SPA 110

Spanish

A1.1

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Acknowledgments

The Department of Education and Early Childhood Development of New Brunswick (EECD) gratefully acknowledges the contributions of the following groups and individuals toward the development of the New Brunswick English as an Additional Language curriculum documents:

Both 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), were used in the creation of this curricula and accompanying resources.

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.

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 **in one's ability to learn, and thinking about thinking.**
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 SPA learning environment:

The foundation of the SPA 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 and Linguistic 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.

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 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 values. 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 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.

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;

) 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

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.

Assessment *for* learning (formative)	Assessment *as* learning (formative)	Assessment *of* learning (summative)
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	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

	they set personal goals for progression.	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 SPA Course continuum is described in the table below:

SPA 110	(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.
		A1 takes into consideration the descriptors for pre-A1 from the Companion (Council of Europe, 2018).

3.2 Course Description

SPA 110 (A1.1)

This course will build essential Spanish 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.

			A1.1	A1.2
ESCUCHAR/HABLAR/INTERACTUAR		GCO	1 Los estudiantes hablarán y escucharán de manera efectiva en una variedad de contextos y para una variedad de fines.	
		SCOs	1.1 Puede utilizar y reconocer información concreta (ej. lugares y horas) sobre temas conocidos relacionados con la vida cotidiana. 1.2 Puede reconocer y utilizar frases y formulas rutinarias sobre personas, lugares, y cosas en contextos con mucho soporte (ej. que estén acompañados de soporte visual o gestos y con discurso claro) 1.3 Puede interactuar de manera sencilla, utiliza palabras y frases básicas, comparte información (nombre, saludos cotidianos), y formula preguntas básicas. La comunicación puede depender de la repetición, reformulación y rectificación.	1.1 Puede utilizar y seguir diálogo articulado con cuidado, con las suficientes pausas para asimilar el significado en contextos específicos y encontrar información concreta sobre temas conocidos. 1.2 Puede reconocer y producir declaraciones sencillas y preguntas sobre el entorno inmediato concreto. 1.3 Puede interactuar de manera sencilla, plantear y contestar a preguntas, iniciar y responder a oraciones sencillas en áreas de necesidad inmediata o sobre temas muy conocidos, saludar a personas, indicar la hora con expresiones sencillas (mañana, la semana próxima), y preguntar direcciones básicas.
LEER/VER		GCO	2 Los estudiantes desarrollarán estrategias para comprender y responder a una gama de textos y otros medios de comunicación.	
		SCOs	2.1 Puede comprender textos, mensajes, etc. pequeños y sencillos sobre temas conocidos, tal vez acompañados por ilustraciones.	2.1 Puede comprender textos cortos, sencillos sobre temas conocidos, tal vez acompañados por ilustraciones.

		GCO	3. Los estudiantes crearán textos claros y coherentes, u otras formas de representación sobre una variedad de temas para una variedad de fines.	
		SCOs	3.1 Puede producir oraciones sencillas en párrafos cortos sobre temas muy conocidos, utilizando un modelo. 3.2 Puede escribir mensajes cortos, muy sencillos (ej. un mensaje texto o una tarjeta de felicitación) a los amigos para darles de la información o preguntarles algo).	3.1 Puede escribir textos sencillos sobre sí mismo, otros y temas de relevancia personal (cosas que le gustan y no le gustan, familia, mascotas) utilizando lenguaje sencillo. 3.2 Puede escribir oraciones completas, correctas en párrafos cortos utilizando un modelo.
		GCO	Los estudiantes mostrarán competencia intercultural como miembros respetuosos de una sociedad canadiense diversa y dentro de una comunidad global conectada.	
		SCOs	4.1 Puede mostrar reconocimiento de normas básicas y escolares dentro del contexto canadiense por modos múltiples de representación, expresión y acción.	4.1 Puede mostrar normas básicas sociales y escolares dentro de un contexto canadiense diverso y multicultural por modos múltiples de representación, expresión y acción.

