



PARENT INFORMATION – FRENCH CLASS

For more details, please visit www.ashbrookfrench.weebly.com

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My language classes are taught using the TPRS model/philosophy. Essentially, TPRS lessons can be broken down into three basic steps:

1. **Introduce target phrases.** Typically, we will target three new words or phrases every other day. In this phase, we will first establish the meaning of words through translation and visual associations, and/or gestures. Then, we will move into “PQA” or personalized questions and answers, in which we will have a conversation in French using target phrases. I’ll ask students questions that include the phrases, and they will respond. We’ll continue with this questioning until we feel fairly comfortable hearing the phrases.
2. **Tell a story in which the target structures are used multiple times.** The story scripts mostly come from my students’ imagination but is supplemented by various published TPRS materials. A story script is a basic framework in which the details of the story are undecided. The class will make suggestions for the details as they come up. After the story is “written” by the class, the students draw the main events of the story on a story sheet. They use the story sheet to re-tell the story in class and at home.
3. **Read a text or texts with the target structures.** Sometimes we will read a book or an article in which the words appear. Other times we will read new, manipulated versions of the story. Or we might read the lyrics to a song.

Q: What about speaking?

A: Just like a baby, your child needs lots of time to hear correct French spoken before he or she can truly begin to produce verbal language. And, just like a baby, everyone will be ready to speak at a different time. In class, your child is responsible for choral readings and responses to questions. However, he/she will not be expected to hold conversations or make speeches in the target language while in the lower levels of French.

Q: What curriculum do you use?

A: We work primarily from curriculum and novels published by the TPRS Publishing Company and other Comprehensible Input educators such as Martina Bex and Ben Slavic. The order in which we learn new phrases is determined by two factors: (1) necessity (words like “goes”, “says”, “wants”, etc.), and (2) student choice—what my students want to learn first.

Q: How can I help my child study?

A: Ask him or her to write or tell you the story that we told in class. Have him/her write new sentences using the words that he/she learned in class that day. Quiz him/her on the weekly vocabulary lists, which will contain the target words. Buy simple books in French and have him/her read them. Visit links on my website.

Adapted from a document by Martina Bex • www.martinabex.com • The Comprehensible Classroom