FRENCH as a SECOND LANGUAGE

F s L

NINE-YEAR PROGRAM
OF STUDIES

GUIDE TO IMPLEMENTATION

GRADE **10** TO GRADE **12**

Government
of Alberta ■

Education

French as a Second Language

**Nine-year Program of Studies
Guide to Implementation —
Grade 10 to Grade 12**

Several Web sites are listed in this document. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user.
Note: All Web site addresses were confirmed as accurate at the time of publication but are subject to change.

For further information, contact:

Alberta Education
French Language Education Services Branch
9th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta T5J 5E6

Telephone: 780–427–2940 in Edmonton or
toll-free in Alberta by dialing 310–0000
Fax: 780–422–1947
E-Mail: LSB@edc.gov.ab.ca

The primary intended audience for this document is:

Administrators	✓
Educational Consultants	✓
General Audience	
Parents	
Students	
Teachers	✓

A PDF version of this resource is available at
http://education.alberta.ca/francais/teachers/
progres/compl/fsl/support/niney.aspx

Print copies of this resource can be purchased from the Learning Resources Centre. Order online at www.lrc.education.gov.ab.ca or telephone 780–427–5775.

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Michel Fortier

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1 INTRODUCTION

**PURPOSE OF
THE GUIDE**

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF
STUDIES GUIDE TO IMPLEMENTATION—GRADE 10 TO GRADE 12 is
intended to assist teachers, consultants and administrators in
implementing the 2004 FRENCH AS A SECOND LANGUAGE NINE-YEAR
PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). It is a **supporting**
document that is offered as a starting point for planning and teaching
the high school course sequence (French 10–9Y; French 20–9Y and
French 30–9Y).

**CONTENT OF
THE GUIDE**

This guide consists of three sections: nine chapters, 25 appendices and
one suggested lesson series for each course in the high school sequence.

The guide provides information and suggestions for a range of topics,
including:
► implementation of the program of studies
► planning for instruction to meet the needs of all learners
► instructional techniques and strategies
► the use of technology to support second language learning
► classroom assessment.

Chapter 1 provides a brief introduction to this document, to the
benefits of learning a second language as well as to the context for
language learning in Alberta. **Chapter 2** follows with an explanation of
the design of the Nine-year Program of Studies. Appendices A to E
support the content of this chapter. In **Chapter 3**, considerations related
to the implementation of the program of studies are listed, and these are
supported by Appendices F, G and H. **Chapter 4** addresses the teaching
of FSL at the high school level; Appendices I to K provide further
information. In **Chapter 5**, the focus is on various types of models and
on planning for instruction. Appendices L to P provide additional tools
and materials. **Chapter 6** provides suggestions for instructional
techniques and strategies related to the components of the entire
program of studies. This chapter is supported by Appendices Q, R and
S. The goal of meeting the needs of all students is addressed in
Chapter 7 and is followed up by various tools related to differentiating
instruction in Appendix T. Examples of graphic organizers for students
with varying learning needs can be accessed in Appendix S. **Chapter 8**
is devoted to the topic of classroom assessment and is accompanied by

Appendix U. **Chapter 9** addresses various technologies that can be used to support and enhance second language learning and teaching. Appendices V to X provide additional information.

A glossary of terms used in this guide is provided in **Appendix Y**.

Related documents

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) is the **primary** reference document and can be accessed at <http://education.alberta.ca/media/677897/ nine_ year.pdf>. It provides an articulated program for grades 4 to 12 and prescribes what students are to learn and be able to do by the end of each grade and course at the high school level. A copy of the French version of the program of studies is available at <http://education.alberta.ca/media/677902/nine_yearfr.pdf>.

Alberta Education has a Web site that includes a listing of various materials in support of the FSL program of studies. It can be accessed at <http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/ niney.aspx>.

BENEFITS OF LEARNING A SECOND LANGUAGE

The Government of Alberta believes that language learning provides students with the competitive edge needed to succeed in the global economy. Research findings indicate that the experience of learning a second language can enhance many aspects of learning, including:
- ► improved overall school performance
- ► improved verbal and nonverbal intelligence, divergent thinking and memory and listening skills
- ► improved first language communication skills
- ► a deeper understanding of one's own culture and the development of positive attitudes towards cultural diversity
- ► improved ability to learn additional languages.

The goal for language learning in Alberta schools is to have students communicate and interact in two or more languages. The benefits of knowing another language include:
- ► a life-long ability to communicate with more people
- ► access to a larger pool of information and broader educational and career opportunities
- ► more opportunities to enjoy literature, art, music, theatre, movies, sports and travel.

Use of French worldwide

The choice of French as a language of study is a jurisdictional one, but it is often the language of choice as it is Canada's other official language. It is widely used and accessible throughout Canada and is the first language of 6.7 million Canadians (Statistics Canada, 2001). It is spoken by approximately 200 million people in 55 countries around the world (*Organisation internationale de la Francophonie*). It is also an official language of the European Economic Community, the United Nations and the International Olympic Committee. After English, French is spoken on more continents than any other language.

Alberta Education has compiled a number of resources that can be used by teachers and school authorities to promote the study of second languages. These can be accessed at the following Web site: <http://education.alberta.ca/teachers/resources/learnlang.aspx>.

LANGUAGE LEARNING IN ALBERTA

Learning French has long been considered important to the education of Alberta students, both as a way of enhancing our graduates' opportunities for living and working throughout Canada and the world, and as a means of fostering greater understanding between French-speaking and English-speaking Canadians.

Alberta students who are linguistically and culturally competent in French can work toward the promotion of cultural understanding and respect for diversity by breaking down cultural barriers and fostering good will and mutual respect. They can also use the intercultural skills they have developed through the learning of French to enhance our province's influence and competitiveness abroad, helping them to become better global citizens.

In addition, the study of French can reinforce learning in other subject areas, such as English Language Arts and Social Studies, where skills such as critical thinking and strategic learning are further developed. Students who learn another language tend to be risk takers, tolerate the unknown and more flexible and adaptable to new situations—skills needed in an ever-changing world.

In 1988, the Government of Alberta adopted a language education policy (1.5.2) in response to the enactment of the Canadian Charter of Rights and Freedoms. This policy set direction for language learning by mandating English language instruction for all Alberta students, as well as mandating French language instruction for children of parents identified under Section 23 of the Charter. It also encouraged instruction in French as a second language as well as instruction in languages other than French and English, as deemed appropriate by local communities. Second language programs, including FSL, are considered optional at all levels.

In 2000, a number of recommendations to enhance language learning across Alberta were identified. Alberta Education began planning for a province-wide language-learning requirement for grades 4 to 9 students.

Currently, Alberta Education encourages and supports school authorities who choose to implement a language learning requirement locally by continuing to develop programs of study, learning and teaching resources and assessment materials for a range of languages, including French.

In Alberta, French as a Second Language (FSL) refers to a course of study in which the French language is taught as a subject, often between 30 and 40 minutes a day in elementary. In junior high school, the time allocation can vary from 40 to 60 minutes and will depend on the school's timetable configuration (e.g., Day 1, Day 2 rotation). The ideal

is to meet the recommended 95 hours of instruction required to attain the learner outcomes defined in the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). Alberta Education, however, leaves decisions regarding the organization of instruction and allotment of instructional time to local school authorities at elementary and junior high levels.

In senior high, French as a Second Language courses are five-credit courses and, therefore, must be allocated 125 hours of instruction.

COURSE SEQUENCES AVAILABLE FOR FSL

Alberta Education currently has two course sequences for FSL at the high school level:

► the nine-year course sequence for students who are beginning their study of French in Grade 4, and who will continue programming at the junior and senior high levels. Students who complete their FSL studies at the junior high school level and continue into high school will enroll in French 10–9Y, French 20–9Y and French 30–9Y;

► and the three-year course sequence intended for high school students who are beginning their study of French for the very first time. These students would enroll in the following courses: French 10–3Y, French 20–3Y and French 30–3Y.

In summary

The learning of a language such as French is considered an important component of a student's education. To this end, Alberta Education has developed programs of study and a number of other documents that support the teaching of French. This Guide to Implementation is developed to assist teachers, consultants and administrators as they implement the FSL program of studies in grades 10 to 12.

Chapter 2 provides an explanation of the design of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12).

2 PROGRAM DESIGN

Program Design

Audience

Learner outcomes

Multidimensional framework

Development of competency

The Experience–Communication component

The Language component

The Culture component

The Language Learning Strategies component

Program articulation

→ *Corresponding Appendices A*, *B*, *C*, *D*, *E*

PROGRAM DESIGN

This chapter focuses on the design of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). It provides an explanation of the four components within a multidimensional framework and defines the various competencies (communicative, cultural, linguistic and strategic) that students develop throughout their study of French.

AUDIENCE

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) is designed for students who begin learning French in Grade 4 and continue their studies through to completion in high school. It is designed to be implemented based on the recommended minimum number of hours of instruction per year; i.e., 95 hours of instruction per year or 30 minutes per day in grades 4 to 9 and 125 hours per course at the high school level.

LEARNER OUTCOMES

The program of studies prescribes general and specific learner outcomes for each of the four components; i.e., Experience–Communication, Language, Culture and Language Learning Strategies. The **general outcomes** are broad statements that define results students are expected to achieve in the course of their language learning experiences. **Specific outcomes** define results students are expected to demonstrate as

knowledge, skills and attitudes at the end of each grade. Outcomes related to information and communication technology are found in this program of studies as well.

Outcomes by grade rather than by developmental stage

Some teachers may be familiar with the French as a Second Language Program of Studies implemented in 1991. At that time, learner outcomes were defined within three levels of competency at each of three developmental stages: Beginning level 1, 2, 3; Intermediate level 4, 5, 6; Advanced level 7, 8, 9. The 2004 program of studies defines specific learner outcomes by grade in elementary and junior high and by course at the high school level (French 10–9Y, French 20–9Y and French 30–9Y).

Appendix A contains a chart showing key differences between the 1991 and 2004 FSL programs of study.

MULTIDIMENSIONAL FRAMEWORK

Research and experience have shown that language acquisition is a gradual, developmental process that works best when it involves students in communicative activities related to their range of experiences. During this process, students acquire language, knowledge, skills and attitudes concurrently, at different rates and degrees of development. Thus, their ability to communicate grows and broadens over time.

The program of studies applies this understanding to a multidimensional framework in which students learn French as a second language and continually improve their language competency through the integration of **four components**.

Figure 2.1 provides a brief overview of the purpose of each component. The components are interdependent and each plays a key role in the development of students' ability to use the language for real-life purposes. All components, as well as the four language skills, are interwoven in the teaching and learning process. **All components and all skills are of equal importance.**

EXPERIENCE — COMMUNICATION
participation in relevant language experiences that involve comprehension, expression of ideas and negotiation of meaning

Communicative competency relies on the development of four language skills—listening comprehension, oral production, reading comprehension and written production

Fields of experience provide real-life contexts, through which students learn the language and acquire the knowledge, skills and attitudes of the four components. They are sequenced from concrete to abstract and build upon and integrate fields of experience from previous grade levels

CULTURE
understanding ideas, behaviours, manifestations, cultural artifacts and symbols, lifestyles and language variants that exist within various Francophone cultures and development of intercultural skills and knowledge

LANGUAGE
development of linguistic tools (or elements) of the French language, including sounds, written symbols, vocabulary, word order, grammatical rules and discourse features that tie thoughts together

LANGUAGE LEARNING STRATEGIES
awareness, development and use of cognitive, socioaffective, metacognitive and memory strategies in different learning situations

Figure 2.1 The components of the program of studies

DEVELOPMENT OF COMPETENCY

All components in the multidimensional framework work together to develop the students' ability to use the language successfully. The program of studies is designed to support students as they develop competencies in communication, language knowledge and use, cultural knowledge and understanding, strategic knowledge and use and sociolinguistic awareness.

Communicative competency

Communicative competency is the ability of learners or speakers of a language to use their knowledge of context, language functions, vocabulary and grammatical rules in order to understand and/or express a message. Communicative competency can be broken down further into language, cultural and strategic competency.

Language competency

Language competency is based on the acquisition of the linguistic tools needed to understand and convey authentic messages in French. The process includes the development of knowledge of language concepts, knowledge of vocabulary and the application of vocabulary and language concepts. It contributes to the repertoire of words and grammatical structures that students can access. Sufficient time, practice and reintegration in subsequent language learning experiences are a necessary part of the teaching and learning process.

Cultural competency	Cultural competency develops knowledge and understanding that allow students to reflect upon other cultures, with a view to understanding other people while developing their own personalities and identities in preparation for global citizenship. Culture is intertwined with language in the teaching and learning processes.
Sociolinguistic competency	Sociolinguistic competency develops knowledge and understanding related to the appropriateness of language in relation to a context or situation.
Strategic competency	Strategic competency is the development and application of an ever-increasing repertoire of techniques to facilitate learning and, specifically, language learning. Strategies are divided into comprehension and production strategies in three areas―cognitive, socioaffective and metacognitive―as well as memory strategies. Students are made conscious of their strategy use and are encouraged to develop and expand their strategic repertoire through the explicit teaching and modelling of various strategies in different learning contexts.
THE EXPERIENCE— COMMUNICATION COMPONENT	In the program of studies, the Experience–Communication component comprises the language experiences in which students will participate as they learn French. It is during these language experiences that the four language skills are developed.

Figure 2.2 The Experience–Communication component

Fields of experience	The experience portion of the component relates to the fields of experience that provide the contexts and impetus for acquiring language.

The following guiding questions were used in the design of the program of studies when the fields of experience and their associated subfields were selected:

► Which experiences are most important to students?

► What is most important for students to know and be able to say in French, based on their typical life experiences as well as their needs and interests?

The fields of experience provide the contexts for communicative activities. They represent different dimensions of students' relationship with their surroundings.

► The physical dimension represents survival and physical well-being through fields such as food, sports, health, exercise and safety.

► The social dimension includes fields such as family, friends, holidays and celebrations, work and school.

► The civic dimension centres on life in society and includes fields such as consumerism and conservation.

► The intellectual dimension encompasses the arts, sciences and the media.

► The leisure dimension focuses on vacations, clubs and associations, outdoor life and travel.

The fields of experience, sequenced from concrete to abstract, increase in complexity from grade to grade, in elementary and junior high, and from course to course at the high school level. Since the fields of experience are quite broad in nature, they have been divided into a number of **subfields** that allow the development of smaller, more concise units of language learning. They are prescribed at each grade and for each course to allow students sufficient time to acquire grammatical concepts and vocabulary. As students progress through the course sequence, the fields and subfields are reintegrated, expanded and solidified, thus permitting the cyclical and ever-increasing spiral development of the four language skills.

📄 *Example:* A student in Grade 5 encounters the field of experience entitled CLOTHES, which contains a number of subfields such as seasonal clothes, clothing preferences and clothes for different occasions. In Grade 8, the student finds that this field of experience is expanded to CLOTHING, which is comprised of subfields related to clothing choices, clothing design, and clothing care. Later, in FRENCH 20–9Y, the same aspect is encountered as the field called FASHION AND FADS (*LA MODE*), which includes not just clothing but also how clothing is viewed in the past and present and clothing's role in society. This spiralling allows students to bring from elementary what they know about clothes and from junior high what they know specifically about clothing design. By integrating a similar field of experience that is more age-appropriate for high school students, they can develop their language skills further.

Appendix B contains an overview of the fields and subfields of experience identified for grades 4 to 12. The fields and subfields of experience for the courses in grades 10 to 12 are found on page 171. A discussion of how teachers can plan to build their instruction within the fields of experience follows in **Chapter 5**.

Four language skills

Communication is the process whereby a message is transmitted and received by another. It can occur orally, in writing or through the use of paralinguistic features such as pauses or silences, as well as through the use of gestures.

The development of the four language skills—listening comprehension, oral production, reading comprehension, written production—falls under the communication portion of the Experience–Communication component.

► **Comprehension** involves understanding the main idea(s) and supporting details presented orally or in written texts; i.e., deriving meaning from what is being heard and read.

► **Production** involves the creation of oral or written messages that are based on the need to express an idea or ideas in a given context or situation and for a particular purpose; e.g., asking someone what his or her favourite social activity is or giving someone advice on how to carry out a job interview.

► The **negotiation process** brings the two sets of skills together as an individual gleans meaning from an oral or written text, interprets what is being understood and reacts to his or her interpretation orally and/or in written form.

Figure 2.3 illustrates how the negotiation process arises at the intersection of the four language skills.
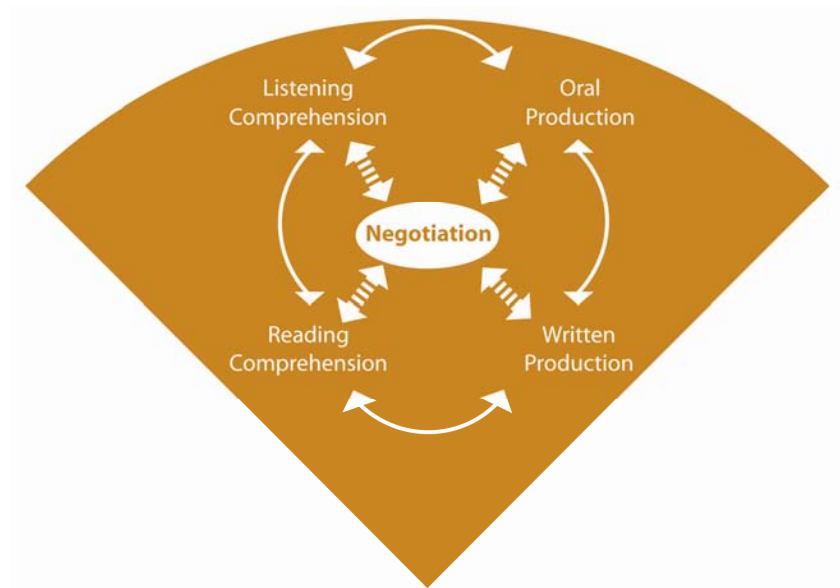
Figure 2.3 The place of negotiation within the four language skills

Generally, students begin to comprehend language through watching facial expressions and gestures, hearing exclamations, and so on. They then proceed to the word and sentence level, where they hear words and language structures (linguistic elements) and learn to produce them orally. Next, they see the same words and structures in written form and learn how to make sound–symbol correspondences for recognition purposes and eventually for writing personal messages. As students become more familiar with these words and sentence structures, they learn to rely on them to develop meaning and to create their own messages. Further, as students gain more confidence with the language, they will develop their language skills through the integration of language functions.

The following questions were considered with regard to communication:
► What does communication mean?
► What kinds of communicative needs or intents are generally experienced by students?
► How can communicative intents be expressed or understood?
► Which language functions are to be integrated at the high school level in keeping with the fields of experience being developed and the cognitive level of the students?
► How can the students' language performance be described?

A discussion of how teachers support students in the development of all four language skills is found in **Chapter 6**. **Appendix C** provides a chart of these communicative intents, which can be defined by categories of language functions and further classified by specific communicative acts.

THE LANGUAGE
COMPONENT

The **Language component** contains the building blocks that make meaningful communication possible.

This component comprises the linguistic tools or elements students must acquire in order to understand and convey messages in French. These linguistic elements include:
► pronunciation and intonation—sounds of the language
► orthography—graphic symbols of the language, including spelling and punctuation
► vocabulary—lexical items of language
► grammatical rules that guide effective communication
► syntax—word order, sentence order and discourse patterns
► discourse features that tie thoughts together.

Linguistic elements are prescribed for each grade and course, in keeping with the fields of experience and their corresponding subfields.

These questions were considered with respect to language acquisition:
► What is needed to achieve effective communication in French?

► What are the key elements of the linguistic code that students need to know and be able to apply?

Elements such as sounds–symbols, vocabulary, word order, grammar and discourse elements are seen as making up the language component. These elements are taught in the context of the fields of experience and with the main goal of developing communicative competency.

At the elementary level, the language component is divided into knowledge of language concepts, knowledge of vocabulary and application of vocabulary and language concepts. This division was made to provide ample time for students to be exposed to the lexical fields and the basic grammatical concepts that relate to French.

Figure 2.4 illustrates that both knowledge of language concepts and knowledge of vocabulary support the application of language concepts and vocabulary.
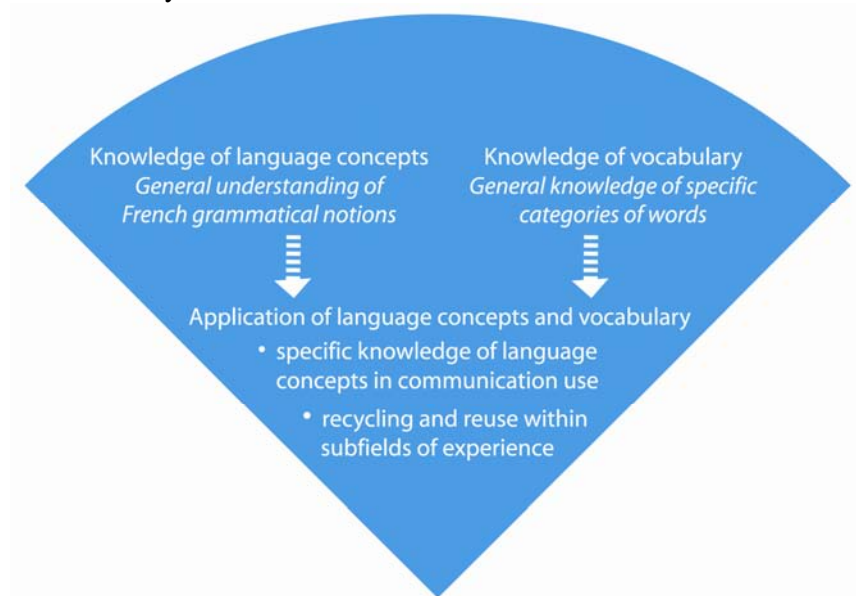
Figure 2.4 The Language component at the elementary level

Figure 2.5 illustrates how the knowledge of vocabulary is subsumed under the application portion of the Language component at the junior and senior high levels.

Knowledge of language concepts
General understanding of French grammatical notions

Application of language concepts and vocabulary
• specific vocabulary related to previously and newly-encountered fields of experience
• specific knowledge of language concepts in communication use
• recycling and reuse of vocabulary and language concepts within subfields of experience

Figure 2.5 The Language component at the secondary level

Knowledge of language concepts

Knowledge of language concepts involves the acquisition of general knowledge about the linguistic elements that make up a particular language. It includes the metalanguage, which is the vocabulary used to talk about and analyze the structure of a language (including the terms noun, adjective and verb), and the ability to recognize linguistic similarities and differences that exist between two languages, such as French and English. This knowledge is often referred to as language awareness, which has the added benefit of enhancing students' understanding of the English language. It also proves beneficial when learning a third or fourth language.

📄 *Example:* All languages have nouns. In French, nouns are always defined by a gender. Gender is not as explicit in English, other than for nouns that are, in and of themselves, gendered, such as man and woman, or nouns that indicate gender in roles, such as waiter and waitress. Knowledge of gender agreement is also not as requisite in English as in French. By presenting this notion in elementary and continually revisiting it in junior and senior high students become familiar enough with the concept that as new vocabulary is added to their repertoire, knowledge and use of gender become second nature.

Appendix C provides a chart showing an overview of the introduction and reintegration of language concepts from grades 7 to 12.

Application of vocabulary and language concepts

Not only are students required to develop knowledge of language concepts, they must also be given opportunities to apply this knowledge in multiple situations in which they engage in real and purposeful communication. The program of studies lists those vocabulary and language concepts that are to be embedded in classroom activities to provide students with opportunities to apply this knowledge.

Outcomes associated with vocabulary deal primarily with the words and expressions required to carry out communicative tasks related to the various fields and subfields of experiences outlined for each grade and for each course at the high school level.

Appendix D contains suggested classroom expressions for use by teachers but is mainly for students. **Appendix E** contains lists of suggested vocabulary associated with the fields and subfields of experience for each of the high school courses (French 10–9Y, French 20–9Y and French 30–9Y). This suggested vocabulary is intended to assist teachers in planning for instruction and to provide a common understanding of what kinds of words students might be able to use, given the field and subfield of experience.

In the program of studies, this linguistic knowledge is generally grouped according to fields of experience. These groupings do not imply, however, that all related vocabulary and linguistic elements are taught and used only in one field of experience. Rather, the groupings are made explicit to help illustrate how students can reuse and reintegrate what they already know in various contexts and situations.

📄 *Example:* A Grade 4 FSL teacher has presented basic vocabulary and expressions related to the seasons, the months of the year and the weather. When working with the fields of experience WHO AM I? and MY FAMILY, the teacher has students add weather and seasons to a discussion of their family and their personal likes and dislikes; e.g., *Est-ce que ton père aime l'été?* When students revisit the same two fields of experience in Grade 7 under the new field of experience PEOPLE AROUND ME, they are able to elaborate on what they are able to say. The teacher may ask *Qu'est-ce que ta famille aime faire en été?* Students could answer, *Nous aimons faire des pique-niques, aller au lac et faire du ski nautique.* The comprehension of vocabulary is the same, but it is now the capacity to apply this vocabulary that is developing. In addition, students are able to describe their family activities in more detail as they have acquired more vocabulary in Grade 7 that would contribute to a fuller description. In high school, students can now use the same vocabulary acquired in elementary and junior high to inform others of what they liked to do in the past, what they like to do in the present and with whom when studying such fields of experience such as ACTIVITIES, VACATIONS, CLOSE FRIENDS. For example, the teacher may ask, *Qu'est-ce que tu as fait comme activité sociale pendant la fin de semaine?* and students could answer, *Je suis allé voir un film avec mes amis.* The teacher could also ask questions such as *Qu'est-ce que ta famille faisait en été quand tu étais à l'école élémentaire?* Students could answer with *Nous allions aux montagnes Rocheuses pour faire du camping.*

THE CULTURE COMPONENT

The culture component requires the acquisition of knowledge that relates to ideas and behaviours, to cultural artifacts and symbols as well as to the lifestyles and language variants found in various Francophone cultures.

To assist students in acquiring this knowledge, certain key outcomes—such as comparing and contrasting the way of life of individuals or groups from various Francophone cultures—have been identified in the program of studies, in this case so that students can develop knowledge of sameness.

The program of studies includes various aspects of Francophone cultures so that students can become aware of different provincial, national and international Francophone groups and celebrations. For example, in junior high, geographical areas where French is spoken in Canada and other parts of the world are identified in Grade 7; regional variations in expressions used by different Francophone groups, such as the names for meal times in Québec versus France, are recognized in Grade 8; and Francophone communities at the local, provincial, national and international levels are identified in Grade 9. In high school these outcomes are more general in nature so that students can seek out information relevant to their interests, such as typical social activities of Québecois or French teenagers.

Further, as a means of keeping cultural notions current, specific outcomes have been included in the high school portion of the program of studies that integrate the use of information and communication technologies. For example, in French 10–9Y the outcome that states, "use digital resources to access current information about different Francophone cultures" reinforces the importance of Francophone cultures as they are today and not what they were in the past.

The following notions were considered in the design of the program of studies: the need to build students' cultural awareness, cultural knowledge and sociolinguistic knowledge in order to expand their understanding of the world; the need to develop intercultural competence; and the need to build a sense of global citizenship. Outcomes in the program of studies that relate to these understandings:

► cultural awareness and knowledge related to facts, behaviours and beliefs;
► sociolinguistic knowledge related to rules and conventions that govern the language in certain social situations.

This knowledge and awareness can be developed through activities in which students identify concrete facts, compare similarities and differences, analyze and interpret data and reflect on their own culture.

Figure 2.6 highlights the interaction of cultural and sociolinguistic knowledge in the development of cultural competency.
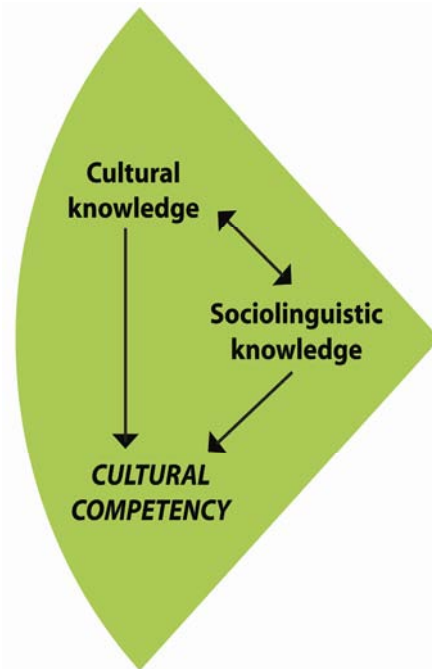
Figure 2.6 Development of the Culture component

To further their development of cultural knowledge, students are taught explicitly appropriate sociolinguistic conventions or social rules of the language governing oral and written communications. Age-appropriate sociolinguistic aspects have been incorporated into the program of studies so that students learn not only how to speak French but also to understand and appreciate various Francophone cultures.

At the junior high school level, some of these conventions include learning the abbreviations for addresses, temperature, height and weight, in addition to the manner in which the date is expressed, appropriate salutations and leave-takings for different social contexts and forms of address. At the senior high school level, these sociolinguistic conventions relate to specific oral and written texts such as speeches or formal business letters.

THE LANGUAGE LEARNING STRATEGIES COMPONENT

Learning strategies are specific techniques, actions, steps or behaviours students use to enhance their learning. Being aware of these strategies helps make students' learning easier, provides them with more self-direction and makes them more effective learners. Learning strategies also transfer to other situations. The Language Learning Strategies component plays a vital role in the acquisition of a second language and is an integral part of language teaching and learning.

Figure 2.7 highlights four categories of Language Learning Strategies.
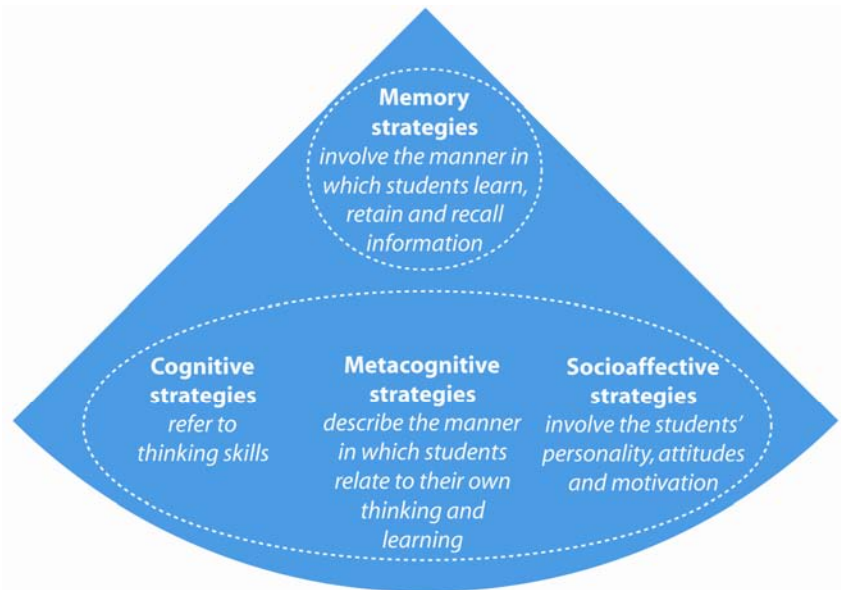
Figure 2.7 Four categories of Language Learning Strategies

Three types of Language Learning Strategies are generally used to support comprehension and production. They are known as cognitive, socioaffective and metacognitive strategies. Along with memory strategies, they have been included as part of the design of this program of studies.

Cognitive learning strategies can be defined in terms of thinking skills, and include techniques such as guessing, practising, using models and applying rules.

Socioaffective learning strategies involve students' personalities and their attitudes towards learning. In the context of second language learning, these strategies involve collaborating with others, tolerating ambiguity and taking risks to communicate a message in the target language.

Metacognitive learning strategies relate to how students organize their thinking and learning and reflect upon the process. Strategies of this nature include planning, monitoring and assessing one's learning.

Memory strategies involve the manner in which students learn, retain and recall the information needed to understand or produce a message. These strategies may include visualization, word-webbing and repetition.

Together, these strategies facilitate awareness of the learning process and its application to the learning of French. Students select and apply the most effective strategies to support their learning situation.

What is most important is that students become and remain conscious of their strategy use and that they are encouraged to develop and expand their strategic repertoire. This is achieved by teaching explicitly and modelling the types of strategies that can be used in different learning contexts.

In the program of studies, Language Learning Strategies have been grouped by divisions: grades 4 to 6, grades 7 to 9 and grades 10 to 12. The groupings are based on what is believed to be cognitively appropriate for each grade level. Since the use of Language Learning Strategies is as individual as each learner, students can demonstrate use of strategies listed at any grade level or even strategies they have acquired in other subject areas, as they may have developed these strategies in their first language.

PROGRAM ARTICULATION

The Nine-year Program of Studies is intended to move students along a language continuum from year to year. Therefore, communication between teachers is important. Thus, in order to ensure a smoother transition from one grade to the next, it is important for teachers to indicate the degree to which students have achieved the specific outcomes of the grade level they are leaving. This becomes especially important at the end of Grade 9 because some students may not have had sufficient time to acquire the knowledge and skills defined in the program of studies. A placement strategy will need to be discussed between the junior and senior high teachers to facilitate student progress and success.

Jurisdictions will need to consider the importance of vertical meetings between junior and senior high schools to assist in the transition of students—especially if the students may not have had the previous six years of study.

The language development continuum is described below through a general overview of the intent and prescribed learner outcomes at each divisional level.

Learners in grades 4 to 6

For learners in grades 4 to 6, the intent of the program of studies is to allow young students to:
► become accustomed to the sounds of French
► become familiar with the French sound–symbol system
► develop a level of comfort with the French language and
► communicate simple messages.

The fields of experience are dealt with in an introductory fashion and provide the basis for the development of vocabulary and linguistic elements that students require in order to use the language in these contexts. Comprehension skills and oral production skills are emphasized over written production at this level. However, students still engage in written production activities that focus on using words and simple sentences following a model.

Students at this level are able to:
► name different objects, people and places
► provide basic information
► describe people and things in a simple fashion, and
► ask and answer questions with which they are familiar.

Students are also able to use some basic culturally appropriate interaction skills required to function in Francophone cultures.

At this level, the outcomes of the program of studies are achieved mainly by exposing students to French in a variety of situations that relate to their world and that reflect, where possible, outcomes from other subject areas such as mathematics, English language arts and social studies.

Learners in grades 7 to 9

For learners in grades 7 to 9, the intent of the program of studies is to continue to develop the four language skills by increasing students' vocabulary base and by providing them with language experiences in French that increase their knowledge and use of the language.

Several fields of experience prescribed for the elementary grades reappear in the secondary grades, reintegrating what students already know. This meets the socioaffective needs of students by giving them the opportunity to demonstrate what they are able to do in French. As students review the various linguistic elements they acquired in the elementary grades, they draw on this knowledge to expand their vocabulary and acquire new linguistic elements to develop further their comprehension and production skills. They also increase their cultural knowledge and interpersonal skills by acquiring more information about various Francophone cultures and the subtle nuances of the French language.

In grades 7 to 9, students acquire more varied language functions, such as:
► giving commands
► providing more detailed information
► describing in a more elaborate manner
► giving compliments
► expressing needs and
► describing future activities or events.

The outcomes of the program of studies are achieved mainly by exposing students to authentic and adapted texts of varying lengths and difficulty so that they become accustomed to hearing and reading French at a more sophisticated level. These oral and written comprehension texts are presented in a variety of situations that relate to the students' world and that integrate, where possible, outcomes from other subject areas such as English language arts, social studies, physical education and health.

Learners in grades 10 to 12

For learners in grades 10 to 12, the intent of the program of studies is to develop and further refine the four language skills by providing language learning experiences that are both concrete and abstract in nature. Students at this level express their messages in the past, the present and the future, while using discourse elements to present their ideas in a more elaborate and coherent fashion. This means that the

types of learning activities these learners encounter require more sophisticated language use.

As students review the various linguistic elements they acquired in junior high, they draw on an expanded vocabulary and language concepts base to deepen their linguistic knowledge, while further developing their ability to use the French language. They increase their cultural knowledge and interpersonal skills by acquiring more information about Francophone cultures and the subtle nuances of the French language, in addition to recognizing the importance of global citizenship in new and emerging economies.

Supporting document

Appendix H provides a summary of program outcomes for grades 4 to 12 that may prove useful for teachers, parents and administrators in terms of understanding and articulating the Nine-year Program of Studies.

In summary

The multidimensional approach of the FSL program of studies ensures effective language development by integrating the four components and the four language skills into the teaching and learning process. This is done in a way that allows students to develop and consolidate the necessary knowledge, skills and attitudes from grade to grade before high school and from course to course in high school.

Each component plays a key role in the development of students' ability to use the language for real-life purposes. Students develop competency in each of the four language skills through involvement in both the acquisition and the use of the language in authentic communicative situations. They are taught to seek out information, orally and in written form, and to use this information to convey their messages for a variety of reasons and for different audiences.

Each of the components in this program of studies is intended to develop French language skills. The fields of experience relate to areas in which students often have prior knowledge or *des savoirs et des connaissances*. The language component builds both elements of their *savoir* (knowledge of language concepts and vocabulary) and of their *savoir-faire* (application of language concepts and vocabulary). The culture component builds a student's *savoir-être* in that students become aware of different ways of living or being in the various Francophone cultures they may encounter in their study of French. The Language Learning Strategies component supports the students' learning of *savoir apprendre* in that they learn about learning as it relates to them.

Chapter 3 presents key principles to consider in the implementation of this program of studies.

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3 IMPLEMENTATION of the FSL PROGRAM OF STUDIES

10 key principles for implementation

Meaningful language

Comprehension precedes production

Language learning is cyclical

Communication takes precedence over language

 knowledge

Language and culture intertwined

Strategies made explicit

Student progress shared

Language for fun and creativity

Parental and community support

Life-long learning

→ *Corresponding Appendices F, G, H*

10 KEY PRINCIPLES FOR IMPLEMENTATION

This chapter outlines ten key principles to keep in mind when planning the implementation of the Nine-year FSL Program of Studies in a school and a school authority. They are listed below and expanded upon throughout this chapter.

► Principle 1: Language learning and language use should be meaningful and relate to the experiences and interests of students.
► Principle 2: Language comprehension precedes and exceeds language production. Exposing students to a learning environment rich in language supports the development of comprehension and production skills.
► Principle 3: The successful acquisition of French comes from the opportunity to learn, review, reuse, experiment and expand one's knowledge for communicative purposes.
► Principle 4: Linguistic elements (or structures) are learned in order to be applied in communicative activities and tasks. The focus is on the activities and the tasks, not on the linguistic elements.

► Principle 5: Language learning is tied to cultural learning so that students become not only linguistically competent but also culturally competent.

► Principle 6: Language learning strategies are made explicit for students so that they become more effective and efficient learners of French.

► Principle 7: Students are informed of their progress and growth on a continuous basis for optimal success in language learning.

► Principle 8: Language learners are encouraged to be active and creative, to try their best and to use their imagination while having fun learning French.

► Principle 9: Parental and community support can have a positive influence on the successful implementation of the FSL program of studies.

► Principle 10: Learning a second language develops additional competencies that students can continue to draw from throughout their lives.

MEANINGFUL LANGUAGE

Principle 1: Language learning and language use should be meaningful and relate to the experiences and interests of the students.

Students should feel that what they are learning and the activities they are carrying out in class are relevant. By basing language learning activities on fields of experience to which students can relate, teachers ensure that both the activities carried out in class and the necessary linguistic tools required to carry out the activities are relevant for the students.

Additionally, when students discover commonalities they share with other French-speaking people of their age around the world, they develop a sense of meaning and purpose for language learning.

Chapter 7 suggests ways to make learning relevant and motivating for a wide range of students.

COMPREHENSION PRECEDES PRODUCTION

Principle 2: Language comprehension precedes and exceeds language production. Exposing students to a learning environment rich in language supports the development of comprehension and production skills.

As is the case with first language development, listening comprehension precedes oral production. Likewise, reading comprehension precedes written production. This implies that students are exposed to a language-rich environment that shows language use in authentic oral and written forms. To achieve this, in their teaching activities teachers need to allow students to hear and see language used in many contexts and in various forms of text so as to become accustomed to the many voices and accents of the French language. In this way, students will be able to pull out ideas they are able to understand before they are asked to use these words and phrases in speech or in writing for their own purposes.

Throughout grades 4 to 12, students will be developing a new linguistic repertoire and are therefore in need of all types of language structures they do not yet know in French. This includes nouns, verbs, adjectives, adverbs, prepositions and global expressions used for any number of purposes. In order to ensure that students develop this vast linguistic repertoire, it is vital that they have extensive exposure to the French language. To begin creating an environment rich in opportunities for exposure to language, teachers need to provide students with access to words, phrases and grammatical structures that are naturally heard and read in authentic texts. Some teachers make wall charts of commonly used or global expressions. Others acquire and display authentic travel and tourism posters. Yet others put on music at the start of class. Access to authentic oral texts (e.g., radio or television shows or podcasts over the Internet) and written documents (e.g., poetry, travel guides, newspaper articles on the Internet) is key to developing all four language skills. Thus, it is important to maximize the opportunities for providing students with models and examples of language for real communicative purposes.

As in first language acquisition, students' curiosity and interest may be piqued by hearing or reading various words or structures they encounter only once. Or, they may have numerous encounters with various words and phrases—sufficient to develop a sense of their meaning and to begin to apply them in their own efforts to communicate. Students use this process, alongside the learning that arises from direct instruction, to develop an ever-increasing repertoire of words, structures and discourse patterns so as to become more proficient language users.

Especially in the beginning of their study of French, and sometimes throughout their language learning, students may become overwhelmed when bombarded with words, structures and discourse patterns they did not initially understand. In fact, they often expect themselves to be able to comprehend everything when confronted with adapted or authentic texts for the first time. Even in senior high school, some students may continue needing to be reassured that they are not expected to understand the entire text the first time they encounter it. Rather, it is important to reinforce the notion that their comprehension will always exceed their ability to speak and write in French. Nonetheless, as they continue to develop their language repertoire in high school, all four language skills begin to grow and expand together.

Chapter 4 provides suggestions to teachers as to how they can create an effective classroom environment for continual expansion of the students' learning of French. **Chapter 6** deals with instructional techniques and strategies that teachers may use when building student comprehension and production skills.

LANGUAGE LEARNING IS CYCLICAL

Principle 3: The successful acquisition of French comes from the opportunity to learn, review, reuse, experiment and expand one's knowledge for communicative purposes.

Students require sufficient time and practice in order to be successful in their language development. A linguistic repertoire is developed when elements are sufficiently reviewed, reused and reintegrated along with new learning. Teachers need to plan activities in such a way as to allow students to recognize the knowledge they do possess and to integrate this knowledge with newly acquired knowledge into subsequent learning experiences.

Each field of experience builds on and expands the students' linguistic repertoire and language skills, as does each activity and task. Each grade level is a building block for the next and subsequent grades, providing high school students with a solid foundation for further language development. By introducing one field of experience at a time, teachers help students see what they already know and what they need to add to their linguistic repertoire in order to increase their language competency in French. In this way, as students move from elementary to junior high and subsequently to senior high, they will need to revisit previously taught linguistic elements and reintegrate them in a constant manner so that eventually their use comes to students naturally.

Students need a full spectrum of activities that range from very structured when new linguistic elements are introduced to very open-ended as linguistic elements become more familiar. As students progress in their learning, activities generally become less structured and more open-ended, allowing for a greater degree of experimentation on the part of the learner.

Chapter 5 focuses on planning for instruction and includes suggestions on ways to balance activities in a lesson or unit.

COMMUNICATION TAKES PRECEDENCE OVER LANGUAGE KNOWLEDGE

Principle 4: Linguistic elements (or structures) are learned in order to be applied in communicative activities or tasks. The focus is on the communicative activities and tasks, not on the linguistic elements.

In order to carry out activities or tasks related to authentic comprehension and production, students require a repertoire of linguistic elements or building blocks. These include sounds, symbols, vocabulary, grammatical rules, word order and discourse elements. They are prescribed by grade level, and in senior high by course, and are in keeping with the fields of experience. Students use these linguistic elements in order to understand the messages they receive from others as well as to convey messages of their own.

However, the linguistic elements are not an end in themselves. Students are required not only to know these linguistic elements but to apply them in the context of language activities and communicative tasks. In language learning, a task can be described as a "goal-oriented communicative activity with a specific outcome where the emphasis is on exchanging meanings, not producing specific language forms" (Willis 1996, p. 36). A task may be comprised of several discrete activities. A

cumulative task, or performance assessment task, is a carefully designed communicative task used in the assessment of learning. (See **Chapter 8** for more information on assessment strategies.)

With the exception of performance assessment tasks, other activities and tasks need to be designed in such a way as to build progression. These activities and tasks cannot require a level of skill and knowledge that is far beyond the competence level of the students. Rather, they are designed to be at or just a little beyond the students' competency level. This allows students to reuse and reintegrate their prior knowledge while expanding on it as well. Explanations of linguistic elements are given within the context of the task.

Performance assessment tasks, on the other hand, need to be designed at the level of student competency in order to provide for fair and equitable assessment and to encourage student success.

Guided practice activities are developed to help students apply new knowledge and develop the linguistic elements needed to carry out the task. Students require sufficient exposure to the language and adequate time to develop and internalize these linguistic elements, as well as opportunities to carry the new knowledge over to additional tasks.

Tasks in grades 4 to 6 are simple in nature. For example, students can identify and label objects in a classroom or their immediate environment, or can describe themselves, their family members or their favourite room in simple terms. They can participate in simple conversations, read or create posters, fill out party invitations or create simple booklets such as a counting book for a younger child.

Tasks in grades 7 to 9 tend to be more sophisticated and in keeping with the developmental level of students at this age. For example, students can show understanding of most of an authentic weather broadcast and can express their feelings about the weather through the simulation of a man-on-the-street interview. They can describe their choice of jeans by providing details related to colour, type and style of jean as opposed to identifying just the item as they would do in elementary. They can create the name of a restaurant based on research, develop the menu, simulate the ordering of a meal using another classmate's menu and fill out a customer satisfaction survey based on their experience.

Tasks in grades 10 to 12 are far more sophisticated and in keeping with the developmental level of students at this age. For example, students can understand the majority of details in a news item and can express their opinion on the information provided. They can narrate events in detail, such as describing past fashion trends. They can create a travel agency, research Francophone travel destinations, recommend which places to visit to travellers, and provide travel advice.

Activities and tasks are based on various forms of authentic texts and works; e.g., radio shows, television news reports, newspaper advertisements, role-plays, invitations, short stories, magazine articles, films, plays. Activities and tasks are also based on various functions of

language (e.g., making a suggestion, describing an event, expressing preferences, requesting information) that reflect language use in real-life contexts.

Teachers may choose to tie similar activities or tasks together or may develop them in such a way as to lead naturally from one to the next. A series of activities or tasks may be planned based on the same field or subfield of experience. A task may consist of a number of activities together with a final task that integrates learning from all of these activities. Activities or tasks from one field or subfield of experience may be reused and reworked when another field or subfield of experience is addressed to demonstrate to students how their language knowledge and use continues to expand.

The **Sample Lesson Series** for French 10–9Y, French 20–9Y, French 30–9Y found after the Appendices of this guide provide materials and instructions for many activities and tasks in the context of three fields of experience.

LANGUAGE AND CULTURE INTERTWINED

Principle 5: Language learning is tied to cultural learning so that students become not only linguistically competent but also culturally competent.

Although the culture component is presented as separate from the language component in the program of studies, they are in fact intertwined. This intentional split allows teachers to focus the teaching of pertinent cultural facts and behaviours that are nonetheless tied to specific fields of experience and linguistic elements. For example, in Grade 8 students come to recognize that there are variations in expressions used by different Francophone groups (e.g., knowing the different times and names for meals in Québec and France) and to understand the importance of knowing this information as it relates to social contexts.

In order to develop cultural understanding and knowledge, students need to learn about various local, provincial, national and international Francophone cultures and to understand how these cultures are unique and distinctive. This is accomplished by comparing and contrasting information in order to analyze how the students' culture and Francophone cultures are similar or different. It is through this process that students gain an understanding of their own culture and identities and begin to develop the awareness and cultural competence they will need as global citizens.

In elementary, students become familiar with where different Francophone communities are located in Alberta, across Canada and internationally, and they learn concrete facts, mainly in English, that provide access to these different cultures. As students move into junior high and continue through high school, they will spend more time researching, in French, aspects of Francophone life and comparing and contrasting their way of life with that of Francophone students. In senior high, students spend time researching different Francophone cultures

through the use of authentic sources. In so doing, they come into contact with Francophone cultures through the acquisition of the French language and can come to appreciate the world through the eyes of Francophones.

As students progress through the grades and into high school, their French language competency (acquisition of linguistic tools needed to understand and convey authentic messages in French) will assist them in learning about Francophone cultures. This cultural knowledge or *le savoir culturel*, in addition to the application of their sociolinguistic knowledge (knowledge about oral and written conventions), will lead to the development of their cultural competence.

Chapter 6 includes instructional strategies in support of the cultural component of the program of studies.

STRATEGIES MADE EXPLICIT

Principle 6: Language learning strategies are made explicit for students so that they become more effective and efficient learners of French.

Students are made aware of different strategies that can be used in their learning of a second language. The design of the program of studies makes this explicit instruction possible. Accordingly, teachers need to encourage students to be self-directed learners and show them how they can select and apply strategies independently.

Generally, first language **acquisition** occurs through incidental learning in an unstructured environment, as a by-product of everyday living; it does not require the conscious application of learning strategies. In contrast, second language **learning** activities that take place in a classroom are intentional in nature and involve structure, stated expectations and time constraints. Students who respond best to the intentional learning demands in a school context are those who use learning strategies consciously, who monitor task demands actively in relation to their learning and who adjust their own learning strategies accordingly (Coyne, Kame'enui, Carnine 2007, p. 31–32). Teachers who make strategies explicit and who help students find the most efficient ways to use strategies appropriate for each task will help build learning skills that transfer beyond the confines of the language classroom.

Chapter 6 includes suggestions for teachers on ways to support the development of language learning strategies in their classes.

STUDENT PROGRESS SHARED

Principle 7: Students are informed of their progress and growth on a continuous basis for optimal success in language learning.

Teachers need to inform students regularly as to their ability to understand French and as to how effectively they are able to communicate their messages. Providing students with feedback about their learning is a key part of the teaching–learning process. It is important to provide a balanced assessment of students' learning by

including **assessment *for* learning**, **assessment *as* learning and assessment *of* learning**. By seeing their progress and success in French, students become more willing to continue developing their language skills while demonstrating a more positive attitude toward language learning in general.

Chapter 8 addresses classroom assessment in further detail.

LANGUAGE FOR FUN AND CREATIVITY

Principle 8: Language learners are encouraged to be active and creative, to try their best and to use their imagination while having fun learning French.

