



# FAL 110 Essentials

French as an Additional Language

A1.1

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# 1. Introduction

## 1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

*Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.*

## 1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for schoolwork. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies (see below) are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

**See Appendix 6.1**

Collaboration	The interplay of the cognitive, interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams.
Communication	Receiving and expressing meaning in different contexts and with different audiences and purposes.
Critical Thinking and Problem Solving	Addressing complex issues and problems by acquiring, processing, analyzing, and interpreting information to make informed judgments and decisions.
Innovation, Creativity, and Entrepreneurship	Enhancing ideas, turning ideas into actions, demonstrating leadership, thinking independently, and employing entrepreneurial mindsets.
Learning to Learn, Self-Awareness, and Self-Determination	Becoming self-aware and demonstrating agency, belief <b>in one's ability to learn, and thinking about thinking.</b>
Sustainability and Global Citizenship	Reflecting on and appreciating diverse perspectives. Understanding and addressing diverse issues. Capability of being an engaged citizen.

### 1.3 Vision and Values

The New Brunswick Department of Education and Early Childhood Development is committed to providing inclusive environments where learners develop the social and academic language needed to enable them to be socially confident, academically ready, independent users of English who are recognized for their unique identities and strengths.

The following values inform the FAL learning environment:

The foundation of the FAL learning environment is a climate of trust and respect wherein educator(s) and learner(s) work together to create a sense of belonging for all.

Home languages and cultures are recognized as both expressions of identity, and valued resources for plurilingual/pluricultural learners.

Families and communities are viewed as integral partners in supporting language development.



Language development is facilitated through intentional instruction and transparent assessment that promotes learner autonomy and agency.

Language learning is an interactional process, wherein knowledge is co-constructed, and ideas, perspectives and experiences from a variety of sources are valued.

Language acquisition is viewed from a strengths-based perspective where high expectations for all learners are upheld and supported.

Language learning must be embedded in authentic tasks that engage learners in a meaningful and personalized manner.

Language learning is a personal journey that requires learner investment over time. Effective support for culturally and linguistically diverse learners in all New Brunswick classrooms is rooted in:

- honouring home cultures, languages and identities
- providing ample opportunities for practice, aiming for only 20% educator talk time
- knowing and using the strengths, needs and interests of each learner
- regular formative assessment, using personalized goals

Role of learning L2 in an officially bilingual province:

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.

Pedagogy of Neurolinguistic Approach:

This pedagogy is based on authentic communication, literacy, social interaction, cognitive development, and the development of implicit competencies. It is of crucial importance that educators understand and internalize the principles and strategies of ANL for the delivery of a successful program.

The article included in Appendix A, written by the creators of this approach, Dr Claude Germain and Dr. Joan Netten, is a MUST READ for all teachers employing the Neurolinguistic Approach.

## 2. Pedagogical Components

### 2.1 Pedagogical Guidelines

#### Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

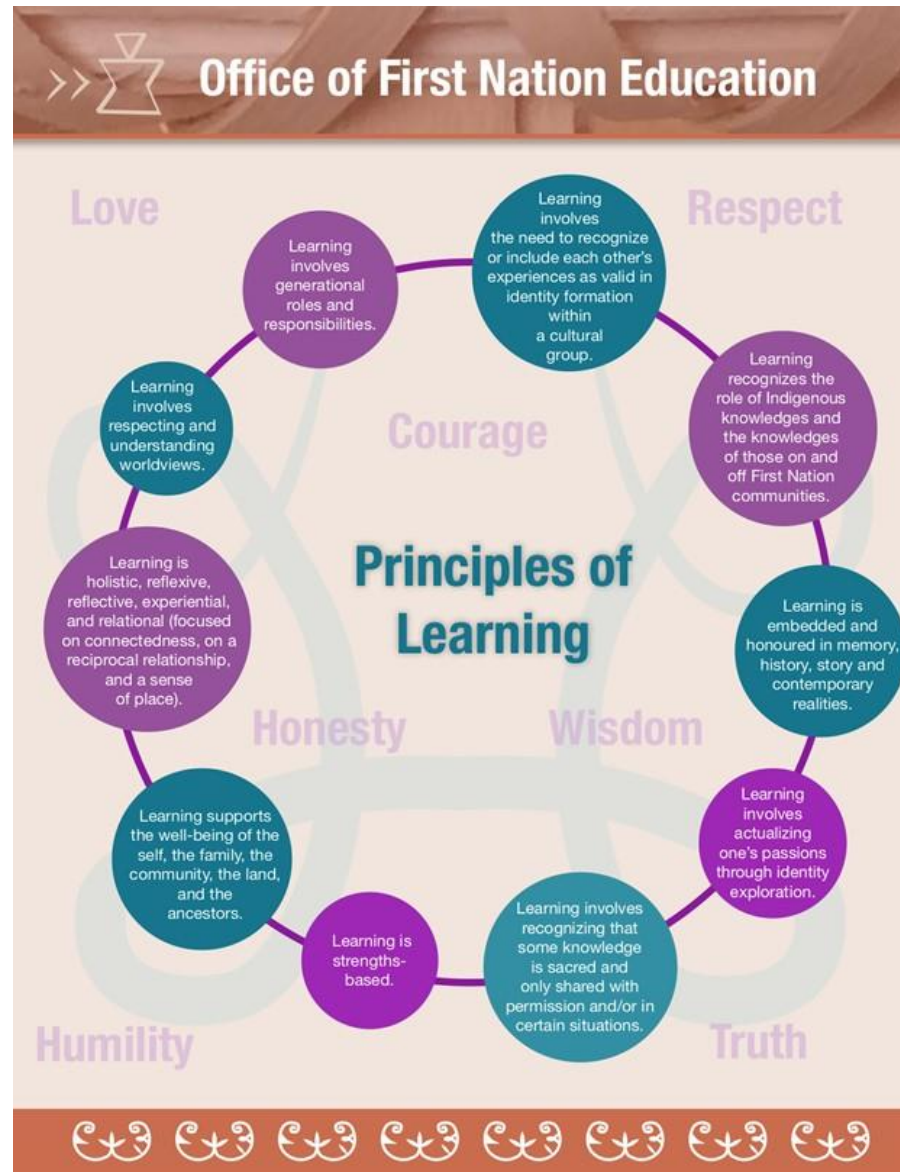
#### Indigenous Perspectives

Education in New Brunswick has nearly exclusively been presented from the perspectives of European settlers and colonial leaders with the agency of Indigenous Peoples being confined to the margins or excluded entirely. When present in the narrative, Indigenous Peoples have been portrayed as the hapless victims of colonization or, in more racist readings, as the beneficiaries of the endless march of progress and civilization. Such readings of Canadian history are not only denigrating and racist toward Indigenous Peoples, they are also inaccurate. Educators are encouraged to seek out and include Indigenous perspectives, especially the perspectives of the Wabanaki Peoples when looking for resources and planning lessons. Educators are also encouraged to connect with Wabanaki Elders, educators, and knowledge keepers to ensure that Wabanaki perspectives are meaningfully included.

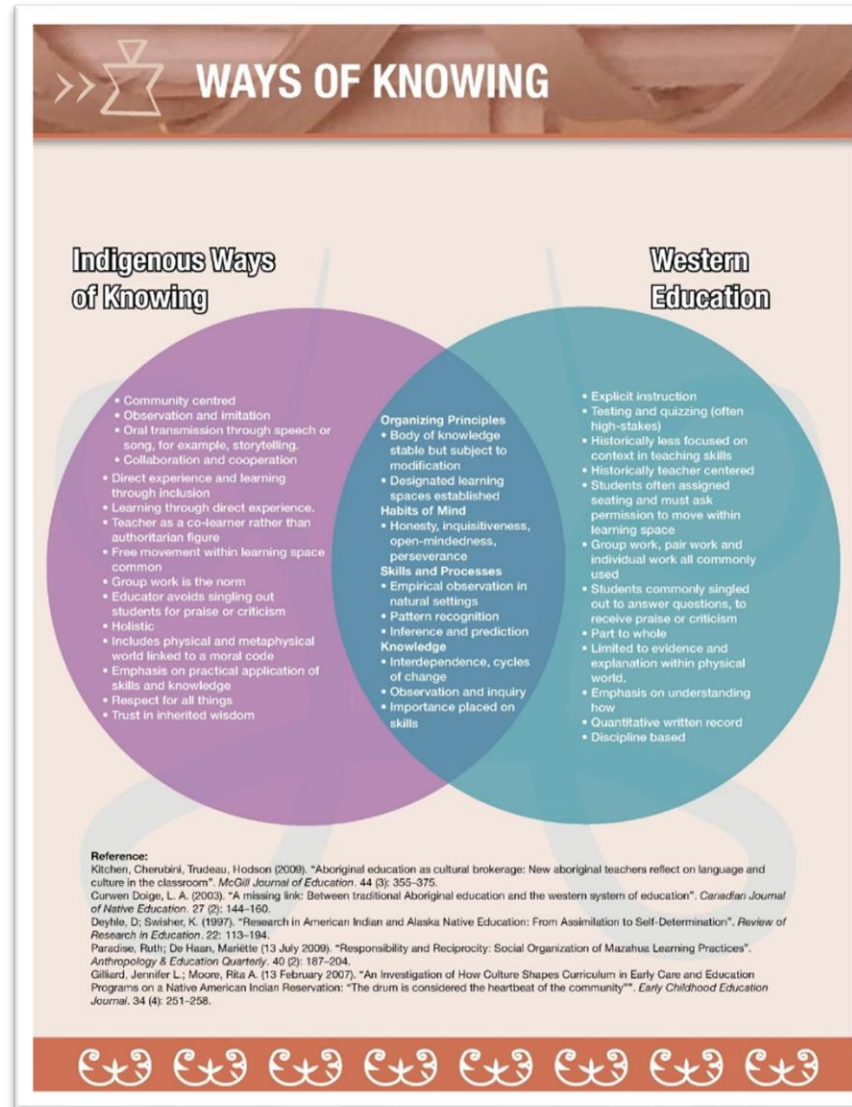
Wabanaki Knowledge Keepers are available on the World of Wisdom Platform to virtually connect with classrooms across the province. For more information, and to book a session, please visit <https://world-of-wisdom.ca/portfolio/traditional-knowledge/>.

The Indigenous Principles of Learning and Indigenous Ways of Knowing infographics are important frameworks for educators to understand and incorporate into their teaching. Understanding and respecting the differences and commonalities between Indigenous and Western perspectives on teaching and learning affirms all learners and educators in public schools.

## Indigenous Principles of Learning



Indigenous Ways of Knowing (zoom to view)



## Newcomer Perspectives

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication, and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Children and youth arrive in New Brunswick schools through varied pathways. New Brunswick's urban and rural communities welcome many permanent residents, who land in Canada as immigrants or refugees. Due to its many postsecondary institutions, New Brunswick also welcomes visiting scholars, research fellows and graduate students and their families. Over the past two decades, the international recruitment of undergraduate students has been a strategy to increase enrolment in our universities. During the same timeframe, Atlantic Education International Inc. (AEI), now the New Brunswick International Student Program (NBISP), was incorporated to support interested stakeholders, including the New Brunswick Department of Education and Early Childhood Development and school districts, in welcoming tuition-paying students into our schools. In some cases, families send their children to Canada as fee-paying students to live with a host family or with guardians who are family friends, while waiting for their own paperwork to clear as provincial nominees (i.e., immigrants who will invest in businesses in this province). Many schools are familiar with hosting exchange students who arrive to communities through service club sponsorships or children who arrive via international adoption. Most recently, New Brunswick has seen a substantial increase in families arriving with a parent who is classified as a foreign temporary worker. Sometimes children migrate from one Canadian province to another, as their families seek employment. Some children are simply born abroad and/or have lived abroad with their family for a substantial amount of time and are repatriating to this province. Newcomers arrive at varying points in their educational careers, at varying times of year, and with varying degrees of educational background. Therefore, they require varying degrees of support to achieve success in our school system.

Language learners are those whose first or primary language(s) is (are) not English and who require support in developing the English language proficiency needed to adequately access the grade level curriculum taught in English. They may have been born in or outside Canada. They may have gaps in prior learning, and possibly gaps in first language literacy. They may have some experience using English for social purposes, but still require support to enhance their academic English proficiency in order to

access the curriculum. Students who are working on English language acquisition but possess literacy and learning strategies in one or more other languages, are working on English as an Additional Language (FAL) and require language support. Students with limited, interrupted, or no prior schooling are most likely working on first and additional language literacy and numeracy, while learning English. These students are working on English Literacy Development (ELD), and require literacy, language, and other transitional support to acquire the tools to succeed in the Canadian school context.

To support learning, teachers must understand every learner’s circumstances and the reasons for coming to their classroom. It is important to keep in mind that it is normal for initially enthusiastic students to experience a cultural adjustment, commonly known as “culture shock,” that may affect their learning. Parents and the wider community, along with the school community, are integral to supporting learners with their social integration and language development.

### Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

**See Appendix 6.2**

### English as an Additional Language Curriculum

Being the only official bilingual province, New Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The EECD provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

## Common European Framework of Reference (CEFR) for Languages

Broadly speaking, the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, 2001), and the *CEFR Companion Volume with New Descriptors* (Council of Europe, 2018), hereafter referred to as the Companion, is exactly as it suggests: a shared reference point for the European community to describe curriculum, instruction, and assessment of language learning. The CEFR was the outcome of over 10 years of consultation and contribution from many experts and has since been endorsed by the Council of Ministers of Education, Canada (CMEC) for initiatives related to second and additional languages in Canada.

In short, the CEFR “describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (Council of Europe, 2001, p.1). The CEFR adopts an “action-oriented, task-based approach,” which views “language users and learners as social agents who must accomplish tasks relevant to their life experiences” (CMEC, 2010, p. 10). This approach focuses on purposeful, authentic, and interactive classroom tasks that engage learners in a variety of contexts of language use (Council of Europe, 2018).

Language users engage in tasks while speaking, listening, reading and writing, not only in isolation, but also in interdependent or multimodal communicative situations. The multi-skill nature of the CEFR connects well to a balanced literacy approach as skills are seen as interdependent. The CEFR describes [six levels](#) (A1-C2), each of which detail language proficiency, ranging from “basic user” to “independent user” to “proficient user” (Council of Europe, 2001, p.23). The *Companion* (2018) also includes pre-A1 descriptors, which have been incorporated into the A1 level in these curricula and related materials. A proficiency framework like the CEFR is different from a chart detailing the [stages of language acquisition](#), as this type of framework “defines the levels of proficiency which allow learners’ progress to be measured at each stage of learning on a life-long basis” (Council of Europe, 2001, p.1). For example, a learner of English could indicate A1 in speaking, as the only skill he or she has developed at the beginning stage of acquisition. In this way, partial competency in language is valued. Students learning literacy while learning language ([ELD; see page 11](#)) may begin their literacy journey at A1, especially, but not exclusively, in the skill areas of reading and writing. Important to note is the positive, strength-based language used to describe what a learner can do in the language at each level. This presents a shift in focus from a deficit-premised label to an inclusive and optimistic portrait of a learner (Arnett, 2013).

The CEFR also acknowledges the “cultural context in which language is set” (Council of Europe, 2001, p. 1) and recognizes that as a person learns another language and culture, they do “not simply acquire two distinct, unrelated ways of acting and communicating.

The language learner becomes *plurilingual* and develops *interculturality*. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how” (Council of Europe, 2001, p.43; emphasis in original). Moreover, the *Companion* (2018) also highlights the importance of mediation, which builds upon plurilingual and pluricultural concepts, and includes online interaction, as well as, socio-emotional/cultural dimensions of interaction. Home languages and cultures can be used as resources to support and engage learners, as they see themselves reflected in the curriculum and/or as they transfer their skills from one language context to the next.



## 2.2 Assessment Guidelines

### Assessment Practices

In addition to teacher feedback on a variety of tasks, educators should model and integrate *self- and peer-assessment* activities. Involving students in *reflective practices*, such as monitoring and goal setting, promotes the use of formative assessment as a learning opportunity that promotes growth.

Reliable *summative assessment* is achieved through gathering of a wide variety of evidence over time (See Davies, Herbst, Augusta, 2017). For example, students can be taught how to *collect evidence in a language portfolio* that may then be used for summative conferencing. Evidence collected in the portfolio could include a focused oral interview, audio/visual recordings of speaking samples, various writing samples (e.g., pre-post writing samples of a particular genre), or results of reading or listening comprehension activities.

The table below provides brief definitions of formative and summative assessment practices.

<b>Assessment <i>for</i> learning (formative)</b>	<b>Assessment <i>as</i> learning (formative)</b>	<b>Assessment <i>of</i> learning (summative)</b>
This type of assessment informs instruction. Through assessment for learning, the teacher supports the learner with ongoing and descriptive feedback in terms the learner understands and that is immediately applicable to the task.	This type of assessment implicates the learner directly in the process. Learners are responsible for reflecting on the learning processes and products in order to improve in future attempts and/or to set new goals, thus moving toward learner autonomy. Teacher feedback supports students’ learning as they set personal goals for progression.	This type of assessment happens at the end of the instructional process and is used to provide evidence of learning in order to recognize progress and report achievement. Assessment of learning actively involves students through self-assessment and is linked directly to stated curriculum expectations. It has a summative purpose and uses collection of evidence for evaluation.

### 3. Subject Specific Guidelines

#### 3.1 Rationale

Within a climate of trust and respect, teachers promote language learner agency through intentional instruction and ongoing assessment opportunities from a strength-based perspective. Learners engage in meaningful communicative tasks and are provided the scaffolds to set goals and assess their progress over time, based on transparent targets (i.e., “Can do” statements) and indicators of success (i.e., criteria) that are co-constructed with learners, whenever possible.

**The overarching objective across all courses is to support learners’ French proficiency development in order to communicate effectively in varied contexts and with members of a diverse Canadian society.** By focusing on speaking, listening, reading, and writing, as aligned to the CEFR, learners also demonstrate effective strategies for academic and personal success through multiple modes of engagement. The FAL Course continuum is described in the table below:

FAL 110 Essentials I (A1.1)	(1 credit)	Can understand and use very familiar words and very basic phrases aimed at the satisfaction of needs of a concrete type. Can interact in a very simple way, use simple words, share very basic information, and ask very simple questions on very familiar topics using a model. Communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.
		<i>A1 takes into consideration the descriptors for pre-A1 from the Companion (Council of Europe, 2018).</i>

### 3.2 Course Description

FAL 110 Essentials I (A1.1)

This course will build essential French skills in the areas of listening, speaking, reading, and writing, with a particular focus on building foundational literacy and communicative skills. In addition to focusing on foundational literacy and basic oral communication skills, this course provides the opportunity for students to learn common social interactions and the skills required to meet immediate needs.

### 3.3 Curriculum Organizers and Outcomes

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

Language development is non-linear; thus, students may be in different phases for different competencies. Language development is an individual journey; what we look for is growth over time, not a steady line.

**General Curriculum Outcomes (GCO)** are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

**Specific Curriculum Outcomes (SCO)** are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

### Learning Outcomes Summary Chart

<b>GCO 1</b>	<b>Students will listen effectively in a variety of contexts and for a variety of purposes.</b>
SCO 1.1	Students can use and recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life.
SCO 1.2	Students can recognize and use words and formulaic expressions about people, places, and things in highly scaffolded contexts (e.g., visuals, gestures, clear speech).
SCO 1.3	Students can interact in a very simple way, use simple words and sentences, share very basic information (name, basic greetings), and ask very simple questions. Communication may depend on repetition at a slower rate of speech, rephrasing and repair.
<b>GCO 2</b>	<b>Students will develop strategies to understand, and respond to, a range of texts and other media.</b>
SCO 2.1	Students can understand short, simple texts, messages etc., on familiar topics, possibly accompanied by illustrations.
SCO 2.2	Students can understand short, simple texts, messages etc., on familiar topics, possibly accompanied by illustrations.
<b>GCO 3</b>	<b>Students will create clear and connected text, or other forms of representation, on a variety of topics and for a variety of purposes</b>
SCO 3.1	Students can produce simple sentences in short paragraphs on very familiar topics, using a model.
SCO 3.2	Students can write complete, correct sentences in short paragraphs using a model.
<b>GCO 4</b>	<b>Students will demonstrate intercultural skills as respectful members of Canadian society within a connected global community.</b>
SCO 4.1	Students will demonstrate recognition of basic social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.

GCO 1: Students will listen effectively in a variety of contexts and for a variety of purposes.

## 4. Curriculum Outcomes

<b>GCO 1 Students will listen effectively in a variety of contexts and for a variety of purposes.</b>		
<b>SCO 1.1</b>	<b>Can use and recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life.</b>	
<b>Concepts and Content</b>	<b>I Can – exemplars:</b>	
<p>Concepts:  <a href="#">Portfolio scolaire des langues</a></p> <p>Content:</p> <p>Essentials such as greetings and leave taking, letters and numbers, days &amp; months, “survival phrases” etc.            Vocabulary and structures arising from the topics in supporting units, e.g., family, things I like (activities, foods, animals, etc.) and my community (where it is, places in it, where I like to go, etc.)</p>	<p><b>Listening:</b>            I can understand very simple everyday expressions.            I can understand very simple personal questions.</p> <p><b>Speaking:</b>            I can use a number of “survival phrases” such as asking for help, or asking to repeat, saying I don’t understand, etc.            I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.            I can understand basic greetings and leave taking.            I can give personal information such as where I live, my age, family and hobbies.            I can very simply describe myself, where I live and some of my family members (or friends).</p>	
<b>Resources</b>		
<b>Video</b>	<b>Website</b>	<b>Document</b>
Use <a href="https://www.viewpure.com">https://www.viewpure.com</a> to watch videos without advertisements. <a href="#">Les salutations en français</a> <a href="#">Idélo</a> <a href="#">Flippizz – Intro FSL Video (See websites)</a>	<a href="#">Duolingo</a> <a href="#">Apprenons les sons / Collection structo</a> <a href="#">Flippizz – Intro activity</a> <a href="#">CEFR A1.1</a>	<a href="#">Exploiter le pouvoir de la littérature : La stratégie globale du Nouveau-Brunswick en matière de littérature</a>  <a href="#">CECR Linguistic Tables – Page 175/onward</a>

GCO 1: Students will listen effectively in a variety of contexts and for a variety of purposes.

<b>SCO 1.2</b>	<b>Students can recognize and use words and formulaic expressions about people, places, and things in highly scaffolded contexts (e.g., visuals, gestures, clear speech).</b>	
<b>Concepts and Content</b>	<b>I Can – exemplars:</b>	
<p><a href="#">Portfolio scolaire des langues</a></p> <p>Content:</p> <p>Essentials such as greetings and leave taking, letters and numbers, days &amp; months, “survival phrases” etc.</p> <p>Vocabulary and structures arising from the topics in supporting units, e.g., family, things I like (activities, foods, animals, etc.) and my community (where it is, places in it, where I like to go, etc.)</p>	<p><b>Listening:</b></p> <p>I can understand very simple instructions.</p> <p>I can understand very simple directions.</p> <p>I can recognize the days of the week and the months of the year.</p> <p>I can recognize numbers, prices and the time of day.</p> <p><b>Spoken Interaction:</b></p> <p>I can ask and answer very simple questions about very familiar topics, provided the speech is clear.</p> <p>I can talk to someone using very simple words and sentences, possibly supported by gestures.</p> <p>I can use basic numbers in simple, everyday exchanges.</p> <p><b>Spoken Production:</b></p> <p>I can give basic personal information about me and my family, using simple words and sentences.</p>	
<b>Resources</b>		
<p><b>Video</b></p> <p><a href="#">Présenter ma famille,</a></p> <p><a href="#">Ma famille</a></p> <p><a href="#">Les question commun (Link 1)(Link 2)</a></p> <p><a href="#">Salutation française</a></p> <p><a href="#">Comment t’appelles-tu?(Song)</a></p> <p><a href="#">Most important words</a></p> <p><a href="#">Sommaire de salutation</a></p> <p><a href="#">Daily routine</a></p>	<p><b>Website</b></p> <p><a href="#">Parlons en français</a></p> <p><a href="#">Ma Famille</a></p> <p><a href="#">Duolingo</a></p> <p><a href="#">Flippizz – Intro activity</a></p> <p><a href="#">CEFR A1.1</a></p>	<p><b>Document</b></p> <p><a href="#">Exploiter le pouvoir de la littérature : La stratégie globale du Nouveau-Brunswick en matière de littérature</a></p> <p><a href="#">CECR Linguistic Tables – Page 175/onward</a></p>

GCO 1: Students will listen effectively in a variety of contexts and for a variety of purposes.

