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ABSTRACT

This paper is about successful teaching methods for foreign language instruction in the primary grades, with emphasis on French in first grade. One teacher drew on the literature of elementary school second language instruction, and personal experience and ideas to develop a six-lesson instructional unit for first grade French instruction at Cale Elementary in Albemarle County, Virginia. The lessons included a variety of activities and forms of formal and informal evaluation. Most of the classroom instruction was recorded on videotape, and lesson plans were evaluated daily. Topics taught included numbers, conversation, feelings, and body parts. Successful classroom teaching techniques included singing songs, drawing to identify body parts, use of the children's own stuffed animals for conversation, use of another stuffed animal for game participation, and activities involving numbers. The teacher was impressed with the students' attention to pronunciation, their interest in story-reading despite a language barrier, and their enthusiasm throughout the unit. The six lesson plans are appended. (MSE)

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What Are Successful Teaching Methods for Teaching
French to First Graders?
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Abstract

The reinstatement of teaching foreign languages at the elementary level is a prominent issue in education. Many problems must be addressed and solved before such instruction can occur successfully, including determining successful teaching methods and techniques. This is a paper about successful teaching methods for foreign language instruction in the primary grades, with emphasis on French in first grade. After extensive research on elementary foreign language instruction, I combined my own ideas with those that I found in literature and developed a six-lesson unit of French instruction. This unit was taught to a first grade class at Cale Elementary in Albemarle County, Virginia. Topics taught included numbers, conversation, feelings, and body parts. Methods included songs, chants, frequent repetition, reading and speaking in French, games, and puppetry. The unit was successful: the students and teacher enjoyed the lessons and the students learned what was intended.

A recent trend in Elementary Education in the United States has been the reinstatement of instruction in foreign languages. There are cognitive reasons, practical and educational reasons, and societal reasons why second language instruction should begin in the primary grades. Young children are said to have a greater capacity for second language acquisition than older students or adults.

Young children find a natural way of using basic vocabulary. It is more difficult for high-school students to feel comfortable or to get excited talking about their pets, whether their skirt is blue or red or how many blocks they have (Morgan, 1990, p.41).

Additionally, many of the more successful teaching methods are more appropriately suited to younger learners (Stephens, 1989).

French is a widely used language around the world, second only in usage to English (Hollerbach, 1985). As well, the French language and culture have served as a primary building block in the historical development of the American national identity (Hollerbach, 1985). Colonial and post-Revolutionary times saw a great number of French immigrants. Since then, the French and Americans have learned a great deal from one another in politics, art, and religion, for example.

Learning any second language has many advantages. Many children have family members whose native language is

foreign to them. Knowledge of a second language offers help and hope for students' educational and employment futures. Foreign language skills are valuable in secondary school, college, and many businesses. It provides for a means of survival in our multi-cultural and multi-lingual world. For instance, many cities in America are becoming bi-lingual. As well, it trains students' minds (Hollerbach, 1985) to think differently and "enhances cognitive flexibility" (Hollerbach, 1985, p. 2). Second language instruction in primary grades helps create a sense of multi-cultural awareness (Hollerbach, 1985; Stephens, 1989) and encourages children "at an early age to appreciate the diversity of the complex world in which they will grow up" (Stephens, 1989, p. 566).

Assuming that it is a good idea to begin foreign language instruction in the primary grades, one must understand how children of that age group learn. In teaching a foreign language, and especially when working with early elementary children, learning is facilitated if the students are good with auditory discrimination and memory (Morgan, 1990); thus, "aural/oral teaching techniques . . . are emphasized" (Medlin, 1979, p. 3). Also, children of this age freely help one another to understand material they are learning. They benefit from repetition of patterns and non-verbal clues (Weber & Tardif, 1987). Cognates (words that are similar in both languages) are also effectively used to teach foreign languages. However, younger children will not readily understand cognates because the main similarities

found in cognate words are written: it is the pronunciation that differs. Therefore, cognates will not aid instruction until it moves beyond the aural/oral stage to the written stage (Morgan, 1990).

Repetition, as stated earlier, is an effective teaching tool. "The conscious repetition . . . by the teacher gives the children the opportunity to guess right, to anticipate what comes next, to be in the know, to relax in the security . . . of the group ritual" (Weber & Tardif, 1987, p. 10). Repetition is an essential part of foreign language instruction, and it takes on two forms. First of all, repetition implies "model and repeat." This is one of the strategies students use to make sense of their foreign language classroom. They hear the teacher and then are given the opportunity to make the exact sounds the teacher makes. Not only does this familiarize the student with the new knowledge, it provides the students with a means of actively participating in the class (Weber & Tardif, 1987). Children enjoy hearing words and then imitating (Kodjak & Hayser, 1982), even if they do not know what they are saying. As well, this method offers cross-curricular advantages. Students tend to do such repetition on their own in other subject areas when they learn new words (Stephens, 1989). (For example, if a student hears a new word in science class, he is likely to repeat the word.) It is suggested that the teacher vary this method, using both choral and individual repetitions and altering the speed and pitch of the

repetitions. These variations help prevent boredom thus keeping all students actively involved in the learning process (Medlin, 1979).

