entering school. However, once they are able to discuss a topic orally, that is, when they have started to develop their internal grammar, they will then able to learn to read and write about this same topic.

Importance of the oral component reading and writing

Communication does not refer uniquely to the oral use of language; it also includes reading and writing skills. Learning to communicate includes the integrated development of these basic skills by using language in authentic communication situations. Reading and writing are therefore taught (without assuming an automatic transfer from L1 to L2) with the emphasis on developing these skills much earlier than is usual in Core French classes. Even though a topic is introduced orally, reading and writing activities on the same topic follow almost immediately. Success in learning to read and write is highly dependent on the competences first acquired orally, specifically the internal grammar already developed. In L2 teaching, the importance of oral production in learning to read and write does not always seem to be taken into account from the perspective of literacy development (Germain and Netten, 2005a, 2012b).

To fully understand the relationship between teaching and learning, it is necessary to make a distinction between what is acquired orally (non-consciously) and what is learned in writing (consciously). In written language, there are three main types of language phenomena, although two arise from spoken language:

a)   phenomena exclusive to written language;
b)   phonetic phenomena, exclusive to oral production, transposed into written language;
c)   syntactic phenomena relating to the structure of the language itself.

a) Phenomena exclusive to written language

The phenomena exclusive to written language include the agreement of verb and subject. For example, in a composition, the fact that a verb in the second person singular (after *tu*) takes an *s* or that a verb in the third person plural ends in *–ent* (*Elles mangent, ils courent*) are phenomena exclusive to written language, and there is no trace of this orally. Punctuation is another phenomenon exclusive to written language. It is therefore important to point out these phenomena exclusive to written language when modelling writing for the

students (see Table 3, p. 49). Because phenomena exclusive to written language relate to explicit knowledge of the language, they must be explicitly taught during lessons dealing specifically with writing.

b) Phonetic phenomena exclusive to spoken language, transposed into written language

Some errors observed in writing are actually exclusive to spoken language and attributable to the relationship between sounds and how they are written. For example, a student who writes *une porte* ***est*** *une fenêtre* (instead of *et*) is transposing a certain sound from spoken language because he or she is failing to make the phonetic distinction between ***et*** and ***est***. It is best to start by making students aware the phonetic distinction between ***et*** and ***est*** in spoken language so they can avoid making this mistake in writing. Once the oral distinction is clearly established, it is easier to solve the writing problem. The same is true of errors like *Je ouvre….* or *Je aime…*. This type of error (the meeting of two oral vowels) must be dealt with orally and phonetically first, with particular attention paid to the student's pronunciation. Here again, these phenomena are related to explicit knowledge of the language.

c) Syntactic phenomena arising from the structure of the language itself

Everything that is not exclusive to either spoken language (like intonation) or written language (like acute accents, grammatical agreements, etc.) arises from the structure (or morphosyntax) of the language. For example, the structures *C'est une voiture rouge - C'est un ballon vert* as opposed to *C'est une grosse voiture - C'est un petit ballon* arise from the language and are morphosyntactic phenomena **common** to spoken language and written language. Thus, when we say *Elle me regarde* or *Je cherche ma montre*, the structure of the language is the same whether the expression is used orally or in writing. This is true of many linguistic phenomena. Such errors are therefore not errors exclusive to written language, even if they occur in a written text. In such a case, this type of error arises not from explicit knowledge of the language but rather to an implicit oral competence. All of these aspects of the language must be dealt with first orally, because they are not phenomena exclusive to written language.

Pedagogical consequences

The adoption of a literacy-based perspective for L2/FL learning gives rise to pedagogical consequences for both the curriculum and the teaching strategies.

Curriculum – sequence of skills

With respect to curriculum design, in the NLA, each unit is constructed to begin with an oral phase. In addition, each lesson starts with oral production, even if the lesson involves reading or writing. Students first develop the ability to talk about a certain theme. Reading and writing activities then follow, generally during the next class periods. Students learn to read about a topic using primarily the same vocabulary words and structures they have already developed orally to ensure the use and reuse of a limited number of language structures (N. Ellis, 2011). Reading follows oral production closely, writing follows reading closely, and the connections between these three language skills are very close. These changes are based on the concept of internal grammar, derived from neurolinguistic research (see above). In an L2/FL

classroom, students possess an internal grammar that is considerably more limited than that of students learning to read and write in their L1. Extending internal grammar development through oral use of new or different structures in the L2/FL before undertaking reading and writing activities enables students to integrate these new structures into their written activities without resorting to translation (Germain & Netten, 2005a, 2012b).

Reading precedes writing because it is primarily a recognition activity. When reading, students must recognize the graphic forms of the sounds of the target language and observe features of the language specific to the written form. Writing follows reading because, in writing, much of the observed knowledge of the language is used in the production of the written forms.

Teaching

A) A literacy-based pedagogy specific to the L2

The conception of the literacy-based pedagogy underlying the NLA is specific to learning an L2; it is therefore not simply a matter of transposing a conception of literacy from the L1 to the L2 because it cannot be assumed that students already know how to communicate orally about the theme. That is why, in the L2, it is always necessary to begin with oral expression and "re-activate" oral communication before undertaking a reading or writing activity. When first starting to learn how to read (in IF), reading is an activity that involves recognition (in writing) of what one already knows orally. But, in POST-IF, the prior development of their internal grammar helps students understand what they are reading more readily (it is not word-for-word reading).

In the NLA, the focus is on communication. As is the case with all authentic communication, oral comprehension and production are closely related (Brumfit, 1984). In POST-IF, French is the only language ever used in the classroom. An atmosphere of communication in French must be created at the outset. For this to happen, there must be regular interaction in French between the students and the teacher, and gradually, between the students themselves. Students cannot learn to speak French by speaking English.

Explicit teaching of language forms is done during reading activities and continues in writing activities. Thus, students can build from implicit competence to explicit knowledge about the language, as suggested in neurolinguistic research (Paradis, 2004, 2009). Students also continue to use and reuse in an authentic manner a limited number of vocabulary words and language structures, which is essential for continuing to develop their implicit competence, particularly their internal grammar (N. Ellis, 2011).

During oral presentations, students must not read a written text prepared in advance to the class; they must express themselves with some degree of spontaneity and "improvise" in front of the others. Reading a text to the class is a reading activity, not an oral presentation. A true oral presentation is done without the student reading his or her text. As well, presentations must be planned so other students can participate; for example, students can ask the student giving the presentation questions or the presenter can question the other students in the class.

When writing in the L2, it is important to mention that the written production of students is largely a reflection of their oral production. It is important, before requiring students to write,

for the teacher to have the chance to correct incorrect forms produced orally so students can transpose the correct forms into writing. For instance, in a composition, if a student makes a structural error, such as *Je suis faim*, the error must be pointed out (explicitly) to the student, but such phenomena are not true writing errors. It is not worth the bother to try to correct them in the written text first. It is better for the student to use this type of structure ORALLY. Only when the correct language structures are spontaneously used in the classroom, in authentic oral communication, will students be able use them non-consciously, automatically, and spontaneously in writing.
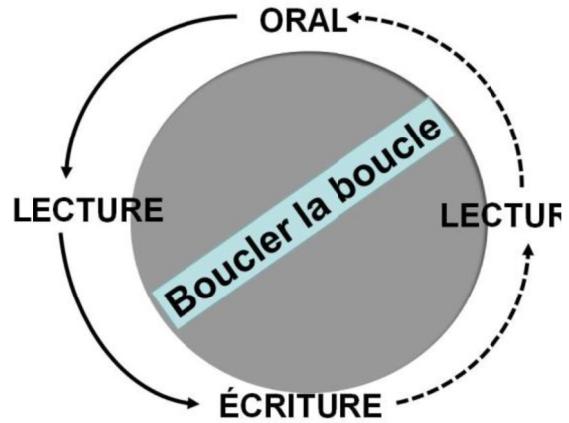
Reading and writing are therefore taught directly in the L2/FL, without any explicit reference to translation. The strategies used are similar to those used in the L1 classroom for literacy development, but with modifications required for learning an L2/FL. Modifications pertain particularly to a greater emphasis on oral development before reading and writing, as well as more intense oral preparation at the beginning of reading and writing activities.

B) A contextual grammar: reading and writing

Since cognitive neuroscience has shown that all learning is highly contextualized (TAP – Segalowitz, 2010), is important, for more effective learning, to teach the explicit aspects of the language as well (i.e., external grammar) in a contextualized manner. Not only is external grammar introduced after oral use, but also in a context. Language forms are first identified in the authentic texts used for reading and then integrated into the students' personal compositions. This contextualization enables students to find the correct language forms and use them correctly when they need them rather than using a long list of rules on the functioning of the language out of context (Germain & Netten, 2013).

Completing the circle

As a general rule, it can be said that, in a true conception of literacy, it is important to "complete the circle." In other words, from the standpoint of **learning** the language, students are asked to read about a topic that has already been discussed orally and to write about the same topic. Writing does not consist of a series of disconnected sentences about any old subject. However, from the standpoint of **using** the language, if we write a message, it is for it to be read. Any text written by students must be read, by other students in most cases, and once the texts have been read, the students must be able to discuss what they have read orally. That is completing the circle. In most Core French textbooks, if there is any writing, it comes at the end of the unit or the lesson: there is no completion of the circle.

In the above diagram, the left half of the circle refers to a phase for presenting new language elements, whereas the right side of the circle (with the dots) refers to the students' reusing what they already know and integrating their new knowledge into their existing knowledge.

The spoken form is therefore vital, not only for teaching students how to communicate orally, but also for teaching them how to read and write. Learning to read and learning to write are two language competences largely dependent on the prior state of development of the learner's oral skills. It is implicit competence, specifically internal grammar, developed orally, that helps students learn to read and write, because it underlies the development of these other two skills. Students who speak a language (their L1) already have an internal grammar, which is under development. However, students who are learning an L2 must develop their internal grammar before they start learn to read and write so they can read and write without translating word for word.

A literacy perspective enables teachers to view language learning as the development of habits rather than the development of knowledge, to put priority on oral language development, and to confirm the idea that oral development comes before reading and writing. This approach also makes it possible to take into account individual differences in learning, from the dual standpoint of individualized pedagogy and multiple intelligences, and gives students the means to perform more demanding tasks, thus contributing to greater linguistic and cognitive development, as we will see below.

3. COGNITIVE DEVELOPMENT: A project-centred approach facilitates engagement in cognitive and language demanding tasks

On the basis of neurolinguistic research, in the NLA, we believe that, to develop implicit competence (i.e., internal grammar), attention must be paid to the message rather than to the language, because implicit competence can only be acquired non-consciously, that is, without conscious attention to language forms (Paradis, 1994, 2004). In immersion classes, for example, students concentrate on the subject to be learned, whereas, in the NLA (and therefore in POST-IF), they concentrate on the task or project to be carried out. Also, N. Ellis (2011) stresses the importance of the link between meaning and language forms used in developing the ability to communicate. For the brain to be able to develop implicit competence, it must understand the message being transmitted through the structure.

Pedagogical consequence

The pedagogical consequence of this principle is that L2/FL learning must be based on the use of interesting cognitive tasks that challenge the students (Germain & Netten, 2010). That is why, in the NLA, use is made of project-based pedagogy.

Project-based pedagogy

Teaching an L2/FL does not consist of a series of unrelated activities, no matter how interesting they may be. In the NLA, all of the students' activities are aimed at achieving a common goal. That is why the activities must be organized in a certain sequence. Some activities prepare the students for others. To facilitate the creation of meaningful situations and interesting, cognitively demanding tasks for the students, curriculum units are organized in a sequence of two or three mini-projects, each focusing on a communication function previously used orally, which culminate at the end of the unit in a related final project. This pattern encourages the reuse of the language structures and vocabulary in each unit, since the final project requires the integration of language structures and vocabulary used in each of the

previous mini-projects. The use of a project-based pedagogy allows students to concentrate on the theme being developed, and the expression of their personal views on the topic, rather than on language forms. Activities are not isolated and require the continuous involvement of the students, thus implicating other areas of the brain necessary for effective language learning (Paradis, 2004; N. Ellis, 2011). Since the tasks are cognitively demanding, they contribute to the development of cognitive skills that can later be used in their L1 (Cummins, 2001; Germain & Netten, 2006, 2010). The use of a project-based pedagogy also enables teachers to gradually increase, in the course of a unit, the difficulty of the tasks and the complexity of the language structures.

In the NLA, contrary to what is found in most textbooks, the number of structures or sentences presented to the students is limited to ensure that the ones modelled are used and reused effectively by the students in different situations or, in some cases, slightly modified. That is why, in the NLA, project-based pedagogy is used, which enables the students to reuse the same structures and vocabulary words in different situations or in slightly different activities.

Without this type of student involvement in cognitively demanding tasks, it is hard to see how they could learn to use their L2/FL implicitly.

4. AUTHENTICITY: Learning to communicate in an L2/FL requires the use of this language in authentic communicative situations

On the basis of neurolinguistic research, it can be stated that, in the NLA, the use of authentic language in real communication is essential for acquiring the implicit competence (i.e., internal grammar) necessary for spontaneous communication. Both Paradis (2004) and N. Ellis (2011) mention the importance of using authentic language in real communicative exchanges for learning of the language structures to occur. In addition, cognitive neuroscience has shown the complexity of the involvement of different centres in the brain, such as those related to motivation, when authentic communication takes place. For effective language acquisition, implication of these centres is required (Paradis, 2004). That is why implicit competence cannot be acquired through controlled practice or memorizing dialogue. Material that is learned in such a way is primarily focused on language forms and represents declaration knowledge; it does not contribute substantially to the creation of procedural memory. Furthermore, each dialogue or exercise tends to be limited in scope and difficult to integrate into a sustained discussion of any topic: "Controlled practice exercises [...] do not afford students opportunities for [...] the sustained output [...] necessary for interlanguage development" (R. Ellis, 2002). Another aspect of the use of dialogues or practice exercises is that they are not sufficiently contextualized to be available for use in actual communication, as indicated by research on TAP, as was seen above (p. 5 – Segalowitz, 2010). Students need to be involved in authentic communication in the classroom in order to develop the ability to participate in authentic communication in the real world.

Importance of the concept of authenticity

To develop the ability to communicate, the language is used as a means of communication, not as a "subject of academic study" (i.e., a school subject like the others). In other words, implicit (non-conscious) competence is developed first, before explicit (conscious) knowledge. The students start directly with authentic communication rather than with short dialogues to be

learned by heart or long lists of vocabulary words, as textbooks often do, even if they claim that this is "communication." If what we get the students to produce is imposed from the outside (a textbook, for example), it cannot be authentic communication. For communication to be authentic, students must be able to express what they want to say and tell the other students about their own interests. It is therefore sort of an extension in the L2/FL of what can already be accomplished in the L1.

Adopting a "conversational" style in the classroom

Any oral communication must be in the form of an authentic conversation and must consist of more than a single question and an answer, without any follow-up. In order to respect this principle, teachers should stay away from teaching only ONE sentence at a time, followed by an answer, but should link it to a comment or another "natural" question arising from the student's personal answer. For instance, if a student has just described what he or she had for breakfast, the teacher can ask if it tasted good or whether other students ate the same thing (instead of simply saying *Très bien*). Otherwise, the teacher could fall back into the behaviourist psychology, consisting of simply having all the students repeat the same answer to the same question, with no follow-up.

Also, if students are having trouble providing their own answers to a question, the teacher must repeat the language model already provided and ask them to provide an answer by modifying it to fit their personal situation. For example, if a student does not remember how to say that he does not have a dog, the teacher must not whisper the answer so the student can repeat it; instead, the teacher should say, for instance, *Moi, je n'ai pas de chien à la maison.* The teacher then asks the student the question again, now that the student is able to answer the question *Est-ce que tu as un chien à la maison?* by saying, for example, *Non, je n'ai pas de chien à la maison*.

Only by using the language in authentic communication can students develop the ability to communicate spontaneously, not only orally but also in writing (reading and writing). In the NLA, students are not doing "exercises," they are using the language.

Pedagogical consequences

On the curriculum

The pedagogical consequences of this principle are two-fold. With respect to curriculum design, the units developed are based on communication situations that are as authentic as possible and deal with subjects that are of interest to the students. Communicative functions are chosen on the basis on what the students would like to say. If students wish to say something that is not in the text, the teacher has the freedom to propose a different utterance, provided it fulfills the communicative function of the exchange. All activities focus on enabling the students to express their own personal reactions. At no point in the units are the students required to produce language that does not reflect their own personal message. Teachers do not ask students questions that are not realistic, and student replies are always personalized.

On teaching

With respect to teaching strategies, the students do not repeat sentences that are untrue for

themselves, simply to practise a language structure. For instance, a student would not be asked to say he is wearing a red shirt, if in fact, he is wearing a blue sweater that day. We would say that the teaching of the language should be "deschooled" as much as possible. It would therefore be inappropriate to have all the students in the class repeat a sentence like J'ai une sœur, if this is not necessarily true or authentic. Students should not be made to repeat or memorize ready-made sentences that are not authentic for them. This would only contribute to demotivating them from learning the language. But a sentence like Amanda a un frère can be repeated by all the students together, provided it is authentic.

Authenticity of the teacher's reactions

This emphasis on authenticity of conversations is further reflected in the way that teachers reply to student utterances. In the Core French classroom where language is learned primarily as explicit knowledge, the standard reply to a student utterance focuses on the accuracy of the language, designed as knowledge rather than a skill (Netten & Germain, 2009). Expressions like *Bravo!* and *Très bien!* are regularly used. In the NLA classroom, replies to a student utterance focus on the meaning of the utterance and extend the conversation through the use of such comments as *Oui, moi aussi*, *C'est comme Martha*, or *Billy, Est-ce que tu es d'accord?* It is to be noted that, as explained under the first principle, if an error should occur, it is corrected immediately, but correction is achieved through a modelling and re-phrasing of the interchange; the emphasis is still on the authenticity of the message.

Communication is always in the L2/FL. Should a new expression be required, it is modelled by the teacher and used immediately by the student.

5. INTERACTION: Interactive teaching strategies contribute to the improvement of linguistic communication and the cognitive development of students

Neurolinguistic research indicates that it is through frequent use of language structures that the neuronal pathways necessary for spontaneous oral communication are created (Paradis, 2004). It also suggests that this use of language must not simply consist in repeating sequences learned by heart but in using authentic language for communication purposes (N. Ellis, 2011). Since it is a matter of developing a skill, not knowledge, and since its development depends on its use, students must engage in interactive exchanges in the classroom. However, in regular L2/FL classrooms, it is the teacher who does most of the talking; on average, up to 85% of the talk is teacher-talk (Germain, Hardy & Pambianchi, 1991). To encourage language use by the students, a less formal atmosphere must therefore be created, and interaction between the students and the teacher, and between the students themselves, must be fostered.

Interaction is important as well because it serves to contextualize the language structures being learned in authentic conversational use of the language in the school situation. In effect, it creates a form of TAP, as was seen above (p. 5 – Segalowitz, 2010). Students learn to adjust to the deficiencies of real communication, such as a sentence only partly heard, a new word or word used unexpectedly, and to ask for clarification, express disagreement, and so forth. As a result, students are better able to transfer their communication skills to use of their L2/FL in the real world.

Need for interaction

It is important to recall that, even if a memorized dialogue may sometimes be perceived by certain teachers as an interactive activity, it is in no way a "natural" (spontaneous) or authentic conversation. Students who merely repeat a dialogue learned by heart would not feel cognitively involved in the conversation. In addition, such a task comes at the bottom of Bloom's taxonomy, meaning that it contributes little to the student's cognitive development. A dialogue learned by heart is not a natural interaction and does not really use the senses or emotions, as in the case of any truly authentic conversation.

Social interaction and individual cognitive development

The role of interaction has an even greater significance. Interactions between students contribute not only to the development of an individual internal grammar, but also to the learner's general social and cognitive development (Vygotsky, 1986). When they discuss various topics suggested in the units, the students do not negotiate only the meaning from a linguistic standpoint, which contributes to the development of their language skills, but they engage in a sharing of ideas and understanding, which, according to some researchers, contributes to their cognitive development. According to Perret-Clermont (1996), when learners become involved in a social interaction, they reject or modify their preconceptions and, as a result, develop new understanding and intellectual skills. Then, to ensure that all students, individually, develop their own implicit competence (specifically, their internal grammar), it is critical that they participate regularly in social interactions during which they use their L2/FL. It even appears that there is a causal relationship between social interaction and cognitive development and reorganization of thinking (Doise & Mugny, 1981; Schubauer-Leoni, 1989; Vygotsky, 1986). It is this aspect of the NLA that enables it to make a contribution to the general education of children that is much more solid than that of the regular language learning program (Germain & Netten, 2005b).

