

CANADIAN PARENTS FOR FRENCH FRENCH SECOND LANGUAGE RESEARCH UPDATE

INTENSIVE FRENCH SELECTED REFERENCES JUNE 2016

REFERENCE	CONTENT	URL
<p>Carr, W. (2009) Intensive French in British Columbia: Student and Parent Perspectives and English as Additional Language (EAL) Student Performance, Canadian Modern Language Review 65(5), University of Toronto Press, Ontario</p>	<p>Examines reasons students participated in British Columbia's first intensive French (IF) program between 2004 and 2008 and their achievements, with a particular focus on the effect on the French and English language proficiency of English as additional language (EAL) students. Qualitative case studies found that students and parents believe IF affords short- and long-term benefits, especially for education and employment; some, particularly EAL students and their parents, expect advantages related to Canadian citizenship. Oral French proficiency assessments of all IF students (N = 357) found no significant difference between the mean proficiency results of any groups compared, but the distribution of scores showed significant differences between EAL and non-EAL students and between Grade 5 and Grade 6 students in the percentage of students achieving spontaneous communication. English proficiency assessments of EAL students in IF (n = 43) showed their improvement over the school year was significantly greater than that of EAL peers not in IF (n = 43). The implications of this study for inclusion of EAL learners in FSL programs and future research are discussed</p>	<p>PDF not available online</p>
<p>Carr, W. (2007) Intensive French- A British Columbia Perspective, CPF BC & Yukon Newsletter Winter 2007, Canadian Parents for French, BC</p>	<p>Intensive French has been on the second language scene for a short time, but it's already commanding a lot of attention. This article, written by the coordinator of the Bachelor of Education program (French Program) at the University of British Columbia, describes the different types of French programs, including immersion and core, and focuses most of the article's attention on the Intensive French model. In 2004, Surrey became BC's first school district to implement intensive French. Carr speaks to the challenges that the program faces, and specifically the lack of qualified French teachers. She outlines the benefits of having this "jump start" as a program option for students.</p>	<p>http://www.mmecarr.ca/IFinBC.html</p>
<p>Collins, J., Stead, S., Woolfrey, S. (2004) Rethinking Teaching Strategies for Intensive French,</p>	<p>Describes the perspectives of three teachers of Intensive French (IF) as they adjusted their thinking to teaching in an FSL classroom that was very different from the core French classroom and developed teaching strategies to facilitate effective learning of communication skills. Four major differences with regular core French are presented: the increase in time and intensity; the enriched curriculum; the atmosphere in the classroom; and the role of the teacher.</p> <p>Describes 8 teaching strategies for the IF classroom: always communicating in French; creating interaction in the classroom; integrating language and the experiences of the students; developing literacy skills; balancing accuracy and fluency; teaching grammar implicitly; sequencing tasks; and the need for variety and flexibility in the teaching strategies used. The article concludes with a summary for the beginning IF teacher of the most important teaching strategies.</p>	<p>http://www.mmecarr.ca/ICF/ICF_PDFs/Teaching%20Strategies.pdf</p>