Secondly, the word "repetition" implies repeated use of vocabulary. When new words are introduced, it is advised that new words are reviewed and repeated fairly often. For example, when teaching a list of vocabulary, the teacher should review after every three to five new words (Medlin, 1979). "If the word seems difficult, direct a 5-times-in-a-row repetition of the word" (Medlin, 1979, p. 10). Teachers should use the new words in a variety of sentences and situations (Medlin, 1979; Morgan, 1990) so that contextual clues will help students isolate and define words (Morgan, 1990).

Along with this understanding come ideas as to what primary aged foreign language students should (or should not) learn. The teacher should remember the cognitive ability of primary children: these children should not learn verb conjugation. There should not be a focus on correct spelling and other grammatical rules (Alberta Dept. of Education, 1984; Morgan, 1990). There should be a limited focus on reading, and writing should only involve copying (Alberta Dept. of Education, 1984). For example, in identifying classroom objects, students should master the aural and oral recognition of the words before written labels are posted on or near the object (Medlin, 1979).

The main idea in elementary foreign language

instruction is to actually use the language rather than simply talk about it and its rules. Teachers should speak in the foreign language as much as possible, in all forms of classroom communication (Alberta Dept. of Education, 1984; Medlin, 1979). "The target language is taught successfully through the exclusive or near-exclusive use of the language itself" (Hollerbach, 1985, p. 8). Since communication with other humans is inevitable in the classroom environment, children are forced to make sense of the teacher's foreign language usage (Weber & Tardif, 1987). Students should have constant practice hearing and speaking French (Alberta Dept. of Education, 1984), and they should not be evaluated on correctness of usage but rather on "whether they make themselves understood and can understand the content of the message addressed to them" (Morgan, 1990, p.36).

In deciding what French to teach, teachers should focus on the interests of primary children: numbers, colors, body parts, family members, feelings, animals, school, house, etc. (Fauteux, 1984; Kodjak & Hayser, 1982; Stephens, 1989). Conversational etiquette is also suggested as a part of the beginning French curriculum. Students should be taught how to address adults as well as other children (Fauteux, 1984). Cultural knowledge should be included in instruction: food, geography, art, music, customs, and holidays (Stephens, 1989). Here, the teacher can use cultural familiarity and "the filter of past experience" (Weber and Tardif, 1987, p. 11) to educate the children about different cultural

practices.

There are suggestions for successful sequencing of topics as well. Kodjak and Hayser recommend teaching numbers first, colors at holiday times, body parts at Halloween, family members at Thanksgiving and Christmas, and animals, the alphabet, and clothes later. However, Morgan says, "Words of color, shape, size, quantity, position should be taught early on because they are essential to the description of many new words" (Morgan, 1990, p.37). Essentially, there is no prescribed formula for what to teach and when, there are simply suggestions that can be modified to fit the specific classroom.

When teaching vocabulary, teachers are advised not to give students excessive amounts of words on any given topic (Alberta Dept. of Education, 1984). "Memorizing vocabulary words, studying grammar, and doing drills, make a very small contribution to language competence in the adult and even less in the child" (Morgan, 1990, p.41). Students are most likely to learn and retain the new vocabulary if there is meaning attached to it. In working with numbers, "whenever situation arises, have students count out objects [milk count, lunch count, students present or absent] and match the numeral with the number. . ." (Fauteux, 1984, p. 73).

Physical experience and tangible objects should accompany vocabulary instruction (Kodjak & Hayser, 1982; Morgan, 1990). For example, teachers should use pictures

(Burt, Français I, 1981; Morgan, 1990) and visuals (Fauteux, 1984) for new words and speaking puppets to demonstrate conversation (Medlin, 1979). Meaning can be conveyed through body language or rewording in French. When teaching about feelings, the teacher can make faces to illustrate the intended emotion. Here, the students would repeat the verbal expression of feeling being taught and mimic the teacher's facial expression of that feeling (Fauteux, 1984). The challenge for teachers is to be understood without using the crutch of translation (Morgan, 1990).

Teachers should take care not to omit words that are beautiful or sound funny (Morgan, 1990), even if they do not directly apply to the curriculum. Children love such words and are likely to remember them because of their sound. They also like words that are similar in both languages (Weber and Tardif, 1987). The educational value in and emphasis for using odd-sounding words is that children have practice hearing and pronouncing words in the second language.

