

HANDBOOK FOR
ADMINISTRATORS



INTENSIVE FRENCH
IN
SASKATCHEWAN

WHY STUDY ANOTHER LANGUAGE?

Research has shown that ...

Analyzing skills improve when students study another language.

Business skills plus additional language skills make an employee more valuable in the marketplace.

Creativity is increased with the study of another language.

Dealing with another culture enables people to gain a more profound understanding of their own culture.

English skills increase.

Foreign language study creates more positive attitudes and less prejudice toward other cultures.

Graduates often cite other language courses as some of the most valuable they took in college because of the communication skills they developed.

Higher order thinking skills like problem-solving, dealing with abstract concepts and inferencing are increased when you study another language.

International travel is made easier and more pleasant through knowing another language.

Job mobility and chances for promotion are often attributed to knowledge of an additional language.

Knowledge of another language promotes understanding of the difficulty immigrants face as they attempt to learn English.

Liberal arts training which includes additional language study is sought more and more by prospective employers.

Memory is enhanced through the study of another language.

Not only gifted students gain many benefits from additional language study.

Overseas business and joint ventures mean fluency in another language is now practically a requirement for employment in many transnational companies.

Personnel in many jobs are paid more than others if they have additional language skills.

Quality of English writing among students improves with additional language study.

Readng skills in English improve when students study another language.

SAT scores are higher for additional language students, particularly on the English section.

Traveling abroad enhances cultural awareness and self-concept.

Unilingualism as a national stereotype is partially based on the belief that the whole world speaks English.

Various verbal and even non-verbal tests of intelligence have shown bilinguals to outperform monolinguals.

Whichever additional language is chosen, the benefits are numerous.

Xpertise in another language aids cognitive development in children.

Youth learn languages much easier than adults.

Zzzzzz ... Wake up and smell the coffee! There are lots of worthwhile opportunities for additional language speakers such as government, hotel management, business and many other occupations.

Adapted from: Flaitz & Feyten, 1995 ACTFL, Anaheim, California

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PURPOSE

The purpose of this document is to present an overview of the Intensive/Post-Intensive French models in Saskatchewan and to provide school divisions with support materials for teachers and administrators.

RATIONALE

The Intensive French Program is intended to support efforts and provide a viable strategy to improve oral communication skills of students in Core French programs in Saskatchewan. Intensive French is a literacy-based approach, which will also have positive effects on first language literacy development. Results show that this approach improves student motivation and their appreciation of the French language in real and relevant contexts, which may in turn increase the retention rate of students in French programs at the secondary level.

Research has indicated that, in order to learn to communicate in French, students have to use it in authentic communicative exchanges and use it in this way for extended periods of time (Netten, J. and Germain, 2000). According to Dr. Joan Netten and Dr. Claude Germain, Canada's leading educational researchers in the field of second language acquisition and Intensive French, 85% of students across Canada are enrolled in Core French but only 10% of students are retained to the end of Grade 12. Supporting statistical information may be found in Canadian Parents for French documents, particularly the *Report on the State of French Second Language Programs in Canada, 2005*. Student feedback from research indicates **one** reason for this high attrition rate is due to the lack of relevance in the use of the language.

To address this problem, a new approach toward language acquisition in the classroom was developed. It encompasses a variety of strategies which allow learners to develop the ability to communicate spontaneously in the language. This program is called **Intensive French**, and research results indicate increased student proficiency in the French language and improved instruction. The intent of this increase in ability to use the language is that it will motivate students to pursue their study of the French language at the high school level and gradually reverse the attrition rate.

LINKS TO LITERACY

Increased literacy levels

Learning an additional language increases the literacy competency of students. Intensive French program results indicate that even students who enter the program below grade level improved their ability to read and write in their first language. Theoretical approaches to language learning propose that a 20% increase in focus on literacy and language during Intensive French transfers to English language skills development. Students are able to achieve a basic competency level in another language while improving their achievement in their first language.

Historical research on second language acquisition also demonstrates that early concentrated exposure to a target language increases proficiency in the first language and can have a positive impact on the development of cognitive abilities. Data also demonstrates that second language learner cohorts perform as well or better than their English language counterparts.

TARGET AUDIENCE

In Saskatchewan, Intensive French is available to students in Grade 6. Post-Intensive French, the follow-up program, is available to students in grades 7-12. Students entering the Intensive French program do not need any prior experience with French.

INTENSIVE FRENCH - BACKGROUND

The Intensive French program was initiated in Newfoundland and Labrador in 1998. The program now exists in every province and territory in Canada with the exception of Quebec which offers an Intensive English program. Saskatchewan began Intensive French in 2002 with the participation of the Saskatoon Catholic School Division. The province of Saskatchewan now has seven school divisions that offer Intensive French. There are 22 classrooms (2013-2014) with a total of 450 students enrolled in the program across the province and this number continues to increase each year.

The objective of the Intensive French program is to present an alternative opportunity to become proficient in French to students at the middle-years level where the students' cognitive level is developed and motivation and interest in French second language learning is high.

In the Intensive French model, students from Grade 6 are taught entirely in French during the first half of the year for approximately 70% of the school day. Math, physical education and arts education are taught in English. Some school divisions teach religion in English and therefore may substitute English instruction time here instead of in physical education or arts education.

The students receive three to four times more than the amount of French offered in most Core French programs. During the second half of the year, the remaining curricula are integrated with English subjects being introduced and students continue a Post-Intensive French program. Many other subject outcomes are covered through the Intensive French component but are only evaluated in the second half of the school year.

At the end of the intensive period there is an oral assessment. The Oral Proficiency Interview (OPI) is used to assist in the oral evaluation of all students. Trained evaluators work with students to assess their speaking ability. The goal is that 70% of Intensive French students will attain a level 14 or higher in oral competency, a goal which Saskatchewan students have demonstrated is possible. Written proficiency is continually assessed by the classroom teacher using the performance norms created specifically for Intensive French students. Students generally attain a level of fluency similar to Grade 3 Francophone students in their writing.

PROGRAM PLANNING ISSUES TO CONSIDER

STAFFING

It is mandatory to have the prerequisite training in the Intensive French methodology. Teachers from across Canada receive this training which allows them to consistently and successfully use the Intensive French strategies in the classroom. The Ministry of Education offers a practical, one week summer symposium. The agenda focuses on training teachers new to Intensive and Post-Intensive French as well as sharing successful strategies and activities among experienced teachers. The strategies used in the teaching of oral communication, reading, writing, assessment and evaluation as well as observations made by consultants and/or the program developers are highlighted.

When staffing it is suggested that school divisions have an appropriate Intensive French job description and that they designate people who have a good understanding of the Intensive French principles/methodology and language to assist in interviewing the candidate.

SUPPORTS

The Ministry of Education provides:

- ✓ presentations to parents, school staff, school administration and school division administration (including summary of research available on the success of the program across Canada and in Saskatchewan, advantages of Intensive French, etc.);
- ✓ on-going teacher training and mentoring;
- ✓ one-time assistance of up to \$4000.00 per classroom to offset the initial cost of resources;
- ✓ access to interprovincial units of study (at no cost);
- ✓ assistance with the establishment of the program, as indicated above, including support for resources and training for the teacher;
- ✓ individual student assessments of oral skills (done by an external evaluator at the end of the intensive five months); and
- ✓ classroom visits by the Ministry of Education's Intensive French Consultant to provide mentorship and follow up on training and support.

The operational aspect of the program is the responsibility of the school division offering the program (hiring of staff, location of the program, etc).

PROCESS FOR STARTING A NEW INTENSIVE FRENCH PROGRAM

Process for New Schools

- Parent meetings to inform them of the program should occur prior to the end of February if possible.
- Intention letters to parents with registration forms would follow the information meeting.

Enrollment

- Enrollment guidelines are determined by the school division.

Registration Deadline

- It is not recommended that students be admitted after the second week of classes; however, there have been some cases where the students have adjusted quite well regardless of their late entry into the program. This is to be left to the discretion of the administration.

Resources

- The Ministry of Education will provide some funding for Intensive French resources in the year of implementation.

Supports

- The school division is responsible for the following:
 - ordering of Intensive French materials for each level in the year of implementation;
 - hiring teachers and arranging for them to attend training and in-service;
 - arranging program evaluation;
 - sharing information about the program with parents;
 - communicating in a timely fashion with principals and teachers about possible events, in-service sessions, assessments etc.; and,
 - organizing 2-3 meetings annually with Intensive French principals and teachers.