Pedagogical consequences

The pedagogical consequences of this principle affect curriculum design primarily. Opportunities for group activities, pair work, and other forms of interaction are built into the units to ensure that interaction among students is a regular part of classroom activities. In order for the interactive activities to produce valid language use, all language structures must be modelled and used beforehand in short conversational exchanges to encourage relatively accurate independent use. To ensure that students are adequately prepared linguistically for all interactive activities, a preparatory phase forms an integral part of each unit. Furthermore, when the students carry out their projects, attention is given to the task to ensure linguistic content and to encourage the students' motivational implication, as well as an adequate cognitive involvement.

This view offers a different perspective on learning, showing not only the importance of skill development and procedural memory on an individual basis, but also the importance of social interaction in learning. It would seem important, when applying the concepts of cognitive neuroscience to neuroeducation (or the neurodidactics of language), that the role of social interaction in developing cognition not be overlooked.

CONCLUSION

The preceding five basic principles are very important, because it is the pedagogical implications of these principles that make the teaching methods advocated in the NLA (and therefore in POST-IF) very different from those proposed in most textbooks, even if it looks as though "communication" is always involved. That is why POST-IF teachers must keep these principles in mind at all times so they can be applied to all classroom activities and to their course preparation.

Since learning an L2/FL is associated with the communication of ideas, opinions, and emotions, and with the understanding of a world vision, learning French using the NLA approach represents an enriching educational and literacy experience.

* * *

TEACHING STRATEGIES FOR ORAL PRODUCTION

Teaching strategies stem from the concept of language and its acquisition in a school setting (Germain and Netten, 2010). Most of the resources already on the market for teaching French second language (FSL) are based on the idea that knowledge can be transformed into a skill. But the research of Paradis (1994, 2004, 2009) has shown that this conception of learning to communicate in an L2 is not based on solid scientific evidence. IF and POST-IF, however, are based on the idea that implicit competence must be developed first. To maintain and improve skills already developed in IF, the resources already on the market cannot be used since they generally advocate the use of teaching strategies that go against the foundations of IF and POST-IF. This could negate the benefits of this curriculum and prevent students from making progress or even maintaining their French skills. It is therefore necessary to use teaching strategies that are consistent with the basic principles of the IF and POST-IF curricula.

Let us recall what is "expected" of IF students, who, at the end of their intensive year, should be able to meet the following expectations:

➢ Formulate complete sentences using the order Subject + Verb + Complement.
➢ Frequently formulate sentences that are linked together with *et* and sometimes formulate complex sentences (with *qui* or *que*, for instance).
➢ Replace a noun with a pronoun in the following sentence (for example, *Samantha aime le fromage. Elle aime aussi le chocolat*.).
➢ Speak not only in the present tense but also in the past and future tenses.
➢ Present a few events in a sequence (for example, *D'abord, ensuite*, *enfin*).
➢ Take the initiative of asking some questions.
➢ Interact with some spontaneity.
➢ Provide details by using adjectives and adverbs (e.g., *souvent*, *rarement*).

When they start POST-IF I, the students will therefore not be real beginners at all. Most will already be able to use language somewhat spontaneously.

However, to maintain and develop these abilities, in POST-IF I, II, and III, it is crucial that teachers speak to their students in French only and encourage them to express themselves in French only. In fact, for most communicative exchanges, students are able to manage very well in French, using the communication skills already acquired in IF. As a result, for any new situation or language structure that is a bit difficult, it is strongly advised that the teacher always use the eight strategies for teaching oral communication, already used in IF. In POST-IF, the emphasis is still clearly on using the L2 to have students acquire implicit competence first, based on this conception that a language is first and foremost a skill and a skill developed mainly through use.

Implicit competence is closely related to the unconscious development by students of their internal grammar, in their heads. In other words, even if it seems to be a truism, we learn to speak by speaking (Germain & Netten, 2011b, 2014; Netten & Germain, 2012).

We believe that learning an L2 for communication purposes is based on five concepts: input, output, fluency, accuracy, and listening intent. Communication is characterized by both an input and an output and by fluency, accuracy, and active, attentive listening on the part of each interlocutor. Fluency refers to the ability to relate easily the various communication components (phonology, morphology, syntax, and discourse) to each other in authentic communication. Accuracy refers to degree of correctness in language use. By listening intent, we mean the need for students to pay constant attention not only to what the teacher says but also to what the other students in the class say (Germain & Netten, 2001, 2012a; Netten & Germain, 2012).

We have therefore developed teaching strategies specific to each of these concepts (input, output, fluency, accuracy, and listening intent) in order to establish a very close link between theory and practice. We are now going to describe what these concepts actually involve in terms of our Teaching Strategies for Oral Production, presented below (Table 1, p. 31).

A) Five consecutive strategies (to be used in the order set out below)

INPUT AND OUTPUT

INPUT: MODEL ONE OR MORE AUTHENTIC SENTENCES RELATED TO THE TOPIC AND PERSONAL EXPERIENCE

In the NLA (and therefore in POST-IF), input is a model of complete sentences, provided by the teacher, related to an authentic communication situation. This means that students are exposed from the outset to sentences that are meaningful to them.

Strategy 1 – T[1] models one or more authentic sentences related to the topic and to his or her experience

Beginning each curriculum unit with **modelling** emphasizes the principle of authenticity of communication. This reinforces the conception that a language is used above all to communicate personal, authentic messages. The principle of authenticity means that a language learned, even when learned in school, is much more than a long list of out-of-context words, memorized dialogues, and abstract grammar rules to be learned by heart. In the 1960s, language teachers emphasized the concept of authentic document. We, too, emphasize authenticity of communication. By authentic language, we mean the use of sentences, that is, meaningful language structures in a real context.

For example, if the students are asked to talk about someone who is important in their lives, the teacher could start by giving them a personal language model, such as *Une personne importante dans ma vie est Mme N car elle m'a montré à tricoter*. That way, the teacher

provides the students with a language model enabling them to talk about people who have influenced their lives, for example. The teacher does not start by asking the students questions, as most textbooks suggest, because the students would not be able to answer without having first been exposed to a language model enabling them to formulate their own answer.

OUTPUT: HAVE STUDENTS USE AND REUSE THE MODELLED SENTENCES BY ADAPTING THEM

Since students must develop new language habits, in other words, develop an implicit competence, it is important for them to use and reuse authentic sentences. The language output necessary for the acquisition of an implicit competence in L2 consists in students' repeated use of modified authentic sentences focused on their personal interests and their desire to communicate (Paradis, 2004; 2009). In order to enable the students to create patterns (or neural networks) in their minds, the language output is successively presented in the following four strategies, shown below.

Strategy 2 – T questions a few students who adapt their response to their own situation

To get the students using language in class, the teacher asks a few students the model question. To repeat one of the examples given above, if the teacher provided the students with the following language model about people who are important to them, the teacher then add to that by asking the question *Qui est une personne importante pour toi dans ta vie, et pourquoi?* The vocabulary words the students need to communicate their messages are provided orally, on request, by the teacher, in an authentic context. Thus, if a student wants to say that his stepmother is important to him, he will probably say *Une personne importante dans ma vie est…comment dit-on "stepmother"?* The teacher will then say, *Une personne importante dans ta vie est ta belle-mère*," after which the student will be encouraged again to answer the question *Qui est important pour toi dans ta vie, et pourquoi?* by producing a complete sentence transforming what the teacher said (for example, *Une personne importante pour moi dans ma vie est ma belle-mère parce qu'elle m'a montré à faire la cuisine*. Of course, still according to the principle of authenticity, the teacher will also present and have the students use certain useful negative forms, if necessary. Note that the integration of new words into real sentences clearly demonstrates that a language is not used primarily to describe, as is indicated in most textbooks (*Qu'est-ce que c'est?-C'est…*), but to communicate.

For this reason, the modelling teaching strategy is preferable to brainstorming because, at the start of a lesson or curriculum unit, most of the time, brainstorming consists of a long enumeration, most often in English, of vocabulary words taken out of context, whereas modelling has the advantage of providing students, from the outset, with sentences they are asked to use to convey authentic messages, even if only a small number of vocabulary words is used. Teachers add to the students' vocabulary by answering the questions they need answered to communicate what they want to say.

The modelled sentences are therefore not simply "repeated," out of context, as was the case in audio-oral methods. Instead, they are reproduced by the students in an adapted form that represents the personal situation of the student, showing that language is, in fact, a means of

communicating through authentic sentences. As a result, students are more cognitively involved in their learning. It is therefore necessary to develop "creative automaticity" (Gatbonton and Segalowitz, 2005), that is, the student can "create" with the language to make new combinations with various elements that have already been learned to express new ideas or feelings. This is possible provided the students have already created numerous sentence patterns or models in their heads.

Strategy 3a – A few students question other students

Referring back to the discussion about people who are important in the students' lives, the teacher asks some students to question other students in the class to make sure they can ask the question correctly. As we know, asking questions is another important way of taking part in an authentic conversation.

Strategy 3b –Two students model the next task

The aim of this strategy is to provide a language and task model to prepare the students to perform the next task.

Strategy 4-I. –Students question each other in twos

With a partner, the students engage in a conversation using the question that was just modelled. In a limited time period (i.e., 10 or 12 seconds - so they do not resort to using their L1), the students ask each other the question and answer it. The teacher should encourage the students to link another question to it in order to continue the conversation, as is normally done in everyday life.

Strategy 5-I. – T questions a few students about their partner's answers

To give the students another opportunity to use the language **in conversation**, the teacher asks them questions **about what their partners just said**, for example, *Qui est une personne importante dans la vie de Kelly, et pourquoi?* The students answer by referring to the personal replies provided earlier by their partners. The teacher then follows up with a new question related to the answer given or with a comment in the form of an authentic conversation, making use of listening intent (described later in this document).

 If necessary:

 Strategy 4-II. (repeat strategy 4-I) –Have the students interact in new groups of two

 **Strategy 5-II. (repeat 5-I) – T questions a few students about the answers
          provided by their new partners**

If the language structure presents particular difficulties, or if the students need to use it further to internalize it, the teacher can repeat strategies 4-I and 5-I, as is generally done in IF.

   B) Three strategies superimposed over the previous ones

The teaching strategies that follow, designed to develop fluency and accuracy and to encourage listening, are different in that they do not follow the first five strategies, presented above, chronologically. In fact, they are superimposed over the previous strategies in that they are used by the teacher at the same time to assist the students in their attempts to use or reuse the language.

FLUENCY AND ACCURACY

FLUENCY: Have the students make connections between the elements of a sentence to develop an internal grammar

Strategy 6 – T continues to have the students produce complete sentences

The teaching strategy for developing fluency consists in encouraging the students to establish connections between the message to be conveyed and the corresponding language structures, and among the new linguistic elements themselves (in terms of phonology, morphology, syntax, and discourse). This is essential to the development of the students' internal grammar, which is why the teacher must insist that the students always use complete sentences. Therefore, a student who is asked the question: *Qui est une personne importante dans ta vie, et pourquoi?* must answer with a complete sentence: *Une personne importante dans ma vie est N… parce que…* (instead of simply saying that person's name). Through the use of complete sentences, student will eventually be able to establish connections quickly and easily between the message to be conveyed and the corresponding language structure, as well as among the linguistic elements themselves (all types). As a result, students will be able to automate the language structures learned so as to develop an internal grammar by subconsciously building language patterns in the brain (neural networks). How would students be able to develop fluency in communication and build language patterns in the brain if they only recited a list of vocabulary words out of context, repeated memorized sentences, or answered questions with a single word? For students to continue the development of their internal grammar and fluency in communication, it is recommended that they produce complete sentences for all new language structures.

Nonetheless, at this level (POST-IF), it could be that, from time to time, the students answer a question using only a phrase in situations where they are using structures that have already been internalized. It is quite correct to accept these answers as authentic answers, provided the language structure is one that the student uses spontaneously and has no difficulty with.

ACCURACY: Correct the mistake and have the student use the corrected sentence several times

Strategy 7 – T continues to correct errors and has the students use the corrected sentence

The teacher's correction of an incorrect sentence, following by the student's immediate reproduction of the corrected sentence (Lyster, 1998), and the many other instances of using these corrected sentences in new authentic situations contribute to the development of a language that accurately reflects the forms of the target language. This is "linguistic accuracy." At this level, it is still essential that the teacher continue to correct students every time an error is made.

Orally, linguistic accuracy is not, as many generally seem to believe, explicit knowledge but rather in a non-conscious skill. That is why teachers correct errors instead of teaching external grammar. Error correction also focuses on the sentence level and therefore helps to develop a correct internal grammar (Netten and Germain, 2005).

In the initial stages of L2 learning, students can undoubtedly imitate or reproduce the language models they hear used by the teacher fairly accurately. However, when they attempt to create their own messages, there is a higher risk of error. Consequently, it is essential for teachers to correct errors so students do not develop faulty language habits and consequently build their internal grammar based on erroneous language patterns (Shehadeh, 2003). Otherwise, there is a risk of "linguistic fossilization."

All error corrections must be followed by repeated reproduction or use by the students of the correct form in a complete sentence. It is not enough simply to point out the error since this would produce only explicit knowledge. That is why, **when correcting, the teacher must first provide a model of the correct sentence and then have the students reuse it, adapting it to their own situation**. Emphasizing error correction helps show the students the importance of using language correctly. Furthermore, the students will gradually learn to correct themselves.

LISTENING INTENT

Strategy 8 –T occasionally questions a student unexpectedly

Another general strategy used to encourage the development of oral communication between the students is that of listening intent. The teacher asks a student for information he or she has already heard, used during strategy 5-1 (and, if applicable, 5-II), but also during other oral exchanges in the classroom. For example, if the class is discussing sports, the teacher could ask a student who is not expecting it *Quel est le sport préféré de Kevin en hiver?* The student should be able to say *Son sport préféré est…* If the student cannot answer the question, he or she may ask Kevin or another student for the information he or she needs to answer. Using this strategy encourages students to listen to the other students' responses and to answer an unexpected question in an authentic conversation. In addition to encouraging the students to listen, this strategy can be used to provide students with opportunities to reuse the language in a new natural conversation, particularly during the course of strategy 5-I (and, if need be, 5-II). Last of all, this strategy, which takes the form of a natural conversation, makes it possible to interrupt a series of questions.

*   *   *

Table 1 – Teaching Strategies for Oral Production

GOAL	CONCEPTS	STRATEGIES	APPLICATIONS	CONCEPTS	STRATEGIES	APPLIC.
ACQUISITION OF SKILLS FIRST (Implicit competence or internal grammar)	**INPUT** (modelling)	**1.** T models one or more authentic sentences related to the theme and to own experience.	T provides a sentence model related to the theme and to own experience orally only (avoid *C'est un/une*, which is not authentic).			
	OUTPUT (use and reuse)	**2.** T questions a few students who adapt the answer to their own situation.	To do this, the students use the model just provided.	**FLUENCY** (skill: make connections between the elements of a sentence)	**6.** T still requires the production of complete sentences.	
		3a) A few students question other students. **3b)** Two students model the next task.	The answers to the other students' questions are adapted to their own situation. In "conversation" form (Q&A), T makes sure the language model is used correctly.	**ACCURACY** (skill)	**7.** To correct the students, T models the correct sentence and has the students use it.	
		4-I. The students question each other in twos.	Limited duration	**LISTENING INTENT** (to have a more natural conversation and to have the students reuse the language)	**8.** T occasionally questions a student unexpectedly.	
		5-I. T questions a few students about their partners' responses.	In the form of natural (spontaneous) conversation to have them report on what their partner just said, T questions the students about the responses given.			
		4-II. IF NECESSARY, repetition of strategy 4-I and	With new groups of two			
		5-II. Repetition of strategy 5-I	About the responses of the new partners			

NOTE: After these strategies, T proposes a culminating activity (for suggestions, see further on this Guide).

EXPECTATIONS

To give an idea of what students should be able to accomplish with some degree of fluency and accuracy, their oral productions should have the following characteristics.

At the end of POST-IF I and II, students should demonstrate that they can
  ➢ understand the concept of the past tense and use it correctly, but sometimes incorrectly
  ➢ answer questions about a variety of topics that do not focus just on them, for example, they can answer questions about the environment, travel, advertising, etc.
  ➢ take the initiative in conversations about a range of topics, such as recreation, family, school, etc.
  ➢ speak spontaneously about topics that are familiar to them or that pertain to their lives as students.

At the end of POST-IF III, students should demonstrate that they can
  ➢ understand the concept of the future tense (immediate future or future) and use the future correctly, but sometimes incorrectly
  ➢ speak with considerable spontaneity, without too much hesitation, when starting to answer a question, for example
  ➢ recite a few sentences, using, if need be, connectors like *et*, *puis*, and *après*
  ➢ use complex sentences, for example, *C'est le garçon qui…*, *J'aime ce livre parce que…*

<div align="center">* * *</div>

TEACHING STRATEGIES FOR READING

In addition to focusing on developing an implicit competence in oral communication, it is also necessary to develop implicit competence in reading. Students must learn how to extract the message from a written text without translating word for word. Reading reinforces what students have learned orally and enables them to enrich their vocabulary and internalize new language structures. It therefore helps to improve both oral and written production. Also, the strategies for reading in the L2 can be transferred to reading in the L1. Reading furthers the development of explicit knowledge about the language. For this to occur, the teacher needs to have the students notice certain language phenomena. Also, reading stimulates conversation and discussion and leads to a variety of language activities, making it possible to complete the cycle, as was mentioned previously. Students need to realize that reading is a way to communicate ideas. Since reading is a skill, it must be practised regularly and systematically, at least two days out of three. Just as we learn to speak by speaking, we learn to read by reading.

Reading at this level is no longer teaching the students how to read in L2, since most POST-IF students are already capable of using their L2 orally with some spontaneity and are also readers in transition in their L2. They are therefore now able to transfer much information and many skills from their L1 and use them in their L2, in this case, French. The aim of teaching reading in POST-IF is therefore to broaden the students' ability to read in their L2. At this level, they already have considerable experience with narrative texts and probably some experience with informative texts. It is therefore no longer necessary to spend much time working on such fundamental steps as how to read a text or the relationship between sounds and how they are written. Instead, the students receive help to get meaning from texts that are becoming longer and longer and more difficult to read. They are now able to see certain nuances in a message.

As in the earlier levels, a lesson plan for developing reading skills has three phases: **pre-reading**, actual **reading**, and **post-reading**. For informative texts, the pre-reading phase is essential because it requires teaching strategies specific to developing literacy in the L2. The teaching strategies for the other two phases (reading and post-reading) at this level start to resemble more and more the teaching strategies used in L1 language arts.

In the NLA, a distinction is made between two broad categories of strategies for teaching reading: a series of six consecutive strategies and a group of two simultaneous strategies that are superimposed over the six consecutive ones in order to develop both reading fluency and accuracy. These strategies must be adapted to the type of text (for narrative texts, consult Introduction I, to Intensive French). Here, since we are looking at POST-IF, we will be looking at informative text only.

A) Six consecutive strategies (to be followed in the order given below)

As with oral production, we believe that, to learn how to read, there must be an input phase and an output phase. In pre-reading, the input phase consists of two strategies.

PRE-READING: Input

Pre-reading is an essential phase in the teaching of reading. It is therefore important to devote a considerable amount of time to this phase in the classroom because it has many aspects, as shown in the Table 2, under the heading Pre-reading (p. 40). Consequently, even BEFORE starting to read a book or text to the students in the class, it is crucial to prepare ORALLY for the actual reading phase. This is one of the characteristics specific to L2 literacy (unlike what goes on in the L1).