<b>SCO 1.3</b>	<b>Students can interact in a very simple way, use simple words and sentences, share very basic information (name, basic greetings), and ask very simple questions. Communication may depend on repetition at a slower rate of speech, rephrasing and repair.</b>	
<b>Concepts and Content</b>		<b>I Can – exemplars:</b>
<p>Concepts:  <a href="#">Portfolio scolaire des langues</a></p> <p>Content:  Essentials such as greetings and leave taking, letters and numbers, days &amp; months, “survival phrases” etc.</p> <p>Vocabulary and structures arising from the topics in supporting units, e.g., family, things I like (activities, foods, animals, etc.) and my community (where it is, places in it, where I like to go, etc.)</p>	<p><b>Listening:</b>  I can demonstrate understanding of simple directions, instructions and tasks.</p> <p>I can demonstrate understanding of simple questions and expressions.</p> <p><b>Spoken Interaction:</b>  I can ask and answer simple questions about very familiar topics (e.g., my family, my school, my activities, my clothes, my address). I may need people to help me.</p> <p>I can use simple numbers in everyday situations (e.g., quantities, time and money).</p> <p>I can talk to someone using very simple words and sentences, possibly supported by gestures.</p> <p><b>Spoken Production:</b>  I can state what I like and don’t like (e.g., food, sports, music, school, clothing).</p> <p>I can give basic information about me, my family, my school or class (e.g., number of students, teacher’s name), using simple words and sentences.</p>	
<b>Resources</b>		
<p><b>Video</b>  <a href="#">Culturally diverse videos</a>  <a href="#">Ma famille</a>  <a href="#">L’heure</a>  <a href="#">Se présenter</a></p>	<p><b>Website</b>  <a href="#">Mon Alimentation</a>  <a href="#">Mes vêtements</a>  <a href="#">Mes passe-temps</a>  <a href="#">CEFR A1.1</a></p>	<p><b>Document</b>  <a href="#">Exploiter le pouvoir de la littérature : La stratégie globale du Nouveau-Brunswick en matière de littérature</a>  <a href="#">CECR Linguistic Tables – Page 175/onward</a></p>

GCO 2: Students will develop strategies to understand, and respond to, a range of texts and other media.

<b>GCO 2 Students will develop strategies to understand, and respond to, a range of texts and other media.</b>		
<b>SCO 2.1</b>	<b>Students can understand short, simple texts, messages etc., on familiar topics, possibly accompanied by illustrations.</b>	
<b>Concepts and Content</b>		<b>I Can – exemplars:</b>
<p>Concepts:  <a href="#">Portfolio scolaire des langues</a></p> <p>Content:  Essentials such as greetings and leave taking, letters and numbers, days &amp; months, “survival phrases” etc.</p> <p>Vocabulary and structures arising from the topics in supporting units, e.g., family, things I like (activities, foods, animals, etc.) and my community (where it is, places in it, where I like to go, etc.)</p>		<p>I can name all letters of the Roman alphabet, individually.</p> <p>I can demonstrate recognition of familiar words, at times supported by visuals.</p> <p>I can understand very simple written instructions.</p> <p>I can understand certain expressions and simple sentences in simple texts on familiar topics.</p>
<b>Resources</b>		
<p><b>Video</b></p> <p>Use <a href="https://www.viewpure.com">https://www.viewpure.com</a> to watch videos without advertisements.</p> <p><a href="#">Alphabet -- Introduction</a></p> <p><a href="#">Se présenter2</a></p> <p><a href="#">Beginner conversations</a></p>	<p><b>Website</b></p> <p><a href="#">Duolingo</a></p> <p><a href="#">Apprenons les sons / Collection structo</a></p> <p><a href="#">Sélection d’activités de grammaire</a></p> <p><a href="#">Flippizz – Various A1 list of activities</a></p> <p><a href="#">CEFR A1.1</a></p> <p><a href="#">Game Templates</a></p>	<p><b>Document</b></p> <p><a href="#">Exploiter le pouvoir de la littérature : La stratégie globale du Nouveau-Brunswick en matière de littérature</a></p>



GCO 2: Students will develop strategies to understand, and respond to, a range of texts and other media.

<b>SCO 2.2 Can understand short, simple texts, messages etc., on familiar topics, possibly accompanied by illustrations.</b>		
<b>Concepts and Content</b>		<b>I Can – exemplars:</b>
<p>Concepts:  <a href="#">Portfolio scolaire des langues</a>  <a href="#">Reading Comprehension Strategies</a>  <a href="#">Rubric</a></p> <p>Content:  Essentials such as greetings and leave taking, letters and numbers, days &amp; months, “survival phrases” etc.   Vocabulary and structures arising from the topics in supporting units, e.g., family, things I like (activities, foods, animals, etc.) and my community (where it is, places in it, where I like to go, etc.)</p>		<p>I can read a very simple, very short text on familiar topics.</p> <p>I can follow very simple instructions, possibly supported by visuals.</p> <p>In everyday situations, I can understand simple messages written by friends or classmates.</p>
<b>Resources</b>		
<b>Video</b> <a href="#">Idélo -- Nouriture (26 minute video)</a>	<b>Website</b> <a href="#">Mes passe-temps (Includes musique AND sports)</a>	<b>Document</b> <a href="#">Exploiter le pouvoir de la littératie : La stratégie globale du Nouveau-Brunswick en matière de littératie</a>  <a href="#">Programme d’étude FILA grade 1</a>

GCO 3: Students will create clear and connected text, or other forms of representation, on a variety of topics and for a variety of purposes.

<b>GCO 3 Students will create clear and connected text, or other forms of representation, on a variety of topics and for a variety of purposes.</b>		
<b>SCO 3.1 Students can produce simple sentences in short paragraphs on very familiar topics, using a model.</b>		
<b>Concepts and Content</b>		<b>I Can – exemplars:</b>
<p>Concepts:  <a href="#">Portfolio scolaire des langues</a></p> <p>Capital letters and end punctuation                      Alphabet – lower and upper case</p> <p>Content:                      Essentials such as greetings and leave taking, letters and numbers, days &amp; months, “survival phrases” etc.</p> <p>Vocabulary and structures arising from the topics in supporting units, e.g., family, things I like (activities, foods, animals, etc.) and my community (where it is, places in it, where I like to go, etc.)</p>		<p>I can spell familiar words.</p> <p>I can write very simple, short sentences in paragraphs, using a model.</p> <p>I can use capital letters and end punctuation.</p>
<b>Resources</b>		
<b>Video</b>	<b>Website</b>	<b>Document</b>
<a href="#">Alphabet – plus avancé avec des mots</a> <a href="#">L’importance des langues</a> <a href="#">Identité globale</a>	<a href="#">Flippizz – Various A1 list of activities</a> <a href="#">CEFR A1.1</a>	<a href="#">Exploiter le pouvoir de la littératie : La stratégie globale du Nouveau-Brunswick en matière de littératie</a>

GCO 3: Students will create clear and connected text, or other forms of representation, on a variety of topics and for a variety of purposes.

<b>SCO 3.2 Students can write complete, correct sentences in short paragraphs using a model.</b>		
<b>Concepts and Content</b>		<b>I Can – exemplars:</b>
Concepts: <a href="#">Portfolio scolaire des langues</a>  Writing and Representing Continuum  Content: Essentials such as greetings and leave taking, letters and numbers, days & months, “survival phrases” etc.  Vocabulary and structures arising from the topics in supporting units, e.g., family, things I like (activities, foods, animals, etc.) and my community (where it is, places in it, where I like to go, etc.)		I can write about myself and where I live, using short, simple sentences in paragraph form.  I can post simple online greetings, using basic formulaic expressions and/or emojis.  I can post online a short, simple statement about myself or my family and friends.
<b>Resources</b>		
<b>Video</b>	<b>Website</b>	<b>Document</b>
<a href="#">Alphabet – plus avancé avec des mots</a> <a href="#">Informal letter writing example (Part 1)(Part 2)</a> <a href="#">L'importance des langues</a> <a href="#">Identité globale</a>	<a href="#">Flippizz</a> – Various A1 list of activities <a href="#">CEFR A1.1</a>	<a href="#">Exploiter le pouvoir de la littérature : La stratégie globale du Nouveau-Brunswick en matière de littérature</a>

GCO 4: Students will demonstrate intercultural skills as respectful members of Canadian society within a connected global community.

<b>GCO 4 Students will demonstrate intercultural skills as respectful members of Canadian society within a connected global community.</b>		
<b>SCO 4.1</b>	<b>Students will demonstrate recognition of basic social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.</b>	
<b>Concepts and Content</b>	<b>I Can – exemplars:</b>	
Concepts: <a href="#">Intercultural Competence continuum</a>  Rights (e.g., to speak in class, to go to the washroom, to ask for help, etc. Responsibilities (e.g., to be in class on time, to listen to others)  Content: Saluer et prendre congé  Formules de politesse  Contact visuel  Normes culturelles canadiennes de l'espace personnel  Sourire	I can demonstrate understanding of diverse rights and responsibilities in the classroom, school, and community (local, regional, global).  I can establish basic social contact by using the simplest forms of polite greetings and farewells.  I can recognize differing ways of numbering, measuring distance, telling the time, etc. even though I may have difficulty applying this in even simple everyday transactions of a concrete type.	
<b>Resources</b>		
<b>Video</b> Use <a href="https://www.viewpure.com">https://www.viewpure.com</a> to watch videos without advertisements. <a href="#">Nourriture Autochtone</a>	<b>Website</b> <a href="#">CEFR A1.1</a> <a href="#">Canadian Etiquette Expectations at School</a> <a href="#">CPF – Encouraging FSL Learning in immigrants</a> <a href="#">Official languages learning for Allophones</a> <a href="#">French as a second Language</a>	<b>Document</b> <a href="#">Exploiter le pouvoir de la littérature : La stratégie globale du Nouveau-Brunswick en matière de littérature</a>

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## 6. Appendices

### 6.1 New Brunswick Global Competencies

Critical Thinking and Problem-Solving	Innovation, Creativity, and Entrepreneurship	Self-Awareness and Self-Management
<ul style="list-style-type: none"> <li>• Engages in an inquiry process to solve problems</li> <li>• Acquires, processes, interprets, synthesizes, and critically analyzes information to make informed decisions (i.e., critical and digital literacy)</li> <li>• Selects strategies, resources, and tools to support their learning, thinking, and problem-solving</li> <li>• Evaluates the effectiveness of their choices</li> <li>• Sees patterns, makes connections, and transfers their learning from one situation to another, including real-world applications</li> <li>• Analyzes the functions and interconnections of social, ecological, and economic systems</li> <li>• Constructs, relates and applies knowledge to all domains of life, such as school, home, work, friends, and community</li> <li>• Solves meaningful, real-life, and complex problems by taking concrete steps to address issues and design and manage projects</li> <li>• Formulates and expresses questions to further their understanding, thinking, and problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Displays curiosity, identifies opportunities for improvement and learning, and believes in their ability to improve</li> <li>• Views errors as part of the improvement process</li> <li>• Formulates and expresses insightful questions and opinions to generate novel ideas</li> <li>• Turns ideas into value for others by enhancing ideas or products to provide new-to-the-world or improved solutions to complex social, ecological, and economic problems or to meet a need in a community</li> <li>• Takes risks in their thinking and creating</li> <li>• Discovers through inquiry research, hypothesizing, and experimenting with new strategies or techniques</li> <li>• Seeks and makes use of feedback to clarify understanding, ideas, and products</li> <li>• Enhances concepts, ideas, or products through a creative process</li> </ul>	<ul style="list-style-type: none"> <li>• Has self-efficacy, sees themselves as learners, and believes that they can make life better for themselves and others</li> <li>• Develops a positive identity, sense of self, and purpose from their personal and cultural qualities</li> <li>• Develops and identifies personal, educational, and career goals, opportunities, and pathways</li> <li>• Monitors their progress</li> <li>• Perseveres to overcome challenges</li> <li>• Adapts to change and is resilient in adverse situations</li> <li>• Aware of, manages, and expresses their emotions, thoughts, and actions in order to understand themselves and others</li> <li>• Manages their holistic well-being (e.g., mental, physical, and spiritual)</li> <li>• Accurately self-assesses their current level of understanding or proficiency</li> <li>• Advocates for support based on their strengths, needs, and how they learn best</li> <li>• Manages their time, environment, and attention, including their focus, concentration, and engagement</li> </ul>

Collaboration	Communication	Sustainability and Global Citizenship
<ul style="list-style-type: none"> <li>• Participates in teams by establishing positive and respectful relationships, developing trust, and acting interdependently and with integrity</li> <li>• Learns from and contributes to the learning of others by co-constructing knowledge, meaning, and content</li> <li>• Assumes various roles on the team and respects a diversity of perspectives</li> <li>• Addresses disagreements and manages conflict in a sensitive and constructive manner</li> <li>• Networks with a variety of communities/groups</li> <li>• Appropriately uses an array of technology to work with others</li> <li>• Fosters social well-being, inclusivity, and belonging for themselves and others by creating and maintaining positive relationships with diverse groups of people</li> <li>• Demonstrates empathy for others in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses themselves using the appropriate communication tools for the intended audience</li> <li>• Creates a positive digital identity</li> <li>• Communicates effectively in French and/or English and/or Mi'kmaq or Wolastoqey through a variety of media and in a variety of contexts</li> <li>• Gains knowledge about a variety of languages beyond their first and additional languages</li> <li>• Recognizes the strong connection between language and ways of knowing the world</li> <li>• Asks effective questions to create a shared communication culture, attend to understand all points of view, express their own opinions, and advocate for ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries</li> <li>• Recognizes discrimination and promotes principles of equity, human rights, and democratic participation</li> <li>• Understands Indigenous worldviews, traditions, values, customs, and knowledge</li> <li>• Learns from and with diverse people, develop cross-cultural understanding</li> <li>• Understands the forces that affect individuals and societies</li> <li>• Takes action and makes responsible decisions that support social settings, natural environments, and quality of life for all, now and in the future</li> <li>• Contributes to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner</li> <li>• Participates in networks in a safe and socially responsible manner.</li> </ul>
<b>Foundation of Literacy and Numeracy</b>		



## 6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of <b>assistive technology</b> that could be used to enhance/facilitate this lesson?	General Examples	Example in your subject area
Are there <b>materials which can appropriately challenge</b> readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online	
Are there students in this group who cannot <b>access this learning (PLP background)</b> and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other <b>choices</b> that can be provided in this learning opportunity?	Differentiation models (RAFTs...)	
Is there another/a <b>variety of media</b> available? Only paper-based? Can it be listening? Can I add a visual component?		
Can <b>movement</b> be involved?	Quantum techniques	

<b>Grouping and regrouping?</b>	Cooperative learning; team games and tournaments	
Teacher versus non- teacher centered? <b>Instructional design strategies</b> –...	web based lesson... project-based, student research based	
Contracts?		
Opportunities for students to <b>propose variations</b> to the assignments/projects?	Tic Tac Toe	
Use of <b>art /music / technology</b> ?	Songs, Videos, URL, YouTube	
Can I use <b>drama</b> ? Art....	Use of improvisation; Skits; reader's theater; Can we make something? Demonstrate understanding visually? Paint a painting?	
Is there a plan to support the student/s who might already know this subject matter? <b>Enrichment</b>	Triad Model	
Does the <b>language level</b> need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information... SIOP techniques for EL learners; use of alternate texts...	

