

Activity 1

Targeted gesture teaching

Multiple intelligences

verbal-linguistic, interpersonal, kinesthetic, spatial

Language skills

speaking, listening



NEW GESTURED VOCABULARY

Bonjour!
tout le monde
fait
un
(le/un) cercle
mes
(l'un) ami
(l'une) amie
je
suis
madame
monsieur
tu
dit
ça
va
bien
mal
comme ci, comme ça
et
toi

This is the first day of class. We will begin, assuming that no one is yet fluent in French.

(Note: If one or more students do speak some French, you are very lucky! They will be the leaders in the class and will be very helpful at setting your expectation of exclusive use of French in the classroom. All children will benefit from this, and the students with some French background will be able to take pride in their initial leadership role before others begin to catch up!)

For the first class activity, seat the students in a circle on the floor in front of your chair. As you enter the class, or as the students enter your class, Say and gesture:

- *Tout le monde fait un cercle.*

Say this as you help students find a space on the floor by pointing to the spot where they should sit.

For almost all teacher-led class activities throughout the program, students should sit in a group at the foot of your chair, if possible. If students sit at their desks, the visual, auditory, and kinesthetic connection, as well as the high level of focus demanded of the students during these activities is much more difficult for you to establish and maintain. If students are in close proximity to you, you will be able to monitor very effectively who is participating and who is not, as well as bring students who lack focus back to the activity.

Begin by welcoming the students, singing and gesturing the following song found on the CD:

Bonjour, mes amis, bonjour!

Bonjour, mes amis, bonjour!

Bonjour, mes amis, bonjour!

Bonjour, mes amis, mes amis, bonjour!

Say and gesture:

- *Bonjour, tout le monde. Tout le monde dit: "Bonjour!"*

All the students say and gesture *Bonjour*. If they don't join in, repeat the above as many times as necessary until they do. Ensure that all students understand that they are expected to say and gesture with you. Setting this expectation will make it much easier for you as you progress through the very important first few months of the program.

Hints for helping to elicit gestures and word production, especially during the initial stages of gesture work, as students are learning the technique of gesture use and teacher expectations:

- Praise those who are showing the desired level of participation.
- Repeat emphatically while making eye contact with those not participating.

The first few months are an important training time where you establish the expectation that French only will be used at all times. It is also important to teach students the unique technique of Teacher-Led Self-Expression and gesturing as a way to acquire vocabulary. The technique of gesture is not explained to the students. Instead, by your modelling and praise along with concrete examples and contextualization, children soon understand your expectations.

Say and gesture:

- *Je suis* (your name), *et toi?*

Point to one student. Say and gesture, helping the student to say with you:

- *Je suis* (name of student).

Say and gesture, with lots of enthusiasm, encouraging the whole class to join in:

- *Bonjour*, (name of student)!

Point to the next student in the circle. Say and gesture, encouraging students to say with you:

- *Je suis* (your name), *et toi?*

Say and gesture, helping not only the student but the whole class to say with you, so that all have the opportunity to practise each time. One of the important reasons why this program is effective at promoting language acquisition is that no one is silent – all students should participate orally at all times. The weak, the shy and the strong students will all benefit.

- *Je suis* (name of student).

Say and gesture for all students to say with you, with lots of enthusiasm:

- *Bonjour*, (name of student)!

Continue with this activity, until students are able to independently say the words, guided by your gestures.

Repeat, saying and gesturing:

- *Tout le monde dit: “Ça va bien! Ça va mal! Ça va comme ci, comme ça. Ça va bien! Ça va mal! Ça va comme ci, comme ça.”*

Use lots of vocal and facial expression when you say *bien*, and *mal*, in order to convey meaning. Look at the student beside you in the circle, say and gesture, encouraging all students to join into the question:

- *Ça va bien? Ça va mal? Ça va comme ci, comme ça?*

Once the student has responded, invite the whole class to say, slowly and emphatically, with enthusiasm, as you say and gesture:

- *Et toi, ça va bien? Ça va mal? Ça va comme ci, comme ça?*

The next student answers, with gestural support from you as with the previous student, then the whole class says, as you gesture and say with them:

- *Et toi, ça va bien? Ça va mal? Ça va comme ci, comme ça?*

Move along the circle, modelling what students should do by gesturing and saying with them. Continue this activity for the remainder of the ten-minute period.