ESCRITO

INTERCULTURAL

4 Curriculum Outcomes

4.1 Curriculum Outcomes: SPA 110 A1.1

GCO 1	Los estudiantes estudiarán efectivamente en una variedad de contextos y para una variedad de fines.	
SCO 1.1	Puede utilizar y reconocer la información concreta (ej. lugares y tiempos) sobre temas conocidos encontrados en la vida cotidiana.	
Conceptos y contenido	**Capacidades:**	**Competencias Globales**
Conceptos: Contenido (en desarrollo): Fundamentos tales como saludos y despedidas, letras y números, días & meses, expresiones funciones de supervivencia básicas etc. Vocabulario y estructuras generados por temas en unidades de soporte, ej. la familia, cosas que le gustan (actividades, animales etc.) y su comunidad (dónde está, lugares dentro, dónde le gusta ir etc.)	Comprensión oral: Puede comprender expresiones cotidianas muy sencillas. Puede comprender preguntas personales muy sencillas. Conversación: Puede utilizar algunas expresiones funciones de supervivencia básica tal como pedir ayuda, o pedir repetición, decir que no entiendo etc. Puede interactuar de manera sencilla, haciendo y respondiendo a preguntas básicas, si puede repetir, rectificar y obtener ayuda. Puede comprender saludos básicos y despedidas. Puede dar información personal tal como dónde vive, su edad, familia y pasatiempos. Puede describir de manera básica sí mismo, dónde vive y sus miembros de familia (o amigos).	Comunicación: (English) (French) Self-Awareness and Self-Management (English) (French)
Recursos		
Vídeos Útilice https://www.viewpure.com para ver videos sin anuncios.	Sitios web CEFR A1.1	Documentos

GCO 1	Los estudiantes escucharán efectivamente en una variedad de contextos y para una variedad de fines.
SCO 1.2	Pueden reconocer y utilizar palabras y expresiones formularias sobre personas, lugares, y cosas en contextos con mucho soporte (ej. ilustraciones, gestos, discurso claro)

Conceptos y contenido	Capacidades:	Competencias globales
Conceptos: Contenido (en desarrollo): Fundamentos tal como saludos y despedidas, letras y números, días & meses, expresiones funciones de supervivencia básica etc. Vocabulario y estructura generados por temas en unidades de soporte, ej. la familia, comida, cosas que le gustan (actividades, comidas, animales, etc.) y su comunidad (dónde está, lugares dentro, dónde le gusta ir, etc.)	Comprensión oral: Puede entender instrucciones muy sencillas. Puede entender direcciones muy sencillas. Puede reconocer los días de la semana y los meses del año. Puede reconocer números, precios y horas del día. Conversación: Puede plantear y contestar preguntas muy sencillas sobre temas conocidos, siempre que el discurso sea claro. Puede hablar a alguien utilizando palabras y oraciones sencillas, tal vez apoyado por gestos. Puede utilizar números básicos en intercambios cotidianos sencillos. Producción oral: Puede dar información básica sobre sí mismo y su familia, utilizando palabras y oraciones sencillas.	Comunicación (English) (French) Global Citizenship (English) (French) Self-Awareness and Self-Management (English) (French)
Recursos		
Videos	**Sitios web**	**Documentos**

GCO 1	Los estudiantes escucharán efectivamente en una variedad de contextos y para una variedad de fines.
SCO 1.3	Puede interactuar de una manera sencilla, utilizando palabras y oraciones sencillas, compartir información básica (nombre, saludos básicos) y hacer preguntas muy sencillas. La comunicación puede depender de repeticiones a una velocidad más lenta, reformulaciones y rectificaciones.