Students generally learn best when they can take an active role in their learning, when they are encouraged to use their imagination in constructive ways, when they experience encouragement and when they are learning in a relaxed and pleasant environment. Learners who are encouraged to put their best efforts forward, and who are provided with engaging activities and plenty of support, often end up amazed by their own results. Teachers who use a variety of creative and cooperative activities in their classes, including games, help motivate students. When provided with an array of opportunities to demonstrate their many skills and talents, students are more inclined to participate fully.

Various sections of this Guide to Implementation contain suggestions related to the selection of activities geared to developing language use in an engaging and fun manner, in particular, **Chapter 5** and **Appendices M** and **R**.

PARENTAL AND COMMUNITY SUPPORT

Principle 9: Parental and community support can have a positive influence on the successful implementation of the FSL program of studies.

Parents and guardians can influence student motivation and attitudes toward language learning in general. They can also increase their teenager's success in the FSL classroom, when they provide them with continued positive support and encouragement to use French outside the confines of the classroom.

Similarly, collaboration between parents, the school and the community can lead to increased opportunities for students to engage in cultural or linguistic events alongside other speakers of French. These can include varied and authentic cocurricular and extracurricular activities, such as visits to Francophone cultural facilities, plays or performances. They can also include in-school language clubs, visits or exchanges to a French-speaking school, international trips or exchanges and even national or international videoconferencing activities. Inviting guest speakers or volunteers from the community, putting on performances, setting up pen-pal or e-pal exchanges with native speakers, community members or other students learning French—all of these opportunities can help students see that French is a living and vibrant language.

By communicating clearly the benefits of language learning, by providing concrete suggestions to parents and guardians and by being clear about what can realistically be achieved in the Nine-year Program of Studies, teachers can help generate parental and community support.

Alberta Education provides a list of current and well-researched materials that can be shared with parents to support the teaching and learning of languages in Alberta. These can be accessed at the following Web site: <http://education.alberta.ca/teachers/resources/learnlang.aspx>.

Appendix G contains sample letters to students written in English and French for French 10–9Y and letters in French for French 20–9Y and French 30–9Y. Students should be encouraged to share their letter with parents or guardians as a demonstration of what they will be able to do in French at the end of the each course.

It is vital for students' success that they and their parents understand, from the beginning and throughout their study of French, that learning a second language is a skill for life and that it takes a lifetime to become fully competent in a second language. Senior high school teachers will need to nurture a positive yet realistic attitude toward language learning. Teachers may also need to inform parents that native speaker proficiency may not necessarily be attained by all students who began learning French in Grade 4 in a second language setting. In Alberta, the goal for language learning is to have students develop the foundation for communication and interaction in two or more languages.

Appendix H provides a summary of program outcomes for grades 4 to 12, which teachers may wish to share with parents and guardians to help them understand the prescribed outcomes. By letting parents and guardians know how classroom activities are intended to support these outcomes and how assessment will take place, teachers build knowledge that encourages student, parent and community participation in and support for the learning of French.

LIFE-LONG LEARNING

Principle 10: Learning a second language develops additional competencies that students can continue to draw from throughout their lives.

The inclusion of the language learning strategies component in the program of studies helps build student awareness of themselves as self-sufficient learners of language. After having participated in the Nine-year FSL course sequence, students will have strategic knowledge they can apply on their own when given opportunities to interact with the French language outside of school.

In addition to the language learning strategies component, there are many other desirable competencies that participation in a second language class helps to promote. **Appendix F** makes reference to the *Alberta Framework of Essential Competencies for Working, Learning and Living,* which outlines essential competencies related to workplace readiness. Parents, guardians or other individuals may appreciate being

shown the connection between various activities that take place in an FSL class and the development of competencies that are seen as desirable from the point of view of employers, in addition to the ability to speak and interact in a second language. These include competencies related to working with others, communicating ideas, solving problems and thinking creatively.

In summary

When implementing the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) in their schools, administrators and teachers take many considerations into account. This chapter has outlined some of these considerations in the form of 10 principles for implementation of the Nine-year program of studies.

Chapter 4 examines some of the factors that play a role in teaching French as a second language at high school.

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TEACHING in the FSL CLASSROOM

Many contexts for FSL teaching in high school

The program of studies

The teaching approach

The teacher

The students

The classroom environment

The resources, materials and equipment

The school and the wider community

→ *Corresponding Appendices I, J, K*

MANY CONTEXTS FOR FSL TEACHING IN HIGH SCHOOL

The context of an FSL class may vary from school to school depending on the staffing and delivery models that have been selected.[*] For FSL, the most frequently used staffing models include either a classroom teacher as the FSL teacher or a specialist teacher responsible for FSL who provides face-to-face instruction.

FSL teachers may deliver instruction within either a virtual school model or a blended model. In the former, a teacher at a base site offers instruction to students at other sites through a range of communication technologies. In the latter, classroom or specialist teachers teach students within a classroom setting, making use of available technologies to support instruction.

In some schools, the FSL teacher may move from room to room or from school to school, bringing along all the resources and materials needed for a particular lesson. In others, the FSL teacher may be based in a fixed location and it is the students who arrive and depart.

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[*] *School Administrator's Guide to Implementing Language Programming*, 2007, p. 22, provides information on instructional models for language teaching. The guide is available at <http://education.alberta.ca/media/632761/schadm_rev07.pdf>.

THE PROGRAM OF STUDIES	The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) does not predicate any one teaching approach or method. However, aspects arising from all three approaches mentioned below form the basis of the underlying philosophy. Pages 4 to 11 of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) illustrate how the four components of the program of studies are integrated such that teaching is centred on the language, the learner and the learning process.
	The program of studies guides teachers as they make professional choices and decisions. It is the document they are required to use in order to verify that their own approach to language teaching, or the particular teaching methodology they are planning to use, is comprehensive enough to ensure that all learner outcomes are met throughout the course of the school year.
THE TEACHING APPROACH	Over time, second and foreign language teaching has witnessed a number of teaching **approaches** that can be grouped in various ways. These approaches fall into three groups: materials-focused, communicative and humanistic approaches. Within these various approaches, some carefully structured materials and prescribed classroom practices have been developed, and these are often referred to as **methods**. These methods are further grouped and categorized in many ways.
Materials-focused approaches with language-centred methods	In materials-focused approaches (Mishan 2005, p. 1), learning is primarily centred on spoken or written texts. These approaches include language-centred methods, such as the Audiolingual method, which use preselected, presequenced linguistic structures in form-focused exercises. Language development is seen to be linear and involves conscious effort. It is also intentional rather than incidental (Kumaravadivelu 2003, p. 25). Materials such as graded readers, in which new words are restricted in number and are introduced progressively, can be used as part of a materials-focused approach.
Communicative approaches with learner-centred methods	In communicative approaches, communication is "both the objective of language learning and the means through which the language is taught" (Mishan 2005, p. 1). The notion of communicative competence arose from work in psycholinguistics in the 1960s and became the cornerstone of what is known as Communicative Language Teaching (CLT) since the 1970s. Effective communication is the goal of language teaching. Texts are used communicatively, which means that they are selected because of their meaning, not because of the linguistic structures they contain.
	Students are taught to perform communicative functions, such as requesting or providing information, in order to express personal meaning. Furthermore, they participate in meaning-focused activities in order to practise grammatical structures embedded in communicative functions. Often, these structures are preselected and presequenced (Kumaravadivelu 2003, p. 26). Language development is considered largely intentional and linear. However, this approach takes into account

learners' real-life language use. For this reason, the communicative approach is often described as being learner-centred.

Holistic or post-communicative approaches with learning-centred methods

As research into the cognitive processes involved in learning, language learning and language acquisition continues to produce or confirm new insights, additional approaches or adaptations to existing approaches continue to emerge. These include "holistic" (van Lier 2006, xiii), "post-communicative" (Wolff 2001) or simply "stronger CLT" (Wesche and Skehan 2002, p. 211).

In these methods, language learning is seen as nonlinear and occurring best when the attention of the learner is focused on saying and doing something with the language, rather than focused explicitly on linguistic structures (Kumaravadivelu 2003, pp. 26–27). These approaches address the "whole" learner and reflect the shift in language pedagogy to learner autonomy or self-directed learning. These approaches include Task Based Instruction (TBI) and Content Based Instruction (CBI). Total Physical Response (TPR) may be classified within this group as it focuses on learning through sensory experiences.

Inspired by successes in French immersion programming in Canada, these approaches see language acquisition as occurring incidentally "through motivated receptive language use in meaningful contexts" (Wesche and Skehan 2002, p. 211). Opportunities are therefore provided for students to be involved in open-ended, meaningful interactions through communicative activities or problem-solving tasks. However, it has been found that in classrooms where language analysis is an integral part of communicative activities, learner achievement is higher than where spontaneous communication is seen as an end unto itself (*ibid*).

Eclectic approach

When methods are first introduced, they consist of a specified set of theoretical principles as well as an associated specified set of classroom procedures (Kumaravadivelu 2003, p. 27). In the classroom context, however, teachers often find that given the complexity of language and language use, together with the diverse nature of students, no one set of prescribed procedures meets the needs of all learners. Teachers often select various procedures deriving from a range of language teaching methods; or they develop activities, tasks and procedures that are not related to any one specific method (Kumaravadivelu 2003, pp. 29–30). Teachers may refer to their selections and choices as an eclectic approach.

Teachers analyze the individual needs of students, select teaching strategies to better meet these needs and observe and reflect on the results. In so doing, they are involved in the development of a teaching approach that meets the needs of their students, that is suited to their particular teaching context and that reflects their beliefs and preferences as a teacher. Teachers who leave behind prescribed teaching methods to create their own eclectic approach reflect on essential questions related to their teaching practices and their students' learning. The cycle of questions, observations, reflections and actions is an essential component

of the creation of new knowledge and is referred to as action research (McRae and Parsons 2007, p. 14).

THE TEACHER

Regardless of the context in which FSL teaching occurs, the FSL teacher is the professional who designs instruction to allow students to achieve the outcomes prescribed in the FSL program of studies. In so doing, the teacher often carries out a range of professional roles, some of which are outlined in the sections below. Teachers often have the role of being the French language model for their students and the disseminator of information as it relates to Francophone cultures. They also design and provide instruction, facilitate learning and assess progress.

Teacher as language and culture model

Elementary school FSL teachers, especially homeroom teachers, often act as the students' first contact with the French language; junior high teachers; often the second or third contact; and high school teachers, the fourth or fifth contact. To maintain continuity, the routines established in junior high school need to be sustained and further enhanced in senior high. Lessons need to be conducted completely in French so that students receive as much contact with the language as possible with constant exposure to correct models.

Additionally, teachers need to expose students to the many varieties of French (expressions used, accents, dialectical variants). This is done by providing students with access to a range of French-language models, such as speakers of varying ages, sociocultural groups and geographic origins and through the use of authentic material.

Through example and guidance provided by the teacher, students learn to value their knowledge of French and gain satisfaction from using the language. Teachers can also help students gain a better understanding and respect for Francophones, as well as for people from different linguistic and cultural backgrounds, by modelling acceptance and respect for differences.

In order to support teachers in their role as language models, many of the words and phrases that could be used with students and by students are provided in **Appendices D** and **E**. **Appendix J** of this guide includes French pronunciation guidelines for teachers and students.

Teacher as instructional designer

When teachers design instruction based on sound practices and with the needs of the learners in mind, they are involved in instructional design. The fundamental components of instructional design are:
► the learner outcomes to be developed and demonstrated
► the particular needs and characteristics of the students
► the instructional strategies to be chosen, and
► the methods that will be used to determine the extent to which learning is achieved (Morrison, Ross and Kemp 2001, p. 5).

In planning instruction for a year, unit or lesson, as instructional designers teachers carry out a series of actions based on informed

decisions (Morrison, Ross and Kemp 2001, p. 6):

► Teachers specify the goals for learning as outlined in the program of studies. In FSL, the goals include both knowledge of content and the ability to apply this content through the performance of communicative acts.

► Teachers inform themselves about the characteristics, needs and interests of their students, for these will influence their instructional decision-making.

► Teachers consider and select a range of language learning tasks based on communicative intents and then determine the necessary language elements that will enable students to carry out these tasks.

► Teachers identify, analyze (i.e., break down or pull apart), synthesize (i.e., put together, form a coherent whole) and sequence subject content, in keeping with the program of studies as well as with available resources.

► Teachers select instructional strategies that allow every student to be successful when it comes to meeting the learner outcomes.

► Teachers plan strategies and choose instruments to be used in assessment *for* learning (to help them understand learner needs and characteristics), assessment *as* learning (as one instructional strategy to help students gain an understanding of the learning process), and assessment *of* learning (to determine to what extent students can demonstrate the prescribed learner outcomes).

Teachers then implement the instruction as it has been designed, while being flexible and open to change to allow for emerging needs and unplanned teachable moments or flashes of insight. As teachers gain in expertise and refine their teaching practices, the two processes of designing and of implementing instruction become more closely intertwined.

Chapter 6 contains a range of suggested instructional strategies for teachers to consider.

Teacher as instructor

Depending on the nature of the learner outcomes that are identified as the objectives for a particular lesson, teachers choose instructional strategies that can be described as falling into three broad categories. These are direct instruction, facilitation and coaching (Wiggens and McTighe, 2005, pp. 240–241).

When FSL teachers choose to provide demonstration or modelling of a particular linguistic structure, they are using strategies of direct instruction. Short explanations or mini-lectures, as well as the use of questions, are other examples of direct instruction.

Teacher as facilitator

Teachers act as facilitators when they set up learning situations that promote student participation, risk-taking and team-building, and that lead to the development of a growing competency in the students' use of French. Students' language competency develops through opportunities to use the language. It is the role of the teacher to set up learning

situations based on authentic communicative tasks, such as seeking out information and/or conveying messages. As facilitator, the teacher selects, devises and sequences activities in such a way that students begin to construct learning for themselves. This may be done by means of instructional strategies such as the use of structured simulation, guided inquiry, cooperative learning, limited questioning (e.g., *Qu'est-ce que tu préfères faire avec tes amis en fin de semaine : aller au cinéma ou regarder un film à la télévision?*) or structured open-ended questions (e.g., *Qu'est-ce que tu préfères faire avec tes amis en fin de semaine?*) (Wiggens and McTighe 2005, p. 241).

Teacher as coach

Coaching occurs when students are actively engaged in activities related to skill development. By providing feedback and guidance to students as they carry out practice activities and work on tasks and projects, teachers are assuming the role of coach. Teachers coach, for example, when they help correct a student's pronunciation as he or she works with a partner or when they guide a group in a discussion on the advantages and disadvantages of living in an urban setting.

The decision about which type of teaching role to choose in a given lesson or part of a lesson depends on the learning outcomes and the nature of the students and the situation. Well-designed lessons include a variety of instructional strategies and teacher roles.

THE STUDENTS

In relation to the three different teacher roles and associated instructional strategies mentioned above, the role of students in the classroom changes as well. This depends on whether a teacher is providing situations that involve direct instruction or opportunities for students to construct meaning or develop skills (Wiggens and McTighe 2005, pp. 240–241).

Receiving direct instruction

When teachers are providing demonstrations, explanations or modelling specific structures, students receive, process and respond to new content. They may observe by watching and listening. They may attempt to copy the model, to practise and to refine a particular skill. They may make notes, ask additional questions or give responses to questions asked by the teacher. In this situation, the role of the student is that of recipient of content. However, it is important to note that this role is active as students are engaged and participate in activities that incite learning.

Constructing meaning

When teachers select facilitative instructional strategies, students carry out roles in which they construct, examine and extend meaning. The exact roles performed by students differ according to which instructional strategies are used. For example, in the case of cooperative learning activities, students collaborate, support, interact with, and sometimes even teach their peers. If the teacher selects strategies related to guided inquiry, the students in turn question, research, come to conclusions and provide support for these conclusions. When teachers provide open-ended questions, the students' role is to answer, explain, reflect and rethink. In the case of simulations, students examine the context, select and apply linguistic structures they already know and make hypotheses as to what some missing structures might be. When provided with

opportunities for discussion, students listen, question, consider and explain as the need arises.

Refining skills

When teachers provide opportunities for students to develop their skills, and provide feedback and coaching, it is the role of students to listen, consider the feedback, practise, retry and refine their skills. In situations involving guided practice, it is the students' role to revise, reflect on and refine their work.

Using learning strategies

Language learning strategies have purposely been integrated into the program of studies. They are concrete strategies students can use to increasingly direct their own learning and develop language competency. When teachers introduce and model learning strategies as well as provide coaching in their use, the students' role includes reflecting on their learning styles as well as their use of a range of strategies so as to improve their use of French.

THE CLASSROOM ENVIRONMENT

The classroom environment consists of both the social climate and the physical environment. Both have a significant impact on student motivation and success. Teachers create a social climate by the manner in which they set expectations for student interaction and behaviours within a class. Teachers also create a physical environment by the manner in which they arrange their classroom (or web presence in the case of a virtual school delivery model) in order to maximize exposure to the French language and to artifacts representing Francophone cultures.

Social climate

Students learn best when the classroom climate allows them to take risks, make mistakes and participate in a wide variety of activities, without fear of ridicule or censure. The support and acceptance of both the teacher and fellow students helps build a foundation for student learning.

The physical arrangement also plays a role in the social climate, as does the manner in which rituals are established and expectations for student behaviour are set, modelled and enforced.

Teachers may use a range of strategies to ensure that a positive classroom climate is created:

► Reinforce positive student behaviour, praise students' work and teach students to praise classmates in French.

► Model the respect students are expected to show their classmates.

► Model the behaviours expected from students before, during and after classroom activities; e.g., finding partners for pair work and listening to signals to end activities.

► Seek student input when planning; when selecting topics, projects or performance tasks; or when developing a shared vocabulary bank for the class.

► Establish routines in French, such as greeting students at the door as they arrive or a particular way of indicating movement to and from group and individual work spaces.

► Use a variety of grouping configurations to promote the use of French, such as class choral work, division of the class into groups for practice or game purposes and small group work or pair work for language practice and for communicative activities.

► Assign and rotate student jobs related to setting up and putting away materials, collecting papers, etc.

► Plan classroom meetings at which students sit in a circle to share compliments or goals, to change or assign classroom jobs and to discuss and find solutions for concerns and problems that have been described and placed in a suggestion box in advance of the class meeting (Carrera-Carrillo and Smith 2006, pp. 23–24).

Physical environment

Whatever the space allocated to FSL teachers (a homeroom class, a portion of a shared classroom, or a virtual space), this space is used to promote the learning and use of French. It is a place of activity as well as a place in which to encounter many examples of the richness of the French language. Teachers may use or adapt some of the following suggestions as they create a stimulating environment for student learning:

► Display posters, images, flags, maps, or any other realia in French and from as many Francophone cultures as possible.

► Post commonly used expressions and language structures for easy reference.

► Display the date where it is visible to students or assign a student to write out the date on a daily or weekly basis.

► Prepare displays involving holiday or celebration symbols appropriate to the course and student interests. Include samples of texts describing the holiday or celebration to pique student curiosity.

► Post or project proverbs, sayings or tongue twisters at regular intervals for variety.

► Play French-language music between classes or at intervals in the instructional process.

► Post projects completed by students in a space entitled *Le coin des élèves*, for example.

► Post images or projects received from partner classes.

► Have available a shelf or corner in which copies of French comic books, simple novels or magazines are available for students to peruse or sign out.

► Arrange classroom furniture in ways that facilitate communication and small-group interaction.

► Use masking tape on the floor to create spaces for language use or for defining simulated environments, such as rooms of a recreational centre or seats in a train or bus, to be used as the basis for activities (Curtain and Dahlberg 2004, p. 341).

► Keep a basket of props (e.g., hats, caps, sunglasses and scarves) handy for students to use when participating in role-play activities. For example, students could pull out the items one at a time and try to identify from which fashion era the item might have come.

► Keep all necessary visual and audio supports on a rolling cart so that they can be moved from room to room or to different parts of the room as needed.

Role of English

Teachers need to maintain a classroom environment in which the French language is prominent and used at all times. As much as possible, teachers use French to discuss content and to provide instruction. Students engaging in pair and small-group communicative activities need to be encouraged to sustain their communications in French, following models and using communication strategies provided by the teacher.

At the high school level, the use of English by teachers should be limited to instances where sophisticated content impedes student comprehension; for example, in discussions related to culture and strategy use. Likewise, English may be used after grammatical explanations have been provided in French, using examples, graphics, charts, arrows and colour for clarification. When helping students to form an understanding of and to talk about grammatical rules, the use of English may facilitate the task but should be used as a last resort.

Students should be encouraged to use French as much as possible as a means of developing their language competency; however, English may be preferred when introducing new language learning strategies and when students may not have the language competency needed to discuss and reflect on these strategies in French.

Thus, teachers may consider questions such as the following to decide when it is appropriate to use English (Curtain and Dahlberg 2004, p. 35):
► Can I find ways to communicate this idea in French by adding concrete materials, visuals or gestures?
► Can I simplify the concept or the information or substitute a different concept? Can I break the concept into smaller chunks that the students can more readily understand?
► Can I delay this conversation until the students are able to understand completely what I am saying in French?
► Can this become part of a lesson on a day when I might have an English-speaking substitute teacher?

English may also be appropriate in certain assessment situations. Students need to understand clearly what it is they are being asked to do and what indicators of quality are being applied. For this reason, instructions, rubrics and assessment criteria for performance tasks, for example, may continue to be provided to senior high students in English at the beginning of the course, but with a gradual move towards providing certain assessment portions in French. By exposing students to instructions in French, orally and in written form, students eventually become accustomed to following instructions this way and, thus, further increase their language competency.

Promoting life-long learning

By engaging in the pursuit of life-long learning themselves, teachers model an attitude of openness to intellectual growth. Teachers may find a myriad of ways to keep current or expand upon their knowledge of the French language and Francophone cultures, as well as their knowledge of second language teaching and learning.

Teachers may read documents such as this guide to implementation to further their learning. They may choose to watch French films or listen to a French radio or web broadcast. They may subscribe to a print or digital publication from a specialist council or other similar organization. They may arrange to visit another FSL classroom or attend workshops, sessions or conferences. They may use the Internet to find and access self-study programs or subscribe to sites that allow them to access Francophone news or entertainment sources.

By sharing some of their learning experiences and challenges with students, teachers show students that learning takes effort and commitment, but that it can be an enjoyable part of one's life even after one has completed formal schooling.

When teachers demonstrate to students that learning is a process that can occur at any time or any place, as an individual or as a group, students will gain a better understanding of the time it takes to become proficient in French. Teachers may demonstrate that they too are learners and may not know all the vocabulary that is required to be a proficient speaker of the language. Activities such as consulting a bilingual printed or online dictionary to find new words as a group can instill in students a sense of community and establish the importance of the classroom as an environment in which all members are learners.

THE RESOURCES, MATERIALS AND EQUIPMENT

Successful teaching and learning draws on the availability of high-quality resources and materials. Resources include print, audio, visual or multimedia resources, and may include classroom charts and posters, audio CDs, DVDs, books, magazines, readers and adapted or simple novels. Materials include supplies, such as paper, scissors, glue, etc. to be used for various projects, as well as the necessary components of activities or games. These components can include game supplies, activity sheets, flash cards, visuals, realia, props and costumes. Equipment includes basic instructional tools, such as a blackboard or whiteboard, as well as a range of technologies ranging from the more common, such as an overhead projector and a CD player, to any emerging technologies to which teachers and students may gain access over time.

Teachers are encouraged to use resources that have been reviewed and authorized as basic or support resources. Some of these can be ordered from the Learning Resources Centre. Others can be accessed through the Alberta Education Web site. Teachers are invited to access the lists of approved basic and supporting resources posted on the Alberta Education FSL Web site page at <http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/niney.aspx>.

Chapter 9 deals with the use of a range of technologies in support of language instruction. Digital resources that can be used in support of FSL are being developed for access on <http://www.learnalberta.ca>.

Considerations when selecting and using resources

When planning their units or lessons, teachers may develop or access additional supplementary resources or materials, such as authentic documents found via the Internet. In addition to ensuring that the resources chosen reflect the program of studies, teachers in Alberta are expected to abide by the *Guidelines for Respecting Diversity and Promoting Respect* (RD and PR). **Appendix K** provides an abbreviated list of key resource selection guidelines for teachers to consider.

Policy 3.2.2 in the *K–12 Policy, Regulations and Forms Manual* provides further guidelines for school authorities when they consider developing or acquiring instructional materials for use in their schools. This document can be accessed at <http://education.alberta.ca/ department/policy/k12manual/section3/resources.aspx>.

Provisions of the *Canadian Copyright Act* as well as the terms for *Access Copyright* licenses allow for certain materials to be copied for educational use under certain conditions. Teachers should consult with their school jurisdictional staff to verify whether there is an *Access Copyright* license in place in their schools. Additional information regarding questions of copyright can be found in *Copyright Matters! Some Key Questions and Answers for Teachers*, which is available through the Council of Ministers of Education Web site at <http://www.cmec.ca/else/copyright/matters/indexe.stm>. Additional copyright information can be obtained at <http://www.2learn.ca/ copyright/copy.html>.

THE SCHOOL AND THE WIDER COMMUNITY

Successful implementation of the French as a Second Language Program of Studies draws upon support from the school community as a whole and, where possible, from the wider community. The French teacher may work with colleagues in the school to plan for extracurricular activities designed to expose a class or an entire school community to Francophone cultures. This can include the organization of a *Réveillon* supper just before the Christmas break or any other opportunity that may be planned to bring French alive in ways that will make the students' learning experience more meaningful, enlightening and motivating. Where access to French-speaking community members is a possibility, teachers may find that the involvement of such individuals enriches the students' appreciation for Francophone cultures.

The school community can work alongside the FSL teacher to educate students and parents about the benefits of learning a second language and to provide a strong rationale for making the study of French an integral part of their education. For example, evidence of the use of the French language as well as evidence of student learning can be displayed where it is seen by the school community as a whole. The Alberta Education Web site entitled *Learning Languages in Alberta* lists resources that teachers, administrators and parents may wish to use when

communicating about and promoting French language programs. It can be accessed at <http://education.alberta.ca/teachers/resources/learnlang.aspx>.

In summary

Teaching in the FSL classroom involves the interplay of many components, including the program of studies; the teaching approach; the teacher; the students; the classroom environment; the availability of resources, materials and equipment as well as the support of the school and wider community.

A number of approaches to second language teaching have arisen over time. Teachers today do not tend to align themselves strictly with any one methodology, but rather choose instructional strategies from a range of approaches according to the needs of their students and the outcomes of the program of studies.

Both teachers and students carry out different types of roles depending on the type of instructional strategy selected for a particular purpose at a particular point in the lesson. The social climate and the physical environment have a role to play in the learning process, as do the available resources, materials and equipment. The school and the wider community also help to form a motivating and exciting learning environment.

Appendix I provides sample reflective questions for teachers wishing to consider various aspects of their teaching practice and their classroom environments in light of all the components identified in this chapter.

Chapter 5 addresses many issues related to planning for instruction.

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5 PLANNING for INSTRUCTION

Types of planning

Foundations for planning

Models for planning language instruction

Planning templates

→ C*orresponding* Appendices *L*, *M*, *N*, *O*, *P*

TYPES OF PLANNING

Teachers plan for instruction in order to ensure that students meet all the learner outcomes defined in the program of studies by the end of the school year. Year plans, unit plans and daily lesson plans each have different purposes and are outlined below.

Year plans

Year plans provide an overview of the distribution of course content throughout the year. When planning at this level, teachers consider the instructional time available and select and sequence grade level outcomes into an outline for the year. While doing so, teachers may consider the following:

► the importance of being knowledgeable about the program of studies and familiar with this guide to implementation and the resources authorized for use

► the sequence of fields of experiences as outlined in the program of studies

► the allowance of a specific number of weeks for the teaching and assessment of each field of experience and its corresponding subfields

► the introduction of new words and structures in order for students to integrate them into their repertoire

► the provision for reintegration of learner outcomes over the course of the year

► the school calendar and timing of holidays and report cards

► school events and holidays that might provide an impetus for particular types of activities

► availability of specific technologies in the school at various times of the year.

Unit plans (Lesson series)	Unit plans or lesson series plans represent a specific selection and grouping of outcomes from the program of studies. The outcomes are further illustrated by specific activities and assessment tasks designed to help students learn and demonstrate the selected outcomes in a particular period of time.

A range of factors impact how teachers may choose to approach unit planning. These include:
► current second language teaching approaches that best meet the needs of the learners
► time allocation
► available resources, and
► the teacher's personal experiences related to language learning.

When planning at the unit level, teachers need to consider the following:
► the current language skills level of the students
► students' learning styles
► the number of class periods available for each unit
► the main ideas and key concepts each unit is to contain
► the need to sequence units in order to support a gradual expansion of student understanding and skill development
► how previously learned vocabulary, grammatical and sociolinguistic elements and cultural knowledge can be reviewed and reintegrated as needed
► how previously developed language learning strategies can be expanded on in the unit while new strategies are being introduced
► how to solicit and use student input when choosing and/or designing activities so that students' learning styles, strengths, weaknesses and interests are integrated into the learning process
► how listening, reading, speaking and writing activities and tasks will be balanced so that all four skills are developed and assessed equally and appropriately over the course of each unit
► the need to plan for many and varied practice opportunities related to each element that is incorporated in the performance assessment tasks
► how to involve students in decision-making regarding assessment activities to be designed and implemented for a range of purposes
► how to plan for a variety of small and large group activities throughout the unit including pair, trio, quad and other types of groupings
► how technology can be incorporated into unit activities
► how students' language progress can be celebrated.

Lesson plans

Lesson plans are built around a segment of a unit plan and are limited to the instructional time available for one specific class. Lesson plans generally include an opening phase in which student outcomes, as well as the purposes and context for the lesson are shared and links are made to previous learning. They also include some type of closure in which the

students' accomplishments, thus far, are highlighted and links are made to upcoming learning, whether through homework activities or by references to upcoming classes. The body of a lesson plan varies, depending on the approaches to planning and teaching that a teacher uses. Teachers may include references to specific materials that will be needed as well as time estimates for the various activities in their lesson plans.

When planning lessons, teachers need to consider the following:
► how to structure and sequence activities in order to support a gradual expansion of student understanding and skill development
► how to include a balance of individual, small group and whole class activities in a lesson
► how to maximize active participation in the classroom
► which cooperative learning strategies to select for use in small group or pair activities
► how to differentiate instruction and modify or adapt activities depending on student needs, interests and differing rates of acquisition
► which independent tasks could possibly be assigned as homework
► where and how the lesson plan can be adjusted to accommodate new needs, ideas or information.

To assist teachers in their planning, three **Sample Lesson Series** are provided on the Alberta Education Web site only. These samples and suggestions are intended to illustrate many of the planning considerations in this chapter. They may be adapted and modified by teachers to suit the needs of their learners. These lessons can be accessed at: <http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/niney.aspx>.

FOUNDATIONS FOR PLANNING

Good planning is grounded in three foundations:
► the outcomes and premises of the program of studies
► the learners, and
► the teachers' beliefs and assumptions about language teaching.

Premises built into the program of studies

Chapters 2 and **6** of this guide, as well as **Appendix H**, are intended to help teachers familiarize themselves with the outcomes of the program of studies.

The following premises are built into the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) and can help shape planning for instruction:
► Language learning is performance-based.
► Language learning is student-focused.
► Language learning builds on prior knowledge, including cross-curricular connections.

PERFORMANCE-BASED

Learning a language involves understanding and communicating meaningful messages for real-life purposes. This means that the focus of language instruction is more on what students are able to **do** with the language (their ability to perform in the language) and less on what they **know** about the language (their ability to identify linguistic elements). The premise that one learns by doing may be referred to as performance-based instruction. Instruction requires the integration of content and the application of linguistic knowledge, both of which are organized through language activities that maximize students' participation.

STUDENT-FOCUSED

In student-focused instruction and learning, students are central to all learning activities and are directly involved in learning the language throughout all parts of the lesson. Activities are planned and modified to ensure that all learning styles are regularly addressed. Teachers consider styles of learning as well as students' needs and interests as they select activities that are appropriate to the students' growing language abilities.

CROSS-CURRICULAR CONNECTIONS AND PRIOR KNOWLEDGE

The design of the program of studies reinforces prior learning in other subject areas in addition to the acquisition of French. In high school, the language learning strategies component strongly reinforces outcomes from the English language arts program of studies. Concepts related to job seeking and conflict resolution reinforce concepts taught in CALM. The use of mapping skills and references to cultural information strengthens concepts presented in social studies. Furthermore, the use of technology in the FSL class helps reinforce students' knowledge related to communication and information technologies already being developed in other subject areas.

The learners

Once teachers are familiar with the learner outcomes for the course they are planning to teach, they can use a range of techniques to become more acquainted with the needs and interests of their students. Some of these are outlined in **Chapter 7** of this guide, which is devoted to meeting the needs of all learners.

Teachers' beliefs and assumptions

Teachers come to the classroom with a range of experiences as well as with beliefs and assumptions related to both language acquisition and language learning.

Language acquisition is said to occur, for example, when young children learn or acquire their first language without the benefit of rules or formal learning. From birth, learners are exposed to rich and varied linguistic and cultural input and, over time, they begin using language themselves. **Language learning** occurs when students are the recipients of carefully sequenced language instruction. While for some the acquisition versus learning distinction is an either/or proposition, for

others it is rather like a continuum with various approaches to language teaching falling at different places between both end points. Teachers who plan instruction sequentially, for example, will also make a point of exposing their students to as much classroom talk in French as possible to encourage natural language acquisition.

When it comes to planning how to teach French, some teachers may wish to replicate the natural language acquisition process as much as possible within their classrooms and will orient their approach to lesson and unit planning accordingly. They might choose planning models such as those related to task-based and content-based learning, or be influenced by methodologies such as the Natural Approach or Total Physical Response.

Others believe that due to the constraints of time, and the fact that students are more cognitively advanced than infants, one can "instruct" a language to students, who can in turn "learn" it in a formal classroom setting. While making use of every possible occasion to use French with their students in order to support natural acquisition, teachers can also choose language learning planning models, which involve preselecting and sequencing specific content, presenting it, having students practise it and later use and apply it. Some examples of planning models for second language instruction are provided in **Appendix L**.

In addition to their beliefs related to language acquisition, teaching and learning, teachers may be encouraged by their school authorities to implement various initiatives related to broad reforms in education. Accordingly, elements related to teacher effectiveness, backward design, differentiated instruction, brain-based learning, constructivism and assessment may shape teachers' beliefs and practices and may be considered by language teachers in their planning.

Other factors that influence teachers' planning

In addition to teachers' beliefs and assumptions regarding the best ways to learn and teach languages, other factors may play a role when they select teaching approaches and planning models. These factors include the degree to which they themselves are fluent in French and are familiar with Francophone cultures, as well as their preferences regarding classroom management. In addition, at various points in their careers, teachers may be more eager to experiment and test new insights into language learning with their students (Huberman 1993, p. 7).

The factors listed above can have an impact on many of the decisions teachers make when planning, including the following:

► the degree to which teachers' planning is oriented more toward language "learning" in a formal sense, in that intended learning outcomes and linguistic content are selected and sequenced in advance, versus the degree to which their planning is oriented toward a more informal "acquisition" of language in which linguistic structures are encountered less sequentially

► how teachers decide which instructional strategies are best used at which points in the lesson or unit

► the types of activities and tasks they will incorporate into their planning and the timing and purpose of these activities and tasks

► the degree to which teachers seek to incorporate activities that allow students to "learn language while doing something else" versus activities that allow students to "learn about language"

► the degree to which teachers will prepare all materials to be used in class activities versus seeing materials-making as a valid language learning activity for the students themselves

► how and when teachers will decide to make use of assessment throughout the unit.

As they make these many choices during the planning process and seek to assemble a balanced mix of instructional strategies and activities, teachers need to turn to the program of studies to verify that all of the learner outcomes have been met.

MODELS FOR PLANNING LANGUAGE INSTRUCTION

When planning to teach French, teachers may choose to follow a model to guide the structure of their lesson, unit or year plans. Models can be helpful in that they map out steps or phases to be considered when planning. **Appendix L** provides a comparative table of selected second language instructional models to support the discussion in this chapter. These include:

► a model that is used in a number of FSL resources developed by Alberta Education and that provides teachers with a delineation of steps to carry out while teaching

► a model that highlights learning activities from a student perspective (Woodward 2001)

► a model that was developed specifically for use in second and foreign language teacher education and that incorporates steps taken by both teachers and students (Bilash 2001).

Instructional models such as these provide teachers with terms for and insights into various aspects of the teaching and learning process.

Later in this chapter, a discussion of Task-Based Learning will be provided. It is not considered an instructional model because the outcomes to be learned are not selected in advance and taught sequentially to students. Rather, they arise through the students' engagement with a task, similar to the process in which children engage when they learn their first language. However, a number of the learning phases outlined below can be said to correspond with phases in a task-based model of learning.

Setting the stage

Teachers use various devices to pique the interest of students and to encourage them to learn about a particular feature of the French language or Francophone cultures. Depending on the interests of students, virtually anything can be used as a way to engage students with the topics of an upcoming lesson or unit and to set the stage for learning. Unusual facts, puzzles, questions, challenges, situations, role-plays,

anecdotes, decorations or other items that demonstrate real-life uses for real-life audiences can be a motivating factor for students.

📄 *Example:* A teacher brings in concrete objects, such as food items, souvenirs, clothing items or a costume in order to highlight an aspect of the coming lesson or unit. The item might be displayed freely or hidden in a bag as a "mystery object" that students may touch and comment on. For example, to begin the FASHION AND FADS unit, the classroom can be decorated with clothing items or pictures of items from different decades so as to pique students' interest (e.g., hula hoops, berets, models of cars from the fifties and so on).

Certain items used to stimulate students' interest can often provide authentic language models for students called upon to produce similar linguistic forms throughout the unit. Authentic texts can both stimulate student interest and model a form of language on which a culminating task may be based. The stage can also be set through the use of an audio or video clip or even the reading of a poem.

📄 *Example:* A teacher starts a unit or a lesson with a cartoon, a poster, an invitation, a recipe, a riddle, a quote or a proverb to spark students' curiosity. In the units SENSES AND FEELINGS or CLOSE FRIENDS, groups of students can be given illustrations, comic strips or photographs of people interacting with each other and showing various emotions. Students can brainstorm possible storylines to explain the events that may have occurred to arrive at the point in the relationship being illustrated. Students could also be given a list of common French proverbs and asked to select one that could have a bearing on the situations depicted in the images provided.

Often, teachers will share the intended learning outcomes with students at the beginning of the unit in order to help them see the purpose of the various activities and tasks in which they will be engaged along the way.

Exposing students to new structures and content

The term **input** when used in discussions related to second language acquisition refers to those elements of the target language to which students are exposed. It can include words, phrases and expressions used orally by speakers; e.g., the teacher or other individuals heard through multimedia resources such as audio or video clips. Input also refers to written texts and nonverbal means of communication such as gestures and facial expressions. In this chapter, the term is also used to refer to the content of the learner outcomes to which students are exposed in the course of their learning, including new vocabulary, linguistic elements, cultural information and modelled learning strategies.

Teachers can use a wide range of instructional strategies as well as resources to introduce or expose students to new input. (See **Chapter 6** for description of instructional strategies.) The instructional strategies may draw upon direct instruction or forms of facilitated learning and can include role-playing, guided inquiry, storytelling, singing or any other strategies that meet the needs of the students and allow them to focus on the object of the intended learning. Resources may include authentic

print documents, graphic organizers, photographs, as well as music or audio and video clips.

In high school, much of the vocabulary related to the fields of experience from grades 4 to 9 is reencountered and expanded upon. Teachers can use strategies similar to those used in junior high, such as presentations or activities using actual objects or visuals (images, flash cards, transparencies); posters; video clips or, in the case of verbs, pantomiming actions, especially when the vocabulary is concrete in nature. It is important that students have multiple and varied exposures to the words they are learning. By embedding new vocabulary items in a description or explanation rather than presenting them as an oral list, teachers provide their students with a richer context from which to derive the meaning of a new word.

🖹 *Example:* In the field of experience SENSES AND FEELINGS, French 20–9Y students brainstorm a list of feelings they may have learned in Grade 6, such as *triste*, *heureux*, *content*, *déprimé*, *furieux*, and then write a list of expressions that could be used with these words such as *Je me sens triste.*/*Je suis furieux*. The students listen to a reading of the Jacques Prévert poem *Le Déjeuner du matin* and try to identify the feelings that are being expressed in the poem.

Teachers make the most of every learning opportunity and attempt to expose students to as much new language input as possible. As such, teachers will need to use a range of instructional strategies to ensure that the elements of language and other input they expect students to internalize and use accurately are made comprehensible to students. These instructional strategies may include:

► using gestures/pantomime, visuals, objects and other items to demonstrate meanings of new words

► repeating or rephrasing, and

► in the case of text, referring students to embedded cues.

Some students have a lesser tolerance for ambiguity than others. For some learners this could mean that they have a greater need to know the meanings of all words being encountered before they are able to internalize them. Teachers may model a range of language learning strategies in an attempt to guide students to cope with some degree of uncertainty, while also striving to ensure that the language level related to the learner outcomes of the program of studies is made clear to students.

Phases of language learning

Language and skill development occur in phases, and at each phase particular actions on the part of the teacher and the student are more appropriate than others. Various second language models use different terminology to name similar phases of language learning.

In the discussion that ensues, the following phases of learning have been identified, based on insights gained from all three models mentioned on page 52:

► encountering
► noticing
► internalizing
► applying and refining
► transforming and personalizing
► assessing (*for, as, of*) learning.

While this list of phases appears linear and sequential on paper, in practice the phases of learning are recursive and cyclical. It is understood that particular linguistic structures, cultural knowledge or strategies are not all learned at the same pace by each student. Teachers will often need to return to a previous phase for particular students or particular pieces of content. Based on their observations of student learning, teachers may note the need to return to a concept, to provide students with additional practice or to reteach it. On the other hand, they may anticipate the students' need for additional opportunities to encounter, notice and internalize particular concepts and will build those opportunities into the design of their lesson or unit plan.

Encountering phase

It is the teachers who set the stage for learning and who plan a range of instructional strategies to expose students to the content that must be learned. Some of the strategies are direct; others, such as ensuring that the FSL classroom is a language-rich environment, function indirectly to ensure that students become engaged with the language. Yet it is the students who need to be open to encounters with the new input so that learning can take place. Factors such as the presence or absence of motivation, self-confidence and previous success can impact a student's willingness to engage with the new content.

Involving students in goal-setting and reflection on their learning may help support students' desire to be open to the new input being made available to them by the teacher. This discussion is further supported in the section related to assessment *as* learning in **Chapter 8** of this guide.

Noticing phase

To get them to notice or develop awareness of the new linguistic structures or target of intended learning, students are guided through a series of activities that are sometimes tied to a teacher explanation or that form part of a guided practice activity. Activities to support noticing are often brief and flow smoothly one after the other while often focusing on one language skill at a time. They may include:

► choral repetition in which the class or groups repeat structures together, such as a review of adjectival agreements
► repetition with rhythm and music
► forward chaining; i.e., saying entire statements bit by bit starting from the beginning. For example, French 20–9Y students could be learning proverbs related to friendship. This technique could be used in this

manner, both for memory recall and to reinforce pronunciation: *On connaît*; *On connaît les bonnes sources*; *On connaît les bonnes sources dans la sécheresse*; *On connaît les bonnes sources dans la sécheresse, et les bons amis*; *On connaît les bonnes sources dans la sécheresse, et les bons amis, dans la tristesse.*

► back chaining; i.e., saying entire statements bit by bit, starting from the end. This can be particularly helpful when focusing on pronunciation. For example, *la tristesse*; *dans la tristesse*; *et les bons amis; dans la tristesse*; *dans la sécheresse, et les bons amis; dans la tristesse*; *les bonnes sources dans la sécheresse, et les bons amis, dans la tristesse; On connaît les bonnes sources dans la sécheresse, et les bons amis, dans la tristesse.*

► responding to yes/no and either/or questions[*], and

► participating in guided observations, making associations and making predictions.

Teachers use a variety of instructional strategies to help students develop an awareness and understanding of the new input. These can include drawing, modelling, analyzing, narrating and questioning as well as acting, singing and dancing. The use of clear visual representations to present the meaning of new words or to present a language concept is a commonly used instructional strategy.

In the case of vocabulary, there are many aspects of word knowledge that students can be guided to notice. These include what a word means, how to say it, how to write it, how the word is used in context and, in some cases, how the parts of the word are put together and how they can be manipulated (Woodward 2001, pp. 77–78). Similarly, there are many aspects related to groups of words that students can be led to notice, including grammatical patterns and interaction patterns or schemata that appear in the various functions of language, such as apologizing or gathering information. Noticing can be aided through the creation and use of **physical storage**, such as lists, word cards, tables, scales, mind maps, flowcharts, posters, gestures or mnemonics (*ibid*, p. 87).

To reach all students, a number of different noticing phase activities targeting the various types of intelligences should be planned; i.e., students may be allowed not only to see, hear and say the words or structures at this phase but also to sing them, touch or manipulate them and physically walk through space while acting them out. In order to carry out activities at this point, students may require visual and textual support, and may frequently refer to words and phrases written on a page or posted on a wall chart as they speak. Often the activities in this phase help students to clarify the new content or structures in their own minds. For some students, this step is a prerequisite before they can begin to process and internalize new learning.

The transition between noticing something new and beginning to internalize it is not a clearly delineated one and may happen at different

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[*] **Chapter 6** describes a questioning sequence that can be used in vocabulary or grammatical development (see pages 83 and 84).

times for different learners. The key is for teachers to provide an array of varied activities through which students are led to notice and internalize new structures, word meanings or other forms of new learning.

| Internalizing phase | Guided and pseudo-communicative practice activities are used as a bridge between the earlier phases, in which students encounter and notice the new learning, and the subsequent phase in which they apply their learning in more authentic situations. In this phase, students engage in partner and small group tasks. Activities in this phase can involve questioning, rehearsing, problem solving and simple guided discussions, such as those that arise from games and oral activities. These activities allow students to assemble and reuse the various linguistic elements repeatedly in order to help the new learning transfer into long-term memory. Often, reflective activities related to learning strategy use will require students to think about and verbalize which memory strategies they find particularly useful for the purpose of internalizing new content. Students will reduce their need to rely on written supports as they begin using the language more and more freely. |

Student engagement and mental involvement is required to move language items from various forms of physical storage into **mental storage**, which students can draw from and apply. Two key factors—the frequency of encounters and the quality of mental processing—impact the process of internalizing new linguistic structures such as vocabulary, grammatical rules and patterns of interaction.

FREQUENT ENCOUNTERS WITH WORDS

Students need to encounter, with varying degrees of frequency, various words, structures and conversational schema in order to store them in memory. Some items may have to be met up to 16 times before they are truly integrated into the students' repertoire (Woodward 2001, p. 88). Therefore, teachers need to plan for many and varied practice activities or tasks for the same content to allow students to use and manipulate it in order to internalize it. Some suggestions follow below.

Teachers may ask students to:
► group items into categories or lists such as "things I like and don't like," or "things I think I'll remember and don't think I'll remember"
► order items alphabetically, or according to size, chronology, context or any other criteria that make sense to the students
► repeat items by incorporating variations of speed, pitch or volume; e.g., shout/whisper, slow/fast, with different emotions or intonation
► write items with different written voices; e.g., capitals/lower case, in print or in cursive lettering, in pencil or on a keyboard
► use or create chants, songs or poems
► use serial practice in which students tell the same story to or reuse the same interaction patterns with different people, trying to express themselves more quickly and smoothly each time

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► carry out various matching activities with items such as single words, phrases, parts of dialogue or short paragraphs that are matched to definitions, images, comic strip frames, key words, category headings, titles, linguistic functions or associated expressions

► use "fill-in-the-blank" activities in which key words or parts of expressions are missing. Students can use the context provided by the remaining words in order to ascertain which pieces are missing

► carry out "find-the-difference" activities that involve working in pairs or groups to discuss differences noted in similar drawings or short texts related to the vocabulary or language concepts being learned (Woodward 2001, pp. 88–89).

DEEP MENTAL PROCESSING

Just as frequent encounters with the new language are important to help students internalize the new content, so too is the depth of the mental processing in which they are engaged while working with this content. The deeper the personal involvement with and connection to a language item, the more likely it is that students will be able to remember it. Techniques such as those listed below (Woodward 2001, p. 90) may help deepen mental processing when learning a language.

► Ensure that activities and tasks relate to the fields and subfields of experience and that they are meaningful to students.

► Make use of real objects, authentic documents, visuals, interviews with and surveys of students of the same age living in other regions or countries, as well as visitors to the classroom where the opportunity arises, in order to reflect reality beyond the classroom.

► Provide students with the opportunity to come up with their own examples and explanations and to build their own links and associations with content.

► Allow class time for students to organize work and represent items to be remembered in ways that are meaningful to them.

► Instead of providing words and meanings for students, have them put in a degree of effort to find the words or definitions for themselves. For example, illustrations for new words to accompany a reading text could be located at the end of the text rather than on the same page so that the student requires a degree of additional effort to seek them out. Expending effort has an impact on the depth of a learner's mental processing (Laufer and Hulstijn 2001, p. 20).

► Use activities that allow students to apply new learning to their own situation (e.g., guided dialogue journals) or that allow them to get involved in the language (e.g., role-playing, simulations, personal storytelling).

Chapter 6 includes brief descriptions of many of the instructional strategies and activity types mentioned here.

Applying and refining phase	With time, students move from guided practice to increasingly independent practice activities in which the skills being developed and the content being learned are applied to similar or novel situations. Often these activities require more than one language skill as well as the use of previously learned content. At this point, students often begin to use ongoing self-assessment and teacher and peer feedback in order to assess and refine their work. Activities and tasks at this stage can include simplified versions of the final performance tasks that will be used for assessment *of* learning at the end of a particular lesson series. Students are now not only imitating models of language they have been provided with earlier, but are also comparing their work to that shown in the models for the purpose of making further improvements or refinements to their work.
Transforming and personalizing phase	In this final phase, students apply their language knowledge to authentic contexts for real purposes. Students have reasons for listening to language as well as for reading and communicating oral or written messages. Usually in this phase, students apply a combination of language skills and incorporate their previous linguistic and cultural knowledge to carry out authentic and meaningful tasks. Language use in this phase is personally meaningful to students and includes creativity and limited spontaneity, while remaining within the range of known and learned structures.
Assessing (*for*, *as*, *of*) learning phase	Though it is often mentioned last, assessment occurs throughout the previous phases. Assessment *for* learning helps teachers plan the next steps in a series of lessons as students move through the various phases of learning. Assessment *as* learning occurs when students monitor and reflect on their learning during the learning process. Assessment *of* learning is generally carried out through the use of final performance tasks or unit/final tests. The three different assessment purposes are discussed in further detail in **Chapter 8**.
Planning with the end in mind	When teachers work with the outcomes of the program of studies, which outline the end results for student achievement for a given school year, they are in effect planning with the end in mind.
	Prior to commencing a unit, teachers determine the performance assessment tasks through which assessment of learning is to occur and directly focus student learning toward this end. This entails planning unit activities to ensure that students can successfully carry out the performance assessment tasks.
	Once a field and subfield of experience are chosen, teachers need to consider authentic forms of language that are generally produced in that subfield, such as typical spoken interactions, print documents and audio-visual texts. As teachers plan the development of their performance assessment task(s), they determine the types of linguistic, cultural and strategic elements that students need to learn in order to be successful when they carry out the culminating performance assessment task(s) for

a unit of instruction. These elements, identified by the teacher in advance, become the basis for the unit, lesson and activity planning process.

