

Activity 6

Targeted gesture teaching and review

Multiple intelligences:

verbal-linguistic, interpersonal, kinesthetic, spatial

Language skills:

speaking, listening



NEW GESTURED VOCABULARY

comme

le

(le/un) soulier

(le/un) manteau

qu'est-ce que

ça

un

(le/un) chapeau

met

enlève

NOTE: At any time, a new gesture may be taught and added to the gesture review and TLSE, if a 'teachable moment' occurs. You may 'search' any new gesture on the DVD-Rom Gesture Database.

This is the first day that you will introduce an object. Throughout the program, objects are formally introduced to students through gesture-rein combination with the expression: *Ça, c'est...* as described below. Just as with other vocabulary, once nouns are introduced they can be and must be incorporated into gesture review, TLSE, and are also incorporated into the plays and accompanying activities throughout the program.

When you interact spontaneously with students as you gesture, it is important to be aware of:

- what vocabulary the students know well;
- what they easily identify through gesture;
- what vocabulary they are just learning, and that you need to reinforce often;
- and what vocabulary they have yet to learn, so that you do not use a word in class that has not yet been formally introduced to the students.

In a circle, practise, by saying and gesturing, inviting students to say with you:

- *Bonjour, tout le monde! Comment ça va? Tout le monde dit: "Ça va bien! Ça va mal! Ça va comme ci, comme ça. Ça va très bien! Et toi?"*

Point to a student, saying and gesturing, encouraging the whole class to say with you:

- *Comment ça va?*

Student responds, with your gestural support:

- *Ça va bien (mal, comme ci, comme ça, très bien).*

Then the whole class says, to the next student, as indicated by you:

- *Et toi, comment ça va?*

Continue with this activity very quickly, for a couple of minutes.

Say and gesture with lots of emotion (frustration, apology), ensure that students identify your gestures and speak with you:

- *Oh, non. J'ai oublié! Ça, c'est fou! Comment t'appelles-tu?*

Continue the above with a number of students (ten or so), as each responds, with your gestural support, if necessary:

- *Je m'appelle* (name of student).

All students should join in, chanting with you as you say and gesture



Move at a fast pace through these activities. Students will have plenty of opportunities for repetition to ensure acquisition. Remember each activity must last no longer than ten minutes!

Remember - the students speak with you not after you!

for each consecutive student:

- *Oh, non. J'ai oublié! Ça, c'est fou. Comment t'appelles-tu?*

Holding a hat in your hand, say and gesture each word, encouraging all to join in:

- *Ça, c'est un chapeau. Tout le monde: Ça, c'est un chapeau.*

Encourage with the gesture *tout le monde*, for everyone to say with you. Repeat as many times as necessary until everyone has joined in. Then, you place the hat on your head, saying:

- *Je mets le chapeau.*

While the hat is still on, say and gesture each word:

- *Tout le monde met le chapeau,*

encouraging all the students to do the same. Repeat a couple of times until all students are doing the gestures and saying the words:

- *Je mets le chapeau.*

Then, you physically remove the hat, saying quickly and with expression:

- *J'enlève le chapeau. Tout le monde enlève le chapeau!*
- *Je mets le chapeau comme ça/like that/comme ça!*

Put on the hat.

- *J'enlève le chapeau, comme ça/like that/comme ça!*

Take off the hat. Point to your shoe, saying and gesturing:

- *Ça, c'est un soulier. Enlève le soulier, comme ça. Oh non!*

You could indicate that there is an unpleasant odour when you take your shoe off, and then quickly put the shoe back on, saying:

- *Mets le soulier!*

Say and gesture all words, encouraging all students to follow:

- *Mets le soulier.*
- *Enlève le soulier.*
- *Mets le chapeau.*
- *Enlève le chapeau.*
- *Met, enlève, met, enlève*
- *comme ça!*

Holding a coat in your hand, say and gesture each word:

- *Tout le monde: Ça, c'est un manteau. Tout le monde: Ça, c'est un manteau.*



Program accommodations ***The comprehension check**

This is the first time that you are shown how to use a comprehension check. However, the use of comprehension checks and sandwiching are used less than 1/2 of one percent of the time overall and only in cases where the gesture used to teach a very limited number of new words is not iconic (natural) and appears difficult for the students to acquire. This occurs most often at the beginning of the program and is done so that teachers can ensure that the associated gesture is meaningful for the students. In this way, the students from that point are able to benefit from the kinesthetic, auditory and visual input of the gesture and the associated word which is said by the teacher and/or the students exclusively in French.