Activity 2

Gesture teaching and review

Multiple intelligences

verbal-linguistic, kinesthetic, spatial

Language skills

speaking, listening

NEW GESTURED VOCABULARY

Lève-toi!

Assieds-toi!

saute

arrête

très

marche

court

c'est

fantastique

les

(l'/une) action

Say and gesture, looking directly at one student, but encouraging the whole class to say:

- *Je suis (your name), et toi?*

Student says:

- *Je suis (name of student).*

Say and gesture:

- *Lève-toi, (name of student).*

Jump with the student, while saying and gesturing:

- *Saute, saute, saute.*

with voice rising and falling to indicate the action. Say and gesture:

- *Arrête!*

Stop jumping. The student should stop as well. Then say and gesture:

- *Assieds-toi.*

Say and gesture, encouraging all students to say:

- *Très, très bien! Tout le monde: Très, très bien!*

Invite another student to do the same, following the words as outlined above. Repeat this with four students individually. Then say and gesture to the whole class, while they are all seated:

- *Tout le monde ...*

as a cue for the students to say and gesture with you:

- *Saute, saute, saute.*

They should all say and gesture with you. If they don't, repeat gestur-

If students have not fully participated

in identifying your gesture(s), never hesitate to repeat the gesture(s) as many times as is necessary in order to ensure that the whole class says the word(s) together!

For the purposes of word acquisition

and the development of fluency, one sentence that is gestured by you and produced by the students is worth dozens of sentences in your voice without gestures and student production.

Have you said Pardon? when not everyone in the class is participating, and continued to do so until everyone is participating with lots of enthusiasm?

ing the last instruction (*tout le monde*) until they are all saying and gesturing:

- **Saute, saute, saute.**

If you notice one student doing what you request, take this opportunity to praise that student, approaching him/her and looking directly in his/her eyes, saying and gesturing with a happy expression:

- **Très, très bien!**

Say and gesture to one student:

- **Lève-toi.**

Walk with the student (making sure that s/he understands it is a walk and not a march), while saying and gesturing, with voice in an even tone, to indicate the action.

Say and gesture, looking directly at one student, but encouraging the whole class to say:

- **Je suis (your name), et toi?**

Student says:

- **Je suis (name of student).**

Say and gesture:

- **Lève-toi, (name of student).**

Jump with the student, while saying and gesturing:

- **Saute, saute, saute.**

with voice rising and falling to indicate the action. Say and gesture:

- **Arrête!**

Stop jumping. The student should stop as well. Then say and gesture:

- **Assieds-toi.**

Say and gesture, encouraging all students to say:

- **Très, très bien! Tout le monde: Très, très bien!**

Invite another student to do the same, following the words as outlined above. Repeat this with four students individually. Then say and gesture to the whole class, while they are all seated:

- **Tout le monde ...**

as a cue for the students to say and gesture with you:

- **Saute, saute, saute.**

They should all say and gesture with you. If they don't, repeat gesturing the last instruction (*tout le monde*) until they are all saying and gesturing:

- **Saute, saute, saute.**



If you notice one student doing what you request, take this opportunity to praise that student, approaching him/her and looking directly in his/her eyes, saying and gesturing with a happy expression:

- *Très, très bien!*

Say and gesture to one student:

- *Lève-toi.*

Walk with the student (making sure that s/he understands it is a walk and not a march), while saying and gesturing, with voice in an even tone, to indicate the action:

- *Marche, marche, marche.*

Say and gesture, pausing before saying, so that the whole class joins in:

- *Arrête!*

as you stop walking. The student should stop as well, then say and gesture:

- *Assieds-toi.*

Say and gesture:

- *Très, très bien! Tout le monde: Très, très bien!*

Invite another student to do the same as above. Repeat this with a few individual students.