The role of the task—to drive the content and close the unit

Culminating tasks—sometimes referred to as communicative tasks, performance assessment tasks or unit projects—are seen as the source from which all of the unit content, activities and assessment strategies are derived. They are defined at the outset and create the need to know certain language elements and cultural content, thus giving meaning, purpose and context to language activities. Explicit teaching of grammar rules with exercises that concentrate on form and the practice of specific language learning strategies occur as a result of the students' need to know specific elements of the French language in order to accomplish the task effectively later on. In this way, the culminating or performance assessment task itself provides an organizational framework for specific learner outcomes.

The choice of performance assessment tasks is based on the interests of students and is related to the subfields of the field of experience. Tasks should be flexible enough to allow for differentiation such that the needs, interests, language competency levels and capabilities of all students are addressed. Students with varying needs, interests and skills can work together on a task and may learn from each other while doing so.

Appendix M suggests activities and tasks related to the fields of experience. It includes suggestions for culminating or performance assessment tasks that are based on authentic forms of spoken or written texts and that may be considered by teachers in their planning.

An alternate role for the task—to open the unit and drive the content

In contrast with the language instruction models listed above, models such as Task-Based Learning (TBL) can be used by teachers who wish to place a task further toward the beginning of a unit. In this case, the linguistic structures and elements that arise as the students carry out the task become the focus of further study once the task has been completed. A similar follow-up task may also be placed at the end of the unit. **Appendix N** outlines steps typically involved in Task-Based Learning.

Appendix O contains a classification of task types suitable for use in a Task-Based Learning approach to language teaching. However, many of these task types can also be used as activities or culminating tasks in conjunction with any model of language instruction.

Regardless of how and at which point in a unit tasks are used—whether as a culminating activity or as a point of departure—effective tasks allow students to learn about the language by using the language. They also:

► maximize language use and student engagement

► provide opportunities for language practice in each of the four language skills

► promote sharing of information and expertise among students, and

► allow students to assess, reflect on and discuss their learning.

PLANNING TEMPLATES **Appendix P** includes a selection of sample blank planning templates. Teachers may wish to adapt these or similar templates for their own use according to their needs, experience and personal approaches to planning.

In summary Whether planning for a year, a unit, a series of lessons or single lessons, teachers are cognizant of the foundational role played by the outcomes and premises of the program of studies, the needs and interests of the students as well as their own beliefs and assumptions about language acquisition, learning and teaching. Many teachers, particularly those new to language teaching, may prefer the guidance provided to them by various instructional models. These can outline the teaching and learning process and illustrate how planning for learning arises with the end in mind such that the language, the skills and knowledge related to authentic and communicative performance assessment tasks are incorporated into planning right from the start. Teachers wishing to experiment and diversify their approach to lesson and unit planning may wish to investigate other approaches to language learning such as Task-Based Learning, for example.

Chapter 6 outlines a range of instructional strategies in support of the four components of the program of studies that teachers may consider as they plan their lessons and units.

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6 INSTRUCTIONAL TECHNIQUES and STRATEGIES

Types of instructional strategies

Teaching within the FIELDS OF EXPERIENCE

Instructional strategies to develop the LANGUAGE SKILLS

Developing the LANGUAGE component

Developing the CULTURE component

Developing the LANGUAGE LEARNING STRATEGIES

  component

→ *Corresponding Appendices Q, R and S*

TYPES OF INSTRUCTIONAL STRATEGIES

Instructional strategies are the techniques and activities teachers use to help students become independent learners and to help them develop and experiment with learning strategies. Because students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences, teachers are encouraged to provide a variety of instructional strategies to ensure all student needs are being met while addressing the outcomes of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). The choice of techniques and strategies depends on a number of factors, including the phase in the students' learning they are to be used, the component of the program of studies they are to address, the classroom context and the teachers' beliefs about approaches to and methodologies for language learning and teaching.

In general, instructional strategies may be grouped into three categories, depending on whether the teacher is engaged in direct instruction, facilitation or coaching (Wiggins and McTighe 2005, p. 241).

► Instructional strategies used in **direct instruction** include demonstration and modelling, explanation and convergent questions; i.e., questions with one correct answer.

► Instructional strategies used in **facilitation** include discussion, open-ended questions, guided inquiry, reciprocal teaching, simulation and cooperative learning.

► Instructional strategies related to **coaching** include guided practice and feedback.

This chapter suggests a range of instructional strategies teachers can use in association with specific components and outcomes of the program of studies. These suggestions are by no means comprehensive and may be applied in ways other than those discussed here.

As teachers gain familiarity with their students, as well as with the program of studies and available resources, they continue to develop their own repertoire of instructional strategies that meet the needs of their specific groups of learners. Teachers may find that their strategies need to be adapted or replaced with others for different learner groups and teaching contexts.

TEACHING WITHIN THE FIELDS OF EXPERIENCE

The inclusion of fields of experience and related subfields within the program of studies allows teachers to draw on instructional strategies such as the following:

► make connections to students' prior experience with and interest in aspects of the subfields

► provide students with tangible materials and hands-on activities related to the subfields; e.g., presenting an adapted play written for Francophones, bringing in French-language consumer magazines to peruse for advice, using authentic tourist brochures to develop a trip itinerary

► have students take note of real interactions within a particular subfield. Teachers and students then develop the **conversational schemata** (patterns of interaction) used to carry out these exchanges in French so that these can become models for classroom activities as well as for performance assessment tasks

► reintegrate previously acquired vocabulary and language structures from the elementary and junior high years so as to increase student language competency.

Working with the fields and subfields of experience provides students with multiple and varied opportunities to use the language in structured situations, as well as to personalize it for use in more creative and spontaneous ways. Simulated real-life situations provide students with opportunities to apply their language knowledge, with the intent that they will be able to transpose this experience to similar experiences outside the classroom.

In the senior high school years, students' language competency continues to develop in terms of sustained language use and the ability to incorporate known vocabulary and an increasing number of language structures in their oral and written communications. By the end of French 30–9Y, students are able to participate in spontaneous interactions with the teacher, classmates and native speakers of the language in the context of familiar fields of experience by accessing a large repertoire of vocabulary and using a variety of linguistic elements.

🗎 *Example:* French 20–9Y students could describe a childhood friendship, including details about when the friendship began, using the *l'imparfait* and *le passé composé* tenses as needed. They could include a description of their friend's personality, which could involve the accurate use of the comparative and superlative forms of various adverbs and adjectives; for example, *Elle avait les plus beaux cheveux bouclés*; *elle travaillait plus fort que moi à l'école*. This could be done as a prepared presentation in the context of a *la Journée de l'amitié* declared on a given day by students in the class, or it could be part of a more spontaneous task such as a simulated man-on-the-street interview where students describe a friend from the past.

INSTRUCTIONAL STRATEGIES TO DEVELOP THE LANGUAGE SKILLS

The development of the four language skills is a sequential process that involves the encounter with and clarification, internalization and application of linguistic elements, which are introduced in context and applied to real-life situations to communicate authentic, personal messages.

Although they are discussed separately below, the four language skills are generally developed in an interconnected fashion, with one language skill often being a natural extension of the other. Since comprehension generally precedes production, instructional strategies in support of the comprehension skills; i.e., listening and reading comprehension, are discussed first. They are followed by the instructional strategies that can be used to develop the production skills; i.e., oral and written production. Thus, learning activities and tasks generally require an integration of all four skills. Activities can often be planned such that student use of one skill area provides support for further development in another skill area (Bilash 2007, p. 13). The following example demonstrates how the focus on listening comprehension can lead to written activity, followed by an oral interaction.

🗎 *Example:* As part of a unit involving the subfield of experience THE VISUAL ARTS, French 10–9Y students view a music video by a Francophone artist (e.g., *Jean-Jacques Goldman*) in order to comprehend as much of the meaning as possible by listening and viewing. Prior to watching the video, students are put into groups of four. Students are provided with the title of the song and are asked to brainstorm what they think they might hear. Students share their predictions. Then they watch the video and determine how well they were able to predict what they might hear and to discuss what they were able to comprehend. As an extension activity, students write a personal response to the music video and write about how well they were able to comprehend the song. After receiving feedback from their teacher about their listening comprehension, students discuss in pairs their reaction to the song and their tastes in music in general.

Note: The following Web site provides access to Francophone music videos: <http://www.tv5.org/TV5Site/musique/accueil.php>. It is advisable to preview any material from the Internet prior to presenting it in class for language level and content that may be objectionable or disturbing.

The activities in **Appendix R** demonstrate how the use of some skills serves to further develop other skills.

Developing Listening Comprehension

Often overshadowed by its oral production counterpart, listening comprehension is the cornerstone of language development. It is a vital skill whereby the listener actively seeks out, processes and makes use of particular information presented in an auditory form.

Listening comprehension involves discerning meaning from what has been said; i.e., identifying key ideas and details from an oral text and reacting to them. These oral texts may be interactive, as in the case of a two-way conversation involving the listener and the speaker. On the other hand, the texts may be noninteractive in that the listener does not interact directly with the speaker of the text—for example, when listening to a public announcement in airport.

Listening comprehension and oral production are equal partners in the communication process and both demand a high degree of mental engagement by the student. In combination, they lead to a process of negotiation as illustrated in Figure 2.3, on page 10.

USING PRE-LISTENING, LISTENING AND POST-LISTENING ACTIVITIES

Student comprehension of a listening text is facilitated when teachers incorporate activities prior to (pre-listening), during and after the listening task (post-listening). For example, before hearing a text in which a person describes his or her employability skills, students can be asked to brainstorm what kinds of things they may expect the speaker to mention with respect to his or her personality or job skill sets. Having engaged with the topic in advance of hearing the text, students are able to comprehend the text more effectively. As the text is being heard, an activity such as checking each item off on a detailed list as it is mentioned by the speaker can help students focus their attention on the listening task while providing them with confidence in their abilities. Post-listening activities, in which additional follow-up on the text or topic is undertaken, or in which students are encouraged to reflect on their use of listening strategies, help solidify listening skill development. Post-listening activities often extend to the other language skills.

DEVELOPING GLOBAL COMPREHENSION

Teachers can use the following instructional strategies when encouraging students to develop global comprehension.

► Use French exclusively to allow students many opportunities to make links between the context and the content of the auditory message.

► Focus on concrete and immediate topics when speaking and, when necessary, support the spoken word with gestures, concrete objects, visual images or pantomime.

► Provide context or background information about any audio text, such as a call-in radio show, prior to having students listen to it.

► Before they listen to the text, involve students in a pre-listening activity by sharing the topic of the text and having them brainstorm what types of information they might hear.

► Provide students with a list of questions such as *Qui, quand, où, pourquoi?* before listening to the text. Each student focuses his or her attention on listening for the response to one or two questions only.

► Encourage students to feel at ease and to develop a tolerance for ambiguity—when listening to authentic texts especially—by stressing that not being able to understand all of the information is a natural part of the language learning process.

► Model for students strategies that could be used when listening to a text for the first time. Teachers may "think out loud" as a way to model listening strategies, using statements such as "I think he said …"; "I noticed that the word or expression sounded similar to …"; "I wonder if it could be connected to …" and so on.

► Encourage students to focus on the information they do understand and to support each other in identifying what they can understand. By allowing students to pool their ideas, teachers help them build confidence as listeners. This process also builds collaboration while modelling how in real-life situations not every person is able to grasp every idea all the time, and people often pool their knowledge.

► Refrain from the temptation to stop an audio text after every sentence to repeat it at a slower rate.

PROMOTING THE COMPREHENSION OF DETAILS

When listening to an audio text, students require sufficient vocabulary to recognize and pull out specific details. They need to hear words, phrases and a variety of language structures within a context to attempt to build meaning from them. The use of audio and video texts is also essential for helping students become accustomed to different voices and accents, as well as for expanding their language knowledge and use.

Teachers may use instructional strategies such as those listed above for global comprehension in addition to strategies such as the following for developing more precise listening abilities.

► Have students respond physically to instructions being heard.

▤ *Example:* A teacher planning to teach verbs related to the safety instructions given on an aircraft decides to use Total Physical Response (TPR) as an instructional strategy. In TPR, students are asked to demonstrate physically the meaning of the verb being presented; e.g., *Mettez vos bagages sous le siège devant vous*; *bouclez la ceinture de sécurité autour de vos hanches*.

► Have students respond to what is heard by writing down information or, when appropriate, by drawing what is understood.

▤ *Example:* A French 20–9Y teacher has students listen to an adapted radio show dealing with past fashions and fads. Each student is

assigned to listen to a specific caller. Students write down the specific ideas that are discussed by their caller. They are then matched up with other classmates who have been assigned the same caller. Students share their understandings. (See the link for the transcription on the Alberta Education Web site at <http://education.alberta.ca/francais/teachers/progres/ compl/fsl/ support/niney.aspx>.)

► Have students respond to what is heard by identifying specific aspects of the content.

▤ *Example:* Students in a French 20–9Y course listen to an audio clip related to consumer choices and are asked to identify the reasons for the choices made by various individuals. Students indicate if they are in agreement with the choices or not.

Appendix O contains a number of tasks that can be adapted for use as listening comprehension activities.

PROMOTING THE USE OF LISTENING COMPREHENSION STRATEGIES

Given the importance of listening in language learning, all students benefit from the development of effective listening comprehension strategies. As outlined in the program of studies, listening comprehension strategies should be taught to help students deal with information in auditory texts that may contain unknown words and expressions. These strategies are to be presented and modelled so that they can be used by all students. These strategies include:

► building on students' knowledge of the context in order to anticipate the types of information they might hear

► using their prior experiences and knowledge to help them mentally situate the message being expressed

► listening for cognates and word families

► listening for auditory clues such as background noises

► guessing the meaning of unknown words or language structures by using the context or the words around the unknown word

► observing visual clues in the case of multimedia or texts accompanied by illustrations

► asking for repetition, confirmation or clarification of what is being heard when interacting with a speaker by using expressions such as:

Un instant,…	*je ne comprends pas.*	
Un moment,…	*je ne comprends rien.*	
	je n'entends pas bien.	
Pourriez-vous…	*répéter cela,*	*s'il vous plaît?*
Peux-tu…	*le dire de nouveau,*	*s'il te plaît?*
	parler plus fort,	
	parler plus lentement,	
	expliquer cela d'une autre façon.	

Qu'est-ce que… veut dire?
Que voulez-vous dire?/Que veux-tu dire?

Appendix D provides a list of useful classroom expressions, such as those mentioned above, that may be posted in the classroom or provided to the students to promote listening strategy use.

A detailed list of developmentally appropriate comprehension strategies can be found in the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12), under specific outcomes for each course.

USING RESOURCES TO DEVELOP LISTENING COMPREHENSION

Authentic audio recordings, such as news reports, radio or television advertisements or short films, may be routinely accessed via the Internet. Using these types of texts provides high school students with opportunities to be exposed to different accents and rates of spoken delivery while concentrating on what is known and making inferences about what is unknown. With repeated exposure to authentic spoken texts, students will eventually be able to comprehend greater portions of these texts.

▤ *Example:* A French 30–9Y teacher has students watch advertisements on the Internet or from a French-language television station. As they are watching, they try to identify the message or product being presented and any details supporting the message or product.

Teachers may also identify segments of videos or other multimedia resources to use in various ways.

▤ *Example:* A teacher selects portions of one of the videos available at <http://www.LearnAlberta.ca> for students to view without sound, then to listen to the text without seeing the visuals. The students consult in pairs to identify pieces of what they have heard. Activities such as these are best used with excerpts of two to three minutes, not with entire videos.

ASSESSING LISTENING COMPREHENSION

Listening comprehension in a performance-based approach assesses the students' ability to show what they understand and to what degree. Students will demonstrate what they are able to understand in mainly oral or written form.

In an assessment situation, students need to be encouraged to use the French they have learned to demonstrate what they understand. It is important, however, to allow students to use English when necessary to convey comprehension of specific details they are able to discern but are not necessarily able to express in French. This notion is supported by the premise that comprehension precedes and exceeds production. Therefore, students' listening comprehension is assessed in terms of what they are able to understand in a given situation, not what they are able to produce.

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Developing Oral Production

The ability to communicate orally is a natural extension of listening comprehension. Both skills are intertwined in interactive verbal communication.

The development of oral production skills is sequential in that students will pass through a number of phases. The earlier phases involve the repetition, often in a mechanical way, of sounds, words or expressions. As students expand their comprehension and develop greater confidence with their use of language, they move toward the creation of prepared and spontaneous oral messages in more open-ended communicative situations. While this is occurring, it is important to note that when developing oral production skills, students need to become accustomed to communicating their ideas without writing them down first.

DEVELOPING ABILITIES RELATED TO PRONUNCIATION, INTONATION AND SOUND–SYMBOL CORRESPONDENCE

At the high school level, students still require opportunities to practise the pronunciation of newly acquired words, language structures and intonation patterns. Teachers will need to consider the inclusion of language activities to assist students in applying and refining their knowledge of sound–symbol correspondences.

📄 *Example:* To assist students in continuing their ability to use a dictionary that provides the sound–symbol correspondences for words, students are asked to prepare a list of words they are having difficulty pronouncing. Using the dictionary, they write the phonetic symbols beside these words. Then they practise these words with a partner who provides feedback.

Various cooperative learning strategies, such as Inside–Outside Circle, can be applied to create opportunities for students to practise pronunciation with each other. An explanation of Cooperative Learning Strategies is given later in this chapter as well as in **Appendix Q**.

Appendix J of this guide is intended to provide support with pronunciation conventions.

PROVIDING OPPORTUNITIES FOR THE RECALL AND ORAL USE OF NEW VOCABULARY AND LANGUAGE STRUCTURES

Almost any instructional strategy, such as the use of recall activities and games, can be used to develop oral production skills at the word, phrase/expression and sentence level.

📄 *Example:* A teacher creates headings for categories of words related to a field of experience such as SENSES AND FEELINGS. Using a T-chart, drawn either on the board or on a transparency, the teacher divides the class into two groups. One group is responsible for identifying words or expressions related to positive feelings or emotions and the other group is responsible for identifying words or expressions related to negative feelings or emotions. The teacher then shows visuals of different people and the students then use the

categories of words or expressions to indicate the feeling or emotion being expressed.

🖹 *Example:* The teacher has the class play a form of memory game. Students stand in a circle, each holding a flash card of a particular image; e.g., a picture of a physical, social or cultural activity. Each student makes a statement about the image on the flash card; e.g., *J'ai une photo qui représente une partie/un match de volley-ball.* While they are listening to all of the statements, the students attempt to make mental connections between the person and the image. Then students hide their cards and volunteers are asked to remember who said what; e.g., *Marco a une photo qui représente une partie/ un match de volley-ball.* Points can be granted to students who recall the most items.

Developing Interactive Listening and Speaking Skills

Learners need frequent opportunities to use language by taking on the roles of both listener and speaker. This provides opportunities for social interaction where students can make and clarify or confirm meaning, test hypotheses about the language and receive feedback. Language learning is best supported when regular classroom practice provides an opportunity for interactive listening—listening that requires the student to take a more active role by engaging in interaction strategies such as requesting clarification or providing feedback to the speaker to ensure successful communication is attained.

Teachers can set up interactive situations in which students spontaneously use global expressions (see glossary for definition) in conjunction with familiar language structures. In order to successfully carry out the necessary interactions, students may need advanced support. Any or all phrases required as part of a particular interaction, which are often referred to as conversational schemata, need to be revisited and/or introduced and made accessible to students so that they can carry out the interaction.

Interactive situations might involve pair, small group or large group settings. By providing some students with information and creating a need for others to gather that information orally, teachers create situations that allow all participants to develop and draw upon both listening comprehension and oral production skills.

🖹 *Example:* Students work in pairs in which one partner receives an image, such as a picture of a clothing item from a certain era, but does not let the other partner see it. The other partner asks detailed questions about the image in order to make a drawing of it based on information provided by the first partner. Alternatively, instead of handing out images to students in the class, students can be seated so that only one partner views the image projected on a screen, while the other student, who creates the drawing, faces in the opposite direction.

🖹 *Example:* A teacher decides to use a scored discussion as an instructional strategy at the end of a series of lessons in which the students have dealt with a topic such as *la contribution des beaux-arts à la vie quotidienne.* In a scored discussion, the teacher asks half of the students to sit in circles comprised of five to seven students

each. The remaining students stand outside the circles in a way that allows each one to observe one of the seated students. The teacher provides sentence starters for the seated students to use in their discussions (e.g., *Pour moi, les beaux-arts sont très importants… parce que…*). As the seated students discuss the topic, the observers rate their target student on a yes/no basis using criteria such as: *Est-ce que la personne que j'observais parlait français tout le temps?*; *Est-ce que la personne écoutait ce que les autres disaient?*; *Est-ce que cette personne était polie lors de la discussion?*; *Est-ce que cette personne a contribué à la discussion?* Alternatively, the observer prepares two positive comments and a suggestion (two stars and a wish) to share with the person being observed. After sharing the results of their observations, the observers sit down for the next round of discussions on the same topic and are themselves observed (adapted from Clementi 2007).

Structured oral activities, such as information gap activities or role-playing conversations, can replicate interactions that simulate authentic uses of language. Activities can include simulating conversations, carrying out surveys and playing games such as those found on television. In order to help students continue to develop spontaneous language use, teachers can provide them with a series of point form or visual prompts suggesting the kinds of statements expected in an interaction.

▤ *Example:* A teacher provides the following skeleton for the resolution of a conflict:
  – *Salutation*
  – *Autre salutation*
  – *Alors, parle-moi de ce qui est arrivé.*
  – *Réponse*
  – *Paraphraser ce que la personne a dit et poser la prochaine question : Comment as-tu essayé de résoudre le conflit?*
  – *Réponse*
  – *Paraphraser ce que la personne a dit et continuer la conversation…*

  In pairs, students decide how they will follow the interaction pattern and then practise orally until they are confident that they are able to present the entire interaction and can make unrehearsed adaptations if necessary.

Teachers may use role-playing as practice activities or may plan their units to culminate in a role-play or simulation in which students use language spontaneously, based on conversational schemata or previous language experiences. The encounters brought to life in the role-play are suggested by the fields of experience and subfields; e.g., an invitation to a cultural event, a meeting between two friends who have not seen each other in a long time, a job interview. These role-plays can involve props and, if the students are so inclined, puppets. Students act out the scene using set dialogue and improvisation where necessary. Students may be less inhibited if they can carry out their role-plays simultaneously in small groups rather than in front of an audience. The interactions expected from students in the role-play will have been frequently encountered in a number of prior activities involving each of the four language skills.

Appendix Q outlines a series of cooperative learning strategies that call upon students to interact with others in French in order to carry out particular activities.

Appendix R provides a selection of classroom games, many of which help to develop student skills related to listening, speaking and interacting with each other in French.

ERROR CORRECTION AND ASSESSMENT

When students are communicating and interacting orally, especially in a spontaneous manner, assessment focuses on the students' ability to communicate ideas in a comprehensible fashion, rather than on error correction. False starts, repetitions, paraphrases, hesitations and grammatical errors are a natural part of this type of oral communication. Over-correction of errors can lead to students becoming fearful and even reticent to speak. Teachers may make note of particular errors in students' speech but will wait until the end of an activity to comment on particular errors made by a range of students, without singling them out individually. By ensuring that students are provided with models of correct language use and pronunciation, teachers help students correct and improve their use of the language and their own pronunciation. Additionally, teachers find that when they provide students with examples of instances where a mispronounced word, incorrect article or other grammatical structure impedes a message, they can help students understand the importance of accuracy when seeking to communicate a message.

🗎 *Example:* An FSL teacher shares a personal anecdote with students in which his request for directions was not understood. He tells students that his pronunciation of the word for "Michelin road" resembled the word for "wheel" instead; i.e., *la rue Michelin* (correct word = [ʀy]) versus *la roue Michelin* (incorrect word = [ʀu]).

🗎 *Example:* An FSL teacher highlights how the endings of *le conditionnel* and *le futur simple* can often sound similar to the untrained ear, in order to encourage students to strive for correct choice of language structure and accurate pronunciation.

Certain cumulative tasks call for prepared oral texts that are read aloud. The assessment of such texts differs from the assessment of spontaneous oral texts. In the case of prepared oral texts, students have the opportunity to develop their ideas in a coherent and cohesive fashion by following the structure of a particular text type. In this case, written production and oral production become intertwined; the final oral product is dependent on the written product. Students prepare their texts in written form, then present them orally. In these situations, oral production of the text is assessed in terms of the vocal expression used and correct pronunciation in keeping with linguistic elements typical of these types of text.

PROMOTING ORAL PRODUCTION STRATEGIES

When students are involved in an interaction, they should be encouraged to use oral production strategies that sustain communication, such as finding alternate ways of conveying a message; i.e., through the use of gestures, facial expressions, or alternate words or expressions (circumlocutions). They should also be encouraged to practise their messages with others or at home so as to learn to refine their speech. Additionally, socioaffective strategies, such as asking a speaker to repeat or clarify a message, can be modelled and incorporated into classroom activities so that students learn how to use these strategies to maintain a conversation and develop confidence in speaking French. Many of the language learning strategies outlined in the program of studies can be taught and used in situations involving spontaneous or prepared oral productions.

Developing Reading Comprehension

Reading comprehension, like listening comprehension, is an active skill whereby the reader seeks out information for a specific reason. Reading comprehension involves not only deciphering and decoding written symbols, but also constructing and interpreting meaning from the printed word and/or any associated visual clues.

Once students have encountered sufficient vocabulary and language structures in spoken form, they are better able to recognize the same words and language structures in written texts and can use them to build meaning of unknown words and structures as they read.

Students in grades 4 to 6 can derive meaning from short authentic texts supported by illustrations, such as grocery store flyers, magazine ads and posters for community events. They can also learn to read and follow simple instructions. By Grade 6, students can be expected to comprehend the main ideas in simple short texts and picture captions on familiar topics. Teacher guidance and support are almost always necessary in grades 4 to 6.

As students move into junior high, and especially in senior high, they will need to be exposed to texts of varying lengths and using a variety of language structures that will not necessarily be taught until post-secondary. Students at this level will be able to use their comprehension strategies to identify the main idea or ideas and most details in concrete and abstract texts that are adapted for FSL students. Abstract texts of an authentic nature, such as novels, may prove challenging for students, especially in French 10–9Y. However, with guidance and support, they will be able to understand most of what is written in authentic texts, especially by the end of French 30–9Y.

Students in high school will also be able to follow written instructions in French. Teacher support may still be necessary with students who may have reading problems even in their first language.

USING PRE-READING, READING AND POST-READING ACTIVITIES

As in the case of listening comprehension, understanding of a reading text is facilitated when students are provided with activities prior to engaging with a text (pre-reading), during their reading, and after (post-reading). The suggestions made above for listening comprehension apply equally to reading comprehension.

▤ *Example:* Prior to having them read a number of newspaper articles expressing different points of view on climate change, a teacher has students create a word web or concept map using terms they already know that are associated with the environment, a subfield previously studied in Grade 6, and climate, a subfield previously studied in Grade 7. Later, as they read the text, they are asked to underline specific words or phrases that describe climate change and to check off on their word web or concept map any words or ideas that they had jotted down and that appeared in the text. The post-reading activity consists of adding any new information to their word web or concept map. As an extension of their reading, students can share their concept maps with each other and discuss the information culled from the newspaper articles.

PROMOTING COMPREHENSION AT THE GLOBAL OR DETAILED LEVEL

Depending on how activities or tasks are designed, they may assist students in developing global comprehension skills or help them focus on specific details. This can apply to activities that require students to reorder written content sequentially, or match or categorize segments of content, as well as to any other types of tasks outlined in **Appendix O**.

▤ *Example:* A teacher selects a paragraph or multiple paragraphs related to one of the topics in a given field of experience and either cuts out the sentences or separates the paragraphs and has students, either alone or in pairs, put the sentences or the paragraphs in the proper order. As a class, the teacher and students reconstitute the text so that students can verify their understanding of the ordering of the ideas.

Depending on the nature of the text that is being read, a teacher can have students use graphic organizers to map out their key understandings. Graphic organizers are discussed in the section of this chapter related to vocabulary development.

PROVIDING A PURPOSE FOR READING

Giving students a clear purpose for reading orients them as they approach a text. As students develop confidence with texts of varying degrees of difficulty, the provision of a clear purpose for reading will support students as they endeavour to derive meaning from ideas that are expressed in more complex ways.

▤ *Example:* When addressing the field of experience FINE ARTS, a French 10–9Y teacher uses a jigsaw strategy in which students are provided with texts about well-known Francophone novelists or

visual artists, such as Monet. Students are put into groups and are asked to read the text that relates to their assigned novelist or artist. Students are then split into different groups to share with others the information they have read about in their home group regarding these people's lives and their artistic accomplishments. Students return to their home groups with the new information they have received about other artists. As a group, they decide which of the novelists or visual artists is the most accomplished. Together, students write a letter to *L'Association de la Francophonie* indicating why this particular person should be recognized on the Wall of Famous Francophones.

▤ *Example:* A French 20–9Y class dealing with the field of experience FADS AND FASHION is given written descriptions of various careers in the fashion industry, along with a list of questions for the students to answer; or, they are provided with a graphic organizer to complete, based on their comprehension of the texts. Students are then divided into pairs and they compare the information gathered. Next, they are put into groups of four in which they use the information to decide which career would be the most interesting to pursue and why. They make a presentation to the class to try and convince the others that this is the best career to follow in the fashion world.

▤ *Example:* While working on the field of experience the ROLE OF THE MEDIA, students search the Web sites of French-language newspapers from different Francophone countries for an article related to a topic of current interest. Students are asked to find similar articles published on the same day so as to compare how different newspapers reported the same event. Students present their findings to the class.

THE ROLE OF ORAL READING

Reading texts aloud allows students to demonstrate their ability to decode written symbols into comprehensible words, but one cannot assume that students who can pronounce words they see in print have understood the content. Reading aloud provides students with the opportunity to practise pronunciation and appropriate rhythm and expression. Especially in the case of auditory learners, hearing themselves pronounce words aloud may assist students with comprehension of the text.

USING LEARNING STRATEGIES TO SUPPORT READING COMPREHENSION

To develop reading comprehension, students are taught how to use comprehension strategies that help them deal with known and unknown words and language structures. They need to continue applying the notion that they can understand the main ideas of a message even if they do not know every word or language structure. Students need patience and exposure to a variety of text types in order to develop a tolerance of the unknown, and they need to deploy strategies to overcome feelings of unease. Some suggested reading comprehension strategies are listed below.

Students can learn to:

► look for cognates and word families as a way to build meaning

► use visual clues such as illustrations, photographs or charts that can help build meaning

► use the title and subtitles to anticipate ideas that may be presented in the text and to structure their reading accordingly

► use context to predict the types of information or the categories of information they might encounter

► use reading strategies they have developed in their first language to help them become better readers in French

► underline or highlight what they know in the text to isolate and deal with unknown words or language structures

► use words around the text to figure out what unknown words or language structures might mean

► take an educated guess, deduct or infer meaning

► use the dictionary, either bilingual or unilingual, to search for the meaning of the word if they wish to verify their guess. It is important to note that the use of dictionaries should be limited so that students do not become dependent on dictionaries to comprehend every word.

USING RESOURCES TO PROMOTE READING COMPREHENSION

In junior high, the use of authentic texts plays a major role in developing reading comprehension. In senior high, their continued use solidifies and sustains the students' ability to understand the main ideas and many details related to these main ideas.

Students need to be exposed to texts of all types and of varying degrees of difficulty in senior high. Examples of different types of texts include poetry, short and long newspaper or magazine articles, travel brochures, informative texts, classified advertisements, posters, age-appropriate short stories and novels.

Even texts created as a class or by individual students can be used for reading comprehension. The following example describes how student work can be used.

▤ *Example:* Students in French 10–9Y are asked to prepare a travel brochure for a region in Alberta since materials that describe the province in French are limited. Before they begin to develop the brochure, students take turns orally describing the content of a brochure and the sequence of steps they will take to carry out the task. As students are talking, the teacher records their statements on large chart paper. Students could say things such as *Dans une brochure touristique, on trouve des descriptions de l'endroit. Il y a aussi une liste d'attractions et d'activités à faire. Pour créer notre brochure, il faut choisir l'endroit. Il faut faire de la recherche. Il faut choisir des photos appropriées. Il faut écrire un texte intéressant en utilisant des mots descriptifs pour attirer l'attention, etc.* The class jointly edits the text to ensure that all linguistic elements and print

conventions are accurate. This shared oral and written activity can now be used as the instructions for the travel brochure activity, and students can refer to them as they develop their brochure. The resulting text is referred to as a language experience text (Carrera-Carrillo and Smith 2006, p. 42).

Teachers may obtain subscriptions to publications from Québec, France or other countries that are targeted to French-speaking teenagers or young adults. Additionally, they may subscribe to magazines that are targeted specifically at learners of French.

ASSESSING READING COMPREHENSION

Reading comprehension is assessed in much the same way as listening comprehension. Students demonstrate what they have understood in terms of ideas, not simply in terms of the vocabulary or language structures they recognize. They can be asked to show global comprehension of the text or to read for specific details that correspond to their language level. At the senior high level, it is important to encourage students to use as much French as possible to demonstrate what they can comprehend in French and to resort to English only when necessary.

Developing Written Production

Written production, like its oral counterpart, is developed in a sequential fashion. In elementary, students begin writing by copying words, labelling, making lists and matching words with pictures or symbols. They move gradually to the formulation of simple phrases and then to the autonomous use of language to express ideas. Students in junior high will follow similar patterns; however, their ability to write in French will be more extensive as they will begin to write texts that are more developed in thought and in keeping with their cognitive level. In senior high, students will continue to write texts of varying types and lengths.

It is important to note that written production cannot be separated from reading comprehension. Each of the instructional strategies listed below relies on the students' use of both reading comprehension and written production skills.

USING MODEL TEXTS

Prior to having students produce written texts on their own, the teacher provides them with a model of the authentic text type in question; e.g., a shopping list, a press release, an e-mail, a friendly letter, a business letter. The students explore the structural features of the text such as the form, layout and related conventions; e.g. when capital letters are used, which format is used to write the date and the salutation. As a class, students can generate a sample text in which they provide the content and directions to the teacher, who records their suggestions for all to view. As the text is edited jointly, the teacher provides cues to the students regarding changes for accuracy. Once this step is completed, students may generate their own texts, using as models both the original sample as well as the sample generated as a class.

🗎 *Example:* A teacher projects or makes copies of an authentic French newspaper article. As a class, students discuss the different paragraphs of the article. They see how the first paragraph of a newspaper article often provides them with answers to the five "W" questions, while the remaining paragraphs provide the detail. The model now supports the students in the preparation of their own newspaper article.

MODELLING THE WRITING PROCESS

The instructional strategy referred to as "think-aloud," in which teachers (or sometimes classmates) talk students through a process they are using to carry out a particular task, can be very useful when modelling the writing process for FSL students. Activities involving shared writing, in which the teacher and students jointly brainstorm, write and edit a text, allow teachers to share how they are making decisions related to vocabulary, spelling, application of appropriate linguistic elements, sentence structure and text development, using content suggested by the students. This is intended to help build student awareness of decisions they in turn will make when they write similar texts on their own. The shared creation of language experience texts (such as the example provided earlier in which students describe the steps involved in the creation of a travel brochure) provides teachers with opportunities to model steps involved in the writing process.

PRACTISING WRITTEN LANGUAGE

To help students develop the written production skill, teachers provide models of written text for students to copy, manipulate, adapt or from which to draw for their own written productions. A few suggestions follow.

► A teacher may provide a template for student writing in which the key structures are complete and students fill in personalized content.

🗎 *Example:* After having students carry out a range of oral practice activities in which they talk about the kinds of things they have done on the weekend, a teacher provides written structures that students can copy and complete in writing; e.g., *Cette fin de semaine, j'ai…/je suis…, Ensuite, j'ai…/je suis….* The student's completed text might look like this: *Cette fin de semaine, je suis allée avec mes amies au cinéma. Ensuite, j'ai rencontré mon petit ami au café. Nous avons parlé de nos projets de la semaine.*

🗎 *Example:* Students have read and worked with *le comparatif* and *le superlatif des adjectifs et des adverbes* in texts related to products. The teacher then provides them with a text structure showing fixed elements of a text to which they add details about the product. Students decide whether to use *le comparatif* or *le superlatif des adjectifs et des adverbes* and add any details they need to complete the sentences. *Le parfum Sensa est_____. Les ingrédients employés sont_____. L'arôme de ce parfum est_____.*

An example of a student's text might look like this: *Le parfum Sensa est le meilleur au monde. Les ingrédients employés sont de la plus haute qualité. L'arôme de ce parfum est plus doux que l'arôme de Magnifique.*

► A teacher may provide students with skeletal sentences that allow them a choice of expressions and that require them to personalize the sentence with the addition of their own details.

▤ *Example:* Students who have successfully worked with text structures, such as those shown above, are given a skeletal structure such as the following, in which cohesion markers are provided in order to facilitate writing about teenagers' social life. Students use the skeleton to begin their text.

Généralement, Normalement, D'habitude, Par contre,	*les jeunes les ados*	*aiment détestent adorent*	*sortir avec leurs amis. travailler les fins de semaine. rester à la maison. faire des tâches ménagères.*

The beginning of a student's text could look like this: *Généralement, les jeunes adorent sortir avec leurs amis. D'habitude, ils détestent rester à la maison et faire des tâches ménagères. Par contre, plusieurs ados aiment travailler les fins de semaine. Ils aiment aussi…*

These types of language exercises provide students with the basis for creating their own written productions. Many activities or tasks can then be selected to assist students in applying the knowledge gained from written practice. These can include the creation of a range of text forms such as poems, e-mails, personal journals, business letters and reports.

USING LEARNING STRATEGIES TO SUPPORT WRITTEN PRODUCTION SKILLS

The program of studies outlines a number of learning strategies that students can use when engaged in written production. One learning strategy that is particularly useful is the use of a written model that students can analyze first and then follow when they produce their own texts. Students can carry out this analysis on their own or with the guidance of a teacher who can help them clarify how they can follow the text structure and use the modelled linguistic elements to develop their own messages. This is a process that occurs naturally, and it can help students who may be having difficulty in their first language gain new insight into the importance of analyzing and following models to support their writing.

Other strategies include reading instructions for a task thoroughly, preparing written drafts, using checklists to verify one's own writing or that of a peer and reflecting on what has been learned.

Teachers may provide students with checklists or other means through which they can develop habits related to monitoring and reflecting on their writing.

The learning strategies self-assessment checklist for students found in **Appendix T** includes items that refer to written production strategies.

USING RESOURCES TO PROMOTE WRITTEN PRODUCTION

Exposure to authentic texts of varying lengths and difficulty plays a major role in the development of both comprehension and production skills because these texts represent language used for real purposes. However, authentic texts may contain structures and vocabulary that have not been explicitly taught; they therefore provide students with opportunities to develop a range of language learning skills related to decoding and comprehending text. Repeated exposure to vocabulary and structures that catch students' attention helps them develop a repertoire that is unique to them and from which they can draw upon in the creation of their own texts as they progress through the lower grades and the high school courses.

ASSESSMENT OF WRITTEN PRODUCTION

When assessing students' written production, teachers consider what weighting to give the content versus the accuracy of the message. In general, teachers decide that if certain linguistic elements were taught and practised, attention needs to be paid to them in the assessment process. However, the appropriateness and communicative content of the message receives a greater weighting than linguistic accuracy.

DEVELOPING THE LANGUAGE COMPONENT

Inherent in the learning of any language is the development of vocabulary and language concepts. In the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12), the Language component comprises both vocabulary and linguistic elements which, although closely intertwined, are discussed separately below. **Appendix C** provides an overview of the language concepts from grades 7 to 12.

Both vocabulary and linguistic elements are the building blocks needed to understand or communicate a message in French. In a communicative–experiential approach to language learning, vocabulary and linguistic elements are not taught discretely. Rather, they are related to the fields and subfields of experience and are needed by the student to comprehend and express messages arising out of the contexts of the fields of experience.

Teachers use a range of instructional strategies to ensure that students develop knowledge of vocabulary and language concepts and to support them as they apply this knowledge.

Knowledge of language concepts	The linguistic elements are taught and developed on an "as-needed" basis within the context of a given field of experience and for specific communicative intents. For example, when students are required to describe an event from the past, like a previous conflict with a friend, it will be important for them to understand and use somewhat consistently *le passé composé* and *l'imparfait*.

Furthermore, linguistic elements must be constantly reintroduced and reused in order for students to internalize and accurately apply them. This is supported when teachers ensure students are given ample opportunity to reintegrate these elements as often as possible. In addition, teachers ensure that students are provided with an explanation of how the linguistic element is used. This analytical aspect must be appropriate to the developmental level of the students.

For example, creative metaphors or visual, auditory or kinesthetic mnemonics based on experiences to which students can relate may help them understand the purpose and function of a particular linguistic element. These metaphors may be provided to students in French or in English, depending on the complexity of the language concept and their listening comprehension level. For example, to help students understand the difference between *le passé composé* and *l'imparfait*, a teacher asks students to stand and divides them into two groups. One group will represent *le passé composé* and the other group, *l'imparfait*. Students in *l'imparfait* group are given descriptive actions to carry out, such as a howling wind, blowing trees or a group of people talking on a street corner; while *le passé composé* group is given cards with different actions to perform, such as *La voiture rentre dans un arbre*; *Une personne téléphone à la police*. The teacher reads a paragraph that the students act out. Once the activity is completed, the teacher asks students to describe what they went through and to explain how acting out the two tenses might help them to understand better the difference between the tenses and when to use them.

With experience, teachers develop their own repertoire of ways to introduce and explain the various linguistic elements outlined in the program of studies. Teachers are encouraged to develop metaphors or imagery that works for them and for their students.

Knowledge and application of vocabulary and language concepts	In order to learn a language, students need to internalize a large amount of **vocabulary**. This term is used to refer to single words (e.g., nouns, verbs, adjectives, adverbs), phrases and expressions as well as words and expressions used in the context of entire conversational schemata or in commonly occurring interaction patterns. This is followed by the teaching and learning of language concepts that are needed to complete communicative acts. **Chapter 5** outlines phases of learning through which students pass as they move from first being exposed to vocabulary items or language concepts to being able to make use of them independently.

In their planning, teachers are required to ensure that students are given numerous and varied opportunities to engage with new and previously learned vocabulary and language concepts. Students need frequent and

meaningful encounters with this vocabulary and these language concepts through activities and tasks in which they use and reuse them so as to integrate them into their personal repertoire. Frequent exposure to and engagement with vocabulary and language concepts are key factors in their development and attainment.

A multitude of teaching strategies and activity types has been developed to assist in the teaching of vocabulary and language concepts. A few suggestions follow below.

USING A QUESTIONING SEQUENCE

Many instructional strategies used in vocabulary and linguistic element development draw on all four skills concurrently, as well as on the application of memory strategies. **Figure 6.1** suggests four levels of a questioning sequence that can be used in vocabulary development and in teaching the use of linguistic elements. Levels 3 and 4 are especially useful for senior high students as they are now able to use more language and can expand their answers.

LEVEL 1: **YES/NO QUESTIONS** Students answer questions with *oui* or *non*. The focus is on the comprehension of the question.	**Examples:** ► *Est-ce que tu aimes jouer au soccer?* ► *Est-ce que tu sors avec tes amis les mercredis soirs?* ► *Est-ce que tu connais tes droits de consommateur?*
LEVEL 2: **EITHER/OR QUESTIONS** Students choose the answer from the possibilities offered in the question. Students rely on structures within the question to build their responses.	**Examples:** ► *Est-ce que tes parents préfèrent visiter l'Ouest canadien ou l'Est canadien?* ► *Es-tu allé au gymnase ou au centre récréatif pour t'entraîner?* ► *Que préfères-tu : la mode des années 60 ou la mode des années 70?*
LEVEL 3: **INFORMATION QUESTIONS – SHORT ANSWER** Students provide short answers consisting of single words, a list of words, a short phrase or a complete sentence.	**Examples:** ► *Qui a inventé le jeu de basket-ball? → un Canadien. Son nom est James Naismith.* ► *Qu'est-ce que tu aimes faire dans ton temps libre? → J'aime jouer aux cartes, lire des policiers et regarder des films de science-fiction.* ► *Sais-tu où se trouvent les toilettes dans ce centre commercial? → Oui, elles se trouvent au deuxième étage à côté du magasin de vêtements de sport.* ► *Normalement, quand est-ce que tes parents prennent leurs vacances? → Ils prennent leurs vacances en été et de temps en temps en hiver.* ► *Quels pays as-tu déjà visités? → Les États-Unis, le Mexique et l'Angleterre.* ► *Combien d'enseignants est-ce qu'il y a dans notre école? → Je pense qu'il y a trente-neuf enseignants.* ► *Je dois travailler de quelle heure à quelle heure? → De dix-huit heures à vingt-deux heures les jeudis et vendredis.*

| LEVEL 4:
INFORMATION QUESTIONS –
LONG ANSWER
Students answer the questions with more elaborate responses using complete sentences or a series of complete sentences. | **Examples:**
► *Où se trouve le musée d'art moderne? → Il n'est pas loin. Il est en face du centre commercial des Galeries. Alors, allez tout droit jusqu'à l'avenue Leclair, tournez à gauche. Vous devez marcher un demi pâté de maisons et il est là.*
► *Sais-tu ce que Sacha aimerait faire après avoir fini l'école secondaire deuxième cycle? → Je pense qu'il aimerait poursuivre des études postsecondaires en politique. Il aimerait devenir politicien. Je pense qu'il fera un bon politicien.*
► *Quelle sorte de conflit as-tu eu avec ton petit ami? → On a eu une dispute. Il veut me voir plus, mais j'ai beaucoup de devoirs. Je dois étudier aussi pour mon examen de diplôme en mathématiques. Il ne comprend pas. Que faire?*
► *Comment est ta meilleure amie? → Elle est de petite taille. Elle a les cheveux noirs et bouclés. Elle a les yeux brun foncé. Elle est d'origine colombienne. Elle est une personne très fiable. Elle donne de son temps pour m'écouter.*
► *Que penses-tu des jeunes qui ont un emploi à temps partiel lorsqu'ils vont à l'école? → C'est difficile de répondre à cette question parce que les jeunes travaillent pour différentes raisons. Moi, je pense que c'est bien de travailler parce que tu peux aider tes parents avec les dépenses. Aussi, tu peux dépenser ton argent comme tu le veux.* |

Figure 6.1 Suggested Teacher Questioning Sequence for Vocabulary and Language Development

When new vocabulary or linguistic elements are introduced, teachers make use of questioning techniques that tend to involve convergent questions or questions to which the students generally know the answers; e.g., *Jouer au golf, est-ce une activité culturelle ou une activité physique?* As it becomes evident that students comprehend the meaning of the new words or linguistic elements being introduced, teachers can introduce divergent questions; e.g., *Imagine que tu pourrais ouvrir un nouveau magasin dans ton voisinage. Quels produits vendrais-tu? Pourquoi?* Divergent questions such as the example above, which does not have only one answer, can be used to create additional opportunities for oral interaction practice between students.

As students develop their understanding and use of new vocabulary and language structures, they acquire the tools to follow the same questioning sequence. At this point, they can also ask questions from all four levels. It is therefore important to structure communicative situations that will allow students to practise and use their vocabulary and language knowledge, while at the same time practising the formation of different types of questions.

USING GRAPHIC ORGANIZERS

Graphic organizers or *organisateurs graphiques ou représentations graphiques* can have many uses in an FSL class. (See **Appendix S** for examples.) They are visual representations that can illustrate the relationship of various concepts or components of a concept to each

other. Graphic organizers can help provide a bridge between students' knowledge of the same or a related concept in their first language and the new linguistic content they are learning in French. Graphic organizers can be useful in assisting with vocabulary development, reading comprehension, cultural comparisons or when brainstorming and planning to carry out specific tasks.

📄 *Example:* As students orally brainstorm known vocabulary related to part-time jobs and corresponding job tasks, a teacher uses a mind map or web (*une toile d'araignée, une carte sémantique, une étoile, une constellation*) to record and organize student contributions.

📄 *Example:* A teacher makes use of a T-chart (*un diagramme en T*) to compare the similarities and differences between *le prix d'un voyage à forfait au Canada et le prix d'un voyage à forfait en Europe.*

USING GAMES

Games allow students to practise, review and reinforce vocabulary and linguistic elements while integrating the four language skills. Games may be used at any point in a lesson or a unit. They may be structured to be played as a whole class or in small groups or pairs. Some games such as vocabulary races, scavenger hunts and treasure hunts may be organized to take place outside the classroom, in accordance with local school field trip policies. Many popular games such as card games, board games or television game shows may be adapted for the purpose of promoting second language development. Small adjustments can often be made to specific classroom activities to give them the flavour of a game. A sample of classroom games is provided in **Appendix R**. Useful expressions to support the playing of games are found in **Appendix D**.

DEVELOPING THE CULTURE COMPONENT

The learning and teaching of culture and language are intertwined. One aim of the culture component of the program of studies is to have learners become sensitive to and understand Francophone cultures. To later demonstrate this cultural knowledge and understanding, students learn about various local, provincial, national and international Francophone cultures. Specific, relevant facts of interest have been identified in the culture outcomes in the program of studies; however, teachers and students can further explore the diversity of Francophone cultures by extending these outcomes. This can be accomplished through activities that compare and contrast various aspects of Francophone cultures with their own.

Due to the strong historical Francophone presence in Alberta and Canada, it is important to address historical as well as contemporary aspects of culture in high school. For example, in French 10-9Y, one of the learner outcomes for students is to identify aspects of Francophone history, literature or arts of personal interest. Students can become cognizant of this concept by becoming aware of the names of different French-Canadian singers of the past and the present and their contributions to music in Québec and Canada. For example, students could research the lives of such singers and composers as Gilles

Vigneault who wrote the song *Mon pays* or Luc Plamondon who wrote *Starmania* and *Notre Dame de Paris*, and could present their findings to the class. This would be followed by an activity in which the class could create *Le mur des vedettes francophones canadiennes*, where photos and bios of these singers and composers are posted in a chronological timeline by decades.

