OBSERVATIONS IN INTENSIVE FRENCH

RESOURCES

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

ORAL COMMUNICATION

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

READING

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

- ❒ Reuses the language by proposing oral & written activities related to the text.

- ❒ Independent reading: students read texts at home and regularly report on them.

WRITING

- ❒ Brainstorms with students to generate ideas about which to write.

- ❒ Writes a model on the board (collective writing) pointing out specifics to writing (capitals, punctuation, spelling, agreement, etc.).

- ❒ Reviews ideas (orally) related to the topic and to the students' lives and writes them on the board.

- ❒ Students write a text adapting the written model on the board.

- ❒ Students share/read aloud and edit the text for meaning.

- ❒ Students share/read aloud and edit the text for form.

PROJECT

- ❒ Activities and projects take place in a thematic context.

- ❒ Activities have an authentic communicative goal.

- ❒ Activities contribute to the cognitive development of the student, i.e., are not too easy or too difficult.

GENERAL

- ❒ Students are adequately prepared to do the activities.

- ❒ There are routines that maximize use of French.

- ❒ The classroom reflects a rich language environment:

  - ❒ mur de mots (word wall – words in sentences)
  - ❒ mur de sons (sounds – within sentences)
  - ❒ posters and/or student work