REFERENCE	CONTENT	URL
<p>Kristmanson, P., Dicks, J. (2010) Attitudes, Motivation and Willingness to Communicate in Their Second Language: Students' Experiences in Intensive French and Intensive English, Second Language Research Institute of Canada, University of New Brunswick, NB.</p>	<p>Willingness to communicate (WTC) is a construct that researchers have shown to be closely linked to positive attitudes and motivation. This study examines the effects of Intensive English (IE) and Intensive French (IF) on student's attitudes towards a second language (L2) and their willingness to communicate (WTC) in that language. Twenty-six classes participated in this study, 24 IF and 2 IE. This study was carried out using a mixed method of both quantitative (22 question questionnaire) and qualitative (interviews with students and teachers). The researchers concluded that the students participating in the IF and IE programs had a positive attitude towards their L2 both pre- and post-study, with many of them saying that they found their L2 interesting and enjoyable. Learners in both IF and IE classes expressed high levels of anxiety before starting their respective programs. This however changed and over the course of the year the confidence levels of students in both programs increased. Also, students in both programs were more willing to communicate with native speakers of the L2. Overall the students were more confident in their L2 and more willing to communicate. The intensive language learning experience maintains existing positive attitudes and increases student confidence and WTC. There are also gender differences favouring girls with respect to these effects.</p>	<p>http://www.unbf.ca/L2/Resources/PDFs/Article_MotAtt_March12.pdf</p>
<p>Kristmanson, P. (2009) Beyond Time on Task: Strategy Use and Development in Intensive Core French, Second Language Research Institute of Canada, University of New Brunswick, NB</p>	<p>Describes the New Brunswick Intensive Core French program as centred on oral communication skills and emphasizing the importance of comprehensible input. It is transdisciplinary and related to Cummins' language interdependence theories. These studies have integrated thematic curricula that guide the principle for development of the units for the NB context. The units are microcosms of society with questions pertaining to life in general, nutrition, recreation, and hygiene. It is transdisciplinary, because the language teaching still helps one meet the curriculum objectives for social studies, sciences, and health curricula. This type of FSL education in NB uses a project-based approach with individual and cooperative projects with a final project for each unit and mini-task projects in between. This cooperative learning reflects the Vygotskian theory that learning is a dynamic social process with a link between interaction and cognition. Each activity is a planned sequence of multiple activities using metacognitive, cognitive, and social/affective strategies. [1733]</p>	<p>http://www.lingref.com/isb/4/097ISB4.PDF</p>
<p>Lapkin, S., Mady, C., Arnott, S. (2011) Research Perspectives on Core French: A Literature Review</p>	<p>Reviews literature and studies conducted relevant to teaching core French. Three topics are examined in-depth: studies and research relating to student diversity in Core French; effects of core French on ELLs and special needs children, and studies comparing core French delivery models, and instructional approaches.</p> <p>Conclusions/Recommendations: Few documented advantages to an early start in core French; core French teachers are marginalized in schools; ELLs and special needs students may flourish in FSL programs and should be accommodated; Ministries of Education should provide readily accessible information to core French teachers re: accommodations Intensive French models have been shown to improve learning outcomes. Realistic core French program objectives and policies needed to increase satisfaction with core French. Instructional approaches/methods like AIM were inconclusive in respect to student outcomes - individual teachers should exercise their own agency when implementing instructional approaches/methods.</p>	<p>http://www.academicpublishingplatforms.com/downloads/pdfs/cjal/volume2/201107101403_vol-12-2_art-lapkin_etal.pdf</p>

REFERENCE	CONTENT	URL
<p>MacFarlane, A. (2005) An Examination of Intensive French: A Pedagogical Strategy for the Improvement of French as a Second Language Outcomes, Canadian Association of Second-Language Teachers, Ottawa</p>	<p>Describes a variety of strategies to improve FSL outcomes. A brief history of Intensive French is provided, along with its theoretical basis. Identifies need to: revitalize Core French; provide higher proficiency levels for all students; develop positive attitudes towards French; and address attrition rates.</p> <p>Defines and explains the Intensive French (IF) program and emphasizes its unique teaching approach. It describes time on task in IF, and outlines research findings vis a vis intellectual development and the interdependence of languages. IF focuses more time on the use of L2 in authentic contexts to develop fluency and accuracy in the target language. The study also touches on the types of error correction, in both written and oral forms.</p> <p>Needs/Recommendations appropriate follow-up programs; program evaluation; a defined system of student selection; guidelines for teacher training and professional development; research to facilitate the continued expansion of IF; and information kits for parents, students and school administrators to demystify FSL programs and explain their different structures and proficiency outcomes.</p>	<p>https://www.caslt.org/pdf/IF.pdf</p>
<p>MacIntyre, D., Baker, S., Clement, R., Donovan, L. (2003) Talking in Order to Learn: Willingness to Communicate and Intensive Language Programs, University College of Cape Breton, Sydney, NS</p>	<p>Immersion and other intensive language programs produce both linguistic and non-linguistic outcomes like willingness to communicate in the second language (L2). Both increasing perceived competence and lowering anxiety help to foster a willingness to communicate. These variables relate to motivation for language learning and are expected to differ between immersion and non-immersion learners. Among university level students, this study evaluates differences between immersion and non-immersion students in: willingness to communicate, communication apprehension: perceived competence and frequency of communicating. Also examined elements of integrative motivation. Differences between immersion and non-immersion groups are observed in the communication-related variables, but not in motivation. Correlations among these variables also differ between the groups. Results are examined in terms of Skehan's notion of talking in order to learn and a model of L2 willingness to communicate.</p>	<p>http://faculty.cbu.ca/pmacintyre/research_pages/journals/talking_to_learn_2003.pdf</p>
<p>Mission Public Schools (no date) Parent Information: Intensive French; BC: Author</p>	<p>Extensive description of IF program methods, goals, outcomes</p>	<p>http://windebank.mpsd.ca/documents/MicrosoftWord-Documentsl.F.forparents.pdf</p>