Songs and rhymes are said to be excellent techniques for foreign language instruction (Stephens, 1989). Primary aged students love singing and reciting rhymes (Alberta Dept. of Education, 1984; Kodjak & Hayser, 1982). They especially enjoy songs with actions (Alberta Dept. of Education, 1984). When children sing chorally, they can practice their pronunciation skills in the comfort of a group; they are not singled out and thus subjected to potential humiliation. Therefore, the students' ability to speak a foreign language

is reinforced (Morgan, 1990) in a comfortable environment. "Singing is a good learning experience because the tune and the rhymes reinforce the children's memory of the . . . words" (Medlin, 1979, p.16). Some suggested songs are "Un, deux, trois. . ." (Fauteux, 1984, p. 167) [see appendix] and "Voici ma tête" (Fauteux, 1984, p. 163). Burt (1981) suggests that students learn a new rhyme or song every two weeks.

Games are also recommended for teaching foreign language to elementary students (Alberta Dept. of Education, 1984). Burt (Français I, 1981), Medlin (1979), and Stephens (1989) all suggest the game, "Simon Says _____," for example, when teaching body parts. As the game and instruction progress, the teacher is advised not to make the motions with the students (Stephens, 1989; Medlin, 1979). When teaching conversation and names, Fauteux (1984) recommends the game, "La Balle Nommée." [See appendix]

Evaluation at the primary level is a difficult task and is usually quite informal. However, the observant and creative teacher will discover numerous ways to determine if the students are learning and retaining the foreign language. If the students have already drawn and labeled their own silhouettes on large paper (Stephens, 1989), then they might enjoy drawing and erasing a body on the board that the whole class creates together (Medlin, 1979). [See appendix] Here, the teacher can judge how well the students can identify body parts in an informal setting. The student at the board is comforted because classmates are there to offer assistance.

Medlin (1979) goes on to suggest other methods of evaluation for lessons on the body. [NOTE: these evaluations can easily be adapted to other areas of instruction.] Formally, the teacher could draw a simple body on a piece of paper with the body parts in question numbered. The teacher then reads the body part in French and the students write down the corresponding number. Also, the teacher could devise some sort of pictorial multiple choice evaluation: the teacher would have students pick which body part was read. (Fauteux (1984) suggests that this would work particularly well with pictures of faces expressing various emotions. [See appendix]) Either of these would be a test of aural and visual recognition.

Burt (1981) suggests another test of auditory recognition: the teacher reads something and the student raises his/her hand when a word is recognized. [See appendix] Fauteux (1984) suggests that students be given cards with numbers on them. When the teacher calls out a number, the student(s) with that number card stand up.

There are many suggested techniques for effective foreign language instruction in the primary grades. The teacher must consider the students' interests and developmental and cognitive abilities. Combining an extensive review of appropriate literature with a unit of instruction, the purpose of this paper is to answer the question: What are successful teaching methods for teaching French to first graders?

Methodology

The students I chose as my subjects for teaching a unit in French were 1st grade students at Cale Elementary School in Albemarle County, Virginia. I chose this group of students since I was quite familiar with them: their class was the one in which I worked for eight weeks as a full-time Teaching Associate last semester. Their normal classroom teacher, Linda Haskell, was very willing to work with me and give up some of her class time for my purposes.

Combining research from a literature review with my own ideas about teaching French to 1st graders, I developed a unit of instruction. I had to choose which teaching strategies I wanted to use and how extensive I wanted the instruction to be.

My decisions were as follows: I developed a unit consisting of six lessons with varied activities and forms of informal and formal evaluation. [For materials and specific lesson plans, see appendix.] I taught the unit, recorded most of the instruction on video camera, and evaluated each lesson plan on a daily basis. As I evaluated, I remarked upon successful and unsuccessful methods as well as aspects of the plans that I had to change or would change in the future.

Results

[For explanation of specific lessons, teaching methods, and activities cited in the Results and Discussion sections,

please see the unit of instruction in the Appendix.]

During the first lesson when I began counting in French without telling the students what I was doing, most students raised their hands indicating that they knew I was counting. The few (three or four) that did not figure it out immediately did so once I counted with my fingers. Thus, the success rate of this activity was high.

The beginning of each lesson began with a review of the material learned during the previous lesson. In every case, this review was not teacher-directed. As I entered the room, the students would begin counting, reciting the chant, or singing the song they had learned. Often, students would come to me and ask me with excited voices if we were "going to speak Spanish/German/French again today?" (Many students could not remember the name of the language we were speaking as I tended to use the language more than talk about it.)

The students did not remember the chant as well; however, with two repetitions, most children were chanting very well.

The first time I showed them the song with the corresponding motions, by the second line, all of the students were doing it with me, but in English. I let them finish but then asked them to listen quietly while I did it in French. Once they learned it in French, the students had a fairly good recall of the song, "Tête, épaules, . . ." They were especially strong in singing the first verse while identifying the corresponding body parts. As soon as I

stopped singing with them, the students tended to break into singing the song in English.