1. Contextualization: for developing non-conscious (internal) grammar

In the pre-reading phase, it is important to start out with ORAL contextualization, that is, a discussion relating to the theme of the book or text, by connecting to the students' lives and experiences. This helps them see the links between spoken language and written text. From a literacy development perspective, it is important for students to understand that there can be a connection between their personal lives and what is written in a book, by making a link with the theme of the book or text, for example: Do you think life is easier today than it was in the past? (before reading a book about life in the olden days). During this phase, the students are not aware that they are getting ready to read a text. This reason for this, in the context of learning an L2, is to remind the students of words and structures that will be used when discussing the theme, while involving them cognitively.

It is therefore during this phase that the teacher presents orally, and in context, the main new words the students will encounter during the reading, to introduce them to the meaning and pronunciation of these words. For example, if a text about advertising contains the expression être inondé de publicité, to give the students a language model, the teacher may refer to his or her personal experiences, saying, for example Moi, en me rendant à l'école, je vois beaucoup d'affiches publicitaires. Il y a de la publicité partout en ville ! Je me sens inondé de publicité. Et toi, est-ce que tu te sens inondé de publicité? The teacher questions the students about this topic to get them to use this new expression in a sentence. When the students start reading and come across the word inondé, they should already know what it means and need only to familiarize themselves with how the words are written and pronounced (letter-sound relationship). Also, during this phase, it is important for the students themselves to use these new words orally, in complete sentences, when answering the teacher's questions.

This is where a conception of literacy specific to the L2 manifests itself, i.e., the students must be linguistically prepared orally first before they even start reading the text. If this does not happen, the students will use translation rather than trying to extract the meaning of the text directly in French (without translating it). The choice of words and structures is very important at this level because only those words and structures likely to cause difficulties should be presented beforehand. The word chosen should not be those that the students should be able to guess the meaning of, either from the context of the text or from their resemblance to words that are the same in English, such as, for example, *radio*. If the teacher presents too many

words or words whose meaning can be easily guessed, the students are deprived of the opportunity to develop one of the most important reading strategies, that of guessing the meaning of words from their context.

In POST-IF, if the topic is very close to the unit theme, the text can be contextualized in the oral part of the lesson, during the review of the new structures that were presented during the previous lesson or the oral part of the lesson can spent contextualizing an upcoming reading.

2. Prediction: for modelling reading strategies (how to read an informative text)

The teacher talks about the title of the book, the cover illustration, and if applicable, the table of contents, as well as subtitles and important pages. It is NOT a question of identifying all the illustrations (*Qu'est-ce que c'est? – C'est*… or *Que vois-tu sur cette image?*) or of transforming pre-reading into a vocabulary lesson in disguise, but rather to give the students a model of reading strategies, while fostering their cognitive development.

In the prediction stage, the teacher can use the K - W - L technique. To do this, he or she asks a number of oral questions to identify what the students already KNOW (or think they know) about the subject and what they WANT TO KNOW about it, in the context of the book. This therefore involves using the well-known K – W - L technique:

what I KNOW, what I WANT TO KNOW, and what I have LEARNED (known in French as **S – V – A**: ce que je SAIS, ce que je VEUX SAVOIR, and ce que j'ai APPRIS. The teacher draws the following three columns on the board or a flipchart:

S	V	A
Nous SAVONS que...	Nous VOULONS SAVOIR...	Nous AVONS APPRIS...

In the first column, the teacher writes down what the students already know about the subject, based on their oral suggestions (4 or 5 points only). The teacher then asks the students what they think they will be learning about the subject, in the context of the book, and writes these down (4 or 5 points only).

The pre-reading phase is undertaken for each section of a book, if it is a long one. However, in that case, it is necessary to present an overview of the entire book before the individual sections are read. The S – V – A technique is used for each section.

READING: Output

Once these two READING preparation steps (contextualization and prediction) have been completed, the output phase begins. In this phase, the teacher models reading the sentences in the text and then has the text read several times by the students. The three consecutive

teaching strategies are used for this.

3. First exploitation: to understand the overall meaning of the text (general comprehension)

The teacher can now undertake the first exploitation of the text, which focuses first and foremost on understanding its overall meaning. In this stage, it is important NOT to mix together comments about MEANING and FORM, especially if there are students in the class who have difficulties. Teachers are strongly advised to make a clear distinction between them. The purpose of this first reading is to make the students want to read the text and get them interested in the content of the story. This is a very "deschooled" stage during which the focus is on the message of the text. That is why comprehension questions must be asked and the class must read the text together.

To find out whether the students clearly understood the overall meaning of the text, it is not enough just to ask them whether they understood. The teacher must ask them questions that will demonstrate their understanding (How did people listen to music in ancient times? etc.). The aim is not to translate the text or have the students translate it, but to have them understand its meaning directly. During this oral activity, the teacher must model, correct, and have the students produce complete sentences.

Since this is an informative text, the teacher asks the students what they learned from the section of the book they just read and then completes column A (what we have learned).

If time permits, in POST-IF I and II, the text is reread during the same lesson. However, it is important not to separate the pre-reading and reading phases. Pre-reading and reading must be completed during the same period.

In post-IF III, the students can reread the text at home, with a different reading intent; that intent can then be discussed in class or the students can read the text in the next class period.

If necessary, the teacher can undertake a second exploitation of the text to have the students understand the sound-symbol relationship (if this is still causing difficulties). To do this, the teacher asks the students questions to review the story they have already read. The students then read sections of the text aloud. After the students have read the text, the teacher draws their attention to the link between ONE SOUND and the various ways in which it is written. It is important for the students to read aloud the sentence in which they identified a sound and the corresponding way in which it is written. The teacher then asks them to find other examples of the same sound in the text and to read the corresponding sentences.

4. Second exploitation: for learning conscious (external) grammar

In the next lesson, the teacher undertakes another exploitation of the text in order to make the students aware of conscious, external grammar. This time, the aim is to have the students acquire some explicit knowledge about the language. After asking the students some questions as a brief review of the text and having some of the students read the text aloud individually, the teacher points out ONE language phenomenon in the test specific to French

and specific to written language, for example, the agreement of verb and subject, the plural of certain nouns and adjectives, words in the same family, and homophones (this will be looked at later, in the writing lesson). The students find examples in the text and read them aloud. They then write down a few examples in their *Autogrammaire* notebooks, adding a few other personal examples taken from the same context.

This way, the same book can be read or three times, with a different reading intent each time. The first exploitation is always intended to gain an understanding of the overall meaning of the text, whereas the second is intended to identify a particular problem, such as recognizing an important linguistic phenomenon specific to written language.

POST-READING

5. CULMINATING ACTIVITIES (for the sections of a book) and POST-READING (at the end of the book): for reusing/integrating new structures and words

Only one post-reading activity is done per book. At the very end of the book (if it has several chapters or sections), the teacher goes back to the S – V – A table and identifies what the students learned about the book as a whole. To do this, the teacher completes the third column of the table, indicating what the students say they learned from reading the book.

Then, the class looks at what the students WANTED to know (in the second column of the S – V – A table) but did not learn from reading the book. The teacher can encourage the students to do some research on the things they wanted to learn but were not covered in the book or discuss things in the book to see whether or not they agree with the message read. The teacher can even organize a short debate on this, linking it to a writing lesson, or the students could write an article about the topic, expressing their own views.

However, if the text is long and needs to be subdivided into sections or chapters, the teacher does a culminating activity at the end of each section or chapter. The post-reading activity itself is done at the very end of the text or book.

B) Two strategies superimposed over the previous ones

The six teaching strategies for reading listed above must be completed along with the other two strategies in order to develop reading fluency and accuracy.

6. FLUENCY: establish links between the elements of a sentence to fully understand the overall meaning of the text

To do this, the teacher must read and have the students read the text in a "natural" manner, in sequences that make sense, without separating the syllables or the words.
.

7. ACCURACY: establish correct links between sounds and how they are written

To do this, the teacher corrects the students' reading errors. However, it is then important for the students to reread the corrected sentence immediately to see whether the links between a sound and how it is written have been correctly established.

In short, as was mentioned at the start of this chapter, in the NLA (and therefore in POST-IF), reading involves not only an implicit competence but also a certain level of explicit knowledge about the language. Even though reading consists first and foremost of understanding the meaning of a written text, students must also be aware of the relationship between a sound and the different ways in which it is written, as well as certain grammatical phenomena exclusive to written language. That is the objective of the teaching strategies suggested above.

* * *

Table 2 - Strategies for Teaching Reading: INFORMATIVE TEXT

GOAL	CONCEPT	TEACHING STRATEGIES	APPLICATIO
		PRE-READING	
USE OF IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF IMPLICIT COMPETENCE IN READING, AND ACQUISITION OF EXPLICIT KNOWLEDGE ABOUT THE LANGUAGE	**INPUT**	**1. CONTEXTUALIZATION** Develop non-conscious (internal) grammar	- T points out the link between the student's experiences and the theme of the text. - T uses a few new words or structures from the text that are important for understanding the overall meaning (orally, without the text, like a "conversation").

		2. PREDICTION
		
		Model reading strategies: how to a read an informative text (S – V – A technique)
			- T shows the cover page and reads the title.
			
			- T discusses the table of contents and the titles and subtitles with the students to understand the meaning.
			
			- T asks the students what they already KNOW (S) about the subject of the book.
			    (or text)
			
			- T asks what they WANT TO LEARN (V) about the subject *from the book* (or
			    excerpt).

© C. Germain & J. Netten, 2007, Revised August 2010 and July 2014

READING					
GOAL	**CONCEPTS**	**TEACHING STRATEGIES**	**APPLICATIONS**	**CONCEPTS**	**TEACHING STRATEGIES**
USE OF IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF IMPLICIT COMPTENCE IN READING, AND ACQUISION OF EXPLICIT KNOWLEDGE ABOUT THE LANGUAGE	**OUTPUT** Model reading and have the students read the modelled sentences several times	**3. FIRST EXPLOITATION** Understand the overall meaning of the text (general comprehension)	- T reads the text without interruption while the students follow along. - T asks questions to verify comprehension. - T rereads the text (models) and the students read it aloud, sentence by sentence. - T asks what they have LEARNED (A). - T has the students read the text in subgroups or individually, depending on the needs of the class.	**FLUENCY** (skill): establish links among the elements of a sentence to fully grasp the overall meaning of the text	**6.** T has the students read the text "naturally" in sequences that make sense (without separating syllables or words).
		If necessary, T proposes an **EXPLOITATION** to help the students understand the sound-symbol relationship.	- T asks questions as a brief review of the text. - Individually, students take turns reading sections of the text aloud. - P shows ONE sound and how it is written. - The students find other examples in the text. - If possible, the students reread the text in small groups.	**ACCURACY** (skill): establish correct links between sounds and how they are written	**7.** T corrects errors (in reading) and has the students reread the corrected sentence immediately.
		4. SECOND EXPLOITATION Learn conscious (external) grammar	- T asks questions as a brief review of the text. - Students read the text aloud, individually. - T points out ONE linguistic phenomenon. - The students find other examples in the text. - The students write down some examples in their *Autogrammaire* notebook, along with some personal examples.		
		CULMINATING ACTIVITY and POST-READING			
		5. CULMINATING ACTIVITIES (for sections of a book) and **POST-READING** (at very end of book) Reuse/integrate new words and structures	- T reviews the S-V-A diagram and asks what questions the text did not enable them to answer. - T asks if they have any other questions about the subject. - The students do some research to find the answers to these questions.		

© C. Germain & J. Netten, 2007, Revised August 2010 and July 2014

AID TO LITERACY DEVELOPMENT

In POST-IF, we refer to the "message," and students are introduced to dictionary use as an aid to literacy development.

THE "MESSAGE"

In L2 classes, as in L1 classes, one way that is used to encourage reading is writing a "message" on the board or a flipchart. The message can be related to something that is going on at school or in the community or in the teacher's or the students' personal life. This way, a few language structures already learned can be reused in new sentences. The teacher exploits the message as a book by modelling it (or having a strong student read it aloud), asking comprehension questions, having the students read it, and finally, highlighting a sound (if there is a sound that is still posing a challenge) or a grammatical phenomenon. This can be done before or after the morning's oral routine and should last about 12 minutes. This can be done once a week, and sometimes a small group of students can be asked to prepare the "message." This is another way of showing students how to read using a text that is meaningful to them, that is authentic. The message can also lead to an oral discussion.

USE OF A DICTIONARY

After a proper introduction to dictionaries, students should gradually be encouraged to use them. After consultation and analysis, it would appear that, at the moment, the best dictionary on the market for FL2 students is *Le Myosotis*, the first true Illustrated Dictionary for Learners of French in Canada (Beaudoin, new edition, 2013). This excellent dictionary offers some very interesting cultural vignettes, not only about each province and territory but also about First Nations. A few characteristics: nouns are not identified as masculine or feminine but are always accompanied by the article "un" or "le" (or "une" or "la"). Each word is followed by a sentence in which it is used (in addition to a translation of the word). Also, students searching for *sommes* (as in *nous sommes*) will find the word *sommes*, which of course is accompanied by a referral to the verb *être*. Each verb is conjugated in full at the entry, without a referral to other model conjugations, as most dictionaries have.

In POST-IF I, II, and III, we suggest that each class purchase two or three copies of this dictionary, if budgets permit.

INDIVIDUAL READING

Teachers are strongly advised to encourage students to read short books independently and on their own and to keep a record of the ones they have read. To do this, a control system can be set up, if need be: number of books per month, discussion of books read, summary to be done, etc. In Post-IF classes, this should start at the very beginning of the year.

EXPECTATIONS

In IF, students become readers in transition fairly quickly. They should be able to read with

understanding, correctly interpret connections between a sound and the different ways in which it is written (with correct pronunciation), discuss the central idea of recommended texts, and even make connections between texts that have been read. In POST-IF, students are still readers in transition.

The attached checklist can be used to get an idea of the level of development that could be targeted and ways of assessing the students' abilities. It should be noted that, given the inclusion policy designed to admit students of all types to POST-IF regardless of their abilities, teachers should expect to have students at different levels in their classroom.

<div align="center">

*

*

*

</div>

EXPECTATIONS:
POST-IF

Checklist – Reading continuum related to knowledge and skills[2]

Reader in Transition

☐ Read new words while analyzing and verifying the content

☐ Self-correction

☐ Reread to confirm predictions

☐ Use information sources (meaning, structure, visual) in an integrated manner for understanding

☐ Use prior knowledge

☐ Be aware of and use punctuation marks to read in logical group of words or segments (reading with fluency)

☐ Create and use connector words

☐ Read with expression while respecting conventions

☐ Pronounce words correctly

☐ Discuss the ideas in a text while demonstrating comprehension

☐ Effectively read a variety of texts

☐ Make connections between texts

* * *

---

[2] Excerpt adapted from *Trousse d'appréciation de rendement en lecture: immersion française, quatrième à sixième année*, Council of Atlantic Ministers of Education and Training, CAMET, 2004, p. 79.

TEACHING STRATEGIES FOR WRITING

From the literacy development perspective recommended here, our considerations about oral production and reading bring us to writing. As with oral production and reading, teaching writing in an L2 requires specific strategies that will now be examined. At first, the writing activities will obviously be simple and closely linked to the work that has already been done orally. The teacher must then develop a model for writing with the students. As the students become familiar with the structures of the language, they will gradually learn to write independently.

Although the primary objective of writing is to convey meaning, linguistic accuracy must not be overlooked. In writing, since the students have the time to read over their own texts, they can make use of their explicit knowledge of the language.

TEACHING STRATEGIES

In the NLA, a distinction is made, as was done for oral production and reading, between two broad categories of strategies for teaching writing: a series of six consecutive strategies and a group of two simultaneous strategies superimposed over the six consecutive ones.

As with reading, there are three steps in the planning of lessons to development writing skills in the L2: **pre-writing**, actual **writing**, and **post-writing**, described below in sequence. As with oral production and reading, we believe that an input phase and output phase are required in order to learn how to write.

    A) Six consecutive strategies (to be followed in the order given below)

PRE-WRITING: Input

1. Contextualization

From a literacy development perspective, it is important to note that there is a close connection between what we say, what we read, and what we write, always starting with oral expression. To do this, the teachers get the students talking to make them realize that, if they can talk about things, they can write about them, too. The students should not be "blocked" in their attempts to write owing to a lack of ideas, since they have already learned a certain amount of spoken language that they can use as a basis for their written work. During contextualization, i.e., the oral preparation phase for writing, it is important to highlight, by reusing them in natural (or spontaneous) conversation, the words and structures the students already know so they will be ready to write about the topic discussed. In other words, in the L2, even a writing task must begin orally, in the form of a conversation with the students. Everything starts with ideas, which the students must be able to express orally, in complete, correct sentences. Oral correction is very important for the development of writing accuracy. The pre-writing stage is essential because it is specific to learning an L2. This is what makes the conception of L2 literacy not simply a transposition of the conception of L1 literacy. Students do not translate word for word what they want to say but instead use what they already know orally

spontaneously in writing.

2. Organization and formulation of ideas: for helping students organize and formulate their ideas

In POST-IF, the teacher starts by providing the topic the students will be writing about. The students then suggest a title, which is written on the board, a flipchart, or a smart board. It is therefore the students who suggest topics they could write about. However, at this level, it is no longer necessary to provide a complete writing model. The teacher can just ask what the first sentence in the first paragraph should be and then write it down. The teacher then asks the students to suggest a first sentence for the second paragraph and writes it down without writing down the rest of the paragraph. This continues for the first sentences of the other paragraphs, with emphasis on the linking words to be used at the beginning of each paragraph, e.g., *d'abord*, *ensuite*, *enfin*, *d'une part*, and *d'autre part*, in order to demonstrate logical organization or structuring of the text.

3. Grammatical awareness: for using conscious, external grammar correctly

The teacher reminds the students of the grammatical point observed during the second exploitation of the reading text and the main grammatical points already seen in previous lessons that are likely to come up in their text: agreements, verb forms, spelling of difficult words, and so on. However, as always, no more than two or three points are observed at any one time to give the students time to internalize the details. The teacher also notes the particular spelling of certain challenging words. As with reading, teachers are strongly advised NOT to mix up comments about MEANING and FORM.

4. Adaptation: for checking whether the task is fully understood

The teacher can now question a few students to thoroughly prepare them for personally adapting the model on the board and give the other students some ideas about possible types of adaptation.

WRITING: Output

The ability to write independently should increase in each POST-IF grade.

5. Writing: for getting the students to write paragraphs by having them reuse sentences already used orally

The students write their texts on their own, while the teacher moves around the classroom offering help. The teacher reminds the students to write sentences based on what they can already express orally or what they have already read. The teacher then encourages them to write directly and correctly in French, without translating. It is important that the students be encouraged to write more than one paragraph, to group their ideas together correctly, and to use sentences to start each paragraph. The students reread their paragraphs and work on the form of the text (rules of agreement, etc.). If necessary, the teacher draws their attention to the spelling of certain words and reminds them of and corrects grammatical phenomena already observed in reading.

POST-WRITING

6. Post-writing: for authentic writing and have the students reuse known structures

It is important for written texts to be read by others, since writing is also a means for communicating ideas. It is also important to share the texts produced in writing activities as part of the communication process. From time to time, texts are posted or published in a small book. When compositions are posted or published, the students write a final copy, incorporating the corrections. However, once the texts have been read, the teacher must question the students again about what they have read, in the form of a conversation or discussion. In this way, the circle is completed (see above, second principle on literacy development, p. 10): from oral production to reading and writing, and then reading the written texts and discussing orally what was read).

B) Two strategies superimposed over the preceding ones

7. Fluency: for encouraging the students to write directly in French, without translating

To do this, the teacher encourages the students to produce written sentences that are similar to those they can already use orally, incorporating what they have learned from their readings.

8. Accuracy: for encouraging the students to write correctly

To do this, the teacher corrects any structural errors that arise during the oral discussions that precede the writing phase. Then, during the actual writing activity, the teacher draws the students' attention to the grammatical phenomenon that was observed during the second exploitation of the reading text and reminds them of a few other grammatical phenomena already observed in earlier lessons.