<p>Is there an <b>independent or collaborative activity-project</b> that would be better meet the needs of one or more students?</p>		
<p>Are there any <b>experts</b> that I could bring into the classroom electronically or as a guest speaker?</p>	<p>Speakers list, Skype contacts, media links, television documentary, archived historical documents</p>	
<p>Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more <b>relevant</b>?</p>	<p>Can this be applied in real life? TED talk, news item; societal trend, popular song? Can we start the unit and adjust or create it based on the students, interests or direction?</p>	
<p>Is there a <b>hands-on experience</b> that we could do to launch this lesson or this learning?</p>		

## 6.3 Pedagogy – Neurolinguistic Approach

### A Literacy-Based Approach

The NLA is an approach that resembles first language (L1) development (literacy-based *language arts/literacy approach*). The second language (L2) is taught in the same way as the L1; the emphasis is placed on communication in authentic situations and the language is used to express personal thoughts of the student. Oral expression precedes reading, and reading precedes writing. The NLA contributes to developing "the ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, and think critically about ideas" (Government of Ontario, 2004, p. ix). This approach also makes it possible to take into account individual differences in learning (from the perspective of differentiated instruction and learning) and provides students with ways to carry out more demanding tasks, thus contributing to greater linguistic and cognitive development.

### The Importance of Speaking

In the NLA, the emphasis is on communication. As is the case with all authentic communication, oral comprehension and production are closely related. In IF classes, *French is the only language used in the classroom*. From the beginning, it is necessary to create an atmosphere of communication in French in the classroom. For this to happen, there must be regular interaction between the students and the teacher, and gradually, between the students themselves. Students cannot learn to speak *French* by speaking *English*.

During *oral* presentations, students do not *read* a written text prepared in advance to the class; they are encouraged to express themselves freely 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 should be planned so other students can participate; for example, students can ask the person who is giving the presentation questions or the presenter can question the other students in the class.

From the perspective of literacy development, students must be able to speak with a certain level of spontaneity about themselves and their personal experiences, just as they do in the L1. There needs to be an emphasis on speaking because, in contrast to what happens in the L1, a L2 learner does not have L2 oral proficiency upon entering school.

### **The importance of speaking to reading and writing**

Communication does not refer solely to the oral use of the language; it also includes reading and writing. Learning how to communicate involves developing and integrating the four basic skills (reading, writing, speaking and listening) by using language in authentic situations. Reading and writing are therefore taught (without assuming an automatic transfer from the L1 to the L2) with the emphasis on developing these skills much earlier than is usually done in Core French classes. Even though a theme/topic is first presented orally, reading and writing activities follow almost immediately. Reading and writing are highly dependent on the competences first acquired orally. The importance of the speaking component in learning to read and write does not always seem to be taken into account with respect to literacy development.

From the perspective of literacy development, learning to read is dependent on the oral competences acquired beforehand. Of course, reading is first and foremost an activity that

involves reconstructing the meaning of the text, and therefore establishing a connection between what is read and what may be said about one's own experience. However, a L2 learner also needs to be able to understand a new type of connection between the sound and the way something is written. It is not necessarily the case that because a student can understand and even use words like *oiseau* and *maison* (e.g., *J'ai un oiseau à la maison*) in oral sentences that he or she will necessarily be able to recognize them in a text that he or she is reading (for example: *Un petit oiseau bleu est perché sur le bord de la fenêtre*). There is no guarantee that, without proper preparation, students will be able to recognize an arrangement of letters *o – i – s – e – a – u*, as representing a set of sounds /wazo/ (Germain & Netten, 2005) in a text they are reading. In IF, the literacy instructional strategies used (i.e. guided reading, modeled writing, shared writing etc) primarily are those generally utilized in an L1 class in at the primary level (Grades 1, 2, and 3).

It is also important to remember that when first learning how to write in a L2, a student's written production is the reflection of his or her 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 in writing. For example, an Anglophone student learning French will have a tendency to transpose *Je suis fini* (instead of *J'ai fini*) by patterning it on the L1. If the correct form has not been spontaneously used orally on a frequent basis beforehand, it is unlikely that the student will be able to use it correctly in writing. In this respect, the written form is only a transposition of the oral form.

Thus, the spoken form is vital, not only for teaching students to communicate orally, but also for teaching them to read and write. Learning to read and write are two types of language competence largely dependent on the prior state of development of the learner's oral skills.

## Basic Principles

The NLA is based on five principles that underlie all teaching and learning activities.

### 1. Authenticity: Learning to communicate in a L2 requires using the language in authentic communication situations

When students begin learning a L2, they have literacy abilities in the L1 that they can transfer to the L2. This factor is considered in IF and students are encouraged to begin using French immediately to express authentic, personal messages. To develop communication skills, the French language is used as a means of communication in the classroom. Students begin with authentic communication rather than with small dialogues or lists of vocabulary words to memorize. In order for communication to be authentic, students must be able to express what they wish, and tell other students about their own interests.

This means that all situations in which students are required to use language should be authentic; the students should not say things that are not real or true to them. For example, a student should not say he is wearing a green shirt if he is wearing a yellow sweater that day. The teaching of French should resemble that of natural language use as much as possible. For example, it is inappropriate to ask all the students in the class repeat a sentence like *J'ai une sœur* if it is not true or real for the students. Students also should not be asked to repeat or memorize sentences that are not meaningful for them personally. This can contribute to discouraging them from learning the language.

Furthermore, all oral communication should be in the form of an authentic *conversation*, and not consist of a single question and a single answer without follow-up. To comply with this principle, teachers should not teach only ONE question at a time followed by an answer. They should connect the response to a comment or another “natural” question arising from the student’s personal answer. For example, if a student has just described what she ate for breakfast, the teacher could ask if it was good, or whether other students had eaten the same thing. Without using authentic conversation, a teacher may revert to a behaviourist psychology consisting of simply asking students to repeat the same answer to the same question, a practise which lacks authenticity.

When a student experiences problems providing a correct or appropriate answer to a question, the teacher should repeat the language model already provided and ask the student to answer by *adapting* the model to his or her personal situation. For example, if a student cannot remember how to say that he doesn’t have a dog, the teacher should not provide the answer for him to repeat. Instead, the teacher should use the model of the sentence appropriate to his personal situation (for example, *Moi, je n’ai pas de lapin à la maison.*) and ask the student to answer the question by adapting it to his own circumstances (for example: *Moi, je n’ai pas de chien à la maison.*).

Only by using language in authentic communication situations can students develop the ability to communicate, not only orally but also with written communications (reading and writing). In IF students are not completing “exercises,” they are *using* the language.

## **2. Literacy: Learning a language for communication purposes consists of developing literacy skills**

In IF, the emphasis is on developing literacy skills. Just as with literacy development in the L1, in IF, oral comprehension and production must precede the development of reading and writing, skills that are taught from the beginning in these programs.

In the case of learning a L2, everything must begin with oral expression. Contrary to what happens in the L1, the L2 learner cannot read or write if he or she does not first know how to speak with a certain level of spontaneity about the theme introduced in reading. The concept of literacy development in a L2 is thus different; in the L2, it cannot be assumed that the student already knows how to communicate orally. This 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.

Furthermore, in the L2, it is important to make sure that after clearly understanding the meaning of the text that has been read, students correctly grasp the type of relationship that exists between certain sounds and the way they are written in French. One of the teaching strategies for a text, for example, is to have students observe and discover the relationship between certain sounds and the way they are written. Without developing this essential step, students will not be able to reach the stage of independent reading. In this respect, the L2 class must draw its inspiration from what is done in L1 primary classes. When first learning a language, learning to read is highly dependent on the oral competence that has been acquired. The same holds true for writing. It is because speaking, reading, and writing skills are connected that learning activities progress from speaking to reading, then from reading to writing. The process comes full circle by having students read and discuss their written texts.

## **3. Cognitive development: A project-centered approach favours the use of linguistically and cognitively demanding tasks**

Teaching a second language does not consist of a series of disconnected activities, no matter how interesting they may be. The project concept is specifically aimed at getting all of the students’ activities moving toward accomplishing a common goal, which is why the activities must be organized sequentially. Certain activities prepare the students for others, and so on. However, like vocabulary, it is preferable to *limit* the number of structures or sentences presented to the students to ensure that the ones modeled are adapted and re-used effectively by the students. This is also what enables students to regularly re-use the same structures in slightly different situations or activities. Since the tasks are integrated into a project-based pedagogy, they follow a sequence and make it possible to

re-use language structures that have already been acquired. As observed by Paradis (2004) in his neurolinguistic theory of bilingualism, one can only learn to use a language by concentrating on something else. This is why the emphasis is on doing project activities which, in a sense, distract the student's attention from the language. Students subconsciously internalize and "automatize" the structures of the language without thinking about them, because their attention is concentrated on the task.

In addition, the tasks required in IF are not simple ones (e.g. TRUE or FALSE). To ensure that the students are implicated in their learning, they are required to perform tasks that are much more cognitively demanding; for example, completing a survey on the number of students in the class that prefer a certain kind of music and showing the results using graphs. This type of activity contributes to the students' overall cognitive development as well as to the development of language skills.

#### **4. Interaction: Using interactive teaching strategies contributes to improved language communication and the students' intellectual development**

It is not just the types of tasks that contribute to students' cognitive development, but also the interactive activities in which they are engaged (Vygotsky, 1985). In contrast to Piaget's concepts, according to which cognitive and social development occur simultaneously but without a connection between them, research shows that it is social interaction that contributes to the cognitive development of the individual (Doise & Mugny, 1981; Perret-Clermont, 1980; Schubauer-Leoni, 1989). Indeed, interaction enables students to learn how to communicate in the L2 at the same time that it contributes to their overall cognitive development.

Why interaction? It requires students to use and adapt the language. By adapting and re-using it in authentic situations, students develop a level of spontaneity in the language. That is why the students must spend more time speaking than the teacher. It is important to remember that even if a memorized dialogue may sometimes be perceived as an interactive activity, it is in no way a "natural" or authentic conversation. A memorized dialogue is not a natural interaction, nor does it really call the senses or emotions into play as in the case of a true authentic conversation. Students do not learn to speak spontaneously by repeating and memorizing dialogue.

#### **5. Implicit competence: Learning a second language for communication purposes requires the automatization or "proceduralization" of language structures**

The ability to communicate spontaneously in a language depends on the development of an *implicit competence* in the language. To be able to automatize or "proceduralize" the language structures (or sentences) learned, that is, to internalize them, students must



use and re-use them numerous times orally in a wide variety of situations. Thus, in order to develop their internal grammar (an implicit competence of which students are unaware), students must use and re-use the modeled sentences many times in different situations.

The time spent learning language structures and forms through “declarative knowledge” is of little use to a L2 learner, because the development of the ability to communicate means being able to use the language “automatically.” Explicit knowledge of language forms and structures is not useful in authentic conversation. This type of knowledge is stored in a part of the brain that is distinct from the one where skills are located. In the opinion of some researchers on the topic, there is little connection between these two parts (Paradis 2004). In an authentic conversation, it is therefore impossible to access the explicit knowledge about the language quickly enough to be able to use it “automatically,” that is, to speak spontaneously and fluently.