During the activity involving the completion of the body on the board, all students went to the board one time, either to draw or to erase a part of the body. All students remained on task during this activity. In this respect, this was the most successful of all methods I used. As individual students would go to the board and be instructed to draw a particular body part, many would turn to the class with a confused, inquisitive look. At first, I was leading the class in the song to help them identify the body part in question. However, at one point, I had to fix the video camera. While I was doing this, I inadvertently stopped singing and signing with them. The students continued singing on their own to help each other out without me leading them. It was at this point that they also began monitoring each other's behavior, keeping each other on task.

The students enjoyed making the face and making their voices change to accompany the various feeling words I taught them. A large portion of the class, when asked how they were feeling, responded "fâché" with the vocal and facial expression I had demonstrated. They seemed to enjoy this as many were smiling and laughing during this activity. While they were doing the sheet on emotions, I noticed one student counting softly to herself on her fingers (in French) to determine what number I was telling them to put their finger on. Fifteen of the nineteen students who did the

emotion sheet got them all correct. The remaining four got 50% correct.

In working with numbers, the students helped each other a great deal. For example, when they were instructed to stand when their number was called, I heard such expressions as, "Stand up! She called 'quatre!'" Each student stood at least one time.

During the formal evaluation of their aural recognition of numbers, even the "best" students in the class only recognized 50% of the numbers read in the paragraph. Only three of the fourteen students tested recognized all six of the numbers read; two recognized five of the six numbers read; five students recognized four of the six numbers read; only one student recognized three of the six numbers; two students recognized two of the numbers read and only one student recognized only one number. The number "huit" was the one most frequently recognized. The number just preceding it in the paragraph, "six," was the number the least recognized.

I had inadvertently included in the paragraph with the numbers the words, "garçons" and "filles." I had used these words several times in class addressing the students. Only one student recognized these words in the paragraph.

In considering the specifically affective results of this unit, the children enjoyed speaking and learning French. (I use the term "enjoy" to describe the students as they smiled, laughed, and seemed eager to participate in the

activity.) Not only did they tell me this, but I also received reports from parents that their children loved the French they were learning. One parent has even inquired about further private tutoring in French for her son.

During counting drills, the children enjoyed the various methods of counting: softly, loudly, slowly, quickly, deep voice, high-pitched voice, etc. They also liked counting as we marched around the room and outside. The students frequently asked me if we could do that method of counting over again.

They enjoyed chanting and singing. They especially liked the song with motions. They also had fun with the game, "Balle nommée." They liked the opportunity to go to the board and draw on it and at the end, the class seemed proud of their drawing as they asked me to take a picture of it.

While I taught them conversation words, the children really enjoyed seeing their stuffed animals "talk" with one another. This was another activity in which the students remained on task: they were watching intently, and many were smiling, especially when they heard the names of the toys pronounced repeatedly in a French accent.

The students enjoyed the supplemental activity of the "map break." This was provoked by one of their questions, "Where do people talk like this?" During this part of the lesson, several students offered information about where they had traveled before, where they used to

live, where some family members lived, etc. As well, a considerable number of students showed that they did not understand the concept of Charlottesville as a city in the state of Virginia in the country of the United States, and so forth. Therefore, their comprehension of France across the ocean was minimal.

Discussion

As I was teaching the students French, I found it interesting to note their pronunciation. In many cases, their pronunciation was admirable. Children mimic sounds they hear very well. However, they also tend to make sense of things that offer no immediate meaning for them. For instance, during the chant, the line, "je m'assieds" means, "I sit down." As we said that line, we would all sit down. Many students said, "Je my seat" as they sat down. This represents their attempt at making sense of something meaningless for them. Although it was difficult not to overtly correct them, I refrained from doing so as correct pronunciation is the kind of thing they will acquire over time and with practice. Instead, I made a point to emphasize the correct pronunciation in hopes of serving as a proper model.

They really liked the song, "Tête, épaules. . ." and I found it very easy to teach them the song in French. The class already knew the English version of the song; therefore, I only needed to teach them the French words. (They already knew the tune and the motions.) They even had

to teach me something in the song: I had not learned of the obligatory "beep beep" that follows the word "nez" or "nose" in the song! They found it quite amusing that I kept forgetting that part.

During the lesson in which we drew the body on the board, I experienced one of those rare but beautiful moments in teaching. There was one body part remaining (the shoulders) that had not been drawn. In the interest of time, I drew the last part on, identifying it as I drew. I unintentionally drew the shoulders in the exact same manner as had one of the students in the first body drawing. I suppose his artistic interpretation of shoulders had rested in my mind. I heard this small voice from the group of students behind me say, "Hey! She drew her shoulders just like I did!" I turned to look at him and I saw the most beautiful, proud little smile. At that point I realized the magnitude of the little inadvertent thing I had done: in using his drawing, I had validated his artwork. I was showing him that I thought he was important and that his drawing had been good enough for me to use. The other children picked up on this as well. Additionally, the teacher-student bond of trust and comfort in working with each other was strengthened. Somehow, a very supportive, trusting environment was set up and maintained in this activity.

