

**FRAMEWORK FOR THE TEACHING OF INTENSIVE FRENCH
AND ENHANCED FRENCH IN MANITOBA**

School Year 2007-2008

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1.0 Intensive French and Enhanced French - a new approach aimed at improving the communicative competence of Basic French students

1.1 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: listening, speaking, reading, writing, viewing and representing are integrated — for extended periods of time.

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

Implementation of Intensive French requires the reorganization of instructional time and an integration of the school program curricula. This integration ensures that all the learning outcomes of the curricula are met without creating extra work for the student. Mathematics and subjects taught by specialist teachers such as Music and Physical Education/Health Education are taught in English.

1.2 Definition of Intensive French and Enhanced French

Intensive French is a literacy-based approach to teaching French as a second language that is incorporated into Basic French. For five months of the school year at grade 5 or grade 6 students are exposed intensively to this approach. It is based on the use of French for authentic communication in the classroom and the development of literacy skills in French. Classroom activities are project-based, and there is a high degree of interaction between teacher and students, as well as among students.

The entry point for this intensive period is then followed by two to three years or more of Enhanced French at 11% or more of the school day during the full school year, from the beginning of September to the end of June.

1.3 Implementation of Intensive French

To create the conditions for Intensive French, three major adjustments have to be made to the curriculum: a reorganization of the instructional time, an integration of the curriculum, and the adoption of a literacy approach.

1.3.1 Reorganization of instructional time

In the initial year, be it in grade 5 or 6, some subject area curricula are integrated, thus creating a concentrated block of time, a minimum of 270 hours for a five month period, devoted primarily to the learning of French.

For the remaining five months, preceding or following the intensive period, a minimum of 11% or more 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.

1.3.2 Integration of curriculum

This integration can occur in two ways: cognitive process integration, and skills integration. Concepts from other subject matters can be integrated in the Intensive French curriculum, but these concepts will not be assessed per se as they relate to the subject matter in question. Therefore, the integration of the English program curricula requires a careful examination of the learning outcomes in order to select outcomes that can be included in Intensive French, and then be easily recaptured and quickly built upon during the regular teaching of the subject area.

1.3.3 Literacy approach

The Intensive French approach is different from the teaching of Basic French because it builds on the communicative approach to additional language learning by further adopting a literacy approach. In other words, the French language is taught in a similar fashion to that used in teaching first language. Emphasis is on communication, not only language mechanics, and on language used for authentic purposes. Therefore, Intensive French is primarily a literacy based approach and should contribute to students' ability to use the listening, speaking, reading and writing skills of language to think, learn and communicate effectively.

1.4 Implementation of Enhanced French

Intensive French is followed by two to three years, or more, of Enhanced French for a minimum of 11% or more of the school cycle during the full school year, from the beginning of September to the end of June.

Enhanced French is offered in a larger block of time 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.

2.0 Intensive French and Enhanced French in Manitoba

2.1 Intensive French

2.1.1 Types of instructional organization

The Intensive French approach varies according to three criteria: the length of the course (entry points), the intensity (the percentage of time allotted to the course), and the mandatory subject areas to be taught in English throughout the initial year of the course.

2.1.2 Entry points

The Intensive French approach has two entry points:

- grade 5, making it a four-year approach, or
- grade 6, making it a three-year approach.

2.1.3 Intensity

For five consecutive months of the initial year of the course, a minimum of 270 hours is dedicated to Intensive French.

For the remaining five months, preceding or following the intensive period, a minimum of 11% or more 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
11% or more of school cycle	Remaining five months	Grade 5 or 6

2.1.4 Mandatory subject areas to be taught throughout the initial year

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 these subject areas returns to a more

regular school day schedule. English Language Arts, Social Studies, and Science are usually integrated. This integration can occur in two ways: cognitive process integration, and skills integration.

2.2 Enhanced French

2.2.1 Intensity

It is recommended that Intensive French is a prerequisite for Enhanced French.

Intensive French is followed by two to three years (up to grade 8) of Enhanced French for a minimum of 11% or more of the school cycle during the full school year, from the beginning of September to the end of June.

Enhanced French is offered in a larger block of time 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 or a half day twice a week 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
11% or more of school cycle	September to June	Grades 6, 7 and 8 (if approach started in grade 5)

2.2.2 Class grouping

To maintain the integrity of the Intensive French approach, it is recommended that students in Enhanced French remain in groupings with students who partook in the Intensive French approach 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.

2.3 Classroom physical organization

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

2.4 Professional learning for teachers

Training institutes on the teaching strategies for the Intensive French approach is strongly recommended for teachers of Intensive French prior to the school year that they start. Other ongoing professional learning opportunities will be offered by the BEF in coordination with the school divisions.

Training for administrators and coordinators is offered and is also recommended for these professionals.

2.5 On-going Support for the implementation of Intensive French and Enhanced French approaches

Manitoba Education, Citizenship and Youth (MECY), in collaboration with the school divisions, want to ensure that the Intensive French and Enhanced French approaches achieve their goal of improving the communicative competence of Basic French students.

As deemed necessary, MECY, in collaboration with the school division, will provide

- professional learning opportunities,
- coordinate the assessment of students' speaking and written skills in Intensive French in late January, or at the end of June if the five month intensive period is offered from February to June,
- coordinate the assessment of students' speaking and written skills in Enhanced French at the beginning of June,
- provide school divisions with a report on their students' performances for each approach.

2.6 Assessment process

The purpose of the speaking skills assessment through interviews is to verify how students show spontaneity in language production, and initiate and sustain simple dialogue. The purpose of the writing task(s) is to indicate the students' level of performance as compared to native francophones in Québec at a determined grade level.