Entry level: Grade 6 Intensive French

- Intensive Semester – September to the end of January (5 months)
- 65 - 70% Intensive French language instruction
- 30 - 35% Instruction in English (mathematics, physical education, religion (if appropriate) and arts education are taught in English throughout the year)

February to June (5 months)

- Compacted curriculum semester with 80% instruction in English
- Approximately 20% (or 60 minutes a day) French instruction

What follows the Intensive French program?

- Post-Intensive French is available for grades 7 – 12.
- The Ministry of Education supports this initiative through the development of teaching resources, teacher training and professional development opportunities.
- Open communication between the participating elementary school and the feeder high school is vital to the success of the program.

Post-Intensive French 1-2 (Grades 7-8)

- 180 minutes per week of French instruction is recommended throughout grades 7 and 8.
- Keeping the same class cohort is recommended for grades 7 and 8 if possible.

Post-Intensive French High School (Grades 9-12)

- Post-Intensive French in the local high school receives one hour of French instruction per day in grades 9-12 for a total of 100 hours per semester.

Program Evaluation and Articulation

Assessment

- French oral proficiency interviews are conducted in January after the intensive semester; and
- writing is assessed by the classroom teacher throughout the semester using the performance norms which have been created for Intensive French.

Reporting Periods

- The school division is responsible for the following:
 - flexible reporting periods for Intensive French because of the unique program configuration;
 - schedule to be determined in each school;
 - regular report schedule in fall;
 - end of Intensive French semester report (end of January);
 - expanded interim or modified formal report in March; and,
 - final report in June.

SAMPLE DAILY TIMETABLE

Horaire quotidien (70% du temps en français intensif)



Note à l'enseignant

Toutes les activités doivent être liées au thème et au sujet proposés.

8h30	Présences, <i>O Canada</i>
8h35	Activités de routine : le calendrier, la date, le temps, les anniversaires
8h50	Discussion de la classe (émissions de télévision la veille, activités des élèves, etc.) Peut-être une ou deux interviews avec l'enseignant ou entre les élèves
9h10	Modélisation relié au thème
9h25	Une chanson (à propos du thème)
9h35	Lecture partagée : l'enseignant pose des questions au sujet du livre en s'inspirant des illustrations, de la page couverture, etc. Puis, il lit le livre à la classe en suivant les étapes de la lecture.
10h15	Récréation
10h30	Deux activités liées à la lecture (ex. : Le dessin, l'écriture, un mot croisé, activité orales, petit jeu, etc.)
10h55	Brève activité orale : jeu, chanson, comptine, poème, etc.
11h00	Le journal (guidé au début)
11h20	Un jeu (avec la classe, en petits groupes, ou en groupes de deux) ou « Les centres d'apprentissage »
11h30	Une activité liée au projet final
11h50	Dîner
12h30	Activité d'écriture (guidée au début)
12h45 –13h00	Activité liée au projet (lecture, recherche, écriture, etc.)

215 minutes sur 300 minutes quotidiennes, environ 70% du temps

SAMPLE WEEKLY TIMETABLE

L'heure	lundi	mardi	mercredi	jeudi	vendredi
9:00 – 10:30	Le français (45 minutes) Les mathématiques (45 minutes)	Le français (30 minutes) La religion (60 minutes)	Les maths (45 minutes) Le français (45 minutes)	La religion (60 minutes) Le français (30 minutes)	Le français (45 minutes) L'éducation physique (45 minutes)
10:30 – 10:45	La récréation/ La récré				
10:45 -11:45	Le français (60 minutes)	Le français (60 minutes)	Le français (60 minutes)	Le français (60 minutes)	Le français (60 minutes)
11:45 – 12:40	Le dîner				
12:40 – 2:10	Le français (45 minutes) Les arts en français (45 minutes)	L'éducation physique (45 minutes) L'art en français (45 minutes)	Les mathématiques (60 minutes) L'éducation physique (30 minutes)	L'éducation physique (45 minutes) Le français (45 minutes)	L'art en français (60 minutes) Le français (30 minutes)
2:10 – 2:20	La récréation / La récré				
2:20 – 3:20	Le français (60 minutes)	Les mathématiques (60 minutes)	Le français (60 minutes)	Les mathématiques (60 minutes)	Le français (60 minutes)

65-70% de la journée est en français et 30-35% en anglais pour les premiers 5 mois.

SAMPLE LETTER TO PARENTS - EARLY REGISTRATION

[Date]

To Parents/Guardians of Grade 5 Students:

Intensive French Registration Information for [year]

We will soon begin the registration process for Intensive French for [year].

The process for registration will be as follows:

1. There will be an Intensive French information meeting for parents of Grade 5 students. This meeting will be held at the [place], [date], [time]. If you are interested in registering your child for this program or want more information, it is important that you attend. A great deal of information will be provided that will help your family make a decision.
2. If you decide to register your child for Intensive French, please complete the attached form and return it to the school office on [date].

Sincerely,

Principal

SAMPLE LETTER TO PARENTS - INTENTION TO REGISTER FOR INTENSIVE FRENCH

Intensive French Registration Form

The [school division] is pleased to offer students an innovative and exciting new second language learning program called Intensive French (IF). The Intensive French program in Saskatchewan began in 2002/2003 in Saskatoon with the Saskatoon Catholic School Division. Due to the success of the program, Intensive French expanded to Prince Albert, North Battleford, Unity, Lloydminster, Humboldt and Regina and continues to expand yearly.

What is Intensive French?

A period of intensive exposure to French is created which enables students to receive up to four times the number of hours of instruction normally devoted to the teaching of French in one school year. During the intensive period, all activities help students learn to speak, read and write in French. The teaching strategies focus on interaction and group work, helping the students to communicate orally in French.

The Intensive French program is offered for the first five months of the Grade 6 year. Instruction is carried out in French from 65% to 70% of the day. Instruction of mathematics, physical education, arts education and religion (where applicable) makes up the remaining daily English instruction time.

In the second five months, students study their English subjects (English language arts, science, social studies, health, etc.) with the exception of an hour of French per day. This allows for incorporation of the teaching and learning strategies of Intensive French and is aimed at maintaining and further developing second language skills.

The oral proficiency of students is evaluated through an oral interview administered by trained interviewers and scored according to a rating scale used in other provinces. Results of the oral evaluation indicate that students in Saskatchewan “are able to sustain a conversation using short phrases and sentences; demonstrate emerging spontaneity and some ability to create with language”. This is an amazing result given they have only been studying French for five months.

To evaluate written proficiency, students create several compositions throughout the year and the Intensive French teachers have been educated on the use of performance norms which are considered benchmarks for their writing. They receive immediate feedback to help refocus classroom instruction and improve future results.

Intensive French students acquire a high level of competence in both oral and written French in five months. To maintain students’ motivation to continue studying French and to enable them to build on what they have acquired, some type of specialized follow-up (Post-Intensive French) is essential.

Why is the [school division] offering this program?

Increasing the number of functionally bilingual students

Intensive French offers another avenue for students to become communicatively fluent in French and, as a result, be able to take advantage of the opportunities that a bilingual Canada offers.

Increasing overall literacy levels

Research has shown that learning a second language increases the overall literacy competency of all students. Research suggests that results in the student's first language also increases.

Extended learning benefits

Experience in school divisions offering Intensive French shows that students demonstrated greater self-esteem, confidence, initiative and responsibility. Further, teachers reported students were more autonomous in their work habits than teachers had experienced with students following the regular curriculum.

Intensive French Registration Form

1. We understand that students enrolled in the Intensive French program are expected to continue with Post-Intensive French until the end of Grade 8. Post-Intensive French will also be available in high school until the end of Grade 12.
2. We understand that French will be taught intensively for the first five months of Grade 6 and then continue with an hour a day for the last five months of Grade 6. Then, French will be offered for up to five hours a week in grades 7 and 8. Competent bilingual teachers will teach these classes.
3. We understand that if not enough students commit to the program, it cannot be offered at [school].

At this time, we are committing to enroll our child
in the Intensive Grade 6 French Program at [school] for September [year].

Yes No

Name of child _____

Signature of Parent(s) _____

SAMPLE REGISTRATION FORM

Indication of Interest for Grade 6, [year]

This form must be completed for all Grade 6 students.

Student name: _____

- I wish to enroll my son/daughter in the Grade 6 Intensive French program at [school].**
- I wish to enroll my son/daughter in the Grade 6 English program at [school].**
- I will not be attending [school].**

Parent signature _____

Date _____

Please return this form to the school office by the [date].