Conceptos y contenido	Capacidades:	Competencias globales
Conceptos: Contenido (en desarrollo): Fundamentos tales como saludos y despedidas, letras y números, días & meses, expresiones funciones de supervivencia básicas etc. Vocabulario y estructura generados por temas en unidades de soporte, ej. la familia, comida, cosas que le gustan (actividades, comidas, animales, etc.) y su comunidad (dónde está , lugares dentro, dónde le gusta ir, etc.)	Comprensión oral: Puede mostrar comprensión de direcciones, instrucciones y tareas sencillas. Puede mostrar comprensión de preguntas y expresiones sencillas. Conversación: Puede plantear y contestar preguntas muy sencillas sobre temas muy conocidos (ej. su familia, su escuela, sus actividades, su ropa, su dirección). Tal vez necesita que alguien le ayude. Puede utilizar números en situaciones cotidianas (ej. Cantidades, hora y dinero). Puede hablar a alguien utilizando palabras y oraciones sencillas, tal vez apoyado por gestos. Producción oral: Puede decir lo que le gusta y no le gusta (ej. comida, deportes, música, escuela, ropa). Puede dar información básica sobre sí mismo, su familia, su escuela o su clase (ej. número de estudiantes, el nombre del maestro) utilizando palabras y oraciones sencillas.	Comunicación: (English) (French) Global Citizenship (English) (French) Collaboration (English) (French) Self-Awareness and Self-Management (English) (French

Recursos		
Videos	**Sitios web** CEFR A1.1	**Documentos** CECR Linguistic Tables – Page 175/onward

GCO 2	Los estudiantes desarrollarán estrategias para comprender, y responder a, una gama de textos y otros medios de comunicación.		
SCO 2.1	Puede comprender textos breves y sencillos, mensajes etc. sobre temas conocidos, tal vez estén acompañados por ilustraciones.		
Conceptos y contenido	**Capacidades:**		**Competencias globales**
Conceptos: Contenido (en desarrollo): Fundamentos tales como saludos y despedidas, letras y números, días & meses, expresiones funciones de supervivencia básicas etc. Vocabulario y estructura generados por temas en unidades de soporte, ej. la familia, comida, cosas que le gustan (actividades, comidas, animales, etc.) y su comunidad (dónde está, lugares dentro, dónde le gusta ir, etc.)	Puede nombrar todas las letras del alfabeto latino, individualmente. Puede mostrar reconocimiento de palabras conocidos, a veces apoyado por soporte visual. Puede comprender instrucciones escritas muy sencillas. Puede comprender algunos expresiones y oraciones sencillas en textos sencillos sobre temas conocidos.		Comunicación (English) (French) Self-Awareness and Self-Management (English) (French)
Recursos			
Videos Utilíce https://www.viewpure.com para ver videos sin anuncios.	**Sitios web** Duolingo CEFR A1.1		**Sitios web**

GCO 2	Los estudiantes desarrollarán estrategias para comprender, y responder a, una gama de textos y otros medios de comunicación.
SCO 2.2	**Puede comprender textos breves y sencillos, mensajes etc. sobre temas conocidos, que tal vez estén acompañados de ilustraciones.**

Conceptos y contenido	Capacidades:	Competencias globales
Conceptos: Contenido (en desarrollo): Fundamentos tales como saludos y despedidas, letras y números, días & meses, expresiones funciones de supervivencia básicas etc. Vocabulario y estructura generados por temas en unidades de soporte, ej. la familia, comida, cosas que le gustan (actividades, comidas, animales, etc.) y su comunidad (dónde está, lugares dentro, dónde le gusta ir, etc.)	Puede leer un texto muy sencillo y corto sobre temas conocidos. Puede seguir instrucciones muy sencillas, tal vez apoyado por soporte visual. En situaciones cotidianas, puede comprender mensajes sencillos escritos por amigos o compañeros de clase.	Comunicación (English) (French) Self-Awareness and Self-Management (English) (French)

Recursos		
Videos	**Sitios web**	**Sitios web**

GCO 3	Los estudiantes crearán textos claros y coherentes, u otras formas de representación, sobre una variedad de temas y para una variedad de fines.	
SCO 3.1	**Puede producir oraciones completas, correctas en párrafos cortos sobre temas muy conocidos.**	
Conceptos y contenido	**Capacidades:**	**Competencias globales**
Conceptos: Letras mayúsculas y puntuación Alfabeto—mayúsculas y minúsculas Contenido: Fundamentos tales como saludos y despedidas, letras y números, días & meses, expresiones funciones de supervivencia básicas etc. Vocabulario y estructura generados por temas en unidades de soporte, ej. la familia, comida, cosas que le gustan (actividades, comidas, animales, etc.) y su comunidad (dónde está, lugares dentro, dónde le gusta ir, etc.)	Puede deletrear palabras conocidas. Puede escribir oraciones cortas muy sencillas y párrafos utilizando un modelo. Utilizo letras mayúsculas y puntación final.	Comunicación (English) (French) Self-Awareness and Self-Management (English) (French)
Recursos		
Videos	**Sitios web** CEFR A1.1	**Sitios web**

