Problem of Practice: Kindergarten French Immersion

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**Introduction**

The greatest challenge for me in the course of this assignment was selecting an appropriate goal. When teaching Kindergarten, everything that you teach the students is basically done with broad concepts. The main focus of Kindergarten is not units of study, but socializing your students and teaching them to interact well with others through play.

To this end, the goal that I selected to improve through the implementation of technology was to improve my students abilities in French to prepare them for entry into Grade 1 next September. I would focus on mostly improving their oral French, although some writing was also done through the course of my activities. This is the most pressing problem in my practice to date. Success in French Immersion depends upon your ability to learn and retain vocabulary and also to use that knowledge to be able to communicate in French with the teacher and peers.

To achieve my goal, I decided that I would use technology as a means of placing my students in more situations where they are required to use their French to complete a task.

**Activities:**

**1) PowerPoint presentation on the SMARTboard**

I made a series of PowerPoint presentations for the SMARTboard in our computer lab to review French vocabulary and also to practice, as a class French letters and letter sounds. The students were every engaged through the activities and loved having their turn to write words on the SMARTboard! This helped a lot with reviewing the French names for things that they may not have used in awhile and the sounding out of the words really helped them to piece together how these letters sound, which I think will really be a great help in their journal writing.

You can see this activity on my blog on the page entitled “Students At Work.”

**2) VoiceThread video stories**

Each of the kids in my class drew their own story with characters and situations that they made up themselves. When they completed their drawing, each child told me what their story was about. They were instructed to use as much French as they could to explain what was going on. I scribed their stories for them and we then went to the computer lab and record these stories and a photo of their drawing on VoiceThread. They loved hearing their voices on the computer and I was amazed at how much French they were able to use!

You can see this activity on my blog on the page entitled “Video Stories.”

**3) Movie “Où est Madame Spring?” filmed with flip cameras**

As a class, we wrote a story called “Où est Madame Spring?” (Where is Madame Spring?) about how I am missing and the students have to find me. I planned that this activity would help them practice the names of places in the school in French (i.e. le gymnase, la salle de musique) and also simple questions and phrases. The kids are very motivated to work on their movie and are excited about being actors! This activity has worked very well to reinforce the vocabulary it was intended to and was also lots of fun for the students.

You can see the movie on my blog on the page entitled “Our Movie.”

**Conclusions**

Overall, I think that the use of technology was a great help in creating fun and engaging activities where my students were required to interact in French. Because of the assessments of each student’s abilities I was able to do as result of these activities, I can confidently state, with documented evidence on my blog, that they are ready for Grade 1 next year.