MECY will train educators to conduct the assessments, oversee the coding of all assessment material, and prepare divisional reports which will be kept confidential. A divisional report will be sent to school divisions involved in the implementation of Intensive French and Enhanced French.

MECY will be the sole proprietor of all assessment material (assessment sheets, audio-cassettes, etc.) and all assessment results will be kept on file for future statistical analysis purposes.

The test results will not be part of the student’s grade. The assessment is for the approach implementation purposes only. The school divisions will therefore use the assessment results to assist them in their implementation process.

However, school administration may share some anecdotal results with parents. Individual profiles for each student as developed by the BEF may be shared with parents to keep them informed of their child’s progress.

2.7 Promotion of Intensive French and Enhanced French

MECY, in collaboration with the school divisions offering Intensive French and Enhanced French, will promote these approaches within Manitoba.

2.8 Cost-sharing of Intensive French

2.8.1 The school divisions through the *French Second Language Revitalization Program* will provide **start-up** funding to each school 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. See examples below.

Start-up Funding for IF and EF in a School

2006-2007	2007-2008	2008-2009
Class A ₁ IF Gr. 5 \$5000 + \$2000 (plus \$ from section 2.8.2)	Class A ₁ EF Gr. 6 \$5000 + \$2000 (plus \$ from section 2.8.2)	Class A ₁ EF Gr. 7 \$5000 + \$2000 (plus \$ from section 2.8.2)
	Class B ₁ IF Gr. 5 \$5000 + \$2000 (plus \$ from section 2.8.2)	Class B ₁ EF Gr. 6 \$5000 + \$2000 (plus \$ from section 2.8.2)
		Class C ₁ IF Gr. 5 \$5000 + \$2000 (plus \$ from section 2.8.2)

Subsequent Maintenance Funding in Same School

2006-2007	2007-2008	2008-2009
Class A ₂ IF Gr. 5 \$2000 (plus \$ from section 2.8.2)	Class A ₂ EF Gr. 6 \$2000 (plus \$ from section 2.8.2)	Class A ₂ EF Gr. 7 \$2000 (plus \$ from section 2.8.2)
	Class B ₂ IF Gr. 5 \$2000 (plus \$ from section 2.8.2)	Class B ₂ EF Gr. 6 \$2000 (plus \$ from section 2.8.2)
		Class C ₂ IF Gr. 5 \$2000 (plus \$ from section 2.8.2)

Legend:

₁ represents the first group of students in this class;

₂ represents the first group of students in this class

2.8.2 Under the Categorical Grant for French Language Education, the Department³ will provide \$225 per Full Time Equivalency (FTE) in Intensive French and Enhanced French for all applicable grade levels, including all initial classes. This grant covers additional costs related to supplies, linguistic and cultural activities and other expenditures. These are the costs that exceed amounts associated with regular instruction and/or extra-curricular activities for which the division has already allocated funds to the schools.

The FTE is equal to the product of the enrollment and the percentage of instructional time taught in French language. The grant is obtained by multiplying the FTE by \$225.

The percentage of instructional time taught in Intensive or Enhanced French is derived by taking one-half of the total number of minutes taught in French per cycle over the first and second semesters and dividing this result by the total number of minutes of instruction time over the school cycle. See following examples.

Example of Grant Calculation for Intensive French at the Grade 5 or Grade 6 level for a 6 day-school cycle⁴

% or instructional time	N ^o of students	FTE	Grant
$\frac{1}{2} \frac{(1080 \text{ minutes} + 216 \text{ minutes})}{1800 \text{ minutes per cycle}}$ $= 0.36 \text{ or } 36\%$	25	25×0.36 $= 9.0$	$9.0 \times \$225$ $= \$2,025.00$

Example of Grant Calculation for Enhanced French at the Grade 7 or Grade 8 level for a 5 day-school cycle⁵

% or instructional time	N ^o of students	FTE	Grant
$\frac{200 \text{ minutes}}{1650 \text{ minutes per cycle}}$ $= 0.121 \text{ or } 12.1\%$	25	25×0.121 $= 3.025$	$3.025 \times \$225$ $= \$618.75$

³ Manitoba Education, Citizenship and Youth, September 2006. *Grants for French-Language Education, Français Program, French Immersion Program, and Basic French Courses, additional Expenditures Report, July 1st 2006 to June 30th 2007*. Winnipeg: Bureau de l'éducation française Division, 20 pages.

⁴ At the grade 5 and grade 6 levels, there are 300 minutes of instruction time in a school day. Thus in a 5 day school cycle, the total number of minutes of instruction time is 1,500 minutes (5 x 300). In a 6 day school cycle, the total is 1,800 minutes (6 x 300).

⁵ At the grade 7 and grade 8 levels, there are 330 minutes of instruction time in a school day. Thus in 5 day school cycle, the total number of minutes of instruction time is 1,650 minutes (5 x 330). In a 6 day school cycle, the total is 1,980 minutes (6 x 330).

- 2.8.3** MECY will be responsible for the costs of the professional learning opportunities for new teachers, new administrators and divisional staff to the Intensive French and Enhanced French approaches, as deemed appropriate.
- 2.8.4** MECY will be responsible for the administrative costs of the pre-test, when deemed necessary, and post-tests to be administered to the students involved in the Intensive French and the Enhanced French approaches. In addition, marker training sessions for Intensive French and Enhanced French testing will be funded by MECY.
- 2.8.5** 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 approaches invited to give workshops, etc.
- 2.8.6** MECY will cover all costs associated with the development of curriculum units or other resource material for the Enhanced French approach, as deemed appropriate.
- 2.8.7** Other costs related to the project shall be the responsibility of the School Division.

3.0 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