In reference to the students' drawings of the various body parts, we experienced an instance of first grade

intellectual humor and artistic appreciation: rather than laughing at each other's drawings, many of which one might label as "silly" or non-proportional, the students praised each others' work: "Good shoulders! Good ears!" The intra-class support was amazing and commendable, especially when one considers the common negative verbal criticism of children towards one another.

The results of this activity were also interesting because the typical classroom expectations of who would succeed and who would not were not consistent with this evaluation. Students in the class who do not normally keep up with the pace of the class were the first ones to offer help and suggestions to their classmates at the board. Therefore, there was a role reversal: students switched roles as to who asked for help and who provided the help.

In this activity, they learned that learning is fun. They not only learned the French in question, they learned some social skills and some leadership qualities as well. Many of them overcame, at least temporarily, their fears of being in front of the class while working on something new and difficult to them. With confidence I had not seen before in that class, the students asked for help from one another, offered the help to one another, and drew the wonderful drawing on the board. This was by far my favorite lesson in the unit.

To use stuffed animals from their room (Garfield and Winnie the Pooh) in the lesson on conversations was an

excellent idea: it contributed a sense of familiarity to the lesson. The students all knew the two characters and they knew their names.

I also used the small, soft Garfield toy to play the game, "Balle nommée." Again, tossing Garfield around the circle was something the entire class found to be quite amusing. This game not only gave them a little practice on their conversational skills, it was an exercise in developing their fine motor skills. Since it was a game, it was fun, and everyone knows that children learn when they enjoy what they are doing.

In the interest of time, however, I did not provide as many opportunities for the children to practice their French conversational skills as I would have liked. This is unfortunate because such practice is essential in retaining new knowledge and skills, especially in a foreign language.

Likewise, I did not spend as much time on the expressions of feelings. As a result, my expectations for their retention of the terms were low. However, I was pleasantly surprised at their ability to identify the feelings by the pictures on the sheet. They did very well in spite of their lack of extensive exposure to the terms.

In these instances of limited work on a given topic, I was more interested in exposing them to different aspects of the French language even if they did not retain the knowledge.

Although I had planned to begin reading a story to

them in French, I was unsure how it would go, what I would do, and if in fact it would work. It did work, I was happy to learn. I read the story Babar En Amerique in a modified DRTA (Directed Reading Thinking Activity) fashion. I would read a sentence or two in French. Then I would act it out or point out key images in the picture so that the students could then tell me what was happening. Every couple of pages, I would ask the students to summarize the events of the story. I was pleased to see that all students were involved in this activity. Every time I would pause for volunteers to summarize the story, a different student would raise his hand. This was a very different situation for this group, as frequently the same students raise their hands every time. It was nice to have more students and different students voluntarily involved. I was also surprised at how well the students could review the events of the story. From this, I learned that they were really paying attention and enjoying the story, in spite of the language barrier. I also learned that I did not need to translate as much as I had expected. Children are amazing interpreters. (Perhaps this is because at this stage in their lives, there is a lot that they must interpret for themselves, thus they are very good at it.)

A student asked, "Who talks like this [in French]?" I took that as an opportunity for a "teachable moment" and directed the children's attention to the world map. This served as an excellent, natural break in the pattern of the

lesson. We temporarily strayed from the topic at hand, discussed the maps, then returned to review and conclude the lesson. I began with pointing out Virginia on the United States map. I asked how many students had ever been to the ocean or the beach. All students raised their hand, however, I question how many of them have really been to the beach. It is likely that many raised their hands because everyone around them was doing so. I then discussed the colors on the map: yellow was Virginia and blue was the ocean, thus marking where they probably went to the beach. I then pointed out that France was on the other side of the ocean and that it was very far away. I asked for student suggestions as to how they thought one would have to travel to get there. I was answered with a variety of boats and airplanes. Although most students seemed to understand, I am not sure they all believed me. I realized that a potential previous or subsequent unit, in addition to this one, would be a unit on locations, directions, and map reading. This became especially clear to me when one student insisted that he did not live in Charlottesville: he lives in a trailer. So I suggested that his trailer was in Charlottesville. No, not so. So I suggested that his trailer was perhaps *near* Charlottesville. Wrong again. . . his trailer is *near* a store. Thus, for certain students, understanding the concept of cities, states, countries, etc. would be essential to an understanding of maps as well as essential to an understanding of who speaks French. Fortunately, none of

that is essential for learning to speak French, so we proceeded on, with the rest of the class living in or near Charlottesville and this particular student living in a trailer near a store! At least we were all speaking some French! Nonetheless, this was an enjoyable, productive, and informative tangent to the planned lesson. I am now very aware of this age group's semi-apparent lack of time-space relations. I am also aware that this is primarily a developmental issue.