While examining similarities and differences between cultures, students also become more aware of and further develop their own identities. This is another aim of the culture component. For example, students can research on the Internet consumer rights in Alberta, Québec and France. By comparing the three different areas, they will be able to see where they have similar rights and where there are differences. In many cases, students are not even aware of their own culture and in carrying out activities of this nature, they become more cognizant of their own beliefs and biases. In this way, culture is presented as alive and dynamic. Stereotypes or depictions of culture in folkloric terms only are to be avoided.

Another aspect of the culture component is recognizing and applying knowledge of sociolinguistic conventions related to formal and informal oral and written communications. Teachers are encouraged to find ways through which students will be able to connect with Francophone individuals or organizations in order to apply their knowledge first-hand. Examples might include setting up student exchanges, either virtually or physically, requesting information orally over the telephone or in written form via fax or e-mail. Finding ways for students to use their French outside the classroom will provide them with the desire to continue their studies beyond high school.

USING EVENTS AND CELEBRATIONS

By having their classes organize celebrations of various Francophone holidays or arrange school events, such as a *Fête de la musique* or *la Semaine de la Francophonie* in March, teachers provide a tangible means of promoting cultural knowledge and awareness. However, it is also important to recognize cultural diversity in the classroom so that by introducing these types of events students can be asked to talk about similar events that may be a part of their cultural heritage.

USING TANGIBLE ARTIFACTS

Food products or packaging, catalogues, brochures, currency, bus tickets, train schedules, advertising flyers, posters, greeting cards and other tangible artifacts from contacts in Francophone countries or regions of Canada may be used in classes to expose students to realities of the lives of fellow Francophone citizens. Teachers may themselves have established connections with people in Francophone regions, or they may establish school partnerships through which such artifacts can be exchanged by mail, for example. Additionally, the Internet can be a valuable source of artifacts through which students can have immediate contact with different Francophone cultures.

USING MEDIA RESOURCES

A number of Internet Web sites and multimedia resources intended for use by Francophones can be shared with FSL students in order to help build their cultural awareness. While the students may not be able to comprehend all the details of the text, the richness of the visuals provides them with understanding of many elements related to historical and contemporary Francophone cultures in Canada and internationally.

📄 *Example:* A teacher decides to help students make a personal connection with aspects of Francophone cultures in Canada. As students enter the classroom, the teacher has a French news program playing from a television Web site (e.g., *Radio-Canada.ca)* and asks students to listen for the point of origin of the program transmission and for information related to the top news story of the day.

**DEVELOPING
THE LANGUAGE LEARNING
STRATEGIES COMPONENT**

The program of studies lists a range of language learning strategies that can be applied by students in each course. The importance of the acquisition and use of learning strategies cannot be overemphasized. Students come to the FSL classroom with a store of general learning strategies, many of which can be applied to second language learning. Using language learning strategies helps students improve their learning of French and become better learners overall.

The process of learning to apply language learning strategies can be similar to the phases of learning described in **Chapter 5** of this guide. Teachers help students encounter and notice the existence and purposes of a particular learning strategy. Students are then given opportunities to try it out and reflect upon its value in terms of their learning style; they may also try to transform elements of the strategy in order to find the best ways to use it on subsequent occasions.

The teacher provides structured opportunities for students to learn, practise and develop various learning strategies. Students are encouraged to become aware of and monitor their own strategic processes as much as possible. They need to know the purpose and limitations of the strategies, as well as when and where to use them so that students can eventually learn to rely on themselves rather than on the teacher.

Teachers may consider the following guidelines as they select instructional approaches for teaching learning strategies.

► The strategies selected should match the requirements of the learning task. Often, a number of types of strategies could be selected. For example, when teaching new linguistic elements, teachers may decide to introduce students to cognitive strategies to help them analyze the structure; to metacognitive strategies to help them reflect on their learning of the structure; or to memory strategies to help them retain and recall the formation and use of the structure.

► Teachers should provide opportunities for extensive practice in and reflection on strategy use. Practice and reflection help students to

generalize the strategy across a wider range of content areas and situations and to begin applying it independently.

► The teacher is encouraged to prompt students to use specific strategies at appropriate times. Some students may require explicit prompting to help develop their ability to transfer the same strategy to different but related tasks.

Teachers may find that pausing in the teaching–learning process to focus on the presentation, discussion and practice of learning strategies takes time—a precious commodity in the FSL classroom. However, time spent this way has benefits, especially for students with learning difficulties or for those who lack organizational skills and motivation.

Types of learning strategies

Chapter 2 of this guide outlines four general categories of learning strategies, although learning strategies can be classified in many ways and certain strategies fall into more than one category. **Figure 2.7** illustrates that in the program of studies, language learning strategies have been subdivided into these four categories:

► cognitive strategies

► metacognitive strategies

► socioaffective strategies

► memory strategies.

PROMOTING STUDENT USE OF COGNITIVE STRATEGIES

Research in the field of cognitive psychology suggests that the difference between students who are successful and students who struggle may be related, in part, to what students understand about the learning process. The more knowledge students have about how to learn, the more efficient their learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their role in learning. Teaching cognitive strategies explicitly can also help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Cognitive strategies call on students' thinking and reasoning abilities to help them comprehend or produce messages. The program of studies lists a number of cognitive strategies by grade groupings. For illustrative purposes, suggestions for the presentation and application of one such strategy, **prediction**, is shared below.

Prediction is a learning strategy that allows students to use their background knowledge of certain situations to guess what information might be presented about a topic or situation being dealt with in the FSL class. Students use this strategy to frame their listening or reading comprehension and to help them focus on the task. As students listen to or read a text, they verify the information they predicted. Students may derive a sense of satisfaction from verifying their predictions and may develop more confidence in their understanding of new audio or written texts.

Teachers can support the use of prediction by:

► ensuring active student participation when using the strategy
► eliciting what students already know about a topic to facilitate understanding of an unfamiliar text
► asking skillful leading questions based on the content contained in the text
► having students predict possible content of an entire listening or reading selection or parts thereof
► having students check whether their predictions are correct or not.

The key to successful use of cognitive language learning strategies is explicit instruction in their use and their constant application to novel and familiar learning activities.

PROMOTING STUDENT USE OF METACOGNITIVE STRATEGIES

Metacognitive strategies play a vital role in learning and achieving language growth. The term **metacognition** refers to thinking about thinking, as well as reflecting on what one knows and how one learns it. It is a conscious process related to one's awareness of one's cognition and cognitive processes, and it involves planning, monitoring and assessing one's learning. Students learn, in incremental steps, to organize, keep track of and reflect on their learning. They assess their successes and their challenges. They also discover their personal strengths and needs related to their learning of French.

Students need to become familiar with a variety of strategies for a variety of purposes, such as understanding messages or memorizing new vocabulary. They then learn to select and apply effective strategies for a given task. Senior high students are cognizant of the strategies they use and can verbalize them when solicited to do so. However, they still require encouragement and assistance to reflect on their learning processes, their learning style preferences and their use of a range of strategies for different purposes.

Explicit teaching in support of metacognitive knowledge and processes should be embedded within thematically linked learning experiences whenever the opportunity arises, including when a specific task is assigned or before an assessment situation. Discussion of metacognitive strategies should be a part of classroom practice. Students can benefit from hearing how successful classmates approach different tasks and from comparing their strategy use to those experiencing more success in their learning of French.

▤ *Example:* Before students engage in a language learning task, such as reading a magazine article or watching a video clip, the teacher tells them that they will engage in the task as they usually do, but that on this particular day students will be asked periodically to stop, think and tell the class about what is happening in their minds as they are carrying out the task. At a given moment, students stop the task, think silently for a moment about what they are doing to carry

out the task and then share their steps in the process with the class. A class discussion can now take place on the similarities and differences in the manner in which students were carrying out the task. Students can assess which processes they felt were most effective and may jot them down for reference when a similar task is carried out in the future.

📄 *Example:* Before students begin gathering information about a particular French painter, the teacher solicits student input to create a chart that tracks what students in the class already know about the person and what they wish to learn about him or her. After the information has been gathered, the teacher and the students meet again to add what they have learned to the chart. This instructional strategy known as **KWL** (what we **K**now, what we **W**ant to know and what we have **L**earned) or **SVA** in French *(Ce que nous Savons, Ce que nous Voulons savoir et Ce que nous avons Appris).* Next, the teacher has students identify whether or how the process of charting this knowledge helped them in their learning about the painter.

PROMOTING STUDENT USE OF SOCIOAFFECTIVE STRATEGIES

Socioaffective strategies deal with both the social and affective, or emotional and attitudinal, domains.

The social domain recognizes that language learning activities are not unidirectional. Interaction between the teacher and students and among students can help the learning process. Students may actively seek help from their peers, the teacher or, where applicable, others in the community. It is appropriate and beneficial to realize that asking for assistance through clarification or repetition of vocabulary or the formation of a particular language structure, for example, is a valid part of the learning process. The ability to praise and encourage others in French is also important to develop.

Thus, the importance of affect in language learning cannot be overestimated. Students should feel at ease when learning French. The FSL classroom should be a safe place where risk-taking is encouraged and rewarded.

Students bring attitudes to the French class that may be based on attitudes prevalent in the home or the community. These attitudes, in turn, may affect their motivation. By ensuring that activities are engaging, that progress and growth of students' French language skills are recorded and communicated, and by maintaining an enthusiastic outlook toward the teaching of French, teachers can positively influence student attitudes and motivation.

In addition, teachers can support the development of socioaffective strategies by:

► providing opportunities for students to interact with each other on the topic of their learning by using cooperative learning activities such as those shown in **Appendix Q**

► providing students with expressions that they can use to encourage or give constructive feedback to one another

► having students pause and reflect on the benefits of using strategies that require working with others after they have participated in peer activities.

▤ *Example:* When pairs of students share written work with each other, the teacher coaches them on how to provide specific and helpful feedback to one another. The teacher provides peer assessment instruments appropriate to each peer-assessed task, such as an oral question guide, a simple checklist or a rubric. The teacher impresses upon students that peer assessment, when done properly, is a powerful learning strategy. It calls upon each student to be aware of the expected criteria and results and to be able to judge what is quality work and what needs improvement.

PROMOTING STUDENT USE OF MEMORY STRATEGIES

Memory strategies are also cognitive in nature. Students consciously devise strategies to help themselves remember and recall information such as vocabulary or grammatical rules, either to comprehend or to produce messages. Teachers can facilitate this process by modelling a range of memory strategies, which can include having students model strategies for each other. Teachers can also devise activities that require students to carry out and reflect on strategies they had not been using previously.

Teachers encourage students to try out a range of memory strategies to assess which ones best complement their preferred learning style, as well as to try using strategies that complement styles of learning with which they do not feel as comfortable.

Teachers may support the development of memory strategies by:
► embedding time to model and develop strategy use as an integral part of their lesson planning

► including time in their lesson plans for the creation of materials needed in support of strategy use

► allocating time in class for students to perform or share the strategy activities they have developed.

▤ *Example:* Students are shown different verbs and are asked to identify a way in which they can remember the meaning of the verb. Ideas such as using visuals, actions, etc., might be brought forth by the students.

▤ *Example:* Students are given time to make a personal dictionary or grammar guide in which they write personal definitions or grammatical explanations in French (or in English if they do not have sufficient language to do so in French). A variation of this activity would have small groups of students build specific sections of a class dictionary or grammar guide.

📄 *Example:* A teacher has small groups of students develop chants using new language structures. Students then perform their chants for each other.

📄 *Example:* A teacher indicates to students that associating a word with an illustration is a learning strategy they can use to reinforce retention of new or previously learned vocabulary. The teacher arranges illustrated picture cards, each presenting an image depicting a word. The teacher presents each image one at a time and gives students an opportunity to look at the card. The teacher repeats the process, only this time asks the class to repeat after him or her. The teacher now shuffles the cards and asks the students to attempt to recall the words orally. The teacher now removes the cards and asks the students to recall the vocabulary without the visuals. A discussion follows as to how associating a word with an image is initially helpful in recalling vocabulary. The discussion might continue to include the importance of frequent review to remember vocabulary.

📄 *Example:* A teacher shows students a number of activity flash cards and asks them to look at them and try to remember as many as they can in 30 seconds. Once the time is up, the pictures are gathered and the students are asked to recall as many of the activities as they can. The teacher shows the card as the activity is identified. Once as many of the flash cards that can be remembered are revealed, students are asked how they remembered the different activities. In small groups, students discuss the different memory strategies used by the members of their group and record them on a large sheet of paper. Students share their findings with another group to identify similarities and differences.

HELPING STUDENTS TRANSFER AND APPLY SKILLS FROM PRIOR LEARNING SITUATIONS

Students are to be encouraged to use and transfer to second language situations the strategies they already possess. For instance, students already have knowledge of a variety of text forms, either through formal instruction or through their experiences outside school. They know what information to expect in product advertisements and news reports, and they know how a short story or novel is structured. They have learned about root words, prefixes and suffixes, antonyms, homonyms, and simple and compound sentences in English language arts.

Instead of feeling overwhelmed by new words or language structures in French, students can learn to take educated guesses based on this previous knowledge and the context or situation. The transfer of these skills cannot be assumed; it requires constant fostering and reinforcement. Students need to be invited to call upon their wealth of existing knowledge as they anticipate new learning or apply what they already know to new situations.

📄 *Example:* Students know they can guess the meaning of an unfamiliar word by examining the root word and prefixes or suffixes. If students see the word *revenir*, they can determine, with or without teacher

guidance, that this word is in some way related to the word *venir*. They can also use their knowledge of verb endings to determine that this word is more than likely a verb, and they know the prefix "re" means "again"; thus, students arrive at the conclusion that this word might mean "to come back again." They can confirm this guess by checking the meaning in the dictionary, which will only help to confirm for them that they can rely on the knowledge they possess to determine the meaning of unknown words.

Cooperative learning strategies

Cooperative learning is an instructional strategy that can be used by teachers to facilitate student learning. Cooperative learning integrates language and content instruction while adding variety to lessons; it aids in team-building and helps students to take risks, while developing group responsibility and social skills. Teachers who apply a range of cooperative learning strategies when structuring an FSL class enhance the students' ability to understand and use the target language. Through the use of cooperative learning activities, students are provided with frequent opportunities to practise and use their French with others.

In cooperative learning, students work in small groups or pairs to carry out activities or complete tasks or projects. Tasks are structured so that each group member or partner contributes to the completion of the task. Success is based on the performance of the group or pair rather than on the performance of individual students.

Cooperative learning stresses interdependence, promotes cooperation rather than competition and plays an important role in increasing students' respect for and understanding of each others' interests, abilities and needs. Establishing and maintaining cooperative group norms also develops the concept of a community of learners.

Appendix Q describes a variety of cooperative learning strategies and provides suggestions on how to prepare students for cooperative group work.

In summary

Whether they are acting in their roles as direct instructors, facilitators or coaches, teachers use a range of instructional strategies in order to support the learning of their students.

From demonstration to modelling to visualizing and brainstorming, the list of instructional strategies suitable for use in the teaching of FSL is long and varied. No single resource can list them all. In this chapter and its associated appendices, a range of instructional strategies are suggested and illustrated through the use of examples.

Teachers will assess the effectiveness of the instructional strategies they choose and will often find themselves making modifications or adaptations to ensure that their teaching styles as well as the learning styles of their students are addressed.

Chapter 7 will focus on the diversity of students found in FSL classrooms today.

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MEETING THE NEEDS of ALL STUDENTS

Student diversity

Getting to know the students

Motivating students to continue learning French

Differentiating instruction

Program planning for differentiation

Specific instructional strategies

→ *Corresponding Appendices S and T*

STUDENT DIVERSITY

In many schools, students today come from a wide range of cultural and linguistic backgrounds, as well as a diverse range of life experiences. In the FSL classroom, as in any other classroom environment, teachers are called upon to address a wide range of student personalities, behaviours, aptitudes, attitudes, abilities, motivations, needs, intelligences and learning styles.

Most students, given the necessary support and encouragement, benefit from learning a second language. The process of learning a second language can enhance students' communication skills and learning strategies in all areas of study. Success in acquiring French language competency can increase self-confidence.[1]

This chapter briefly introduces characteristics of Grade 10 to Grade 12 students in general, as well as those of a small sampling of diverse learner groups, while acknowledging that each student is unique and comes with a mix of learning needs specific to that student. This chapter also provides some suggestions for differentiated instructional strategies teachers may consider using, without necessarily having to create individualized instruction for each student. Rather, by building in student supports—such as clearly written instructions and accessible reference sources; e.g., wall charts of useful expressions—teachers allow students to differentiate many aspects of instruction for themselves.

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[1] Alberta Education has produced *A Review of the Literature on Second Language Learning,* which includes references to research related to special needs students and second language learning as well as to the learning of third or additional languages. It can be accessed at <http://education.alberta.ca/media/349348/litreview.pdf>.

This chapter is by no means comprehensive. Teachers may choose to follow up this discussion with a range of professional development activities, depending on their own teaching context and the needs of their students.

Alberta Education has developed a number of resources dealing with a wide range of diverse learners in Alberta's schools. These resources can be accessed at <http://education.alberta.ca/admin/special/resources.aspx>. Teachers are encouraged to review these documents so as to become aware of the various supports available to students with different learning needs.

Appendix T of this guide provides lists of sample accommodations and other tools that teachers can use as they plan to meet the needs of all students in their classroom.

Characteristics of grades 10 to 12 students

Students in grades 10 to 12 bring a wide range of abilities and personalities to the classroom while also experiencing, to varying degrees, continued physical and emotional changes as well as cognitive growth.

Students in these grades continue to be motivated learners but are less likely to be curious about learning than they were in the lower grades. This does not mean they will not do what is asked of them, but they tend to be less inclined to do so enthusiastically. They see learning activities as a means to an end unless the task is of a social nature. They are able to think critically, are capable of complex thinking and require less support than their junior high counterparts. Learners at this stage continue to need to be accepted by their peers and to feel like they belong, while at the same time trying to determine their place in society.

At this stage of their lives, they are also cognizant of the fact that they are leaving their childhood behind, while also being unsure of what their future might hold for them. For some, the pressure they feel to make decisions about future study and career paths can be quite unsettling.

Students continue to be self-conscious, which sometimes stems from irregular and often rapid growth spurts that can cause some students to move in awkward and, often, in an uncoordinated manner. They are very aware of the other gender and, as such, socialization becomes a major focus of their world. This greater consciousness also makes these students more idealistic in how they view things and often brings a desire to impact society by finding ways to improve the way things are done.

Finally, self-concept and self-esteem continue to play a vital role in students' learning at this age. Positive reinforcement, recognition, praise and acceptance by adults and peers all contribute to the development of adolescent self-esteem. Teachers can support the development of students' personal independence by allowing them some degree of choice when it comes to classroom activities.

Teaching French to adolescent boys	Current research indicates that boys are less likely to continue their studies in French at the junior and senior high school level because they perceive the learning of the language to be tedious and boring. Students, especially boys, have expressed in a research study by Carr (as cited by Pavy 2006, p. 6) that they lose interest in repeating material over and over again. Further, in research carried out by Jones and Jones, they found that boys "are less inclined to concentrate, memorize, listen to others, follow instructions, and work constructively with peers and are more reliant on the teacher to motivate them to communicate and interact in the target language" (*ibid*). Boys have also expressed that they feel "out of control" in a language class and have trouble understanding what is going on; in other words, they feel vulnerable and lost.

In work carried out by Rowe (2003 as cited by Pavy), boys were found to look for the following five characteristics in a good teacher:

► **firm** in that there is a balance between what is expected of students in an environment in which the teacher has control, yet where risk-taking is safe

► **friendly** in that the teacher is approachable, encouraging, willing to listen to questions and difficulties and is nonjudgmental

► **fun** in that the teacher has a sense of humour and laughing is seen as a part of learning, not a form of ridicule

► **focused**, meaning that the delivery of content is clear and directed such that the boys feel that they are learning new things, improving their skills and completing their work

► **fair**, meaning that the rules are consistent from one day to the next and are not contingent on the teacher's mood or on the student in question. Boys want to feel that their ideas are valued and that they are encouraged to try new learning tasks even if they perceive them as difficult.

It is therefore essential for boys to feel that they are connected to their teacher; that they are actively involved in their learning; that they are in an environment that is controlled yet relaxed enough to have fun; and that their teacher is enthusiastic about teaching in general and about teaching French in particular. Finally, boys need to see purpose and meaning for what they are learning and, most importantly, they need to have a sense of progress and accomplishment. Thus, classroom instruction needs to include a variety of activities that can be "viewed" as fun, exciting and actively engaging.

Characteristics of students identified with special learning needs	Each student with special learning needs has an individual profile of abilities, needs, intelligences and learning styles. Some students with special learning needs are able to master grade-level programs of study with the help of differentiated instruction and individual student support strategies. Others have more complex learning needs that require significant changes or modifications to the program of studies.

Students' special needs can affect language learning in a variety of ways that, in turn, have implications for classroom planning and instruction. For example, some students with special needs may be

more hesitant than others when participating in classroom discussion. Some may have difficulty formulating and expressing ideas and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and may benefit from the use of graphic organizers (see **Appendix S**), charts and visual cues.

By providing a safe, supportive classroom environment and by protecting all students from situations in which they will feel humiliated or belittled, teachers will assist in making all students, including students identified as having special learning needs, more successful in the French language classroom.

Characteristics of gifted students

Like all other students, each child who is gifted has an individual profile of abilities, needs, intelligences and learning styles. However, there are a number of general characteristics associated with giftedness which may appear in students at all ability levels but which are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but these tendencies are more predominant and appear at a more extreme level in students who are gifted.

Appendix T includes a summary of the traits and aptitudes of gifted students and includes examples of the associated behaviours that teachers may wish to consider as they plan for instruction. Teachers may also use the traits and aptitudes shown in the giftedness table to create a similar profile for other groups of learners in their classes.

Characteristics of 21st century learners

Today's generation of students has grown up with an unprecedented volume of interactions with technology—so much so that they have been described as "Digital Natives," i.e., "native speakers of the digital language of computers, video games and the Internet" (Prensky 2001, p. 1). In contrast, many of their teachers, who were not born into the digital world but who have adopted many aspects of new technologies, can be referred to as "Digital Immigrants" (*ibid*., pp. 1–2). As a result, the way today's generation of students thinks and processes information has changed. Additional descriptors of this group of students include the following:

► They turn to the Internet for information as their first choice.
► They are used to receiving information very quickly as well as being able to parallel process and multitask.
► They prefer to see graphics on a topic before seeing the text.
► They function best when networked and when able to access information in a sequence of their choice.
► They have little patience for slow, "step-by-step" logic and instruction.
► Digital natives often cannot understand expressions and assumptions made by digital immigrants; e.g., when teachers use expressions like "dialing" a number or when they print out a document rather than looking at it on the screen (*ibid*, pp. 1–3).

► Digital natives are used to being shapers and creators of information rather than recipients. (Wenmoth 2007).

As a result, "the model of pedagogy needs to change to address the needs of a generation of learners who have grown up participating and not just being broadcast to" (Tapscott, as cited by Wenmoth 2007).

As teachers plan, they will need to consider all the needs of their students by applying a range of instructional strategies intended to meet the various needs of particular learners. By making the necessary accommodations, teachers are supporting their students' ability to develop French language competency.

GETTING TO KNOW THE STUDENTS

The sooner teachers get to know their students as individuals, the sooner they can ensure that their students' learning needs are being met. A number of instructional strategies can be used to gain information on students' interests, their learning preferences, their attitudes and their abilities.

▤ *Example:* While students are working on a task they have chosen from an array of possibilities, the teacher may ask them how and why they made their choices. In addition to being a source of information for their teacher, this process prompts students to develop and verbalize an understanding of themselves as unique learners.

▤ *Example:* A teacher provides students with a table on which they may fill in various topics, activities, movies, games, etc. that they enjoy. Students then circulate around the classroom to speak to their peers in French and to collect signatures of others who share the same interests. After the activity, students share, orally or in writing, their discoveries of common interests; e.g., *Bohdan aime jouer au soccer intérieur comme moi et Monica aime regarder des films d'horreur comme moi.*

▤ *Example:* A teacher makes a point of providing students with a brief interest survey twice a year. The teacher keeps the results so both he/she and the students can become aware of and discuss changes in each student's preferences in areas such as favourite Internet sites, movies or pop artists.

▤ *Example:* A teacher hands out a short learning styles survey that includes statements in either French or English such as "I like to learn by hearing things"; "I like to work by myself"; "I like to learn by talking to others" (Blaz 2006, p. 21). Alternatively, the teacher hands out coloured cards to represent responses along a continuum; e.g., "Yes very much so"; "Yes quite often"; "I don't really know"; "No not often"; "Never!" As a learning style question is read aloud, small groups of students show each other the card that best reflects their respective responses. The teacher circulates and makes a mental note of some of the choices.

Surveys such as these should be clearly written, short, focused and purposeful. Students should be told why they are being asked to provide this information and how teachers will use it to make decisions about and provide choices related to learning activities.

In addition to becoming aware of students' interests and perceived learning style preferences, teachers can make observations or ask questions related to other aspects of their students' learner profiles. These include students' grouping preferences, learning environment needs, cognitive styles and prevalent multiple intelligences (Blaz 2006, p. 16).

► *Grouping preferences:* A teacher may determine whether students feel they have a preference for independent work, pair or small group work or the mentorship of an adult. Over time, the teacher encourages students to work in groupings that do not reflect their preferences in order to provide them with the confidence to move beyond their comfort zones.

► *Learning environment needs:* It may help to determine where students feel they might do better; e.g., in a quiet or noisy setting, in a warmer or cooler room, with little or more clutter, with flexible or fixed expectations, remaining seated or being able to move around.

► *Cognitive style:* Teachers may have students consider whether their strengths lie in grasping the big picture ideas or identifying specific details; whether they approach learning competitively or collaboratively; whether they tend to be more concrete or more abstract; more linear or more nonlinear; people-oriented or task-oriented; more alert in the morning or later in the day.

► *Multiple Intelligences:* Teachers may have students reflect on which types of intellectual competencies might represent how they prefer to acquire information.

Multiple intelligences

Eight different and relatively autonomous types of intelligences have been identified (Gardner 1993). According to Gardner, any given learner has several different, relatively autonomous types of intelligences that are often developed to different degrees and that can change over time. Gardner's insights are part of a growing interest in brain research, which has provided greater insights into how language learning is processed in the brain and the significance of this for second language teaching.

Larsen-Freeman observes, "In language classrooms, without any special attention, it is likely that verbal/linguistic intelligence and interpersonal intelligence will be regularly activated. The issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach his or her full potential, while not losing sight that their purpose is to teach language" (Larsen-Freeman 2000, p. 172).

▤ *Suggestion:* A teacher may take a learning style survey that focuses on multiple intelligences by coding small index cards with the name of every student as well as a coloured dot representing an intelligence to which the student responds strongly. When grouping

students for tasks or activities by intelligences, he or she sorts the cards by coloured dots and groups students accordingly (Blaz 2006, p. 20).

📄 *Suggestion:* A teacher has students take a multiple intelligence inventory survey. The teacher takes in the inventory sheets and uses a spreadsheet program to create a profile of the strongest and weakest multiple intelligences for planning purposes. An example of what a "class portrait" might look like follows below. (An example of an inventory can be found in Mary Ann Christison's book *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories and Resources*.)

French 10–9Y
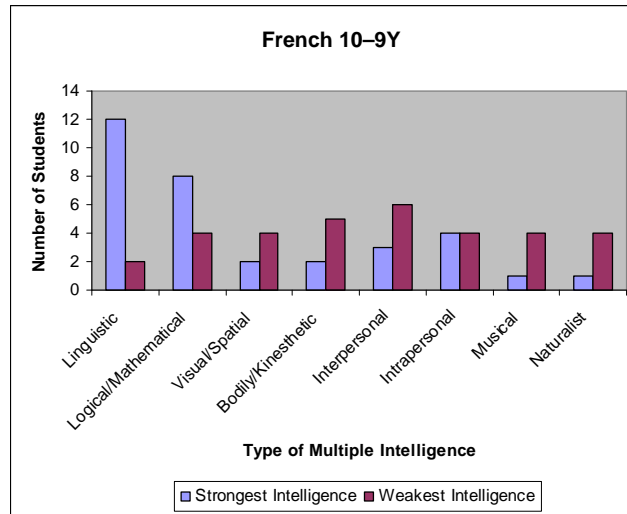
Appendix T suggests various possible classroom activities based on multiple intelligence theory. It also illustrates how the multiple intelligences can be used to inspire a range of activities within a single field of experience. Several of the planning templates in **Appendix P** make reference to the multiple intelligences as well.

MOTIVATING STUDENTS TO CONTINUE LEARNING FRENCH

One of the most important factors in the rate and success of second language attainment is motivation (Dörnyie 2001, p. 5). Along with appropriate programs of study, good teaching and inherent abilities, student motivation contributes significantly to student success. High motivation can make up for considerable difficulties in one's language aptitude, whereas low motivation can prevent learning from occurring.

Teachers also need to be cognizant of **language anxiety**, which can contribute to a student's inability to acquire a second language. Recent research (von Wörde, 2003) has shown that students who exhibit anxiety in the language classroom "… may learn less and also may not be able to demonstrate what they have learned. Therefore, they may experience even more failure, which in turn escalates their anxiety" (Krashen as cited by von Wörde, 2003, p. 1). In her research, von Wörde found that the following factors contribute to language anxiety: 1) the perceived notion held by students that they do not comprehend what is being said in the classroom; 2) activities that require students to

speak publicly; 3) the manner in which students are taught, especially by teachers who are perceived to be rigid, intimidating and condescending; 4) substantial error correction by the teacher; and 5) having to speak to native speakers in the classroom. In light of these factors, teachers need to assist students who exhibit language anxiety in the classroom to overcome their fear of language learning by promoting risk-taking in a safe environment, by giving them self-confidence in listening and speaking situations and by understanding how these students learn best.

In order to help bolster student motivation and decrease language anxiety, teachers follow up their knowledge of students' personal interests and learner profiles with strong instructional practices such as some of those listed below.

DEVELOPING STUDENTS' CONFIDENCE

Teachers can:
► provide regular encouragement and reinforcement of student learning to date
► highlight what students can do in French
► create a supportive and accepting learning environment
► encourage the view that mistakes are a natural part of learning
► make sure students regularly experience success and a sense of accomplishment before tackling more difficult tasks and concepts
► help students link past difficulties to controllable factors, such as insufficient effort, the use of inappropriate strategies or confusion about what to do, rather than to lack of ability
► encourage students to set achievable and specific goals, such as participating in oral activities every class, and support them in their efforts
► regularly and publicly celebrate student success.

DECREASING ANXIETY

Teachers can:
► break tasks down into smaller, manageable units
► sequence activities from easier to harder and provide scaffolding by posting clear instructions and useful expressions to cut down students' frustration levels in advance
► match the difficulty of tasks to students' abilities so that they can expect to succeed if they exert reasonable effort
► teach students learning and communication strategies as well as strategies for problem solving.

DECREASING LANGUAGE ANXIETY

Teachers can:
- ► create a friendly environment in which students feel safe and where risk-taking is supported and encouraged
- ► create an atmosphere in which students feel they are a part of a cohesive group and where everyone supports each other
- ► be aware of and sensitive to students experiencing anxiety and help them find ways to overcome their fears
- ► support students in their listening abilities by using visuals and gestures to ensure comprehension
- ► support students in speaking activities in front of the class by providing sufficient practice in small groups or pairs
- ► use error correction methods that are gentle in tone and unobtrusive
- ► offer words of encouragement on a constant and meaningful basis
- ► ensure that activities build on and reinforce learning so that anxious students can reduce their anxiety levels and feel successful.

BUILDING ELEMENTS OF SURPRISE OR INTEREST

Teachers can:
- ► use authentic, unusual or otherwise interesting texts, recordings and visual aids
- ► use materials, objects and suggestions that kindle students' imaginations
- ► break the routine of classes by periodically changing interaction patterns or the seating plan
- ► design or select varied and challenging activities; adapt tasks to students' interests, making sure that something about each activity is new or different and includes game-like features, such as puzzles, problem solving, overcoming obstacles or mystery or hidden information.

ALLOW FOR PERSONALIZATION

Teachers can:
- ► personalize tasks and encourage students to do so as well
- ► provide students with choices about alternative ways to complete tasks
- ► connect the task with things students find satisfying or valuable.

DESIGN INSTRUCTION WITH INTERACTION IN MIND

Teachers can:
- ► promote peer interaction and peer teaching
- ► invite students to design and prepare activities themselves
- ► encourage students to engage in meaningful exchanges such as sharing personal information relevant to the topic at hand.

CONNECT TO REAL-WORLD EXPERIENCES

Teachers can:
► make use of authentic materials, artifacts, and documents to provide models and promote language use
► make connections between classroom learning and current local or world events
► share with students how languages play a meaningful role in their lives
► share with students what they themselves have experienced or personally gained because of their own language proficiency.

INCREASE STUDENTS' SENSE OF SATISFACTION

Teachers can:
► create opportunities for students to produce finished products they can perform, such as a Reader's Theatre script; or can display, such as wall charts of what the group has learned
► celebrate success.

Teachers can increase the motivation and success of all students with learning experiences that create a sense of competence, enjoyment and belonging. When motivation is combined with appropriate accommodations and differentiated instruction, students with special learning needs, along with all learners, can gain valuable knowledge, skills and experiences in the FSL classroom.

DIFFERENTIATING INSTRUCTION

While individual students may require specific accommodations in the FSL classroom, teachers can also support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction.

The term **differentiation** embraces a variety of instructional strategies that recognize and support individual differences in learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students require adjusted expectations and offering a variety of ways for students to explore content and demonstrate learning, while accepting that these different methods are of equal value. With differentiated instruction, the teacher attempts to create learning situations that match students' current abilities and preferred learning styles, while also stretching students' abilities and encouraging them to try new ways of learning.

Rather than focusing on trying to change people or modify or stop behaviours, the approach of differentiated instruction allows teachers to shift their professional focus to a calculated attempt at changing the environment. This is done to prevent behavioural problems, to limit students' opportunities to make poor choices and to provide students with modelled strategies so that those students experiencing difficulties in learning can visualize themselves as successful learners.

Teachers can differentiate the content, processes, products or environment of classroom instruction. They can also provide students with opportunities to differentiate by interest and learning style preference.

By supporting all students in their learning and helping them cope with a gradual increase in responsibility, teachers build student independence. Students are moved along from being in the position of observers of teacher actions to doers, as shown in the following sequence:

► I do, you watch.

► I do, you help.

► You do, I help.

► You do, I watch (Wilhelm 2001, p.11).

In this way, differentiation of instruction is seen as a means to help support learner autonomy, and it applies to all grades and classes.

Differentiating Content

Content consists of the knowledge, skills and attitudes students are to acquire, as reflected in the general and specific outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students will vary in their language competence, their ability to apply the language in various situations and their use of effective learning strategies. Differentiation of content recognizes that while all students are focusing on a general or specific outcome of the program of studies, specific classroom outcomes may differ for some students. For example, while all students are using French in a variety of situations and for a variety of purposes, there will be students whose specific outcome may be to *identify* different types of ethnic cuisine while others will be able to *describe* competently the kinds of dishes that each type of cuisine offers. Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

The fields of experience in the program of studies were selected with the intent that they support, as much as possible, the need for differentiated content.

Three ways to differentiate content are discussed below. These are referred to as:

► parallel instruction

► overlapping instruction, and

► additional or remedial instruction.

PARALLEL INSTRUCTION

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels or at varying degrees of difficulty. This instruction often

requires flexible grouping in the classroom. For example, all students in a class could be engaged in using French, but not all are working with the same outcomes.

▤ *Example:* Almost all of the students in a French 20–9Y class are working with activities related to the subfield of experience CONSUMERISM that involve a range of question forms as well as the use of comparative and superlative adjectives. Meanwhile, a few of the French 20–9Y students are working within the same subfield, but with related outcomes outlined in the French 10–9Y program of studies (e.g., question forms using inversion and agreement of newly learned adjectives with newly acquired vocabulary related to the field) because they do not have consistent control over these linguistic elements.

OVERLAPPING INSTRUCTION

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area programs of study. These outcomes are based on goals identified in that student's Individual Program Plan, as explained below.

▤ *Example*: A Grade 10 student with a mild cognitive disability may practise and apply his or her goals of using pictorial symbols or hand signals to express basic requests in the classroom, while other students express the same request orally in French.

ADDITIONAL OR REMEDIAL INSTRUCTION

Additional instruction occurs when a student has unique needs that necessitate instruction, sometimes with a specialist's direction, in an area that other students do not require. For example, a student with learning disabilities may need additional instruction in phonemic awareness, decoding or effective use of learning strategies.

Differentiating processes

Differentiating processes means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require adapting how students participate in a learning activity or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal-setting, changing the pace of instruction and using visual and verbal cueing are examples of differentiating processes that encourage all students to be active participants in the classroom.

Differentiating products

Differentiating the product refers to varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations than their grade-level peers. For example, they may answer a question with a drawing instead of with a written sentence. Allowing student choices for demonstrating their knowledge accommodates differing student abilities, interests and learning styles and should be done in conjunction with their Individualized Program Plans.

Differentiating environments	Differentiating the environment means varying the actual physical and social setting where learning takes place, or changing the conditions under which a student works. The learning environment can be differentiated by changing the actual place where students work, altering the teacher's expectations, allowing flexible time limits, providing opportunities for collaborative learning and giving students opportunities to work alone. A teacher cannot work one-on-one with each student all the time, but by changing the seating arrangements, for example, teachers can help students meet and develop relationships with others from whom they may receive some assistance or the opportunity to share ideas and build independence.
Individualized program planning	Every student who is identified as having special learning needs is required to have an Individualized Program Plan (IPP). This plan, typically coordinated by the student's classroom teacher and the child's parent or guardian, contains information about the student's strengths and needs, current assessment data, any relevant medical history, other services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The FSL teacher is considered a member of the student's learning team and may be asked to participate in planning meetings to discuss how target goals can be addressed in the FSL classroom and to provide feedback on the student's needs, strengths and progress.

A student's IPP can provide helpful information for planning and adapting instruction in the FSL classroom. Any significant modifications to the program of studies for a particular subject area are documented in the IPP. For example, a student with severe communication difficulties may have long-term goals, such as establishing eye contact or initiating peer and adult interactions, and the IPP would focus on social outcomes to achieve these goals. On the other hand, a student identified with a reading disability may be able to achieve a variety of specific outcomes from the regular FSL program of studies, but outcomes related to reading comprehension may be need to be modified.

The IPP also contains recommended accommodations and instructional strategies. An accommodation is a change or alteration in the way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least decrease, the impact a student's special needs may have on his or her learning while giving him or her the same opportunity to succeed as other students.

Once a student has been identified with special learning needs, accommodations should be considered in consultation with parents and other teachers to ensure the student can access the outcomes of the program of studies and learn and demonstrate new knowledge to the best of his or her abilities.

Appendix T provides further support and suggestions that may be used as part of the IPP writing process.

Making accommodations	The following accommodations are frequently used to support students with special learning needs in senior high.

► Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
► Allow more time for tasks or assignments.
► Reduce the number of items required; e.g., fewer sentences or paragraphs to read, fewer vocabulary words to learn.
► Reduce the demand for copying.
► Present fewer questions on a page and provide more space for answers.
► Provide visual cues; e.g., arrows, stop signs.
► Encourage the use of place markers, cue cards and writing templates.
► Encourage the use of a variety of writing instruments and paper; e.g., pencil grips, graph paper, paper with lines, paper with raised lines.
► Allow personal word lists or other print references for testing situations.
► Provide checklists and/or picture cues of steps for longer tasks.
► Break tasks into smaller steps.

Tracking task completion

When planning to differentiate instruction, some teachers plan certain activities as core activities common to all students. Then, they encourage students to choose from a range of additional activity selections that have been designed with differentiation in mind and that are similar in terms of both their scope and the outcomes being targeted. Rubrics are designed with flexibility in mind so they can be used with multiple variations of a single performance assessment task or with multiple tasks. In order to ensure that students remain on-task and complete the targeted number of activities or tasks on time, teachers may use a number of instructional strategies, such as those described in the examples that follow.

📄 *Example:* A teacher provides students with a list of related activities and tasks from which they must select a specific number to be completed by a certain date. To keep track of their progress, at the end of each class students place the date next to the activities they have worked on along with a symbol to signify *J'ai commencé l'activité* or *J'ai completé l'activité.*

📄 *Example:* A French 10–9Y FSL teacher creates a three-by-three grid and lists various tasks and activities related to the field of experience SHOPPING in each square. Students are instructed to complete one row of activities on the grid, either vertically, horizontally or diagonally, by a specific date. As students are working on a task, the teacher circulates to assess completed work and to mark the squares on the grid with a symbol such as a happy face. Not all pieces of work need to be assessed equally or in an in-depth manner. The teacher chooses to grade holistically and notes specific areas of improvement over time. The activities in the grid can include reading comprehension tasks such as reading consumer reports for a specific product and jotting down

positive and negative comments about the product. They can also include a number of production tasks, such as creating a consumer report for a product, writing a shopping advice column for a newspaper or simulating a radio call-in show where callers ask for shopping advice.

PROGRAM PLANNING FOR DIFFERENTIATION

Appendix T contains some tools that may be of assistance to teachers using a differentiated approach to instruction. Teachers may choose to set a goal of working in one area of differentiation at a time and expanding their repertoire of instructional strategies for differentiation in that area before moving to another.

Teachers can use a framework, such as the following four-step plan, for differentiation in the FSL classroom.

STEP 1 – Identify underlying concepts

In this step, teachers identify what concepts they would like all students in the class to understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop the concepts. Different content may be necessary for students with different levels of skills; however, at the end of the lesson, all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

STEP 2 – Choose appropriate instructional strategies

Teachers present concepts in a way that enables all students to gain an appropriate degree of knowledge. They make use of instructional strategies, such as the following, when differentiating instruction.

► Present new material in short periods of time, through varied activities.
► Use materials with varying levels of difficulty for the whole group.
► Stand close to students who need extra help.
► Modify the pace of instruction.
► Simplify instructions.
► Write instructions on the board.
► Ask students to repeat instructions or to paraphrase what has been presented and, if necessary, paraphrase in English.
► Demonstrate, model or act out instructions.
► Complete the first example with students.
► Use a multisensory approach by having students touch, manipulate, hear and smell materials as appropriate.
► Present concepts in as concrete a way as possible.
► Use pictures and concrete materials whenever possible.
► Use different-coloured chalk, pens or fonts.
► Break up information into smaller steps.
► Provide additional time to preview materials and/or complete tasks.

► Adapt the level of questioning.
► Use advance organizers.

STEP 3 – Choose strategies for student practice

Use a variety of practice activities and provide students with guided choices to target specific skills or language elements to be practised. This may require adapting how students participate, either by providing adapted materials or by modifying goals for individual students. Each student should participate according to his or her skill level.

STEP 4 – Choose strategies for assessment *for*, *as* and *of* learning

Identify a variety of ways students can demonstrate their knowledge and use of French. Assessment criteria should be determined according to each student's learning needs and abilities.

SPECIFIC INSTRUCTIONAL STRATEGIES

As stated earlier, this chapter provides teachers with the beginnings of a discussion on meeting the needs of all learners. In general, the instructional strategies that can be used with specific groups of learners may also be successful with other learners. Some strategies are suggested here as a starting point.

Strategies for students experiencing difficulties with attention

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects regulation of mental energy and alertness.

Students experiencing difficulties with attention may:
► usually catch only the first and last part of an instruction and miss the middle
► respond with answers unrelated to the question or questions being asked
► look attentive and focused but have trouble understanding and responding appropriately
► be easily distracted
► have difficulty inhibiting responses
► be impulsive
► be hyperactive (e.g., move around, fidget)
► have problems doing two tasks simultaneously (e.g., listening and taking notes).

Teachers may consider the following sample strategies for supporting students with attention difficulties.

CREATE STRUCTURE TO FOCUS ATTENTION

► Provide study carrels, earphones, desks located in a quiet part of the classroom or other physical accommodations to reduce extraneous stimuli.

► Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
► Limit materials on desks or workspaces.
► Keep instructional group sizes as small as possible.
► Limit the number of oral instructions given at any one time and follow up with printed instructions that include visual cues.
► Write the day's class activities on the board.

REDUCE PROBLEMS WHEN SHIFTING ATTENTION

► Keep tasks short and specific, and give only one instruction at a time.
► Provide a list of tasks to be completed and have students check off each task as it is completed.
► Provide cues when there is a shift in activity. When speaking to the class, stop and indicate information that students should write down.

ALLOW TIMES FOR APPROPRIATE MOVEMENT

► Provide stretch or movement breaks as needed, or make them part of the classroom routine. Some teachers may arrange an area in the classroom where students can move around without distracting others and then give students the option of going to this area when they need a stretch break.
► Have students do regular errands in the classroom, such as handing out papers or putting materials away so that they can move in the classroom in appropriate and helpful ways.
► Arrange nondistracting ways for students to move while involved in work. For example, a teacher may choose to replace a student's chair with a large ball that enables the student to bounce gently at his or her desk and still get work done.

MANAGE THE ENVIRONMENT TO MAINTAIN FOCUS AND MENTAL ENERGY

► Provide periodic verbal prompts or visual cues, such as watch alarms or tape-recorded messages, to remind students to stay on-task.
► Create guidelines for good listening skills and review these guidelines frequently.
► Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describe what they are doing to be successful listeners.
► Place visual cues, such as stickers or checkmarks, at specific spots on worksheets that signal students to take a break.
► Use auditory cues, such as bells or egg timers, to provide cues for taking a break or returning to work.

USE LOW-KEY CUES TO CORRECT INAPPROPRIATE BEHAVIOURS

► Have students design and make reminder cards for listening, focusing and sharing skills.

► Post the reminders on students' desks and, when walking by, point to the reminder.

► Collaborate with individual students to identify unobtrusive signals or simple physical cues the teacher can use, such as a gentle hand on the shoulder, to remind or indicate to a student that a behaviour is interfering with learning.

► Use fluorescent file cards with key messages such as "Talk in a low voice" or "Keep working" and, if students need reminders, place the cards on their desks without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

ENCOURAGE STUDENTS TO ATTEND TO INSTRUCTIONS

► Enforce a "No pencils/pens in sight" rule during class instruction and discussion times.

► Teach students to fold over their worksheets so that only the directions show. (This physically slows down students and encourages them to attend to directions.)

► Ask students to repeat directions in their own words to a partner or the teacher.

► Ask students to work through a few questions and then check their work.

► Hand out worksheets one at a time when possible.

► Make a graph for certain tasks, such as work with vocabulary lists, and have students record the number of correct answers versus the number of completed answers. (This may benefit students who might be more focused on quantity rather than quality.)

Strategies for students experiencing difficulties with memory

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills and store information in long-term memory. Memory also involves retrieval— that is, efficiently recalling stored ideas.

Students experiencing difficulties with memory may:
► be unable to remember colours and shapes, despite repeated instruction
► be unable to recall information, despite extensive studying
► frequently lose their belongings
► have problems remembering daily routines, despite regular exposure
► have problems recalling facts and procedures, such as new vocabulary words or verb forms.

Teachers may consider the following sample strategies for students experiencing memory difficulties.

SUPPORT AND ENHANCE MEMORY SKILLS

► Provide one instruction at a time until students can remember two consecutive instructions, and then provide two instructions at a time until students can remember three.
► Provide opportunities for students to see directions and other information; e.g., the daily schedule on the board.
► Write down the main points on an overhead or on the board when giving verbal instructions.
► Present concepts concretely, in familiar or authentic contexts, to add meaning and relevance and to aid learning and recall.
► Assess student learning frequently and, on shorter units of work, use quick, short assessments rather than longer, formal tests.
► Use familiar language.
► Use cues to help students recall details.

INTEGRATE MEMORY AIDS INTO EACH LEARNING ACTIVITY

► Provide regularly scheduled reviews of procedures and concepts.
► Teach students to make lists of reminders and to note dates and assignments on a calendar.
► Teach mnemonics whenever possible when language concepts are presented.
► Have students visualize themselves going through a room and finding the objects that are named on a list of vocabulary to be learned. Students can replay the images of themselves finding the same items in the same sequence based on the location clues.

PROVIDE MULTISENSORY CUES FOR EASY RECALL OF INFORMATION AND SKILLS

► Teach sound–symbol associations when introducing new vocabulary words by saying the name of each letter, its sound and a familiar word that starts with that letter while looking at a picture of the word and tracing the letter on the desk, in the air or in a sand tray.
► Use visual cues such as colour coding, photo and drawing sequences, charts and videos.
► Use auditory and kinesthetic cues in combination, by linking songs with movement and dance patterns or by linking music and physical routines to fact learning.
► Incorporate hands-on learning experiences and demonstrations.

SET UP CLASSROOM ROUTINES FOR EASIER ACCESS TO INFORMATION AND MATERIALS

► Label class supplies and class work.
► Encourage students to use folders and binders of different colours or labels with pictures to separate subject work or materials for each class.

► Ensure students have their names prominently displayed on all personal supplies.
► Assist students with daily and weekly organization of their desks and workspaces by providing them with time to clean desks and organize their homework at school.
► Schedule procedures for recording information in day-timers or assignment books.
► Provide memory aids for frequently used information; e.g., key vocabulary words kept in a pocket on the side of desks, schedules posted on the blackboard or on the wall, and so on.
► Tape cue cards of class routines on students' desks.

TEACH STUDENTS STRATEGIES TO MEMORIZE SPECIFIC PIECES OF INFORMATION

► To memorize groups of related words, students can be taught a range of strategies, including one that involves using a piece of paper to cover up a part of the page that is being committed to memory. Students cover up the content and then quiz themselves as to how much of what is covered they can recall and say correctly.
► Model the use of a foldover strategy in which students fold paper into a number columns to be used for a range of purposes, such as drawing small sketches and writing the associated French words or for preparing and verifying a French and English list of particular vocabulary items.

Strategies for students experiencing difficulties with reading

Students who have difficulty reading in their first language may be at a disadvantage when attempting to read in a second language. Many students with special learning needs may be reading below grade-level expectations and therefore require accommodations in this area.

Teachers can help students become more effective second-language learners by helping them be more flexible with their repertoire of first-language reading strategies and by being more effective at monitoring and adapting their strategies.

Teachers may consider the following sample strategies for students with reading difficulties.

HELP STUDENTS LEARN TO VISUALIZE AS THEY READ

► Provide students with blank paper. Read a very brief story out loud, stopping frequently to allow students to sketch what they visualize as they listen. Students can work in pairs to discuss what they are adding to their pictures as the story is read.

CREATE EXTRA SUPPORT FOR STUDENTS WITH READING DIFFICULTIES

► Pair less able readers with competent readers and have them read and complete assignments together.