To communicate effectively in a L2, it is necessary to be able to use the language *accurately* and *fluently*. Fluency is a skill that is developed by using complete sentences in authentic communication situations to enable students to (unconsciously) make the necessary connections – phonological, morphological, syntactic, and discursive – to build an internal grammar in their heads. An internal grammar is not a grammar consisting of rules learned by heart, the development of implicit competence does not involve a transformation through “exercises” of explicit knowledge (in the form of rules, for example). It involves establishing patterns in one’s head, in the form of a skill and implicit competence, which enable students to use the language without being aware of the rules involved.

The underlying pedagogy of IF focuses 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 rather than having them learn a large number of vocabulary words (over thirty, for example) that they cannot use. 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 (unconscious) connections between the different elements in the language. Without an internal grammar, students are unable to communicate spontaneously in the L2.

As for accuracy in speaking, it is not ruled by declarative memory, that is, knowledge of the language. Accuracy is a skill, and as a skill, it can only develop effectively through the repeated use of correct language forms in authentic communication situations. Correcting oral errors is thus crucial in IF. Without doing so, the internal grammar developed by the student will be incorrect.

If the teacher pays special attention to the simultaneous development of fluency (by getting students to produce complete sentences) and accuracy (by correcting the students' errors) while focusing on the acquisition of implicit competence, the students will be better placed to strike a balance between fluency and accuracy in language production.

### **Conclusion**

The preceding five basic principles are extremely important because the pedagogical implications of these principles make IF different from the teaching methods proposed in many textbook-based programs (even though many textbooks claim "communication" is the goal). This is why the IF teacher must always keep these principles in mind when presenting their activities and preparing their lessons.

Since the learning of a L2 is associated with the communication of ideas, opinions, emotions, and an understanding of the world, the learning of French within the structure of the IF program provides a literacy experience, as well as educational enrichment.

### **Strategies for Teaching Speaking**

Strategies for teaching speaking arise from an understanding of language and its acquisition in the school environment. In IF, the emphasis is placed on using the L2 in order to acquire *implicit competence*, which is based on the concept that communicating a language is first and foremost a skill and that a skill is developed mainly through use. *Implicit competence* is the (unconscious) construction by students of their internal grammar in their head. *Fluency* is the ability to combine with ease the various components of communication (phonological, morphological, syntactic, and discursive) in an authentic communicative situation. *Accuracy* means using the language as correctly as possible. Each of these concepts (implicit competence, fluency, and accuracy) requires a specific teaching strategy.

#### **A. Development of implicit competence**

Following the example of numerous researchers in the field, the authors believe that to learn a L2, both *input* and *output* are needed (Swain, 1985). Input consists of the teacher modelling complete sentences that make connections to an authentic situation. This means that students are exposed from the beginning to sentences that are meaningful to them. By beginning each pedagogical unit with **modeling**, the emphasis is placed, from the start, on the principle of authenticity of communication. This strengthens the concept that language is used above all to communicate personal, authentic messages. The principle of authenticity means that a language that is learned, even in school, is much more than a long vocabulary list learned out of context or abstract grammar rules to be memorized. By authentic language, the authors mean the *use* of meaningful language structures used in real contexts.

For example, if discussing domestic animals using gestures or illustrations, the teacher might say: *J'ai un chien. Il s'appelle...* (the teacher says the name of his or her dog). If the teacher doesn't have a dog, he or she could talk about a friend or relative's dog, or about a cat or a bird, as the case may be. For the student, it is a matter of learning how to make conversation in the L2. Thus, the teacher provides the student with a language model that enables him or her to participate in a short conversation about a domestic animal, for example (or about his or her family, etc.). One does not begin by asking the student questions, as suggested in some textbooks, because the student would be unable to answer them without having been exposed to a language model first.

The *repeated use*, by students, of modeled authentic sentences, focusing on their personal interests or needs to communicate corresponds with the language *output* required for the acquisition of an implicit competence in the L2. To help students create patterns their heads, teachers are encouraged to use the following strategies:

### **Question the students to get them to use, re-use, and adapt the modeled sentences**

To have the students use and re-use language in class, the teacher needs to increase opportunities to ask them numerous questions. The questions enable students to use and reuse the sentences adapted from the models provided by the teacher in authentic situations. To use one of the examples given above, suppose that the teacher provided the students with the following language model about domestic animals: *Moi, j'ai un chien*. He or she can add to this by asking the question, *Et toi, est-ce que tu as un chien?* (OR *un chat? un oiseau?*, as the case may be), *Comment s'appelle-t-il?*, etc. The vocabulary words that the students need to communicate the messages are provided orally, upon request, by the teacher, in an authentic context. Thus, a student who wants to say that he or she has a rabbit at home, says, *Moi, j'ai un lapin*. Of course, again, by following the principle of authenticity, the teacher will also make sure to present, and have the students use, certain useful negative forms: *Je n'ai pas de chien*. Note that integrating any new vocabulary in a real sentence (*J'ai un chien. Il s'appelle...*) clearly shows that a language is not only used to describe, as is indicated in many textbooks (*Qu'est-ce que c'est? – C'est ...*), but also to communicate.

The modeled sentences are not simply "repeated," out of context, as was the case with audio-lingual methods. Instead, they are reproduced by being adapted to the students' personal situations, showing that a language is in fact a means of communication (by using authentic sentences). At the same time, students are more cognitively involved in their learning because for them it is not simply a matter of repeating pre-constructed sentences; instead, they take the modeled sentences and adapt them to their personal situations in order to express what they mean. It is necessary to develop a "creative automaticity" (Gatbonton and Segalowitz, 2005), that is to say that students can "create" with the language in order to make new combinations with various elements that have already been modeled to express new ideas or feelings.

With this in mind, it should be noted that the teacher is required to model only a small number of vocabulary words, always in context. For this reason, the teaching strategy of modeling is preferable to brainstorming because at the beginning of a lesson or pedagogical unit, most of the brainstorming time only leads to a long enumeration, most often in English, of a list of vocabulary taken out of context, whereas modeling has the advantage of providing the student, from the beginning, with sentences he or she can use to convey messages.

#### **Ask students to question others, requiring adaptations of responses**

If we go back to the example of the discussion about domestic animals, after preparing the students by modeling sentences and interacting with them, the teacher asks the students to question other students in the class to make sure they can ask the question correctly and answer with slight variations, while at the same time providing a model of the task to be completed during the next step.

#### **Ask the students to interact so that they re-use the question and form an answer**

The students engage in conversations in pairs, using the question that has just been modeled. In a given period (for example, 10 or 12 seconds – so as not to give them the time to revert to their L1), the students ask one another the question and answer it. For example a student might ask: *As-tu un chien? (OR un chat?, etc.)*, and once his/her partner has given an answer, follows with a related question (e.g., *Comment s'appelle-t-il?*). The students then change partners and again ask one another the questions, and answer them.

#### **4. Question the students to get them to re-use and adapt the other students' answers**

To encourage the students in the classroom to listen, and to give them another opportunity to use the language in conversation, the teacher asks questions about what their partner has just said. For example: *Quel est l'animal favori de Kelly?* The students answer by referring to the personal responses previously given by their partner. The teacher adds to the discussion by asking a new question based on the answer given or by making a comment in the form of an authentic conversation. When the students are familiar with this strategy, they can ask other students this type of question and add on new questions or make a comment based on the answers given.

### **Development of Fluency**

The strategy of getting students to make connections is unique in that it does not occur in chronological order after the first two strategies (i.e., modeling authentic sentences and using the modeled sentences repeatedly), but rather accompanies the students as they attempt to use and re-use the language. Its aim is to develop fluency, defined as the ease with which the student is able to make connections between the message to be transmitted and the corresponding language structures, and between the language elements (e.g., phonological, morphological, syntactic, and discursive). This is critical for the development of the students' internal grammar.

A student who is asked the question *Comment t'appelles-tu?* must answer with a complete sentence: *Je m'appelle N...*, instead of just saying his or her name. By using complete sentences, the student will gradually become able to establish connections quickly and easily between the message to be transmitted and the corresponding language structure, and between the language elements themselves (phonological, morphological, syntactic, and discursive). At the same time, the student will be led to automatize or "proceduralize" the language structures learned and develop implicit competence by forming language patterns in his or her head unconsciously. A student does not develop communicative fluency and form language patterns in his or her head by simply memorizing and reciting a vocabulary list with no context, or by answering questions with a single word.

### **Development of Accuracy**

When the teacher *corrects* erroneous sentences, requires the student to *re-use* the corrected sentence immediately, and then encourages repeated re-use of the corrected sentence in authentic situations, the aim is to develop correct language that is as close as possible to the target language. This is known as "linguistic accuracy."

Teaching grammar fosters the development of explicit knowledge about the language (accuracy-knowledge). Since the main goal in spoken language is to develop a skill, it's more effective to correct errors than to teach grammar. Another positive thing about correcting errors in this manner is that it is done at the sentence level which consequently fosters the development of implicit competence in the L2 (Netten and Germain, 2005).

Students just beginning to learn a L2 can certainly imitate or reproduce the language models provided by the teacher fairly accurately. However, when they try to create their own messages, the risk of error is higher. This is why correction of errors by the teacher is crucial to prevent students from developing faulty language skills and building their internal grammar on erroneous language patterns (Shehadeh, 2003).

## Methodology and Program Design

Every time an error is corrected, the student must be asked to reproduce or use the correct form several times in a complete sentence. Simply pointing out the error is not enough, since this would produce only declarative knowledge. Insisting on the use of correct language creates a special atmosphere in the classroom; it shows the students that using correct language is important. Furthermore, the students will gradually acquire the ability to correct each other.

The following steps outline the strategy sequence described previously:

- Teacher models the question and response for the students.
- Teacher questions several students using the same structures, encouraging students to adapt the response to their personal situation.
- Some students question each other (using the modeled question). Again students must adapt the response to their own personal situation.
- In pairs, all students ask each other the modeled question and respond always adapting the response to their personal situation.
- The teacher brings the class together and questions the students about the answer of their partners in order to draw attention to responses using the third person versus first person and to promote a natural conversation.

**Note:** Throughout the process, the teacher encourages students to respond in complete sentences to promote fluency and the teacher corrects errors and encourages correct usage.

These steps are summarized in Table 1.

**Table 1 – Strategies for Teaching Speaking**

GOAL	TEACHING STRATEGIES	APPLICATIONS
<b>AQUISITION OF SPEAKING SKILLS FIRST OF ALL (IMPLICIT COMPETENCE OR INTERNAL GRAMMAR)</b>	<b>A. INPUT</b> Model one or two authentic sentences related to the theme	Use one, or several, authentic sentences related to the theme and the actual life of the teacher.
	<b>B. OUTPUT</b> Have students use and re-use the modelled sentences adapting them to their own situation.	Ask questions to the students in order to have them use the modelled sentences adapted to their own situation.  Have students in pairs ask each other the question and respond appropriately.  Ask the students questions in order to encourage them to re-use the responses of their partner in such a way that they create a spontaneous conversation.
	<b>C. ACCURACY (skill)</b> Encourage students to make connections between words.	Have students use complete sentences.
	<b>D. FLUENCY (skill)</b> Correct a word and have students use the corrections several times in complete sentences.	React: Always correct and have students re-use the corrected sentences several times.

## Strategies for Teaching Reading

Teaching reading in a L2 requires specific instructional strategies. Students must learn to extract the message from a written text, which is also a means of communicating ideas. Reading reinforces what students have learned orally and enriches their vocabulary and understanding of the language. It also develops “intuitions” about the language and helps to improve oral and written production. As for reading aloud, it helps improve pronunciation, diction, and intonation. Reading can also stimulate conversations and discussions and lead to a variety of language activities. Since it is a skill, reading must be practiced regularly and systematically, that is, every day. *Just as we learn to speak by speaking, we learn to read by reading.*

A lesson plan designed to develop L2 reading skills has three phases - pre-reading, reading and post-reading.

### Pre-reading

Pre-reading is an essential phase especially for L2 learners, whose spoken language skills are limited. It is important to devote considerable time to this phase in the classroom because it has many aspects, as shown in the table on page 24, entitled “Pre-reading.”

**Before** beginning to read a book to the students in the class, it is crucial to do extensive **oral** preparation for the phase of actually reading the book.

**Contextualization:** In the pre-reading phase, it is important to start out with ORAL contextualization, that is, a discussion related to the theme of the story (not the story itself). This is when connections are made with the students' lives and experiences. This helps them see the links between spoken language and a written text. For example, if the book is about the adventures of a cat and a bird, the teacher can ask who has a cat or a bird at home, what is the name of the cat or the bird, and other such questions. From a literacy development perspective, the aim is to show students that there can be a connection between the students' personal lives and what is written in a book. During this phase, the students are not aware that they are getting ready for a reading of a text.