*
*
*

Table 3 – Strategies for Teaching Writing

GOALS	CONCEPT	TEACHING STRATEGIES	APPLICATIO
		PRE-	
USE OF IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF IMPLICIT COMPETENCE FOR WRITING, AND ACQUISITION OF EXPLICIT KNOWLEDGE ABOUT THE LANGUAGE	**INPUT**	**1. CONTEXTUALIZATION** for developing non-conscious (internal) grammar and encouraging the students to write directly in French, without translating.	- T questions the students to get them to use, in the form of authentic conversation, the main structures and vocabulary words they want to use in writing.
		2. MODELLING (*to be adapted to the type of text*) For modelling how to write authentic sentences already used orally.	- T provides the topic /theme the students will be writing about and writes a title on the board. - T asks the students for suggestions about what they should write about the topic. - T writes the students' suggestions on the board in complete, correct sentences. - Some students read the text written on the board. - T talks with the students to see whether the text is well organized and whether the title is appropriate. - T makes any necessary changes. - T and the students read the text together.

© C. Germain & J. Netten, 2007, Revised August 2010 and July 2014

GOALS	CONCEPTS	TEACHING STRATEGI	APPLICATIONS	CONCEPTS	TEACHING STRATEGI
USE OF IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF IMPLICIT COMPETENCE FOR WRITING, AND ACQUISITION OF EXPLICIT KNOWLEDGE ABOUT THE LANGUAGE		**3. GRAMMATICAL OBSERVATION** For learning conscious, external grammar **4. ADAPTATION** For checking whether the task has been fully understood	- T notes the spelling of certain words that pose a challenge. - T notes a few grammatical points already observed in reading (3rd exploitation). - T questions *a few* students about their personal adaptations.		
		WRITING		**FLUENCY** (skill): Encourage students to write directly in French (without translating).	**7.** Have the students produce sentences similar to ones they can already use orally or that they have already read.
	OUTPUT Have the students write some paragraphs, reusing sentences already used orally	**5. WRITING** For having the students write some paragraphs, reusing sentences already used orally.	- The students write their texts on their own while T moves around offering help: • Reminds the students to produce sentences based on what they can already use orally or on what they have already read • Encourages the students to write *directly* and *correctly* in French, without translating • If necessary, points out the spelling of certain words • Reminds them of and corrects grammatical phenomena **already observed in reading**.	**ACCURACY** (skill and knowledge) Encourage students to write correctly.	**8.** Correct any errors orally, point out the spelling of certain words and cases of agreement (e.g., plural), and have them correct the text.
		POST-			
		6. POST-WRITING For authentic writing and for having structures reused	- REUSING: Share texts and have them read Discuss texts read - DISTRIBUTION Post or "publish" texts occasionally Exchange texts with other classes		

© C. Germain & J. Netten, 2007, Revised August 2010 and July 2014

In the following paragraphs, we provide a quick overview of the main principles specific to informative text.
.

WRITER'S NOTEBOOK/JOURNAL

Since writing is a skill, it must be practise regularly and systematically. The only way to develop a skill is to use it. Just as we learn to speak by speaking and to read by reading, we learn to writing by writing. Students must therefore write regularly in their writer's notebooks. They must save all the texts and paragraphs they write during writing activities in their notebooks so they can refer back to them when writing a new text, while consulting their *Autogrammaire*. The teacher must read the students' notebooks occasionally and write comments in them.

At the POST-IF level, it would be good for the students to also have a journal for writing down two or three times a week anything interesting going on in their lives, giving their impressions of certain events, expressing their personal views on current events, and so forth. Occasionally, the students could exchange their journals and offer personal comments.

Thus, a communicative writing activity is more than just having students write a series of disconnected sentences, do fill-in-the-blank exercises, or answer TRUE or FALSE questions. Communicative writing consists in composing a text that conveys a message.

PROJECTS

The writing process is also used for written projects. The students start by writing a draft, which they show to the teacher, who suggests corrections. If the texts are going to be posted or published, the teacher goes over the compositions with each student. The students then clean up their texts, making the changes suggested by the teacher. They then do their final copies.

EXPECTATIONS

Writing follows almost the same process used in oral production and reading: modelling, using and reusing language structures previously acquired orally, with attention to the relationships between the linguistic elements by having the students produce sentences that are complete (for fluency) and correct (for accuracy). However, in writing, as may have been noted, the type of modelling used is not the same as the type used in oral production or in writing because, in this case, the teacher must write a model on the board that is based on the students' suggestions. Using the language consists of a writing activity rather than a series of oral exchanges, for example) and reusing the language in a writing activity. Whatever the case, all of these strategies contribute to the acquisition of implicit competence in writing and explicit knowledge of the language. The students therefore do not translate word for word what they want to say but use spontaneously in writing what they already know orally.

To provide an idea of what students should be able to accomplish in writing, performance standards for each grade are currently being developed. *   *

REFERENCES

Brumfit, C. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy*. Cambridge: Cambridge University Press.

Cummins, J. (2001). The entry and exit fallacy in bilingual education. In C. Baker & N. H. Hornberger (Ed.), *An introductory reader to the writings of Jim Cummins* (pp. 110-138). Clevedon, England: Multilingual Matters.

Doise, W., & Mugny, G. (1984). *The social development of the intellect*. Angela St. James-Emler & Nicholas Emler (Trans.). Oxford: Pergamon Press. (Original work published in 1981).

Ellis, N. (2011). *Language acquisition just Zipf's right along*. Academic talk, Université du Québec à Montréal.

Ellis, R. (2002). Does form-focused instruction affect the acquisition of implicit knowledge? – A review of the research. *Studies in Second Language Acquisition*, *24*, 223-236.

Gatbonton, E., & Segalowitz, N. (2005). Rethinking communicative language teaching: A focus on access to fluency. *Canadian Modern Language Review / Revue canadienne des langues vivantes*, *61*(3), 325-353.

Germain, C., & Netten, J. (2014). Comment enseigner à communiquer oralement dans une L2/LÉ? In *Actes du Colloque international sur l'enseignement du FLE, San Juan, Porto Rico, février-mars 2012* (pp. 19-33). Retrieved from the multilingual online journal *Crisolenguas*: http://humanidades.uprrp.edu/lenguas/html/colloque_fle.html * [3]

Germain, C., & Netten, J. (2013). Pour une nouvelle approche de l'enseignement de la grammaire en classe de langues – Grammaire et approche neurolinguistique (ANL). *Revue japonaise de didactique du français*, *8*(1), 172-187.*

Germain, C., & Netten, J. (2012a). A new paradigm for the learning of a second or foreign language: The neurolinguistic approach. *Neuroeducation*, *1*(1), 85-114. Retrieved from http://www.neuroeducationquebec.org/revue *

Germain, C., & Netten, J. (2012b). Une pédagogie de la littératie spécifique à la L2. *Réflexions, The Journal of the Canadian Association of Second Language Teachers, 31*(1), 17-18.*

Germain, C., & Netten, J. (2012c). Approche neurolinguistique. In *Wikipedia*.

---

[3] All our articles (Germain & Netten or Netten & Germain), indicated here with an asterisk (*), can be downloaded free of charge. To do this, search (in Google, for example) for: academia.edu – Claude Germain. Then click on the site Claude Germain – Université du Québec à Montréal.

Germain, C., & Netten, J. (2011a). Impact de la conception de l'acquisition d'une langue seconde ou étrangère sur la conception de la langue et de son enseignement. *Synergies Chine*, *2011*(6), 25-36. Retrieved from http://ressources-cla.univ-comte.fr/gerflint/Chine6/germain.pdf *

Germain, C., & Netten, J. (2011b). Stratégies d'enseignement de la communication à l'oral en langue seconde ou étrangère (talk delivered at the 12ᵗʰ World Congress of the International Federation of Teachers of French, Québec, July 2008). In *Faire vivre les identités : un parcours en Francophonie*. Paris: Éditions des archives contemporaines.*

Germain, C., & Netten, J. (2010). Une approche transdisciplinaire de l'apprentissage du français langue seconde au Canada : le français intensif. *Actes du colloque Stratégie interdisciplinaire et interculturelle dans l'enseignement du français, Université Catholique Fu-Jen, Taïwan* (pp. 12-24).*

Germain, C., & Netten, J. (2006). Transdisciplinarité et français – langue étrangère et français – langue seconde : les fondements du français intensif. In P. Lang (Ed.), *Écarts de langues, écarts de cultures – À l'école de l'Autre* (pp. 103-112).*

Germain, C., & Netten, J. (2005a). Place et rôle de l'oral dans l'enseignement/apprentissage d'une L2. *Babylonia*, *2005*(2), 7-10. Retrieved fromhttp://babylonia.ch/fileadmin/user_upload/documents/2005-2/germainnetten.pdf *

Germain, C., & Netten, J. (2005b). Approche transdisciplinaire et processus cognitifs dans l'apprentissage d'une L2. *Parole*, *34-36*, 187-198.*

Germain, C., Netten, J., & Movassat, P. (2004). L'évaluation de la production écrite en français intensif : critères et résultats. *Revue canadienne des langues vivantes / The Canadian Modern Language Review*, *60*(3), 333-353.*

Germain, C., & Netten, J. (2001). La précision et l'aisance en langue seconde ou étrangère. *Synergies Corée*, *2001*(1), 78-97.*

Germain, C., Hardy, M., & Pambianchi, G. (1991). *Teacher/Student Interaction* (Professional development plan, French as a second language). Montréal: Centre éducatif et culturel. 74 p.

Huc, P., & Vincent-Smith, B. (2008). Naissance de la neurodidactique. *Le français dans le monde*, *2008*(357), 30-31.

Lightbown, P. M., & Spada, N. (1994). An innovative program for Primary ESL in Quebec. *TESOL Quarterly*, *28*(3), 563-579.

Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach*. Amsterdam, Netherlands: John Benjamins.

Lyster, R. (1998). Recasts, repetition and ambiguity in L2 classroom discourse. *Studies in Second Language Acquisition*, *20*.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, *19*, 37-66.

Netten, J., & Germain, C. (2012). A new paradigm for the learning of a second or foreign language: the neurolinguistic approach. *Neuroeducation*, *1*(1), 85-114. Retrieved from http://www.neuroeducationquebec.org/revue

Netten, J., & Germain, C. (2009). The future of intensive French in Canada. *Revue canadienne des langues vivantes / Canadian Modern Language Review*, *65*(5), 757-786.*

Netten, J., & Germain, C. (2007). Learning to communicate effectively through intensive instruction in French. In M. Dooly & D. Eastment (Ed.), *How we're going about it: Teachers voices on innovative approaches to teaching and learning languages* (pp. 31-41). Cambridge, United Kingdom: Cambridge Scholars Publishing.*

Netten, J., & Germain, C. (2005). Pedagogy and second language learning: Lessons learned from Intensive French. *Revue canadienne de linguistique appliquée / Canadian Journal of Applied Linguistics*, *8*(2), 183-210.*

Ontario. Expert Panel on Literacy in Grades 4 to 6. (2005). *Literacy for Learning – The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*. Toronto, Ont.: Ontario Ministry of Education.

Paradis, M. (2009). *Declarative and procedural determinants of second languages*. Amsterdam, Netherlands: John Benjamins.

Paradis, M. (2004). *A neurolinguistic theory of bilingualism*. Amsterdam, Netherlands: John Benjamins.

Paradis, M. (1994). Neurolinguistic aspects of implicit and explicit memory: Implications for bilingualism. In N. Ellis (Ed.), *Implicit and explicit learning of second languages* (pp. 393-419). London, England: Academic Press.

Perret-Clermont, A. N. (1996). *La construction de l'intelligence dans l'interaction sociale*. Berne: Peter Lang. 305 p.

Schubauer-Leoni, M. L. (1989). Problématisation des notions d'obstacle épistémologique et de conflit socio-cognitif. In N. Bednarz & C. Garnier (Ed.), *Construction des savoirs : Obstacles et conflits*. Montréal: Agence d'ARC.

Segalowitz, N. (2010). *Cognitive bases of second language fluency*. New York, NY: Routledge.

Shehadeh, A. (2003). Learner output, hypothesis testing, and internalizing linguistic knowledge. *System*, *31*, 155-171.

Vygotsky, L. S. (1962). *Thought and Language*. Eugenia Hanfmann & Gertrude Vakar (Trans.). Cambridge: M.I.T. Press. (Original work published in 1934).

Appendix B: Overview of Outcomes in French

Appendix B: Overview of Outcomes in French

Survol des fonctions de communication- 6e année			
Unité 1 « L'arrivée de l'automne»	Unité 2 «Le robot»	Unité 3 «L'environnement»	Unité 4 «Un camp pour ados»
• Exprimer ses préférences et en donner les raisons. • Décrire une saison avec précision. • Exposer par écrit les réactions que suscite une photo. • Présenter les résultats de recherche sur un sujet relié au thème de l'automne. • Fournir des arguments «pour» ou des arguments «contre». • Se familiariser avec les éléments que contient un texte informatif.	• Rapporter les actions quotidiennes à la maison, à l'école et après l'école. • Énumérer des tâches désagréables. • Énumérer des tâches à faire accomplir par un robot. • Présenter les traits caractéristiques d'un robot. • Convaincre quelqu'un d'acheter un robot.	• Discuter d'habitudes. • Présenter une invention. • Discuter de problèmes reliés au réchauffement planétaire. • Discuter d'une ressource naturelle. • Convaincre de son point de vue.	• Analyser ses choix quotidiens d'activités. • Identifier les activités d'un camp et planifier un horaire. • Présenter les règlements, les normes de sécurité et l'équipement qui se rattache à une activité. • Décrire et analyser ses habitudes alimentaires. • Rédiger un dépliant publicitaire.

Unité 4 «Un camp pour ados» sera enseigné à partir de l'année scolaire 2013-2014 en 6e année à la place de l'unité « Les phénomènes étranges au Canada.»

À partir de l'année scolaire 2014-2015, les enseignants utiliseront les unités mentionnés ci-dessus.

Fonctions de communication par thèmes – 6e année		
	Fonctions de communication	Exemples
Unité 1 « L'arrivée de l'automne»	• Exprimer ses préférences et en donner les raisons. • Décrire une saison avec précision. • Exposer par écrit les réactions que suscite une photo. • Présenter les résultats de recherche sur un sujet relié au thème de l'automne. • Fournir des arguments «pour» ou des arguments «contre». • Se familiariser avec les éléments que contient un texte informatif.	*J'aime l'automne parce que les arbres sont multicolores.* *À l'automne, la température est plus froide. Les feuilles changent de couleur et ensuite tombent.* *L'écureuil me fait penser à mon voyage au Parc Fundy.* *En automne, l'ours mange beaucoup avant d'hiberner.* *Je suis contre la chasse parce que c'est violent.*
Unité 2 « Le robot»	• Rapporter les actions quotidiennes à la maison, `l'école et après l'école. • Énumérer des tâches désagréables. • Énumérer des tâches à faire accomplir par un robot. • Présenter les traits caractéristiques d'un robot. • Convaincre quelqu'un d'acheter un robot.	*Je me lève à 6 heures. Après, je déjeune et je me brosse les dents.* *Je n'aime pas promener mon chien.* *Mon robot Max fait le ménage de ma chambre.* *Les yeux de mon robot peuvent voir dans le noir.* *Achète ce robot et il fera tous tes devoirs.*

Fonctions de communication par thèmes – 6e année		
	Fonctions de communication	Exemples
Unité 3 «L'environnement»	• Discuter d'habitudes. • Présenter une invention. • Discuter de problèmes reliés au réchauffement planétaire. • Discuter d'une ressource naturelle. • Convaincre de son point de vue.	*À la maison, pour réduire la pollution, je recycle les bouteilles de plastique.* *Voici mon étui à crayon. Je l'ai fabriqué avec une boite de mouchoirs vide.* *La planète se réchauffe parce qu'il y a de la pollution.* *J'utilise l'eau pour arroser les plantes et me brosser les dents.*
Unité 4 «Un camp pour ados»	• Analyser ses choix quotidiens d'activités. • Identifier les activités d'un camp et planifier un horaire. • Présenter les règlements, les normes de sécurité et l'équipement qui se rattache à une activité. • Décrire et analyser ses habitudes alimentaires. • Rédiger un dépliant publicitaire.	*Quand je joue au hockey, je dépense beaucoup d'énergie.* *Le matin, à notre camp, on jouait dehors.* *Il faut porter un casque protecteur pour faire de la bicyclette.* *Le matin je mange des céréales.*

Survol des fonctions de communication- 7ᵉ année			
Unité 1 « Les phénomènes étranges aux Canada»	Unité 2 «Petites et grandes inventions»	Unité 3 «La publicité»	Unité 4 «Les grandes personnalités canadiennes»
• Décrire un monstre connu. • Présenter oralement un phénomène étrange. • Discuter du caractère réel ou fictif d'un phénomène étrange. • Exposer ses réactions face à un phénomène étrange. • Répondre à des questions lors de témoignage oral. • Faire un reportage écrit.	• Décrire et montrer l'importance d'une invention de tous les jours. • Décrire et montrer l'impact social d'une invention. • Indiquer un choix et l'expliquer. • Expliquer l'importance d'une invention. • Évaluer un message publicitaire. • Convaincre les personnes d'acheter leur invention.	• Expliciter le double message de certaines annonces publicitaires. • Expliciter l'influence subtile de la publicité sur les achats. • Expliciter comment le fait de recourir à une vedette affecte le coût d'un produit. • Expliciter les effets d'une annonce publicitaire sur l'image de soi. • Expliciter les mauvais côtés d'une annonce publicitaire. • Convaincre le consommateur d'acheter un produit sans recourir à technique ayant des effets négatifs.	• Rapporter des évènements important dans sa vie. • Expliquer pourquoi une personne est considérée comme importante. • Expliquer pourquoi une personne peut être considérée comme un grand canadien. • Identifier les qualités que peut posséder une grande personnalité canadienne. • Exprimer ses sentiments. • Imaginer être une grande personnalité canadienne.

Fonctions de communication par thèmes – 7ᵉ année		
	Fonctions de communication	Exemples
<u>Unité 1</u> « Les phénomènes étranges au Canada»	• Décrire un monstre connu. • Présenter oralement un phénomène étrange. • Discuter du caractère réel ou fictif d'un phénomène étrange. • Exposer ses réactions face à un phénomène étrange. • Répondre à des questions lors de témoignage oral. • Faire un reportage écrit.	*Godzilla est un lézard géant et méchant.* *Le monstre du lac Champlain ressemble à une baleine.* *Je ne crois pas que le Saskquatch est réel parce qu'il n'existe pas de photo.* *Si je voyais le Saskquatch, j'aurais très peur.* *Ils ont vu ce phénomène dans le lac Champlain.*
<u>Unité 2</u> « Petites et grandes iinventions»	• Décrire et montrer l'importance d'une invention de tous les jours • Décrire et montrer l'impact social d'une invention. • Indiquer un choix et l'expliquer. • Présenter une invention personnelle. • Évaluer un message publicitaire. • Convaincre les personnes d'acheter leur invention.	*Une agrafeuse sert à attacher des feuilles avec une agrafe.* *Si la roue n'existait pas, il n'y aurait pas de voiture.* *Selon moi, la plus grande invention est le téléphone parce que je peux parler à mes amis.* *Mon invention sert à faire mes devoirs tous les soirs.* *La couleur du titre est vive pour attirer notre attention.*

Fonctions de communication par thèmes – 7e année		
	Fonctions de communication	Exemple
Unité 3 «La publicité»	• Expliquer le double message de certaines annonces publicitaires. • Expliquer l'influence subtile de la publicité sur les achats. • Expliquer comment le fait de recourir à une vedette affecte le coût d'un produit. • Expliquer les effets d'une annonce publicitaire sur l'image de soi. • Expliquer les mauvais côtés d'une annonce publicitaire. • Convaincre le consommateur d'acheter un produit sans recourir à technique ayant des effets négatif.	*Dans l'annonce de Pepsi, le premier message est que c'est plaisant d'être à la plage quand il fait chaud. Le deuxième message est que Pepsi est la seule boisson pour nous rafraîchir.* *Si je porte des souliers de marque, je cours plus vite.* *Le prix du parfum de Taylor Swift est élevé.* *J'aimerais avoir un physique idéal en utilisant le même produit que la personne dans la publicité.* *Une annonce publicitaire peut me faire acheter un produit inutile.*
Unité 4 «Les grandes personnalités canadiennes»	• Rapporter des évènements important dans sa vie. • Expliquer pourquoi une personne est considérée comme importante. • Expliquer pourquoi une personne peut être considérée comme un grand canadien. • Identifier les qualités que peut posséder une grande personnalité canadienne. • Expliquer ses sentiments. • Imaginer être une grande personnalité canadienne.	*Un évènement important dans ma vie est la naissance de mon petit frère.* *Une personne importante pour moi est ma meilleure amie parce qu'elle m'écoute toujours* *Une grande personnalité canadienne est Terry Fox parce qu'il a touché le cœur de plusieurs canadiens.* *David Suzuki est passionné de l'environnement.* *J'aime beaucoup mon cousin parce qu'il est drôle.*

Survol des fonctions de communication- 8ᵉ année			
Unité 1 « Le mode de vie d'autrefois»	Unité 2 «Une revue par ados, pour ados»	Unité 3 «Les sports extrêmes»	Unité 4 «Un album souvenir de classe»
• Comparer le mode de vie d'autrefois à celui d'aujourd'hui. • Faire ressortir les qualités esthétiques et pratiques d'un objet. (une voiture) • Rapporter l'essentiel d'une entrevue sur la vie d'autrefois. • Exposer ses sentiments face à la musique d'autrefois. • Faire des prédictions sur l'ordre chronologique d'évènements passés. • Faire une synthèse des divers aspects du mode de vie d'autrefois.	• Identifier les sections d'une revue pour ados. • Comparer le contenu et le format des articles d'une revue pour ados à ceux d'une revue pour adultes. • Transformer le texte d'un article de revue pour adulte afin de le rendre intéressant et attrayant pour un publique d'ados. • Faire un sondage d'opinion pour les lecteurs d'une revue. • Rédiger des articles pour une revue destinée à des ados. • Discuter de l'organisation générale d'une revue pour ados.	• Identifier les dangers associés à certains sports. • Définir, caractériser, et classer les sports extrêmes. • Identifier les conséquences négatives des sports extrêmes. • Identifier les mesures à prendre pour réduire les dangers associés aux sports extrêmes. • Argumenter lors d'un débat sur les sports extrême.	• Rapporter des évènements. • Expliquer pourquoi une personne est considérée comme importante. • Exposer les qualités d'une personne. • Donner les principales caractéristiques d'un élève.