Encourage with the gesture *tout le monde*, for everyone to say and gesture with you. Repeat as many times as necessary until everyone has joined in. Then you put the coat on, saying:

- *Mets le manteau.*

While the coat is still on, say and gesture each word:

- *Tout le monde met le manteau,*

encouraging all the students to do the same. Repeat a couple of times until all students are doing the gestures and saying the words:

- *Mets le manteau.*

Then, you physically remove the coat, saying quickly and with expression:

- *Enlève le manteau. Tout le monde: Enlève le manteau!*

With lots of expression (wonder, quizzical look), say and gesture:

- *Qu'est-ce que c'est, 'a coat'??**

Students say, with your gestural assistance:

- *Un manteau*

You indicate the coat, looking at it as if wondering what it is. Child says: "A coat." This is your first comprehension check. This technique is reserved for words whose gesture appears not to be understood by the students. However, we use something obvious, since in this case we are also teaching the question words *Qu'est-ce que*, in order to bring meaning primarily to the question word. Ask the above comprehension check, then say and gesture:

- *Oui! Tout le monde* (encourage all to say and gesture): *un manteau, un manteau.*

Immediately following a comprehension check, where a word has been used in English, it is essential that all students then say the word with you in French, in order for the meaning to be immediately transferred to the French oral word and kinesthetic/visual gesture. After each comprehension check, please be sure that this occurs, in order to maximize the acquisition at that time.

Oral review

Your eventual goal in this review is to not say the words, only gesture them. Even at an early stage, try to pause very slightly after you gesture and before you give the word, to allow the students a chance to show you that they can identify your gesture. You may even try only initial sound cueing or silent cueing, and if the students can produce the word correctly, then your vocal support is not necessary.

Gesture and initial sound cue or silent cue, if necessary, and the

Assessment Opportunities

Use the checklists in the Appendix!



REMINDER

Do you take advantage of spontaneous classroom situations to teach or review gestures?

That is the best way to bring meaning to the gestures for your students!

whole class says together:

- *Maintenant tout le monde dit:*
- *Ça, c'est un chapeau.*
- *Mets le chapeau.*
- *Enlève le chapeau.*
- *Mets le manteau.*
- *Marche comme ça!*
- *Cours comme ça!*
- *Parle comme ça!*
- *Enlève le manteau.*
- *Mets le soulier.*
- *Enlève le soulier.*
- *Qu'est-ce que c'est?*
- *Qu'est-ce que tu dis?*
- *comme ça*

Kinesthetic review

In this activity, you say the list words, and the students say and gesture the words. Gesture for the whole class to say:

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

Begin by saying the word only, do not gesture. You may still have to repeat the word. Remember to praise the first students who gesture and say the words, as you have requested. Do this activity as quickly as the students can handle it!

Say:

- | | | |
|------------------------|----------------------|-----------------------|
| • <i>met</i> | • <i>chapeau</i> | • <i>s'assoit</i> |
| • <i>enlève</i> | • <i>manteau</i> | • <i>parle</i> |
| • <i>met</i> | • <i>soulier</i> | • <i>peut</i> |
| • <i>enlève</i> | • <i>comme ça</i> | • <i>veut</i> |
| • <i>ça</i> | • <i>oublié</i> | • <i>doit</i> |
| • <i>c'est</i> | • <i>se rappelle</i> | • <i>je</i> |
| • <i>ça</i> | • <i>ici</i> | • <i>tu</i> |
| • <i>c'est</i> | • <i>là-bas</i> | • <i>fantastique!</i> |
| • <i>qu'est-ce que</i> | • <i>se lève</i> | |

Pick and choose words for this review, if necessary! Do not spend more than ten minutes per activity!

Scroll down for suggested answers



Activity Exploration: Pared-Down Language

Suggested answers

1. When speaking with the class, the teacher uses "tout le monde" so that the students get increased exposure to the third person singular form of verbs. The students learn the difficult to conjugate verb "mettre" and review "devoir", "vouloir" and "pouvoir". These are high frequency verbs and are therefore taught early on.

2. At this stage in the program, the students have a limited vocabulary. It is therefore important to create non-verbal meanings in the classroom as well. This particular example shows that the teacher has a sense of humour and this will help him or her seem more real and to connect to the students. As well, when students laugh, they become more open to learning.

3. The word associations introduced in this lesson are with the verbs "met" and "enlève". At this early stage, having the associations with the words "chapeau", "manteau" and "soulier", allow the students to get three times as much practice with each of the verbs without it seeming like repetition for the students. As well, the students are able to see the same words used in many different sentences. This will help them learn to make their own sentences later on in the program.

Karen Oraas