It is also during this phase that the teacher orally presents *in context*, a few new words that the students will encounter during the reading. This will introduce them to the meaning and pronunciation of these words. For example, if the text is about a *tornado* and the use of a basement as a *shelter*, the teacher talks about his or her own personal experience with tornados (either real-life experience or something seen on television or in a movie) in order to provide a language model for the students. After, the teacher questions the students to find out whether they have ever seen a tornado. This leads the teacher to discuss basements being used as shelters during tornados and about the basement of his or her own house and whether it has ever been used as a shelter. During the reading phase



when the students encounter the words *tornado* and *shelter* in the text, they should recognize these words as they already know what these words mean and have used them in sentences; they now only need to become familiar with the way they are written.

**Anticipation:** This is the moment when the teacher first shows the book to the students and talks about the title of the book and the cover illustration. Students are asked what they think might happen in the story. To generate ideas about the *general* meaning of the story (before starting to read the text), the teacher shows the students the main illustrations and asks questions about their meaning: e.g., *What is the little girl doing? What game is she playing? Why do you say that?* The purpose of this questioning is to give students a model for reading strategies, while fostering their cognitive development. It is NOT to have the students identify illustrations (*What's this? - It's...*) or to transform the pre-reading into a vocabulary lesson. It is suggested that the teacher take note of the main predictions and revisit them later. Anticipation fosters the students' cognitive development and the development of strategies for reading comprehension that may be used in both English and French.

### Reading

After the pre-reading strategies and activities, the teacher reads the text aloud for the first time, focusing on the students' understanding of the overall meaning. During this first reading, it is important NOT to mix up comments about the MEANING and the FORM, especially if some of the students in the class are struggling. Teachers are strongly advised to make a clear distinction between meaning and form. The purpose of the first reading is to give the students a desire to read and get them interested mainly in what happens in the story. This phase is very "de-scholarised."

For the most part, it is better for the teacher to read the story aloud while the students follow the text on a screen or in their copy of the book. This phase provides the students with a *model* for reading. Next, the teacher asks individual students or groups to read the text section by section, using the reading model already provided. If they make mistakes in pronunciation, the teacher corrects them and asks them to repeat the complete sentence. In other words, during the reading phase, the procedure is practically the same as that used to teach speaking: modeling, use, and re-use, with the focus on making connections between the language elements (for fluency) and correcting errors (for accuracy). Just like speaking, reading includes an *input* phase and an *output* phase (See Table 2,). All these phases contribute to the acquisition of implicit competence for reading.

To find out whether the students have clearly understood the overall meaning of the text, the teacher must ask questions that will demonstrate their understanding (e.g., *What happens to...?*, etc.). The aim is not to translate the text or have the students translate it, but to have them understand its meaning directly. At the end of the story, the teacher returns to the predictions expressed by the students before the story was read.

The next day, the teacher reads the same text again, but with a different intent. After asking one or more students to reread a passage, the teacher asks the students to identify certain sounds (e.g., words ending in the *é* sound, for example) or a few cognates or words in the same family. This time, the aim is to help the students to build skills to develop their vocabulary and to acquire a certain type of explicit knowledge about the language.

### **Post-reading**

In the post-reading phase, the teacher moves on to oral activities or writing activities on the same theme, such as developing a new story about a cat.

It should be pointed out that the pre-reading phase (oral only) and the post-reading phase are necessary in order to establish a connection with literacy development, as we have seen above.

A summary of these strategies may be found in table 2.

**Table 2 – Strategies for Teaching Reading**

GOAL	TEACHING STRATEGIES	APPLICATIONS	
<b>PRE-READING</b>			
<b>USE OF THE IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE IN READING, AND ACQUISITION OF SOME EXPLICIT KNOWLEDGE OF HOW THE LANGUAGE WORKS</b>	<b>A. CONTEXTUALISATION</b> Have students make connections with their own experiences.	Discuss with the students, experiences from their own lives that have a connection with the theme of the text/story. Introduce and have students use orally new words that are important for their understanding of the written text.	
	<b>B. ANITCIPATION</b> Model some reading strategies.	Have students suggest what may happen in the text/story, the sequence of ideas or action, using some of the illustrations or the structure of the text/story. Teacher should take note of the predictions of the students in order to return to them for verification at the end of the text/story.	
	<b>READING</b>		
	<b>A. INPUT</b> Model how to read the sentences of the text/story.	<b>PURPOSE: have students understand the content</b> <i><b>FIRST READING LESSON</b></i> <ul style="list-style-type: none"> <li>• Read the text to the students in a normal fashion.</li> <li>• Ask questions to ensure that students have understood the events and the meaning of the text.</li> <li>• Re-read the text aloud and have students read aloud after the teacher.</li> </ul> Ensure that the students’ predictions about the text/story have been discussed and verified.	
	<b>B. OUTPUT</b> Have students use (read) the modeled sentences several times.	<i><b>SECOND READING LESSON</b></i> Read aloud the text again, having the students also read aloud sections, either all reading together (choral reading) or in various smaller groups (all the boys, or girls), and finally some individuals. <b>Different purpose:</b> Have students observe the relationship between a sound and the different ways that sound may be represented in writing or have them observe a form that is seen, but not heard orally (i.e. the <i>-ent</i> in plural verb forms) in order to help the students read accurately and to prepare them to be able to write correctly.	
		<i><b>THIRD READING LESSON</b></i> Read the text again having the students read aloud a section of the text. <b>Different purpose:</b> Have students identify words of the same family, or “mots amis”, or similar activity to help develop vocabulary.	
		<i><b>FOURTH READING LESSON</b></i> Have students re-read the text aloud to the class. <b>Different purpose:</b> Have students observe another sound and its graphic representations, or another letter combination that is only seen and not heard, or words that denote time, or sequence of activities.	
	<b>C. FLUENCY (skill)</b> Encourage students to make connections between words	Have students read the text in a normal fashion without making breaks between syllables or words (encourage students to read words in groups that have meaning.	
	<b>D. ACCURACY (skill and knowledge)</b> Encourage students to read accurately	Correct errors made by students while reading and ask students to re-read the corrected form in a complete sentence.	
	<b>POST-READING</b>		
<b>INTEGRATION OF SKILLS</b>	Further extend the text read through a related oral and/or written activity.		

## INFORMATIVE TEXT PRE-READING

The pre-reading stage is an essential strategy in teaching reading, notably for second L2 learners. It is very important to spend a considerable amount of time in class preparing this phase. THEREFORE, even before the text is read to the students it is crucial to prepare, ORALLY, the reading phase. This is a very important aspect that is specific to L2 literacy. (Differing to what is the procedure in L1).

**1. Contextualisation** : In the pre-reading phase, it is important to start out with ORAL contextualisation, that is, a discussion related to the theme of the story (not the story itself). This is when connections are made with the students' lives and experiences. This helps them see the links between spoken language structures they will encounter in the written text. In the context of learning a L2, where the vocabulary is still limited, is important to expose the students orally to a few new words and structures they will encounter in the text which is essential to the comprehension of the message in the text. It is crucial to present these words and structures orally, *in context*, in a manner that introduces them to the meaning and the pronunciation of these words. For example, if in the text, there is mention of a tornado and using the "basement" of a house as a "shelter", the teacher must talk about "basements" in houses that are used as "shelters" during different weather phenomena; this will lead the teacher to talk about his "basement" and if they have ever used their "basement" as a shelter, and the teacher must question the students regarding this practice. During the reading phase when the students encounter the words *tornado* and *shelter* in the text, they should recognize these words as they already know what these words mean and have used them in sentences; they now only need to become familiar with the way they are written. It is also important during this stage, that the students use and re-use orally in complete sentences these new words and structures while answering the teacher's questions. This literacy strategy is specific to the learning of a L2. It is necessary to give the students tools, orally, in language preparations even before they begin to read the text. If not, the student will fall back on translating rather than trying to make sense of the text directly in French (without translating).

The choice of new words and structures are very important in this phase because it is the words and structures that are susceptible to causing problems for the students. Words that easy to identify because of context in the text or because of the similarities to the English spelling, such as « tornade » and *tornado* are not necessary to be introduced in this phase. If the teacher presents too many words or words that are easily identified we are preventing the students from developing one of the reading strategies pertinent to reading, which is determining the meaning of the word according to its context and usage. In post-FI/FA, it is sometimes possible to integrate the contextualisation for a text in which the subject is very close to the theme of the unit in the oral component of the lesson, when are able to review the new structures we have previously presented.

**2. Anticipation:** This is the moment when the teacher first shows the book to the students and talks about the title of the book, the cover illustration, the table of contents as well as sub-titles and important pages. It is not necessary to identify all the illustrations (What's this? It is...! or, What do you see in this picture?) It is NOT to have the students identify illustrations (What's this? - It's...) or to transform the pre-reading into a vocabulary lesson. Anticipation fosters the students' cognitive development and the development of strategies for reading comprehension that may be used in both English and French. The purpose of this questioning is to give students a model for reading strategies, while fostering their cognitive development.

In the predictions stage, the teacher will use the « K-W-L » technique. For this the teacher will pose a series of oral questions, on one part identifying what the students already KNOW (or pertain to know) about the subject and on the other part what they WANT TO KNOW about the subject. It is the time to use this well-known practice K-W-L: *What I KNOW, What I WANT TO KNOW and What I have LEARNED.*

(In French: **S – V – A** : *Ce que je SAIS, ce que je VEUX SAVOIR et Ce que j'ai APPRIS*).

The teacher will write on the board or chart paper 3 columns as shown below:

<b>K</b>	<b>W</b>	<b>L</b>
What we KNOW	What we WANT to	What we have LEARNED

The teacher notes, in the first column, what the students already know about the subject, according to their oral suggestions (4 or 5 points). Followed by asking the students, what they want to know about the subject (4 or 5 points) and takes notes for the second column. The pre-reading stage is to be done at every section of the book, if the book is lengthy. However, if this is the case, it is necessary to simply introduce the book as a whole before presenting it in sections. It is also necessary to complete the K-W-L for each section.

In post-FI/FA II and III, it is possible to use other graphic organizers that are usually used in L1 (in English) language art classes, used to prepare informative texts.

## READING

During the actual reading stage, we follow closely the same procedure as in the oral component: modeling, using and re-using, with attention given to the links between language elements (for *accuracy*) and the corrections of errors (for the *precision*). The actual “reading” of the text has an *input* and an *output* phase. After completing the 2 preparatory phases (*contextualisation* and *anticipation*) the teacher can undertake the first development (exploitation) of the text. As is the case of the “reading” phase of the narrative text, this first exploitation is focused on the meaning and global comprehension of the text. It is crucial at this phase to NOT mix up comments about the MEANING and the FORM, especially if there are students who are having difficulties in the class. It is strongly advised to distinguish these 2 phases. This first reading, which corresponds to the “*input*”, is to give the students a desire to read and to get them mainly interested in what happens in the story. This is when we concentrate on the message of the text. Therefore, this is why we pose comprehension questions and read the text together.

In the case of the informative text, we ask the students what they have learned in the section we have read up until now and complete the third column “L” (What I have learned...). In addition, the teacher asks the students if there is more they want to know about the subject and, if this is the case, complete the second column “W”(What we want to know...).

If time permits, in post-FA/FI I and II, we reread the text during the same lesson. However, it is important not to separate the time between the pre-reading and reading phases. Pre-reading and the reading phases must be completed during the same period. In post-FI/FA III, it is possible to ask students to read the text at home in preparation for the next class.

During the second exploitation of the text, it is necessary to review the content of the text or the section of the book already read and we now focus on a particular aspect of grammar ( subject-verb accord, for example) in which we are going to develop during the writing component later.

All in all, at the end, of the book (if it pertains to a book with many chapters or sections), it is important we verify the K-W-L columns so we are able to identify, what the students have learned about the book. At this time the teacher completes the third column according to what the students have said about the book and subject in question.

## **POST-READING**

We only complete one post-reading activity per book. In the case of the informative text, we can examine the questions pertaining to WHAT the students wanted know (the second column of the K-W-L diagram) as well as the questions the book did not answer. We can encourage the students to do a research on the items they wanted to know about and were not answered in the book or discuss the items in the book to see if we are in agreement with the message or not. It is also possible to organize a little debate on the subject so as to entail a written lesson or have the students write an article on the subject to express their opinion.

A summary of these strategies may be found in table 3.