For further information, please call [name], our principal at [phone number].



SAMPLE INFORMATION AND PUBLICITY LETTER

Please place the following information in your upcoming school newsletters so that parents are aware of other learning opportunities in our school division.

The Intensive French program at [schools] is now accepting registrations for the fall of [year]. Students entering Grade 6 may enroll in the program.

Parents are invited to learn more about the program by attending one of the following meetings:

[places] [addresses] – [times] – [dates]

Parents requiring more information may contact [name], Coordinator of Intensive French Education, at [phone number] or by email at [email address].

[Name]
Principal

SAMPLE LETTER TO PARENTS IN MAY BEFORE INTENSIVE FRENCH

May [date] [year]

Dear Parents of Grade 6 Students,

[School Division] is offering a unique learning initiative for next year's Grade 6 students. The initiative, called *Français intensif*, offers students a rich language learning experience that focuses on culture, communication and the acquisition of French. This program, based upon Canadian research, currently exists in British Columbia, Alberta, Manitoba, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador, North West Territories, Yukon, Nunavut and Saskatchewan. Students spend the first five months of school intensely learning French through a variety of themes, situations and activities. During the remaining five months, students follow the regular Grade 6 English program. Mathematics, physical education, music and arts education are taught in English throughout the year. Religion is also taught in English where applicable.

[School] is one of the [number of schools] in Saskatchewan working on this initiative for next year's Grade 6 students. Our success has meant that we will offer a follow-up program in Grade 7, and that we will again offer a Grade 6 program next year. I invite all families of Grade 5 students to an information session and a discussion about this program on the [date] of May at [time] in the [place]. Our purpose is to provide information and to assess the interest of our future Grade 6 families. You will be provided with information about the nature of the program, a sense of what it looks like, and a research summary about its impact upon student learning. It is important to note that participation in the *Français intensif* program is voluntary. There are no entry exams or prerequisites, and program entry is open to all. Information about *Français intensif* will be shared with students. All Grade 5 students will receive Grade 6 expression of interest forms for your signature on [start date]

I look forward to exploring this program with you.

Sincerely,

[Name]
Principal

SAMPLE LETTER TO PARENTS IN JUNE BEFORE INTENSIVE FRENCH

June [date] [year]

Dear Parents:

Saskatchewan began the Intensive French program in the 2002/2003 school year. The program has proven to be very successful. We have spoken to the students and they are quite excited about this program.

In the past we required pre-registration of students in the Intensive French Program to help determine staffing. Given that the trend at [school] is that most students enroll in this program, we anticipate that this trend will hold true for [school year] and that all students in Grade Five will be part of the Intensive French Program unless we hear otherwise. If, as a parent, you opt for programming that does not include the Intensive French Program in Grade 6, you are asked to contact the school prior to the end of June. At that time, we can discuss alternative plans to accommodate your request, as we have in the past.

We are pleased to announce that our Intensive French teaching team next year will consist of [teacher names]. They are looking forward to the training session for Intensive French this summer and are enthused to start the program in the new school year.

Sincerely,

[Name]
Principal

SAMPLE LETTER TO PARENTS IN JANUARY AFTER INTENSIVE FRENCH

Principal

January [date] [year]

Dear Parents,

We're five months into the *Français intensif* program. This letter informs you about recent developments.

Evaluations

Students will be evaluated from the [date] to the [date]. The first assessment is an oral interview, administered by two trained individuals; the second is a writing test administered by the classroom teacher. These evaluations will help to assess the program by measuring student linguistic achievement after the intensive phase of Intensive French. The results will be shared with you when they become available.

Phase 2

The intensive phase of the program is coming to a conclusion in early February. Expect an invitation to a celebration. In Phase 2, all subjects, with the exception of le Français, will be delivered in English. Teachers have been working with the Ministry of Education since early December to put this program together.

Thank you for your continued support.

Sincerely,

[Name]
Principal, [Name of School]

SAMPLE LETTER FROM TEACHER

Le Français Intensif
Mme _____ École _____ 6^e année

[date]

Chers Parents,

Bonjour et bienvenue au Français intensif. Hopefully you and your child are as excited as I am to begin this new challenge. I am looking forward to working in partnership with you to ensure your child has a fun and exciting year of growth. Please feel free to come by the classroom after school in the first few days to introduce yourself. If you are unable to do this, hopefully we will meet at 'Meet the Teacher Night' on [date].

Intensive French:

During the first few days, we will concentrate on learning the language needed to function in the classroom, through lots of songs and rhymes, and we will also establish routines. By Friday, I will be speaking 100% in French, even when the principal comes into the room!

In week two, we will begin our first theme 'moi et ma famille'. The activities undertaken in each theme or unit help the students in the creation of a project culminating in a presentation. Following this letter, you will see an outline of our themes. These may change according to student interest.

Your child will likely pass through several phases during this first term. At first he/she will be apprehensive and unsure, then move on to feeling frustrated, determined and finally, will get to the 'ahaa' stage when the light goes on. The last three phases may repeat themselves as we cycle through each theme. Making mistakes is a huge part of language acquisition because it is how we learn the fastest, by jumping in and trying it out, listening for corrections and trying again.

In class, a positive, safe environment will be emphasized, so that students maintain the confidence to keep on trying.

Assessment:

We will undertake a variety of assessment strategies, which will include informal observations, criterion-based presentations, portfolios and self and peer assessment. You will receive a checklist at the end of each theme that indicates how your child is developing. Be assured that you will receive three formal reports and two informal reports throughout the year.

Sincerely,

[Name]
Teacher

Le Français intensif : Les thèmes et unités

Thème : MOI

Unité 1

Ma famille/My family

Unité 2

Mon alimentation/Food

Unité 3

Mes vêtements/Clothing

THÈME : LES PASSE-TEMPS

Unité 1

Les sports/Sports

Unité 2

La musique/Music

THÈME : LES ANIMAUX

Unité 1

Les animaux domestiques/Household animals

Unité 2

Les animaux sauvages/Wild animals

THÈME : LES VOYAGES

Unité 1

Un voyage au Canada/Canada

How to support your child:

Learning a new language takes a lot of energy. You will find your child is quite tired at the end of the day.

Today we had a discussion about listening with every part of your body, how important it is to listen with both ears AND both your eyes. Be sure to ask your child what they gleaned from this discussion.

You can help your child through each of these phases by remaining positive, by talking every evening about the interesting things they have done in the day and by encouraging them in their endeavors.

SAMPLE LETTER FROM TEACHER

Le Français Intensif

Mme _____ École _____ 6e année

Dear Parents,

Students have worked very hard to acquire a level of comprehension and speaking ability that enables them to communicate their basic needs in French. Most students are now able to respond to specific questions, using prompts from me and the many cues visible in the classroom.

Coming up:

Our next theme involves increasing their repertoire of structures and adding adjectives so they can describe people and objects. The first mini-project will be to create written profiles of various staff members. This will be followed by a larger project on students' families culminating in a presentation of a family album. In order to prepare for this, **students need to bring photos of various family members in a zip lock bag** (mom, dad, siblings, grandparents, cousins, aunts, uncles, AND family pets). Individual photos would be best, but group photos will do. If you are concerned about the photos being handled or cut, just write 'return please' on the zip lock bag. I will have the photos photocopied and students will work from the copies. **** Please send** a roll of scotch tape (the stronger type) to school (for an art project).

Absences:

We cover a lot of material in one day. If at all possible, unless your child is sick (by all means, keep them home then), please ensure your child doesn't miss school.

Books in English:

Attached to this notice is a copy of a recent children's books review from the Globe and Mail newspaper. These may give you ideas for birthday, Christmas or other celebration gifts.

Books in French:

Contact your library for titles in French

Donations:

As the students speak French and encourage each other, they receive tickets that they keep in their 'wallet' in their desk. Once each week the tickets go into a jar and we draw for prizes. (stickers, small note pads, dollar store items). If you have any **small** items that you could donate as prizes, we would appreciate it.

Supporting your child's learning:

Most parents do not speak French and feel they can do little to support their child in their French learning. There are actually many things you can do to help them, especially around valuing their efforts. Here is a list of a few things you can do.

- Encourage your child to talk about his/her day, the highlights, and the challenges.
- Have your child explain their homework to you and express an interest in what he/she is doing.
- Make sure their homework/studying is done before you sign their planner.

- Encourage your child to watch T.V. in French. Even watching the news for 10 minutes (maximum) each evening can be worthwhile. They will likely not understand the words but with your help they would likely understand the main idea by looking at the photos and video clips that accompany the stories. With regular watching, they will begin to pick up key words.