I found it to be true that young students enjoy different sounding words. At one point during my unit, I walked the children around the room, pointing out different objects and saying them in French. The students really seemed to like this. Subsequently, they began to ask me many other words as they appeared to want to be able to say more things in French.

I felt that all the different activities involving numbers were successful. I was very impressed with their memory of the numbers as well as their pronunciation. Young children tend to surprise teachers with the amount they retain and learn. At the close of the first lesson, I was unsure as to whether they really had a grasp of the numbers. The very beginning of the second class period, however, convinced me of their confidence and ability to count to ten correctly in French: they were repeating the numbers to me the minute I walked in the classroom. After one or two students had volunteered to count individually, I was

pleasantly surprised at the number of students who volunteered.

The cooperative game of identifying the numbers worked very well. This is something this class is very accustomed to doing: working well together as a group to solve quick problems and answer quick questions. Both this activity and the one that followed (students standing when their number was called out) involved aural and visual identification of the numbers. This was the first time we had incorporated visual identification with hearing the number in French. The children did very well with this, which involves a form of mental translation. (Students are used to identifying the word "three" as "3." In this activity, they had to hear the word "trois" and find the number "3," which they were used to calling "three.")

The second activity (students standing and showing their card) was not as successful as anticipated. It seemed pretty disorganized, it was the end of the day, the students were tired, etc. Looking back, I think that I perceived it as more of a non-success than did the students. In the future, I would have the students sitting in a more orderly manner with their cards shown so that I could help them. As it was, I could not see their cards, they were all sitting so closely, and it was a bit confusing.

Originally, in planning the formal number evaluation, I had intended to call the students to my table in small groups of three or four. However, after one group,

I quickly learned that this would not work. Not only was it difficult to keep track of all students at the same time, but they tended to raise their hands when the others in the group raised their hands. Therefore, it was not a fair evaluation of their aural recognition of the number words.

In the paragraph that I read to them, I had unintentionally included the words "garçons" and "filles." On numerous occasions, I had addressed the students in the class as such. One student raised her hand when she heard these words, indicating that she recognized the words. Although she did not recall the words exactly when asked which words she recognized, she said, "I heard a name in there." At first, I did not know what she meant, since there were no proper names in the paragraph. I asked her to clarify and she said, "Names that you call people." At that moment, I realized which words she meant. I then repeated the two words and her face lit up, indicating that those were the words she had recognized. Needless to say, I was very impressed at her ability to recognize such words out of context.

The students' enthusiasm was always high during my lessons. They all seemed to enjoy the work I was doing with them and seemed proud to know some French. One student told me that he went home and spoke some French to his father who, in a surprised manner, said he did not know what his child was saying. The child seemed proud that he knew something his father did not!

This was a nice unit for these students because it involves all of them starting at exactly the same level. There are no students pre-disposed to perform any better than any of the others. Thus, right from the start, all are given the equal opportunity to succeed. I was pleasantly surprised and pleased with the students who showed success.

Appendix

LESSON PLAN # 1

OBJECTIVES: Students will be able to count to ten. They will be able to recite the chant, "Un, deux, trois. . ." and do the accompanying motions.

PROCEDURES:

1. Begin lesson by counting in French. Do not show counting on fingers. After counting to ten once, stop and ask students if they know what teacher is doing. Tell them to quietly raise their hand when they know what teacher is saying; instruct them not to say it out loud.
2. When a majority of students have raised their hands, count using fingers so that the rest of students can successfully guess what teacher is saying.
3. Indicate for students to repeat after teacher says numbers. Suggested repetitions:

un, *un*, deux, *deux*, trois, *trois*, quatre, *quatre*, .
. . . etc.

un, *un*, un, *un*, un, *un*, etc.

deux, *deux*, deux, *deux*, etc.

un deux trois, ~~un deux trois~~, etc.

Continue counting to ten in this manner, adding on one or two numbers at a time and repeating small groups of numbers at a time.

4. Count to ten with students repeating after each number. Then begin counting with the students. Ask for volunteers to count to ten alone. (This is an excellent time to vary speed and pitch of counting.)

5. Vary the activity: introduce the chant, "Un, deux, trois. . .":

Un, deux, trois, je bois

Quatre, cinq, six, je m'assieds

Sept, huit, neuf, je mange un oeuf

Teacher models the entire chant for students one time, then teaches it using the model and repeat method, adding on a line to the chant once each previous one is sufficiently mastered by students. Do the entire chant a couple of times to develop student familiarity with the chant.

6. Take students outside and count steps taken as the line of students following teacher walks outside. Repeat counting once the group reaches ten. Do a series of varied counting

exercises once outside:

- *count giant steps/baby steps
- *count girls/count boys
- *count students wearing various colors

Do the newly-learned chant outside. When walking back to the classroom, count steps again.