Fonctions de communication par thèmes – 8e année		
	Fonctions de communication	Exemples
<u>Unité 1</u> «Le mode de vie d'autrefois»	• Comparer le mode de vie d'autrefois à celui d'aujourd'hui. • Faire ressortir les qualités esthétiques et pratiques d'un objet. (une voiture) • Rapporter l'essentiel d'une entrevue sur la vie d'autrefois. • Exposer ses sentiments face à la musique d'autrefois. • Faire des prédictions sur l'ordre chronologique d'évènements passés. • Faire une synthèse des divers aspects du mode de vie d'autrefois.	*Autrefois, il n'y avait pas d'air climatisé dans les voitures.* *Ma voiture à un démarreur à distance.* *Autrefois, les filles portaient toujours des jupes.* *Je trouve que la musique d'autrefois est ennuyante.* *Je crois qu'on utilisait le cube Rubrix au cours des années 80.*
<u>Unité 2</u> « Une revue par ados, pour ados»	• Identifier les sections d'une revue pour ados. • Comparer le contenu et le format des articles d'une revue pour ados à ceux d'une revue pour adultes. • Transformer le texte d'un article de revue pour adulte afin de le rendre intéressant et attrayant pour un publique d'ados. • Faire un sondage d'opinion pour les lecteurs d'une revue. • Rédiger des articles pour une revue destinée à des ados. • Discuter de l'organisation générale d'une revue pour ados.	*Dans une revue pour ados, il y a une section mode.* *Dans une revue pour ados, il y a plus d'image et les articles sont plus courts.* *Selon vous, quel est le style de musique le plus populaire des ados?* *La table des matières nous présente l'ordre des articles d'une revue.*

Fonctions de communication par thèmes – 8ᵉ année		
	Fonctions de communication	Exemples
<u>Unité 3</u> «Les sports extrêmes»	• Identifier les dangers associés à certains sports. • Définir, caractériser, et classer les sports extrêmes. • Identifier les conséquences négatives des sports extrêmes. • Identifier les mesures à prendre pour réduire les dangers associés aux sports extrêmes. • Argumenter lors d'un débat sur les sports extrême.	*Quand on fait du vélo, on peut tomber et se blesser.* *Le surf est un sport extrême aquatique.* *Une des conséquences négatives d'un sport extrême est qu'on peut se blesser.* *On peut réduire les dangers en roulant moins vite sur sa planche à roulettes.* *À mon avis, le hockey est un sport extrême.*
<u>Unité 4</u> «Un album souvenir de classe»	• Rapporter des évènements. • Expliquer pourquoi une personne est considérer comme importante. • Exposer les qualités d'une personne. • Donner les principales caractéristiques d'un élève.	*L'évènement important dans ma vie est la naissance de ma petite sœur.* *Une personne importante pour moi est ma grand-mère parce qu'elle m'a montré à tricoter.* *Une personne modèle pour moi est Tyler parce qu'il est drôle.* *Michelle est une personne très généreuse.*

Appendix C: General Overview of CEFR levels A1, A2, B1 and B2

Appendix C: General Overview of CEFR levels A1, A2, B1 and B2

The following tables describe the oral interaction competencies of students according to level A1, A2, B1 and B2 from the Common European Framework of Reference for languages (CEFR).

Though a different tool than the widely familiar NB Oral Proficiency Scale, connections and correlations can easily be made. The CEFR levels describe content/vocabulary (le lexique), grammatical accuracy (l'exactitude/les contenus grammaticaux), general and specific communicative functions (les savoirs-faire & les actes de parole) as well as key words that describe the general repertoire of a speaker at each level (les mots clés).

CEFR Level A1

A1 (Niveau introductif ou de découverte – *niveau élémentaire)* (p.p. 19-36)				
Les mots clés (p. 19)	Les fonctions générales (*les savoir-faire)* (p. 33)	Le lexique (p. 32)	L'exactitude (*les contenus grammaticaux)* (p. 31 / 35)	Les fonctions spécifiques (*les actes de parole)* (p. 34)
• langages simple • lentement et clairement • sujets familiers et concrets • vie quotidienne • répertoire élémentaire • répertoire limité d'expressions mémorisées	L'élève peut: • répondre à des questions simples et en poser • comprendre des mots familiers, des expressions courantes et des instructions	• l'alphabet • les nombres • les noms et prénoms • l'adresse • les loisirs • la famille proche • les objets personnels • la description (petit/grand/jeune/ beau) • les couleurs • la date • les jours de la semaine	• verbes usuels au présent (avoir/être/faire/ s'appeler) • verbes – er : parler, manger, regarder… (présent indicatif/ impératif) • les pronoms personnels sujets (je, tu, il…) • la négation: ne… pas… • les articles définis et	• saluer • le présenter/ présenter qqn • parler de son quotidien (famille, loisirs, animaux…) • décrire un objet ou une personne • demander une information (date, heure…) • donner des instructions

		- l'heure - les saisons	indéfinis : le, la, un, une… - l'accord : masculin/féminin et singulier/ pluriel - les adjectifs possessifs - les chiffres - quelques mots de transition : et, ou, alors…	

CEFR Level A2

A2 (Niveau intermédiaire ou de survie) (p.p. 41-46)				
Les mots clés (p. 41)	Les fonctions générales *(les savoir-faire)* (p. 55)	Le lexique (p. 46)	L'exactitude *(les contenus grammaticaux)* (p. 45)	Les fonctions spécifiques *(les actes de parole)* (p. 44)
• **expressions fréquemment utilisées** en relation avec les **domaines immédiats** (informations personnelles et familiers simple, chats, environnement proche, travail) • peut communiquer loirs de **tâches simples et habituelles (échanges d'informations simple et direct)** • **besoins immédiats**	L'élève peut : • raconter une histoire ou décrire quelque chose par une simple liste de points • décrire des aspects de son environnement quotidien (les gens les lieux et les expériences scolaires) • faire une description brève d'un évènement ou d'une activité • décrire des projets des préparatifs et des habitudes et occupations journalières, des activités passées et des expériences personnelles • décrire et comparer dans une langue simple des objets et	L'élève possède un vocabulaire suffisant • pour mener des transactions quotidiennes courantes dans les situations et sur les sujets familiers • pour satisfaire les besoins communicatifs élémentaires • pour satisfaire les besoins primordiaux L'élève possède un répertoire restreint ayant trait à des besoins quotidiens concrets • la famille • les lieux • les loisirs • les moyens de transport • le logement • les objets du quotidien	• le présent de l'indicatif • les verbes à une, deux et trois bases • les verbes pronominaux • les verbes usuels : venir, aller, mettre, savoir, voir, prendre • quelques verbes + infinitif (vouloir, pouvoir, devoir, il faut + infinitif • le passé composé • les participes passés • l'imparfait • l'impératif positif et négatif • le futur proche • le futur simple • le passé récent (venir de) • le présent progressif (être en train de) • l'interrogation : adjectifs et pronoms	• présenter quelqu'un • se situer dans le temps • se situer dans l'espace • demander quelque chose à quelqu'un • demander à quelqu'un de faire quelque chose • proposer quelque chose à quelqu'un • accepter quelque chose • exprimer un sentiment positif • refuser quelque chose • parler du passé • parler du futur

| | des choses lui appartenant
• explique en quoi une chose lui plaît ou déplaît
• décrire sa famille, ses conditions de vie, son formation, son travail
• peut décrire les gens, lieux et choses en termes simples | • les aliments, les repas, la cuisine
• les pays, les villes
• l'itinéraire, la météo
• les actions de la vie quotidienne
• les événements : accidents (informations tv) | interrogatifs
• les adjectifs (place et accord)
• les possessifs (adjectifs et pronoms)
• les pronoms démonstratifs
• les pronoms COD et COI – les verbes indirectes
• le pronom complément y
• les pronoms relatifs simples (qui, que)
• la localisation temporelle quelques prépositions temporelles (quand, pendant)
• la localisation spatiale :
-les prépositions de lieu
-les adverbes de lieu
-aller à/être à / venir de / + lieu
• quelques articulateurs logiques simples : mais, parce que | |

CEFR Level B1

B1 (Niveau seuil) (p.p. 65-74)				
Les mots clés (p.65)	Les fonctions générales *(les savoir-faire)* (p. 71)	Le lexique (p. 70)	L'exactitude *(les contenus grammaticaux)* (p. 69)	Les fonctions spécifiques *(les actes de parole)* (p. 68)
Peut méthodiquement développer une présentation ou une description soulignant les points importants et les détails pertinents. • peut faire une description et une présentation détaillées sur une gamme étendue de sujets relatifs à son domaine d'intérêt en développant et justifiant les idées par des points secondaires et des exemples pertinents	L'élève peut : • développer méthodiquement une argumentation en mettant en évidence les points significatifs et les éléments pertinents. • développer une argumentation claire, en élargissant et confirmant ses points de vue par des arguments secondaires et des exemples pertinents. • expliquer un point de vue sur un problème en donnant les avantages et les inconvénients d'options diverses. • peut faire un exposé clair,	• la vie quotidienne : les loisirs, les sorties, les achats, les transports en commun, les voyages… • les personnes : la description physique, les vêtements, les sentiments • les événements : rencontres, incidents, accidents, phénomènes naturels… • le monde professionnel, l'entreprise, l'emploi • l'école, le système scolaire, la formation • les médias : les programmes télévisés. les journaux, internet, quelques sujets d'actualité (vie quotidienne et faits	• le passé composé ou l'imparfait (situation ou événement dans le récit au passé) • l'accord du participe passé avec le sujet (auxiliaire être)/avec le cod (auxiliaire avoir) • le discours rapporté au présent et au passé • la concordance des temps • le subjonctif (la possibilité l'obligation) • le passif • le gérondif • les doubles pronoms • les pronoms possessifs • les pronoms démonstratifs • les prépositions et les adverbes de	• parler de son environnement quotidien • décrire une personne • décrire un objet • décrire un lieu • décrire un phénomène/un fait • situer des événements dans le temps • situer un objet ou une personne • situer un lieu • donner des instructions • donner un ordre • exprimer partiellement ses goûts • raconter un événement au passé • exposer, analyser, démontrer

	préparé, en avançant des raisons pour ou contre un point de vue particulier et en présentant les avantages et les inconvénients • peut comprendre les idées principales d'interventions complexes du point de vue du fond et de la forme, sur un sujet concret ou abstrait et dans une langue standard, y compris des discussions techniques dans son domaine de spécialisation. • comprendre la plupart des journaux et des magazines télévisés. • comprendre un documentaire, une interview, une table ronde, une pièce à la télévision et la	de société)	temps • les prépositions et les adverbes de lieu • les articulateur chronologiques du discours (d'abord, ensuite, enfin, premièrement…) • les articulations logiques simples : cause, conséquence, opposition (donc/ puisque/comme/alo rs/portant/alors que…) • la conjonction *pour que* + subjonctif	

	plupart des films en langue standard. • peut lire avec un grand degré d'autonomie en adaptant le mode et la rapidité • possède un vocabulaire de lecture large et actif mais pourra avoir des difficultés avec des expressions peu fréquentes.		

CEFR Level B2

B2 (niveau avancé ou indépendant) (p.p. 93-110)				
Les mots clés (p. 93)	Les fonctions générales (*les savoir-faire*) (p. 103 et 107)	Le lexique (p. 106 et 110)	L'exactitude (*les contenus grammaticaux*) (p. 109)	Les fonctions spécifiques (*les actes de parole*) (p. 104 et 108)
• Peut communiquer à un degré de spontanéité et d'aisance tel qu'une conversation avec un locuteur natif ne comporte de tension ni pour l'un ni pour l'autre. • Peut s'exprimer de façon claire et détaillée sur une grande gamme de sujets, émettre un avis sur un sujet d'actualité et exposer les avantages et les inconvénients de différentes possibilités.	L'élève peut : • Participer activement à une discussion formelle ou informelle • Intervenir de manière adéquate dans une discussion • Prendre des initiatives dans un entretien et le conduire avec efficacité. • Argumenter avec conviction sur des sujets complexes • Répondre à des hypothèses et en faire • Transmettre une information détaillée. • Identifier avec	• Les sujets d'actualité et les faits de la société : la politique, la religion, l'éducation, l'écologie, la culture, le droit et la justice, la défense, l'économie, la santé, l'histoire, la mode, le monde du travail… • Vocabulaire spécialisé (domaine professionnel ou de spécialité) • Des expressions toutes faites (pour participer à une conversation) • Enrichissement lexical : la polysémie (les divers sens d'un même mot), les	• La modalisation : **devoir + infinitif** (*capacité, autorisation ou éventualité*) **pouvoir + infinitif** (*obligation ou supposition*) • Le conditionnel présent (*doute, information dont on n'est pas sûr*) • Le conditionnel ou l'impératif (*la prière*) • Le futur antérieur (*passé dans le futur*) • Verbes + subjonctif ou indicatif • Conjonction + subjonctif ou indicatif • Les formes impersonnelles (*il	• Caractériser quelqu'un ou quelque chose (décrire une personne, un objet, un lieu, un fait, un phénomène, une pensée abstraite) • Exprimer une opinion (faire des hypothèses, exprimer la probabilité) • Argumenter (justifier un point de vue, marquer une opinion, donner les avantages et/ou les inconvénients, démontrer, enchaîner des arguments, donner des exemples, hiérarchiser, exposer, analyser, démontrer, préciser, nuancer, justifier, insister, marquer une opposition, faire une concession) • Insister/ mettre en relief (souligner les points importants et/ou les détails) • Demander (un avis, des

	exactitude des arguments • Faire des spéculations sur les causes et les conséquences • Confirmer sa compréhension et donner suite aux déclarations d'autres interlocuteurs • Faire une présentation détaillée ; développer et justifier les idées par des points secondaires et des exemples pertinents • Élargir et confirmer ses points de vue par des argumentations secondaires et des exemples pertinents • Inviter autrui à dire ce qu'il pense	synonymes et antonymes.	*est certain que ; il est probable que, il semble que*) • Verbes accompagnés de prépositions (*penser à, croire à/en, rêver de/à, décider de, agir sur*) • Pronoms compléments y/en • Adjectifs accompagnés de préposition (*être heureux de, sûr de, prêt à…*) • Les pronoms relatifs composés (*lequel, auquel, duquel*) • La mise en relief (c'est + pronom relatif) • La restriction : ne…que • La négation : sans + infinitif	informations) • Réclamer • Approuver/désapprouver • Rapporter les paroles de quelqu'un, reformuler • Engager une conversation, la continuer, y mettre fin, inviter qqn à s'y joindre, exprimer sa compréhension, faire préciser

	A1	A2	B1	B2
Functions	Directions Describing habits and routines Giving personal information Greetings Telling the time Understanding and using numbers Understanding and using prices	Describing habits and routines Describing past experiences Describing people Describing places Describing things Obligation and necessity Requests Suggestions	Checking understanding Describing experiences and events Describing feelings and emotion Describing places Expressing opinions; language of agreeing and disagreeing Initiating and closing conversation Managing interaction (interrupting, changing topic, resuming or continuing)	Critiquing and reviewing Describing experiences Describing feelings and emotions Describing hopes and plans Developing an argument Encouraging and inviting another speaker to continue, come in Expressing abstract ideas Expressing agreement and disagreement Expressing opinions Expressing reaction, e.g. indifference Interacting informally, reacting, expressing interest, sympathy, surprise etc. Opinion, justification Speculating Taking the initiative in interaction Synthesizing, evaluating, glossing info
Grammar	Adjectives: common and demonstrative Adverbs of frequency Comparatives and superlatives Going to How much/how many and very common uncountable nouns I'd like Imperatives (+/-) Intensifiers - very basic Modals: can/can't/could/couldn't Past simple of "to be" Past Simple Possessive adjectives Possessive s Prepositions, common Prepositions of place Prepositions of time, including in/on/at Present continuous Present simple Pronouns: simple, personal Questions There is/are To be, including question+negatives Verb + ing: like/hate/love	Adjectives – comparative, – use of than and definite article Adjectives – superlative – use of definite article Adverbial phrases of time, place and frequency – including word order Adverbs of frequency Articles – with countable and uncountable nouns Countables and Uncountables: much/many Future Time (will and going to) Gerunds Going to Imperatives Modals – can/could Modals – have to Modals – should Past continuous Past simple Phrasal verbs – common Possessives – use of 's, s' Prepositional phrases (place, time and movement) Prepositions of time: on/in/at Present continuous Present continuous for future Present perfect Questions Verb + ing/infinitive: like/want-would like Wh-questions in past Zero and 1st conditional	Adverbs Broader range of intensifiers such as too, enough Comparatives and superlatives Complex question tags Conditionals, 2nd and 3rd Connecting words expressing cause and effect, contrast etc. Future continuous Modals - must/can't deduction Modals – might, may, will, probably Modals – should have/might have/etc Modals: must/have to Past continuous Past perfect Past simple Past tense responses Phrasal verbs, extended Present perfect continuous Present perfect/past simple Reported speech (range of tenses) Simple passive Wh- questions in the past Will and going to, for prediction	Adjectives and adverbs Future continuous Future perfect Future perfect continuous Mixed conditionals Modals – can't have, needn't have Modals of deduction and speculation Narrative tenses Passives Past perfect Past perfect continuous Phrasal verbs, extended Relative clauses Reported speech Will and going to, for prediction Wish Would expressing habits, in the past
Discourse Markers	Connecting words, and, but, because	Linkers: sequential – past time	Connecting words expressing cause and effect, contrast etc Linkers: sequential past time	Connecting words expressing cause and effect, contrast etc. Discourse markers to structure formal speech Linkers although, in spite of, despite Linkers sequential – past time – subsequently
Vocabulary	Food and drink Nationalities and countries Personal information Things in the town, shops and shopping Verbs – basic	Adjectives: personality, description, feelings Food and drink Things in the town, shops and shopping Travel and services	Collocation Colloquial language Things in the town, shops and shopping Travel and services	Collocation Colloquial language
Topics	Family life Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Education Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Books and literature Education Film Leisure activities Media News, lifestyles and current affairs	Arts Books and literature Education Film Media News, lifestyles and current affairs

©British Council – EAQUALS Core Inventory for General English, p.p. 10-11

Appendix D: Oral

Appendix D: Oral

Français post-intensif : ENSEIGNEMENT DE L'ORAL – 8 stratégies
(ANL – approche neurolinguistique, de Germain et Netten)

STRATÉGIES CONSÉCUTIVES (en suivant cet ordre)

1. **P modélise une ou des phrases authentiques, liées au thème et à son expérience**
   P donne *à l'oral seulement* le modèle de phrases liées au thème, à partir de ses expériences personnelles (éviter « C'est un/une… », qui n'est pas authentique).