► Provide students with picture dictionaries to help them find and remember vocabulary.

► Photocopy reading material for students with reading difficulties. Use whiteout tape to cover new or difficult words and write simpler or previously learned vocabulary on the whiteout tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar parts of speech.

TEACH STUDENTS SPECIFIC READING STRATEGIES

► Introduce text content strategies to use before, during and after reading to help students identify, learn and understand ideas in new material. Text content strategies include making connections to previous knowledge or experience, making predictions about what will happen in a text and asking themselves questions about the text.

► Teach decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to help students break down and decode sentences.

► Introduce cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking, "Does this make sense to me?"

► Provide strategies for dealing with unfamiliar vocabulary, such as the "Read Around" strategy, in which students skip the word and read to the end of the sentence. Then, they read the whole sentence again, asking themselves what word might fit into the space taken up by the unknown word while looking at the beginning of the word for letter–sound clues and any associated visual cues.

Strategies for students who are gifted

Giftedness does not fit a single profile. Students who exhibit unusually high levels of verbal skills, advanced comprehension, unusual retentiveness, emotional sensitivity or other characteristics associated with giftedness may also be experiencing delays in other aspects of their intellectual, physical, social or emotional development. This uneven development, referred to as asynchronous development, can mean that some students who are gifted may be out of developmental step with their same-age peers. They may appear to be at different ages in different situations and may exhibit difficulties adjusting emotionally and socially. One of the tools in **Appendix T** highlights traits and characteristics of gifted students.

For some children who are gifted, a combination of characteristics may lead to difficulties with peer relations, excessive self-criticism and avoidance of risk-taking. The greatest need of these students is an environment where it is safe to be different. A sensitive and flexible approach to teaching students who are gifted helps them develop their full potential.

Teachers may consider the following acceleration and enrichment strategies for students who are gifted.

USE FLEXIBLE PACING

Flexible pacing allows students to move through the outcomes of the program of studies at their own rate in order to lower potential boredom by reducing the amount of time they must spend on the regular activities. This allows them to spend some more time on more challenging activities.

TRY COMPACTING OR TELESCOPING

The terms *compacting* and *telescoping* both refer to a strategy in which students are given the opportunity to demonstrate what they know, to complete required material and then be freed to do other work.

To implement compacting successfully, a teacher may follow these steps:
► Identify learning objectives for the whole class, according to the program of studies.
► Pretest the entire class to identify students who would benefit from an opportunity to compact.
► Plan appropriate alternate activities.
► Eliminate unnecessary practice and review activities for those students who have mastered the material.
► Keep accurate records of compacting activities and assessments.

PROVIDE ALTERNATE LEARNING ACTIVITIES

Alternate activities can provide challenging work for students who have already mastered the learning outcomes in the grade level program of studies. Alternate activities should challenge the students' thinking abilities and push them to engage more deeply in topics related to the field of experience being dealt with by the class. Information and communication technologies can be used by students to investigate a topic further and develop presentations or projects with a higher degree of complexity than what is required from other students in the class.

Collaborative tasks and cooperative learning

Appendix Q of this guide outlines a range of cooperative learning strategies that teachers may find especially useful when differentiating instruction. Such strategies allow students to learn collaboratively, which can benefit both students with special learning needs and their classmates. Cooperative learning can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on children's natural desire to interact.

The use of cooperative learning along with collaborative tasks provides students with opportunities to learn new information in a supportive environment and to notice gaps in their linguistic knowledge as they try to express themselves in the context of an authentic need for language use. When working together, students often accomplish what they could not have accomplished alone.

Teachers may consider the following strategies to make collaborative learning as beneficial as possible.

► Design group work to ensure that students with learning difficulties participate as actively as other classmates.
► Use a variety of different groupings and activities.
► Create situations in which each group member is accountable for his or her own learning and group reward is based on the achievement of its members.
► Teach and practise social skills within group contexts so that students get to know and trust one another while communicating accurately, providing support for each other and learning to resolve conflicts constructively.
► Create structured, reflective group activities in which students are expected to examine their thought processes and explain how they reach a conclusion or arrive at an answer. This kind of reflection and sharing during group discussions helps all students build the higher-order thinking skills that are essential for language learning.

In summary

Learning a language is for everyone and, as such, teachers need to meet the needs of all of their students in the FSL class by finding activities appropriate for the students' abilities, interests, aptitudes and particular learning needs. Teachers can gain insights from developments in cognitive psychology and other fields of research. By applying principles related to multiple intelligence theory or to the needs of the 21st century learner, for example, as they plan for instruction, teachers can help ensure that all students can meet with success in the FSL class. Differentiated instruction helps teachers provide students with choices as to which activities will best help them learn, while ensuring that there is a core of activities that are completed by all students, in original or modified form and that are in keeping with the students' abilities.

Newer information and communication technologies provide opportunities that help extend a teacher's capacity to meet the special learning needs of all students. This is the focus of **Chapter 9**.

Chapter 8 focuses on assessment, in which learners of all types are able to demonstrate their abilities and feel successful in learning French.

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8 CLASSROOM ASSESSMENT

Why assess

What to assess

Current trends in classroom assessment

Assessing effectively

New assessment practices imply new teaching practices

Assessment practices and instruments

→ *Corresponding Appendix U*

WHY ASSESS

Assessment comes in various forms and addresses many purposes. One of the main reasons for teachers to assess student learning is to obtain feedback that will guide teaching and assist in making modifications to lesson planning and delivery to ensure student progress. Assessment allows teachers to monitor progress, diagnose individual or group difficulties and adjust teaching practices. Assessment can support student motivation when students are provided with ongoing information about their progress and with opportunities to set further goals for learning. Sharing the results of assessment with students, parents, other teachers and administrators provides them with an indication of student progress. All forms of assessment are done with purpose, involve professional decision-making and support learning.

The chapter describes current trends in assessment practices. It may be of special interest to new teachers to the profession and especially to those who currently teach French. Its purpose is to enhance one's understanding of assessment and the instruments used to gather evidence of learning.

Assessment for guiding teaching practices

The assessment process informs teachers about what individual students know and what they are able to do in relation to learner outcomes. As a result, teachers can make decisions about which types of content and skill development need to be addressed further by the class as a whole or by individual students.

WHAT TO ASSESS

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) guides teachers in terms of what to assess. Before students are assessed, they need to be given sufficient time and multiple opportunities to develop knowledge and skills related to the general and specific outcomes in all four components of the program of studies.

Tasks developed for assessment purposes should reflect and relate to familiar classroom activities, and they often resemble situations or activities that students and native speakers of French could encounter in their day-to-day lives. Any activity carried out in class can lead to an assessment. The teacher assesses content in the same way it was taught, rather than providing students with an assessment that differs from the learning situation.

CURRENT TRENDS IN CLASSROOM ASSESSMENT

The terms **formative evaluation** and **summative evaluation** are being redefined in education circles. Many teachers know formative evaluation as the informal, daily type of assessment they use with students while learning is occurring. Summative evaluation was the term used to "sum it all up," to indicate a final standing at the end of a unit or a course.

Current trends in assessment focus on judging student progress in three ways: **assessment *for* learning, assessment *as* learning** and **assessment *of* learning**.[1] Each assessment approach serves a different purpose.

Assessment *for* learning is especially useful for teachers as they develop, modify and differentiate teaching and learning activities. It is continuous and sustained throughout the learning process and indicates to students their progress and growth.

Assessment *as* learning focuses on fostering and supporting metacognitive development in students as they learn to monitor and reflect upon their own learning and to use the information gathered to support and direct new learning.

Assessment *of* learning is cumulative in nature. It is used to confirm what students already know and what they can do in relation to the program of studies outcomes.

What is now being divided into two approaches—assessment *for* and assessment *as* learning—was until very recently seen and promoted under a single focus formally known as formative evaluation or assessment *for* learning. Formative assessment (comprised of both assessment *for* and assessment *as* learning) can be defined as follows:

> … the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in

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[1] Western and Northern Canadian Protocol for Collaboration in Education, *Rethinking Classroom Assessment with Purpose in Mind—Assessment **for** Learning; Assessment **as** Learning; Assessment **of** Learning*, 2006.

the learning, where they need to go and how best to get there.
(Assessment Reform Group 2001, cited in Gardner 2006, p. 2)

This is in contrast to assessment approaches that result in course or unit grades or marks, known formerly as summative evaluation and more recently as **assessment *of* learning**.

> Assessment of learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future program or placements.
> (Western and Northern Canadian Protocol for Collaboration in Education 2006, p. 55)

Current research demonstrates that a focus on assessment *for* learning improves overall learning and can be a powerful motivator for students (Gardner 2006). For teachers, assessment *for* learning is invaluable in terms of obtaining diagnostic information that can be used for differentiated instruction.

Assessment *for* learning

In assessment *for* learning, teachers monitor the progress made by each student in relation to the program of studies outcomes and determine upcoming learning needs. Teachers ensure that learning outcomes are clear, detailed and ensure that they assess according to these outcomes. They use a range of methods to gather and to provide students with descriptive feedback to further student learning. These methods may include checklists and written notes based on observations of students as they learn. The descriptive feedback gathered is used to inform planning for learning and to assist the teacher in differentiating instruction in order to meet the needs of all students. The feedback may be shared in oral or written form with individual students or with the class as a whole. As the information gathered guides the planning process, it leads to the improvement of future student performance in relation to specific outcomes.

▯ *Example:* Students participate in a pair oral activity involving a field of experience with which they have been working. The teacher lets the class know which criteria he or she will be focusing on when observing students as they speak with each other. For example, the teacher might observe whether or not students can ask questions and provide answers or whether they can share particular information and communicate the message comprehensibly. The teacher records observations of some students using a criterion-referenced checklist, similar to the one provided in **Appendix U**. The teacher uses the results of the observations to determine which kinds of language structures or practice is required by the entire class or by individual students. The teacher lets the class know how the observations are directing decision-making as a whole, without making reference to specific individuals.

Teacher reflections

Assessment procedures are planned and methodical. It is important for a teacher to reflect on why and when students' progress is assessed. The types of reflective questions that teachers can ask themselves when engaged in assessment *for* learning include:

► Am I observing in order to find out what my students know or are able to do?

► Does my assessment strategy allow student learning to be apparent? Are there elements I need to change in order to minimize anxiety or distractions that might get in the way of learning?

► Will I use the results of my observations to modify my instruction, either with a particular student or with a group of students, or the next time I teach this concept or skill to a new class?

► Will I share the results of my observations with the individual student so that the student and I can decide how to improve future performance?

► Will I share the results of my observations with the class in general (without identifying particular students) in order to provide some indicators as to where they can improve future performance?

Assessment *as* learning

Assessment *as* learning focuses on the role students play in their learning. In this approach to assessment, students are viewed as the bridge between what they know and the unknown that is still to be learned. Their role is to assess critically both what and how they are learning. They learn to monitor their thinking and learning processes; to understand how they are acquiring and retaining new information or developing new skills and awareness; and how to make adjustments, adaptations and even changes when necessary. For some students, being asked to reflect on their learning by using skills and strategies related to metacognition (to think about thinking) might seem new and uncomfortable. They may need help to come to the realization that learning is a conscious process in which knowledge is constructed when the known, or previously acquired, encounters the new or unknown. This process often results in the restructuring or reintegration of what was previously learned.

When a focus on assessment *as* learning is implemented, students are often provided with tools for reflection, including open-ended questions, self-assessment grids or checklists and the like. Student self-reflections are not used for grading purposes, but rather to help students learn about how they learn, what learning barriers they encounter and what strategies they can select in order to meet the learning goals they set for themselves. The purpose of reflection is for students to achieve a deeper understanding of what they know about themselves so that they become better equipped to look at themselves critically and become more effective decision makers *vis-à-vis* their own learning. To achieve this, students need to be trained in the reflective process and shown the importance of becoming aware of their strengths and their challenges so as to improve learning. Structured, modelled practice over time will provide students with the opportunity to develop the independence they need to monitor their own learning.

📄 *Example:* Students have revisited, in French 10–9Y, the names of common shopping services. Students are paired off and have been asked to prepare a drawing of a new shopping complex and to prepare an oral description of the colours of the buildings, the location of the different shopping services in the complex and unique features that the new complex will have. Students practise their presentation in front of another pair before presenting it to the class. Afterwards, the teacher provides students with a reflection sheet similar to the one found in **Appendix U**. Students record their reflections by completing sentence starters such as "Things that went well …"; "Things that got in my way …"; "Next time I will …." Alternatively, they may check off various statements that apply to themselves or their performance on a checklist, including items such as "To create my message, I … (used a model of a similar text); I … (prepared a draft)"; "When I presented, I … (made sure to use eye contact), I … (spoke clearly)." When they have finished, students file the reflection sheet in a special folder, knowing that it will be reviewed along with other reflections in a one-on-one conference with the teacher and led by the student. The dates and times of the one-on-one meeting are posted on a schedule in the classroom. Students work on their own for a portion of each class when the teacher has a scheduled meeting with one of their peers.

Teacher reflections

The types of reflective questions that teachers can ask themselves when planning opportunities in support of assessment *as* learning include:

► Are the students familiar with the purpose of reflective tools, such as the one I am thinking of using? Will they be able to engage with the questions in a meaningful way?

► Have I provided/will I provide support for students in accordance with the various points mentioned in the reflective instrument; i.e., do I provide clear instructions, create a model, share a checklist, ensure that there are reference materials?

► Have I implemented a system to collect similar types of reflective instruments over time, so that students can see their progress in relation to their goals and the program of studies outcomes?

► Will the time invested by students completing this reflective instrument be greater than the time they spent on the actual learning activity?

► Have I planned time to speak with all students individually or in pairs to assist them in drawing conclusions about their own learning? How can I help them to articulate what has been done well and what needs improvement, and help them to identify their next steps toward a clear, long-term learning goal?

► As my students work on a task I have assigned them, do I often encourage them to compare their work in progress with checklists, rubrics or exemplars I have provided for their use?

► Do I plan for regular—but not too frequent—intervals for students to articulate and show their learning to someone else?

Assessment *of* learning	Assessment *of* learning focuses on the cumulative results of learning. It involves providing quantified information on student knowledge or performance in direct relation to specific assessed outcomes. Assessment *of* learning takes place at specific times in the instructional sequence, such as at the end of a series of lessons, at the end of a unit or at the end of the school year. Its purpose is to determine the degree of success students have had in attaining the program outcomes. Assessment *of* learning involves more than just quizzes and tests. It should allow students to move beyond recall to a demonstration of the complexities of their understanding and their ability to use the language. Furthermore, in assessment *of* learning students should be able to apply key concepts or demonstrate their new knowledge and skills in ways that are authentic.

Assessment *of* learning can take the form of communicative tasks or other performance tasks, educational projects, quizzes, tests or final examinations. It includes a wide range of demonstrations of learning, such as portfolios, performances, displays, simulations, multimedia projects and more.

Student progress is reported by way of a mark; e.g., a percentage or letter grade, a few times a year or a term. The report card is usually received by students, their parents/guardians as well as by school administrators.

📄 *Example:* At the conclusion of the MEDIA unit, each French 30–9Y student records orally a radio advertisement for a product he or she wishes to sell. For example, the student might say, *Voici le nouveau service téléphonique « Françaisphone » qui vous met en ligne directe avec des personnes qui parlent français. Ce service est disponible 24 heures sur 24 et sept jours sur sept pour le prix extraordinaire d'un dollar par jour. Imaginez parler avec de nouveaux amis dans des pays francophones tels que la France, la Belgique et le Sénégal. Vous pouvez même avoir une conversation avec cinq amis à la fois. Merveilleux! Pour vous abonner à notre service, téléphonez au numéro 1-866-555-chat. Notre service à la clientèle est disponible pour prendre votre appel dès maintenant!* Once all students have recorded their radio advertisement, the teacher listens to the recordings and assesses them based on quantified criteria related to specific learner outcomes in the program of studies that have been shared with students in advance. The resulting grade is presented as part of a report card mark, a portfolio or at a parent-student-teacher conference.

Teacher reflections

The types of reflective questions that teachers can ask themselves when planning opportunities in support of assessment *of* learning include:

► Am I using processes and assessment instruments that allow students to demonstrate fully their competence and skill?

► Do these assessments align with the manner in which students were taught the material?

► Do these assessments allow students to demonstrate their knowledge and skills as per the program of studies outcomes?

► Am I allowing all students an equal chance to reveal their learning?

► Does my assessment instrument take into account individual differences?

► Since I am verifying learning for reporting purposes, how do I know whether the assessment instrument I am using is valid and truly reflects the outcomes that it purports to assess?

► Do I have clear and defensible reference points for making judgements? Are my processes transparent?

► What is my rationale for undertaking this particular assessment at this time?

► How reliable, consistent, fair and free from bias is the information I am gathering? Would another teacher arrive at the same conclusion based on the criteria I am following?

► Do I have sufficient information about the learning of each student or do I need to gather more?

► What am I going to do with the information once it is gathered? Will I, for example, share it with the student as part of more assessment *for* and *as* learning?

► Are the records I am keeping detailed and accurate enough for me to provide meaningful information to students, parents and others using my notes? Have I included all pertinent information such as dates and criteria?

► Am I using a variety of assessment instruments to gather data about my students' learning and their progress?

ASSESSING EFFECTIVELY

Teachers can ensure that their methods of assessment are effective by ensuring that they:

► strive for clarity
► maintain balance
► ensure validity and reliability
► accommodate individual needs and differences.

STRIVING FOR CLARITY

In order to support student success, teachers need to be clear about not only what they want students to do, but what it is they want students to learn. The purpose and key elements of each learning task, as well as each assessment activity, should be identified for students. Expectations can be stated orally but should be backed up in writing so that students have a point of reference later on. Furthermore, displaying copies of exemplars or samples of student work is very helpful in order to communicate expectations clearly to students. In the absence of student samples, teachers can create sample products they expect their students to produce, limiting themselves to the range of vocabulary and language structures known to students.

▤ *Example:* Before assigning a project to the class (e.g., students prepare a consumer rights and responsibilities fact sheet defining what a person's consumer rights are in Alberta and in Québec and

what his or her responsibilities are as a consumer in both provinces), the teacher provides students with a model. Using a transparency, the teacher creates a model following the criteria given to the students. Then the teacher goes over the task and the criteria with the students to ensure that they understand what is expected of them.

MAINTAINING BALANCE

It is the teacher's responsibility to decide when, how often and in which ways it is appropriate to assess students. A solid assessment plan leads to successful student learning and language skill development. Such a plan seeks to balance the three approaches to assessment—assessment *for, as* and *of* learning—while also reflecting a balance between the four components of the program of studies and the four language skills.

Not everything needs to be assessed all the time. There is no obligation to assess each activity completed in class. However, it is essential to be informed of where students are in their learning, what prior knowledge they have and what preconceptions or gaps they may have with regard to the material that is being taught.

Regular, systematic assessment, along with periodic celebrations of success, encourage students to do their best, to be involved in their learning and to focus their attention on the knowledge they are acquiring and the skills they are developing.

ENSURING RELIABILITY AND VALIDITY

By using many different assessment practices and instruments, teachers provide students and themselves with a better picture of student skills and accomplishments than they would if they limited themselves to the repeated use of a narrow range of instruments.

Reliability comes from cross-referencing the results of a range of assessment instruments and finding that the results of the various pieces of evidence corroborate each other. The combination of practices related to assessment *for* learning, such as anecdotal notes, and assessment *of* learning, such as performance tasks, along with conversations held with students as part of assessment *as* learning allow the teacher to draw reliable conclusions about students' learning.

Just as teachers need to ensure that their assessment processes provide them with enough consistent information to allow for reliability when assessing students' learning, so must they ensure that the assessment tools and processes are valid; i.e., that there is a good match between the intended learning, the tool being used to assess the intended learning and the decisions being made as a result of that instrument's use.

Assessment impacts student motivation and self-esteem; therefore, sensitivity to the needs and learning styles of individual students is just as important when assessing as it is when teaching.

Using a range of assessment instruments and practices ensures sensitivity to different learning styles and provides students with varied opportunities to demonstrate their achievement. Students who have behavioural, intellectual, physical or communication-related exceptionalities may benefit from adjustments to the kind, breadth, depth and pace of assessment provided by the teacher. Adjustments could include a reduction in criteria, an increase in time or additional support. All students benefit when the focus of assessment is on what a student **can** do rather than on what a student **cannot** do, since assessment should be about growth and progress, not about failure.

NEW ASSESSMENT PRACTICES IMPLY NEW TEACHING PRACTICES

When preparing to implement all three assessment purposes, some teachers may find that in addition to redefining terminology, they will need to make adjustments in how they see their role as a teacher as well as in the selection of teaching practices they choose to employ. Teachers may find that when assessment is seen in new ways, so too are the roles of the teacher and the student in the regulation of student learning. As a result, some teachers find themselves seeking more professional development opportunities that update their understanding of learning theories in which students are seen as being active in their learning. They may seek ways to foster the development of a community of learners in their classrooms. They may also feel unsettled as they move their practice from one in which they were the presenters of knowledge to one in which the responsibility for learning is shared with the class (Black and Wiliam 2006, pp. 16–17).

Professional development projects that have tracked teachers' needs as they implement an increased focus on assessment *for* and assessment *as* learning have found that teachers need "time, freedom and support from colleagues, in order to reflect critically upon and to develop their practice" (Black and Wiliam 2006, p. 19). James and Pedder (2006) identify a number of factors that relate to teachers' professional learning when it comes to changing assessment practices. These include developing the desire and ability to make learning explicit, promoting learner autonomy, promoting inquiry and working toward building social capital. **Appendix U** includes a teacher self-assessment instrument that can be used to reflect on the degree to which these factors are currently reflected in one's practice.

Appendix U also includes some sample assessment materials that can be used and adapted for a particular classroom context.

Alberta Education has produced a sample of classroom assessment materials for French as a Second Language, which can be accessed and downloaded at <http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/niney.aspx>. Teachers may model their own

assessment instruments after many of the materials included in this document.

ASSESSMENT PRACTICES AND INSTRUMENTS

In the sections that follow, various assessment practices and instruments are associated with one of the three purposes for assessment. An overview is provided in **Figure 8.1**. However, these practices and instruments are not limited to a single purpose—many can be used in different ways for all three purposes. What is important is that teachers first clarify the purpose of assessment and then select the method that bests suits the purpose they have in mind for that particular context.

What is key, especially in the case of assessment *as* learning, is that the instruments provide students with the opportunity to consider their learning and to judge their work in relation to criteria, models, and examples of other students' work or exemplars, all of which provide information to students about successful learning.

The following discussion provides an overview of the different practices and variety of instruments that can be used and tailored to meet the needs of a specific assessment purpose.

Assessment Practices and Suggested Instruments

Assessment *for* Learning

Informal observation
Anecdotal notes/Records
Observation checklists/Rating scales
Performance Assessment Tasks
Question and Answer/Classroom dialogue
Quizzes or Tests
Rubrics/Scoring guides

Assessment *as* Learning

Conferencing/Learning conversations
Learning logs/Journals/E-journals
Peer assessment/Coaching
Portfolios
Quizzes or Tests
Rubrics/Scoring guides
Self-assessment and Goal setting

Assessment *of* Learning

Performance Tasks/Projects
Portfolios
Quizzes
Rubrics/Scoring guides
Tests or Examinations

Figure 8.1: Overview of Assessment Practices and Suggested Instruments

Practices and instruments related to assessment *for* learning

INFORMAL OBSERVATION

► may be used when assessing the effectiveness of a particular teaching strategy or the progress of an individual or an entire class in relation to learning outcomes. Because this practice is used solely to make adjustments in the instructional plan, no notes or grades are recorded.

► assists teachers in determining whether and when review is necessary and when it is time to move on to new material.

ANECDOTAL NOTES (also referred to as ANECDOTAL RECORDS)

► are used for recording specific observations of individual student behaviours, skills and attitudes.

► are brief, objective and focused on specific outcomes.

► are usually most accurate if recorded during or immediately following an activity.

► can be shared with students and parents if they contain information on individual students only.

► can provide cumulative information on student learning and direction for further instruction.

▤ *Suggestion:* The teacher may keep a binder with a separate page for each student. Observations can be recorded on sticky notes with the student's name and date and moved to the appropriate page in the binder at a later time, along with an entry showing the name of the activity and the targeted specific outcome the activity was addressing. A class list can be kept in front of the binder on which students' names are checked off as anecdotal notes are added. In this way, teachers can see which students may not have been observed as frequently as others in order to target them for future observations.

> *Nov. 6.*   *Bernie M.*
> – *used French constantly when working with a partner. Bravo!*
> – *understands the concept of le passé composé and l'imparfait*
> – *demonstrated some difficulties with formulating le passé composé with the verb être*

OBSERVATION CHECKLISTS and/or RATING SCALES

► allow for quick recording of information about individual or group performance in relation to specific outcomes.

► allow teachers to indicate the degree or frequency of specific behaviours, skills and strategies displayed by the learner. Rating scales include specific criteria along with three or four response selections to describe quality or frequency of an aspect of student achievement.

► are often written to allow for either–or choices such as yes–no; yes–not yet; met–not met, and allow teachers to indicate whether or not a specific criterion has been demonstrated or the presence of the demonstration of a specific criterion.

► often include a mixed design: a blend of checklist, rating scale and spaces for additional brief comments to provide information not captured by other means.

► provide a record of observations over time if the teacher ensures that the dates of the observations are always included.

▤ *Suggestion:* For ease of use, students' names can be entered in a blank copy of the checklist or rating scale, either according to a seating arrangement frequently used in the classroom or alphabetically by first name. Then, after multiple copies are made, they are ready to be used, requiring the teacher to fill in only the date, the activity name and the appropriate outcomes or criteria for observation.

▤ *Suggestion:* Criteria on the checklist can be formulated in a generic way so as to apply to similar activities over time, instead of being specific to one particular activity. This way, teachers can focus on a few students each class period when similar activities are underway. The criteria on the checklist could include three to four items from a list such as the following:
  – follows instructions
  – takes risks to communicate
  – asks for assistance
  – communicates in French as much as possible
  – accepts correction as a means of improving
  – uses the resources available in the classroom
  – uses personal resources
  – works well/cooperatively in groups
  – stays on task
  – makes connections between knowledge of French and another subject area.

▤ *Suggestion:* The template for a generic analytic rubric included in **Appendix U** can be used or modified as needed.

PERFORMANCE ASSESSMENT TASKS OR CUMULATIVE TASKS

► are goal-oriented activities in which students construct responses, create products or demonstrate a skill they have acquired. Students are often engaged in the task because of the motivating nature of the task and not only because it serves an assessment purpose.

► may also be used toward the beginning of a particular unit of study as a way for the teacher and students to become aware of learning needs and to plan subsequent lessons accordingly.

▤ *Example:* A teacher is interested in trying some of the principles of task-based learning in a French 20–9Y class. At the beginning of

their study of the field of experience CONSUMERISM, students are asked whether they have ever signed or seen a copy of a contract with an insurance provider. As a class, they brainstorm what types of terms such a contract could include. Students are provided with a copy of the *Code des droits et responsabilités du consommateur* prepared by the *Bureau d'assurance du Canada*, which is available through the Internet. The teacher also provides a model of the structure that could summarize the responsibilities of an insurance provider (*Je vous promets de + infinitif…*) as well as the responsibility of the customer (*Je vous promets de + infinitif…*). Working in pairs, the students scan the text in order to be able to formulate one promise for each right or responsibility mentioned. These promises are shared first with the teacher, who verifies whether they reflect the content of the text and records the result as an assessment of their reading comprehension abilities. Each group also shares the promises they have developed with the whole class. At the end of the unit, the students reread the text, verify to what degree they can refine the promises they had originally written and reflect on the learning that occurred in the interval.

QUESTION AND ANSWER (also referred to as CLASSROOM DIALOGUE)

► can help teachers determine what students know, understand and can do, while making the learning process more transparent for students if the questions are well-chosen and well-formulated. By expending effort to frame questions that evoke critical indicators of student understanding rather than just resorting to simple yes–no questions, teachers will notice gaps and misconceptions that students may have in their understanding more easily (Black and Wiliam 2006, p. 14).

► are most effective if the teacher adopts practices that result in longer and more thorough replies. For example, consciously applying wait time or rules about raising hands allows all students to have time to think about a question before individuals are called upon to provide responses (*ibid*).

► help increase student involvement, promote thoughtful reflection and provide teachers with a deeper understanding of their students' level of knowledge if teachers take all answers seriously, whether they are right or wrong (*ibid*).

► may occur in French rather than in English. However, when more complex structures or unknown vocabulary are required, students may have to use English to express their understandings.

▤ *Example:* An FSL teacher designs questions to spark student reflection on key concepts related to the functions and purpose of language or the discovery of grammatical rules or cultural aspects. Students are allowed pair or small group discussion time prior to sharing their potential answers for these questions. The teacher can follow up thoughtful student responses with meaningful teacher responses and can deal with challenges experienced by the students in order to help them extend their understanding. The teacher makes

mental or written notes after hearing student responses in order to shape directions for subsequent lessons (*ibid*).

QUIZZES or TESTS

► are dealt with in more detail in the section on assessment *of* learning. However, they can be valuable when it comes to other purposes of assessment, such as assessment *for* learning.

► can provide students with an opportunity to practise what they know and are able to do in a nonthreatening manner if no mark is given.

► can supply information about student learning that is used by teachers to guide planning for future instruction.

► can involve students in the development of test questions, which lets the teacher note how well students have understood specific learning outcomes and helps plan future lessons accordingly.

RUBRICS or SCORING GUIDES

► are a set of criteria used to assess student performance. The design may be holistic or analytic. *Holistic* rubrics are used to support a quick or general judgement of student learning and can be used to provide a global overview of work in progress. *Analytic* rubrics define levels of performance for each criterion that makes up the rubric. This type of rubric is most commonly used when a number of criteria are needed to assess different aspects of a task. It may be used to assess a final product.

► are developed and shared with students before they start the task for which the rubrics are developed.

► may be designed for use with any of the three purposes of assessment.

▤ *Example:* A teacher uses a holistic rubric to verify whether students have completed a particular written exercise. The rubric has a three-scale design with indicators such as "completed," "partially completed" or "not completed."

▤ *Example:* A teacher uses an analytic rubric to verify how well students were able to complete elements of a task. If the intent is to guide further instruction, this application of a rubric supports assessment *for* learning. Because the students are in the early stages of learning and wide ranges of performance are difficult to define, the teacher uses a three-scale design that includes descriptors rated from 1 to 3, each of which describes a certain level of performance. The descriptions focus on the quality of the product or performance, not on quantity; i.e., not on the number of paragraphs, spelling errors or supporting ideas.

The rubrics included in **Appendix U** can be used or modified as needed.

Practices and instruments related to assessment *as* learning

CONFERENCING (also referred to as LEARNING CONVERSATIONS or INTERVIEWS)

► involves purposeful and focused yet relaxed and friendly meetings; or involves written encounters between the teacher and the student, the teacher and a small group of students or between two students.

► involves a limited number of topics at one time. The purpose of the meeting and the expectations of all participants are clarified before the conference begins.

► exposes students to the language and processes of critical self-assessment and peer assessment as they learn to reflect on learning.

▤ *Example:* As students are preparing for a particular performance task, the teacher facilitates a conference with small groups of students to help them identify which aspects of the task they can already do well and which aspects they wish to identify as an area of growth. As part of the conference, the teacher offers concrete suggestions for improvement.

▤ *Example:* In a group conference, students have the opportunity to share their work, to emphasize what they are proud of and to ask questions. Other participants point out what they like about each student's work and offer suggestions for improvement. Students learn to use feedback about their work to make improvements. Teachers may decide to observe and record anecdotal notes during the group conference.

▤ *Example:* A student and a teacher may meet one-on-one to review anecdotal notes made by the teacher on aspects of the student's learning or to review periodically the student's file of self-assessment instruments and/or goal statements. By the end of the meeting, the student's goals in relation to a particular outcome have been revisited and possibly revised.

LEARNING LOGS, LEARNING JOURNALS or ELECTRONIC (E) LOGS or JOURNALS

► are instruments for self-reflection that come in many forms and may be implemented in various ways.

► are generally called **learning logs** if used by students to record specific objective data, such as a list of stories read, films watched, strategies tried or words being targeted for learning.

► are generally called **learning journals** if used by students to record personal reflections, questions, ideas, words or expressions they are curious about or to record experiences they have had in class.

► may involve varying degrees of teacher guidance; e.g., guidance on which aspects of their learning students should focus.

► may be used by students to request teacher assistance on specific points.

► will likely occur both in English and in French as students become more competent with the language, especially as they reflect and write about their learning. They will still require teacher guidance.

Ideally, reflective thinking and writing is done on a regular basis, with the teacher responding with oral or written advice, comments and observations. The transition to using French and to recording more independent reflection takes time, but will provide students with a more meaningful purpose for using French.

Appendix U includes a series of sentence starters that can be shared with students to assist them when they carry out a self-reflection activity in a learning journal.

PEER ASSESSMENT (**also known as** PEER COACHING **or** PEER CONFERENCING)

► allows students to examine each other's work in light of specific criteria and to offer encouragement and suggestions for improvement.

► provides students with an opportunity to learn how to implement the language and processes of assessment by carrying out assessments amongst themselves.

► provides students with an opportunity to share their insights about the rewards and challenges of learning French.

► may require coaching students in the art of giving descriptive and constructive feedback rather than using broad terms such as "good" or "bad."

Students can be asked to provide two positive comments and one question about their peers' work. Sentence starters such as "*J'aime que tu as…*" or "*Ce que j'ai aimé…*" can be provided.

  📄 *Example:* After reviewing a classmate's job advertisement, students fill out a peer assessment checklist and then discuss the results with their partner to explain their feedback. The checklist can contain statements in French or English, depending on the students' reading comprehension abilities; e.g., "I like how you …"; "I noticed that you …"; "Next time you might …"/*J'aime comme tu as…*; *J'ai noté le suivant :* …; *La prochaine fois peut-être que tu pourras….*

PORTFOLIOS

► are purposeful collections of student work samples, student self-assessments and goal statements that reflect student progress. The collections may contain tangible artifacts placed in a folder or they may consist of documents saved electronically.

► contain samples and items that students feel represent their best work or best illustrate growth in their learning. Samples are generally chosen by the student, but teachers may also recommend that specific work samples be included. Encouraging students to select items for inclusion in the portfolio helps them to examine their progress and to develop self-confidence and a positive sense of themselves as active learners.

► are most effective when students are in control of their portfolios and have easy access to them in order to review, update or reflect upon their contents. Once students leave a grade or class, they should be able to take the portfolios with them as these are their personal property.

▤ *Example:* A portfolio cover sheet may be filled in by students. The cover sheet may also have spaces for comments from the teacher and/or the students' parent or guardian, depending on when and how the portfolios are shared with others. Comment starters could include statements such as "Two positive things I noticed are …"; "One specific area to work on could be …"; and so on.

▤ *Example:* In the place of a cover sheet for each entry, small comment cards can be completed by the student and attached to the entry. These can refer to a student's perseverance and improvement or to processes the student used; e.g., "When I made this, I tried very hard to …"; "I included this piece in my portfolio, because it shows how much I improved at …"; "Please notice how I did A before B" (Province of British Columbia, Ministry of Education, *Assessment Handbook Series: Student Self-assessment*, 1994, p. 19).

QUIZZES OR TESTS

► are dealt with in more detail in the section on assessment *of* learning. However, they can be valuable when it comes to the other purposes of assessment, such as assessment *as* learning, depending on how they are used.

► can help students reflect on what they can and cannot yet do in the language if they are involved in developing test questions with the teacher or are asked to recommend specific questions to include in a test.

► can trigger student self-reflection once they have been written, graded and returned to students. Research on the use of tests in the context of assessment *as* learning shows that using marked tests as the basis of student reflection and goal-setting helps improve learning. Therefore, tests can be a positive part of the learning process (Black and Wiliam 2006, p. 16). Reflections regarding particular challenges can be discussed in student-teacher conferences or reflected upon by students in their learning journals. These reflections can help drive a study plan or be a crucial factor in goal-setting.

▤ *Example:* In preparation for a quiz or test, students go over a list of key words or topics on which the test is based and mark their current level of understanding using the colours of a traffic light. Red or amber can be used where students are totally or partially unsure of their success, and green is used where they feel their learning is secure. This allows them to see where they need to concentrate their efforts when it comes to preparing for the test (Black and Wiliam 2006, p. 15). Alternatively, students may categorize the topics along a continuum from easy to difficult to help them understand what they should focus on when preparing for a test.

Teachers may have pairs or small groups of students prepare quizzes and corresponding answer keys on a particular topic for their classmates. Prior to making copies of the quizzes available for the class, the teacher may review the answer keys to ensure their accuracy. Students can then hand out and mark the quizzes they have designed and submit the results to the teacher. The process of designing the quizzes becomes an assessment *as* learning activity for the students. The grades that are recorded can become assessment *of* learning, if so desired. Research shows that students who prepare for examinations by developing their own questions outperform students who study by other means; the process helps them develop a better overview of the topic being tested (Black and Wiliam 2006, p. 16).

▤ *Example:* By marking each other's quizzes or tests in peer groups, students recognize the need to develop rubrics or answer keys. This allows them to reflect more deeply on the nature of the concepts being taught and learned, on the purpose of various test questions and on which criteria to apply to the responses (Black and Wiliam 2006, pp. 15–16).

RUBRICS or SCORING GUIDES

► are described in more detail in the section entitled "Practices and instruments related to assessment *for* learning."

► may be designed for use with any of the three purposes of assessment.

▤ *Example:* A teacher may choose to return a piece of student work with written comments and suggestions only, withholding the scored rubric and the numerical feedback by one day. This allows students to reconsider their work carefully and focus on the descriptive feedback. The teacher may find that when the scored rubric and total mark are returned the next day, students have a better understanding of the strengths and weaknesses of their work (Alberta Assessment Consortium 2005, p. 36).

▤ *Example:* A teacher may decide to take the time to provide detailed, descriptive, thoughtful criteria-referenced comments to one student product (**deep marking**) in order to help a student set goals for future learning. However, this would not be done with every piece of every student's work. This degree of feedback would be provided for a product or task that engaged the learner's time and attention and that would become the basis for future, similar products or tasks. Deep marking can, if desired, be applied to one aspect of a task only, whereas the remaining aspects can be assessed holistically (Alberta Assessment Consortium 2005, p. 34).

SELF-ASSESSMENT and GOAL-SETTING

► can take the form of a checklist, rating scale, rubric, learning list or learning log/journal. Any of these instruments can be used by students to indicate and reflect upon their achievement of specific outcomes.

► may involve the use of English for student reflection as well as for teacher guidance and feedback.

► allows students to develop awareness of the learner outcomes and learning processes, as well as of their own particular learning needs and styles. Students require encouragement, guidance and practice in order to become adept at reflective thinking, particularly in the beginning stages.

► may be shared by students during parent-student-teacher conferences or included in student portfolios.

► may require teacher assistance when students are setting their own goals. Teachers may help students decide what they need to focus on next in their learning and which steps they can take to reach the goals they set.

► may involve setting short-term goals which are small, specific and achievable within a short time frame. Teachers can help students set goals by adding prompts to self-assessment tasks, such as "Next time I will ...."

► may involve setting long-term goals in that students look at their overall progress and identify a specific area for improvement. Teachers can support students by helping them develop a plan to meet their goals, by encouraging them to break the goal into smaller steps with particular target dates, and to share their goals with other significant adults.

▤ *Example:* The teacher may provide students with a checklist of outcomes specific to a particular unit prior to commencing the unit and ask them to check off which outcomes they feel they can already address. As the unit progresses, students return to the checklist and note additional progress over time. Teachers may use a *Oui–Non* checklist or a rating scale using indicators such as *Excellent travail/Travail satisfaisant/Plus d'efforts requis* in order to allow students to reflect on their levels of understanding.

▤ *Example:* Self-assessment instruments may use metaphors and graphics to illustrate rating scales. For example, using the graphic metaphor of a smiley, a big grin can indicate "I completely understand!" A smaller grin can mean "I partially understand" and no grin can imply "I don't understand or I am having difficulty." Likewise, the rating scales can involve the use of French words, such as *Je comprends très bien! Je comprends assez bien!* and *Je ne comprends pas du tout!* to indicate different levels of understanding.

▤ *Example:* A French 10–9Y teacher encourages student volunteers to share out loud their self-reflections on a given topic. The ensuing discussion can serve to coach all students on the process of completing a self-assessment. It also provides the teacher with an indication of the students' self-assessment abilities.

▤ *Example:* In order to help students remember particularly challenging words, expressions or language structures, a teacher has them make their own lists of items on which they wish to focus. The teacher also designs additional guided reflective activities to encourage individual students or the class as a whole to reflect on the

progress being made with learning items on the list. A class learning list may be compiled using entries from the lists created by individual students. Examining the lists as a class may help students develop a greater understanding of linguistic patterns or challenges presented by specific words or expressions.

Practices and instruments related to assessment *of* learning

All of the following assessment instruments will require a letter grade or numerical notation to be given, as these instruments assess cumulative learning.

PERFORMANCE TASKS (or PERFORMANCE ASSESSMENT TASKS or PROJECTS or RICH ASSESSMENT TASKS)

► refer to a wide range of activities in which students demonstrate their ability to use multiple skills.

► often involve more than one language skill; i.e., students may need to listen and speak and/or read and write in order to carry out the task successfully. It can involve any other combination of language skills.

► are often based on real-life uses of the language and therefore provide students with a meaningful context for real language use and, possibly, with an authentic audience.

► may consist of multiple smaller tasks pertaining to a specific theme or topic within a given field of experience.

► can include simulations or the creation of specific products that have meaning to students beyond their use as part of an assessment process.

► allow students to create personal meaning.

► should be designed with the students' age, cultural background and level of cognitive and linguistic maturity in mind. They should be flexible enough and appropriate for every student in the classroom.

► can help students understand their progress in the development of language competency, if presented to students along with clear assessment instruments such as a well-developed rubric.

► are used with students who are familiar with processes related to planning for, carrying out, refining and reflecting on tasks. The type of assessment chosen should reflect the instructional approach used. Teachers who choose to assess student abilities using performance tasks ensure that their students understand clearly what is expected of them.

► require clear and unambiguous task directions and rubric descriptors. English may be used in French 10–9Y to ensure that all students have understood the directions and criteria, since the purpose is to assess the product and not their comprehension of the instructions given. However, by French 30–9Y all task directions and rubric descriptors should be completely in French.

▤ *Example:* A French 20–9Y teacher is concluding a unit on FADS AND FASHIONS. As a culminating task, students interview family members about the fads and fashions of their teenage years. Where

possible, students seek permission to borrow photographs and clothing items to describe their parents' or grandparents' teenage years. Students write captions in French for each fad depicted in the photographs or among the collected items. The collection and the captions can be displayed in a school display case or in the classroom.

Appendix U includes a checklist teachers can use when developing their own performance assessment tasks.

FSL teachers may choose to make use of task development strategies sometimes used by teachers in other content areas, such as the RAFTS writing strategy (Holston and Santa 1985, pp. 456–457). In this instructional strategy, students are given indicators of the role (R), audience (A), format (F), topic (T) and a strong verb with which to start (S). For example, students might be told: You are a credit card [role]. Create a formal speech [format] addressed to your owner [audience] in which you plead [strong verb] with him or her about the dangers of credit card fraud [topic]. Associated criteria are developed to assess the students' performance in the form of rubrics or criterion-referenced marks.

Teachers may find that it takes several tries and often many revisions over the course of a few years to develop performance assessment tasks that are truly valid and reliable when it comes to assessing student achievement accurately in relation to the outcomes of the program of studies. The performance assessment tasks should guide the planning and teaching of the entire unit rather than be developed as an afterthought.

PORTFOLIOS

► have been described in more detail in the previous section. They may also be used in assessment *of* learning, but in this case the contents of the portfolio are given a grade or mark.

QUIZZES

► are a brief way to check for learning on a few items that have been introduced and practised in class.
► may apply to a single, specific outcome or a few targeted outcomes.

RUBRICS or SCORING GUIDES

► are described in more detail in the section titled "Practices and instruments related to assessment *for* learning."
► may be designed for use with any of the three purposes of assessment.
► should be developed and shared with students prior to starting the performance task.

► can increase the consistency and reliability of scoring and, as a result, are often used to develop grades for reporting purposes.

TESTS or EXAMINATIONS

► are summative assessment instruments used to collect information about what students know and can do after a period of study.
► are generally used to assess several learning outcomes at one time. Outcomes related to the skills of reading and writing are generally easier to assess when using a pencil and paper test or examination format. Assessing outcomes related to listening and speaking requires more creativity on the part of the teacher designing the test or exam.
► have questions aligned with the outcomes from the program of studies in order to obtain valid results.

In summary

When planning for effective classroom assessment, teachers begin teaching with the end in mind. Teachers ask themselves which learning outcomes they intend to help students achieve, and then they teach to those outcomes. They assess before, during and after they have taught in order to develop and refine, on a continuous basis, the students' ability to attain those outcomes.

While assessing, teachers share the intended learning outcomes and assessment criteria with students and find ways to involve students in the assessment process. They also ground assessment in contexts that are meaningful to students and that involve authentic uses of language.

In their planning, teachers decide on ways to employ a variety of assessment methods and purposes of assessment and to provide frequent and descriptive feedback to students. It is important that teachers demonstrate sensitivity to individual differences in this process. By doing so, teachers also develop ways to facilitate students' self-reflection and communication with others regarding their progress and achievement to date. The planning allows students to reflect on their goals for learning in addition to the next steps that need to be taken.

Teachers can also model how they themselves reflect on their learning in order to demonstrate to students how one can continue to develop knowledge and skills.

Chapter 9 provides a discussion of the use of technology in the FSL classroom.

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USING TECHNOLOGY to SUPPORT SECOND LANGUAGE LEARNING

Language teachers—Early pioneers of ICT integration

Supporting students with special learning needs

Uses of technology in FSL classes

Accessing authentic language

Gathering Information

Communicating via technology

Creating collaborative communities

Accessing cultural knowledge

Concentrating on specific skills

Meaningful practice in authentic contexts

Creating texts of all types

Expanding critical thinking skills

Exploring virtual realities

Customizing for individual differences

Accessing "Just-In-Time" support

Receiving feedback on progress

→ *Corresponding Appendices V, W, X*

LANGUAGE TEACHERS— EARLY PIONEERS OF ICT INTEGRATION

Technology can expose teachers and students to authentic contexts for learning. A variety of technologies can also provide students with access to resources, as well as with alternative methods of representing and communicating their knowledge. The use of technology can foster innovation, facilitate dialogue and offer potential for developing new practices in the education and research communities.

The use of technology in the FSL classroom has progressed from large reel-to-reel tape players and state-of-the-art language laboratories to instantaneous access to an abundance of information via the Internet.

From the beginning, language teachers have often been at the forefront of the move to integrate technology into the classroom. Technology afforded students opportunities to develop all four language skills. The potential offered by technologies, such as audiotapes and video recorders, to make language come alive for students and bring authentic culture into the classroom motivated many language teachers to embrace technology in their teaching. As a result, teachers of second languages have often been viewed as early pioneers in the integration of technology for learning and language skill development.

The purpose of this chapter is to highlight how various technology-based resources available today can support language learning in the FSL classroom. In French 10–9Y, for example, students are expected to demonstrate knowledge of vocabulary related to information and communication technologies.

All four components of the FSL program of studies can be supported through the use of available technologies. Assistive technologies, formerly considered only for support of students with special learning needs, may also benefit all students as they learn French.

Please note that due to rapid changes in the field of information and communication technologies, some of the terms and applications named in this document may be obsolete; they were, however, current at the time of writing. Teachers are encouraged to contact their jurisdictional technology coordinators for updated information. Also note that throughout this chapter, particular product or company names are included as illustrative examples of particular technologies, not as endorsements of certain products. They are included solely as points of reference for the various topics addressed in this chapter.

SUPPORTING STUDENTS WITH SPECIAL LEARNING NEEDS

Students with special learning needs in the FSL class may require assistive technologies to support their learning. Assistive technologies are those media, devices and services that are used to help students overcome barriers to learning and achievement. For example, a student who is blind will need to have learning materials in an alternative format such as Braille or in digital format so that materials can be read aloud by text-to-speech software. Students with physical disabilities who cannot write using pencil and paper may need to use a computer with an alternative keyboard and mouse to communicate what they know. Students with learning disabilities may need additional supports to read print materials, even if they can comprehend the materials in other forms.

Traditionally, assistive technologies have been used by students with special education needs, such as physical, sensory or cognitive disabilities. However, using assistive technologies in the language learning classroom can benefit a wide variety of students, beyond those for whom the technologies may initially have been intended.

References to assistive technologies are included throughout this chapter as well as in **Appendix Y**.

To learn more about using appropriate assistive technology tools with students with special education needs, teachers may refer to **Chapter 9** for a resource provided by Alberta Education titled *Programming For Students With Special Needs Series–Book 3: Individualized Program Planning (IPP)*, which may be accessed at the following Alberta Education Web site page <http://education.alberta.ca/admin/special/resources/ipp.aspx>.

USES OF TECHNOLOGY IN FSL CLASSES

Information and communication technologies provide a vehicle for communicating, representing, inquiring, making decisions and solving problems. Outcomes related to the integration of information and communication technologies (ITC) are defined in the NINE-YEAR FRENCH AS A SECOND LANGUAGE PROGRAM OF STUDIES (GRADE 4 TO GRADE 12).

Both teachers and students can benefit from access to technology-based resources as a means of developing students' language skills. In an FSL class in particular, information and communication technologies allow students and teachers to:

► attain exposure to authentic language

► gather and analyze information

► communicate by sharing information and resources with people in other places, more efficiently and in real time

► collaborate with others by creating technology-supported communities

► develop cultural knowledge and intercultural skills

► concentrate on particular language skills

► access meaningful practice in authentic contexts

► create a range of text types

► expand skills in critical thinking, problem-solving and self-reflection

► explore or develop virtual realities.

Furthermore, some technologies allow for

► customization to account for individual differences

► "just-in-time" support as it is needed, and

► reliable diagnostic feedback of student progress.

Alberta Education Technology Initiatives

Alberta Education's Technology provides school jurisdictions with research in the use of technology in all subject areas and for different classroom settings. A part of this initiative is to provide access to a number of Web sites related to learning and technology in Alberta. These Web sites can be accessed from the Alberta Education homepage found at <http://education.alberta.ca>. The sites are intended to provide links to information regarding safe use of the Internet, policies related to integration of technology, the use of videoconferencing and other related topics. There are also details regarding the software agreements

that Alberta Education has negotiated on behalf of school jurisdictions in Alberta with Apple, Microsoft and Inspiration/Kidspiration. Teachers are encouraged to visit these links on a regular basis as updated and new information is added.