EVALUATION: (Informal) Teacher should watch students closely and take note of which students seem to actually be counting or simply moving their mouths forming meaningless words. Students will be informally evaluated on their participation in the activities, since most of the lesson's activities involve movement and speaking.

SUPPLEMENTAL ACTIVITY: Discuss the geographical relationship of France to the United States, using globe or other map.

LESSON PLAN # 2

OBJECTIVES: They will recognize, recite, and use in conversation simple conversational terms.

MATERIALS: puppets or dolls or stuffed animals (2)

PROCEDURES:

1. Review counting. Begin class by saying, "Comptez avec moi . . ." Review both with model and repeat, and choral counting. Ask for students to volunteer to count individually.

2. Review chant several times. Have various groups of students "perform" chant (ie: students wearing one color, boys, girls, etc.).

3. Have puppets converse; (teacher speaks for puppets, changing voice for different puppets):

A. Bonjour.

B. Bonjour.

A. Comment t'appelles tu?

B. Je m'appelle Garfield. Comment t'appelles tu?

A. Je m'appelle Winnie the Pooh.

B. Au revoir.

A. Au revoir.

Do this once for students. Tell them to "Ecoutez bien," indicating ears for hearing. Repeat the conversation, emphasizing the puppets saying their names.

4. Next, have puppets ask the teacher's name, and the

teacher should respond, "Je m'appelle _____."

5. Try asking a student his/her name. If not understood, repeat that part of the conversation with the puppets and the teacher. Ask students again, this time, telling them how to respond if they need assistance.

6. Go around the room, asking each student his/her name. Allow students to help each other answer.

7. Differentiate between the title used for a single woman or girl (Mademoiselle), a married woman (Madame), or a man (Monsieur). Model and repeat.

8. Review counting, chant, and conversation with puppets again.

9. Begin reading Babar En Amérique in French.

EVALUATION: Students will be informally evaluated on the evident comprehension they exhibit. Teacher should make note of which students help the others. As well, students will be evaluated on which ones volunteer to count and how well they seem to remember the chant.

SUPPLEMENTAL ACTIVITY: Discuss the relationship of France to the United States, using globe or other map, if not already

done in previous lesson.

LESSON PLAN # 3

OBJECTIVES: They will be able to answer confidently the question, "Comment t'appelles-tu?" ("What is your name?") with the expression, "Je m'appelle ____." They will have more experience hearing and pronouncing French words.

MATERIALS: Garfield stuffed animal (or other small, soft object)

Babar En Amérique

PROCEDURES:

1. Review counting, chant, conversation. Ask students what you say to greet someone. Ask students how to greet a single woman, a married woman, a man.

2. Review "Comment t'appelles-tu/Je m'appelle____."

3. Play game: "Balle Nommée:"

Teacher and students sit in a circle on the floor. Teacher tosses an object to students, going around the circle. (Object should be a small ball or something like a small stuffed animal.) As the object is tossed, the teacher

asks, "Comment t'appelles-tu?" When the student catches it, he/she should respond, "Je m'appelle ____." This is repeated for each student in circle. Teacher should permit students to help each other out and teacher should encourage students to ask the same question of the teacher as the object is tossed back to the teacher. In this instance, the students not only get to practice both sides of the conversation, but they get to hear repeatedly the teacher model the correct pronunciation.

4. Walk around the room identifying things in French. Model and repeat. (This gives the children practice hearing and saying additional French words. The emphasis is not on retention of the vocabulary.)

5. Continue DRTA with Babar En Amérique.

6. Introduce song for next lesson: "Tête, épaules. . ."

EVALUATION: Students will be evaluated on their attitude and participation in the game. They will be informally evaluated on their understanding and pronunciation of this elementary conversation.

SUPPLEMENTAL ACTIVITY:

Teach song, "Tête, épaules. . ."

LESSON PLAN # 4

OBJECTIVES: Students will be able to sing the song, "Tête, épaules, . . ." They will be able to identify visually numbers pronounced in French by the teacher.

MATERIALS: classroom (in which to identify common objects)
cards, numbered 1-10

PROCEDURES:

1. Review counting, chant, conversation.
2. Model song with actions, "Tête, épaules. . .:"

Tête, épaules, genoux, pieds

genoux, pieds

Tête, épaules, genoux, pieds

genoux, pieds

Yeux et oreilles et bouche et nez

Tête, épaules, genoux, pieds

3. Model and repeat several times, breaking each line down. Vary repetitions. Repeat words in groups, repeat individually, etc.
4. Sing and act out song several times.

5. With children at desks, arranged in cooperative groups of three or four, distribute cards, numbered 1-10. Each group should have one complete set of cards. Play cooperative game in which teacher says a number (or two or three) and the group, working together, must find the number(s). After groups have had adequate time to find the number(s), one student from each group is asked to hold up the number(s). If the correct number is held up, then the group gets points. Each correct group gets the same number of points for each round.

