



# **Framework for the Teaching of Intensive French and Enhanced French in Manitoba**

School Year 2009-2010

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and Enhanced French in Manitoba**

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Bureau de l'éducation française Division  
Manitoba Education, Citizenship and Youth

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## 1.0 Rationale

Research (Netten, J. and Germain, C.: Online, 2006) has indicated that, in order to learn how to communicate in French, students have to use French in authentic communicative exchanges where the language arts strands are integrated for extended periods of time. Intensive French (IF) meets these criteria.

Intensive French presents an alternative teaching approach aimed at improving the communicative competence of Basic French students. This teaching approach is different from that of Basic French because it builds on the communicative experiential approach to additional language learning by further adopting a literacy approach. Emphasis is on communication and on language used for authentic purposes not only on language mechanics. Therefore, Intensive French is primarily a literacy-based approach and should contribute to students' ability to use the listening, speaking, reading, writing, representing and visualizing skills of language to think, learn and communicate effectively.

In recent years, the introduction of the Intensive French, followed by Enhanced French (EF), within the context of Basic French, has provided for enhanced authentic language acquisition through increased time, intensity, and prescribed teaching strategies. This alternative approach also enables a wide spectrum of students to benefit from the advantages of a communicative experience in French.

## 2.0 Implementation of Intensive French

In the initial year, in grade 5 or in grade 6, English Language Arts, Social Studies, and Science are usually integrated at the cognitive process and skills level. This integration should create a concentrated block of time, a minimum of 270 hours for a five month consecutive period, devoted primarily to the learning of French.

In Manitoba, for the remaining five months following the intensive period, a minimum of 11% of the school cycle of French is offered in a larger block every other day rather than at a lower percentage of time every day. For example, if the Basic French course is offered at 40 minutes per day, then a block of 80 minutes of Enhanced French is recommended every other day to maintain the intensity of time required for the proposed teaching strategies. See table below.

Time Allotment to the Intensive French (IF) Approach in Manitoba

Time allotted to IF	Months of school year	Grades
Minimum of 270 hours	A five-month period from September to end of January or February to end of June	Grade 5 or 6
Minimum of 11% of school cycle	Five months following FI	Grade 5 or 6

## 2.1 Mandated subject areas taught during intensive period

Mathematics, and usually Music and Physical Education/Health Education, are taught in English throughout the year. At the end of the intensive period, the teaching of subject areas returns to a more regular school day schedule.

## 3.0 Enhanced French, follow-up to the intensive period

Two to three years or more of Enhanced French then follows the initial year of Intensive French. In Manitoba, up to the end of grade 8, a minimum of 11% of the school cycle during the full school year from the beginning of September to the end of June is allotted to Enhanced French.

For example, if the Basic French course is offered at 40 minutes per day, then a block of 80 minutes of Enhanced French is recommended every other day to maintain the intensity of time required for the proposed teaching strategies. See table below.

Time Allotment to the Enhanced French (EF) Approach in Manitoba

Time allotted to EF	Months of school year	Grades
Minimum of 11% of school cycle	September to June	From grade 6 or grade 7 up to grade 8
110 hour-credit	Per semester or school year	Grades 9 to 12

It is recommended that Intensive French be a prerequisite to Enhanced French.

## 3.1 Class grouping

To maintain the integrity of the Intensive French teaching approach, it is recommended that students in Enhanced French remain in groupings with students who took part in the intensive period where possible so that instruction can remain constant for the follow-up years. Where this is not possible, a model may be used whereby the majority of students in the Enhanced French class are from a previous class of Intensive French and other students are included.

## 3.2 Classroom set up

The school will equip the designated classrooms for Intensive French and Enhanced French with the necessary resources.

#### **4.0 Professional learning for teachers**

A summer training institute on teaching strategies for the Intensive French approach is generally offered for teachers at the national level.

Manitoba Education, Citizenship and Youth (MECY), throughout the school year, in collaboration with school divisions, offers other ongoing professional learning opportunities and follow-up implementation support, such as consultation sessions, workshops, classroom visits, to ensure implementation of teaching strategies. These professional learning sessions are highly recommended.

Training for administrators and coordinators is offered at the national or provincial level, and is also recommended for these professionals. MECY offers consultation upon request.

#### **5.0 Assessment of implementation of teaching approach**

The primary purpose of the assessment is to ensure the implementation of the recommended teaching strategies. This assessment is done through the assessment of students' speaking and writing skills<sup>1</sup>. The school divisions can then use the results to assist them in their implementation process of the Intensive French and Enhanced French teaching approach.

MECY has trained educators in assessing speaking skills and marking of the writing component. These educators are available to train other educators and teachers at the school division or school level in doing their own assessment.

Starting 2009-2010, school divisions wanting to assess their implementation of Intensive French and Enhanced French, will be responsible for coordinating the Speaking and Writing Skills assessments of their students. MECY, as deemed necessary, can assist interested school divisions.