French Television Information

- Even if you don't speak or understand French, you can help your child by watching along with them and discussing the things that you can glean from these programs. Some children focus on the music, others on the gestures and actions, others on illustrations or photos. Please consult your television provider for titles in French.
- Parents can also sign up to Radio Canada's **Cyberlettre**. You would receive an e-mail each week outlining the latest items in the YOUTH ZONE on Radio Canada. There are games and activities available there too. To sign up, go to www.radio-canada.ca/jeunesse.

Assessment:

Your child will soon bring home his/her first installment of an assessment portfolio. Please have your child explain each item to you. Please sign the paper and have your child return the portfolio to class. Most assessments will be presented in the same terms used for formal reporting. These are their French corresponding descriptors.

Not yet meeting expectations	Approaching expectations	Fully meeting expectations	Exceeding expectations
Pas très bien	Comme ci comme ça	Très bien / Bien	Superbe

Observations:

If you are interested in seeing how we work in class, please feel free to come into the classroom. Mornings are best.

Bonne Chance!!

Sincerely,

Teacher

INTEGRATING THE CURRICULUM

The following pages represent the outcomes for the Grade 6 level. The charts indicate when they are covered in the Intensive French year. For more information on compacting the curriculum visit the website that follows the outcomes.

English Language Arts 6 Goals and Outcomes I-Intensive Semester NI-Non-intensive Semester P-Partially

GOAL			
Comprehend and Respond (CR) Students will extend their abilities to view, listen, read, comprehend and respond to a range of contemporary and traditional Grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.			
OUTCOMES	I	NI	P
CR6.1 View, listen to, read, comprehend, and responds to a variety of texts that address identity,(e.g., Growing Up), social responsibility (e.g., Going The Distance), and efficacy (e.g., Making Our Community More Peaceful).	✓	✓	✓
CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences) and after (e.g., drawing conclusions) viewing, listening, and reading.	✓		
CR6.3 Use pragmatic, (e.g., function and purpose) textual (e.g., form/genre, sequence of ideas) syntactic, (e.g., word order and emphasis on particular words) semantic/lexical/morphological= (e.g., capture particular aspect of intended meaning) graphophonic (e.g., sound-symbol patterns and relationships) and other cues (e.g., the speaker’s non-verbal cues) to construct and confirm meaning (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video and advertising.	✓	✓	✓
CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures, containing special features.	✓	✓	✓
CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations, and reports, and opinions.	✓		

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.		✓	
CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade-appropriate instructional materials, non-fiction books, reports and articles from magazines, journals, reference materials and written instructions.		✓	
CR6.8 Read Grade 6 appropriate texts to increase fluency (120-160 wcpm orally: 160-210 silently) and expression.		✓	
GOAL			
Compose and Create (CC) Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.			
OUTCOMES	I	NI	P
CC6.1 Create various visual, multimedia, oral, and written texts that explore identity, (e.g., Your Choices) social responsibility (e.g., Looking For Answers) and efficacy (e.g., Systems for Living).	✓		✓
CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.	✓	✓	
CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with the appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.	✓	✓	✓
CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays and cartoons.	✓		✓
CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations.	✓		

OUTCOMES	I	NI	P
CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.	✓		
CC6.7 Write to describe a place: to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter: to explain and inform in multi-step directions and a short report explaining a problem and providing a solution: and to persuade to support a viewpoint or stand.		✓	
CC6.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).		✓	
CC6.9 Prepare a teacher-guided inquiry report, related to a stand on a topic, theme, or issue studied in English language arts.		✓	
GOAL			
Assess and Reflect on Language Abilities (AR) Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, presenters, listeners, speakers, readers and writers, and set goals for future improvement.			
OUTCOMES	I	NI	P
AR6.1 Consider which viewing, listening, reading, representing, speaking and writing strategies work best for each task and situation.	✓		
AR6.2 Appraise own viewing, listening, reading, representing, speaking and writing skills and strategies, and set goals for improvement.	✓		✓
AR6.3 Appraise own and others work for clarity.	✓		

Note: For indicators related to these learning outcomes please refer to the Grade 6 English Language Arts curriculum.

Science 6 Goals and Outcomes
I-Intensive Semester NI-Non-Intensive Semester P-Partially

GOALS			
<p>All outcomes contribute to the development of all K-12 science goals which are:</p> <ul style="list-style-type: none"> • Understand the Nature of Science and STSE Interrelationships Students will develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed world. • Construct Scientific Knowledge Students will construct an understanding of concepts, principles, laws, and theories in life science, in physical science, in earth and space science, and in Indigenous Knowledge of nature; and then apply these understandings to interpret, integrate, and extend their knowledge. • Develop Scientific and Technological Skills Students will develop the skills required for scientific and technological inquiry, problem solving, and communicating; for working collaboratively; and for making informed decisions. • Develop Attitudes that Support Scientific Habits of Mind Students will develop attitudes that support the responsible acquisition and application of scientific, technological, and Indigenous knowledge to the mutual benefit of self, society, and the environment 			
OUTCOMES	I	NI	P
DL6.1 Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.		✓	
DL6.2 Examine how humans organize understanding of the diversity of living things.		✓	
DL6.3 Analyze the characteristics and behaviours of vertebrates (e.g., mammals, birds, reptiles, amphibians, and fish) and invertebrates.	✓		
DL6.4 Examine and describe structures and behaviors that help individual living organisms survive in their environments in the short term and species of living organisms adapt to their environments in the long term.	✓		
DL6.5 Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms.		✓	

OUTCOMES	I	NI	P
EL6.1 Assess personal, societal, economic, and environmental impacts of electricity use in Saskatchewan and propose actions to reduce those impacts.		✓	
EL6.2 Investigate the characteristics and applications of static electric charges, conductors, insulators, switches, and electromagnetism.		✓	
EL6.3 Explain and model the properties of simple series and parallel circuits.		✓	
FL6.1 Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight		✓	✓
FL6.2 Investigate how the forces of thrust, drag, lift, and gravity act on living things and constructed devices that fly through the air.		✓	
FL6.3 Design a working prototype of a flying object that meets specified performance criteria.		✓	
SS6.1 Research and represent the physical characteristics of the major components of the solar system, including the sun, planets, moons, asteroids, and comets.		✓	
SS6.2 Assess the efficacy of various methods of representing and interpreting astronomical phenomena, including phases, eclipses, and seasons.		✓	
SS6.3 Evaluate past, current, and possible future contributions of space exploration programs including space probes, and human spaceflight, which support living and working in the inner solar system.		✓	

Note: For indicators related to these learning outcomes, please refer to the Grade 6 Science curriculum.

Social Studies 6 Goals and Outcomes
I-Intensive Semester NI-Non-Intensive Semester P-Partially

GOAL			
Examine the local, indigenous, and global interactions and interdependence of individuals, communities, societies, cultures, and nations (IN)			
OUTCOMES	I	NI	P
IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them.			
IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.		✓	
IN6.3 Develop an understanding that global interdependence impacts the individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.	✓	✓	
IN6.4 Explore aspects of cultural change over time including: reasons for cultural change, examples of cultural change, how cultural change affects youth and how youth respond to cultural change.		✓	
GOAL			
Analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)			
OUTCOMES	I	NI	P
DR6.1 Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.		✓	
DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.		✓	
DR6.3 Appraise the strategies human societies have used too orient themselves within time and place in the natural environment.		✓	
DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.		✓	

GOAL			
Investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations. (PA)			
OUTCOMES	I	NI	P
PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others.	✓		
PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.	✓	✓	
PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.	✓		
GOAL			
Examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable environment. (RW)			
OUTCOMES	I	NI	P
RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.	✓	✓	
RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.	✓	✓	

Note: For indicators related to these learning outcomes please refer to the Grade 6 Social Studies curriculum.

