



M. Gaston video lessons - Free French Language Learning (K-2)

Agency: Apprendre Franco-fun!

Contact: Gaston Prattis (admin@apprendrefrancofun.com)

1. Brief overview of proposed service, including age group for which it is intended:

M. Gaston video lessons with "Apprendre Franco-Fun!" are educational resources designed to teach French in a fun and engaging way. The lessons primarily target children and young learners, typically ranging from ages 5 to 12, although older learners may also find them useful. The content is presented through animated videos featuring M. Gaston, a qualified Francophone teacher who guides students through various language lessons, including vocabulary, grammar, pronunciation, and more. The lessons aim to make language learning enjoyable and accessible, incorporating interactive elements to keep learners actively engaged. Through colorful visuals, lively animations, and clear explanations, the videos cover essential French language skills while fostering a playful learning environment.

2. How will this proposed service benefit students? Cite any relevant research evidence.

The proposed service of M. Gaston video lessons offer engaging multimedia content that can increase student motivation and retention of French language skills. Research supports the effectiveness of multimedia learning in enhancing engagement and memory recall. By presenting language in context and incorporating cultural elements, this asynchronous learning method promotes natural language acquisition and cultural awareness. Additionally, the flexibility of self-paced learning allows students to progress at their own speed, contributing to a more effective language learning experience overall.

3. How will the school board staff know the proposed service is having the intended benefit?

We understand that the ability to offer quality French support in early years is becoming challenging for school boards that offer French Immersion programming. M. Gaston would be a great tool and option for K-2 learners that are looking for practice and exposure to the language. Gathering feedback directly from students about their experience with the M. Gaston videos can provide valuable insights into the service's impact. Conducting longitudinal studies that track students' language proficiency and academic performance over an extended period can offer deeper insights into the sustained impact of the M. Gaston video lessons. By assessing students' progress at multiple points throughout their language learning journey, staff can determine whether the intended benefits of the service are being realized over time.

4. How will consent for participation be obtained?

PDSB can distribute information for how to access M.Gaston via the Apprendre Franco-fun! website to parents or guardians of students, outlining the details of the program, including its objectives, content, and benefits.



The forms should clearly state the voluntary nature of participation and that this is meant to offer enrichment support for early learners.

5. Who provides clinical supervision to the service providers?

The M. Gaston video lessons with "Apprendre Franco-Fun!" offer self-paced learning opportunities for students at home without the requirement of clinical supervision. The program offers elements such as quizzes and activities that enhance engagement and provide immediate feedback for independent learning. Supplementary materials like worksheets further support self-paced progress, allowing students to review and reinforce concepts at their own speed. While parents can offer support, the program is designed to minimize the need for direct supervision, empowering students to take ownership of their French language learning journey independently.

6. How will debriefing/feedback to the student, family and PDSB staff be accomplished? How often will feedback be provided to the student, family and PDSB staff?

PDSB can communicate with families about their child's progress and participation in the M. Gaston program through regular updates. Families may also be encouraged to provide feedback on their child's learning experience and offer insights into how the program can better support their needs.

7. What is the time frame for the proposed service?

The time frame for the proposed service of M. Gaston video lessons with "Apprendre Franco-Fun!" within the school board is indefinite, meaning that it is ongoing and not limited by a specific end date. The program is designed to be a permanent or long-term resource for supporting French language learning among students within the school board.

8. What PDSB facilities are required? When will they be required?

No PDSB facilities are required for the implementation of the M. Gaston video lessons since students will access the program from their personal devices at home. This means that there is no need for dedicated physical spaces within PDSB facilities for the delivery of these lessons. Instead, students will utilize their own devices, such as computers, tablets, or smartphones, to access the online resources provided by the school board.

9. What assistance do you require from PDSB staff?

PDSB staff are needed to promote the M. Gaston program to students and parents, emphasizing its accessibility and benefits for additional French language support. Encouragement from staff members can highlight the opportunity to learn from a Francophone teacher at no cost.



10. Have you considered schools to which this proposal may be applied. If yes, how were these schools identified and why and by what criteria were they selected. If no, do you require assistance in selecting sites.

Schools considered for implementing the M. Gaston video lessons are selected based on specific criteria including French immersion programs and English schools where parents seek early French enrichment support.

11. Is there a research component to the proposal? If yes, describe

No, there is no explicit research component outlined in the proposal. The focus of the proposal is on the implementation of the M. Gaston video lessons as a resource to support French language learning within the school board. While the proposal emphasizes the use of evidence-based practices and draws on research-supported strategies for language education, there is no specific research study or data collection outlined as part of the proposed program. Instead, the emphasis is on providing accessible and effective language learning resources to students and families within the PDSB.

12. Are there any financial implications (school, teachers, parents) of the proposal? If yes, describe.

No, there are no financial implications outlined in the proposal. The M. Gaston video lessons are being provided at no cost to students, teachers, or parents. This means that there are no fees or expenses associated with accessing the language learning resources, making it accessible to all students (and teachers should they be interested in implementing this into their planning) within the school board regardless of financial status. Additionally, there is no mention of any additional costs or funding requirements for the school or teachers involved in implementing the program. Overall, the proposal emphasizes the affordability and accessibility of the language learning resources as a key benefit for students and families within the PDSB.

13. What are the applicants credentials e.g. College Registration Number? How can you identify yourself in schools e.g. name badge?

Yes, of course! M. Gaston is an Ontario French teacher. OCT # 668485