

Guiding principles for successful implementation of *Histoires en action!*

1. You and the students use French only in all interactions (curriculum related or otherwise) Every single time you hear a word of English spoken, stop the class, have the whole class help the student who used English to speak in French by gesturing for the whole class to say the sentence. These opportunities must be seen as important opportunities for language teaching/learning/practice.
2. At least 50% of the program should be spontaneous so that the students feel connected to the gestures and see them as meaningful. You should try to personalize the program so that it is meaningful to the students. If they feel disconnected, they will not want to learn. Introduce new words in meaningful contexts, and personalize the use of gestures whenever possible.
3. Please do not require that students gesture except (a) during the initial few times the word and gesture are introduced to embed the meaning of the words, and, (b) in kinesthetic reviews. For some, to speak and gesture in complete thoughts is too challenging and may actually be detrimental to the development of fluency! Never prevent a student from gesturing who wishes to do so.
4. This is an in-process approach. You should seize every opportunity to use the gestures and other teaching techniques and strategies as a tool for authentic communication to ensure repetition, as you weave through the different suggested teacher-led activities.
5. Each teacher-led activity is a template, and is meant to last ten minutes **maximum**. You should not continue with the same activity for longer than ten minutes or you will not maximize acquisition and will risk losing the students' focus and motivation. You should keep switching the activities - keep the students on their toes - they should never know what is going to happen next! The students will react to your excitement and belief in how the program will work to develop their fluency.
6. You should use humour constantly to connect with the students on a non-verbal level, and to increase motivation, and eventual success.
7. You should always be as positive and excited as s/he can, not only about the program itself, but with the children. Give lots of sincere, positive reinforcement every single time a student does something positive, even if it is very small, as long as it is sincere and behaviour specific (e.g *Tu as dit les mots très fort (name of student) C'est fantastique!*)
8. Make sure that you let go of control over language production, by devoting at least one third of the class time to IPG activities, in the first year, then in years two and up this increases substantially so that there are plenty of opportunities for spontaneous interaction and application of the vocabulary and structures learned so that fluency may develop.

9. Every error made by the students, whether it is made by the whole class in during TLSE or if a student makes an error when speaking spontaneously must be seized as the most important in-action opportunity to refine language skills. This is an inductive approach to the teaching of grammar. Students must learn to feel what sounds right. The only way to do this is by constant teacher feedback, or fossilization of incorrect forms will occur more often. Applied grammar, taught and reviewed in the process of communication is a core component of this program.

10. Never allow silence in an *Histoires en action!* classroom. There should be constant interaction among students!

11. Students should speak chorally with you in teacher-led gesturing activities, except during storytelling activities.

12. Always hear the voice of the students above that of your own. You should not be gesturing while the students are silent.

13. Modify your speed of speech and vocabulary for students, using ONLY words that students can identify through gesture.

14. Ensure pleasant repetition and emotional language occur in all interactions with the students.

15. Make sure that students communicate consistently in complete thoughts. Use total questions to ensure that a “oui” or “non” response is impossible. Use total questions so that when a student makes an oral mistake, you give 2 options. Include in the total question the error made by the student, and also the correct form so as to ensure student success, for example: “*Est-ce que c’est je veux marche ou je veux marcher avec toi?*”

16. Make sure that students take responsibility for their learning and fluency development. If the students know the answer to a question, never gesture it for them. Constantly invite the students prove what they know from the beginning of the program!

17. Use *est-ce que* when questioning during the first two years, not inversion.

18. Encourage students to help each other when interacting spontaneously (in large groups, small groups, or one to one). Peer assistance, peer tutoring and cooperative learning are an essential component of this program.

19. Ensure that all students are involved at all times.

20. Question the students to ensure comprehension on an ongoing basis, and make sure that each gesture is used to develop student's comprehension and oral language production. They must always be identifying the gestures for a communicative purpose!

21. Connect with the students, learn about and appreciate their different personalities and learning styles.