6. After several rounds of game, instruct each child to pick up two number cards then have a seat on the floor. Children are instructed to stand up and show the correct card if one of their numbers is called out. Again, students should be permitted to help each other out.

7. Review song with actions.

EVALUATION: Student groups will be evaluated on their correct choice of numbers called out. Teacher should make note of which students seem to be finding all the numbers for the group. Students will also be evaluated on whether they stand when the number on one of their cards is called. They will be evaluated on their participation in the song.

SUPPLEMENTAL ACTIVITY: Continue reading Babar En Amérique.

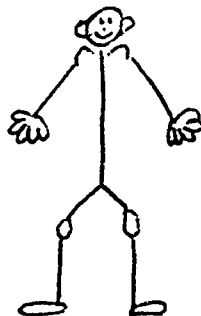
LESSON PLAN # 5

OBJECTIVES: Students will become more proficient in singing, "Tête, épaules . . ." They will be able to identify body parts out of the context of the song. Students will develop a preliminary understanding of three emotion words.

MATERIALS: multi-colored chalk
chalkboard
paragraph with number words interspersed
throughout

PROCEDURES:

1. Review counting, chorally and individually.
2. Review all songs and chants, with special emphasis on "Tete, epaules, . . ."
3. Seat children on floor in semicircle around chalkboard. Draw (in one color) basic outline of a body on board, leaving out parts that children can identify in French:



Going around the circle, call students up, one at a time, to draw a specific part of the body onto the board in a different color of chalk (so as to distinguish easily the different parts.) Tell the student the part to draw.

"Dessinez une tête."

"Dessinez les genoux." etc.

After the entire body is drawn and complete, begin having students erase parts of the body, ultimately to reach the same initial "shell" drawing as shown above.

"Effacez les yeux."

"Effacez la bouche."

Continue with these drawings and erasures until each child has been to the board at least once. If necessary, indicate with hand motions what the words "dessinez" and "effacez" mean. Encourage children to sing the song through to determine which body part is in question. Teacher may need to lead the students in singing.

4. When body is complete on the board, sing the song once or twice through, pointing to the sung body part. This provides a different perspective on the body parts from the children indicating their own body parts.

5. Introduce terms, "triste, contente, et fâché." Teacher

should make a sad face and say, "Je suis triste." Then make a happy face and say, "Je suis contente." Finally, make an angry face and say, "Je suis fâché." While making each face, have children repeat what teacher is saying. Encourage them to make the face with the expression. After doing this several times, ask the students to translate to ensure understanding.

6. Go around the circle, asking each student how they are. Instruct them to answer in French with one of the expressions just learned.

7. Review dialogue:

Ask students, "How would you greet your teacher (single woman) when you first come in the room in the morning? The principal (male)? the teacher's aide (married woman)?"

8. Ask students their names in French.

9. (At this point, students need something to work on at their desks.) Call students back individually for their aural recognition evaluation of the numbers. Instruct student to listen to what teacher will read and raise their hand when they hear a word they recognize. Before beginning to read, have the student count to ten. Assure them that they will not understand most of the words.

*Un jour, il y avait deux garçons. Ils
jouaient avec trois boules. Aussi avec eux, il y
avait quatre filles. Tous les six avaient huit ans.*

Keep a record of which students raise their hands indicating they heard numbers. Afterwards, ask the students to say as many of the numbers as they remember hearing.

EVALUATION: Students will be informally evaluated on their participation in the body drawing on the board. Teacher should make note of which students offer help to other students in identifying various body parts. They will be informally evaluated on their recall of conversation words. They will be formally evaluated on their aural number recognition.

LESSON PLAN # 6

OBJECTIVES: Review and evaluation

MATERIALS: sheet with faces drawn on it
crayons or markers

PROCEDURES:

1. Review chant. Review counting. Review song. Review conversation words.

2. Review emotion words. Say expression, make face to accompany feeling.

3. Distribute sheets to class. Instruct them to color in the face on each line that matches the feeling that teacher says.

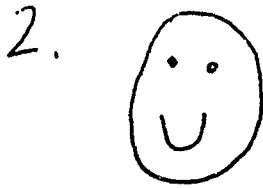
- 1) Je suis fâché.
- 2) Je suis triste.
- 3) Je suis contente.
- 4) Je suis contente
- 5) Je suis fâché.
- 6) Je suis triste.

Suggestion for teacher: Read #1-3 with expression in voice and on face. Read #4-6 without expression.

4. Review what has happened in Babar en Amérique. Continue reading story as before.

EVALUATION: Informally evaluate students' retention of song, chant, and numbers. Formally evaluate students on their aural/visual recognition of feeling expressions on worksheet. Informally evaluate students on the retention of the events of Babar.

NOM: _____
(NAME)



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