Additional information on Assistive Technologies for Learning (ATL) is provided on the following Alberta Education Web site page: <http://education.alberta.ca/admin/technology/atl.aspx>.

ACCESSING AUTHENTIC LANGUAGE

Language learners need to access a lot of spoken language in order to develop all of their language skills. Both listening comprehension and listening strategies are aided by the access opportunities that many types of technology afford students. Cassettes, audio CDs, video recordings or Internet-based audio resources allow learners to access a variety of examples of French spoken for authentic purposes. Using a range of audio resources allows teachers to ensure that their students are exposed to a variety of speakers and voices whose spoken French may differ slightly, depending on the origin, age and social class of the speaker. Oral text types, such as weather reports, can serve as models for students' oral production as well.

Depending on the physical arrangement of the classroom, the needs of the students and the availability of the necessary equipment, listening activities can either be set up in small listening centres or carried out with the whole class. Similarly, students may view audiovisual or digital resources individually, in small groups or as a whole class, depending on available hardware (e.g., computer monitors or multimedia projection devices).

In addition to the text, audio and video files being made available commercially and publicly through the Internet, an increasing number of interactive learning activities are being developed. These activities may be referred to as digital resources and can vary in size and complexity. Museums and other institutions may develop such resources in order to provide visitors to their Web site with their content. In addition, Alberta Education is developing resources for a number of subject areas, in both English and French, which are available to students, teachers and parents at <http://www.LearnAlberta.ca>. All resources, including interactive learning activities and videos posted on this site, align with Alberta programs of study. Currently, the majority of the resources available in French are targeted at Francophone and French Immersion students. However, these resources provide students and teachers with access to models of spoken French in a range of contexts.

Teachers interested in supplementing resources authorized by Alberta Education with authentic language samples, such those found on French Internet radio sites, are encouraged to do so; however, teachers must ensure that these resources are suitable for classroom use and that they align with outcomes in the program of studies. **Appendix K** provides guidelines to consider when selecting additional resources.

In particular, **Appendix K** makes reference to the *Guidelines for Recognizing Diversity and Promoting Respect*, which must be followed when resources are chosen for use in the classroom.

GATHERING INFORMATION

The learning of a language is closely tied to the desire and need to seek information about the people who speak the language. Prior to the advent of web-based technologies, teachers encouraged students to gather information from and about speakers of French by writing formal and informal letters, and sometimes by making inquiries using the telephone and fax machine. These older technologies may still be used, but teachers are required to abide by policies in place in their jurisdictions regarding the use of telephones and cell phones in schools. If permitted, telephones and cell phones may be used to gather information or pass on messages related to French class.

Where text documents are to be shared with someone at a distance and the use of the Internet as a means of communication is not available, the fax machine remains a standby. Teachers and students seeking information from individuals, businesses or agencies in countries where the use of e-mail is not widespread may find that their requests for information are more readily attended to if they are sent by fax or by mail.

The Internet allows teachers and students to access a substantial amount of information. A search on the Internet for the term "French search engines" can enable teachers and students to gather information from French language Web sites such as <http://www.voila.fr>. Some search engines, such as Google, allow users to set the interface and carry out the search in a range of different languages, including French.

The challenge for language teachers is to help students find information that is commensurate with their reading comprehension level in French.

Alberta teachers and students may access *L'Encyclopédie canadienne* through the Online Reference Centre/*Centre de référence en ligne*, which is accessible at <http://www.LearnAlberta.ca>. While this resource is not written for FSL students in particular, it provides them the opportunity to view authentic texts geared to their Francophone peers.

▤ *Example:* Students in a French 10–9Y class dealing with the subfield VISUAL ARTS access the reproductions of Canadian paintings found as a *Ressource Interactive* titled *La peinture au Canada* within *Historica, l'Encyclopédie canadienne*, which is found in the Online Reference Centre accessible on <http:www.LearnAlberta.ca>. The images can be used as the basis for a discussion related to the themes depicted or moods evoked by Canadian artists over time.

▤ *Example:* Students in a French 20–9Y class dealing with FADS AND FASHIONS search the topic *Création de Mode* in *Historica, l'Encyclopédie canadienne*, which is found in the Online Reference Centre accessible on <www.LearnAlberta.ca>. The article they will find lists a number of Canadian couturiers who have gained international recognition.

Teachers can also use the Internet to gather information related to language teaching and learning. Alberta Education provides a number of Web sites with documentation regarding the teaching and learning of languages. These include a site specifically related to FSL at <http://education.alberta.ca/francais/teachers/progres/compl/fsl.aspx>, as well as a site promoting the teaching and learning of second languages in Alberta at <http://education.alberta.ca/teachers/resources/ learnlang.aspx>.

COMMUNICATING VIA TECHNOLOGY

Language is learned so that people can communicate with each other. In the past, FSL teachers interested in facilitating communication between their students and students in partner classes in other regions or countries had their students prepare audio or video recordings of messages to be sent by mail. Today, teachers may continue to use these methods when communicating with students in locations without access to high-speed Internet. Where accessible, a number of technologies allow for much more immediate communication, either between individuals or among or between groups of people.

In the case of many distributed learning environments in which students are working at a distance, all or most classroom interactions will be facilitated through the use of a variety of technologies. In other contexts, some of the technologies mentioned briefly below can be used for specific recurring contacts or one-time communicative projects.

This section addresses technologies that can be used to facilitate communication between teachers and students, between students in separate classes, and between students in remote areas or countries. Alternate uses for these technologies, as well as other examples, can be found for almost any of the points made below. This section is not intended to be exhaustive, but rather illustrative of the variety of ways in which technology can promote and enhance the learning of French.

Communication from one to one

Various technologies can be used to support communication between individual people, including telephones, answering machines and voice mail systems.

Where access is available, e-mail can facilitate communication between and among students and teachers as well as parents. External applications, such as Sound Recorder or QuickTime Pro, allow for the creation of audio files that can be attached to e-mails, thus enabling language teachers and students to share spoken messages in French. When it comes to written messages, keyboard settings can be added or shortcuts can be used to allow for the use of French characters and accents, as illustrated in **Appendix W**.

Where its use does not contravene jurisdictional or school policies, instant messaging or text messaging allows people to interact with each other using text on-screen rather than the spoken word. This form of communication can help in the development of decoding skills.

However, linguistic accuracy is often neglected due to the inherent immediacy of communication this type of technology affords.

Communication from one to many

WEB SITES and BLOGS

Teachers who find it beneficial for their students to access course and lesson materials via the Internet, particularly those teachers working in a distributed learning environment, often post their lesson content to a dedicated space on the Internet.

Teachers who consider posting content to their own dedicated space may be interested in developing their ability to use Web design programs. Various programs exist and require varying degrees of specialized knowledge. By creating a personal Web site or a more simplified blog (weblog, or online journal), teachers can post information, links, assignments, instructions for special projects, notices for parents and more. Some school jurisdictions allow teachers to access server space and technical support in order to create their own Web sites on the jurisdiction's mainframe. Teachers are required to contact their jurisdictional technology representatives for further direction before implementing this type of communication with students and parents.

VIDEOCONFERENCING (VC)

Teachers teaching in a distributed setting may require video-conferencing technology and/or interactive whiteboards in order to connect to their students at another location. School jurisdictional staff can provide further information, guidance and support in these areas.

Students in the regular classroom setting can also benefit from this technology. Students can be linked within a jurisdiction or to another jurisdiction via videoconferencing suites to share information about themselves or to share class projects.

However, when using this form of technology, teachers need to consider that much preparation is needed beforehand. Reliable and viable French-language providers are available, often at a cost. It is important to obtain this kind of information before engaging the services of a VC provider.

It is also important to consider the following when planning a VC experience:
► What is the purpose of the videoconferencing experience?
► How does it relate to the outcomes of the program of studies?
► How will students be engaged with the guest speaker?
► What happens if the technology fails?
► What back-up plans need to be in place so that valuable class time is not lost?

These factors are key to an enjoyable and meaningful VC experience for both the teacher and the students.

PODCASTING

Podcasting allows teachers or other individuals to provide media files over the Internet for playback over a computer or a mobile device commonly used for playing music. This technology allows teachers and students to access language learning at any time and anywhere. The Canadian Association of Second Language Teachers (CASLT) provides information about podcasting on its Web site at <http://www.caslt.org/research/technology2.htm>.

Communication from many to many

A range of technologies exists to enable teachers to facilitate communication between their students and other students, or other individuals, at a distance. These include, but are not limited to, Web sites or blogs, a range of shared online spaces, as well as videoconferencing.

BLOGS

A blog (or weblog) allows one to post content on either an open or a restricted space. This means that the content can be viewed either by anyone with access to the Internet or by individuals who have been provided with a password in order to gain access to the space. Some teachers use blogs to post materials created by their students and to facilitate communication between partner classes. In such a case, access to the content is limited to the members of both partner classes. Alternatively, the blog may be used as a way for classes within a single school to communicate with each other.

📄 *Example:* A teacher sets up a blog for high school French classes. Pictures of student work and sound files of the oral contributions in class are regularly posted on the blog. Students use free recording software, such as Audacity, to record their voices and obtain feedback from their FSL classmates. The teacher verifies in advance that the planned project complies with the *Freedom of Information and Protection of Privacy Act* (FOIP), as well as with jurisdictional technology policies.

SECURE ONLINE COMMUNITIES

An emerging technology that is making it possible to hold discussions in private with a select group of participants is the provision of online communities. At the time of printing of this guide, one such example is called Wikispace; however, as this technology develops further, names and services of such online spaces may change rapidly. Language teachers interested in facilitating written communication between their students and the students in a partner class can use online communities to set up a group Web site that can be accessed by all parties. All participants are invited to post entries and images, as well as to comment on the postings of others.

Combined Web-based authoring, delivery and learner management tools such as Moodle, WebCT, Blackboard or Nicenet's Internet Classroom Assistant facilitate interaction among a number of people and are often used to offer online courses or various forms of professional development. These technologies are a primarily asynchronous form of communication, whereby participants can post text and audio files for their peers to access and respond to at a later time. However, these tools often include features that allow for synchronous communication as well (communication that occurs in real time), such as oral conversations and text messaging between participants linked with each other at the same time. Features such as a built-in, interactive whiteboard allow teachers and students to communicate with all participants who are able to speak, write and prepare visual representations in order to share and discuss as a group at the same time. This technology usually requires a fairly high bandwidth, along with a certain level of comfort with technology. Reasonable precautions must be taken to ensure that the safety and identity of the participants are not compromised. However, tools such as these facilitate the creation of virtual learning environments that allow for interaction, feedback and exchange of documents between and among students and teachers, in a way similar to learning in a face-to-face environment.

INTERACTIVE WHITEBOARDS

This classroom technology consists of a display panel that can function in many ways, including as an ordinary whiteboard, a projector screen or as a computer projector screen. Users can control the image by touching or writing on the panel. They can also write or draw on the surface, save the image to a computer, print it off or e-mail it to others. Clip-on whiteboard conversion kits, such as Mimio and eBeam, offer some of the same features. Students who cannot use a computer mouse often find they can work better if they have access to this technology.

TRANSMITTING VOICES OVER THE INTERNET

Transmitting live conversations over the Internet can be of special interest to language teachers as it is relatively inexpensive and easy to do. Applications such as Skype allow small groups of teachers and students to connect with each other or with other speakers of French who have an Internet connection, a microphone and sufficient bandwidth to carry on a conversation in real time. If the parties involved also have access to a digital camera, visual images of the speakers can be transmitted, but this is not a requirement. Because of differences in time zones, connecting with native speakers during school hours might not be possible; however, conversations between students within a school jurisdiction are possible.

VIDEOCONFERENCING

Whether through a state-of-the-art school studio or a personal desktop studio, the use of videoconferencing technology and the associated infrastructure to simulate face-to-face communication is expanding. Whether it is used to connect groups of learners with students in other

countries, to broadcast presentations or special events or as the primary means of conducting teacher and student interaction, videoconferencing offers a number of possibilities for language classes.

⊞ *Example:* A French 10–9Y teacher interested in facilitating a cultural exchange between students in his or her class and Francophone students in a partner class in another part of Canada investigates whether both classes can obtain access to a videoconferencing facility in order to exchange information on tourist attractions in their respective communities. In preparation, the two classes make use of other technologies and applications, such as e-mail, to share portraits of themselves and their interests with a partner in the other class. Students also prepare to share with the partner class brief oral descriptions, with accompanying visuals, of attractions in their community. Some multimedia presentations with embedded audio files are shared ahead of time; others are presented live. During the VC sessions, students from both schools present their projects, while those whose projects were viewed prior to the session can ask questions of the groups who did not present. After the VC session, each class writes a letter to another partner group indicating what they liked about the presentation and to ask further questions about the community.

CREATING COLLABORATIVE COMMUNITIES

In addition to the tools mentioned above, certain technologies support collaboration between learners in the same location as their peers or at a distance from them.

Technologies such as telephones, instant messaging and video-conferencing support interaction in real time among people who are not in the same place at the same time. Similar to a face-to-face speaking situation, the focus of the interchange is on sharing and comprehending key ideas and messages, rather than on the accuracy of linguistic details.

Applications and technologies that support asynchronous communication (communication that does not occur in real time and therefore has no immediacy) allow learners to reflect on and edit their messages before posting. The result is a more thoughtful, yet less spontaneous use of language. Issues of security, access, and file management might restrict the use of such applications to teaching situations in which technology-mediated communication is essential—that is, when students and teachers are not working in a face-to-face environment. However, as solutions to some of these barriers are found, teachers in some face-to-face settings are finding ways to integrate aspects of these technologies into their teaching or professional development practices as well.

Within a single classroom, students working on individual or group activities or tasks may use concept mapping tools such as Inspiration/ Kidspiration to help them organize their work conceptually. Results of group work can be projected digitally or by using an overhead projector so that students can share their results with classmates. Alternatively, by using some of the communication technologies mentioned above, results can be made accessible to peers in another location to allow

those students to contribute and, thus, collaborate jointly on a larger project.

Teachers to teachers

Technology provides teachers with a number of options when it comes to pooling their expertise or becoming part of a collaborative professional community. The following tools can be used to become part of or to build a professional learning community.

DISTRIBUTION LISTS

Teachers can begin by simply signing on to a distribution list to receive information from their choice of various organizations, institutions or publishing houses related to the teaching and learning of French, such as the *CASLT Digital Newsletter* or *La minute FLE.* Teachers provide their e-mail address in order to regularly receive updated information, such as teaching ideas, details regarding new resources or opportunities for professional development.

MAILING LISTS OR LISTSERVS

Whereas distribution lists only allow teachers to receive information, mailing lists or listservs also allow information to be posted. These lists are automated systems that allow a number of people to participate in online discussions. A copy of the e-mails subscribers send to the system is automatically forwarded to other subscribers to the list.

📄 *Example:* A teacher who wishes to communicate with other second-language teachers might consider subscribing to a mailing list hosted by a specialist council in order to receive information about upcoming professional development events, or to post and reply to questions that are then forwarded to all members of the list.

BLOGS, BULLETIN BOARDS OR DISCUSSION BOARDS

Blogs, bulletin boards, discussion boards and interactive message boards are examples of applications that allow participants to post messages for other participants to access asynchronously.

📄 *Example:* Four senior high FSL teachers living in different locations in the province meet at a professional development event. They decide to collaborate in the planning, development and sharing of activities for a unit on SHOPPING. One teacher sets up a blog and invites the other three as participants. When decisions need to be made, one teacher posts a suggestion as well as a response deadline date. If others have an alternative suggestion, they post their responses prior to the date. Once teachers have completed their design of an activity, they share it with the rest of the group by posting it to the blog. In addition to communicating asynchronously via the blog, the teachers might find it valuable to plan to speak together as a group using Internet voice transmission technologies and applications described earlier in this chapter.

ONLINE DISCUSSION GROUPS OR NEWSGROUPS

For teachers interested in communicating and sharing ideas, as well as possibly collaborating with colleagues, another resource is the many online discussion groups or newsgroups dedicated to language learning available on the Internet. Participants access these and post messages through a news reader, an application that can be downloaded for free or that is a feature of some common Internet applications such as Internet Explorer or Firefox.

ACCESSING CULTURAL KNOWLEDGE

Cultures are forever changing and evolving. Digital technology opens doors to access Francophone cultures, in particular, in the here and now. In the NINE-YEAR FRENCH AS A SECOND LANGUAGE PROGRAM OF STUDIES (GRADE 4 TO GRADE 12), a number of culture outcomes for grades 10 to 12 are identified that involve recognizing French language conventions in texts such as:
► calendars
► schedules
► clothing labels
► maps
► forms
► menus
► food product information
► neighbourhood signs
► magazine or newspaper articles or books
► informal letters and
► business letters.

These conventions include elements such as:
► titles and subtitles used in written texts; e.g., newspaper articles
► abbreviations for forms of address
► date and time notation
► spacing for numbers containing multiple digits
► abbreviations for cardinal points, streets, avenues
► appropriate conventions for writing addresses
► metric measurements
► abbreviations and spacing rules for Canadian and foreign currencies
► conventions and spacing rules for punctuation marks, and
► the use of Celsius in measuring temperature.

The culture outcomes also include an awareness of how French language accents and characters can be accessed on a computer keyboard, as well as the existence of French language Internet search engines.

Teachers can make use of French language resources delivered through media such as interactive CD-ROMs or Web sites to illustrate the

various cultural conventions mentioned above. By providing students with opportunities to use French language search engines and French keyboard shortcuts, teachers not only help students attain the cultural outcomes, but also infuse information and technology outcomes into their lessons.

CONCENTRATING ON SPECIFIC SKILLS

Students are expected to develop skills in listening and reading comprehension as well as in oral and written production. Additionally, students must develop knowledge of vocabulary and language concepts. Various software applications and assistive technologies can support learners as they develop this knowledge and these skills.

LISTENING COMPREHENSION

Some schools use classroom amplification systems, such as sound field systems, to support students with hearing impairments and to reduce teacher vocal fatigue. These systems allow teachers to speak in a normal tone of voice and ensure that all students can hear them clearly, regardless of where in the classroom the students are seated. Classroom amplification also benefits students with behavioural and attention difficulties, as well as students who are learning a second language. These systems enhance students' ability to perceive and understand language in almost all instances.

Cassettes, videos, DVDs and Web-based multimedia resources provide students with rich opportunities to develop listening comprehension skills and strategies. When listening to these audio materials, students can refer to teacher-created materials that provide support for comprehension. Teachers can develop a range of activities to promote the development of listening comprehension skills, a number of which are described in **Chapter 6**; only a few are included here to illustrate how a range of technologies may be employed to develop this skill.

▤ *Example:* As students listen to a recording of a news story, the teacher projects illustrations with an overhead projector or classroom data projector to accompany and support the ideas presented in the story.

▤ *Example:* Students are given a song with blanks for missing words. Before they hear the song, which is recorded as an MP3 file and is accessible to the students at any time, they attempt to fill in the blanks with what they anticipate they will hear. As they listen to the song the first time, they put a checkmark beside the words they were able to anticipate and they indicate at the bottom of the page the number of words they predicted correctly in the first listening. In subsequent listenings, students continue to fill in the missing words. At the end of the activity, students can be asked to reflect on any difficulties they may have encountered in carrying out the activity and to consider which listening and reading comprehension strategies they used to help fill in the missing words.

When watching audiovisual materials such as video clips, film excerpts, commercials, cartoons, and so on, language learners have the opportunity to gather meaning not only from the soundtrack but also from clues in the background, in the setting and from nonverbal communication (e.g., gestures, facial expressions). Using these kinds of materials, teachers can stop at any time to review or confirm understanding.

📄 *Example:* A teacher shows the class an excerpt from a movie clip with the audio turned off. Groups of students make suggestions and act out what they believe the conversation might have been; then the segment is replayed with the audio turned on. Students assess how close they were in guessing the content.

READING COMPREHENSION

There are a number of assistive technologies to support learners with reading comprehension. These include text-to-speech software and portable devices known as reading pens. These provide auditory support to students with reading difficulties or visual impairments while reading. Where available, these technologies may be used by the general class population for support with reading in French. They are described in further detail in **Appendix V**.

ORAL PRODUCTION

A number of existing and emerging technologies can be used in support of oral production. Web tools such as Sound Recorder allow teachers and students to record oral text and attach it to e-mails or embed it in multimedia presentations. In this way, students can share their oral message with others.

The ability to have pairs of students record themselves speaking and listening to their spoken interactions is invaluable when they are learning another language. Pairs of students may follow a skeleton model of a dialogue and, using available technologies (e.g., cassette recorders, voice recording features included in newer operating systems or mobile devices), they prepare audio recordings of these dialogues. The recordings can be reviewed in a conference with the teacher for the purpose of assessment *as* or *for* learning, or they can be shared with peers or parents as a demonstration of what students are able to do with the language.

Developments in voice recognition software will allow students to receive accurate and useful feedback on their pronunciation of isolated words and the use of specific expressions. At the time of publication, some software programs include a rudimentary indicator of pronunciation accuracy that may be of limited use. Whether or not a program provides feedback, however, students benefit from the ability to hear their own voices and to compare their pronunciation with a model, possibly in conjunction with one-on-one conferencing with their teacher.

WRITTEN PRODUCTION

Teachers and students can use word processing software to create and edit text in French. Most word processing programs include a French keyboard setting and features that allows users to type in French, as well as giving them the ability to type on an English keyboard using shortcuts for French accents. **Appendix W** provides some direction to teachers and students wishing to access French characters on a computer keyboard.

Assistive technologies that support learners engaged in written production can prove useful to all students, not just to those with special education needs. For example, the spell checking feature in many word processing programs was originally created for students who struggle with writing but is now commonly used by everyone. A French language spell checker can provide additional support to all learners of French, not only those with special needs.

Other assistive technologies, such as word prediction software or word processor functions that provide oral support as a student types, are outlined in **Appendix V**. Where available, these technologies may be used by the general class population for support with writing in French.

VOCABULARY DEVELOPMENT

Tools or programs such as Quia, Spellmaster and others that are accessible on the Web allow teachers and students to create learning activities ranging from crossword puzzles to quizzes, games and test banks. Simpler versions of these programs are often available free of charge with the option of purchasing the right to access more complex tools and features, such as the tracking of student results. (These programs are often used with the learning of discrete vocabulary items. Care must be taken to ensure that vocabulary is developed in the context of an authentic communicative situation.)

Teachers and students may be able to access applications such as spreadsheets that can also be used to support vocabulary learning.

📄 *Example:* Students in a French 10–9Y class are beginning work on the field of experience ACTIVITIES and, in particular, as it relates to communication and technology vocabulary. The teacher has shown them how to set up multiple sheets in a spreadsheet application, such as Microsoft Excel. Students enter each new vocabulary item in one column of the spreadsheet with a clip art graphic to illustrate the item in the second column. Students may decide to use the first sheet for words and expressions related to types of communication technologies. Over the course of the unit, as students encounter new vocabulary items, they enter them accordingly. From time to time, they alphabetize either column, print off a fresh copy of all the words they have gathered thus far and use this copy in various ways. Depending on the nature of the content, the context of the class and the needs of the students, other columns can be added for definitions and examples of sentences in which the words are used.

DEVELOPMENT OF LANGUAGE CONCEPTS

The ability to project visual supports when presenting students with new linguistic structures or new information is crucial for the teaching of languages. Teachers may find it useful to have a projection device, such as an overhead projector and/or classroom data projector, when illustrating or having students examine various French language concepts.

Teachers often make and display transparencies showing class notes or new structures. Where possible, the use of colour helps learners differentiate between categories of content such as masculine and feminine nouns in French. Slides or transparencies presented in previous classes can be used again as a basis for review activities.

When planning for whole-class guided activities, teachers may choose to project common board games, such as Battleship or *Les X et les O*, that have been modified for use with particular linguistic structures. Some of the activities described in **Appendix S** can lend themselves to projection by means of either a multimedia projector or an overhead projector.

MEANINGFUL PRACTICE IN AUTHENTIC CONTEXTS

The various technologies described in this chapter, particularly in the section on communication, can be implemented as a part of the classroom activities and tasks that teachers plan for their students. Students can simulate interviews, telephone calls and a number of other interchanges while following dialogue outlines based on the language structures being learned in class.

Depending on available technologies, teachers can plan activities and tasks in any number of ways to provide meaningful practice opportunities for their students. **Appendix X** illustrates a number of variations on a single task, each using different available technologies.

CREATING TEXTS OF ALL TYPES

The expanding array of technologies is particularly useful in FSL classes, where both teachers and students are involved in a range of text creation tasks; teachers plan for their students' learning and students create various text types as they develop skills in oral and written production.

FSL teachers may choose desktop publishing programs, multimedia presentation tools or other software to create posters, transparencies, board games, certificates, handouts and worksheets; or to create other materials including models of authentic text types such as menus, tickets and advertisements. Teachers may illustrate and post the necessary linguistic structures, including the classroom expressions found in **Appendix D**, that students will use as they carry out various activities and tasks.

Students can also use available tools and applications to create a range of document types as they develop and apply their French language skills.

▤ *Example:* Students in a French 10–9Y FSL class prepare travel itineraries using free clip art and a simple desktop publishing program. The teacher ensures that students learn to reference correctly the source of all of the images they use.

Multimedia presentation tools, such as Powerpoint and Director, allow students to prepare presentations and other types of documents that they can then share with their classmates or a wider audience using communication technologies. The amount of text that students in grades 10 to 12 enter for such presentations should be limited as students need to be able to "talk" to the slides and not read the content verbatim. The ability to personalize their presentations by adding images from free clip art collections and citing the sources should be encouraged. Presentation tools can also be used by students when designing the layout of certain text forms, such as posters or brochures.

As teachers and students make use of content found on the Internet, including images and graphics, it is important to ensure that the provisions of the *Copyright Act* are followed and that sources are correctly referenced. Jurisdictional technology coordinators or other jurisdictional staff working with ICT integration can advise teachers as to local policies on the use of image collections and Web sites in student or teacher work.

District staff may also be able to provide support to teachers who want to learn more about the integration of technologies in their teaching.

▤ *Example:* An FSL teacher consults with district staff to seek advice as to how students can use an external sound recording application, such as Sound Recorder or QuickTime Pro, to record themselves or others and how to attach the recorded files to e-mails or link them to other documents.

▤ *Example:* A teacher learns that recent applications contain tools for inserting links to different files—such as sound, text and image files—in a single document. The ability to add these hyperlinks to documents they have created enhances student projects and provides a context for their developing production skills.

Allowing students to take still photographs or make videos of their projects or interactions in the classroom and to view or post these in the context of a classroom activity can help build student motivation and provide them with opportunities to develop their oral production and listening comprehension skills. *Freedom of Information and Protection of Privacy Act* (FOIP) guidelines need to be observed when showing images or videos of students outside of the classroom. Teachers may consult with their jurisdiction's FOIP contact for jurisdictional FOIP policies. For more information on this matter, access the FOIP Web site at <http://foip.gov.ab.ca>.

The ability to scan print images such as student drawings, charts or other items and manipulate them in documents has helped teachers customize and personalize their lesson materials. However, in keeping

with copyright law, the source for the scanned or photocopied pictures, including appropriate permissions, needs to be cited by the user.

- 📄 *Example:* Students in a French 20–9Y class working with the subfield of experience FADS AND FASHIONS decide to develop a slide presentation of fads and fashions for a certain era. The students prepare descriptions of the fads and fashions of the selected time frame. They use the Internet to seek out copyright-free photographs or use their own scanned drawings to illustrate their information. Using a slide program, such as Powerpoint, the students prepare the slides and then record, in an MP3 file, the audio track that will accompany each slide; they then embed the audio track into the presentation. The students could then attach the presentation to an e-mail file and send it to another group for a test run and preview. Using an assessment *for* learning form, students could also provide feedback to their peers.

EXPANDING CRITICAL THINKING SKILLS

Students who use information and communication technologies while developing their language skills benefit from the opportunity to communicate, inquire, make decisions and solve problems while learning French.

Concept mapping tools, such as Inspiration, allow students to categorize concepts graphically and to express thoughts visually. These tools can be used by individual students or in small group or whole class settings in a language class. Examples of graphic organizers can be found in **Appendix S**.

- 📄 *Example:* Before starting a project related to the ROLE OF THE MEDIA, a French 30–9Y FSL teacher uses a digital graphic organizer to guide students as they list questions they might ask to gather information about the media. For example, they might ask, *Quels sont les différents médias disponibles? Lesquels de ces médias sont les plus accédés par les jeunes? Quel est le rôle des médias électroniques? Quels médias ont la plus grande influence sur les jeunes, les adultes, les personnes âgées?* Over a period of classes, as the students find answers to these questions, the web is revisited and information is added in order to provide students with a completed concept map that they can display and share as evidence of learning.

Applications for producing spreadsheets and databases, such as Access and Excel, tend to be associated with math and science classes rather than a language course. Language teachers, however, are finding ways to include them in their repertoire of language learning activities as well. For example, students can use spreadsheets for data-gathering activities such as surveys.

- 📄 *Example:* A French 10–9Y class has just completed a survey of students' shopping habits. Pairs of students enter and sort various pieces of data gleaned from the survey in order to generate and discuss results, such as *Chaque mois, 14 élèves sur 20 dépensent tout l'argent qu'ils ont gagné. Six sur 20 épargnent au moins la moitié de*

leur salaire. / *Soixante-dix pour cent des élèves dépensent leur argent tout de suite. L'autre trente pour cent en épargne une certaine quantité.*

EXPLORING VIRTUAL REALITIES

Students used to playing computer games are familiar with simulations and virtual realities. Research and development of virtual realities for use in language learning is in its early stages. With time, opportunities to explore and make use of this emerging technology may enhance or otherwise impact language learning.

Chat rooms provide another form of virtual reality for many students in their activities outside the classroom. When precautions are taken to ensure that chat rooms are secure and private, and when the learning activities that are carried out via chat are well-designed, chat rooms can be a valuable learning tool for language students. They can allow teachers and students to engage in a virtual, synchronous exchange of textual, visual and auditory information as they develop their skills in French.

Note: Prior to embarking on any projects involving this technology, teachers need to check with their jurisdictional technology coordinators whether or not the use of chat rooms for instructional purposes is supported in the school jurisdiction.

📄 *Example:* Students are at computer stations in the school or at home. The teacher has provided different information to different students; e.g., each student has a new identity and personal information related to this identity. Using questions learned in class, the students are asked to find out about others who are visiting the same chat room they are in. Once students are familiar with this type of activity, more complex activities such as jigsaws can be attempted. This type of activity involves groups of three or more students. Each student is seen as an expert on one aspect of a topic and each student gathers and shares information with others.

CUSTOMIZING FOR INDIVIDUAL DIFFERENCES

The use of technology allows teachers to meet the needs of individual learners. For example, teachers may find that by incorporating visuals into specific lessons, they can present some concepts more clearly, especially to visual learners.

By using an external application to create audio files of explanations for various points in the lesson and then linking corresponding slides to the audio files, teachers can make entire lesson presentations available to students who were not present when a lesson was shared in class. Conversely, if the teacher is absent and a substitute replaces him or her, the class presentation can still be made with no time lost as students are able to continue with their learning. Presentations can be saved, modified and reused at a later time.

Teachers and students may need to make adjustments to text font and size, as well as text and background colour, to assist with visual perception. Many computer systems allow for such changes. Teachers

who are providing texts such as worksheets or activity sheets for their students may easily make a large print version for students who require this type of accommodation.

Appendix V provides further information on a number of assistive technologies that may help teachers provide for individual differences in the classroom.

ACCESSING "JUST-IN-TIME" SUPPORT

Most current software programs come with a number of built-in tools such as a dictionary, spell check and grammar check features, which allow students to access support with specific words and structures as they are creating texts in French.

While some students may wish to use online translators, they should be made aware of the pitfalls of this type of resource and shown how they can access more reliable assistance by using bilingual dictionaries.

Auditory learners may benefit from the ability to hear their written drafts being read aloud as they are writing. The assistive technologies listed in **Appendix V** include tools that can make writing audible, as well as others that could be accessed by all students as particular needs arise.

RECEIVING FEEDBACK ON PROGRESS

Teachers can use applications such as word processing programs and marksheet programs to plan for and keep track of student progress. Some software programs or online tools, such as Quia, keep track of the numbers of correct answers provided by students as they carry out particular activities. This form of immediate feedback can be valuable for some learners for the purpose of assessment *as* learning. However, it is not intended as the sole basis upon which student progress is assessed.

More recently, technologies have enabled students to post examples of their best work, as well as their reflective journals, in electronic portfolios of their own. These can then be assessed in the same way as hard-copy porfolios.

Teacher reflections

As teachers make decisions about the use of technologies in their French classrooms, they may consider questions such as these:

► Do I understand the different types of technologies available to me and my students and do I know how they can be used to enhance or motivate my students?

► Am I choosing a particular technology because it will enhance and/or facilitate learning for my students?

► Am I using the appropriate type of technology for what my students need to do?

► Am I using technology as a quick fix, add-on or afterthought or am I planning its use and integration in a purposeful manner?

► Am I harnessing the capacity of technology to allow students to play a greater role in their learning and use of French?

In summary

Technology opens up a range of opportunities for students and teachers both inside and outside the FSL classroom. The many features available in information and communication technologies, as well as in diverse assistive technologies, provide a vehicle for the development of many components of the FSL program of studies. When planning for the meaningful integration of technologies in the language class, teachers are encouraged to reflect on ways they can use these technologies to enhance their students' learning.

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Appendices

Comparison of FSL Programs of Study: 1991 and 2004

French as a Second Language Program of Studies Beginning Level
(ECS–Grade 12) 1991 and French as a Second Language
Nine-year Program of Studies (Grade 4 to Grade 12) 2004

Similarities
– both are based on the premise that students learn to communicate by communicating; i.e.; the communicative–experiential approach.[1]
– both are based on a multidimensional approach[2]; i.e., are based on four dimensions or components: experience–communication; language; culture; language learning strategies called General Language Education in 1991.
– both contain fields of experience drawn from five areas of the students' relationship with their environment.

Differences	1991 Program of Studies	2004 Program of Studies
Program	• not grade-specific. With the use of proficiency level indicators (Beginning 1, 2, 3, Intermediate 4, 5, 6, Advanced 7, 8, 9) was intended for adaptation to different grade levels, depending on local needs and programming.	• grade-specific. Determines outcomes by grade rather than proficiency levels.
Learner Outcomes	• are global, general and specific. • are defined by developmental stages: beginning, intermediate and advanced, with three levels of competency in each stage.	• are general and specific. • are defined by grade level and are linked to general outcomes. Specific outcomes are clearly defined at each grade level. • include information and communication technology outcomes.
Content of Components	• Language component requires students to understand and use the linguistic code to fulfill communicative intents in a variety of situations. • Culture component involves identifying concrete facts about the presence of Francophone individuals.	• Language component is divided into Knowledge of Language Concepts; Knowledge of Vocabulary; Application of Vocabulary; and Language Concepts. • Culture component is more detailed and includes prescribed sociolinguistic elements.

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[1] The communicative–experiential approach to language learning arose out of recommendations of the *National Core French Study* which was commissioned by the Canadian Association of Second Language Teachers to study the following question: If students learn to communicate by communicating, how can we maximize opportunities for communication in the classroom and what then is the role for explicit language teaching?

[2] The multidimensional approach comprises the four components reflected in this program of studies and arose out of the findings of the National Core French Study. Since the results of the study were published in 1990, the multidimensional approach has been incorporated into FSL programs of study across Canada.

	• For each level, five fields of experience are identified around which students are expected to engage in language experiences. • General language education component promotes an awareness of the nature of learning; develops cognitive, socioaffective and metacognitive processes.	• Fields of experience are prescribed for each grade. Subfields are added to each field of experience to ensure consistency of communicative activities and program articulation. Some fields and subfields relate language learning to other subject areas. • Language learning strategies component is expanded to meet the needs of different learners.

Fields and Subfields of Experience by Grade (4 to 12)

Grade 4

1. **My Classroom**
   classroom interactions
   people in the classroom
   school and classroom supplies
   classroom furniture
   arithmetic operations
   shapes

2. **Who Am I?**
   my age/my birthday
   my physical traits
   my personality traits
   my likes and dislikes

3. **My Immediate Family**
   my immediate family members
   their age/birthday
   their physical traits
   their personality traits
   their likes and dislikes
   family pets

4. **Calendar and Weather***
   days of the week
   months of the year
   seasons
   statutory holidays in Canada
   weather expressions
   seasonal weather

5. **Alberta Winter Celebrations**
   location and date
   symbols and activities

Four Holidays and Celebrations*
   greetings, symbols and colours
     associated with four holidays and
     celebrations
       L'Halloween
       La Saint-Valentin
       La Saint-Patrick
       La fête des Mères
       La fête des Pères

And other areas of interest

Grade 5

1. **My Elementary School**
   classroom timetable
   school personnel
   areas inside and outside the
     school
   healthy school snacks
   arithmetic operations

2. **Our Friends – The Animals**
   common farm animals
   common wild animals
   physical traits of animals
   animal habitats

3. **Clothes**
   seasonal clothes
   clothing preferences
   clothes for different occasions

4. **My Home**
   types of dwellings
   rooms in my home
   structure of a room
   my room

5. **Le Festival du Voyageur**
   location and date
   symbols and activities

Four Holidays and Celebrations*
   greetings, symbols and colours
     associated with the four holidays
     and celebrations
       Noël
       Le jour de l'An
       La fête des Rois
       Pâques

And other areas of interest

Grade 6

1. **My Health and Well-being**
   healthy eating
   expression of feelings and
     emotions
   feeling well/feeling ill
   seasonal sports and physical
     activities

2. **My Neighbourhood**
   neighbourhood buildings
   people in the neighbourhood
   neighbourhood plan
   neighbourhood transportation

3. **Alberta – My Province**
   location
   landscapes
   common wild animals
   communities and their festivals
   its riches

4. **The Environment**
   natural environments and habitats
   dangers to the environment
   endangered animals
   protection of the environment

5. **Le Carnaval de Québec**
   location and date
   symbols and activities

Four Holidays and Celebrations*
   greetings, symbols and colours
     associated with the four holidays
     and celebration
       L'Action de grâces
       Le jour du Souvenir
       La Sainte-Catherine
       La fête du Canada

And other areas of interest

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* Holidays and celebrations have been identified for each grade from 4 to 9 and are based on holidays historically celebrated by Francophones in Canada. This list is not meant to be exclusive. Discussions of holidays and celebrations in the classroom should continue to reflect and respect the diversity of the students within the classroom as well as within the Francophone world.

Grade 7

1. School
school supplies
school calendar
school plan
school personnel
school subjects
school activities

2. People around Me
classmates
friends
family

3. Weather
weather conditions
climate
Canada's weather
weather folklore/weather
  proverbs

Four Holidays and Celebrations[*]
origins of four holidays and
  celebrations
traditions associated with four
  holidays and celebrations
   L'Halloween
   La Saint-Valentin
   La Saint-Patrick
   La fête des Mères
   La fête des Pères

And other areas of interest

Grade 8

1. Animals
choice of pets
pet care
animal families
wild animals
animals in zoos
animal adoption

2. Clothing
clothing choices
clothing design
clothing care

3. Food
food and nutrition
food preparation
ethnic cuisine
cuisine of the Francophone world
food and celebrations

Four Holidays and Celebrations[*]
origins of the four holidays and
  celebrations
traditions associated with the four
  holidays and celebrations
   Noël
   Le jour de l'An
   La fête des Rois
   Pâques

And other areas of interest

Grade 9

1. Sports and Exercise
venues, clothing and equipment
physical and mental traits of
  athletes
sporting events
injuries and injury prevention
physical activity and healthy
  lifestyles

2. Housing
housing designs
housing plans
home décor
home leisure activities
household chores

3. Community
country life and city life
urban and rural communities
community businesses and
  services
community clubs and associations
community events and festivities
French-Canadian communities

Four Holidays and Celebrations[*]
origins of four holidays and
  celebrations
traditions associated with four
  holidays and celebrations
   Noël
   Le jour de l'An
   La fête des Rois
   La fête nationale du Québec
   Other Francophone holidays and
    celebrations

And other areas of interest

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[*] Holidays and celebrations have been identified for each grade from 4 to 9 and are based on holidays historically celebrated by Francophones in Canada. This list is not meant to be exclusive. Discussions of holidays and celebrations in the classroom should continue to reflect and respect the diversity of the students within the classroom as well as within the Francophone world.

French 10–9Y (Grade 10)	French 20–9Y (Grade 11)	French 30–9Y (Grade 12)
1. Activities daily social cultural physical	**1. Senses and Feelings** exploration of feelings and emotions exploration of the senses	**1. World of Work** employability skills job market
2. Shopping for goods and services shopping advice shopping habits	**2. Close Friends** friendship social life conflict resolution	**2. Travel and Tourism** tourist information travel advice Francophone destinations
3. Vacations Canadian and other travel destinations vacation planning travellers' health and safety	**3. Fads and Fashions** past and present careers in fashion	**3. Role of the Media** radio television newspapers advertising
4. Fine Arts visual arts performing arts literary arts	**4. Consumerism** consumer choices consumer rights and responsibilities	**4. Conservation and the Environment (optional)** issues problems solutions
5. Safety (optional) vehicle safety personal safety	**5. Outdoor Life (optional)** survival skills outdoor experiences	
And other areas of interest	**And other areas of interest**	**And other areas of interest**

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Summary Charts for Use with the Communication and Language Components

The two charts that follow are intended to represent the two components of the program of studies in different ways. The first chart allows for an understanding of the language functions prescribed in the program of studies and how they can be categorized and made more specific to suit different communicative situations. The second chart provides a global overview of when language concepts are introduced and reintegrated in Grade 7 through to Grade 12. The charts can provide teachers with another way of looking at the program of studies, both for planning instructional activities and tasks and to serve as check points for assessment *for* and *of* learning.

CORRELATION OF LANGUAGE FUNCTIONS WITH PROGRAM OF STUDIES OUTCOMES CHART

In the program of studies, the language functions are identified under the Oral and Written Production skills of the Experience–Communication component. Within the fields and subfields of experience, these language functions are accessed and fulfilled when oral and written messages are understood and produced.

The language functions identified in the program of studies can be redefined in terms of *Categories of Functions*. The *Categories of Functions* are as follows:

PERSONAL FUNCTIONS = language used to express personal thoughts, needs, emotions, perspectives and beliefs

INTERPERSONAL FUNCTIONS = language used to socialize; i.e., to form, maintain, sustain and change interpersonal relations

REFERENTIAL FUNCTIONS = language used to seek, gather, process and impart information

DIRECTIVE FUNCTIONS = language used to direct, influence and manage one's or others' actions (sometimes stated as "to get things done")

IMAGINATIVE FUNCTIONS = language used for creative purposes to entertain and for personal enjoyment.

Within each category, there are *Specific Communicative Acts*—statements that identify the types of language actions that occur. Teachers can use these specific statements to form the basis of communicative activities or tasks that can be carried out in the classroom. Although these statements have not been identified as such in the program of studies, they serve to support the development of the production skills in a manner more explicit than that given in the program of studies.

While many of the same language functions appear at all grade levels in the program of studies, other language functions appear only at the higher grade levels. The gradual insertion of more and varied language functions allows for a solid development of increasingly sophisticated and complex language structures that enable students to understand and communicate sustained and varied messages.

As students move through the grades, they will add more specific communicative acts to their repertoire. Although certain communicative acts appear to be more simplistic than others, such as "to indicate preferences," the acts can in fact require the use of advanced language structures in order to express one's ideas. For example, *J'aime Paris et Londres.* vs. *J'aime Paris et Londres comme villes.* vs. *J'aime mieux*

Paris que Londres parce que Paris est connue comme la ville des lumières. Adding more detailed language structures to the latter sentence adds complexity. These complex structures require more time to develop and are dependent on mastery of certain other structures before the complex structures can be taught and acquired.

The correlation chart, then, takes the language functions identified in the program of studies and aligns them with the categories and specific communicative act statements. This chart may assist junior high teachers in making the general and specific communication outcomes of the Nine-year FSL Program of Studies more explicit when they plan and deliver instruction and assess students' language abilities.

KNOWLEDGE AND APPLICATION OF LANGUAGE CONCEPTS GRADE 7–12 CHART

The Language Concept chart articulates the access points for different language concepts that students will need in order to communicate messages related to the various language functions. The chart groups similar linguistic elements together, so that at a glance teachers can see when an element is introduced, or reintroduced in the case of elements that were first presented in the elementary grades. The chart also shows when more sophisticated language elements are introduced at the higher grades. The point at which these elements are introduced does not preclude, however, students being given access to these linguistic elements earlier. Rather, the chart indicates clearly when students are expected to be able to understand and use independently and with some degree of consistency the identified linguistic element at a particular grade level or in a particular course.

USING THE CHARTS TOGETHER FOR PLANNING AND ASSESSMENT PURPOSES

The language functions and language concept charts can work together to facilitate planning and assessment. From the charts, it may appear as if only the production skills are present, but it is understood that students will demonstrate understanding of language functions and language concepts before they are able to produce them on their own.

The following example illustrates how the two charts could be used. A Grade 7 teacher is preparing a unit on the field of experience PEOPLE AROUND US and the subfield FRIENDS. Using the language functions chart, the teacher notices that the outcome "to describe" (a Grade 7 language function from the program of studies) can be defined more specifically to include a description of people, places or things. The teacher envisions the end assessment task as being a description of a friend and begins to list the language concepts that students will require in order to understand and be able TO DESCRIBE A FRIEND. These linguistic elements could include the personal subject pronouns *il* or *elle*, the appropriate form of the verb *être* in the present tense, adjectives (descriptive vocabulary), the concept of adjectival agreement, the concept of word order and the concept of simple or compound sentences using a cohesion marker such as *et*. The teacher can now use the language concept chart to verify that these elements were taught in the elementary grades or that they need to be introduced in Grade 7. This information can also serve to ascertain the types of learning activities that need to take place and the assessment instrument(s) required to demonstrate language growth.

As students progress into high school, the same language function can be accessed through the field of experience CLOSE FRIENDS. This time the student is asked TO DESCRIBE A JUNIOR HIGH SCHOOL FRIEND, THEN AND NOW. Once again, the teacher will determine the language concepts required to carry out the task, noting this time that students will need knowledge of the past tense (in this case *l'imparfait*). Checking the chart, it can be confirmed that *l'imparfait* is in fact taught in the French 20–9Y course and that the students should be able to carry out the task once the concept has been taught and practised.

The above example shows how both charts can be used and how the same language function can be accessed and fulfilled at two different levels of language development.

CORRELATION OF LANGUAGE FUNCTIONS WITH PROGRAM OF STUDIES OUTCOMES

PROGRAM OF STUDIES COMMUNICATIVE OUTCOMES	CATEGORY OF FUNCTIONS	SPECIFIC COMMUNICATIVE ACTS
To name	**REFERENTIAL FUNCTION** ▪ providing information	▪ naming people, places, emotions, feelings or things
	IMAGINATIVE FUNCTION ▪ generating new ideas, solutions	▪ creating a new name for people, places or things
To list	**REFERENTIAL FUNCTION** ▪ processing information	▪ enumerating people, places, emotions, feelings or things ▪ indicating a sequence of events ▪ classifying words, ideas
	IMAGINATIVE FUNCTION ▪ generating new ideas, solutions	▪ generating a series of ideas
To encourage	**PERSONAL FUNCTION** ▪ encouraging oneself	▪ encouraging oneself to say or do something
	INTERPERSONAL FUNCTION ▪ sustaining relations with others	▪ giving someone encouragement
	DIRECTIVE FUNCTION ▪ suggesting an action	▪ encouraging someone to say or do something
To ask questions	**REFERENTIAL FUNCTION** ▪ seeking information ▪ recalling information	▪ requesting information about people, places, things, time, dates and events ▪ asking for a definition ▪ asking for an explanation ▪ asking whether one knows or does not know someone or something ▪ asking if someone has remembered or forgotten someone or something
	INTERPERSONAL FUNCTION ▪ establishing common ground with others	▪ asking about others' well-being ▪ asking about others' needs ▪ asking about others' likes, dislikes, preferences, wants, desires and opinions ▪ asking about others' feelings, emotions and values

PROGRAM OF STUDIES COMMUNICATIVE OUTCOMES	CATEGORY OF FUNCTIONS	SPECIFIC COMMUNICATIVE ACTS
To ask questions	**DIRECTIVE FUNCTION** ▪ requesting an action	▪ asking for help ▪ asking for directions or instructions ▪ asking for suggestions ▪ asking for advice
	▪ suggesting an action	▪ asking someone to do something
	▪ dealing with permission	▪ seeking or requesting permission
	▪ dealing with obligations and expectations	▪ inquiring whether others have permission to do something ▪ asking whether one is obligated or not obligated to do something
	▪ repairing communication	▪ asking for confirmation of understanding ▪ asking for clarification ▪ asking for repetition of all or of a portion of what was said ▪ asking to have something spelled out ▪ asking to have something written down ▪ asking for someone to speak more slowly
To answer questions	**REFERENTIAL FUNCTION** ▪ providing information	▪ providing information about people, places, things, time dates and events ▪ providing a definition ▪ providing an explanation ▪ providing a translation for something ▪ indicating whether one knows or does not know something
	▪ recalling information	▪ indicating if someone remembers or forgets someone or something
To give commands	**DIRECTIVE FUNCTION** ▪ demanding an action	▪ issuing a command to someone ▪ forbidding someone to do something
To give directions	**DIRECTIVE FUNCTION** ▪ suggesting an action	▪ providing someone directions
To give instructions	**DIRECTIVE FUNCTION** ▪ suggesting an action	▪ providing someone instructions

PROGRAM OF STUDIES COMMUNICATIVE OUTCOMES	CATEGORY OF FUNCTIONS	SPECIFIC COMMUNICATIVE ACTS
To give advice	**DIRECTIVE FUNCTION** ▪ suggesting an action	▪ giving someone advice
To express needs	**PERSONAL FUNCTION** ▪ expressing basic or personal needs	▪ expressing a physical state of being ▪ expressing a need for food, water, sleep ▪ expressing a need for someone or something
	INTERPERSONAL FUNCTION ▪ expressing basic or personal needs	▪ expressing someone else's physical state of being ▪ expressing someone else's need for food, water, sleep ▪ expressing someone else's need for someone or something
To express desires	**PERSONAL FUNCTION** ▪ expressing basic or personal needs	▪ expressing a want or a desire
To express wishes	**INTERPERSONAL FUNCTION** ▪ sustaining relations with others	▪ expressing concern for another's well-being ▪ congratulating someone ▪ expressing and/or acknowledging gratitude ▪ expressing well wishes
To indicate preferences	**PERSONAL FUNCTION** ▪ expressing personal preferences	▪ expressing a liking for something or someone ▪ expressing a dislike for something or someone ▪ expressing a preference for someone or something
	INTERPERSONAL FUNCTION ▪ expressing the preferences of someone else	▪ expressing someone's liking for something or someone ▪ expressing someone's dislike for something or someone ▪ expressing someone's preference for something
To express an opinion or judgement	**PERSONAL FUNCTION** ▪ expressing an opinion or judgement	▪ expressing a personal opinion, value or belief
	INTERPERSONAL FUNCTION ▪ expressing an opinion or judgement	▪ expressing the opinion, values or beliefs of someone else
	IMAGINATIVE FUNCTION ▪ generating new ideas, solutions	▪ predicting the opinion, values or beliefs of others

PROGRAM OF STUDIES COMMUNICATIVE OUTCOMES	CATEGORY OF FUNCTIONS	SPECIFIC COMMUNICATIVE ACTS
To express a condition	**PERSONAL FUNCTION** ▪ expression a condition	▪ stating an if–then situation related to oneself
	INTERPERSONAL FUNCTION ▪ expressing a condition	▪ stating an if–then situation of someone else
	REFERENTIAL FUNCTION ▪ providing information	▪ stating an if–then situation related to someone or something
	IMAGINATIVE FUNCTION ▪ creating new text	▪ imagining an if–then situation for oneself, someone else or something else
To make comparisons	**PERSONAL FUNCTION** ▪ making a comparison	▪ comparing oneself with someone else or something else
	INTERPERSONAL FUNCTION ▪ making a comparison	▪ comparing someone else with another person
	REFERENTIAL FUNCTION ▪ making a comparison	▪ comparing one thing with another thing
	DIRECTIVE FUNCTION ▪ demanding an action	▪ forbidding someone to compare him or herself with another person ▪ forbidding someone to compare one person with another person
To make suggestions	**DIRECTIVE FUNCTION** ▪ suggesting an action	▪ providing suggestions
	IMAGINATIVE FUNCTION ▪ generating new ideas with solutions	▪ suggesting possible solutions
To describe	**REFERENTIAL FUNCTION** ▪ providing information ▪ processing information	▪ describing oneself, someone, something or an event ▪ describing one's feelings ▪ describing one's emotions ▪ providing a summary
	IMAGINATIVE FUNCTION ▪ generating new ideas, solutions ▪ developing new texts, ideas, solutions	▪ describing an image or a visualization of someone or something ▪ creating personal texts

PROGRAM OF STUDIES COMMUNICATIVE OUTCOMES	CATEGORY OF FUNCTIONS	SPECIFIC COMMUNICATIVE ACTS
To explain	**REFERENTIAL FUNCTION** ▪ providing information	▪ giving a reason for something ▪ explaining something ▪ reporting factual information
To narrate	**PERSONAL FUNCTION** ▪ narrating	▪ narrating a personal event
	REFERENTIAL FUNCTION ▪ providing information ▪ processing information	▪ reporting factual information ▪ indicating a series of events
	IMAGINATIVE FUNCTION ▪ responding to creative ideas or texts	▪ retelling a story in one's own words
To hypothesize	**PERSONAL FUNCTION** ▪ hypothesizing	▪ making hypotheses about one's future
	INTERPERSONAL FUNCTION ▪ hypothesizing	▪ making hypotheses about someone else's future
	IMAGINATIVE FUNCTION ▪ generating new ideas, solutions ▪ responding to creative ideas or texts	▪ making predictions about something or an event ▪ describing or visualizing something new ▪ predicting the outcome of an event or a story
To issue invitations	**INTERPERSONAL FUNCTION** ▪ sustaining relations with others	▪ inviting someone to go somewhere or to do something
	DIRECTIVE FUNCTION ▪ suggestion an action	▪ inviting someone to do something
To convince	**DIRECTIVE FUNCTION** ▪ suggesting an action	▪ convincing someone to say or do something
To complain	**PERSONAL FUNCTION** ▪ expressing dissatisfaction	▪ expressing personal dissatisfaction with someone or something
	REFERENTIAL FUNCTION ▪ providing information	▪ expressing the dissatisfaction of someone about something

KNOWLEDGE AND APPLICATION OF LANGUAGE CONCEPTS GRADE 7–12 CHART

Note: In grades 4 to 6, students were introduced to the concepts of nouns, gender, number, definite and indefinite articles, possession, possessive adjectives, adjectives, adjectival agreements, prepositions, the use of the infinitive in identifying verbs, personal subject pronouns, verbs, conjugation of regular –er verbs in the present tense, regular and irregular verbs, negation, the interrogative, the sound–symbol system, pronunciation, word order at the phrase level and the construction of simple sentences. Students continue to develop their knowledge and application of these language concepts in grades 7 to 12.