2. **P questionne *quelques* élèves qui adaptent la réponse à leur situation personnelle**
   Pour cela, les élèves utilisent le modèle qui vient d'être donné.

3. a) *Quelques* élèves **questionnent d'autres élèves**
   Les réponses sont adaptées à leur situation personnelle.
   b) **Deux élèves modélisent (devant la classe) la tâche à venir**
   Cela se fait sous forme de « conversation » (questions et réponses). P s'assure que le modèle langagier est repris correctement (**la question et la réponse**).

4-I. **Les élèves se questionnent mutuellement, en dyades (durée limitée)**

5-I. **P questionne *quelques* élèves sur les réponses de leurs partenaires**
   Cela se fait sous forme de conversation naturelle (spontanée), afin de rapporter ce que leur partenaire vient de leur dire.
   Puis, P réagit (*Qui d'autre a… ?*) et questionne les élèves sur les réponses données.

SI NÉCESSAIRE : 4-II. Répétition de la stratégie 4-I, avec de nouvelles dyades

5-II. Répétition de la stratégie 5-I, au sujet des réponses des nouveaux partenaires

---

STRATÉGIES QUI SE SUPERPOSENT AUX PRÉCÉDENTES (en même temps)

6. **P fait toujours produire des phrases complètes (pour l'*aisance*)**

7. **P corrige toujours les erreurs et fait utiliser la phrase corrigée (pour la *précision*)**

8. **À l'occasion, P questionne un élève sans qu'il s'y attende (pour *stimuler l'écoute*, pour avoir une conversation plus naturelle et pour faire réutiliser la langue).**

NOTE 1 : Lors de ces stratégies portant sur l'oral, **ne pas écrire** de mots ou de phrases au tableau mais, au besoin, recourir à des illustrations ou photos.
   2. À la suite de ces stratégies, P propose une activité-synthèse (voir le Guide pour des suggestions)

New Brunswick Second Language Middle School Scale
Performance Descriptors for Oral Proficiency

Novice Low – Oral production is limited to occasional isolated words or expressions that are cognates of English words.

Novice Mid – Able to operate in a very limited capacity within very predictable areas of need. Vocabulary is limited to that necessary to express basic courtesy formulae and identify components in several of the following subject areas: basic objects, colors, clothing, numbers, family members, food, months, time, weather, weekdays, and year. Speech is limited to phrases rather than complete sentences and frequently marked by long pauses.

Novice High – Able to satisfy immediate needs using learned utterances. There are some emerging signs of spontaneity and flexibility. There is a slight increase in utterance length but long pauses still occur. Comprehension is often limited enough to inhibit normal conversation. Is sometimes but not consistently able to produce simple original sentences.

Basic Low – Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions. Misunderstandings may still arise due to limited comprehension.

Basic Mid – Able to show some spontaneity in language production and to initiate and sustain simple dialogue. Vocabulary permits discussion of topics beyond survival needs.

Basic High – Able to show considerable spontaneity in language production and to initiate and sustain general conversation. Developing flexibility in a range of circumstances beyond immediate survival needs. Ability to describe and give precise information is limited to present tense.

Intermediate – Able to satisfy routine school requirements and communicate in a limited manner on concrete topics relating to particular interests and special fields of competence. Can handle with confidence most social situations including some facility in handling complications or difficulties arising from these. Can narrate, describe, and explain in present, past or future time, although errors still occur. Speaking performance shows a high degree of fluency and ease of speech.

Intermediate Plus Able to satisfy most routine school requirements and to communicate on most concrete topics relating to particular interests and special fields of competence. Generally quite adept in using circumlocution. Can usually give supported opinions or respond to hypothetical situations, but responses are often fractured and limited to simple sentences.

Advanced Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Can discuss particular interests, special fields of competence, current events and

societal problems effectively supporting opinions in a thorough manner. Can respond to hypothetical situations and discussions of abstract concepts. Vocabulary is extensive and groping for words is rare.

New Brunswick Second Language Oral Proficiency Scale Performance Descriptions	
UNRATEABLE	No functional ability in the language.
NOVICE	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is limited.
BASIC	Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and / or description, but range and control of language structures are limited.
INTERMEDIATE	Able to satisfy routine social demands and limited requirements in school / work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.
INTERMEDIATE PLUS	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant ·degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.
ADVANCED	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.
ADVANCED PLUS	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable and the speaker occasionally exhibits hesitancy which

	indicates some uncertainty in vocabulary or structure.
SUPERIOR	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of
	personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.

NB Oral Proficiency Scale
Critères De Performance À L'oral

NIVEAU	FONCTIONS	CONTENU (exemples)	EXACTITUDE
NOVICE	• Limite sa production à la répétition de termes et de notions appris par cœur • Recycle ce qu'il entend	• Vocabulaire: maison, école, famille, vêtements, couleurs, nombres, météo • Notions de temps: heures, dates, etc.	• Bribes de phrases (memorisées) • Communication télégraphique
DE BASE	• Crée dans la langue (phrases) • Participe à de brèves conversations • Demande des directions • Peut poser des questions simples	• Biographie personnelle simple: études, emploi, famille • Description d'une maison, d'un endroit • Description de ses loisirs/passe-temps • Vocabulaire pour obtenir/donner des renseignements simples-sujets connus	• Erreurs de constructions simples et très répandues • Difficultés de prononciation et de grammaire • Message souvent incomplet • Phrases simples • Vocabulaire simple
INTERMÉDIAIRE	• Participe pleinement à une conversation informelle • Discute au niveau du concret • Donne des directives, des instructions • Se débrouille dans une situation un peu complexe (i.e. évaluateur donne de l`info. erronée que l`élève corrige) • Utilise des paraphrases • Peut décrire et narrer: • au présent • au passé	• Biographie personnelle détaillée (études, intérêts, famille) • Événements du passé • Activités présentes • Projets d'avenir • Loisirs et activités socio-culturelles • Sujets d'intérêt personnel : arts, sports, bénévolat, voyages... • Actualités, événements mondiaux et nationaux, événements locaux • Sujets d'intérêt général : rapport parent/ enfant, homme/femme, découvertes scientifiques,	• Phrases liées en discours simple • Contrôle émergent de la morphologie et de la plupart des structures syntaxiques • Contrôle minimal de la grammaire • Compris d'un locuteur francophone habitué aux allophones • Communication efficace malgré l'inexactitude • Profils d'erreurs habituelles (fossilisées) • Vocabulaire usuel (quotidien)

		problèmes sociaux, système scolaire, etc.	
	• au futur • Exprime son opinion • Fait des comparaisons • Donne des directions		
AVANCÉ	• Décrit en détails et avec précision • Narre de façon précise • Discute de façon abstraite et théorique (idées) • Explique son point de vue et défend ses idées • Discute de situations hypothétiques	• Tous les sujets du niveau précédent avec détails et précision • Les sujets abstraits et/ou théoriques, les procédures complexes reliées aux intérêts Les sujets qui demandent de défendre ses idées • Les situations hypothétiques	• Bonne maîtrise de la grammaire • Erreurs n'empêchent jamais la compréhension et gênent rarement le locuteur francophone • Erreurs sporadiques de constructions de base • Inexactitudes fréquentes de constructions très complexes
SUPÉRIEUR	• S'exprime presque toujours avec exactitude • Peut adapter son niveau de langue à celui de son interlocuteur • Peut conseiller, persuader, négocier • Peut faire valoir un point de vue	• Tous les sujets du niveau précédent avec détails, précision et exactitude • Les situations complexes reliées aux études, aux intérêts • Les sujets qui demandent de défendre ses idées avec conviction	• Quasi-maîtrise de la grammaire • Vocabulaire précis et nuancé • Constructions complexes au besoin • Erreurs occasionnelles sans profil

Appendix E: Reading

Appendix E: Reading

Français post-intensif : ENSEIGNEMENT DE LA LECTURE – 7 stratégies : texte NARRATIF
(ANL – approche neurolinguistique, de Germain et Netten)

STRATÉGIES CONSÉCUTIVES (en suivant cet ordre)

1. **CONTEXTUALISATION**
   Pour développer la grammaire non consciente (interne)

   - P mène une conversation avec les élèves pour faire ressortir le lien entre leur vécu et le thème de l'histoire
   - P utilise quelques nouveaux mots ou structures du texte qui sont importants pour comprendre le sens global (oralement, sans le texte, dans la « conversation »)

2. **PRÉDICTIONS**
   Pour apprendre à « deviner » le sens en lisant

   - P montre la page couverture et quelques images ici et là
   - P questionne les élèves en rapport avec les images pour faire penser aux évènements qu'on pourrait trouver dans l'histoire (éviter la question : Qu'est-ce que tu vois ?)

3. **PREMIÈRE EXPLOITATION**
   Pour dégager le sens (compréhension générale)

   - P lit l'histoire sans interruption alors que les élèves ont le texte sous les yeux
   - P pose des questions pour vérifier la compréhension
   - P relit l'histoire (modélise) et les élèves lisent à haute voix, en chœur, phrase par phrase
   - P revient sur les prédictions et demande « pourquoi » elles sont correctes ou non
   - P fait lire l'histoire par les élèves, en sous-groupes ou individuellement, selon les besoins

   Si nécessaire, P propose une EXPLOITATION pour faire comprendre le rapport son-graphie
   - P pose des questions pour une brève révision du texte
   - En petits groupes, des élèves lisent successivement à haute voix des parties du texte
   - P montre UN son et sa graphie
   - Les élèves trouvent d'autres exemples dans le texte
   - Les élèves relisent le texte en petits groupes

4. **DEUXIÈME EXPLOITATION**
   Pour apprendre la grammaire consciente (externe)

   - P pose des questions pour une brève révision de l'histoire
   - Des élèves lisent l'histoire à haute voix, individuellement
   - P fait observer UN phénomène langagier
   - Les élèves trouvent d'autres exemples dans le texte

5. **ACTIVITÉS-SYNTHÈSE (pour les sections d'un livre)**
   et POSTLECTURE (à la fin de tout le livre)
   Pour réutiliser/intégrer les structure et les mots nouveaux

   - P discute pour prolonger le texte : changer la fin, continuer l'histoire, lire comme une pièce de théâtre, etc.
   - Les élèves font l'activité.

STRATÉGIES QUI SE SUPERPOSENT AUX PRÉCÉDENTES (en même temps)

6. **AISANCE**
   Pour établir des liens entre les éléments d'une phrase pour bien comprendre le sens global

   - P et les élèves lisent d'une façon naturelle

7. **PRÉCISION**
   Pour établir les liens corrects entre les sons et leurs graphies

   - P corrige les erreurs de prononciation immédiatement et fait relire par l'élève

---

LECTURE – FICHE DE PLANIFICATION : Texte INFORMATIF (Post-FI/FA)

Fiche de planification du livre intitulé : _____

1ère exploitation

LA PRÉ-LECTURE	
Contextualisation (sans le livre)	**Thème de la discussion :** **Questions à poser pour faire le lien avec le vécu des élèves :** **Mots nouveaux *essentiels* à faire ressortir :**
Anticipation : S – V - A (avec le livre)	**Pas de planification. En classe, il s'agira de questionner les élèves pour leur faire dire ce qu'ils savent déjà sur le thème abordé et ce qu'ils aimeraient savoir.**
LA LECTURE	

Intention de lecture :
   1. Compréhension globale
 	
   2. retour sur ce que nous avons appris
	1. Type de lecture : Lecture #1 est faite par P ou par des élèves forts
	2. Questions de compréhension (sens global) – en s'inspirant de la taxonomie de Bloom :
	
	3. Lecture du texte par les élèves (en cœur, en petits-groupes, individuellement). 4. Il s'agira de faire un retour sur le tableau SVA afin de noter ce que les élèves ont appris
	5. *Activité-synthèse/clôture :

2e exploitation

LA PRÉ-LECTURE	
Brève récapitulation	**Questions à poser pour réviser le contenu du texte :** **Prof ou élève fort relit texte.**
LA LECTURE	
Intention de lecture : (forme langagière à faire observer)	**Point particulier à exploiter :** Accent sur la forme langagière ou synonymes, familles de mots, (voir normes de performances en écriture) **Quelques élèves relisent le texte. *Activité-synthèse/clôture :**
LA POST-LECTURE	
Retour sur le tableau SVA	**En classe, il s'agira de faire un dernier retour sur le tableau SVA, afin d'identifier les choses que les élèves voulaient savoir mais auxquelles la lecture du texte n'a pas permis de répondre.** ****activité, qui permettrait, de répondre aux questions du « A »** **Ou autre activité de post-lecture**

Pour réutiliser/ intégrer les structures et les mots nouveaux :

   ***Activité-synthèse\clôture** (pour les sections du livre, et\ou après la 1ère, 2e, 3e exploitations)
   ****Post-lecture** (à la fin du livre)

© C. Germain & J. Netten 2009 révisé par D Richard, janvier 2014

LECTURE – FICHE DE PLANIFICATION : Texte NARRATIF (Post-FI/FA)

Fiche de planification du livre intitulé : _____

1ère exploitation

LA PRÉ-LECTURE	
Contextualisation (sans le livre)	Thème de la discussion : Questions à poser pour faire le lien avec le vécu des élèves : Mots nouveaux *essentiels* à faire ressortir :
Anticipation (avec le livre) P note les prédictions importantes	Questions de prédictions :
LA LECTURE	
Intention de lecture : 1. Compréhension globale 2. retour sur les prédictions	**1.** Lecture #1 est faite par P ou par des élèves forts. **2.** Questions de compréhension (sens global) – en s'inspirant de la taxonomie de Bloom : **3.** Lecture par les élèves : en chœur, sous-groupes….. 4. Retour, oralement, sur les prédictions 5. *Activité synthèse/ clôture

2e exploitation

LA PRÉ-LECTURE	
Brève récapitulation	Questions à poser pour réviser le contenu du texte : Prof ou élève fort relit le texte.
LA LECTURE	
Intention de lecture : Forme langagière à faire observer	Phénomène langagier à faire observer (par exemple, l'accord du verbe avec le sujet, le pluriel de certains noms ou adjectifs, dimensions de textes, les homophones, voir normes de performances en écriture) : Quelques élèves relisent le texte. * Activité-synthèse/clôture :

LA POST-LECTURE	
**Activité	Suggestion d'une activité, orale ou écrite, afin d'élargir la lecture, d'ouvrir sur autre chose :

Pour réutiliser/ intégrer les structures et les mots nouveaux :

***Activité-synthèse\clôture** (pour les sections du livre, et\ou après la 1ère, 2e, 3e exploitations)
****Post-lecture** (à la fin du livre)

LECTURE D'UN TEXTE *INFORMATIF* : STRATÉGIES D'ENSEIGNEMENT
Exemple – *Une invention très ancienne : la roue* (Post-FI II, Unité 2, Fiche 1)

PRÉ-LECTURE
1. CONTEXTUALISATION

Faire des liens entre les expériences de l'élève et le thème du texte, et enrichir son vocabulaire	Pour préparer sa leçon de lecture, P lit d'abord attentivement le texte afin de dégager le thème du texte (le message particulier de ce texte) afin de faire le lien avec les expériences des élèves et de relever les principaux mots de vocabulaire que les étudiants ne connaissent probablement pas et dont ils ne sont pas susceptibles de deviner le sens d'après le contexte de la phrase (par exemple, les mots siècle et autrefois dans le texte) ou à partir des illustrations qui accompagnent le texte (par exemple, tronc d'arbre, rayons et diligence). Dans le texte sur la roue (Fiche 1), on pourrait retenir les mots roue, contour, se déplacer et roues pleines. Ces mots nouveaux doivent être présentés, autant que possible, sous la forme d'une conversation ordinaire.

Par exemple, P mentionne qu'il sera ici question d'inventions. Pour cela, il leur demande quelles sont les inventions qui les intéressent le plus (normalement, dans la phase 'orale' de l'unité, cela aurait été déjà discuté). Les É devraient alors faire des suggestions, par exemple : les avions, les bicyclettes, la télévision, etc.

Puis, P en vient à dire qu'il s'intéresse à une grande invention, très ancienne : la roue (P dessine une roue ou montre la photo d'une roue). Puis, afin de faire utiliser le mot roue par les És, P demande, par exemple, de faire identifier – en utilisant des phrases complètes – différents objets qui ont des roues, par exemple :

P :   - Quels objets utilisent des roues?
É1 :   - Les bicyclettes utilisent des roues.
Et ainsi de suite avec quelques autres élèves.

Puis, on explore avec les élèves l'idée que la roue est une invention très ancienne : est-ce qu'on a une idée depuis combien de temps on utilise la roue? Quand on crée une invention, est-ce qu'elle reste toujours la même? Est-ce qu'ils croient que la roue a toujours été construite de la même façon?

En explorant ces idées, le P intègre les mots choisis qui sont importants pour la compréhension du texte, dans la conversation.

P revient alors à son dessin ou à l'illustration d'une roue et indique le contour de la roue. Afin de faire utiliser le mot contour, P demande alors aux És d'identifier des objets dont le contour est petit ou dont le contour est plutôt grand, par exemple : Le contour d'une roue de camion est grand…

Puis, pour arriver à faire utiliser le mot se déplacer, P demande aux És quels sont, parmi les objets qui ont des roues, quels sont ceux qui servent à se déplacer ou à déplacer d'autres objets, par exemple : Les roues d'un train aident à déplacer le train…

Pour arriver à discuter des roues pleines (en bois), P mentionne que certaines roues sont construites en métal mais qu'autrefois, elles étaient construites en bois : les premières roues étaient des roues pleines (P dessine au tableau ou, de préférence, montre une illustration). P demande aux És s'ils ont déjà vu des roues pleines (en bois) ou s'ils connaissent des objets qui ont des roues pleines et, si c'est le cas, lesquels.

RÉSUMÉ ET TRANSITION
Pour faire une transition entre la *contextualisation* et S – V - A, P annonce qu'il va lire un texte qui va donner une meilleure idée de la roue en tant qu'invention très utile et très ancienne. |

2. ANTICIPATION : S – V – A

Modéliser et faire utiliser des stratégies de lecture pour apprendre aux élèves comment lire un texte informatif	P mène une discussion avec les élèves au sujet de ce qu'ils croient. Dans la plupart des textes informatifs, il y a une table de matières ou des sous- titres dans le texte. Donc, on lit avec les élèves le titre, la table des matières et des sous-titres pour déterminer de quoi le texte va traiter, et dégager, si c'est possible, la perspective du texte. P (Après avoir lu le titre) : De quoi est-ce que tu crois que le texte va parler? E1 : Le texte va parler de la roue comme c'était il y a beaucoup d'années. E2 : Le texte va parler de… ; Et ainsi de suite avec plusieurs élèves. Puis, on recourt à la technique S – V – A : nous SAVONS que…, nous VOULONS SAVOIR… et nous AVONS APPRIS…. Pour cela, P trace d'abord au tableau trois colonnes comme ceci, en recourant au pronom nous sous chacune des lettres S – V – A : S V A Nous SAVONS que… Nous VOULONS SAVOIR… Nous AVONS APPRIS Puis, P demande aux élèves ce qu'ils savent déjà sur le sujet de la roue comme invention très ancienne. Mais, il ne note, dans la première colonne, que quatre ou cinq idées mentionnées par les élèves, sous la forme d'une énumération, qui peuvent faire suite à l'énoncé Nous savons que…. Par exemple : Nous SAVONS que… • la roue a été développée il y a bien des années • la roue a été développée pour aider les gens de se déplacer plus rapidement • la roue a été développée pour aider avec le travail Et ainsi de suite. P demande ensuite aux élèves ce qu'ils voudraient savoir au sujet de la roue, comme une ancienne invention : Nous VOULONS SAVOIR… • qui a inventé la roue • en quelle année la roue a-t-elle été inventée • pourquoi a-t-on inventé la roue • comment étaient faites les premières roues • Ce n'est qu'à ce moment-ci que P distribue une copie de la Fiche 1 – Une invention très ancienne : la roue.