GCO 3	Los estudiantes crearán textos claros y coherentes, u otras formas de representación, sobre una variedad de temas y para una variedad de fines.	
SCO 3.2	**Puede escribir oraciones completas, correctas en párrafos cortos utilizando un modelo.**	
Conceptos y contenido	**Capacidades**	**Competencias globales**
Conceptos: Contenido (en desarrollo): Fundamentos tales como saludos y despedidas, letras y números, días &	Puede escribir sobre sí mismo y donde vive, utilizando oraciones sencillas en forma de párrafo.	Comunicación (English) (French) Self-Awareness and Self-Management (English) (French)

meses, expresiones funciones de supervivencia básicas etc.
Vocabulario y estructura generados por temas en unidades de soporte, ej. ... gustan (actividades, comidas...)

Puede publicar saludos sencillos en línea, utilizando expresiones formularias básicas y/o emojis.
Puede publicar en línea declaraciones...

GCO 4 Los estudiantes mostrarán competencia intercultural como miembros respetuosos de una sociedad canadiense diversa y dentro de una comunidad global conectada.

SCO 4.1, Los estudiantes mostrarán reconocimiento de normas básicas sociales y escolares dentro de un contexto diverso y multicultural canadiense mediante múltiples fuentes de representación, expresión y acción.

Conceptos y contenido	Capacidades	Competencias globales
Concepto: (Cómo está, lugares dentro, dónde le gustan, etc.) intercultural, etc. Competence continuum	Puede mostrar comprensión de diversos derechos y responsabilidades en la clase, la escuela, y la comunidad (local, regional, global).	Comunicación (English) (French)
Recursos (ej., hablar en la clase, ir al baño, pedir ayuda, etc. Responsabilidades (ej. llegar a tiempo a la clase, escuchar a otros)	Puede establecer contacto social básico mediante las formas más sencillas de saludos y despedidas de una manera cortés.	Critical Thinking (English) (French)
Videos	Sitios web CEFR A1.1	Global Citizenship (English) (French)
Contenido : Saludar y despedirse Formulas de cortesía Contacto visual Normas culturales canadienses de espacio personal Sonrisa	Puede reconocer diferentes maneras de numerar, medir distancia, decir la hora, etc. aunque puede resultarle difícil aplicarlo en transacciones concretas sencillas y cotidianas.	Collaboration (English) (French) Self-Awareness and Self-Management (English) (French) Innovation (English) (French)
Recursos		
Videos	**Sitios web** CEFR A1.1	**Sitios web**

5 Appendices

5.1 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..., i*nstead 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.

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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	Goal	Teaching Strategies	APPLICATIONS
AQUISITION OF SPEAKING SKILLS FIRST OF ALL (IMPLICIT COMPETENCE OR INTERNAL GRAMMAR)	**INPUT** A. Model one or two authentic sentences related	Use one, or several, authentic sentences related to the theme and the actual life of the teacher.			
	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.	**FLUENCY (SKILL)**	C. Encourage students to make connections between words.	Have students use complete sentences.
		Ask students to ask the questions to other students in order to have them use the modelled sentences adapted to their own situations.	**and**		
		Have students in pairs ask each other the question and respond appropriately.	**ACCURACY (SKILL)**	D. 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.
		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.			

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	
Pre-Reading			
Contextualisation	A. 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	
Anticipation	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.	

GOAL	TEACHING STRATEGIES	APPLICATIONS	TEACHING STRATEGIES	APPLICATIONS
		READING		
	A. Model how to read the sentences of the text/story.	*FIRST READING LESSON*	**PURPOSE: have students understand the content** • Read the text to the students in a normal fashion. • Ask questions to ensure that students have understood the events and the meaning of the text. • Re-read the text aloud and have students read aloud after the teacher. • Ensure that the students' predictions about the text/story have been discussed and verified.		