Health 6 Goals and Outcomes
I-Intensive Semester NI-Non-intensive Semester P-Partially

GOAL			
Develop the understanding, skills, and confidences necessary to take action to improve health.(USC)			
Perspective: Affirm Personal Standards			
OUTCOMES	I	NI	P
USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (e.g., cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).	✓		
USC6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and or perspectives (e.g., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).	✓	✓	
USC6.3 Demonstrate an understanding of how non-curable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health (e.g., physical, mental, emotional, and spiritual) and the identities of self, family, and community.		✓	
USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.		✓	
USC6.5 Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family and community.	✓	✓	
USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.	✓	✓	
USC6.7 Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (e.g., youth as replacement smokers) are targeted.		✓	

GOAL			
Make informed decisions based on health-related knowledge.(DM) Perspective: Affirm Personal Standards.			
OUTCOMES	I	NI	P
DM6.8 Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.		✓	
DM6.9 Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.		✓	
DM6.10 Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.		✓	

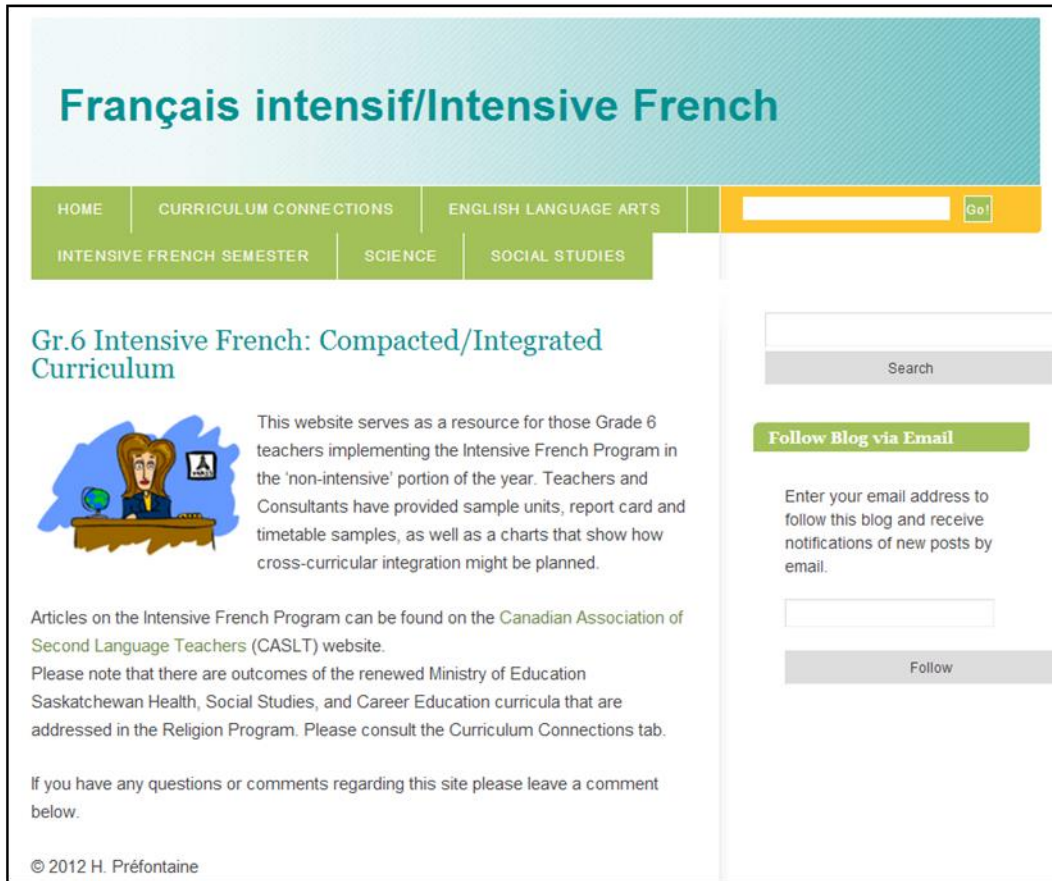
Note: For indicators related to these learning outcomes please refer to the Grade 6 Health curriculum.

Career Education 6 Goals and Outcomes
I-Intensive Semester NI-Non-intensive Semester P-Partially

GOAL			
Change and Growth (CG) All students will develop career management competencies through an exploration of personal change and growth.			
OUTCOMES	I	NI	P
CG6.1 Investigate the influence of a positive self-image on one's life.		✓	
CG6.2 Analyze the benefits of developing personal competence in building healthy relationships (e.g., emotional, spiritual, mental, and physical.)	✓	✓	
GOAL			
Life and Work Plan (LW) All students will engage in inquiry to construct a personal life and work plan.			
OUTCOMES	I	NI	P
LW6.1 Examine effective practices such as responsible decision making, cooperation, and accepting diversity and predict their continued importance in one's own career.		✓	
LW6.2 Investigate the interrelationship of life roles.		✓	
GOAL			
Connections and Community (CC) All students will explore the connection between learning and work pathways and their connections to community.			
OUTCOMES	I	NI	P
CC6.1 Investigate various aspects of careers and their requirements.		✓	
CC6.2 Investigate and compile data to explain ways work contributes to individuals and the community.		✓	

Note: For indicators related to these learning outcomes please refer to the Grade 6 Career Education curriculum.

COMPACTED CURRICULUM




The screenshot shows a website with a teal header containing the title "Français intensif/Intensive French". Below the header is a navigation menu with links for "HOME", "CURRICULUM CONNECTIONS", "ENGLISH LANGUAGE ARTS", "INTENSIVE FRENCH SEMESTER", "SCIENCE", and "SOCIAL STUDIES". A search bar is located in the top right corner. The main content area features a section titled "Gr.6 Intensive French: Compacted/Integrated Curriculum" with a cartoon illustration of a teacher at a desk. The text describes the website as a resource for Grade 6 teachers and provides information about the Canadian Association of Second Language Teachers (CASLT) website. A "Follow Blog via Email" section is also visible on the right side of the page.

Français intensif/Intensive French

HOME | CURRICULUM CONNECTIONS | ENGLISH LANGUAGE ARTS |

INTENSIVE FRENCH SEMESTER | SCIENCE | SOCIAL STUDIES

Gr.6 Intensive French: Compacted/Integrated Curriculum



This website serves as a resource for those Grade 6 teachers implementing the Intensive French Program in the 'non-intensive' portion of the year. Teachers and Consultants have provided sample units, report card and timetable samples, as well as a charts that show how cross-curricular integration might be planned.

Articles on the Intensive French Program can be found on the [Canadian Association of Second Language Teachers \(CASLT\)](#) website.

Please note that there are outcomes of the renewed Ministry of Education Saskatchewan Health, Social Studies, and Career Education curricula that are addressed in the Religion Program. Please consult the Curriculum Connections tab.

If you have any questions or comments regarding this site please leave a comment below.

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Search

Follow Blog via Email

Enter your email address to follow this blog and receive notifications of new posts by email.

Follow

<https://francaisintensif.wordpress.com>

This website serves as a resource for Grade 6 teachers implementing the Intensive French Program in the non-intensive portion of the year. Supporting documents and resources are created by Intensive French teachers and are updated and added on an ongoing basis.