**Table 3 – strategies for teaching reading: INFORMATIVE TEXT**

GOAL	TEACHING STRATEGIES	APPLICATIONS	
<b>INFORMATIVE TEXT: PRE- READING</b>			
<b>USE OF THE IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE IN READING AND ACQUISITION OF SOME EXPLICIT KNOWLEDGE OF HOW THE LANGUAGE WORKS</b>	<b>A. Contextualisation</b> Have students make connections with their own experiences and widen their vocabulary.	Discuss with the students, experiences from their own lives that have a connection with the them of the text/message.  Have the students employ, while in a conversation, the new words which are important for the understanding of the written text.	
	<b>B. Anticipation</b> Model and employ the reading strategies.	Using the title of the book, the illustrations, the cover page, the table of contents and a few important pages discuss what the contents of the book could be.  For the predictions, apply the K-W-L graph. At this stage, note 4 or 5 points in the first two columns (We KNOW that... and We WANT TO KNOW...) as to revisit to later.	
	<b>INFORMATIVE TEXT: READING</b>		
	<b>A. INPUT</b> Model the sentences from the text.	<b>FIRST EXPLOITATION</b>  <b>Purpose for the reading:</b> understanding of the global message. For this, read the sentences in a “natural” manner. <ul style="list-style-type: none"> <li>• The teacher or a strong student, reads the text without interruption; students follow the text</li> <li>• The teacher asks questions to ensure the students have understood the meaning of the text</li> </ul>	
	<b>B. OUTPUT</b> Students re-read the modeled sentences.	<ul style="list-style-type: none"> <li>• Students re-read aloud the text together (choral reading), sub-groups or individually, according to the needs of the class. If there are precision or accuracy problems asks the student to re-read correctly the passage.</li> <li>• Revisit K-W-L : The teacher asks what they have learned up to this point, while making the link between the part of the text where they have learned something and complete the third column; the teacher then asks if there is more information they would like to know and adds this to the second column.</li> </ul> <b>SECOND EXPLOITATION</b>  <b>At the end of the book:</b> revisit the 3rd column (L) as to verify if the text answered all the questions asked.	
	<b>C. FLUENCY (skill)</b> Establish the links between the elements of a sentence, to understand the global sense of the text.	Ask the students to read the text in a « natural » manner without separating the syllables nor the words(in a sequence that have a meaning)	
	<b>D. ACCURACY (skill and knowledge)</b> Establish the correct rapports between the way the sound is written and the way it is read.	Correct pronunciation errors and asks students to re-read the corrected sentence	
	<b>INFORMATIVE TEXT: POST-READING</b>		
	<b>Integration of skills</b>	Further extend the text read through a related oral and/or written activity.	



## Word Wall” and “Sound Wall”

To facilitate the development of reading, teachers are advised to use a “word wall” and a “sound wall.” The purpose of a word wall is to help students recognize certain common, familiar words more quickly while they are reading. The words posted on the wall are ones that the students use often while working on a theme, project, or activity. It does not matter how the words are organized (e.g., in alphabetical order, grouped according to concepts, etc.); the important point is that they be used in short, complete sentences (unlike the word walls in the L1 classrooms). The key words on the wall can be highlighted (in bold print or a particular colour) to make it easier for students to recognize them when they are needed.

It should be noted that the presence of an article (e.g., *un, une, le, la*) is ESSENTIAL, since it is by associating an article with a word that students learn the gender of the word (i.e., feminine or masculine). For example, students learn that the word *maison* is feminine (and that they must therefore spontaneously say *grande*, not *grand*) by frequent association of the word with the article *la*, not *le*. Students learn the correct gender of a word by using it, i.e., as a skill, NOT as declarative knowledge (for instance, by trying to remember whether the word *maison* is masculine or feminine, which is not very helpful in conversation).

The purpose of a sound wall is to help students learn to read independently. In order to do that, they have to become familiar with the relationships between certain sounds and how they are written. It is not necessary to post all the sounds on the sound wall, just the ones that are especially difficult because they can be written different ways. For instance, the sound *é* can be written *er, ez, ai*, and so on. Here again, even though it is a “sound wall,” words that contain the same sound must be used in short, complete sentences, such as: *J’aime mon dîner.*; *Le clown a un nez rouge.*; *J’ai chaud.*

Each sentence must be produced by the students, NOT dictated or prepared in advance by the teacher. This way the students get more involved in their own learning, and they are more likely to remember an example if they have come up with it themselves.

To summarize, the word wall and the sound wall are two means designed to help students learn to read independently. In order to accomplish this goal, students need to be able to recognize certain common words when reading independently (words they already know orally), and they also need to be able to decode words they do not know how to read.

In the Post-Intensive French programs, the word and sound wall may vary somewhat. The word wall will continue in these grades, but the sound wall is used only when needed. There are also teachers who travel from class to class. It may not always be possible to post a word wall, in these cases some poster boards, large index cards, tri-fold project boards can be used.

### **Individual Reading**

Using the books available in the classroom or the school library, teachers are advised to strongly encourage students to read books on their own and keep a record of the ones they have read (See Appendix A: Reading Log). With Post-Intensive French classes, browsing boxes are available and can be used throughout the year to compliment the unit or for independent readers. A system can be developed by the teacher as to how they would organize the books being sent home.

### **Strategies for Teaching Writing**

Just like teaching speaking and reading, teaching writing in a L2 requires specific strategies. Even though the primary goal of writing is to convey meaning, linguistic accuracy must not be neglected. The types of texts that the students are asked to write range from the simple to the more complex. At first, writing activities will obviously be simple and closely linked with what the students have already done orally. The teacher must work with the students to develop a model for writing. As the students become familiar with the structures of the language, they will gradually learn to write independently.

### **Relationship between Spoken and Written Language**

It is essential to make a distinction between what is learned orally and what is learned in writing. In written language, there are three main types of linguistic phenomena: phenomena exclusive to written language; phonetic phenomena transposed into written language; linguistic phenomena arising from the structure of the language itself.

#### **Phenomena exclusive to written language**

As in the case of reading, teachers are strongly advised NOT to mix up comments on MEANING and FORM. In other words, when students write a text the first time, they concentrate as much as possible on the meaning or the message to be conveyed. Afterwards, they reexamine what they have written, this time focusing mainly on specific form-related issues. For example, in a composition, the fact that a verb in the second person singular (after *tu*) takes an *s* and 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 them in spoken language. Punctuation is another phenomenon exclusive to written language. While modeling writing for the students, the teacher must point out these phenomena exclusive to written language (see Table 3).

### Phonetic phenomena transposed into written language

Some errors observed in writing are actually attributable to the relationship between sounds and the way 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 into written language. Phonetically, the student is failing to distinguish between *et* and *est*. It is best to start by making the student aware of the phonetic distinction between *et* and *est* in spoken language, so that the student 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 such as *je ouvre* or *je aime*. This type of error (meeting of two oral vowels) must be dealt with orally and phonetically first, paying particular attention to the student's pronunciation.

### Linguistic phenomena arising from the structure of the language itself

For students starting to learn a L2, everything that is not exclusive to either spoken or written language is strictly linguistic phenomena arising from the structure of the LANGUAGE itself. For example, it is correct to say *C'est une voiture rouge - C'est un ballon vert*, and it is also correct to say *C'est une grosse voiture - C'est un petit ballon*. This is a syntactic phenomenon common to spoken and written language. Thus, when one says *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.

The pedagogical implications of this distinction are significant. For example, in a composition, if a student makes a "structural" error like those mentioned above (placement of a descriptive adjective, placement of an object pronoun, absence of a preposition following some verbs), the error must be pointed out to the student, but such phenomena are not true writing errors. They need to be pointed out, but it may not be worthwhile to try to correct them in the written text *first*. It is far better to simply point out the errors in the composition to the student and then have the student use and re-use this

type of structure ORALLY. Only when the correct structures are spontaneously used in speaking in the classroom, in situations that are as authentic as possible, will students be able to use the correct structures automatically and spontaneously (i.e., unconsciously) in writing.

As in the case of reading, a lesson plan designed to develop L2 writing skills has various phases: pre-writing, writing and post-writing. These phases help develop both fluency and accuracy.

### **Pre-writing**

In this phase, students are helped to understand that there is a connection between what we say, what we read, and what we write. The teacher engages the students in discussion to show them that if they can talk about things, they can also write about them. Lack of ideas to write about should not be a challenge because the students have already learned a certain amount of spoken language that they can use as a base.

In L2 teaching, even a writing task must begin *orally*, in the form of a conversation with the students: everything starts with ideas, which the students must learn to express orally in complete, correct sentences. The aim is not to have students translate word for word what they want to say, but rather to have them use their acquired spoken language spontaneously in writing.

### **Writing**

In the writing phase, the teacher follows a similar procedure as for speaking and reading: modeling, re-using language structures already acquired orally, and focusing on the connections between language elements by asking students to produce sentences that are complete (for fluency) and correct (for accuracy). Once students are able to communicate ideas fluently (orally and in writing), they will be better situated to focus on the formal aspects specific to writing in order to ensure the development of accuracy.

### **Post-writing**

It is important to distribute and share the texts produced during writing activities since writing is a communication process. Once the texts have been posted and read, the teacher must question the students again about what they have read, in the form of a conversation or discussion. The process comes full circle: from speaking to reading to writing, and then reading the texts produced and discussing what has been read.

A summary of these strategies may be found in table 4.

### **Writing Process**

The teacher must continue the *writing process* with the students so that they can develop skills in writing French and eventually transfer those skills to writing in their L1 (in this case, English). The teaching strategies described above have much in common with the writing process. For instance, both encourage students to develop ideas before writing and to reread their texts in order to revise and edit them (writing without errors). Once students have shown that they are able to write with some fluency, they are encouraged

to use the writing process, particularly during project-related activities. Even when students start using the writing process the teacher must continue to use the strategies described above for teaching writing in order to extend their knowledge of how to write accurately.

### **Writer's Notebook**

Since writing is a skill, it must be practiced regularly and systematically, i.e., at least once a week. 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 write by writing.* 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. Communicative writing consists above all in composing a text that conveys a message.

Students should keep a writer's notebook for writing activities.

**Table 4. Strategies for teaching writing**

GOAL	TEACHING STRATEGIES	APPLICATIONS
<b>USE OF IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE FOR WRITING AND ACQUISITION OF SOME KNOWLEDGE OF HOW THE WRITTEN LANGUAGE WORKS</b>	<b>PRE-WRITING</b>	
	<b>CONTEXTUALISATION</b> Have students make connections between what they are able to talk about or have read about with what they are able to write.	Talk about the subject which is going to be the topic of their paragraph in a spontaneous conversational manner, using the sentences already used in oral activities.
	<b>WRITING</b>	
	<b>A. INPUT</b> Model how to write the authentic sentences already used orally.	Write on a flipchart (or the board) a series of connected sentences suggested by the students that creates a paragraph. The teacher writes them in an organized manner to create a beginning, middle and ending for the paragraph  Read the paragraph aloud and then have several students read the paragraph aloud. Point out to the students several important aspects for writing: agreements (eg. <i>-ent</i> ) spellings of certain words (eg – <i>soeur</i> ) and when necessary capital letters, exclamation marks, etc.  Question the students on how they will change the paragraph to adapt it to their own situation.
	<b>B. OUTPUT</b> Have students write the modelled sentences adapting them to their own situation.	Have students write out their own paragraph similar to the model on the flip chart (or board) but adapted to their own situation.  Have students re-read their text to ensure that they have used correct spelling and punctuation.
	<b>C. FLUENCY</b> Encourage students to make connections.	Have students use complete sentences similar to the ones already used orally or that they are able to reproduce from what they have read.
	<b>D. ACCURENCY</b> Encourage students to pay appropriate attention to accuracy.	Have students correct the spelling of words with which they are familiar (word wall) and agreements (such as subjects and verb, noun and adjective) that have been observed when reading or in previous writing activities.
	<b>POST-WRITING</b>	
	<b>RE-USE OF STRUCTURES AND INTEGRATION OF SKILLS.</b>	Have students share their texts by reading them to others or having them read by others.  Discuss with the class several students' texts. (Complete the circle : oral -* reading -* writing -* reading -* oral)
	<b>PUBLICATION</b>	When possible post the texts in an appropriate fashion or publish them.

## **6.4 Links to FAL curricula companion resources developed in New Brunswick**

### **Skill Continuum**

[Intercultural Competence Continuum](#)

### **Rubrics**

Rubrics are available in Microsoft Word within each unit so that teachers may modify for context of use. For example, teachers may wish to provide only the target level + 1 to students, rather than all the levels.

### **Level Snapshots**

[Level snapshots \(A1, A1.2, A2, B1\)](#)

### **Teaching Support**

[Strategies to Support Diverse Learners](#)

## 6.5 Unit Descriptions:

This course is based on the Neurolinguistic Approach, used in face-to-face classes from Grade 4 (Pre-Intensive French), then Grade 5 (with the Intensive French semester) to Grade 12 but optional after Grade 10 (Post Intensive French).