MECY can process divisional assessment data and provide school divisions with a report on their students' performances for each approach. Divisional reports will be kept confidential.

School administration may share some anecdotal results with parents. A template for individual profiles for each student developed by the Department may be used to keep parents informed of their child's progress.

#### **6.0 Promotion of Intensive French and Enhanced French**

MECY, in collaboration with the school divisions offering Intensive French and Enhanced French, will promote this teaching approach within Manitoba.

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<sup>1</sup> Speaking skills assessment is done on a one-on-one interview and its purpose is to verify how students show spontaneity in language production, and initiate and sustain simple dialogue. The purpose of the assessment of the writing task is to indicate the students' level of performance as compared to native francophones in Québec at a determined grade level.

## 7.0 Funding of Intensive French and Enhanced French

**7.1** School divisions through funding for the French Second Language programs can obtain **start-up** funds for each additional initial class of Intensive French, **and** of Enhanced French in any given year, in the sum of \$5000 for teaching resources, and an additional \$2000 for cultural activities. Also, maintenance funding, in the sum of \$2000 for subsequent years, can be obtained. However, a request for funding must be submitted every year by the school division. See examples below.

### Start-up Funding for IF and EF in a School

2009-2010	2010-2011	2011-2012
Class A <sub>1</sub> IF Gr. 5 \$5000 + \$2000 (plus \$ from section 7.2)	Class A <sub>1</sub> EF Gr. 6 \$5000 + \$2000 (plus \$ from section 7.2)	Class A <sub>1</sub> EF Gr. 7 \$5000 + \$2000 (plus \$ from section 7.2)
	Class B <sub>1</sub> IF Gr. 5 \$5000 + \$2000 (plus \$ from section 7.2)	Class B <sub>1</sub> EF Gr. 6 \$5000 + \$2000 (plus \$ from section 7.2)
		Class C <sub>1</sub> IF Gr. 5 \$5000 + \$2000 (plus \$ from section 7.2)

### Subsequent Maintenance Funding in Same School

2010-2011	2011-2012	2012-2013
Class A <sub>2</sub> IF Gr. 5 \$2000 (plus \$ from section 7.2)	Class A <sub>2</sub> EF Gr. 6 \$2000 (plus \$ from section 7.2)	Class A <sub>2</sub> EF Gr. 7 \$2000 (plus \$ from section 7.2)
	Class B <sub>2</sub> IF Gr. 5 \$2000 (plus \$ from section 7.2)	Class B <sub>2</sub> EF Gr. 6 \$2000 (plus \$ from section 7.2)
		Class C <sub>2</sub> IF Gr. 5 \$2000 (plus \$ from section 7.2)

Legend:

<sub>1</sub> represents the first group of students

<sub>2</sub> represents the second group of students

7.2 Wpf gt 'y g'Ecvgi qtkecnl tcvp'ht'Hgpej 'Ncpi wci g'Gf wecvkqp.'y g'F gr ctwo gpv<sup>3</sup>"  
y knl' tqxkf g'&447'r gt 'Hwnl'Vko g'Gs vlxcrpe { "HVG+ht'uwf gpw'gptqmgf "kp"  
kpvgpukxg'Hgpej "cpf 'ht' 'y qug'gptqmgf "kp"Gpj cpegf 'Hgpej 'y j q'ctg'eqo kpi 'htqo "  
y g'kpvgpukxg'Hgpej . 'wr 'vq' i tcf g": 0Vj ku'i tcvp'eqxgtu'cf f kkpqcn'lequw'tgrv'gf 'vq"  
uwr r'kgu.'hpi wku'le"cpf 'eww'at'cn'ce'v'k'k'kgu"cpf "qvj gt "gzr gpf kwt'gu. Vj gug'ctg'yj g"  
equw'yj cv'gzeggf 'co qwp'u'cuuqekv'gf 'y kj 'tgi w'rt'k'p'ut'we'v'k'p'cpf lqt'gz'v'c/  
ewt'le'w'rt'ce'v'k'k'kgu'ht'y j lej 'y g'f'k'k'k'k'p'j cu'cit'gcf { "c'nt'q'ec'v'gf 'h'wp'f'u'v'q'yj g"  
uej qqn0"

Vj g'HVG'ku'gs wcn'v'q'yj g'r tqf wev'qh'yj g'gptqmo gpv'cpf 'y g'r gtegp'vci g'qh"  
k'p'ut'we'v'k'p'cn'v'ko g'v'cwi j v'kp'Hgpej 'h'p'i wci g'0Vj g'i tcvp'ku'q'd'v'k'p'gf "d{ "o w'nk' n' k'pi "  
y j g'HVG'd { "&4470"