SAMPLE RUBRIC FOR INTENSIVE FRENCH

INTENSIVE FRENCH

End of Term 1

student name _____

		not yet meeting expectations	approaching expectations	meeting expectations	fully meeting expectations	exceeding expectations
Message/ ideas	Oral:	<input type="checkbox"/> message not communicated	<input type="checkbox"/> message partially communicated	<input type="checkbox"/> message communicated, some gaps or confusion	<input type="checkbox"/> message easy to understand	<input type="checkbox"/> message clear, and includes extra details
	Written: Create a message	<input type="checkbox"/> message not communicated	<input type="checkbox"/> message partially communicated	<input type="checkbox"/> message communicated, some gaps or confusion	<input type="checkbox"/> message easy to understand	<input type="checkbox"/> message clear, and includes extra details
Use of language	Oral:	<input type="checkbox"/> uses words rather than sentences	<input type="checkbox"/> uses a limited number of basic sentences and learned expressions	<input type="checkbox"/> uses basic sentences and expressions learned in class, with some personalized variations	<input type="checkbox"/> uses basic sentences with many personalized modifications	<input type="checkbox"/> creates new sentences with information learned in class
	Written: Variety of words and sentences	<input type="checkbox"/> uses words and simple sentences	<input type="checkbox"/> uses a limited number of basic sentences	<input type="checkbox"/> uses basic sentences and expressions learned in class, with some personalized variations	<input type="checkbox"/> uses basic sentences with many personalized modifications	<input type="checkbox"/> creates new sentences with information learned in class
Accuracy	Oral:	<input type="checkbox"/> many incorrect structures, grammatical forms; pronunciation not easily comprehensible	<input type="checkbox"/> some incorrect structures, grammatical forms; pronunciation may interfere with understanding message	<input type="checkbox"/> many correct structures, grammatical forms; pronunciation close to native speaker	<input type="checkbox"/> most learned structures used correctly; pronunciation comprehensible	<input type="checkbox"/> correct use of learned structures; some errors in unfamiliar structures
	Written:	<input type="checkbox"/> many errors in structures, grammatical forms, spelling	<input type="checkbox"/> considerable number of errors that interfere with meaning	<input type="checkbox"/> many correct structures, grammatical forms; few spelling errors	<input type="checkbox"/> most learned structures, grammatical forms correct; very few errors in spelling	<input type="checkbox"/> correct use of learned structures; some errors in unfamiliar structures
Fluency	Oral:	<input type="checkbox"/> does not speak without prompting	<input type="checkbox"/> rarely speaks without prompting	<input type="checkbox"/> speaks with some hesitation; requires some prompting	<input type="checkbox"/> speaks with some spontaneity; communicates ideas without support	<input type="checkbox"/> speaks with considerable spontaneity; communicates ideas clearly and confidently
	Written:	<input type="checkbox"/> uses only short sentences	<input type="checkbox"/> uses occasional descriptors	<input type="checkbox"/> uses adjectives, adverbs and a few conjunctions	<input type="checkbox"/> uses a variety of adjectives, adverbs, and sentence types	<input type="checkbox"/> uses a wide variety of adjectives, adverbs, and sentence types
Writing	Mechanics : punctuation capitalization use of paragraphs	<input type="checkbox"/> thoughts not organized; writing not pre-planned	<input type="checkbox"/> shows little benefit from use of writing process	<input type="checkbox"/> writes a draft, some ability to auto-correct	<input type="checkbox"/> organizes thoughts well, considerable ability to auto-correct	<input type="checkbox"/> prepares an outline, writes a draft, auto-corrects successfully
		<input type="checkbox"/> mechanics hinder comprehension of message; no use of paragraphs	<input type="checkbox"/> some errors in punctuation, capitalization; some use of paragraphs	<input type="checkbox"/> few errors in punctuation, capitalization, paragraphs	<input type="checkbox"/> virtually no errors in punctuation, capitalization, paragraphs	<input type="checkbox"/> punctuation, capitalization, paragraphs enhance meaning
Reading		<input type="checkbox"/> unable to make correct sound-symbol connections	<input type="checkbox"/> considerable difficulty in making sound-symbol connections	<input type="checkbox"/> reads many familiar words	<input type="checkbox"/> reads most familiar words without hesitation; can sound out some unfamiliar words	<input type="checkbox"/> reads familiar words without hesitation; can sound out most unfamiliar words
		<input type="checkbox"/> difficulty in understanding story	<input type="checkbox"/> difficulty in understanding some parts of the story	<input type="checkbox"/> comprehends general meaning	<input type="checkbox"/> comprehends general meaning and many nuances	<input type="checkbox"/> comprehends story and details



Ce certificat est décerné à

[name]

pour sa participation
au programme de
FRANÇAIS INTENSIF

à [school]
[year].

Bravo et félicitations!

Directeur

Enseignant/Enseignante

Date

OUTLINE OF AN ORAL COMPETENCY POST-TEST

What does an oral competency test look like?

It is basically an interview, a conversation, between the student and the interviewer.

How long does an oral test last?

It lasts between 10 and 20 minutes, with 10 minutes being the average. Following the interview, the interviewer will take approximately 10 minutes to write any comments he/she has in order to assign a mark to the student. The interviews are taped so that the interviewer may refer back to them when writing comments and assigning marks. The taped interviews will be kept at the Ministry of Education.

What do students need to know before they take the test?

Although it is a test, it is very informal. Students should relax and try to speak as much as they can. The more the student speaks, the easier it is to evaluate oral competency. If students need clarification, they may ask questions or ask the interviewer to repeat what they've just said. If students are uncomfortable with a particular topic, they can indicate this to the interviewer, so that they can change the topic. Everything the student says is confidential, and the interviewer passes no judgment on what the student says. Interviewers are only there to judge students' French, not their ideas.

What kind of questions will the interviewer ask?

The interviewer always begins with the familiar, to allow the students to feel at ease. Discussion topics can include, but are not limited to, things such as family, school, pastimes and other topics which the students are comfortable with. As the interview progresses, the students will be asked increasingly difficult questions in order to determine the extent to which they are capable of using the language. The interview ends with a return to the students' comfort zone, to allow them to leave with a positive feeling about the interview.

SUMMARY OF ORAL PROFICIENCY INTERVIEW RATINGS

- 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.

OBSERVATION DE CLASSE EN FRANÇAIS INTENSIF (FRANÇAIS)

Date :

Remarques :

RESSOURCES

- Se référer au *Guide pédagogique interprovincial*

ATMOSPHÈRE DE LA SALLE DE CLASSE

- Établit de bons rapports avec les élèves
- Encourage les élèves à prendre des risques langagiers
- Utilise des affiches en français liées aux thèmes
- Affiche au mur les projets des élèves
- Donne en français les explications sur les devoirs, les annonces, etc.
- Utilise un mur de mots
- Utilise un mur de sons ou d'un son vedette
- Donne un « Message du jour »
- Met l'accent sur l'élève plutôt que sur le contenu

ROUTINE DU MATIN

- Fait diriger la « routine du matin » par les élèves
- Pose des questions liées aux thèmes
- Pose des questions demandant des réponses de plus en plus complexes

COMMUNICATION ORALE

- Utilise le français comme véritable langue de communication (et non comme un « objet d'étude »)
- Fait utiliser le français comme véritable langue de communication
- Donne des exemples langagiers authentiques, provenant de sa vie personnelle
- Questionne pour faire utiliser, en les adaptant, les énoncés modélisés
- Vérifie l'écoute authentique pour faire réutiliser la langue (non pour « tester » mais pour encourager l'interaction)
- Fait réutiliser la langue, centrée sur le sens, en interagissant avec les élèves
- Fait réutiliser la langue en faisant interagir les apprenants entre eux
- Prépare linguistiquement les élèves pour les tâches interactives
- Modélise suffisamment la tâche
- Pose des questions demandant des réponses de plus en plus complexes

Date :

Remarques :

CORRECTION DES ÉNONCÉS : précision et aisance

- Fait répéter immédiatement en français en phrases complètes, lorsque les élèves utilisent l'anglais
- Rétroagit spontanément aux utilisations erronées de la langue et fait réutiliser par l'élève les énoncés corrigés en phrases complètes
- Fait répéter en phrases complètes les énoncés saccadés

LECTURE

- Questionne oralement sur le thème du texte à lire (autour de la vie personnelle de l'élève)
- Utilise les mots clés oralement avant la lecture
- Fait anticiper le contenu (le sens) du texte
- Modélise : lit le texte en questionnant pour vérifier le sens (en rapport avec les prédictions)
- Fait lire le texte à haute voix avec les élèves en faisant remarquer aux élèves les rapports entre les sons et la graphie
- Fait voir la relation
 - prononciation et graphie
 - son et graphie
 - sens et graphie
- Fait relire le texte à voix haute, en dyades ou en petits groupes
- Demande aux élèves pourquoi ils ont aimé (ou non) le livre
- Réutilisation : propose des activités, orales et/ou écrites, en rapport avec le thème du texte lu
- Exploite le livre de plusieurs façons (raconteur à 3 têtes, reader's theatre, cercle littéraire, jeu de rôle, marionnettes)
- Modélise les stratégies de lecture (par ex. : mots amis ...)
- Encourage la lecture indépendante : les élèves lisent des livres à la maison et en font régulièrement un compte rendu

ÉCRITURE

- Fait écrire les élèves chaque jour
- Fait un remue-méninge pour les idées à mettre dans le texte à écrire
- Écrit le texte au tableau (rédaction collective)
- Fait observer les cas spécifiques à l'écrit (majuscule, accords, etc.)
- Fait un remue-méninge en vue de l'adaptation personnelle du texte en notant les mots au tableau et dans le texte déjà développé
- Fait écrire le texte, en l'adaptant, à partir du modèle écrit au tableau

Date :**Remarques :**

- Réfère l'élève au mur de mots et aux affiches qui contiennent des mots déjà utilisés, ou au matériel déjà corrigé
- Fait partager les textes écrits par les élèves
- Recourt au processus d'écriture dans les projets/travaux à être affichés
- Fait travailler en dyades les élèves pour rédiger leur brouillon
- Fait réviser le texte pour le sens
- Fait réviser le texte pour la forme
- Fait écrire la version finale
- Suggère des moyens pour afficher, adresser, poster, « publier » les textes
- Vérifie les textes avant de « publier » la version finale