LECTURE	
3. PREMIÈRE EXPLOITATION	
A. INPUT Modéliser comment lire les phrases du texte	P lit le texte sans interruption, de manière 'naturelle' : les élèves suivent le texte. **N.B. :** ne pas séparer dans le temps l'étape de la pré-lecture de l'étape de la première exploitation de la lecture : ces deux phases doivent se suivre au cours d'une même période de classe (ou, à la limite, au cours de deux périodes consécutives).
Intention de lecture : faire comprendre le message global P questionne les élèves sur les évènements ou sur la signification du texte	Exemples de questions visant à vérifier la compréhension du message global, la signification du texte (avant de le faire lire par les élèves) : • Il y a combien d'années est-ce que la roue a été inventée? • À quel endroit est-ce que la roue a été inventée? • Comment étaient faites les premières roues? • Pourquoi a-t-on graduellement transformé la roue? • Quel changement majeur a-t-on apporté à la roue pour la rendre plus légère? • Comment a-t-on fait pour tenir ensemble le contour de la roue? • Qu'est-ce que c'est qu'une roue à rayons? Ou est-ce qu'on peut voir des exemples de telles roues? P encourage les És à tenter de deviner, grâce au contexte de la phrase, le sens des mots qui n'auraient pas encore été compris, AVANT de les faire chercher dans le dictionnaire.
B. OUTPUT Faire lire plusieurs fois les phrases modélisées et se référer à S – V - A	P relit le texte phrase par phrase ou paragraphe par paragraphe (selon le niveau des És) et le fait relire à haute voix par les élèves à l'unisson après lui, en imitant le modèle. Plus tard, en 9e et en 10e année, on le fait lire individuellement. **N.B. : Lorsque les élèves lisent à haute voix, P doit corriger les prononciations erronées, en redonnant le modèle et en refaisant lire la phrase qui présente des difficultés. Au besoin, P peut demander à tous les élèves de la classe de relire la phase en question, dans la mesure où il semble s'agir d'une difficulté éprouvée par la majorité des élèves.** • **P revient au SVA et mène une discussion avec les élèves sur ce qu'ils ont appris en lisant ce texte.** P fait d'abord un retour **sur la deuxième colonne** des S – V – A afin de faire identifier les questions auxquelles la lecture du texte a permis de répondre. Si tel est le cas, P demande aux És de citer (lire) la phrase dans laquelle on trouve la réponse à la question posée. P note alors dans la colonne A ce qu'ils ont appris, en faisant le lien avec la question correspondante dans la colonne V. • Pour conclure cette étape, P demande si le titre de la fiche (*Une invention très ancienne : la roue*) est un titre approprié? Pourquoi ou pourquoi pas? • P pourrait également demander aux élèves de suggérer un autre titre. • Les élèves relisent en petits groupes le texte, et P circule.
Si nécessaire, faire une autre EXPLOITATION sur le rapport son - graphie	
Intention de lecture : pour aider les élèves *à lire* en faisant observer le lien entre certains sons qui présentent encore des difficultés en lecture et leurs graphies	• P pose quelques questions aux élèves afin de faire une brève révision du contenu du texte : le peuple inventer de la roue, les différentes étapes de la transformation de la roue afin de la rendre plus légère. • Quelques élèves individuellement lisent successivement des parties du texte à haute voix. • **Pour aider les élèves à lire :** Si la lecture de certains **SONS** présente encore des difficultés, P choisit un SON encore difficile à lire, c'est-à-dire dont ont ne perçoit pas correctement le rapport entre le son et la graphie. Par exemple, en français, le son /é/ se prononce toujours /é/ même s'il s'écrit comme /ez/ (dans le nez de…) ou comme /ai/ (dans J'ai des…). N.B. : il s'agit ici de problèmes sur les rapports entre un son et ses multiples graphies (et non simplement de problèmes d'ordre phonétique, sans rapport avec la graphie).

	4. DEUXIÈME EXPLOITATION
Intention de lecture : pour préparer les élèves *à écrire* en faisant faire quelques **observations grammaticales**	• P pose quelques questions aux élèves afin de faire une brève révision du contenu du texte : le peuple inventeur de la roue, les différentes étapes de la transformation de la roue afin de la rendre plus légère. • Quelques élèves individuellement lisent successivement des parties du texte à haute voix. **Pour préparer les élèves à écrire :** S'il n'y a pas de difficulté particulière dans la lecture de certains sons en rapport avec leur graphie, P passe immédiatement à la phase de **l'OBSERVATION GRAMMATICALE**. Pour cela, P doit lire attentivement le texte, au moment de la préparation de sa leçon, afin de trouver quelles sont les cas grammaticaux particuliers qui sont utilisés à quelques reprises dans le texte et qui sont susceptibles de présenter (ou qui ont déjà effectivement présenté) des difficultés pour les élèves *au moment d'écrire*. C'est ainsi que dans le cas du texte présent, P peut s'attarder, si cela n'a pas déjà été fait au cours des unités pédagogiques précédentes, à l'accord en genre et en nombre des adjectifs. Pour cela, P questionne les élèves afin de savoir pourquoi le mot *anciennes* prend un 's' et pourquoi on écrit *anciennes* plutôt que *anciens*. • Puis, P fait chercher dans le texte d'autre cas semblables, c'est-à-dire des adjectifs qui s'accordent en genre et en nombre avec le nom qu'ils qualifient. Il y a des exemples surtout dans le troisième paragraphe. • P demande aux élèves d'expliquer pourquoi ces adjectifs sont de la forme féminine et pourquoi ils sont au pluriel. • Pour résumer, P demande aux És de formuler la règle, dans des termes simples, et de l'écrire dans leur cahier *Autogrammaire* personnel, en donnant deux exemples du texte lus, et deux qu'ils inventent eux-mêmes pour illustrer la règle.
	5. POSTLECTURE
Intégration des habiletés : Enchaîner avec des activités orales et/ou d'écriture pour exploiter le texte.	Pour la postlecture, P fait un retour sur la deuxième colonne du SVA afin d'identifier les questions (dans la colonne V) auxquelles le texte n'a pas permis de répondre, ou s'il y a maintenant d'autres questions que les élèves voudraient poser au sujet de la roue, P suggère à différentes équipes (de trois ou quatre) de faire une recherche sur l'une ou l'autre des questions soulevées. Ils peuvent aussi faire d'autres recherches ou des projets sur la roue et sur son utilisation de nos jours. Puis, chaque équipe présente oralement aux autres élèves de la classe la synthèse des recherches effectuées. Les autres élèves posent des questions à l'équipe qui vient de présenter sa synthèse sur une question spécifique.

Comportements liés aux connaissances et aux habiletés en lecture

Nom de l'élève : _____

Lecteur en émergence	Lecteur débutant	Lecteur en transition	Lecteur à l'aise
☐ Manipule des livres – commence au début du texte et va vers la fin	☐ Tourne les pages correctement et au bon moment	☐ Passe du pointage du doigt à la lecture avec les yeux seulement	☐ Utilise de multiples sources d'information de façon intégrée
☐ Tourne les pages dans le bon sens	☐ Est conscient de la ponctuation (reconnaît la fonction de quelques signes)	☐ Lit de nouveaux mots en les analysant et en vérifiant s'ils s'insèrent dans le contexte	☐ Lit silencieusement la plupart du temps
☐ Contôle le mouvement de gauche à droite et le geste de retour	☐ Fait la correspondance mot écrit/mot dit (suit mot à mot)	☐ S'autocorrige	☐ Analyse efficacement des mots plus longs
☐ Tient compte et interprète des détails dans les illustrations	☐ Utilise sa connaissance des relations entre les lettres et les sons, des mots et des parties de mots	☐ Relit pour confirmer ses prédictions	☐ Utilise une variété de satrégies d'analyse de mots sans perdre le sens ou la facilité d'élocution
☐ Utilise le language de la classe pour faire des substitutions dans le texte	☐ Utilise les illustrations pour prédire le sens ou pour repérer un mot	☐ Utilise des sources d'information (sens, structure, visuel) de façon intégrée pour comprendre	☐ Démontre par la discussion, par l'écriture ou par d'autres médias qu'il peut comprendre et interpréter les histoires selon les diférentes perspectives et sympathiser avec les personnages
☐ Utilise des mots de sa langue maternelle pour faire des substitutions	☐ Ses sert du titre, des illustrations et des légendes pour faire des prédictions	☐ Ses sert de ses connaissances antérieures	
☐ Suit mot à mot	☐ Se sert de ses connaissances antérieurs	☐ Est conscient de la ponctuation et l'utilise pour lire par groupements ou par segments logiques (lecture avec aisance)	☐ Utilise la structure du texte (fictif ou non fictif) pour prédire une séquence d'évènement probables ou pour analyser et critiquer le texte
☐ Porte une attention particulière à l'écrit (remarque quelques caractéristiques des lettres et des mots)	☐ Commence à s'autocorriger	☐ Fait les liaisons d'usage	
☐ Repère les mots connus	☐ Prédit ce qui arrivera et lit pour le confirmer	☐ Lit avec expression en respestant les conventions	☐ Lit de façon aisé de plus longs extraits
☐ Se souvient et utilise quelques structures langagières des textes; parle comme un livre	☐ Relit afin de vérifier, de confirmer et de repérer	☐ Prononce correctement les mots	☐ Se souvient des personnages et de l'intrigue pendant plusieurs jours
☐ Reconnaître les mots fréquents, les mots familiers	☐ Associe un texte à un autre	☐ Discute des idées d'un texte et démontre ainsi sa compréhension	
	☐ Lit pour le sens	☐ Lit efficacement une variété de textes	
	☐ Relève les points importants d'un texte	☐ Crée des liens entre les textes	

De la 6ᵉ à la 10ᵉ, l'élève continue le travail pour devenir et accomplir de plus en plus de caractéristiques d'un lecteur en transition.

Tiré de la trousse d'appréciation de rendement en lecture : immersion française, quatrième à sixième année.

Appendix F: Writing

Appendix F: Writing

Post-FI I : ENSEIGNEMENT DE L'ÉCRITURE (texte personnel)
(ANL – Approche neurolinguistique, de Germain et Netten)

STRATÉGIES CONSÉCUTIVES (en suivant cet ordre)

1. CONTEXTUALISATION
Pour développer la grammaire non consciente (interne) et pour inciter les élèves à écrire *directement* en français, sans traduire

- P questionne les élèves pour leur faire utiliser sous forme de conversation authentique les principales structures et mots de vocabulaire qu'ils vont utiliser à l'écrit

2. MODÉLISATION (à adapter selon le type de texte)
Pour modéliser comment écrire des phrases authentiques déjà utilisées à l'oral

- P donne le sujet/thème sur lequel on va écrire et met un titre au tableau
- P demande aux élèves de lui fournir des suggestions sur ce qu'il devrait écrire sur ce sujet
- P écrit au tableau, en phrases complètes et correctes, les suggestions des élèves
- P lit le texte écrit et demande aux élèves si c'est bien organisé et voit si le titre est approprié
- P fait les modifications qui s'imposent
- P et les élèves lisent le texte ensemble

3. OBSERVATION GRAMMATICALE
Pour apprendre la grammaire consciente, externe

- P fait ressortir l'orthographe de certains mots qui posent des difficultés
- P fait ressortir quelques points grammaticaux déjà observés en lecture (2ᵉ exploitation)

4. ADAPTATION
Pour vérifier si la tâche est bien comprise

- P questionne *quelques élèves* en vue de leurs adaptations personnelles

5. ÉCRITURE
Pour faire écrire des paragraphes en faisant réutiliser les phrases déjà utilisées à l'oral

- Les élèves écrivent seuls leur texte pendant que P circule pour les aider :
  - ✓ Rappeler aux élèves de produire des phrases basées sur ce qu'ils peuvent déjà utiliser à l'oral ou sur ce qu'ils ont déjà lu
  - ✓ Inciter les élèves à écrire *directement* en français, sans traduire, et correctement
  - ✓ Au besoin, faire observer l'orthographe de certains mots
  - ✓ Rappeler et corriger les phénomènes grammaticaux déjà observés en lecture

6. POST-ÉCRITURE
Pour une écriture authentique et pour faire réutiliser les structures
RÉUTILISATION :
- Partager les textes et les faire lire
- Discuter des textes lus
DIFFUSION :
- À l'occasion, faire afficher ou « publier » les textes
- Échanger des textes avec d'autres classes

STRATÉGIES QUI SE SUPERPOSENT AUX PRÉCÉDENTES (en même temps)

7. AISANCE ; Pour inciter l'élève à écrire directement en français, sans traduire
- P encourage les élèves à écrire ce qu'ils peuvent déjà dire

8. PRÉCISION ; Pour inciter l'élève à écrire correctement
- P corriger les erreurs de structures dans la discussion orale avant d'écrire

Écriture : Fiche de planification (Post-FI/FA)

LA PRÉ-ÉCRITURE	
Pré-écriture (à l'oral)	Thème de la discussion : Questions à poser pour faire le lien avec le vécu des élèves et remettre les élèves en contexte d'après la conversation avec la fonction de communication :

L'ÉCRITURE	
Par le prof	Faire ressortir les idées par les élèves, en tenons compte des aspects de l'écriture Titre : Rédiger le/les paragraphe(s) au tableau
Intention langagière/d'écriture	Inclure phénomène langagier dans le texte du prof (par exemple, l'accord du verbe avec le sujet, le pluriel de certains noms ou adjectifs, dimensions de textes, les homophones, voir normes de performances en écriture) :
Prof lit le texte	• Questions à poser pour réviser le contenu du texte • Modifications, révisions (editing) du texte • Forme langagière à faire observer • Élèves lisent le texte (sous groupes, individuellement…3, 4 fois)

A L'ORAL : FAIRE DISCUTER LES ÉLÈVES DE LEURS IDÉES POUR LE TEXTE	
Par les élèves	Les élèves écrivent leur texte.

LA POST-ÉCRITURE

Activité	Suggestion d'une activité, orale ou écrite, afin d'élargir l'écriture, d'ouvrir sur autre chose :

Préparé par Debbie Richard ASD-E Moncton, NB et Fiona Cogswell EECD du NB – et révisé par C. Germain et J. Netten, sept. 2012

TEXTE NARRATIF – ORGANISATION (post-FI/FA)
(Exemple)

Le Debut   Où se passe l'histoire? _____

_____

Quand? _____

_____

Qui sont les personnages? _____

_____

Les évènements   Qu'est-ce qui arrive? _____

_____

D'abord? _____

_____

Puis? _____

_____

Ensuite? _____

_____

Autres? _____

_____

La conclusion   Comment finit l'histoire? _____

_____

FICHE DE PLANIFICATION – TEXTE ARGUMENTATIF (Post-FI/FA)

Texte Argumentatif

Introduction / Situation de débat au départ

_____

_____

_____

_____

_____

Arguments pour (n'oublie pas de considérer la force de tes arguments)

_____

_____

_____

_____

_____

Arguments contre (n'oublie pas de considérer la force de tes arguments)

_____

_____

_____

_____

_____

Conclusion

_____

_____

_____

_____

_____

Appendix G: Assessment and Evaluation

Appendix G: Assessment and Evaluation

Example of Daily Observation Chart for Reading

Nom	Date: / Livre: COMPR.	AISANCE	Date: / Livre: COMPR.	AISANCE	Date: / Livre: COMPR.	AISANCE	Date: / Livre: COMPR.	AISANCE	Commentaires

5- Can perform with ease and confidence, often going beyond expectations
4- Can perform with little hesitation, sometimes going beyond expectations
3- Can perform adequately, meeting all expectations
2- Can meet some expectations, performs with hesitation
1- Unable to meet expectations

Example of rubric for oral communication

Nom				Commentaires

5 – Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

4 – Communicates well, makes many personalized modifications, learned structures are correct, some mistakes made with new information, speaks with spontaneity, needs little to no support.

3 – Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting.

2 – Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.

1 – Cannot communicate, uses words rather than sentences; requires constant prompting.

Grille d'observation hebdomadaire P.-F.I.

Date	oral			lecture			écrit			commentaire
	ED	AD	SP	ED	AD	SP	ED	AD	ED	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10										
11.										
12.										
13.										
14.										
15.										
18.										

Fonction de communication :

ED= Experiencing Difficulty   AD= Appropriate Development SP= Superior

Appendix H: Tools for Planning

Appendix H: Tools for Planning

100 minute option
Post-Intensive French Lesson Plan   **Date: _____**

Réchauffement **(10 min)**	
Message ***Deux fois par mois*** **(10 à 15 min)**	
L'oral ***Fonction de communication*** **(30 à 35 min)**	
Activité (Jeu – optionnel) **(10 à 15 min)**	
Lecture ou Écriture **(30 à 35 min)**	
Retour **(10 min)**	

75 Minute Option
Post-Intensive French Lesson Plan

Réchauffement **(10 min)**	
Message ***Deux fois par mois* (à l'occasion)** **(10 à 15 min)**	
L'oral ***Fonction de communication*** **(30 à 35 min)**	
Activité de transition **(1 min)**	
Lecture ou Écriture **(30 min)**	
Retour **(10 min)**	

50 minute option
Post-Intensive French Lesson Plan   **Date: _____**

Réchauffement **(10 min)**	
Message ***Deux fois par mois* (à l'occasion)** **(10 min)**	
L'oral – la lecture ou l'écriture ***Fonction de communication*** **(30 min)**	
Retour **(5 min)**	

	lundi	**mardi**	**mercredi**	**jeudi**	**vendredi**	Liste de vérification

Planification hebdomadaire en PIF — Unité : / Projet final :

Résultats d'apprentissage

Composantes et activités de littératie
- Communication orale
- Activité synthèse
- Lecture
- Activité synthèse
- Écriture
- Activité synthèse

Ressources

Communication orale

Fonction de comm. cette semaine:

✓ Les stratégies de l'orale
✓ jeu de communication
✓ discussion en petit groupe
✓ discussion en plénière

Lecture
✓ 1^{ière} exploitation (compréhension)
✓ 2ième exploitation (Forme)
✓ Message du jour

Écriture
✓ Écriture modelée
✓ Mini-projet :_____

Vocabulaire à explorer:

Communication orale **Tous les jours**

Écriture **2 à 3 X par**

Lecture **2 à 3 X par**

UNITÉ :

DURÉE:

Matériel :

Matériel :

Matériel :

Communication orale	Lecture	Écriture

Semaine 1

Matériel :

Matériel :

Matériel :

	Communication orale	Lecture	Écriture
Semaine 2			

| Matériel : | Matériel : | Matériel : |

Communication orale	Lecture	Écriture
Semaine 3		

| Matériel : | Matériel : | Matériel : |

	Communication orale	Lecture	Écriture
Semaine 4			

École: _____

Planifié par: _____ / Date(s): _____

Niveau scolaire: _____ / Matière: _____ / Unité/Module: _____

☐ Quotidien

☐ Hebdomadaire

☐ Unité

Conceptualisation universelle de l'apprentissage (CUA)
Représentation
Action et Expression
Engagement

Résultat(s) d'apprentissage (Je peux…)

Matériel requis, outils et technologie

Évaluations (formative/sommative, auto-évaluation en paires)
Quelles données antérieures guide ton enseignement?

Stratégies pour vérifier la compréhension

Différenciation

Métacognition (Les élèves verbalisent les stratégies cognitives et métacognitives qu'ils utiisent pour réaliser la tâche)

ns interdisciplinaires

Temps / Élaboration	
Avant – Motivation et activation des connaissances, modélisation et mini-leçons	__minutes
Pendant – Pratique guidée	__minutes
Après – Partage (vérifier la compréhension)	__minutes

Réflexion (changements à apporter à la prochaine leçon)

Autres Commentaires

TAXONOMIE de BLOOM (révisée)

Créer
Générer de nouveaux produits, idées ou façons de faire.
Désigner, construire, planifier, produire, inventer.