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. Have students use (read) the modeled sentences several times.	SECOND READING LESSON	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. **Different purpose**: 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 -*ent* in plural verb forms) in order to help the students read accurately and to prepare them to be able to write correctly.		C. 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)
		THIRD READING LESSON	Read the text again having the students read aloud a section of the text. **Different purpose:** Have students identify words of the same family, or "mots amis", or similar activity to help develop vocabulary.		D. 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.
		FOURTH READING LESSON	Have students re-read the text aloud to the class. **Different purpose:** 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.			
Post-Reading						
Integration of skills	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 teachers 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:

K	W	L
What we KNOW	What we WANT to know	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	STRATEGIES FOR TEACHING READING	APPLICATIONS
	INFORMATIVE TEXT PRE-READING	
OF THE IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE IN READING AND ACQUISITION OF SOME EXPLICIT KNOWLEDGE OF HOW THE LANGUAGE WORKS	**Contextualisation** 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.
	Anticipation 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.

GOALS	TEACHING STRATEGIES	APPLICATIONS	TEACHING STRATEGIES	APPLICATIONS
USE OF THE IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE IN READING AND ACQUISITION OF SOME	**INFORMATIVE TEXT**			
	A. INPUT Model the sentences from the text.	**FIRST EXPLOITATION** **Purpose for the reading:** understanding of the global message. For this, read the sentences in a "natural" manner. • The teacher or a strong student, reads the text without interruption; students follow the text • The teacher asks questions to ensure the students have understood the meaning of the text		

				FLUENCY (skill)	Establish the links between the elements of a sentence, to understand the global sense of the text.	Asks the students to read the text in a « natural » manner without separating the syllables nor the words(in a sequence that have a
OUTPUT	Students re-read the modeled	• 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. • 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** **At the end of the book:** revisit the 3rd column (L) as to verify if the text answered all the questions asked.		ACCURACY (skill and knowledge)		Establish the correct rapports between the way the sound is written and the way it is read. .	Correct pronunciation errors and asks students to reread the corrected sentence.
	Integration of skills					

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 dîn**er**.; Le clown a un n**ez** 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 to 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	
PRE-WRITING			
CONTEXTUALISATION	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.	

GOAL	TEACHING STRATEGIES	APPLICATIONS	TEACHING STRATEGIES APPLICATION

WRITING

GOAL	TEACHING STRATEGIES	APPLICATIONS			TEACHING STRATEGIES APPLICATION
USE OF IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE FOR WRITING AND ACQUISITION OF SOME KNOWLEDGE OF HOW THE WRITTEN LANGUAGE WORKS	A. Model how to write the authentic sentences already used orally.	Write on a flip-chart (or the board) a series of connected sentences suggeste by the students that creates a paragraph. The teacher writes them in an organized manner to create a beginning, middle and ending for the paragrap 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. –*ent*) spellings of certain words (eg – *soeur*) and when necessary capital letters, exclamation marks, etc. Question the students on how they will change the paragraph to adapt it to			**FLUENCY** **ACCURACY** ---------------------------- **FLUENCY AND ACCURACY**
	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.	ACCURACY AND FLUENCY (Sherbrooke)	C. 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.
				D. 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.

Post- Writing

Re-use of structures and integration of skills.	- 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) -
Publication.	When possible post the texts in an appropriate fashion, or publish them.

5.2 **Universal Design for Learning**

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

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

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

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

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

Multiple means of engagement: tap into learners' interests, offer appropriate challenges, and increase motivation
The following section (written in French) provides a visual representation for teachers to make the connection between the main principles of Universal Design for Learning and the oral, reading and writing components of the neurolinguistic approach.

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.

Stratégies d'enseignement à l'oral et la Conception universelle d'apprentissage

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

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

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

Stratégies d'enseignement de la lecture et la Conception universelle d'apprentissage :

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

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

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

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

- Interaction de l'élève avec le texte
- Enregistrement d'une lecture individuel
- Pratiques inclusives : pour une lecture adaptée

Engagement (lecture) : Développer une version plus simple du texte et l'adapter au niveau de compétence et intérêt des élèves.