PROJET

- Annonce le projet final dès le début de l'unité
- Propose des activités reliées au thème
- Propose des activités menant graduellement des mini projets au projet final
- Propose des activités qui ont un but communicatif authentique
- Propose des activités qui contribuent au développement cognitif
- S'assure que les projets sont présentés aux autres d'une façon interactive
- Affiche au mur les projets et, le cas échéant, les partages avec d'autres classes

GÉNÉRAL

- Prépare les élèves pour faire les activités proposées
- S'assure que les élèves ont toujours une intention d'écoute
- Fait des liens entre les activités pour faire réutiliser les mêmes structures langagières
- Fait des liens entre l'oral, la lecture et l'écriture
- Développe, à l'oral, une compétence implicite (plutôt qu'un savoir explicite)

OBSERVATION IN AN INTENSIVE FRENCH CLASS (ENGLISH)

Date:

Notes:

RESOURCES

- Refer to the Interprovincial Intensive French Guide

CLASSROOM ATMOSPHERE

- Establishes a good rapport with students
- Encourages students to take risks with the language
- Uses posters in French related to the themes
- Displays student work on the bulletin boards
- Gives explanations in French about homework, messages, etc.
- Uses a word wall
- Uses a sound wall or a featured sound board
- Does the “Message of the Day”
- Emphasis is placed on the student rather than the content

MORNING ROUTINE

- Has students direct the morning routine
- Asks questions related to the themes
- Asks questions that require a more complex answer

ORAL COMMUNICATION

- Uses French as the language of communication
(and not as an object of study)
- Has students use French as the language of communication
- Provides an authentic language model, which stems from his/her personal life
- Questions students to have them use, with adaptations, the modeled structures
- Verifies authentic listening, to make students reuse the language
(not to evaluate but to encourage interaction)
- Asks students to reuse the language by interacting with them
- Asks students to reuse the language by interacting with their peers
- Prepares students linguistically for the interactive tasks
- Sufficiently models the task
- Asks questions requiring complete sentence answers

Date:

Notes:

CORRECTION OF WORDING: accuracy and fluency

- Has students repeat immediately in French with a complete sentence any answers given in English
- Gives spontaneous feedback when wording is incorrect, and has students repeat the correct structure in a complete sentence
- Asks students to repeat answers where the wording is choppy

READING

- Questions students orally on the theme of the story (around the student's personal life)
- Uses key words from the story before reading
- Makes predictions about the content of the text
- Models: reads the text and questions the students about the content (related to their predictions)
- Has students read the text orally and make connections between the sounds and the spelling
- Asks students the relationship between:
 - pronunciation and spelling
 - sound and spelling
 - meaning and spelling
- Has students reread the text orally, in pairs or small groups
- Asks students why they like (or don't like) the book
- Reuse: proposes activities, oral and/or written, related to the theme of the text
- Explores the story several ways (literature circles, reader's theatre, role play, puppets)
- Models reading strategies (ie., mots amis)
- Encourages independent reading: students regularly read at home and keep a reading log

WRITING

- Has students write each day
- Brainstorms ideas for the written text
- Writes the text on the board (collective writing)
- Asks students to observe specific grammar (capitals, agreements etc.)
- Brainstorms personal adaptations of a text, noting the words on the board and in the text already developed
- Has students write, with personal adaptations, from the model written on the board

Date:

Notes:

- Refers students to the word wall and posters that contain words already used, or material already corrected
- Asks students to share their written texts
- Uses the writing process in projects/work that is displayed
- Has students work in pairs to edit their drafts
- Has students revise texts for meaning
- Has students revise texts for form
- Asks students to write a final version of texts
- Suggests ways to post and publish texts
- Verifies texts before publishing the final version

PROJECTS

- Announces the final project at the beginning of the unit
- Proposes activities related to the theme
- Proposes activities that gradually lead the mini projects to the final one
- Proposes activities that have an authentic communicative goal
- Proposes activities that contribute to cognitive development
- Assures that projects are presented to others in an interactive way
- Displays projects on the wall, or perhaps share them with other classes

GENERAL

- Prepares students to do the proposed activities
- Assures that students always have a listening intention
- Makes connections between activities so students reuse the structures they learned
- Makes connections between oral acquisition, reading and writing
- Develops implicit knowledge orally (more than explicit skills)

SAMPLE PARENT/CAREGIVER QUESTIONNAIRE

[school]

In order to assess the overall effectiveness of the program, we require your feedback.

This voluntary questionnaire will help us to understand your impressions and perceptions of the program. Your comments and feedback will help make decisions about the future of the program.

Thank you for taking time to complete the questionnaire. Please return it to your child's teacher by [Date].

1. What is your overall impression of the Intensive French Program at [school]?
2. From a parent's perspective, what do you consider to be the benefits of the program?
3. From a parent's perspective, are there any aspects of the program that you found frustrating?
4. If the program was to be implemented again, do you have any suggestions for improving the program?
5. What were your major concerns or questions about the program in the beginning?
6. Do you still have these concerns?
7. What sorts of comments (negative and positive) did your child share with you about the program?
8. Do you think your child enjoyed the program?

9. Do you think your child benefited from the program? If so, in what way? If not, why not?

10. Do you have younger children? If so, would you consider this program for them if [school division] decided to do it again?

11. Do you have any other comments regarding this program?

12. Will you allow us to use your comments in an anonymous fashion (i.e., without names attached) in official reports or presentations? YES NO

Thank you for taking the time to share your thoughts with us.

SAMPLE STUDENT QUESTIONNAIRE – INTENSIVE FRENCH

1. Is the Intensive French program what you expected it to be? How?

2. If someone asked you to list the three best things about Intensive French, what would you say?

3. Is there anything you did not like about Intensive French?

4. If you could change the Intensive French Program, what would you do to make it better?

5. Would you recommend Intensive French to your friends or your younger brothers or sisters? Why or why not?

6. Do you have any other comments about your experience with Intensive French?

7. Will you allow us to use your comments in an anonymous fashion (i.e., without names attached) in official reports or presentations?

Yes

No

SAMPLE STUDENT INTEREST SURVEY

1. How much do you believe that your French oral communication has improved this year?

4 A lot	3 Somewhat	2 A little	1 Not at all
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2. How much do you believe that your French written communication has improved this year?

4 A lot	3 Somewhat	2 A little	1 Not at all
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3. Do you feel that you have enough scheduled French Language Arts time to improve your oral communication skills?

Yes **No**

4. Do you feel that you have enough scheduled French Language Arts time to improve your written communication skills?

Yes **No**

5. How much have the following activities helped you with French Language Arts?

Activity	4 A lot	3 Somewhat	2 A little	1 Not at all
Group Games				
Take Home Reading				
Learning Centers				
Class Games				
Current Events				
Mini Projects				
Final Projects				
Conversation as a Class				
Conversation in Small Groups				
Books on Tape				
Journals				
Plays				
Music				

SAMPLE ADMINISTRATOR QUESTION GUIDE

1. What did you find positive about your involvement as an administrator in [school] that offered the Intensive French Program?

2. What did you find to be the greatest challenge as an administrator of a school offering the program?

3. In what ways do people in your school support the Intensive French Program?

4. What effects has the program had on your school's:
 - a. Staff?

 - b. Students in the program?

 - c. Other students?

 - d. Parent/caregiver community?

 - e. You and other administrators in your school?

5. Are there elements or parts of the Intensive French Program that you would like changed to improve the implementation? If so, identify them and suggest how the change might occur.

6. If the program was to be implemented in another school, what suggestions or insights could you offer for future implementation?

SAMPLE LETTER POST-INTENSIVE FRENCH

MEMORANDUM

[School Division]

FROM: [name]—Coordinator French Education
[name]—Superintendent of Education

DATE: [date]

TO: Parents of students in Post-Intensive French

RE: POST- INTENSIVE FRENCH (Post- IF) UPDATE

The purpose of this letter is to update your community on the Post-Intensive French program. We are pleased and blessed to be a part of this program development for a few reasons:

1. Our students gain by having French language programming that challenges them and develops critical thinking and language skills.
2. As a division, we are proud to be the leaders in the province in the development of French Language instruction options.

The program model has changed from year to year based on information we have gained from students, parents, teachers and research. Currently [teacher name] is teaching 3.5 hours of French per week. She/he has received training in the Post-Intensive French program, has taught in IF and we are fortunate to have her/him teaching in both elementary schools. Besides receiving support from the board office coordinator, [teacher name] is in frequent contact with the provincial consultant in developing the program. There is great commitment to create a successful program!