Evaluer
Juger de la valeur d'une idée, d'une méthode, etc. à l'aide de critères appropriés.
Vérifier, estimer, évaluer, critiquer, formuler des hypothèses, juger

Analyser
Décomposer un tout en ses parties et étudier les rapports entre ces parties.
Comparer, différencier, organiser, déconstruire, interroger, explorer, trouver, identifier

Appliquer
Utiliser des idées, des principes, des théories dans des situations particulières et concrètes.
Utiliser, employer, développer, résoudre des problèmes, interpréter, appliquer, expliquer

Comprendre
Saisir le sens d'une communication et de l'exprimer avec ses propres mots.
Discuter, reformuler, décrire, reconnaitre, résumer, paraphraser

Connaître
Se remémorer des souvenirs de données ou des faits.
Répéter, mémoriser, définir, connaître, énumérer

Dèbuts de phrase (Taxonomie de Bloom)

Voici des débuts de phrases qui peuvent t'aider à formuler des questions en utilisant la taxonomie de Bloom.

1. La connaissance
   - ✓ Note les étapes pour...
   - ✓ Identifie les caractéristiques de...
   - ✓ Définis le terme...
   - ✓ Répète les événements qui ont mené a...

2. La compréhension
   - ✓ Dans tes propres mots, qu'est-ce que qui est arrivé à..?
   - ✓ Ordonne ces concepts...
   - ✓ Donne des exemples de...
   - ✓ Pourquoi est-ce que..?

3. L'application
   - ✓ Place ces idées dans un tableau ou un schéma...
   - ✓ Dessine une carte pour montrer...
   - ✓ Fais le calcul...
   - ✓ Raconte cette histoire du point de vue de...

4. L'analyse
   - ✓ Qu'est-ce qui arrive si..?
   - ✓ Qu'elle est la relation entre_ et _?
   - ✓ Quelle est la différence entre le concept_ et le fait que_?
   - ✓ Quels sont les événements les plus importants..?

5. L'évaluation
   - ✓ Explique pourquoi tu penses que...
   - ✓ Jusqu'à quel point est-ce que..?
   - ✓ Évalue les options qui...
   - ✓ Selon toi...

6. La creation
   - ✓ Cree un nouveau plan qui...
   - ✓ Ecris une nouvelle fin dans laquelle...
   - ✓ Mets-toi dans cette situation. Cree un scenario de tes actions...
   - ✓ Compose un(e) _ ...

Appendix I: Graphic organizers

Appendix I - Graphic Organizers

Tableau S-V-A
(5e, 6e, 7e année)
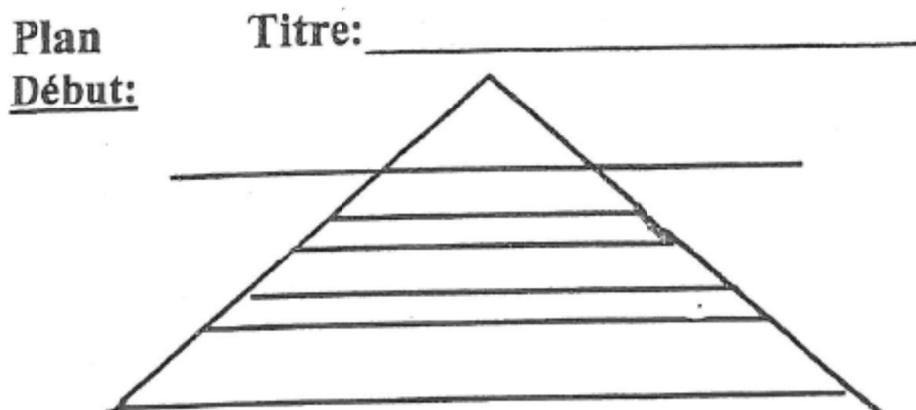
S	V	A
Nous SAVONS que…	Nous VOULONS SAVOIR…	Nous AVONS APRIS…

Tableau S-V-A
(8ₑ à 10ₑ année)
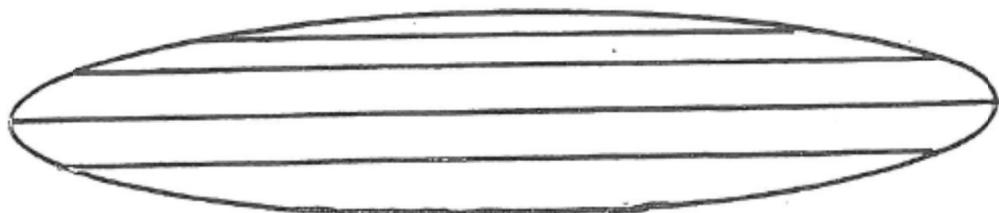
S		V	A	
Nous SAVONS que…	Nous PENSONS que…	Nous VOULONS SAVOIR…	Nous AVONS APRIS…	Nous ne PENSONS PLUS que…

Plan

Début:
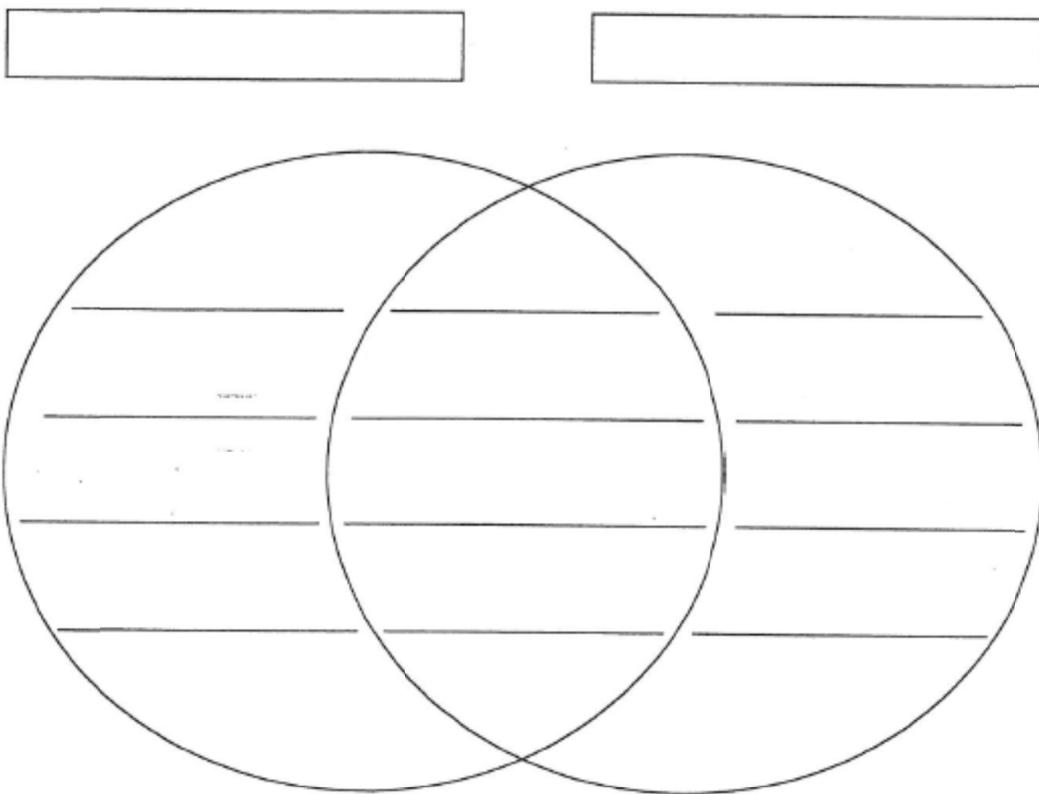
Titre:_____

Milieu:

Fin (de l'histoire)
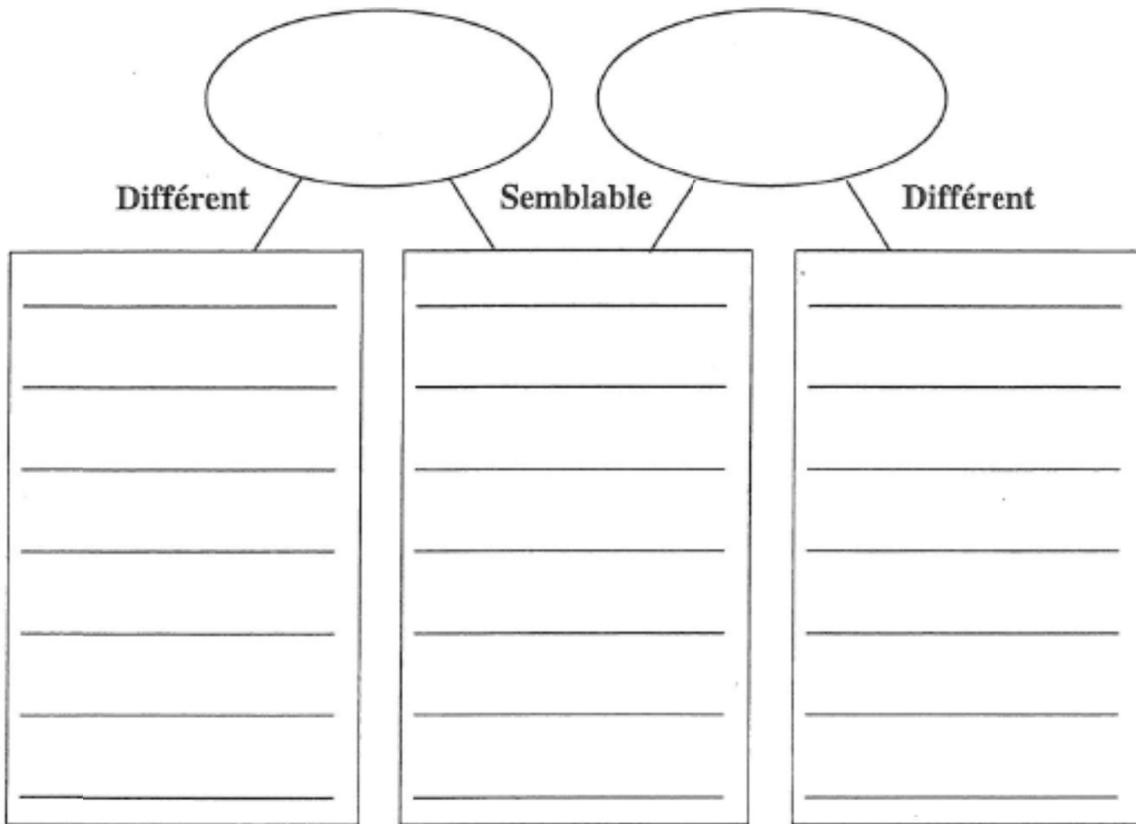
COMPARAISON - CONTRASTE

```
┌─────────────────────────┐        ┌─────────────────────────┐
│                         │        │                         │
└─────────────────────────┘        └─────────────────────────┘
```

L'arête du poisson

COMPARAISON - CONTRASTE

Différent   Semblable   Différent
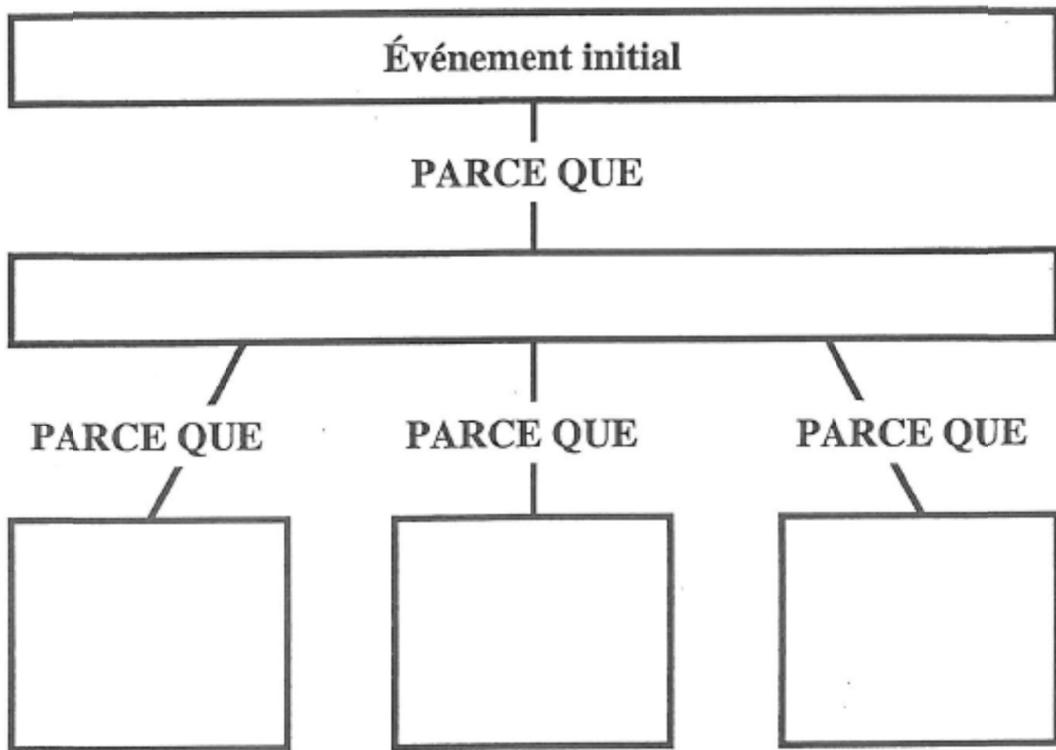
faire des hypothèses

POUR ET CONTRE

SUJET		
POUR	**ET**	**CONTRE**

CAUSE/CONSÉQUENCE

Événement initial

PARCE QUE

PARCE QUE　　　　**PARCE QUE**　　　　**PARCE QUE**
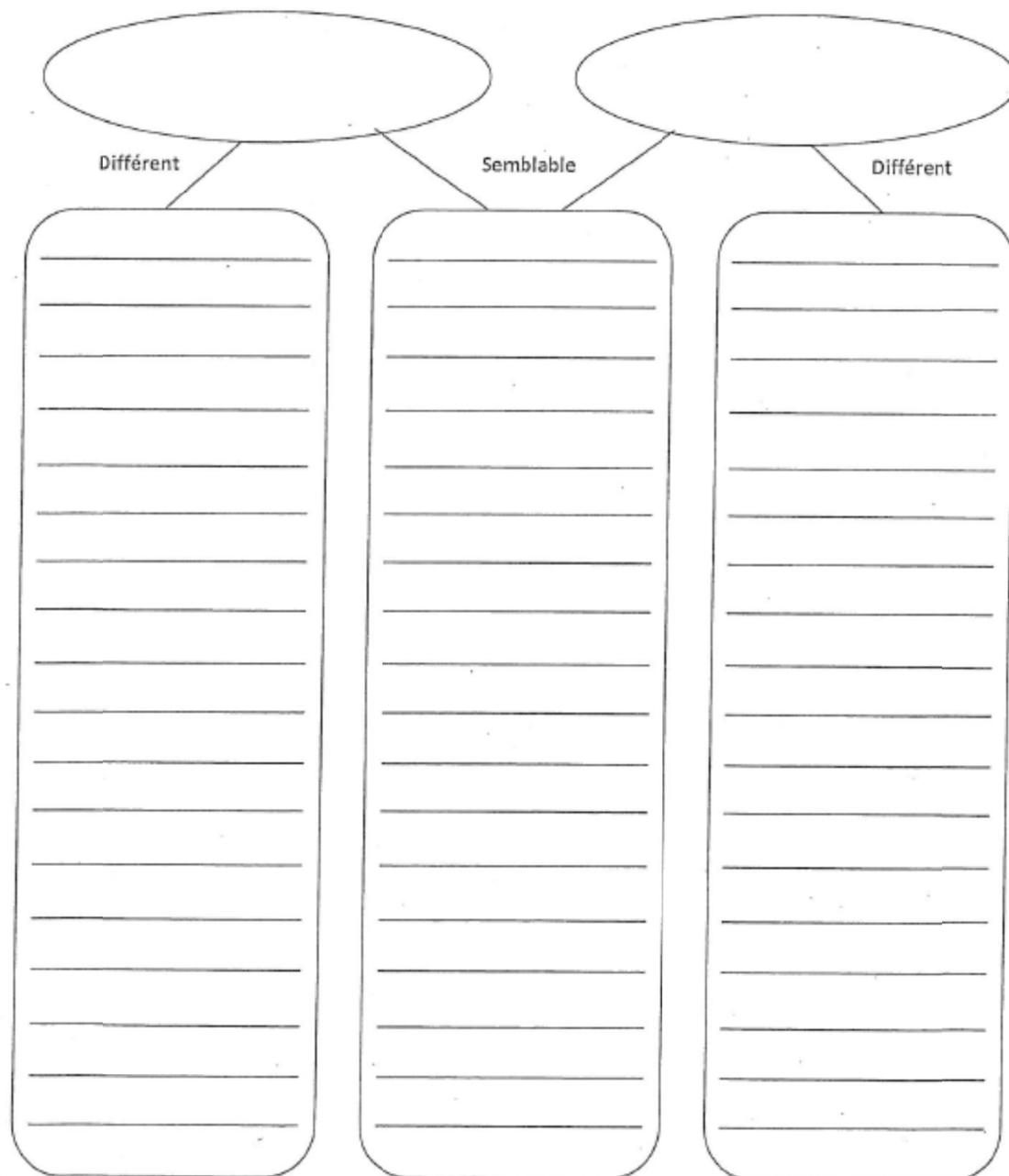
Comparaison – Contraste

Nom : _____   Date : _____

Titre : _____

Différent   Semblable   Différent

Appendix J: "Look-Fors" for Administrators

Appendix J: "Look Fors" for Administrators

*Expectations within the **Post-Intensive French Program***

Oral Component:
- Only French should be spoken in the classroom.
- Language structures need to be simple, consistent, and modeled in context.
- Students speak and write in full sentences.
- The five-step instructional strategy sequence for oral development must be followed. The pair work should be no longer than 20-45 seconds. This looks a natural conversation.
- Oral language development needs to occur in each P.I.F. class. Two skills are to be developed in each lesson (oral and reading **or** oral and writing).
- Authentic conversations are expected and should be evident.

Reading Component:
- A sound wall must be used if needed by the students. Phonetic sounds on the sound wall need to be placed within a sentence and sounds need to be in bold or be underlined.
- The reading component must follow the sequence: pre-reading, reading, a second reading or third reading or a post reading activity.

Writing Component:
- Students do not write what they cannot say.
- Students speak and write in full sentences.
- A word wall must be used in all middle school levels. Words on the word wall need to be placed within a sentence and the word needs to be in bold or be underlined. Students consult this wall for writing.
- The writing component must follow the sequence: pre-writing, modeled writing activity, independent writing, and a post writing activity.

General:
- Schedules, routines, homework and other such types of information are written in French.
- If a student needs to be approached concerning a discipline issue, the discussion takes place in French, unless the situation is of such a serious nature that the student's command of the French language may not ensure safety.
- The message of the day is to be prepared bi-monthly by the teacher.
- Complete sentences must be used in information displayed on the walls; the use of commercial posters are not necessary.
- Instructional planning is essential for classroom success (i.e., long-term planning, unit planning, daily planning).
- Visual aids, such as images and props, are important in teaching new language structures. In P.I.F, the teacher must personalize visual content (pictures, objects, etc.)

in order for students to better comprehend and authenticate the message.

- If the Post-Intensive French teacher teaches multiples subjects within the same classroom, a section in the classroom must be dedicated to P.I.F.
- Teacher modeling is an extremely important instructional strategy which must be present on a daily basis.

Administrative Look-Fors.

1. French is the only language in the classroom.
2. Only full sentences used in the classroom- not yes/no or fragments
3. Word wall and sound wall are displayed/ used as intended.
4. "Message" is authentic (daily IF/ bi-monthly Post IF)
5. French conversation built around students' interests.
6. Are students prepared to speak French?
7. Students are speaking French to each other – rather than the teacher doing all of the talking. * Less in Pre-IF
8. Oral communication should somehow connect to the book that will be read in the future.
9. Visual aids are used to help with comprehension.
10. A good balance of strategies is used
    a. IF- oral, reading and writing
    b. Pre IF / Post IF- oral/ reading or oral/ writing
11. Indication that teacher is planning lessons with a goal in mind (choose a book, search for needed vocabulary/expressions and make a plan)- work backwards.
12. Information posted as to what the teacher will teach for that period.
13. Do students understand what is being discussed?