Then say and gesture to the whole class, while they are all seated:

- *Marche, marche, marche.*

They should all say and gesture with you. If they don't, repeat the last instruction, or do as outlined above if one student is doing what is requested. Continue until all students are saying and gesturing:

- *Marche, marche, marche.*

Say and gesture, looking directly at one student, but encouraging the whole class to say:

- *Lève-toi.*

Run with the student, while saying and gesturing, expressing the words quickly and with excitement, to indicate the action:

- *Cours, cours, cours!*

Note: The imperative is used here, but in vocabulary reviews the regularized form *court* will be used.

Say and gesture, pausing a little, with the expectation the class says:

- ***Arrête!***

as you stop running. The student should stop as well, then say and gesture:

- ***Assieds-toi!***

Invite another student to do the same as above. Repeat this with a few individual students.

Then say and gesture to the whole class, while they are all seated:

- ***Court, court, court.***

They should all say and gesture with you. If they don't, repeat the last instruction until they are all saying and gesturing:

- ***Court, court, court. C'est fantastique!***

At the end of a targeted gesture teaching session, sometimes there is a kinesthetic review.

Kinesthetic review

In a kinesthetic review you say the words and students say and gesture the words. These are almost always single, isolated words. In the review, ongoing formative assessment may take place, where you observe very easily which students are able to identify the word/gesture connection and are therefore acquiring vocabulary at the basic level, in preparation for the application of this vocabulary in structured and eventually unstructured (spontaneous) communicative situations. At this beginning stage, you will need to support the students by providing the gesture or at least a gestural hint (the beginning of the gesture), so that you are able to move through the review fairly quickly, and so that students feel supported and successful. As soon as one student does the gesture and says the word, praise that student so that the others are aware that this is what you want, and continue to praise others who understand and do the same. Say the words with lots of vocal expression!

Say and gesture:

- ***Tout le monde fait les actions et dit...***

This activity is always done as quickly as the students can handle it!

Say for the students to say and gesture together:

- *Bonjour!*
- *tout le monde*
- *fait*
- *un cercle*
- *mes amis*
- *je*
- *tu*
- *dit*
- *bien*
- *mal*
- *comme ci, comme ça*
- *ça va bien*
- *ça va mal*
- *comme ci, comme ça*
- *et toi*
- *Lève-toi.*
- *Assieds-toi.*
- *saute*
- *arrête*
- *marche*
- *très, très bien*
- *marche*
- *court*
- *arrête*
- *court*
- *arrête*
- *C'est fantastique!*



Activity 3

Targeted gesture teaching and review

Multiple intelligences

verbal-linguistic, interpersonal, kinesthetic, spatial

Language skills

speaking, listening



NEW GESTURED VOCABULARY

où

est/les

ici

là-bas

non

oui

j'ai

oublié

fou

Je sais!

la

(la/une) classe

finit

maintenant

chante

Au revoir!

Note: In this lesson, you will be using the past tense for the first time. You will not explain the formation of this tense yet, but you will use the auxiliary and past participle naturally, whenever it appears in your speech. In a very few cases (e.g. *oublié, trouvé, gagné*, etc.) students are taught the past participle form initially, as the verb is used with highest frequency in this tense. Whenever the past participle form is used in a past tense situation, please use the gesture for the ending (either *é, i, or u*). Please see the DVD for examples of these forms.

Have your list in front of you. Read names on the list in order.

Say and gesture and encourage the students as always, to say with you:

- *Où est* (name of boy/girl on list)?

Do the gesture for *où* and look intently round as if trying to find him/her, to convey meaning.

S/he will recognize what you are doing and probably put up his/her hand, or others will point to him/her or may say: "S/he is here/over there" in English.