We are trying to create a more intensive period by scheduling the time allocated for Post-Intensive French in a concentrated block. According to the research a concentrated block of time is the most conducive model to learning another language. As we go through a trial year with this model, we plan to evaluate it and will be asking for student and parent impressions later this school year in a more formal way. We are confident that our journey in program development has led us to the current format that holds great promise. Learning language on a need-to-know basis is researched and is an efficient way to effectively learn a language for the purpose of communication and so, you can expect the Post-Intensive French program to resemble the Intensive French program.

This program is developing every year and may see changes along the way. Please know that we are monitoring the course and that all is done in the best interest of student learning. If you have any questions along the way, please contact [name], the principal, or the coordinator of French language programs, [phone number] or [E-mail], as they are best able to respond.

Thank you for your continuous support and encouragement of the students in their learning and of the teacher as the year unfolds! It is turning out to be a positive and unique opportunity for all involved. As parents you can expect to see your children working hard to improve their French language skills. The underlying additional benefits to their academic achievement may not be highly obvious, but the long term effects are worth it!

Sincerely,

[name]—Coordinator French Education

[name]—Superintendent of Education

cc:

SAMPLE GRADE 7 POST-INTENSIVE FRENCH TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
per. 1 9:00-9:37	ELA	ELA	ELA	ELA	Health/ Career Ed.
per. 2 9:37-10:14	ELA	Phys Ed.	Math	ELA	Science
recess					
per. 3 10:29-11:06	Français	Social Studies	Français	Social Studies	Français
per. 4 11:06-11:43	Français	Social Studies	Français	Math	Religion
lunch					
per. 5 12:28-1:05	Science	Math	Phys-Ed.	Science	Math
per. 6 1:05-1:42	Science	Math	ELA	Religion	Math
recess					
per. 7 1:57-2:34	Social Studies	Health/ Career Ed.	Arts Ed.	Phys Ed	Arts Ed.
per. 8 2:34-3:14	Religion	Religion	Arts Ed.	Health/ Career Ed.	Phys Ed.

SAMPLE STUDENT INTEREST SURVEY POST-INTENSIVE FRENCH

How much do you believe that your French oral communication has improved this year?

4 A lot	3 Somewhat	2 A little	1 Not at all
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How much do you believe that your French written communication has improved this year?

4 A lot	3 Somewhat	2 A little	1 Not at all
-------------------	----------------------	----------------------	------------------------

Do you feel that you have enough scheduled French Language Arts time to improve your oral communication skills?

Yes No

Do you feel that you have enough scheduled French Language Arts time to improve your written communication skills?

Yes No

How much have the following activities **helped you** with French Language Arts?

Activity	4 A lot	3 Somewhat	2 A little	1 Not at all
Group Games				
Take home reading				
Learning Centers				
Class Games				
Current Events				
Mini Projects				
Final Projects				
Conversation as a Class				
Conversation in Small Groups				
Books on Tape				
Journals				
Plays				
Music				

SAMPLE GRADE 7 PARENT POST-INTENSIVE FRENCH PROGRAM QUESTIONNAIRE

In order to assess the overall effectiveness of the Grade Seven Post-Intensive French Program in your school, we would appreciate your comments. This voluntary questionnaire will help us to understand your impressions and perceptions of the French Program. Thank you for taking the time to complete the questionnaire.

Once you've completed the questionnaire, please enclose it in the attached envelope, seal the envelope, and return it to the school office. Please place the envelope in the box labelled "Post-Intensive French Program survey." Please return it to the school office by [date].

1. Does your child enjoy the Post-Intensive French Program? Explain.

2. Does your child benefit from the program? If so, in what way?

3. What comments did your child share with you about the Post-Intensive French Program?

4. What is your overall impression of the Post-Intensive French Program?

5. What do you consider to be the most positive aspects of the Post-Intensive French Program?

6. Are there elements or parts of the Post-Intensive French Program that you would change?
 - Yes** **No**

 - a. What would you change?

 - b. Why?

 - c. How?

SAMPLE GRADE 7 SCHOOL STAFF SURVEY: POST-INTENSIVE FRENCH

In order to assess the implementation of the Grade 7 Post-Intensive French Program in your school, we would appreciate your comments. This voluntary questionnaire will help us to understand your impressions and perceptions of the program. This data will be used for future development of the program and may be used in conference proceedings, journal articles, scholarly works and other research projects. Thank you for taking the time to complete the questionnaire.

Once you've completed the questionnaire, please enclose it in the attached envelope, seal the envelope, and return it to the school office. Please place the envelope in the box labeled "Post-Intensive French Program Evaluation." Please return it to the school office by [date]

1. Was your schedule affected by the implementation of the Post-Intensive French Program? If so, how?
2. How do people in this building support the Post-Intensive French Program?
3. In what ways have you noticed that the Post-Intensive French Program has impacted the students in the program?
4. In what ways have you noticed that the implementation of the Post-Intensive French Program has impacted other students in the school?
5. How do you feel that the Post-Intensive French Program has impacted your school community?
6. What questions do you have about the Post-Intensive French Program?
7. Please offer suggestions or insights for future consideration and implementation of the Post-Intensive French Program.

SAMPLE ADMINISTRATOR SURVEY

1. What did you find positive about your involvement as an administrator in [school] that offered the Post-Intensive French Program?

2. What did you find to be the greatest challenge as an administrator of a school offering the program?

3. In what ways do people in your school support the Post-Intensive Program?

4. What effects has the program had on your school's:
 - a. Staff?

 - b. Students in the program?

 - c. Other students?

 - d. Parent/caregiver community?

5. You and other administrators in your school?

6. Are there elements or parts of the Post-Intensive Program that you would like changed to improve the implementation ? If so, identify them and suggest how the change might occur.

7. If the program was to be implemented in another school, what suggestions or insights could you offer for future implementation?

PROVINCIAL CONTACTS

Province / Territory	Ministry of Education	Consultants/Contact People
North West Territories	Raymonde Laberge Raymonde_Laberge@ece.learnnet.nt.ca	Jean-Marie Mariez jean-marie.mariez@yk1.nt.ca
Yukon	Yann Herry yann.herry@gov.yk.ca	Pascale St. Laurent pascal.stlaurent@yesnet.yk.ca
Alberta		Sharon Lonsberry slonsberry@redeemer.ab.ca
Saskatchewan	Susan Nedelcov-Anderson Susan.nedelcovanderson@gov.sk.ca	Linda Osborne linda.osborne@gov.sk.ca
Ontario	Mercedes Gagnon Mercedes.Gagnon@ontario.ca Josee Dumas-Hurt josee.dumas-hurt@ontario.ca	Charlotte Rouleau Charlotte.Rouleau@cdsbeo.on.ca
Prince Edward Island	Imelda Arsenault imarsenault@edu.pe.ca	Monica Rafuse merafuse@edu.pe.ca
New Brunswick	Fiona Cogswell Fiona.Cogswell@gnb.ca	Diane Gillis diane.gillis@gnb.ca
Newfoundland	Susan Forward susanforward@gov.nl.ca	Gennita Bartlett Gennita.bartlett@gov.nl.ca

PROVINCIAL CONTACTS

Nova Scotia	Susan MacDonald macdosu@gov.ns.ca	Elaine Melanson melansea@gov.ns.ca
Manitoba	Carole Bonin Carole.Bonin@gov.mb.ca	Arla Strauss arla.strauss@gov.mb.ca
British Columbia	Elisabeth McAuley Elisabeth.McAuley@gov.bc.ca	Wendy Carr mail@mmecarr.ca
Nunavut	Martine St. Louis MStlouis@gov.nu.ca	Josianne Beaumont jbeaumont@gov.nu.ca
Original Researchers	Dr. Joan Netten Memorial University of Newfoundland joan.netten@sympatico.ca	Dr. Claude Germain University of Quebec at Montreal germain.claude@uqam.ca

USEFUL LINKS FOR INTENSIVE FRENCH

Canadian Parents for French (CPF)

<http://www.cpf.ca>

LangCanada:

www.langcanada.ca

New Brunswick Ministry of Education:

<http://www.gnb.ca/0000/index-e.asp>

Newfoundland Ministry of Education:

<http://www.ed.gov.nl.ca/edu/>

The Canadian Association of Second Language Teachers:

www.caslt.org

Intensive French section on the CASLT Web site:

<http://www.caslt.org/teachers/fslintens.htm>

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