REFERENCE	CONTENT	URL
<p>Netten, J., Germain, C. (2012) What is the Neurolinguistic Approach? Montreal: Author</p>	<p>Traditionally, it has been assumed that, to learn a second language in school, students must first learn vocabulary and grammar rules, practice using these in various exercises, and then they will be able to participate in communicative activities, eventually speaking spontaneously. Basically, in this approach, knowledge learned about the language, with practice, becomes the ability to speak the language. Recent research shows that this is not the case. Neurolinguistic research tells us that these pathways can only be developed by using the second language for extended periods of time in real communication. The connections develop automatically, or non-consciously, while using the language to express our thoughts. Without this internal, or mental, grammar, students cannot speak with spontaneity in the second language (M. Paradis, McGill University; N. Ellis, Michigan University).</p> <p>In order to learn to speak a language, two separate aspects have to be developed. Knowledge of verb forms, and some rules, is necessary in order to write a second language accurately. This is the grammar that we associate with learning a second language in school. However, this is only a small part of the process of learning to communicate in a second language. In order to speak a second language, it is necessary to develop pathways in the brain, called neuronal connections, which link together quickly all the aspects necessary to carry on a conversation.</p> <p>Fundamental characteristics present in all programs based on the Neurolinguistic Approach: creation of conditions in the classroom and use of teaching strategies to develop an internal (mental) or non-conscious grammar, as well as those necessary to learn the forms and rules necessary to write correctly;</p> <p>use of a literacy approach in the teaching of the second language to change the focus from learning about the language to learning how to use the language;</p> <p>use of projects to direct learning so that students are concentrating on the message they wish to express rather than the learning of language forms;</p> <p>use of authentic language exchanges rather than those based on learning grammar rules and forms;</p> <p>use of interactive teaching strategies so that the students use the language to express messages to the teacher and to the other members of the class.</p>	<p>http://francaisintensif.ca/index.php/en/approach</p>
<p>Netten, J., Germain, C. (2012) A New Paradigm for the Learning of a Second or Foreign Language: The Neurolinguistic Approach, Neuroeducation 1(1),</p>	<p>Demonstrates how findings of cognitive neuroscience can assist educators to understand the complexity of learning and to develop more effective instructional practices.</p> <p>Includes: a brief description of the two options for learning French as a second language currently offered in the Canadian school system and the deficiencies inherent in these programs for a country attempting to foster English-French bilingualism in its anglophone citizens.</p> <p>Examines limitations of the paradigm underlying the regular core French option, based on cognitive psychology.</p> <p>Presents the Neurolinguistic Approach (NLA) as developed by the authors, explaining its basis in cognitive neuroscience, the five major principles of the approach, with the pedagogical consequences that each one entails; and limitations of the approach.</p>	<p>http://static1.squarespace.com/static/520e383ee4b021a19fa28bf7/t/52991972e4b0a2f014157895/1385765234653/Netten2012.pdf</p>

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<p>Netten, J., Germain, C. (2011) Learning to Communicate Effectively Through Intensive Instruction in French, Montreal: Author</p>	<p>Intensive French is a highly effective way for young students to learn to communicate spontaneously in French, as well as to develop literacy skills in the target language. The increase in time and, in particular, intensity enhances the rate of development of these skills. However, its success is due primarily to the teaching strategies used which encourage the development of implicit competence for fluency and accuracy in oral communication and its use of strategies to develop literacy skills. The skills are presented in sequence, but are then integrated in a project or other activity. The whole language learning process is contextualized, from the use of complete sentences in oral discussions to the writing of paragraphs, in authentic communicative situations that have real meaning for the students. This type of approach to the teaching of Core French makes the learning of a second language in a school situation a more valuable educational experience and integrates FSL more effectively in the regular school curriculum. Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Modelling. Each unit, lesson or pedagogical theme begins with oral modelling. 2. Use and reuse of the modelled sentence. To encourage use and reuse of the language in the classroom, the teacher creates multiple situations giving the students numerous opportunities to use the previously modelled sentence 3. Using complete sentences to make links. In the beginning stages of learning to communicate, we encourage the use of full sentences in reply to all questions. 4. Correction of language used. Once the teacher has modelled a sentence and has encouraged its use by asking a student the question, the teacher must correct the response of the student. The correction is achieved by modelling the correct form, and having the student use the corrected form. 	<p>http://francaisintensif.ca/media/gen-01a-learning-to-communicate-barcelona.pdf</p>
<p>Netten, J., Germain, C. (2009) The Future of Intensive French In Canada, Canadian Modern Language Review 65(5), University of Toronto Press, Ontario</p>	<p>Discusses the innovative FSL teaching known as Intensive French. 65%-70% of the school day in the first 5 months of school are meant for FSL instruction in this program. It involves implicit methods, comprehensible input, authentic language, and spontaneous communications. Core French students do not achieve spontaneous communication regardless of the years of instruction they receive. At the end of grade nine, most students who did Intensive French are at least four levels higher than those in Core French. This is due to the latter's lack of time and intensity and teacher supply. Furthermore, Core French is often not a program of choice by many students, and it is not always necessary to advance to the next grade, depending on the school board. Intensive French has increased time spent on the language, better pedagogy, and teacher preparation. It has been practiced for 11 years in all jurisdictions, except for Québec. 70% of participants will end up communicating spontaneously in French. It is overall more effective and will aid in the federal government of doubling the number of bilingual high school graduates by 2013.</p>	<p>http://www.mmecarr.ca/ICF/ICF_PDFs/NettenCJAL2010.pdf</p>