This chart represents when the concept is introduced/reintroduced and assessed. The grey arrow indicates that the language concept continues to be developed and assessed as students move toward independent and accurate use.

LANGUAGE CONCEPTS					
Grade 7	**Grade 8**	**Grade 9**	**French 10-9Y (Grade 10)**	**French 20-9Y (Grade 11)**	**French 30-9Y (Grade 12)**
Articles, determiners, nouns (variations of, agreement with gender and number)*					
Contractions with *à* and *de* + definite articles and prepositions					
	Partitive article *du, de la, de l', des*				
	Exclamatory adjectives: *quel*, *quelle*, *quels*, *quelles* (e.g., *Quelle belle jupe!*)				
	Demonstrative adjectives: *ce*, *cet*, *cette*, *ces*				
Possessive adjectives *mon*, *ma*, *mes*, *ton*, *ta*, *tes*, *son*, *sa*, *ses**					

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	**Grade 8**	**Grade 9**	**French 10-9Y (Grade 10)**	**French 20-9Y (Grade 11)**	**French 30-9Y (Grade 12)**
	Possessive adjectives *notre*, *nos*, *votre*, *vos*, *leur*, *leurs*	→→			
Adjectives and adjectival agreement	→→				
				Comparative of adjectives (e.g., *Ce jean est aussi cher que ce pantalon.*)	→
				Superlative of adjectives (e.g., *Ce jean délavé avec les poches en arrière déchirées est le plus beau.*)	→
	Adverbs of manner, time, quantity and intensity and adverbial expressions	→			
			Adverbs of affirmation and doubt	→	
	Adverbs and adverbial expressions of negation	→			
		Formation of adverbs from adjectives (e.g., *normale* + *ment* = *normalement*)	→		
				Comparative of adverbs (e.g., *Ce parfum sent aussi fort que cet eau de toilette.*)	→
				Superlative of adverbs (e.g., *Ce parfum sent le plus fort.*)	→

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

					LANGUAGE CONCEPTS				

Grade 7	Grade 8	Grade 9	French 10-9Y (Grade 10)	French 20-9Y (Grade 11)	French 30-9Y (Grade 12)
Personal subject pronouns*					⟶
				Emphatic pronouns *moi*, *toi*, *lui*, *elle*, *nous*, *vous*, *eux*, *elles*	⟶
				Direct object pronouns with present tense *le*, *la*, *les*	⟶
					Direct object pronouns, with all prescribed tenses, including agreement with *avoir* when used in *passé composé*
				Indirect object pronouns *lui*, *leur*	⟶
					Indirect object pronouns with all prescribed tenses
					Use of pronouns *y* and *en* with all prescribed tenses
Conjugation pattern for regular -*er* verbs in the present tense, with all subject pronouns, in the affirmative (from Grade 6)					⟶
	Conjugation pattern for regular -*er* verbs in the present tense, with all subject pronouns, in the negative				⟶

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	**Grade 8**	**Grade 9**	**French 10-9Y (Grade 10)**	**French 20-9Y (Grade 11)**	**French 30-9Y (Grade 12)**
Conjugation pattern for *avoir, être, faire, aller* in the present tense, with all subject pronouns, in the affirmative			⟶		
	Conjugation pattern for *avoir, être, faire, aller* in the present tense, with all subject pronouns, in the negative		⟶		
	Conjugation pattern for *-ir* and *-re* regular and irregular groupings in the present tense, with all subject pronouns, in the affirmative and negative		⟶		
		Concept of pronominal vs non-pronominal verbs	⟶		
		Conjugation pattern for pronominal reflexive verbs (e.g., *se reposer)* in the present tense, with all subject pronouns, in the affirmative and negative	⟶		
		Conjugation pattern for *vouloir, pouvoir, devoir* in the present tense, with all subject pronouns, in the affirmative and negative	⟶		

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

			LANGUAGE CONCEPTS		
Grade 7	**Grade 8**	**Grade 9**	**French 10-9Y (Grade 10)**	**French 20-9Y (Grade 11)**	**French 30-9Y (Grade 12)**
		Concept of the verb + infinitive, including the use of *vouloir*, *pouvoir*, *devoir*, with all subject pronouns, in the affirmative and the negative	———————————————————————————→		
		Immediate future with *aller* + infinitive with all subject pronouns, in the affirmative and negative	———————————————————————————→		
					Simple future with all subject pronouns, in the affirmative and negative
Imperative in the affirmative and negative with regular and irregular -er, -ir, -re verbs			———————————————————————————→		
	Imperative in the affirmative and negative with regular and irregular -er, -ir, -re with pronominal verbs		———————————————————————————→		
			Use of the infinitive acting as imperatives (e.g., *Consulter un agent de bord avant d'utiliser la toilette.*)	———————————————→	
			En + present participle (e.g., *Elle lit en écoutant…*)	———————————————————→	
			Conditional of *aimer, vouloir, pouvoir* with *je, tu, nous, vous* (polite forms)	——————————→	
					Present conditional with all subject pronouns, in the affirmative and negative

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LANGUAGE CONCEPTS					
Grade 7	**Grade 8**	**Grade 9**	**French 10-9Y (Grade 10)**	**French 20-9Y (Grade 11)**	**French 30-9Y (Grade 12)**
			Recent past *venir* + *de* + *infinitif* with all subject pronouns	→	→
			Use of present + *depuis* to indicate past continuing to present	→	→
			Passé composé with all subject pronouns, in the affirmative and negative, using the auxiliaries *avoir* and *être*	→	→
					Past tense involving use of infinitive, e.g., *Après avoir entendu les nouvelles…*/*Après être allé à l'entrevue…*
			C'était…, Il y avait… as past expressions in the affirmative and negative	→	→
				Imparfait with all subject pronouns, in the affirmative and negative	→
					Use of indirect vs. direct discourse
		Verbs taking a preposition	→	→	→
Concept of affirmative versus negative statements*	→	→	→	→	→
	Concept of negation using adverbs and adverbial expressions *rien*, *jamais*, *ne… jamais*, *ne… plus*, *ne… rien*	→	→	→	→
				Concept of negation using the expressions *ne… personne, ne… aucun(e), ne… que, ne… ni, personne ne…, rien ne…, aucun(e) ne…*	→

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LANGUAGE CONCEPTS					
Grade 7	**Grade 8**	**Grade 9**	**French 10-9Y (Grade 10)**	**French 20-9Y (Grade 11)**	**French 30-9Y (Grade 12)**
Concept of an interrogative sentence using *Est-ce que*, intonation and the question words*					
			Use of inversion of the subject and verb to form questions		
					Use of interrogative pronouns *lequel, laquelle, lesquels, lesquelles* to form questions
Correct word order at the phrase level (e.g., *une grande fille* vs. *une fille aimable/Je suis*)					
Use of the conjunction *et* to link words or phrases (e.g., *Il a les cheveux blonds et les yeux verts*.)					
Correct word order for simple sentences (e.g., *Mon nom est Marc*.)					

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

LANGUAGE CONCEPTS					
Grade 7	**Grade 8**	**Grade 9**	**French 10-9Y** **(Grade 10)**	**French 20-9Y** **(Grade 11)**	**French 30-9Y** **(Grade 12)**
Word order at the simple and compound/complex sentence level					→
		Beginning sentences orally with *parce que*			→
			Use of coordinate (*et, mais*) and subordinante conjunctions (*parce que, quand*)	→	
				Use of relative pronouns *qui, que*	→
					Use of relative pronouns *où, dont*
Sentence cohesion					→
				Cohesion at the simple and complex sentence level using adverbs (e.g., *puis, d'habitude*) adverbial expressions, (e.g. *de temps en temps*) and conjunctions of coordination (e.g., *car, cependant, c'est-à-dire, par exemple*)	→
					Cohesion between sentences or sections of discourse using conjunctive words or expressions (e.g., *en effet, alors, donc, pendant que, lorsque, tandis que*)

* Signifies that the concept is being reintroduced in the context of new lexical items or grammatical structures.

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Suggested Classroom Expressions for Student Use

Note: The vocabulary lists included in this appendix are meant as suggestions only and are provided as an illustration of what may typically be used by senior high FSL students. They are by no means prescriptive or limiting. Students will use the words, phrases and expressions that best suit their needs. **Appendix E** includes suggested vocabulary specifically associated with the fields and subfields of experience for French 10–9Y, French 20–9Y and French 30–9Y.

Expressions to Use When Speaking with a Classmate

Directives à un ou une camarade de classe

Apporte…!
Dépêche-toi!/Vite, vite!
Donne-moi ça, s'il te plaît!
Écoute bien, s'il te plaît!
Efface la réponse, s'il te plaît!
Fais attention, s'il te plaît!
Mets ton sac à dos sur le plancher.
Observe bien, s'il te plaît.
Ouvre la porte/la fenêtre, s'il te plaît.
Parle moins fort, s'il te plaît.
Parle plus fort, s'il te plaît.
Parle à ton tour, s'il te plaît.
Prête attention à ton travail.
Pose ton crayon sur le pupitre, s'il te plaît.
Prends un stylo/un crayon, s'il te plaît.
Répète après moi, s'il te plaît.
Vas-y!

For requesting another student to do something

Bring…!
Hurry up! Hurry, hurry.
Give me that, please!
Listen, please!
Erase the answer, please!
Pay attention, please!
Put your knapsack on the floor.
Observe, please.
Open the door/the window please.
Speak softer, please.
Speak louder, please.
Speak in turn, please.
Pay attention to your work.
Put your pencil on your desk, please.
Take out a pen/a pencil, please.
Repeat after me, please.
Go!/Start!

Pour aider un ou une camarade de classe

Est-ce que je peux t'aider?
As-tu compris?
Peux-être que c'est mieux comme ça…
… va avec…

For assisting another classmate

Can I help you?
Did you understand?
Maybe it's better like this…
… goes with …

Pour encourager un ou une camarade de classe

Bien fait!
Bravo!
Ça, c'est une bonne idée!
C'est correct./C'est juste.
C'est ça.
C'est bon.
Chouette!
Essaie encore une fois, s'il te plaît !
Excellent!
Fantastique!
Incroyable!
Nous avons bien travaillé ensemble.

To encourage a classmate

Well done!
Bravo!
That's a really good idea!
That's correct.
That's right.
That's good.
Sweet! (colloquial)
Try it again, please.
Excellent!
Fantastic!
That's amazing!
We worked well together.

French	English
Oh là là!	Wow!
Parfait!	Perfect!
Quelle bonne idée!	What a good idea!
Super!	Great!
Tu parles/écris/dessines bien.	You speak/write/draw well.

Pour affirmer l'effort d'un ou d'une camarade de classe — **For praising/confirming a classmate's efforts**

French	English
Bravo!	Bravo!
Bon effort!	Good effort!
Bon travail!	Good work!
Excellent!	Excellent!
Fantastique!	Fantastic!
Félicitations!	Congratulations!
Formidable!	Great!
Magnifique!	Superb!
Parfait!	Perfect!
Quel beau travail!	What nice work!
Super!	Super!
Très bien!	Well done!
Très bien fait!	Good job!

Pour emprunter ou prêter quelque chose — **To borrow or lend something**

French	English
Je n'ai pas de…	I don't have a/any …
J'ai seulement un/une…	I only have one …
Peux-tu me prêter ton/ta…?	Can you lend me your …?
Puis-je emprunter ton/ta…?	Can I borrow your …?
Peux-tu me donner un/une…?	Can you give me a …?
Peux-tu me passer un/une…?	Can you pass me a …?
S'il te plaît, laisse-moi utiliser ton/ta…!	Please let me use your …!
Oui, bien sûr!	Yes, certainly!
D'accord!	OK!
Le/la voici.	Here it is.
Non, absolument pas!	No, absolutely not!
Non, j'ai besoin de mon/ma…	No, I need my …
Désolé(e), je n'ai pas de…	Sorry, I don't have a/any …

Pour échanger quelque chose — **To exchange items**

French	English
Veux-tu échanger… (ta feuille de papier) avec moi?	Do you want to exchange … (papers) with me?
Voulez-vous échanger… (des idées) avec nous?	Do you want to exchange … (ideas) with us?

Pour travailler en groupe — **For group work**

French	English
J'ai une idée.	I have an idea.
Je ne comprends pas.	I don't understand.
Je pense/je crois que c'est…	I think that it is …
Je suis d'accord.	I agree.
Je ne suis pas d'accord.	I don't agree.
Je ne sais pas.	I don't know.
Est-ce que je peux t'aider?	May I help you?
Écoutez bien, s'il vous plaît!	Listen, please.
Essayez encore une fois, s'il vous plaît!	Try again, please.
Faites attention, s'il vous plaît!	Pay attention, please.
Faites votre part, s'il vous plaît!	Do your part, please.

Parlez moins fort, s'il vous plaît!	Speak softer, please.
Parlez à votre tour, s'il vous plaît!	Talk in turn, please.
Dépêchons-nous!	Let's hurry.
Organisons-nous!	Let's get organized.
Parlons moins fort!	Let's talk quieter.
Nous ne savons pas quoi faire.	We don't know what to do.
Nous ne savons pas comment le faire.	We don't know how to do it.
Nous avons (presque) fini.	We have (almost) finished.
Nous avons besoin de plus de temps.	We need more time.
Il faut faire attention.	We need to pay attention.
Il nous reste cinq minutes.	We have five minutes left.
Il faut travailler vite.	We have to work fast.
Il faut participer.	We have to participate.
Qu'est-ce qu'il faut faire?	What do we have to do?
Qui va faire quoi?	Who is going to do what?
Qui veut faire quoi?	Who wants to do what?
Qui veut prendre des notes?	Who wants to take notes?
Qui veut rapporter nos idées?	Who wants to report our ideas?
Qui veut être la/le chef du groupe?	Who wants to be (the) group leader?
Qui veut être la/le secrétaire?	Who wants to be (the) secretary?
Qui veut être la rapporteuse/le rapporteur?	Who wants to be (the) reporter?
Qui veut être le chronométreur/la chronométreuse?	Who wants to be (the) timekeeper?

Useful Expressions for Participating in Games

Pour déterminer à qui le tour   **To take turns**
C'est à qui? — Whose turn is it?
C'est à toi/à moi. — It's your turn/my turn.
C'est à ton tour/à mon tour. — It's your turn/my turn.
Au suivant. — Next.

Pour partager les matériaux   **To share materials**
Passe-moi…, s'il te plaît. — Pass me … please.
le dé — the die
les cartes — the cards
Merci/De rien. — Thank you/You're welcome

Pour compter des points   **To count points**
J'ai un point! — I have a point!
J'ai une paire! — I have a pair!
Combien de points as-tu? — How many points do you have?

À la fin d'un jeu   **After a game**
J'ai gagné!/On a gagné! — I won!/We won!
Tu as gagné. — You won!
Tu triches! — You're cheating! (You're not playing fair!)
Bien joué! — Good game!

Expressions et questions utiles/Useful expressions and questions

Est-ce que je peux (Puis-je) aller aux toilettes?
May I go to the bathroom?

Est-ce que je peux (Puis-je) tailler mon crayon?
May I sharpen my pencil?

Est-ce que je peux (Puis-je) boire de l'eau?
May I get a drink of water?

Est-ce que je peux (Puis-je) aller à mon casier?
May I go to my locker?

Est-ce que je peux (Puis-je) partir?
May I leave?

Est-ce que je peux (Puis-je) travailler avec toi/vous?
May I work with you?

Je ne sais pas.
I don't know.

Je ne comprends pas (bien)!
I dont't understand (well).

Je ne comprends pas du tout!
I don't understand at all!

Je m'excuse.
I'm sorry.

J'ai oublié… (mon livre).
I forgot … (my book).

J'ai oublié de… (faire mes devoirs).
I forgot to do … (my homework).

Je suis en retard parce que…
I'm late because …

Répétez, s'il vous plaît!
Repeat, please.

Parlez plus fort, s'il vous plaît!
Speak louder, please.

Parlez plus lentement, s'il vous plaît!
Speak slower, please.

Aidez-moi, s'il vous plaît!
Help me, please.

Excusez-moi, s'il vous plaît!
Excuse me, please.

Épelez-le, s'il vous plaît!
Spell it, please.

Est-ce que vous pouvez m'expliquer la tâche, s'il vous plaît?
Can you explain the task, please?

Est-ce que vous pouvez m'expliquer les directives, s'il vous plaît?
Can you explain the instructions, please?

Est-ce que vous pouvez m'expliquer les règles, s'il vous plaît?
Can you explain the rules, please?

Est-ce que vous pouvez m'aider, s'il vous plaît?
Can you help me, please?

Excusez-moi, s'il vous plaît!
Excuse me, please.

Comment dit-on « … » en français?
How does one say " … " in French?

Que veut dire « … »?
What does " … " mean?

Expressions de politesse

Courtesy words

S'il te plaît.
Please.

S'il vous plaît.
Please.

Merci beaucoup!
Thank you very much!

Mille mercis!
Thanks a million!

De rien.
You're welcome.

Bienvenue. (au Canada français)
You're welcome.

Pardon, monsieur.
Sorry, sir.

Expressions pour s'absenter

Leave-taking expressions

À lundi.
See you on Monday.

À la prochaine.
Until next time.

À tout à l'heure.
See you later.

À tantôt.
See you soon.

Suggested Information and Communication Technology Vocabulary

Les composantes de l'ordinateur	**Components of a computer**
le clavier	keyboard
l'écran (m.)	screen
un disque dur	hard drive
un lecteur de cédérom/un lecteur de CD	CD-ROM reader/player
un lecteur de DVD	DVD player
un microphone	microphone
un moniteur	monitor
un ordinateur portatif	laptop computer
une souris	mouse
un tapis de souris	mouse pad

Les parties du clavier	**Components of a keyboard**
la barre d'espacement	space bar
la touche de retour	return key
une touche	key
la touche Majuscule	shift key

Les périphériques	**Peripherals**
un appareil-photo numérique	digital camera
une barre d'alimentation	power bar
un caméscope numérique	digital video camera
un haut-parleur	speaker
une imprimante	printer
un manche à balai	joystick
un numériseur/un scanneur	scanner
un tableau blanc interactif	interactive whiteboard
un vidéoprojecteur	digital projector
une webcaméra	Web cam

Mots reliés au stockage de l'information	**Words related to data storage**
un cédérom (CD-ROM)/un CD	CD-ROM
une disquette	disk
un DVD	DVD
la numérisation	digitization

Autres mots reliés à l'informatique	**Other words related to computer use**
a commercial (arrobas)	at-sign (@)
une adresse de courrier électronique	e-mail address
un babillard électronique	bulletin board
une base de données	database
un bâton de mémoire/une carte de mémoire flash	memory stick/flash memory card
une binette	emoticon
un bogue	bug
un courriel/un message électronique	e-mail message
le courrier électronique	e-mail
un didacticiel	courseware
les données	data
une étiquette	label

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un fichier	file
un fichier joint/une pièce jointe	attached file
un forum	online discussion group/newsgroup
une icône	icon
une liste de diffusion	distribution list
un logiciel	software program
un message textuel	text message
un mot de passe	password
un outil multimédia	multimedia tool
le traitement de texte	word processing

Verbes reliés à l'informatique ou à la communication	**Verbs related to using ICT**
baladodiffuser	to podcast
bloguer	to blog
clavarder	to chat
cliquer	to click
coller	to paste
couper	to cut
démarrer	to start up
envoyer un message textuel	to text message
être en ligne	to be online
fusionner	to merge
imprimer	to print
microbloguer	to microblog
naviguer	to navigate
numériser	to digitize
polluposter	to spam
relancer	to restart
sauvegarder	to save
télécharger	to download

Mots reliés à Internet	**Words related to using the Internet**
une adresse URL	uniform resource locator (URL)
un balado	podcast
une barre de défilement	scroll bar
un blogue	blog
un clavardoir	chat room
une communauté virtuelle	online community
un espace Web personnalisé	personalized Webspace
un filtre antipourriel	antispam filter
un fournisseur de services Internet	Internet service provider
un gestionnaire de liste de diffusion	listserv
un hyperlien	hyperlink
un internaute	Internaut
un jeu en ligne	online game
un métamoteur de recherche	metasearch engine
un microblogage	microblog
un moteur de recherche	search engine
la nétiquette	netiquette
une page d'accueil	home page
un portail	portal

un pourriel	spam
une réalité virtuelle	virtual reality
la recherche en ligne	online research
un réseautage social en ligne	online social network
un site Web	Web site
un site Wiki	Wikisite

Mots reliés à la communication   **Words related to communication**

un assistant numérique personnel	digital assistant
un baladeur à disque dur	iPod
un baladeur MP3	MP3 player
la câblodistribution	cable television
un caméoscope numérique	digital video camera
un modem	modem
un réseau sans fil	wireless network
la technologie sans fil	wireless technology
une télécommande	remote control
un téléphone-appareil photo	camera phone
un téléphone cellulaire/un mobile (France)	cell phone
la télévision à haute définition	high definition television
un terminal mobile de poche	wireless handheld device
une visioconférence/une vidéoconférence	videoconference

Note: Communication and information technologies are in constant change. New terms will be added to the language as technology develops. Students and teachers are encouraged to use the Web site created by *l'Office québécois de la langue française* for new terms at <http://www.granddictionnaire.com>.

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Suggested Vocabulary Associated with the Fields of Experience

The vocabulary lists included in this appendix are meant as suggestions only and are provided as illustrations of what may typically be taught and acquired in an FSL class in each course and in relation to each field and subfield of experience. Teachers will choose which words, phrases, expressions and sentences to use with their students, in addition to selecting what best suits the needs of their students.

Note: Statements or questions that relate more to teacher talk than student talk are highlighted in a different font. For example, a question such as *Quels sont vos plans à l'avenir?* is more what the teacher in French 10–9Y will ask than the students. However, as students continue to progress through the courses, their ability to produce complex questions and sentences in French will increase. Thus, the section **Utilisation des connaissances linguistiques pour communiquer** provides possible teacher questions or statements, with answers that students should be able to produce after a certain amount of study in a particular field and subfield of experience.

The following vocabulary includes items reintegrated from grades 4 to 9 and other vocabulary has been added to reflect the experiences of students in the high school portion of the Nine-year sequence (French 10–9Y, French 20–9Y and French 30–9Y). Reference to subfields from grades 4 to 9 are also made as a reminder that the vocabulary from these grades should also be revisited. These lists are intended to expand students' language repertoire and their ability to use French in a more sophisticated and complex manner.

Vocabulaire suggéré pour French 10–9Y

LES ACTIVITÉS	**Activités quotidiennes**
	les loisirs (m.)
	les obligations (f.)
	les responsabilités (f.)
	Verbes associés aux activités quotidiennes
	aller à l'école
	aller au travail
	aller à l'entraînement
	avoir le temps de (+ infinitif)
	boire
	conduire la voiture
	débarrasser la table
	dîner
	dormir
	écouter la radio/de la musique
	être obligé de (+ infinitif)
	faire du vélo
	faire la lessive
	faire le ménage
	faire les courses
	faire sa toilette/se laver
	faire ses devoirs
	faire son lit

laver la vaisselle
lire un livre/le journal
magasiner
manger
marcher
mettre le couvert
nettoyer sa chambre
partir de la maison
prendre l'autobus
prendre le métro
prendre le petit-déjeuner/déjeuner/le dîner (en Europe)
prendre le déjeuner/le dîner/le souper (au Canada)
prendre un bain
prendre une douche
ramasser des objets
ranger sa chambre
regarder la télévision
rentrer à la maison
s'amuser
s'endormir
s'ennuyer
s'habiller
se brosser les cheveux
se brosser les dents
se coiffer
se coucher
se démaquiller
se déshabiller
se distraire
se laver les cheveux
se lever
se maquiller
se peigner
se raser
se reposer
se réveiller

Adverbes ou les locutions adverbiales
bientôt
certainement
déjà
d'habitude
généralement
maintenant
malheureusement
ne… jamais
ne… plus
parfois
probablement
rarement
souvent
tard

tôt
toujours
très
trop
vraiment

Conjonctions
car
depuis
ensuite
mais
parce que
pendant
quand

Utilisation des connaissances linguistiques pour communiquer

« Lève-toi!… Ton petit-déjeuner est prêt. Il faut promener le chien avant ton départ. »

Décris-moi une journée typique.

→ Le matin, je me lève à cinq heures et demie et je vais à la piscine. Je fais de la natation pendant une heure et demie. Ensuite, je retourne chez moi et je prends le petit-déjeuner. Après, je me prépare pour prendre l'autobus scolaire. J'ai quatre cours ce semestre. J'ai les mathématiques et les sciences le matin, et le français et l'éducation physique l'après-midi. Après l'école, je fais mes devoirs. Nous mangeons à six heures et demie le soir. Selon mon horaire, je regarde la télévision ou je lis un livre. Je me couche tôt parce que je dois me lever tôt le lendemain.

À quelle heure te lèves-tu?

→ Généralement, je me lève de bonne heure, vers sept heures.

Qui prépare le petit-déjeuner chez toi?

→ Souvent, ce sont mes parents qui préparent le repas ensemble. Ils aiment faire cela le matin. Pour eux, c'est une bonne façon de commencer la journée.

Comment te rends-tu à l'école?

→ Depuis le début du secondaire, mon père me conduit au métro. Là, je prends le train jusqu'à l'arrêt le plus près de l'école. Ensuite, je marche pendant quelques minutes pour me rendre à l'école.

Que fais-tu après le souper?

→ D'habitude, je promène le chien, ensuite je fais mes devoirs en écoutant de la musique classique.

Les tâches ménagères que je dois faire ne sont pas difficiles : il faut ranger ma chambre, mettre le couvert et débarrasser la table après le souper. Généralement, je dois aussi promener le chien avant de faire mes devoirs.

Quelles tâches ménagères détestes-tu faire?

→ Je déteste sortir les ordures, car c'est vraiment dégoûtant. Parfois, le sac est plein et j'ai toujours peur qu'il éclate.

Combien de fois par semaine ranges-tu ta chambre?

→ Chaque jour, je fais mon lit, mais je range rarement mes vêtements. Je ramasse mes vêtements en fin de semaine quand c'est le temps de faire la lessive.

Crois-tu que l'apparence physique est importante?
→ Certainement. Il est important de faire sa toilette tous les jours.
    Il faut porter des vêtements propres et bien se coiffer les cheveux.

Types d'écoles
le code vestimentaire/un uniforme
publique
privée

la maternelle
l'élémentaire
le secondaire premier cycle
le secondaire deuxième cycle
l'université (f.)

Calendrier scolaire
la fin de l'année
la rentrée scolaire
les vacances (f.)

Objets scolaires
les fournitures scolaires (7ᵉ année)
les objets dans la salle de classe (7ᵉ année)

Lieux
les aires à l'intérieur (5ᵉ année et 7ᵉ année)
les aires à l'extérieur de l'école (5ᵉ année et 7ᵉ année)

Personnel de l'école
l'administration (7ᵉ année)
le personnel enseignant (7ᵉ année)
le personnel de soutien (7ᵉ année)

Matières scolaires
les cours de base (7ᵉ année)
les cours complémentaires (7ᵉ année)
le diplôme secondaire

Utilisation des connaissances linguistiques pour communiquer
Je fréquente une école privée. Il faut porter un uniforme scolaire.
    Pour les garçons, c'est un pantalon gris, une chemise blanche, une
    cravate portant le logo de l'école et une veste bleu marin. Les filles
    doivent porter une jupe grise au lieu d'un pantalon.
Je crois que le port d'un uniforme scolaire encourage une meilleure
    intégration au sein d'une école. Il peut éliminer la distraction
    parfois causée par les tenues vestimentaires pas mal osées.
Je suis contre le port de l'uniforme scolaire, car il empêche
    l'expression de la personnalité et force les jeunes à se conformer.
Que penses-tu de ton école?
→ C'est vraiment génial. C'est le genre d'école mixte avec presque
    autant de garçons que de filles. Les enseignants sont très sympas

et les élèves aussi. Nous ne sommes pas obligés de porter un
uniforme, mais nous devons suivre un code vestimentaire.
→ Je n'aime pas beaucoup l'école. J'ai hâte de compléter mes études.
Je veux travailler et gagner de l'argent.
Est-ce que tu étudies une langue étrangère?
→ Oui, en plus du français et de l'anglais, je suis un cours d'espagnol
parce que je veux être traductrice dans l'avenir. À la maison, je
parle aussi l'italien avec mes parents.
Quelles sont tes matières préférées?
→ Je suis du genre artistique. Alors, j'aime l'art dramatique, les arts
visuels et même l'informatique. Je trouve les sciences et les maths
difficiles.
Que veux-tu faire pendant tes vacances d'hiver?
→ Je veux me rendre dans un pays chaud, mais je ne peux pas. Je dois
terminer des travaux scolaires. J'ai manqué des classes à cause
d'une maladie.
Si tu as besoin d'aide avec tes choix de cours, consulte un des
conseillers pédagogiques. Ils arrivent tôt le matin et sont très
accueillants. Prends ton rendez-vous aussi tôt que possible.

**LES ACTIVITÉS
SOCIALES**

Mots associés aux activités sociales
les amis (m.)
un café
un club/une association
la communication
un concert
la correspondance
l'informatique (f.)
une danse
la distraction
la fête
le jeu
le loisir
une partie/une partie surprise/un boum (France)
une partie de… (Canada)/un match de… (France)
un passe-temps
une promenade
un restaurant
une sortie
un spectacle
une randonnée
un téléphone cellulaire
le temps libre

Verbes associés aux activités sociales
aller au cinéma (m.)
aller au théâtre (m.)
assister aux concerts (m.)
assister aux fêtes
assister aux parties de…/aux matchs de…
correspondre électroniquement
danser

échanger des idées (f.)/des conseils (m.)
faire du camping (m.)
faire du sport (m.)
faire des promenades (f.)
jouer à… (des jeux vidéo/à l'ordinateur/au golf, etc.)
parler au téléphone
participer à…
partir en vacances
regarder la télévision/un film
se détendre
se distraire
se passionner pour…
s'intéresser à…
sortir avec un ami/une amie
sortir avec son petit ami/sa petite amie

Expressions de temps
avant-hier
demain
hier
il y a un mois
l'année passée
le mois dernier
la semaine passée

Utilisation des connaissances linguistiques pour communiquer
Veux-tu aller au cinéma mardi soir?
→ Malheureusement, mes parents ne me permettent pas de sortir
    pendant la semaine. Peut-on aller au cinéma en fin de semaine?
    Je ne travaille pas et mes travaux sont tous faits, alors je suis libre.
Qu'est-ce que tu aimes le plus de tes amis?
→ Mes amis sont amusants; il est impossible de s'ennuyer avec eux.
D'habitude, qu'est-ce que tu fais avec tes amis en fin de semaine?
→ Comme j'adore le hockey et mes amis aussi, on essaie de regarder
    une partie à la télévision ou d'assister à une partie si nous avons de
    l'argent pour acheter des billets. On aime aussi jouer à des jeux
    vidéo de genre sport.
Quel genre de téléphone utilises-tu?
→ J'ai mon propre téléphone cellulaire, car je ne veux pas déranger
    les autres membres de la famille. Ceci simplifie aussi le contact
    avec mes parents, surtout en cas d'urgence.
→ Je suis désolé/désolée. Mon téléphone cellulaire ne fonctionne
    plus. J'ai oublié de recharger la pile.
Quelles activités parascolaires t'intéressent?
→ Je participe autant que possible dans les sports d'équipe, car j'aime
    me garder en forme. Ceci me permet aussi de socialiser.
    Je peux rencontrer et interagir avec d'autres élèves.
→ Je déteste faire du camping. En vacances, je préfère une chambre
    d'hôtel. Je n'aime pas la vie en plein air et les moustiques. Je viens
    de passer une fin de semaine à Kananaskis à faire du camping avec
    mes amis et c'était l'enfer.

Quels sont tes divertissements et passe-temps préférés?
→ J'aime plutôt faire du camping dans les parcs nationaux avec ma famille et mes amis et aussi faire des randonnées pédestres.

Les loisirs offerts dans ma région sont nombreux. Parce que j'habite une grande ville, la liste d'activités est longue : les concerts, les danses, les promenades, le théâtre, le cinéma, les clubs, etc. On peut aussi participer à presque tous les sports imaginables, soit dans la communauté, soit à l'école.

Les loisirs offerts dans ma région sont peu nombreux. Puisque j'habite un petit village, les activités offertes sont assez limitées. La communauté s'engage à offrir aux jeunes une fois par mois, des soirées de danse, des films et des activités sportives à des prix modiques.

Mots reliés au concert
un amateur/une amatrice
un billet
une chanson
un chanteur/une chanteuse
un compositeur/une compositrice de musique
un ensemble de chansons
en plein air
la foule
un interprète de musique/une interprète de musique
le groupe
l'harmonie (f.)
la musique classique/country/hip hop/jazz/pop/rap/rock/soul/techno

Verbes associés au concert
assister au concert
acheter des billets
écouter la musique
entrer en scène
jouer d'un instrument de musique
sortir avec des amis/des amies

Utilisation des connaissances linguistiques pour communiquer
Aimes-tu les concerts?
→ Oui, surtout les concerts de rock, car c'est le genre de musique qui m'intéresse le plus. Je connais bien les chanteurs et la plupart du temps, les billets sont hors de la portée des adolescents.
→ Non, généralement je n'aime pas les concerts. Ils sont trop bruyants. On ne peut pas bien entendre les chanteurs, car la foule crie trop fort. Je préfère écouter la musique sur mon baladeur à disque dur.

Pour encourager mon ami à assister au concert d'Avril Lavigne, j'ai mentionné le fait qu'elle est avant tout canadienne. Elle écrit ses propres chansons et est passionnée par la musique. Elle est très talentueuse, car elle joue aussi trois différents instruments de musique sur scène. Ces arguments ont convaincu mon ami de m'accompagner au concert. Nous nous sommes bien amusés.

Joues-tu d'un instrument de musique?
→ Oui, je joue du piano depuis huit ans et de la guitare depuis deux ans. Je peux jouer des deux instruments, mais je ne suis pas experte. Pour moi, jouer d'un instrument de musique est un loisir.

Mots reliés à l'informatique
@ ou « a commercial » ou arrobas
une adresse de courrier électronique
un babillard électronique
le balayeur/numériseur/scanneur
un CD-ROM/cédérom
un clavardoir
le clavier
la communication asynchrone
la communication synchrone
le correcteur grammatical
le courrier électronique
un DVD
un disque dur
un document
un dossier
le gazouillage
un fichier
un format
un forum/un groupe de discussion
un hyperlien/un lien hypertexte
un lecteur
une liste de diffusion
un logiciel
un menu
un moniteur
un moteur de recherche
un navigateur Web
la nétiquette
une page d'accueil
une panne
un pointeur
un réseau
un réseautage social en ligne
sans fil
un site
une souris
une touche
le traitement de texte
un vérificateur/un correcteur orthographique
un virus

Actions reliées à l'informatique
coller
communiquer
convaincre
copier

couper
diffuser l'information
échanger
enregistrer
envoyer un courriel
exporter
faciliter la recherche
fermer un dossier
formater un texte
importer
imprimer
mettre en mémoire
ouvrir un dossier
télécharger

Utilisation des connaissances linguistiques pour communiquer
Utilises-tu souvent le courrier électronique?
→ J'utilise très souvent le courriel, car c'est un excellent service
   permettant de transmettre mes documents aux enseignants ou des
   messages électroniques à mes amis.
Tu entends quelqu'un dénigrer l'ordinateur. Quels arguments avances-
   tu pour son utilisation?
→ Je parle de son utilité : il me permet de réaliser des opérations de
   toutes sortes pour faciliter mon travail et ma vie, et de
   communiquer rapidement avec des gens à travers le monde.
Les ordinateurs sont coûteux, n'est-ce pas?
→ Il est vrai qu'ils peuvent coûter cher. Cependant, n'importe qui
   peut s'acheter un ordinateur assez bon marché. Il faut se
   renseigner, bien sûr.
Pourquoi les jeunes aiment-ils les ordinateurs?
→ Les jeunes aiment les ordinateurs, car ils sont une source de
   divertissement et ils peuvent aussi aider les jeunes avec leurs
   devoirs.
Est-ce qu'il y a assez d'ordinateurs à ton école?
→ Oui, notre école a plusieurs chariots avec des ordinateurs
   portables. Ils sont presque toujours disponibles. Nous sommes
   aussi une école sans fil.
→ Non. Hier, notre enseignant a essayé de réserver la salle, mais il
   n'a pas réussi. Nous n'avons que deux salles pour plus de mille
   élèves.
Attention aux réseautages sociaux en ligne. Tout le monde a accès à
   l'information. On est libre de dire ce qu'on pense, mais nos paroles
   écrites peuvent revenir nous hanter. Il faut réfléchir avant d'agir.
La nétiquette est importante. Il y a beaucoup de conseils donnés, mais
   celui que je trouve un peu amusant est : l'écriture en
   MAJUSCULES est considérée comme une parole criée. Il est donc
   préférable d'éviter d'utiliser les majuscules.

Les jeux
Matériel
aucun équipement spécial (m.)
des cartes (f.)

des dés (m.)
des jetons (m.)
des lettres (f.)
un plateau de jeu

Temps nécessaire pour un jeu
ça prend (une heure, peu de temps)
ça prend moins de…
ça prend plus de…

Types de jeu
d'adresse (f.)
de cachette (f.)
de cartes (f.)
de connaissance (f.)
de course (f.)
de devinette (f.)
d'expression-communication (f.)
d'équipe (f.)
de gestion (f.)
de hasard (m.)
d'habileté (f.)
de lutte (f.)
de mémoire (f.)
de plein air (m.)
de poursuite (f.)
de société (f.)
de stratégie (f.)
éducatif
électronique
en famille
en ligne
intellectuel
olympique
questionnaire
sportif
télévisé
traditionnel
vidéo

Buts du jeu
accumuler des points
éliminer l'adversaire
finir en premier

Verbes associés aux jeux
entrer en jeu
mettre en jeu
se prendre au jeu

Proverbes

Le jeu ne vaut pas la chandelle : se dit d'une chose qui ne vaut pas le
travail qu'on fait pour l'accomplir.

Heureux au jeu, malheureux en amour : celui qui a beaucoup de
succès au jeu a souvent des déceptions sentimentales.

Utilisation des connaissances linguistiques pour communiquer

D'après toi, pourquoi le jeu de société Monopoly est-il si populaire?

→ Il y a différentes versions en vente aujourd'hui. Dans ce jeu, les
gens peuvent « faire fortune rapidement ».

Parle-moi du jeu « Jeopardy »,

→ C'est un jeu-questionnaire qui demande de la réflexion. Il faut
découvrir la question à la réponse donnée. Il contient différentes
catégories et une échelle de points. On peut risquer les points
gagnés. On gagne en accumulant le plus grand nombre de points.
Mon enseignant a adapté le jeu pour notre cours de français. Il a
utilisé un logiciel pour créer une adaptation du jeu télévisé. Nous
nous sommes amusés en révisant le contenu du cours.

Aimes-tu la compétition?

→ Oui, j'aime la compétition. Elle me permet de surpasser les gens et
j'aime me mesurer aux autres.

→ Non, je n'aime pas la compétition. Souvent, le but de la
compétition est d'accomplir quelque chose aux dépens des autres.
J'aime plutôt me mesurer contre moi-même et non contre les
autres.

Avant de jouer le jeu, il faut se procurer le matériel requis.

Pour faire un Sudoku, il n'est pas nécessaire d'être fort en
mathématiques. On peut résoudre les grilles avec la logique et le
bon sens.

Je crois qu'il faut se méfier de la violence dans les jeux vidéo. Si elle
est extrême, elle peut prédisposer à l'agressivité chez certaines
personnes.

Allons jouer une partie de cartes. Mélange les cartes et donne-nous
cinq cartes chacun. Puis, mets les autres cartes au centre. Il faut
avoir des paires. Quand tu as une paire, mets-la devant toi. Si tu
n'as pas de paires, il faut prendre une autre carte de la pile.

Les activités culturelles

Le cinéma

un acteur/une actrice
l'anti-héros/l'anti-héroïne
un billet
un/une cinéphile
l'écran (m.)
les effets (m.) spéciaux
le héros/l'héroïne
l'horaire (m.)
un metteur en scène/une metteure en scène
un programme
un réalisateur/une réalisatrice
la salle de cinéma
un/une scénariste

les séances (f.)
le spectacle
le titre
un tournage
une vedette

Éléments relatifs au cinéma
à l'affiche (f.)
une bande annonce
les costumes (m.)
les décors (m.)
le dialogue
le doublage
l'harmonie (f.) entre les personnages (m.), leurs actions (f.), leurs
    gestes (m.)
l'interprétation (f.)
le jeu des acteurs
la mise en scène
le montage
la musique
la photographie
le scénario
le script
la séquence
le sous-titrage
les sous-titres (m.)
les stéréotypes (m.)
le suspense sonore
le suspense visuel
les thèmes (m.)
la trame musicale
le trucage
la version originale

Genres de films
une comédie
un court métrage/long métrage
un documentaire
un drame
un film comique
un film classique
un film contemporain
un film d'amour
un film d'animation
un film d'aventure
un film d'espionnage
un film de guerre
un film d'horreur
un film de science-fiction
un film muet
un film parlant
un film policier

un film psychologique
un western

Verbes associés au cinéma
aller voir un film
choisir un film à voir
classifier un film
faire une critique d'un film
lire les annonces (f.) à l'affiche (f.)
projeter un film sur écran
réaliser un film
regarder un film/les horaires (m.)
tourner un film
visionner un film

Utilisation des connaissances linguistiques pour communiquer
Que penses-tu du film *L'aviateur vole haut*?
→ J'ai beaucoup aimé le film. C'est un long métrage contemporain. Le film présente avec justesse les faits marquants de la carrière du millionnaire excentrique Howard Hughes. Le rôle de Hughes permet à Leonardo DiCaprio de démontrer son talent. Le réalisateur Scorcese a su créer un chef-d'œuvre. Je vous recommande ce film.
Pourquoi les gens aiment-ils les films à effets spéciaux?
→ Les effets spéciaux possèdent un énorme pouvoir en créant une réalité visuelle en utilisant des éléments imaginaires. C'est pourquoi les films à trois dimensions sont très populaires.
Je préfère regarder les films comiques. Ils me détendent et on sait que le rire est bénéfique pour la santé.
S'il vous plaît, je voudrais deux billets pour le film *Le destin d'Amélie*.
Le destin d'Amélie est en français?
→ Oui, le film n'est pas doublé, mais il a des sous-titres en anglais. Offrez-vous une réduction pour les jeunes de moins de 18 ans?
→ Oui, le prix est de dix dollars seulement alors que pour les adultes, c'est douze dollars.
Aimerais-tu venir au cinéma avec moi ce soir?
→ Certainement, je suis libre ce soir et j'ai besoin de me détendre. Quels films sont à l'affiche?
→ Malheureusement, je ne peux pas, car je dois travailler ce soir. Pourrions-nous y aller cette fin de semaine plutôt que mardi soir?
Crois-tu qu'il est nécessaire de classifier les films?
→ Oui, la classification sert à guider les cinéphiles et surtout les parents. Elle protège les enfants contre le contenu choquant des films violents et avec des images graphiques.

Mots reliés à la télévision
une annonce commerciale
la câblodistribution
une chaîne
une chaîne payante
une chaîne privée

une chaîne publique
un commanditaire
une entrevue
une émission
une grande écoute
un message publicitaire
la publicité
un programme

Gens associés à la télévision
un acteur/une actrice
un cadreur/une cadreuse
un caméraman
un monteur/une monteuse
un réalisateur/une réalisatrice
un/une scénariste
un téléspectateur/une téléspectatrice

Genres d'émissions
une actualité
un bulletin météorologique
une causerie
une comédie
un documentaire
un drame
une émission culturelle
une émission sportive
une émission de téléréalité
un feuilleton
un film d'animation
un jeu télévisé
le journal télévisé/les nouvelles (f.)
un reportage
un policier
une série
un téléfilm
un téléroman

Équipement
une antenne
une cassette vidéo
un écran
un DVD
un lecteur DVD
un magnétoscope
un poste de télévision
une télécommande

Actions reliées à la télévision
allumer la télévision
brancher la télévision
changer de chaîne (f.)/de poste (m.)

développer un esprit critique
discuter des sujets (m.) controversés
écouter le discours (m.)
enregistrer un film
éteindre la télévision
regarder une émission préférée
se divertir
s'informer
s'instruire
se reposer intellectuellement
se renseigner
transmettre de l'information (f.)

Mots reliés à la critique
Mots positifs
excellent
extraordinaire
fantastique
génial
original
passionnant
remarquable
sublime

Mots négatifs
affreux
banal
épouvantable
laisse à désirer
mauvais
médiocre
nul
plus ou moins intéressant
ridicule
sans intérêt

Utilisation des connaissances linguistiques pour communiquer
Le soir, beaucoup de gens regardent le journal de 18 heures tout en
    soupant.
Écoutes-tu les bulletins météorologiques?
→ Certainement, car la météorologie annonce le temps qu'il fera,
    mais le météorologue se trompe parfois! Ce n'est pas un travail
    facile. Confucius a dit : « Nul n'est prophète en son pays, surtout
    pas les météorologues ».
Qu'est-ce qu'un feuilleton?
→ C'est une histoire télévisée à suivre sur plusieurs semaines. Est-ce
    que tu suis ce genre d'histoires? Non, je trouve que c'est une perte
    de temps. Je n'ai pas le temps de suivre le déroulement des
    histoires présentées.
J'ai vu une publicité à la télé pour le parfum *Poison*. Quel nom
    bizarre, n'est-ce pas?

Crois-tu que les émissions de télévision font la promotion de
stéréotypes?
→ D'après moi, c'est le cas. Par exemple, on présente parfois un petit
garçon qui est très intelligent, mais sans amis et une blonde qui
n'est pas très intelligente. Il faut admettre que la télévision peut
aussi transmettre de bonnes idées.
Aimes-tu les annonces publicitaires?
→ Parfois, elles sont amusantes, mais je n'aime pas quand on essaie
de me faire croire que je peux réaliser des choses incroyables en
utilisant leur produit.
Regardes-tu les émissions de téléréalité?
→ Non, parce que je crois qu'elles ne représentent pas la réalité. Elles
montrent seulement le spectaculaire. Tout le matériel ennuyeux a
été supprimé avant de présenter l'émission à la télévision.
Il faut se prononcer contre la violence à la télévision. Premièrement,
organisons une pétition. Ensuite, faisons parvenir la pétition à
l'Association canadienne des radiodiffuseurs et à nos représentants
politiques. Il faut se faire entendre.
Je te recommande l'émission *Deux hommes et demi*. C'est très drôle.
Il y a trois personnages principaux qui vivent ensemble. Le fils
d'un des hommes dit des choses très comiques.