Looking directly at the student, and moving closer to him/her, say and gesture for the class to say with you:

- (Name of student) *est ici. Tout le monde...*

indicating everyone should say with you:

- *Où est* (name of next student on the list)?

S/he raises his/her hand. Say and gesture as you move closer to the student:

- *Tout le monde dit:* "(Name of student) *est ici.*" Continue this with many students in the class.

Sit back down in your original spot.

Say and gesture:

- *Tout le monde: Où est* (name of student who is sitting close to you)?

By now, the students should shout out together automatically as you gesture. (Remove your voice, if possible):

- (Name of student) *est ici.*

Say and gesture, encouraging students to say with you:

- *Où est* (name of student who is sitting far from you)?
- (Name of student) *est là-bas. Tout le monde: ici, là-bas, ici, là-bas.*



Do you praise students

constantly for all efforts, big or small and look for all opportunities to praise students who are weak or shy?

Repeat the above activity as follows. Say and gesture, encouraging students to say with you:

- *Où est* (name of another student who is sitting close to you)?

By now, they should reply automatically, but you may assist with gestures.

Say and gesture:

- *Où est* (name of student you already mentioned in this activity)?
Oh non! J'ai oublié/forgot/oulié!*
- *Ça, c'est très, très fou!*

Then notice the student, saying and gesturing, with lots of emotion (happy, sudden realization):

- *Oh, oui! Je sais!* (Name of student) *est ici!* (or *là-bas*, depending on the location)

Do the same as above with a few other students. Then have everyone do the gestures, by saying and gesturing for the class to say with you:

- *Tout le monde: oublié, oublié, Je sais! Je sais! fou, fou, fou!*

*** Sandwiching**

This was your first use of the sandwiching technique, whereby you quickly say the English word between its French equivalent, which is said both before and after. Sandwiching ensures that words that are not a natural sign can be understood immediately in order for the word-gesture connection to be solidified. It is important to ensure that immediately after the English word is said, all students then say the French word the second time you make the gesture.

On the first day that the class finishes (it may not be at this time) gesture and say, encouraging the class to say with you:

- *La classe finit maintenant/now*/maintenant. Tout le monde dit: "Au revoir, (your name). Au revoir, tout le monde!"*

Gesture for the class to say the following words and then sing the song (found on the CD) with them, as you gesture it:

- *Tout le monde ici est mon ami(e)/friend/ami(e)! Tout le monde chante:*

Au revoir, mes amis, au revoir!

Au revoir, mes amis, au revoir!

Au revoir, mes amis, au revoir!

Au revoir mes amis, mes amis, au revoir!

Scroll down for suggested answers



A First Lesson With AIM

Suggested answers

1. First of all, I have learned that each activity should be a maximum of 10 minutes. As my class period is longer than this, I will need to teach more than one activity per lesson, especially at the beginning before my students start working in partners or in groups. As well, classes don't always go the way I want. It's important for me to be able to be flexible during my lessons. If I am familiar with extra activities, I can move at a pace suitable for my class and switch things up when I need to.

2. The teacher is introduced with "Je suis" instead of "Je m'appelle". The students do not ask "Comment t'appelles-tu ?" Instead, they say, "Ça va bien ? Ça va mal ? Ça va comme ci, comme va ?" I think these two differences exist because these three lessons are written for younger students. The content of the lesson is the same, but the vocabulary is simplified.

Although there are a few words included in the activities which Wendy does not teach, such as "cercle", in general, Wendy taught more vocabulary to her students. She was able to do this as the students were older, quite focused and Wendy is very familiar with the gestures and how the program works!

3. If I am not able to get through 3 activities at the beginning of the program, I shouldn't worry too much. It takes time to become familiar with the program. The more practice I get, the faster I will be able to go. I shouldn't, however, spend 20 minutes on one activity. I should move on to the next activity and then go back to it the next lesson.

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