The goal of each unit presented in this program is to develop fluency, accuracy and to lead our learners towards becoming autonomous speakers able to create original messages in their new language. For this purpose, the learning of isolated vocabulary lists or verb conjugations is not our practice, as they are not conducive to achieving our goal. The units foster natural interaction between the learners, with the purpose of authentic communication. Vocabulary is acquired through models offered by the teacher, as well as the use of “*Comment dit-on...?*” (*How do we say...?*) For example, when discussing family, students would not be presented with a vocabulary list of all the usual family members, but rather with the teacher offering several modeled sentences identifying various family members, i.e., “*J’ai une sœur, mais je n’ai pas de frère. Ma mère a un frère ; c’est mon oncle. J’ai aussi une grand-mère, mais je n’ai pas de grand-père. J’ai des oncles et des tantes, des cousins et des cousines. Mon ami Jake n’a pas de frères ou de sœurs. Il/elle/iel est enfant unique*”. (Note that the necessary negative model is provided in the model). When asked about their own family, a student wanting to say that they have a stepsister would answer thus: “*J’ai... comment dit-on a stepsister?*” and the teacher would provide the necessary term “*On dit une demi-sœur*” and ask the student to repeat his answer in a complete sentence using the correct term: “*J’ai une demi-sœur. Exhausting as many terms as needed.* This goes to the authenticity principle of NLA.

Of course, there are other basic aspects of language that the students will also need to know, such as the alphabet, numbers, days of the week, months, colours, etc... With young learners in an in-person classroom setting, these are introduced through songs, nursery rhymes and games. In the context of young adults learning online, however, accommodations will need to be made and will be outlined below.

### Teaching basic vocabulary outside of the NLA Approach

With young adults learning online, it is recommended that the teacher first discuss how the approach works with their students, the various steps and strategies, including the essential component of error correction. The latter is not intended to embarrass or frustrate, but to foster the acquisition of correct language structures and vocabulary. It must be emphasized that this will take place within a warm, safe, supportive, and caring environment. “Mistakes were created so we can learn from them...”

Secondly, the first 5-10 minutes of each class should be dedicated to the learning of the basics by viewing one of the numerous sites provided in this document. The list is not exhaustive and is generally reflective of a French European context. This provides an



interesting cultural aspect for learners who will discover early that there are multiple French dialects as there are with any language.  
*Vive la différence!*

If teachers have access to or discover some interesting sites on their own, they are of course welcome to use them, with a few caveats:

- Avoid sites that offer translations on screen.
- Avoid sites where extensive verbal explanations are provided as our clientele is not ready for them. For example, a video clip offering long explanations on the difference between when to say “Bonjour” as opposed to “Bonsoir” or “Bon après-midi” is not what we are looking for here.
- Given that we teach adolescent learners, opt for a site that is at that level when possible. When this cannot be avoided, explain to your students why you have selected to use younger content. Since the basic material online is sometimes geared towards a younger public, **it is imperative that we create tools when necessary, such as short recordings. The benefits of some sites for learning the basics, may be useful even if geared to a younger audience, it is up to the teacher’s discretion to see if the benefits outweigh their possibly off-putting aspects.**

**In addition to exploring the websites with their students, teachers should encourage students to explore the language at home, to maximize communicative time during class.** This is something that the students can do at home on their own, as often as they wish, to acquire certain language points. A non exhaustive list of possible sites is provided below.

#### At the very beginning of the Course

Before delving into the first module, “**Tous mes liens**,” the teacher should take time to go over the “*Phrases de survie*”, explain their meaning and teach students when and how to use them. A short, non exhaustive list is provided below.

- *Comment dit-on...?*
- *Je ne comprends pas.*
- *Peux-tu m’aider s’il te plaît ?*
- *Peux-tu répéter s’il te plaît ?*
- *Veux-tu être mon/ma/man partenaire ?*
- *Je n’ai pas de partenaire.*
- *Est-ce que je peux.../tu peux.../nous pouvons... ?*
- *Comment écrit-on... ?*

In an in person setting, we would add phrases such as « *Est-ce que je peux aller à...?* », « *Est-ce que je peux emprunter ton/ta/tan...?* » but the online context renders these unnecessary. Teachers should feel free to add any structures they notice recurring and that facilitate comprehension and communication.

### **Greetings:**

Greetings should of course be used at the beginning and end of each class. The “*Bonjour*” and “*Au revoir*” forms are the most common, but “*À demain*”, or “*À mardi* (or any day)” will also occur.

Considering the diversity of cultures and languages of potential learners, a teacher could choose to engage students in using “*Comment dit-on...?*” for the first time by saying something like “En anglais, on dit *Hello!* (waving). En espagnol, on dit *Hola!* (without pronouncing the h) En français, on dit *Bonjour!* Comment dit-on *Bonjour* en... ? (choose a language spoken by one of the students) and get students to ask one another: “*Comment dit-on **Bonjour** en...?*” The names of the languages will have to be supplied by the teacher.

Whenever possible, some prior research would be helpful to determine the languages spoken by the learners in the group.

While this short activity does not exclusively use French, it will get students to use “*Comment dit-on?*” and “*Bonjour*” in an authentic context, while adding an interesting cultural dimension to the class. The same activity could be done with “*Au revoir*” at the end of class.

In the same spirit, as an icebreaker, a teacher could also say “*Moi, je parle anglais (Hello!) et français (Bonjour!)* (and any other language that they may speak). *Qui parle une autre langue? Quelle(s) langue(s) parles-tu?*” See links below for a list of languages in French.

[https://www.axl.cefan.ulaval.ca/Langues/2vital\\_expansion\\_tablo1.htm](https://www.axl.cefan.ulaval.ca/Langues/2vital_expansion_tablo1.htm)

<https://www.frenchpod101.com/french-vocabulary-lists/top-38-languages-spoken-in-the-world/>

Likely, names of First Nations communities and/or languages of various cultures will come up during the units. Out of respect, if a teacher plans to incorporate them into their “*étape de modélisation*”, they ought to make sure of the correct pronunciation beforehand.

## **Unit 1 – Tous mes liens**

Unit 1 is divided into three sections each with an oral, reading and writing section or « phases ». Each of these sections follows a theme and ends with a « mini-projet ». These themes can be described as;

- **Se présenter**: Students will learn the basics of how to introduce themselves to each other, as well as discuss where they live, which school they attend and what grade they are in.
- **Les membres de la famille** : Students will learn how to introduce their family members.
- **Les traits physiques et de personnalité** : Students will learn how to describe their hair and eye color as well as personality traits that they may possess.

## **Unit 2 – Ce que j’aime**

Unit 2 is divided into three sections as well, each with an oral, reading and writing section or « phases ». Each of these sections follows a theme and ends with a « mini-projet ». These themes can be described as;

- **Les animaux** : Students will learn if they each have a pet and what they do with their pets.
- **Les activités de loisirs et les sports** : Students will learn how to describe which leisurely activity they like to do in each season.
- **La nourriture préférée** : Students will learn how to talk about their favorite foods and what they are made of.

## **Unit 3 – Ma communauté**

Unit 3 is divided into two sections, each with an oral, reading and writing section or « phases ». Each of these sections follows a theme and ends with a « mini-projet ». These themes can be described as;

- **Situer sa communauté dans la province et la comparer à celle de quelqu’un dans la classe** : Students will learn what type of community they live in, such as a city, village, or First Nations community? Students will also learn basic cardinal directions, (North, South, East, West regarding to the province,) to help with the comparison of the distances between the different communities while using the expression « près de/loin de... ».
- **Offrir une visite virtuelle de sa communauté** : Students will learn to describe the important or favorite locations students like to go in their respective communities. For example, libraries, hospitals or clinics, parks, restaurants, shopping centers or shops, cultural sites and centers, etc.

## 6.6 Level Descriptors – Simple Wording

CEFR Level	Description of CEFR level
A1	Can point to something and ask what it is. Can ask for help, and use basic, simple words (e.g., hi, hello, goodbye). Can give very simple information about self (e.g., name, phone number). Can recognize familiar words, supported by visuals.
A1.2	Can ask for and understand very simple directions and instructions. Can use greetings and phrases. Can use simple words to describe familiar objects and activities. Can ask and answer simple questions about very familiar topics (e.g., family, school, activities). Can give basic information about school or class. Can read familiar words, numbers and phrases (e.g., daily schedule). Can fill out very simple forms and follow other short, simple directions. Can very slowly read short, simple texts with familiar names, words and basic phrases. Can write using very familiar, simple words (e.g., describe an object, write about what I like to do). Can use end punctuation correctly, most of the time.
A2	Can make plans with other people, ask and answer simple questions about events in the past, have short social exchanges with friends and describe plans for the future (e.g., Tomorrow, I will...). Can understand the general meaning of a conversation about a subject I know well. Can ask for and give opinions, and agree and disagree, in a simple way. Can communicate in daily situations to meet daily needs (shopping, eating, homework, etc.). Can follow simple, concrete instructions (e.g., rules of a game), especially if there is a demonstration. Can understand short simple texts on familiar subjects (short newspaper articles on familiar topics; short stories with illustrations; simple messages from friends via text, email, etc.). Can write simple texts about an experience or an event, on familiar or personal topics. Can use periods correctly and commas correctly, most of the time. Can describe every day environment and people I know in writing. Can write a text containing a series of logically organized simple sentences.
B1	Can have a conversation in which I give and ask for opinions, information or advice. Can express and justify my opinion on different topics concerning everyday life. Can give practical how-to instructions (e.g., making a pizza). Can develop an argument and communicate main points. Can discuss a book, movie, song, group or music video. Can understand short stories, technical directions, and simplified versions of novels with a simple structure. Can express and support personal reactions to various text genres. Can distinguish the main idea from secondary details in a short text dealing with a topic that's familiar to me. Can use correct punctuation within sentences (e.g., semi-colon, comma). Can write simple texts about what happened to me in the past, and/or what I want to do in the future. Can express a personal point of view on a topic that interests me. Can summarize texts whose content is familiar. Can use simple and combined sentences effectively, most of the time. Can tell a story following a sequence of events.

## 6.7 A Note on the A1 Level

All CEFR levels (A1, A2, B1, B2, C1, C2) can also be understood in terms of half levels: A1 and A1.2, A2.1 and A2.2, B1.1 and B1.2, C1.1 and C1.2. The half level essentially indicates that half of the level in terms of skill acquisition has been achieved. The New Brunswick EAL curriculum writers placed an emphasis on the A1 level, creating two separate curriculum documents. If a student is working on A1 can-do objectives, also termed pre-A1 objectives, this means they are working within the early stages of the A1 level competencies. A student working on A1.2 objectives is working toward demonstration of all A1 level competencies.

When examining the progression of can-do statements across the EAL curricula on the skills continua, educators may notice that the objectives are often quite similar between the A1 and A1.2 levels. The qualifier “very” or the words “demonstrate recognition of” as opposed to “demonstrate understanding of” often serve as the distinction between A1 and A1.2. Educators may wonder how to assess the A1 Listening can-do, “I can demonstrate recognition of numbers, prices, dates, days of the week, provided they are delivered slowly and clearly, and accompanied by visuals and gestures” versus the A1.2 Listening can-do, “I can demonstrate understanding of numbers, prices and times given in clear and simple announcements.” Recognition denotes simply that: the ability to recognize, which could be assessed by a student being able to say the word “three” when they see the number “3” written. Understanding denotes the ability to use the concept in context. For example, being able to use the number “3” properly in a simple context (e.g., She is 3 years old).

## 6.8 Intercultural Competence Skill Development

Deardorff (2011) summarized 7 key skills required for intercultural competence: respect, self-awareness, seeing from other perspectives/worldviews, listening, adaptation, relationship building, and cultural humility (in UNESCO, 2013, p. 24). The development of intercultural competence is a goal for all teachers and students in New Brunswick, which is why it is highlighted as its own strand in the EAL curricula, and throughout the New Brunswick Global Competencies.

Culturally responsive teaching empowers students by “...cultivating their cultural integrity, individual abilities, and academic success” (Gay, 2013, p. 51). We know that our students will not engage fully in our classes unless they see themselves reflected in our lessons and feel that what they are learning is relevant to their lives.

The Intercultural Competence strand exists to help students learn and grow in their relationships with their diverse peers, both in the classroom and in the community. As a member of diverse society, students will learn and demonstrate competencies related to living and working respectfully across culture. This learning and growth must be supported by the modelling of their teachers.

New Brunswick created resources for the personal and professional use of educators:

Ready-to-use lessons and modules related to “Cultural Competency,” created by educators in ASD-W, supported by colleagues at the Second Language Research Institute of Canada, at UNB: [Cultural Competency workshop notes](#).

[New Brunswick’s Culturally Inclusive Book List](#)

[Summary video of how New Brunswick educators involved in Capacity for Courage increased intercultural competence in their schools](#)

[Checklist: Creating Culturally Responsive Instruction](#)

Other resources:

[Professional Reading: Culturally Responsive Instruction](#)

[Intersectionality](#): openness and support for one entails openness and support for all

[Teaching Tolerance magazine](#)

OISE (Ontario Institute for Studies in Education) – [Diversity in Teaching](#)

[Language study tables](#)

Norquest College: [Intercultural Reading and Resource List](#)