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<p>Netten, J., Germain, C. (2007) Time and Intensity in the Learning of a Second Language, Canadian Association of Second Language Teachers, Ottawa</p>	<p>PODCAST Studies undertaken at Concordia University and McGill University in the grade five or six intensive English classes in Quebec demonstrated that 'intensity' of instruction was also a significant factor. Research on Intensive French (Germain & Netten) showed that students who were offered an intensive exposure of 300 hours of French in five months in grade six were able to develop communication skills equal to at least those of students in grade nine who were following the regular program. A minimum of 270 intensive hours is required at the grade five or six level to attain a level of spontaneous communication in five months. These 270 hours must be provided in an uninterrupted format; that is, blocked together in the morning or afternoon. Intensity is extremely important at the beginning of a second language program to give students a boost in communication skills. French classes are far more effective if offered in approximately two-hour blocks, two to three times a week, instead of one 40-minute period every day</p>	<p>http://www.caslt.org/what-we-do/resources-podcast-series_en.php</p>
<p>Netten, J., Germain, C. (2005) writingcurriculu and Second Language Learning: Lessons Learned from Intensive French, Canadian Journal of Applied Linguistics 8(2), New Brunswick</p>	<p>Five lessons learned about the development of spontaneous oral communication are presented in this article: the ineffectiveness of primary core French; the minimum number of intensive hours necessary to develop spontaneous oral communication; the need to develop implicit competence rather than explicit knowledge; the distinction between accuracy as knowledge and accuracy as skill; and the importance of the teaching strategies focussing on language use.</p>	<p>https://www.caslt.org/pdf/15-Netten-Germain-CJAL-ACLA-Halifax-2005-rev-07.PDF</p>
<p>Netten, J., Germain, C. (2005) Developing the Curriculum for Intensive French, Canadian Modern Language Review 60(3), University of Toronto, Ontario</p>	<p>Describes how the curriculum for Intensive French was developed and compares it to the multi-dimensional curriculum proposed by the National Core French Study (1990) and the communicative approach. Discusses the importance of learning outcomes stated in terms of communicative functions and presents curriculum content in terms of the theoretical principles underlying the conception of Intensive French: authentic communication, literacy development, cognitive development, interaction, and development of accuracy and fluency.</p>	<p>http://www.mmecarr.ca/ICF/ICF_PDFs/Curriculum3.pdf</p>
<p>Netten, J., Germain, C. (2005) Intensive French: An Introduction, St. John's, NL</p>	<p>A brief overview of the development of Intensive French in Canada. Includes important characteristics of the program and explain the major principles in the research undertaken during the three-year period from 1998-2001, in the province of Newfoundland and Labrador.</p>	<p>https://www.caslt.org/pdf/O1a---FI---Intro-Engl.pdf</p>
<p>Netten, J., Germain, C. (2004) Theoretical and Research Foundations of Intensive French, Canadian Modern Language Review 60(3), University of Toronto Press, Ontario</p>	<p>Explores reasons for, and history of, the conceptualization of Intensive French. The major characteristics of core French and French immersion are reviewed, giving the principal advantages and limitations of each program. The findings of empirical research that impact most directly on the development of communication skills are presented, and examples of intensive programs reviewed. Characteristics deemed to be essential for the development of a new approach are described, and a definition of Intensive French is offered. The article concludes with a description of the five underlying theoretical principles on which Intensive French is based</p>	<p>http://www.mmecarr.ca/ICF/ICF_PDFs/Theory%20and%20Research.PDF</p>

