

Introduction

In Grade 4 middle immersion it is imperative that learners are exposed to [high frequency & pared down language](#) that is used daily by the teacher and the student to acquire language and assist them in becoming confident and competent communicators in French. When learners receive messages in the target language *that they understand*, they are acquiring language. Learners require large amounts of repetitive language and the understanding that once the word has been taught, it is to be used in class. Students can begin using French within the first day if the expectations are clear.

The Grade 4 middle immersion program is unique. It is not a modified Grade 6 late immersion, neither is it the equivalent of “going back to kindergarten.” Rather, the challenge as a French immersion educator lies in engaging and convincing learners that they can use the taught vocabulary to communicate immediately in simple ways.

Bilingualism is achieved by providing instruction of the basic curriculum in French, therefore, there should be an increased emphasis on French in term 1, pulling time from Social Studies and Science as needed. Eighty percent of instruction in Grade 4 must be in French. A solid foundation in the language is necessary to make learning in all areas more accessible throughout the year.

Understanding & speaking French are of the most important competencies that our students can learn. If they can say it, they will write it (even if it is with phonetic spelling at first). Creating a French-only atmosphere is key.