Vj g'r gtegp'vci g'qh'k'p'ut'we'v'k'p'cn'v'ko g'v'cwi j v'kp'kp'vgpukxg'qt'Gpj cpegf 'Hgpej 'ku"  
f g't'k'x'g'f "d { "v'cn'k'pi "q'p'g/j c'ht'q'h'yj g'v'q'v'cn'p'wo dgt'q'h'o k'p'w'gu'v'cwi j v'kp'Hgpej 'r gt "  
e { eng'q'x'g't'yj g'h't'u'v'c'p'f 'u'ge'q'p'f 'u'go g'u'g't'u'c'p'f 'f'k'k'f k'pi 'y j ku't'g'u'w'w'd { 'y j g'v'q'v'cn'  
p'wo dgt'q'h'o k'p'w'gu'q'h'k'p'ut'we'v'k'p'v'ko g'q'x'g't'yj g'uej q'q'n'le { eng'0U'gg'h'q'm'y k'pi "  
gz'co r'g'u'0"

Example of Grant Calculation for Intensive French at the Grade 5 or Grade 6 level for a 6-day school cycle<sup>2</sup>

% or instructional time	Nº of students	FTE	Grant
$\frac{1}{2} \frac{(1080 \text{ minutes} + 216 \text{ minutes})}{1800 \text{ minutes per cycle}}$ = 0.36 or 36%	25	25 x 0.36 = 9.0	9.0 x \$225 = \$2,025.00

Example of Grant Calculation for Enhanced French at the Grade 7 or Grade 8 level for a 5-day school cycle<sup>3</sup>

% or instructional time	Nº of students	FTE	Grant
$\frac{200 \text{ minutes}}{1650 \text{ minutes per cycle}}$ = 0.121 or 12.1%	25	25 x .121 = 3.025	3.025 x \$225 = \$618.75

"  
"

<sup>3</sup> O c'p'k'q'd'c'G'f we'v'k'p.'E'k'k' g'p'uj k'r "c'p'f 'l' q'w'j . 'C'r t'k'l'422: 0l tcvp'ht'Hgpej /Ncpi wci g'Gf wecvkqp.'H'cp'±cku'  
Rtqi tco . 'Hgpej 'K' o g'tuk'p'Rtqi tco . 'G'ct'n'f 'U'ct'v'Hgpej . 'kp'vgpukxg'Hgpej . 'D'cule 'Hgpej 0Y k'p'p'k'r gi <'D'wt'g'cw'  
f g'h'p'f we'v'k'p'ht'cp'±cku'g'f'k'k'k'k'p.'38'r ci gu0

<sup>4</sup> C'v'yj g'i tcf g'7"cpf 'i tcf g'8'rgx'gnu.'yj gt'g'ct'g'522'o k'p'w'gu'q'h'k'p'ut'we'v'k'p'v'ko g'k'p'c'uej q'q'n'f c { 0'Vj w'u'k'p'c'7'f c { "  
uej q'q'n'le { eng.'y j g'v'q'v'cn'p'wo dgt'q'h'o k'p'w'gu'q'h'k'p'ut'we'v'k'p'v'ko g'ku'3.722'o k'p'w'gu'\*7'z'522+0'k'p'c'8'f c { 'uej q'q'n'  
e { eng.'y j g'v'q'v'cn'ku'3.: 22'o k'p'w'gu'\*8'z'522+0'

<sup>5</sup> C'v'yj g'i tcf g'9"cpf 'i tcf g': 'rgx'gnu.'yj gt'g'ct'g'552'o k'p'w'gu'q'h'k'p'ut'we'v'k'p'v'ko g'k'p'c'uej q'q'n'f c { 0'Vj w'u'k'p'7'f c { "  
uej q'q'n'le { eng.'y j g'v'q'v'cn'p'wo dgt'q'h'o k'p'w'gu'q'h'k'p'ut'we'v'k'p'v'ko g'ku'3.872'o k'p'w'gu'\*7'z'552+0'k'p'c'8'f c { 'uej q'q'n'  
e { eng.'y j g'v'q'v'cn'ku'3.: 2'o k'p'w'gu'\*8'z'552+0'

## 8.0 Cost-sharing of Intensive French and Enhanced French

Upon approval, MECY will cover costs of the professional learning opportunities related to the Intensive French and Enhanced French teaching approach for new teachers, new administrators and divisional staff, as deemed appropriate.

Upon approval, MECY will cover travel arrangements (travel, hotel accommodations, meals, honoraria and other associated costs) for out-of-province specialists in the Intensive French and Enhanced French teaching approach invited to give workshops, etc.

Upon approval, MECY will cover costs associated with the development of curriculum units or other resource material for Enhanced French, as deemed appropriate.

School divisions will be responsible for all other costs related to the project including costs associated with local assessment of the implementation of the teaching approach.

## 9.0 References

Anderson, B., Netten, J. and Germain, C. *Le français intensif, Guide pédagogique interprovincial, Intensive French, Interprovincial Teaching Guide*, S.L., S.É., 2006.

Netten, J. and Germain, C. *A New Look at Core French: Intensive French in Newfoundland & Labrador*, [Online], (article consulted in December 2006), [http://www.unb.ca/slec/Publications/if\\_article.htm](http://www.unb.ca/slec/Publications/if_article.htm)