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

Stratégies d'enseignement de l'écriture et la Conception universelle d'apprentissage :

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

- La phase de pré-écriture prépare les élèves oralement à créer un lien avec leurs vécus, leurs réponses authentiques, les activités orales et les textes déjà lus (activer leurs connaissances)
- Modèle d'écriture (métacognition) offre un encadrement

Action et expression (écriture) : Les multiples situations d'écriture (écriture modélisée, élèves en petits groupes, écrire avec un partenaire et écrire individuellement) proposées aux élèves doivent contribuer au réinvestissement des connaissances acquises à l'oral et en lecture sous forme écrite.

- Écriture modélisée : l'utilisation du modèle va varier selon la capacité langagière et physique de l'élève
- Activités synthèses
- Mur de phrases, mur de sons
- Références aux textes déjà lus
- L'utilisation d'un « traitement de texte »
- Message du jour
- Textes modélisés

- Organisateurs graphiques
- Présenter l'histoire en images ou à l'aide d'objets concrets
- Fiche d'auto correction
- Technologie adaptive : Speak and Word Q, Voice to text, feutres spéciaux, papier à grand format, papier de différentes couleurs
- etc.

Engagement (écriture) :

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

5.3 Universal Design for Learning – Checklist for Instructional Planning and Assessment

Engagement – How will I engage them?	Representation – How will I support them?	Action and Expression – How will they show me?
__ Provide expectations	__ Activate or supply background knowledge (films, pictures, illustration, reading in home language ahead of time)	__ Regular checks on progress and goals
__ Collaborate on rules with learners		__ Allow them choice in how they demonstrate
__ Provide a culturally relevant model and/or choice	__ Smartboard/Internet support	__ Provide gradual release (offer scaffolds and gradually remove them, per progress)
__ Review (and/or co-construct) how they'll be assessed	__ Model	__ Provide sentence starters and answer frames
__ Explore the goals	Clarify vocabulary and symbols	__ Use guided questions for comprehending complex texts
__ Connect goals to prior knowledge	__ Enlarge text	__ Optimize access to resources and supports
__ Choose materials that are culturally relevant	__ Assistive technology (text-to-speech, speech-to-text, screen reader, word prediction)	__ Use of technology
__ Allow for cooperative work	Promote understanding across languages __	__ Provide options for physical action (centers, toss ball while answering questions, thumbs up/down)
__ Assign a buddy	__ Apply problems to real life/daily situations	
__ Provide choice	__ Use short, issue-based nonfiction readings	__ Self-assessment
__ Provide a print-rich environment	__ Provide visual supports (posters, videos, pictures, drawings, photographs, graphic novels)	__ Peer Assessment
__ Provide a variety of small and large group work (and vary the types of groupings)	__ Provide auditory supports (read alouds and/or audiobooks and/or songs and music)	__ Self-reflection Conference with teacher

__ **Provide ample wait time and think (processing) time** __ **Provide timely feedback and suggest next steps** __**Teach learners to set goals and monitor them** __ **Maintain high expectations** __ **Maintain a regular class routine**	__ **Use charts, graphic organizers, anchor charts** __ **Use sentence frames, sentence starters** __ **Offer bilingual dictionaries** __ **Make connections between content and student lives/experiences** __ **Use manipulatives and/or real-life objects** __ **Use interactive Games, skits and/or demonstrations** __ **Use models, costumes, props, gestures** __**Provide differentiated stations to facilitate learning**	

ADAPTED FROM *CULTURALLY RESPONSIVE DESIGN FOR ENGLISH LEARNERS: THE UDL APPROACH* BY PATTI KELLY RALABATE AND LOUI LORD NELSON (2017)

5.4 **Links to SPA curricula companion resources developed in New Brunswick**

Skill Continuum

Intercultural Competence Continuum

Level Snapshots

Level snapshots (A1, A1.2, A2, B1)

Teaching Support

Strategies to Support Diverse Learners

5.5   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.

5.6   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 the 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).

5.7 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](#)

- Hofstede's Dimensions and Country Comparison

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