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<p>Netten, J., Germain, C. (2004) An Evaluation of Oral production in Intensive French: Criteria and Results, Canadian Modern Language Review 60(3), University of Toronto Press, Ontario</p>	<p>Explores the benefits of Intensive French and the results of a research study of 587 Newfoundlander students in 6th grade intensive French. These skills were evaluated using the Test French 3200, which was created by the Ministry of Education and administered to 12th grade students in Newfoundland. There is a scale of 1-5: from relying heavily on key words and 5 being perfect fluency. Most Intensive French students achieved either a level 3 or 4. They had much spontaneity in oral production and were able to engage in different conversations while adapting the language to sociocultural ones. They proved to have better skills than grade 9 and 10 Core French students, who spend only 100 hours a year learning French. However, there was no correlation between these results and the extra hours taught, only the better teaching methods. Students in Intensive French gain levels enabling them to obtain bilingual employment. [1748]</p>	<p>PDF not available online</p>
<p>Netten, J., Germain, C., Seguin, S. (2004) An evaluation of writing skills of Intensive French: Criteria and Results, Canadian Modern Language Review 60(3), University of Toronto Press, Ontario</p>	<p>Study assessed the writing abilities of 6th grade Intensive French students from 23 classes in two school districts. Student compositions were graded using the société GRICS 1995 rubric. Comparison of IF results with grades 1-6 francophones determined that IF students can write like 3rd grade francophones and sometimes at the level of 4th grade Francophones. The IF students were excellent in grammar compared to immersion students and Francophones.</p>	<p>PDF not available online</p>
<p>Netten, J., Germain, C. (2000) Transdisciplinary Approach and Intensity in Second Language Learning/Teaching, Canadian Journal of Applied Linguistics 9(1-2),</p>	<p>This article explores the concept and role of intensity in the research project on Intensive Core French in the province of Newfoundland and Labrador. Intensity in this project is characterized by a reorganization of the timetable and a reorientation of the curriculum. The theoretical foundation of the project – a transdisciplinary approach to second language learning/teaching – is based on Cummins’s hypothesis on the interdependence of languages, a sociopsychological theory of development, and Vygotsky’s conception of the relationship between instruction and development. A model is developed in order to illustrate the relationship between second language learning and the development of cognitive, social and personal capacities and organizational skills. It is argued that the types of teaching strategies used in second language classrooms have important effects on the development of these capacities. The transdisciplinary approach developed in our research project, which tests on the concept of intensity and implies the compacting of the curriculum both in English and other subjects, enhances the effects of second language instruction.</p>	<p>http://www.aclacaal.org/wp-content/uploads/2013/08/9-vol-3-nos1-2-art-netten-germain.pdf</p>
<p>NL Department of Education (2002) Intensive Core French Grade 6: A Curriculum Guide, NL: Author</p>	<p>“The Department of Education has identified a set of essential graduation learnings for all students graduating from high school. These learnings describe the knowledge, skills and values which prepare students for lifelong learning. The Intensive Core French program, as outlined in this curriculum guide, links Intensive Core French with the Essential Graduation Learnings. In addition to information on an outcomes-oriented approach, this document provides guidance on instruction, evaluation and resources. The resources, both suggested and recommended, and the suggested strategies for instruction and assessment, help teachers plan effective learning experiences for students”</p>	<p>http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/corefrench/elementary/Intensive-Core-French.pdf</p>

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<p>Salvatori, M. (2008) The Core of the Matter: Intensive Core French pilot program promises results, Professionally Speaking Oct/Dec 2008, Ontario College of Teachers, Toronto</p>	<p>Note that this was a pilot program. Positive results may be (i) a function of individual teacher characteristics or (ii) a function of higher student motivation/effort due to increased attention given pilot programs and students</p> <p>“As students’ confidence improved, so did their French. The students who participated in the pilot were assessed for their oral communication and writing skills at the outset of the program in September, and again at the end. On the oral interview scale they made gains of 3.6, while their writing skills were comparable to those of francophone students completing Grade 2 in Québec”</p> <p>“One Grade 5 class participated in a three-day French camp with students from an immersion class...The students had no difficulty conversing with their peers from the immersion class. They felt confident and were motivated to speak in French with counsellors, kitchen staff and others. Their self-esteem definitely rose throughout the ICF program.”</p>	<p>http://professionallyspeaking.oct.ca/december_2008/core_part2.asp</p>
<p>Vandergrift, L. (2012) Intensive French at Ottawa Christian School: Report to Parents and Board, Ottawa Christian School, ON</p>	<p>Positive results from a study of 3 IF cohorts to identify changes in student oral production, written production, attitude/motivation following the IF year.</p>	<p>http://ocschool.org/wpp/wp-content/uploads/2014/04/report-if-ocs-2011-12.pdf</p>