Activités physiques
les activités (f.) physiques et les sports (m.) saisonniers (6e année)
les parties (f.) du corps (m.) (4e année)
le sport et l'exercice (m.) (9e année)
les activités (f.) les plus pratiquées
le code du joueur/de la joueuse
la compétition
le conditionnement
la durée
l'endurance (f.)
l'entraînement (m.)
l'entraîneur/l'entraîneuse
l'esprit (m.) sportif
l'estime (f.) de soi
la force musculaire

Catégories d'exercices aérobiques
des exercices (m.) cardio-pulmonaires
des exercices (m.) d'échauffement
des exercices (m.) d'étirement
des exercices (m.) de refroidissement
une exécution motrice
la flexibilité
la force musculaire
la fréquence
la locomotion
la performance
la réhabilitation
la santé cardio-pulmonaire

Où faire les activités physiques
un centre culturel
un centre récréatif
un centre de conditionnement physique
un centre de loisirs

Quelques actions reliées aux activités physiques
avancer
contracter les muscles
croiser les bras
élever
fermer
incliner le corps
faire des rotations
faire du jogging
lever les bras
plier/déplier (la jambe, le genou, le bras)
reculer
sauter
s'allonger
s'étirer
se relever
toucher
tourner
ouvrir

Mots reliés aux sportifs
compétitif
décontracté
élégant
en bonne santé
sérieux
sociable

Genre d'activités
une activité aquatique
une activité hivernale
une activité de plein air
une activité motrice
une activité physique
une activité pratiquée toute l'année
une activité saisonnière

Utilisation des connaissances linguistiques pour communiquer
Quel est le sport national du Canada?
→ Depuis 1994, la crosse est le sport national d'été du Canada, alors
   que le hockey est le sport national d'hiver.
Où nages-tu?
→ En été, j'aime nager dans un lac ou dans une piscine à l'extérieur
   alors qu'en hiver, c'est naturellement dans une piscine à
   l'intérieur.

J'aimerais devenir membre de votre centre de conditionnement physique, mais j'ai besoin de quelques renseignements. Quels services offrez-vous?

→ Ici, au centre Bonne forme, on offre les services d'un entraîneur personnel et d'un physiothérapeute. On a des gymnases universels, des tapis roulants et des haltères sur place. On peut aussi utiliser la piscine en face de notre édifice.

J'admire énormément les nageurs olympiques. Cette année aux Jeux olympiques d'été, ils ont amélioré les records olympiques.

Comment te mets-tu en forme?

→ Je fréquente une salle d'entraînement. Je soulève des haltères, je fais du jogging, de la natation et de la bicyclette.

Quel genre de sportif es-tu?

→ Je suis du genre décontracté, car je fais de l'exercice pour réduire mon stress et pour me relaxer après une journée difficile. Je ne suis pas du tout compétitif.

Allons-y! Levez les bras et faites du jogging autour de la salle. Arrêtez. Maintenant, sur place, les deux pieds ensemble, sautez vers l'arrière, ensuite vers l'avant, dix fois.

Bravo, Julien! Tu as bien fait cet exercice d'échauffement.

Pourrais-tu montrer comment faire cet exercice à ce groupe d'élèves?

Cet hiver, veux-tu faire du ski avec moi?

→ Volontiers! J'adore faire du ski.

→ Non, je ne peux pas faire du ski. J'ai peur de tomber et de me casser le bras ou la jambe.

LE MAGASINAGE	**Achat de biens et de services**

l'alimentation (8e année)
les bâtiments et les gens de mon voisinage (6e année)
les fournitures scolaires (4e année et 7e année)
l'habillement (5e année et 8e année)

Processus
au comptant/en argent liquide
en ligne
par carte de crédit
par chèque-cadeau
par carte de débit
par l'entremise d'un bon de commande
le télémarché

la couleur
la devise
une facture
une garantie
la marque
la monnaie
la pointure
un reçu
la remise
un solde

la taille
le taux de change

bon marché
cher (très, trop)
coûter les yeux de la tête
fermé (un compte)
ouvert (un compte)
un prix raisonnable
en vente

Adverbes
assez
beaucoup
peu
très
trop

Actions associées au magasinage
acheter
coûter
commander
faire des achats
marchander
négocier
payer (en chèque de voyage/en liquide)
réserver
s'acheter
vendre

Utilisation des connaissances linguistiques pour communiquer
Ce pull* est trop cher. Pourriez-vous m'en montrer un autre moins
    couteux, s'il vous plaît?
→ Certainement, mais il sera d'une qualité inférieure.
Je veux changer de l'argent. Où est la banque la plus proche?
→ Elle se trouve au centre commercial le plus près d'ici vers le nord.
    Prenez la rue 14 et ensuite la 16ᵉ avenue. Vous verrez le centre
    commercial à votre droite.
Où est le guichet automatique bancaire le plus proche?
→ Il y a un guichet au supermarché à deux kilomètres d'ici. Dirigez-
    vous vers le nord et vous allez voir une station-service. Prenez la
    droite immédiatement après la station-service. Ensuite, continuez
    vers l'est jusqu'au supermarché.
Est-ce que ce téléviseur vous intéresse?
→ Je suis désolé, mais je n'ai pas assez d'argent ce mois-ci et je
    voudrais réfléchir avant de faire l'achat.
Avez-vous le même article dans une couleur différente?
→ Malheureusement non. Nous n'avons plus de ce chandail. Le style
    s'est bien vendu.

*Au Canada, « un pull » est un chandail et le mot « dispendieux » est souvent utilisé
  par les Québécois pour dire « coûteux ».

Pouvez-vous me réserver deux mètres de cette étoffe?
→ Oui, madame.
Il y a un solde dans ce magasin. Allons-y! Peut-être que je peux m'acheter un nouvel ensemble.
Oh! quel beau jean!
→ Merci, je viens d'acheter ce jean à la nouvelle boutique Des jeans pour tous. Veux-tu aller voir le magasin?
→ Certainement, je veux m'acheter un nouveau jean pour la partie de cette fin de semaine.
Comme ce chandail est attrayant. La couleur va bien avec ton teint. Je te félicite. Tu as fait un bon achat.
En faisant du lèche-vitrine, j'ai vu un manteau bleu marin avec des boutons dorés. Il est très beau. Penses-tu que 200 $ est un prix raisonnable pour ce manteau?
Parfois, on peut marchander avec le vendeur et obtenir un meilleur prix.

Conseils de magasinage
l'achat (m.)
l'annulation (f.)
un article désiré
la comparaison
la confiance
la confidentialité
le contrat
le consommateur
un consommateur averti
la garantie
un guide en ligne
l'impulsivité (f.)
la livraison
la marchandise
une offre
une offre épatante
la perception des couleurs
une plainte
la politique d'achat
le prix
la qualité
la réduction
la recherche
un remboursement
le retour

Actions reliées aux conseils
communiquer
comparer
effectuer
faire affaire avec
magasiner
réfléchir
se méfier
se renseigner

Utilisation des connaissances linguistiques pour communiquer

Consommateur averti. Il faut connaître la garantie avant d'acheter quelque chose.

D'après toi, quel est le meilleur conseil pour le consommateur averti?

→ Personnellement, je crois qu'il faut réfléchir avant d'agir. Si une offre semble être trop belle pour être vraie, c'est tout probablement le cas.

Crois-tu que les plaintes sont efficaces?

→ Oui, surtout si elles sont faites à l'écrit. La compétition et une bonne réputation poussent les marchands à mieux répondre aux besoins des consommateurs.

Ne comptez pas sur le fait que vous pouvez toujours retourner un produit que vous avez acheté dans un magasin. Renseignez-vous sur la politique de retour et d'échange avant de faire vos achats. Soyez un consommateur averti.

Gardez toujours le reçu et les étiquettes si vous devez échanger ou retourner la marchandise.

Retourne ce manteau au magasin. Tu n'as pas besoin d'un troisième manteau d'hiver. Tu ne peux pas jeter ton argent à l'eau comme ça.

Les habitudes de magasinage

les aubaines (f.)
les besoins (m.)
la confirmation de la commande
la consommation alimentaire
la dernière minute
les désirs (m.)
l'essentiel (m.)
le luxe
les marques (f.) familières
une offre incroyable
la planification
les précautions (f.)
la recherche
la sélection
la sensibilisation des consommateurs (m.)
les ventes (f.)

Types de transactions

les achats (m.) en ligne
l'argent (m.) comptant
la carte de crédit
la carte de guichet automatique
les chèques-cadeaux (m.)
un catalogue
le magasinage social
le magasinage virtuel
les petites annonces (f.)

Actions associées aux habitudes de magasinage

acheter à l'improviste
courir de magasin en magasin

faire du lèche-vitrine
magasiner à la dernière minute
obtenir de l'aide ou des conseils
préparer une liste de choses à acheter
réfléchir avant d'acheter
réviser la liste

Utilisation des connaissances linguistiques pour communiquer
Attends-tu à la dernière minute pendant les fêtes pour faire tes achats?
→ Non, je déteste les foules et je suis trop impatiente pour faire la
    queue. Alors, je magasine tôt durant l'année.
Fais attention au magasinage virtuel. Parfois, les sites ne sont pas
    sécuritaires. Les renseignements qu'on doit fournir peuvent aussi
    se retrouver entre les mains d'autres personnes. Ceci m'inquiète
    énormément.
Quel est un des avantages du magasinage social?
→ Les consommateurs échangent des aubaines en ligne et fournissent
    des conseils importants aux consommateurs. Ceci peut aider à
    éviter les dépenses regrettables.
Méfiez-vous des offres incroyables. Il faut se demander ce qu'elles
    cachent.
N'achète pas cette voiture! Elle est usagée et tu ne connais pas sa
    condition mécanique.
À vendre le plus vite possible : Ordinateur portable en très bon état. Il
    contient le système XP et un lecteur CD/DVD. 450 $ seulement. À
    ne pas manquer!

LES VACANCES

Destinations au Canada et ailleurs dans le monde
les provinces (f.) et territoires (m.) du Canada (7e année)
les régions francophones
l'Acadie
les Antilles françaises
la Belgique
la Côte d'Ivoire
la France
la Guadeloupe
l'Île de la Réunion
la Louisiane
le Maroc
le Québec
Saint-Pierre-et-Miquelon

Lieux de vacances
à l'étranger
à la campagne
au bord de la mer
dans les grandes villes (f.)
dans les montagnes (f.)
le désert
la forêt
le lac
l'océan (m.)

la plage
la rivière
la ville
un village

Moyens de transport
à bicyclette (f.)
à cheval (m.)
à pied (m.)
en autobus (m.)
en autocar (m.)
en avion (m.)
en bateau (m.)
en camionnette (f.)
en canoë (m.) /canot (orthographe plus simple)
en hélicoptère (m.)
en montgolfière (f.)
à motocyclette (f.)
à motoneige (f.)
en navire (m.)
en voiture (f.)

Activités à faire
aller au musée
faire des achats (m.)
faire du ski (m.) alpin/de fond/nautique
faire de la natation
faire de la raquette
faire de la pêche
faire du surf des neiges
faire de la bicyclette/du vélo
faire du camping (m.)
faire une promenade
faire du toboggan (m.)
faire de l'équitation (f.)
faire de la planche à roulettes
faire la grasse matinée
faire de la plongée autonome
faire de la plongée libre
manger au restaurant (m.)
visiter les sites (m.) touristiques

Planification des vacances
les activités (f.)
une agence de voyage
un dépliant
un guide touristique

Objets personnels/points à considérer en voyageant
un appareil photo
les bagages (m.) à main
une croisière

un congé
le coût du voyage
le déplacement
la durée
le forfait vacances
l'itinéraire (m.)
le lieu
le logement
la monnaie
le prix tout compris
une réservation
un séjour
les sites (m.) touristiques
le transport
le type et la taille de valise
les vêtements (m.)
un voyage organisé

Hébergement
une auberge de jeunesse
une caravane
un chalet
une chambre d'hôtel
un gîte
une tente

Choses à prévoir à l'étranger
un adaptateur
un appareil électrique/électronique
l'assistance (f.) voyage
l'assurance (f.) voyage
la carte internationale des étudiants
la douane
les immunisations (f.)
les médicaments (m.)
un passeport
la situation géographique du consulat
une trousse de premiers soins
les vaccins (m.)
le visa

Choses à prévoir en avion
l'aéroport (m.)/l'aérogare (m.)
une escale
un vol direct
un vol avec correspondance
débarquer (descendre de l'avion)
embarquer (monter dans l'avion)
faire enregistrer les bagages
passer le contrôle de sécurité

Choses à prévoir en voiture
la carrosserie
les cartes (f.) routières
le certificat d'immatriculation
la mécanique
le permis de conduire
les pneus (m.)
un système mondial de localisation
une trousse de dépannage

Actions associées aux voyages
acheter un billet (un aller simple ou un aller-retour)
avoir/prendre des vacances
confirmer la réservation
consulter les horaires des trains/des autobus
demander des renseignements
être nécessaire de (+ infinitif)
faire du camping
faire du vélo
faire ses bagages/faire les valises
faire une randonnée
faire une réservation
inspecter
partir en voyage/vacances
passer la nuit
projeter un voyage/faire des projets de voyage
réserver une chambre
réserver une place (dans un avion, dans un train...)
rester dans un hôtel
se procurer les documents nécessaires
visiter un pays/faire la visite d'un pays/d'une région

Prépositions de temps
depuis
lorsque
pendant

Utilisation des connaissances linguistiques pour communiquer
Quelles sont les régions francophones dans les Caraïbes?
→ Ah, il y a la Guadeloupe, l'île d'Haïti et la Martinique. Les trois
   îles sont considérées des régions outre-mer par les Français.
Pouvez-vous me recommander un endroit à visiter?
→ Certainement. Vous pouvez aller en Martinique. Il y a beaucoup à
   faire. Si vous aimez les sports aquatiques, il y a de la plongée libre
   et autonome. Il y a aussi des musées et des sites naturels à visiter.
Est-ce que tu utilises les cartes routières?
→ Avant oui, mais maintenant non. J'utilise plutôt un nouveau
   système mondial de localisation. Il me permet de m'orienter et me
   dire où je veux aller, par la route la plus directe.
Je projette un voyage à Paris. Pourriez-vous me fournir des
   renseignements?

Quelles sont les dates de votre voyage?
→ Du 19 décembre au 5 janvier.
Combien de personnes?
→ Deux adultes et trois enfants.
Quelle compagnie aérienne préférez-vous?
→ Une compagnie canadienne, s'il vous plaît.
Aucune compagnie canadienne n'offre un vol direct. Est-ce un
    problème?
→ Non, pas du tout. Pourtant, j'aimerais prendre la route avec le
    moins d'escales.
Avons-nous besoin d'un visa pour aller en France?
→ Vous avez besoin d'un visa pour un séjour en France seulement si
    vous restez plus de six mois.
Depuis combien de temps ta sœur est-elle en Europe?
→ Elle est là depuis trois semaines.
Pendant combien de temps allez-vous rester en Afrique?
→ Nous allons rester en Afrique pendant deux semaines. Ensuite,
    nous nous rendrons en France avant de retourner au Canada.
Je n'aime pas voyager en avion. Même si c'est le moyen de transport
    le plus rapide, je me sens toujours comme un oiseau pris en cage.
Quel pays avez-vous visité l'année passée?
→ Nous sommes allés au Maroc. Nous avons aimé surtout les plages
    très peu fréquentées. Nous avons visité des palais et admiré leurs
    monuments historiques.
Où voulez-vous aller l'année prochaine?
→ On prévoit aller aux îles Saint-Pierre-et-Miquelon au sud de
    Terre-Neuve.
Je veux améliorer mon français. Où est-ce que je peux aller à part le
    Québec?
→ Il y a des régions francophones partout au Canada. Par exemple, en
    Ontario, il y a plusieurs communautés francophones; au Manitoba,
    il y a le Collège Saint-Boniface et à Edmonton, en Alberta, il y a
    même un campus francophone.

La santé et la sécurité des voyageurs
Besoins médicaux
l'assurance médicale (f.)
les vaccins obligatoires (m.)

Pendant le voyage
les allergies (f.)
un coup de soleil
la crème solaire
les coutumes (f.)
les déclarations (f.)
la déshydratation
les devises (f.) du pays
la douane
l'eau (f.) potable
l'instabilité (f.) politique
les objets (m.) de valeur
les documents (m.) importants

les photos (f.)
le respect des lois (f.) du pays
les sorties (f.) dans les zones à risques
la valeur des articles

Utilisation des connaissances linguistiques pour communiquer
Pourriez-vous m'aider, s'il vous plaît? Quelle monnaie devrait-on
    apporter en vacances?
→ Les chèques de voyage sont la façon la plus sécuritaire de
    transporter de l'argent en voyage. Cependant, on doit apporter un
    peu d'argent liquide en devise du pays.
Faut-il toujours avoir un visa?
→ Non, certains pays n'exigent pas de visa. Il faut se renseigner avant
    de partir, car l'obtention d'un visa peut prendre plusieurs
    semaines. De nos jours, on peut parfois obtenir un visa en ligne.
À quoi sert le passeport?
→ Il est la preuve de citoyenneté. On demande le passeport en entrant
    dans le pays. Parfois, il faut avoir son passeport pour louer une
    chambre dans un hôtel et pour faire des transactions financières.
Avant de passer par le contrôle de sécurité, il faut se défaire de tout
    liquide, de gels et d'aérosols.
Il faut consulter un agent de bord avant d'utiliser les appareils
    électroniques. Ils risquent de nuire aux instruments de navigation
    et aux transmissions radiophoniques avec la tour de contrôle.
On peut se plaindre des nouvelles mesures de sécurité à l'aéroport.
    Elles peuvent nuire aux passagers et causer des délais, mais elles
    assurent la protection et la sécurité des passagers et du personnel
    aérien.
Pourriez-vous me dire où est la porte d'embarquement du vol 523?
→ Bien sûr. Passez par la porte 23 là-bas et continuez tout droit. La
    porte est à votre gauche./Merci!
Votre attention, s'il vous plaît. Le vol 815 en provenance de Winnipeg
    est en retard. Veuillez patienter. On demande aux personnes avec
    des correspondances de venir nous voir au comptoir. Merci de
    votre attention.

LES BEAUX-ARTS –
Les arts visuels

Mots reliés à la peinture/au dessin
abstrait/abstraite
esthétique

l'aquarelle (f.)
l'art (m.) contemporain
l'art (m.) moderne
un/une artiste
un chef-d'œuvre
le chevalet
le contenu
la couleur
le croquis
le dessin
une exposition
l'expression (f.) personnelle

le graffiti
l'harmonie (f.)
l'image (f.)
la forme
la ligne
la lumière
les médiums (m.) les plus connus
le mouvement
le musée
la nature morte
une œuvre
la palette
un paysage
la peinture
la peinture acrylique
la peinture à l'huile
la peinture figurative
la peinture naturaliste
la perspective
le pinceau
le plan
un portrait
la proportion
la signification symbolique
le style
la symétrie
le tableau
la tension
la texture
la toile
la tonalité

Antonymes pour décrire les couleurs
atténuées/vives
chaudes/froides
claires/sombres
complémentaires/primaires
éclatantes/ternes
pâles/foncées
solides/transparentes

Verbes associés à la peinture
avoir du talent
connaître le dessin
dessiner
être amateur de…
être doué en/pour
être passionné de
faire de la peinture
peindre
savoir dessiner/peindre

Quelques périodes artistiques
le classicisme
le cubisme
le dadaïsme
l'impressionnisme
le naturalisme
le réalisme
le romantisme
le symbolisme

Utilisation des connaissances linguistiques pour communiquer
Je crois que nous pouvons tous être un grand artiste. Qu'en penses-tu?
→ Je ne suis pas d'accord. Il faut un certain talent et ce n'est pas tout le monde qui a ce talent. Personnellement, je ne peux pas gagner ma vie en tant qu'artiste.
Qu'est-ce que tu aimes de Monet?
→ Il a pris l'habitude de peindre le même sujet sous des conditions différentes de lumière. Il a fait cela à différents moments de la journée. Son habileté à faire ceci est remarquable.
Qu'est-ce qui t'attire vers un certain tableau?
→ Je préfère les peintures réalistes. Je n'aime pas les couleurs trop vives ni les peintures étranges comme celles de Picasso. Et toi?
Connais-tu des peintres canadiens?
→ Oui, il y a Emily Carr, le Groupe des Sept et des peintres de nature comme Robert Bateman.

Mots reliés à la photographie
décrire une image
développer une photo
examiner une photo
faire de la photographie
prendre une photo

un agrandissement
un appareil à pellicule
un appareil photo
un appareil photo numérique
le contraste
le format horizontal
le format vertical
des images (f.) fixes
la luminosité
la netteté
un passionné/une passionnée de photographie
un paysage rural
un paysage urbain
une photo bien proportionnée
une photo de nature morte
une photo de voyages
une photo promotionnelle
le photographe
la photographie d'intérieur/d'extérieur

une prise de vue aérienne
une prise de vue nocturne
un tirage couleur
un tirage noir et blanc
une vue panoramique

Parties de l'image
au bas
au centre de l'image
au sommet
dans l'angle inférieur droit/gauche
dans l'angle supérieur droit/gauche
dans la partie supérieure de l'image
dans les angles/dans les coins

Utilisation des connaissances linguistiques pour communiquer
Comment un appareil photo numérique a-t-il facilité la prise de
  photos?
→ On peut voir immédiatement la qualité de la photo prise. Avec un
  appareil photo numérique, je peux épargner énormément d'argent.
  Avant de faire développer mes photos, je peux enlever les photos
  qui ne sont pas belles ou que je n'aime pas.
Pourquoi les gens prennent-ils tant de photos?
→ C'est une excellente façon de se souvenir de quelque chose. La
  mémoire est courte alors que la photo dure longtemps.
Pourrais-tu me prêter ton appareil photo?
→ Désolée, mais j'ai laissé mon appareil photo chez moi.
Où peut-on faire développer ses photos numériques?
→ On peut imprimer les photos soi-même si on a l'équipement
  nécessaire. Beaucoup d'endroits dans le quartier offrent ce service
  à la clientèle. Il suffit de se renseigner sur la qualité et le coût.
Cette photo est belle. Elle est bien proportionnée. Il y a un bon
  équilibre entre les contrastes et la luminosité.
J'adore faire de la photographie. Je trouve ça reposant. Je peux être
  dans la nature et prendre des scènes extraordinaires.

Mots reliés à la sculpture
un assemblage
en bois (m.)
en bronze (m.)
le buste
en céramique (f.)
compliquée
contemporaine
une figure sculptée
des formes (f.) en trois dimensions
la gravure
en marbre (m.)
en métal (m.)
le modelage
un objet d'art fait en bronze
un objet d'art moulé en plâtre

un plâtre
la pierre
le sculpteur/la sculptrice
le sentiment évoqué
simple
une statue
sur glace
sur sable

Utilisation des connaissances linguistiques pour communiquer
De quelle sculpture te souviens-tu? Pourquoi?
→ La sculpture *le David* de Michel-Ange est remarquable. Elle est la
   plus célébrée au monde. Elle est en marbre blanc. Elle représente
   très bien l'athlète David au moment de sa victoire contre le géant
   Goliath. La sculpture est imposante, car elle mesure 4,34 mètres de
   hauteur.
On peut acheter beaucoup de sculptures pour décorer la maison, à
   l'intérieur et à l'extérieur, à un prix raisonnable. Elles peuvent être
   simples ou compliquées, petites ou grandes, originales ou copiées
   et en céramique ou en pierre.
Au Carnaval de Québec, la sculpture sur glace est faite à l'aide de
   scies, de couteaux, de gouges et du moulage. C'est vraiment
   remarquable!
Il faut amasser un volume énorme de sable pour faire de la sculpture
   sur sable. Puisque le sable n'est pas très dur, il est facile à sculpter.
   Il y a des compétitions à travers le monde. C'est une autre façon
   d'exprimer ses talents.
J'ai besoin d'un cadeau pour la fête des Mères.
→ Alors, je peux te recommander cette sculpture en métal. Elle
   représente une mère gardant son enfant dans les bras.

LES BEAUX-ARTS –
Les arts du spectacle

Mots reliés à la musique
un album
un artiste/une artiste
les chansons (f.) populaires/traditionnelles
le chanteur/la chanteuse
la diffusion
le disque compact
la maison de disques
le message
le musicien/la musicienne
la pochette
les paroles (f.)
la portée sociale
le rythme
le stéréotype
le style
le thème
les tournées (f.)
la valeur
les vidéoclips (m.)
la voix agréable/dynamique/aigüe

Genres de musique
le blues
le hip-hop
le jazz
le métal
la musique classique
la musique country
la musique soul
le punk
le reggae
le rock
le rock alternatif

Utilisation des connaissances linguistiques pour communiquer
Crois-tu que la présentation d'un disque compact est importante?
→ Absolument, car la pochette peut attirer l'attention et modifier ce
    que les gens pensent d'un album.
Pourquoi est-il nécessaire pour les artistes de faire des tournées?
→ Les tournées servent à attirer la foule et soutenir l'intérêt du public.
    D'habitude, elles ramènent beaucoup d'argent à l'artiste.
Quel genre de musique préfères-tu? Pourquoi?
→ J'aime le rock alternatif. Les paroles ont tendance à traiter des
    sujets de société qui me préoccupent.
J'aime la chanson *Héros à zéro*, car elle a une portée sociale. Elle fait
    réfléchir sur la vitesse au volant et s'adresse à un grand public.
Les chansons en français m'aident à apprendre le vocabulaire en
    français, à mieux connaître les artistes francophones et à apprécier
    ces cultures.
As-tu la nouvelle chanson de…?
→ Non, pourquoi?
Elle est extraordinaire. La musique est très rythmée et les paroles
    traitent d'une fille cherchant un nouveau petit ami.
Je viens d'acheter l'album de… Veux-tu l'entendre?
→ Non, merci. Je n'aime pas ce genre de musique.
→ Bien sûr, j'ai tous ses albums.

Mots reliés au théâtre
une comédie
une comédie musicale
un drame
un guide des spectacles
un opéra
une tragédie
une tragi-comédie

des actes (m.)/des scènes (f.)/un entracte
un acteur/une actrice/un comédien/une comédienne
un auteur/une auteure dramatique (un/une dramaturge)
le baisser du rideau (m.)
les costumes (m.)
la coulisse
le décor

le dénouement
le dialogue
l'éclairage (m.)
la farce
le genre de spectacle
l'interprétation (f.) du rôle
un interprète/une interprète
l'intrigue (f.)
le lever du rideau
le mime
la mise en scène
le monologue
l'opéra (m.)
le personnage
le prix d'entrée
le prologue
le protagoniste
le public
la salle
la scène
les spectateurs/les spectatrices
le suspense
l'unité (f.) d'action
l'unité (f.) de lieu
l'unité (f.) de temps
une vedette
la vraisemblance

Verbes associés au théâtre
aller au théâtre (m.)
interpréter un personnage
jouer le rôle de…
jouer un personnage
monter une pièce
réserver deux places (f.)

La pièce est…
comique
dramatique
grotesque
humoristique
légère
sarcastique
sérieuse
tragique

Utilisation des connaissances linguistiques pour communiquer
Que penses-tu du genre comique?
→ J'adore les comédies, car elles me détendent plus que d'autres
   genres plus sérieux.
Molière est un grand dramaturge français. Il est né en 1622 et est mort
   en 1673, âgé de 51 ans.

Une de mes pièces préférées est *Le Malade imaginaire* de Molière. Le personnage principal, Argan nous fait réfléchir sur les valeurs de la société de son époque par le ridicule de ses gestes, de ses paroles et de ses actions.

Quelle grande difficulté le comédien doit-il surmonter?

→ Il doit bien interpréter la pièce et donner vie au personnage qu'il présente sur scène. Il doit bien jouer son rôle. Ceci n'est pas toujours facile.

Aimes-tu aller au théâtre?

→ Pas vraiment. Je préfère les films, surtout les films d'action.

LES BEAUX-ARTS –
La littérature

Genres littéraires
la bande dessinée
le conte
le drame
la fable
la nouvelle
la poésie
le polar (France)/un roman policier (Canada)
la prose
le proverbe
le récit d'aventures
le roman
la tragédie

Mots reliés à la littérature
l'auteur/l'auteure
le/la critique
le prix littéraire

l'action (f.)
l'anti-héros (m.)/l'anti-héroïne (f.)
l'ambiance (f.)
le cadre
le déroulement
le dilemme
le héros/l'héroïne
l'état (m.) d'âme
l'intrigue (f.)
l'invraisemblance (f.)
le lieu
la morale
le narrateur
la personnalité
le point culminant
le sentiment

citer
convaincre
critiquer
décrire
dominer

évoquer
faire allusion à…
pousser par…
recréer
révéler
s'exprimer
s'identifier à…
se transformer
souligner
susciter
traiter de

Utilisation des connaissances linguistiques pour communiquer
Que penses-tu de ce livre?
→ C'est un très bon roman. Il est vraiment émouvant. Il raconte l'histoire d'une jeune femme qui perd son mari dans des circonstances extraordinaires. Ce que j'ai aimé le plus est le fait que je pouvais m'identifier avec le personnage principal.
→ Je trouve ce livre ennuyeux. L'histoire est invraisemblable et le livre est mal écrit.
Cet article est tellement facile à lire. Il se lit comme un roman.
Quand lis-tu généralement?
→ J'aime lire avant de m'endormir et en écoutant de la musique.
Les bandes dessinées de Tintin sont nombreuses. J'aime le personnage principal, car il est curieux, courageux et fidèle envers ses amis. Il réfléchit avant d'agir. Il a une grande force physique, mais il ne possède pas de pouvoir particulier comme Superman.
Le proverbe contient souvent une morale. Il est court, mais parfois difficile à comprendre. Quel(s) proverbe(s) aimes-tu?
→ Je ne sais pas. Je trouve les proverbes difficiles à comprendre, surtout en français.
J'ai lu un poème de Jacques Prévert. J'ai beaucoup aimé le poème. Par contre, il est triste. Le poème s'appelle *Petit déjeuner du matin*.
Je te recommande fortement ce livre. C'est facile à lire et l'histoire est vraiment drôle. Le personnage principal est un chien.

LA SÉCURITÉ (FACULTATIF)

La sécurité en véhicule
Les facteurs externes
les accotements (m.)
les atténuateurs (m.) d'impact
les bandes (f.) rugueuses
la chaussée
les conditions (f.) climatiques
les courbes (f.) sous-standards
les dangers (m.)
les dispositifs (m.) de sécurité (f.)
l'entretien (m.) hivernal
les feux (m.) de circulation (f.)
la glace
les glissières (f.) de sécurité (f.)
les installations (f.) d'éclairage (m.)
les limites (f.) de vitesse (f.)

la neige
les panneaux (m.) de signalisation (f.)
la pluie
le réseau routier
la signalisation
le verglas
les voies (f.) cyclables

Utilisation des connaissances linguistiques pour communiquer

Pourquoi est-il important d'entretenir l'asphaltage des accotements sur
    la route?
→ Son entretien permet au conducteur de reprendre plus facilement
    la maîtrise de son véhicule, s'il a perdu contrôle.
Les bandes rugueuses signalent au conducteur qu'il a quitté
    partiellement la voie en produisant des vibrations fortes et
    bruyantes. S'il se sent endormi, ces vibrations vont réveiller la
    personne.
Pourquoi est-il nécessaire d'avoir des limites de vitesse?
→ Les limites de vitesse sont bien souvent déterminées par le
    ministère des Transports, après avoir étudié la classification des
    routes et les circonstances routières. Respecter les limites peut
    réduire le risque de collisions.
Le verglas est extrêmement dangereux. S'il se présente, il faut éviter
    de paniquer et de faire des gestes brusques. On doit être prudent et
    essayer d'anticiper les problèmes au volant.

Les facteurs internes (relatifs au conducteur)

Conseils
arrêter souvent
céder le passage
être courtois
éviter l'agressivité au volant
éviter les risques de conflits
éviter d'utiliser le téléphone cellulaire portatif au volant
éviter la vitesse excessive et l'inattention
faire le plein d'essence
garder son véhicule en bon état
laisser un espace suffisant entre les voitures
ne pas changer de voie subitement
ne pas manger ou boire en conduisant
partager la route
planifier son itinéraire
ralentir à l'approche d'un passage à niveau
recharger ou remplacer la batterie
réduire les distractions
respecter les limites de vitesse indiquées
respecter les feux de circulation
toujours détenir une assurance automobile
toujours porter la ceinture de sécurité
utiliser les signaux
vérifier les freins

vérifier le fonctionnement des essuie-glaces
vérifier la pression des pneus
vérifier les fils d'allumage
vérifier les sièges d'enfant et de bébé
vérifier tous les phares

Utilisation des connaissances linguistiques pour communiquer
Es-tu un bon conducteur ou une bonne conductrice?
→ Je suis un bon conducteur parce que j'anticipe les problèmes et
   j'évite ces problèmes. Mon frère manque d'expérience et il est un
   conducteur ordinaire, car il réagit seulement aux situations
   dangereuses.
Pourquoi ne devrait-on pas utiliser le téléphone cellulaire portatif au
   volant?
→ De nombreuses études ont démontré que l'utilisation du téléphone
   cellulaire portatif au volant représente une source de distraction
   importante qui augmente le risque d'accident. Si on veut prendre
   un appel, il faut arrêter et stationner la voiture.
On tient à la vie? Alors, on porte la ceinture de sécurité – c'est la loi.

La sécurité personnelle
La sécurité émotive et physique
bousculer
donner des coups (m.) de pied
frapper
harceler
humilier
injurier
intimider
menacer
rejeter une autre personne
résoudre les conflits (m.)
taxer

l'agresseur (m.)/l'intimidateur (m.)
l'agression (f.) répétée (physique verbale ou psychologique)
les bousculades (f.)
le cambriolage
le chantage
la destruction des biens personnels
l'extorsion (f.)
le harcèlement
l'intimidation (f.)
le racisme
le sexisme
le terrorisme
la victime
le vol

Interjections
Aïe!
À l'aide!

Au feu!
Au secours!

Sécurité intellectuelle
les activités (f.) en ligne
le comportement responsable et éthique
les courriers (m.) indésirables
les forums (m.) de discussion en ligne
les outils (m.) de filtrage Internet
le pseudonyme
les salles (f.) de conversation (f.) en ligne (f.)
le téléchargement
la violation des droits (m.) d'auteur

Utilisation des connaissances linguistiques pour communiquer
L'utilisation de plus en plus répandue d'Internet en milieu scolaire
    soulève la question du respect des droits d'auteur. Il faut éviter
    d'enfreindre la loi en utilisant Internet. C'est à nous de vérifier s'il
    y a un avis ou une mention dans le site qui nous autorise
    l'utilisation du contenu.
Qu'est-ce qui t'inquiète le plus des adolescents?
→ La majorité des jeunes sont sympas, mais quelques-uns manquent
    de respect envers tous et ils expriment ceci par l'agression verbale
    et même physique. Ils ne peuvent pas ou ne veulent pas se
    contrôler.
Participes-tu aux forums de discussion en ligne?
→ Oui, mais je ne publie pas mon adresse électronique. J'utilise un
    pseudonyme. Je suis prudent/prudente.
Que penses-tu de la cyberintimidation?
→ Je crois qu'elle n'est pas appropriée. Nous avons tous le droit
    d'être qui nous sommes. Un autre élève n'a pas le droit de dire des
    choses négatives contre un autre, ni de propager des messages
    cruels. Je suis contre les personnes qui font ça.

Vocabulaire suggéré pour French 20–9Y

**LES SENS ET
LES ÉMOTIONS**

L'exploration des sentiments et des émotions
Les expressions de sentiments et d'émotions (6ᵉ année)
Adjectifs pour décrire les traits de personnalité (7ᵉ année)

Noms décrivant les sentiments et les émotions en opposition

Aspects positifs	*Aspects négatifs*
l'admiration (f.)	le dégoût
l'affection (f.)	la désaffection
l'amour (m.)	l'aversion
l'apaisement (m.)	la nervosité
l'approbation (f.)	la désapprobation
l'assurance (f.)/la clarté	la confusion
le bien-être	la douleur
la bienveillance	l'amertume (f.)
le bonheur	le malheur
la bonne humeur	la mauvaise humeur
le calme	l'anxiété (f.)
la certitude	le doute
la communauté	la solitude
la compréhension	l'incompréhension (f.)
la confiance	l'inquiétude (f.)
le conformisme	la révolte
la consolation	la peine
le contentement	le mécontentement
le courage	la peur
la curiosité	le détachement
la douceur	l'agressivité (f.)
le dynamisme	la passivité
l'enchantement (m.)	le désenchantement
l'enthousiasme (m.)	l'indifférence (f.)
l'espoir (m.)	le désespoir
la fidélité	l'infidélité (f.)
la fierté	la honte
la gaieté	le chagrin
la générosité	l'égoïsme (m.)
l'harmonie (f.)	le conflit
l'humilité (f.)	l'orgueil (m.)
l'indifférence (f.)	le souci
l'insouciance (f.)	l'ennui (m.)
la joie	la tristesse
l'optimisme (m.)	le pessimisme
le pardon	la rancune
la passion	la froideur
la patience	l'impatience (f.)
la pitié	la froideur
le plaisir	le regret
la satisfaction	l'insatisfaction (f.)
la sensibilité	l'insensibilité (f.)
la sérénité	l'angoisse (f.)
la sincérité	l'insincérité (f.)

Aspects positifs	*Aspects négatifs*
le souci	l'indifférence (f.)
le soulagement	l'alourdissement (m.)
la soumission	la rébellion
le succès	la déception
la sympathie	l'antipathie (f.)
la témérité	la crainte
la ténacité	l'abandon (m.)
la tendresse	la dureté
la tranquillité	la préoccupation
la vitalité	la léthargie

Adjectifs et verbes correspondants

amoureux/amoureuse – aimer
anxieux/anxieuse – s'inquiéter
coléreux/coléreuse – être en colère
confiant/confiante – se confier/avoir confiance
content/contente – se contenter
coupable – culpabiliser
découragé/découragée – décourager
déçu/déçue – décevoir
débordé/débordée – déborder
dégoûté/dégoûtée – dégoûter
déprimé/déprimée – déprimer
désappointé/désappointée – désappointer
effrayé/effrayée – effrayer
ennuyé/ennuyée – ennuyer
épuisé/épuisée – épuiser
étonné/étonnée – étonner
exaspéré/exaspérée – exaspérer
extatique – enchanter
fâché/fâchée – se fâcher
frustré/frustrée – frustrer
furieux/furieuse – mettre en fureur
gêné/gênée – gêner
heureux/heureuse – se contenter
honteux/honteuse – couvrir de honte
hystérique – avoir une crise de nerfs/être hystérique
inconfortable – être mal à l'aise/se sentir mal à l'aise
nerveux/nerveuse – être nerveux/se rendre nerveux
peureux/peureuse – avoir peur
plein/pleine d'espoir – être plein/pleine d'espoir
prudent/prudente – être prudent
solitaire – se sentir seul/seule
soupçonneux/soupçonneuse – soupçonner
sûr/sûre de soi – être sûr de soi
timide – être timide/être intimidé(e) par…
triste – attrister
troublé/troublée – troubler

Verbes et les noms exprimant des sentiments, des émotions et des comportements

adorer – l'adoration (f.)
aimer – l'amour (m.)
apprécier – l'appréciation (f.)
appréhender – l'appréhension (f.)
attirer – l'attirance (f.)
avoir le cafard – le cafard
avoir peur – la peur
craindre – la crainte
détester – la détestation
être déprimé/déprimée – la déprime
être enchanté/enchantée – l'enchantement (m.)
être fatigué/fatiguée – la fatigue
être désolé/désolée – la désolation
préférer – la préférence
rompre – la rupture
s'aimer – l'amitié (f.)
s'amuser – l'amusement (m.)
se battre – la bataille
se blesser – la blessure
se brouiller avec – l'embrouillement (m.)
se chicaner – la chicane
se confier à – la confiance
se connaître – la connaissance
se comporter – le comportement
se disputer – la dispute
s'encourager – l'encouragement (m.)
s'ennuyer – l'ennui (m.)
s'entraider – l'entraide (f.)
s'excuser – l'excuse (f.)
se fâcher – la fâcherie
s'inquiéter – l'inquiétude (f.)
se moquer de – la moquerie
s'obstiner – l'obstination (f.)
se soucier – le souci
se passionner pour – la passion
se réconcilier – la réconciliation
se respecter – le respect
se ressembler – la ressemblance
voir – la vue

Quelques phobies

l'acrophobie (la peur des grandes hauteurs)
l'aérophobie (la peur des courants d'air)
l'agoraphobie (la peur des lieux ouverts)
l'aquaphobie (la peur de l'eau)
l'arachnophobie (la peur des araignées)
l'aviophobie (la peur de voler en avion)
la bibliophobie (la peur des livres)
la claustrophobie (la peur des lieux fermés)
la cyberphobie (la peur des ordinateurs)

la cynophobie (la peur des chiens)
la félinophobie (la peur des chats)
la hydrophobie (la peur de l'eau)
la téléphonophobie (la peur du téléphone)
la zoophobie (la peur des animaux)

Degrés de comparaison
aussi que
autant
autant de
autant que
avant
maintenant
moins
moins de
moins que
plus
plus de
plus que
la/le moins
la/le plus
le meilleur/la meilleure
le pire/la pire

Quelques comparaisons
bavard comme une pie
bête comme ses pieds
bon comme le pain
ennuyeux comme la pluie
gai comme un pinson
heureux comme un poisson dans l'eau
heureux comme un roi
malheureux comme les pierres
sérieux comme un pape

Quelques dictons
L'argent ne fait pas le bonheur.
Le malheur des uns fait le bonheur des autres.

Utilisation des connaissances linguistiques pour communiquer
Comment s'est-il comporté devant cet obstacle?
→ Malheureusement, il a perdu son sang-froid. Il est de très mauvaise
   humeur maintenant.
Quelle a été la réaction de ta mère en voyant ce dégât?
→ Elle s'est mise dans une colère noire.
Les comparaisons : Les garçons ont moins de peur que les filles. Les
   filles sont plus sensibles que les garçons. Les garçons sont aussi
   généreux que les filles. Il y a autant de filles que de garçons dans
   cette classe.
D'après toi, quelle phobie serait la pire?
→ Ce serait l'aviophobie. Imaginez ne pas pouvoir prendre l'avion. Il
   serait difficile de visiter des pays outre-mer avec aisance et rapidité.

N'aie pas peur des araignées! Ils ne peuvent rien te faire.

Je suis déçu/déçue quand les gens me promettent quelque chose et qu'ils ne tiennent pas leur promesse ensuite.

Les couleurs nous parlent : le blanc, la synthèse de toutes les couleurs, représente la pureté, la vertu et la chasteté. Savais-tu que le blanc était une couleur de deuil à la Cour de France jusqu'à la fin du XVIe siècle?

Comment est ton amie Suzanne?

→ Mon amie Suzanne est du genre timide et peu bavarde. Elle est tellement réservée que les gens pensent qu'elle est froide, mais ce n'est pas le cas.

Tu viens de recevoir une mauvaise note pour un travail rendu lors de ton cours de français. Quel sentiment ressens-tu?

→ Je ressens de la confusion parce que je croyais avoir compris la tâche et avoir bien fait le travail. Je vais aller parler à mon enseignant/mon enseignante.

Mon ami est mal à l'aise quand il doit rencontrer des étrangers. Malheureusement, il manque de confiance en soi.

Ma mère était très découragée, car elle ne pouvait pas entretenir la maison aussi bien qu'avant. Elle a réglé le problème en embauchant une femme de ménage.

La pire chose m'est arrivée hier soir : j'ai eu un accident avec la voiture de mon père. Heureusement, ce n'était pas ma faute.

J'ai invité mes amis à dîner chez moi, mais je crains qu'ils arrivent en retard. Ils ne sont jamais ponctuels.

Je suis furieuse, car ma patronne m'a refusé une promotion. Elle croit que je suis trop jeune pour ce poste. Je ne suis pas du tout d'accord.

Notre famille a déménagé à Montréal, il y a six mois. Ma sœur, âgée de 15 ans, n'arrive pas à se faire des amis dans sa nouvelle école. Comment peut-on l'aider à surmonter ces difficultés ?

Savais-tu que Pauline a raté son examen de mathématiques?

→ Cela ne me surprend pas, car elle n'étudie pas. Elle sort presque tous les soirs!

→ Non, je ne le savais pas. Quel dommage! Elle a travaillé tellement fort dernièrement.

Comment vas-tu aujourd'hui?

→ Fantastique! Je me sens mieux maintenant, parce que j'ai réussi à expliquer ma situation au conseiller de l'école.

Alors, il a compris ton comportement?

→ Oui, j'ai expliqué que je ne suis pas allée à mon cours de carrière et vie parce que j'avais mal au ventre et je sais que monsieur Smith déteste qu'on entre en retard. Pourtant, il m'a demandé de venir au bureau avant de partir de l'école.

Ce monsieur avec le chapeau bizarre m'énerve, il bavarde comme une pie.

Les cinq sens
le goût
l'odorat
l'ouïe
le toucher
la vue

Noms associés aux sens
le bruit
la couleur
les détails
la distance
l'expression (f.)
la forme
les gestes (m.)
les images (f.)
l'intensité (f.)
l'intonation (f.)
le mouvement
la musicalité
la nuance
l'odeur (f.)
le parfum
la position de quelque chose/de quelqu'un
le regard
la saveur
la senteur
le signe
le son
la surface
le symbole
la taille

Adjectifs associés au sens…
de la vue
allongé/allongée
beau/belle
brillant/brillante
carré/carrée
clair/claire
conique
crevassé/crevassée
cubique
énorme
foncé/foncée
grand/grande
irrégulier/irrégulière
large
limpide
mat/matte
mince
morne
opaque
ovale
petit/petite
ridé/ridée
rond/ronde
rugueux/rugueuse
sombre

sphérique
terne
transparent/transparente
vif/vive

du goût
acide
âcre
agréable
aigu/aigüe
amer/amère
âpre
croquant/croquante
dégoûtant/dégoûtante
délicat/délicate
désagréable
épicé/épicée
fade
faible
fort/forte
fruité/fruitée
juteux/juteuse
moelleux/moelleuse
pâteux/pâteuse
piquant/piquante
salé/salée
sublime
subtile
sucré/sucrée

du toucher
brûlant/brûlante
chaud/chaude
cireux/cireuse
doux/douce
dur/dure
fibreux/fibreuse
fragile
froid/froide
gélatineux/gélatineuse
glacé/glacée
gluant/gluante
gommeux/gommeuse
granuleux/granuleuse
gras/grasse
humide
irrégulier/irrégulière
joli/jolie
léger/légère
lisse
moelleux/moelleuse
mou/molle

mouillé/mouillée
onctueux/onctueuse
pâteux/pâteuse
piquant/piquante
pointu/pointue
râpeux/râpeuse
ridé/ridée
rond/ronde
rugueux/rugueuse
sec/sèche
soyeux/soyeuse
tiède
velouté/veloutée
visqueux/visqueuse

de l'odorat
aromatique
balsamique
boisé/boisée
délicat/délicate
doux/douce
épicé/épicée
floral/florale
fort/forte
fruité/fruitée
léger/légère
moisi/moisie
puissant/puissante
putride
souple
suffocant/suffocante
vanillé/vanillée

de l'ouïe
agaçant/agaçante
aigu/aiguë
doux/douce
frêle
grave
intense
mélancolique
moyen/moyenne
musical/musicale
perçant/perçante
puissant/puissante
régulier/régulière
silencieux/silencieuse
strident/stridente

Verbes associés aux sens
apercevoir
caresser

chuchoter
contempler
crier
déguster
écouter
entendre
fixer
frotter
glisser la main sur
goûter
inhaler
mettre la main dans/sur
observer
palper
passer la main sur
pétrir
presser
regarder
renifler
respirer
savourer
sentir
scruter
tâter
toucher
visionner
voir

Expressions idiomatiques
aller de la brune à la blonde (être inconstant dans ses amours)
avoir des idées grises/noires (avoir de sombres pensées)
avoir la main verte (être un très bon jardinier)
avoir le sang bleu (être d'origine noble)
avoir les mains blanches (ne pas être coupable)
blanc comme la neige (innocent)
blanc comme un drap (être pâle)
un col blanc (un employé de bureau/une employée de bureau)
un cordon bleu (un cuisinier/une cuisinière très habile)
donner carte blanche (donner tous les pouvoir pour agir au nom de
     quelqu'un)
donner le feu vert (donner permission)
être dans le noir (ne rien comprendre)
être jaune de jalousie (éprouver une forte jalousie)
l'un dit blanc, l'autre noir (l'un dit une chose, l'autre le contraire*)*
passer une nuit blanche (une nuit sans dormir)
regarder quelqu'un d'un œil noir (avec irritation, colère)
rester bleu (être figé par l'étonnement)
rire jaune (un rire forcé qui cache mal le désappointement, la colère ou
     la gêne)
rouge comme une tomate (avoir honte, être en colère)
se mettre au vert (prendre du repos à la campagne)

voir tout en noir (être pessimiste)
voir tout en rose (être optimiste)

Utilisation des connaissances linguistiques pour communiquer
Voudrais-tu essayer ce thé aromatisé?
→ Non merci. Je n'aime pas le thé. Je le trouve trop amer.
Quand tu vas au restaurant, selon toi, quel est le sens le plus important?
→ À mon avis, c'est l'odorat, parce que les bons arômes éveillent le
    goût et par la suite, font appel à l'imagination. On essaie donc
    d'envisager l'apparence du plat.
Oh! Ça a l'air vraiment appétissant et ça sent bon.
→ Merci. Ma mère l'a préparé hier soir. C'est mon plat préféré.
Ferme tes yeux. Alors, je vais te donner un objet. Essaie de deviner
    qu'est-ce que c'est en le palpant.
Miam, miam! Ce chocolat est vraiment moelleux. Il fond dans la
    bouche.
Quand je suis entrée dans le bureau du conseiller en carrières, un arôme
    vanillé se dégageait. Ceci m'a beaucoup relaxé et j'étais mieux
    capable de poser mes questions.
As-tu vu Marianne pendant l'heure du dîner?
→ Non, pourquoi?
Elle est devenue rouge comme une tomate quand Paul lui a donné un
    gros bouquet de fleurs. Elle était vraiment gênée.
Je ne sais pas quel sens est le plus important pour la majorité des gens,
    mais personnellement je ne voudrais jamais perdre la vue. Imaginez
    vivre sans voir les merveilles de la nature!
Les personnes aveugles tâtent les objets pour les identifier. Leur sens
    de toucher est très développé ainsi que leur sens d'écoute. Ils
    utilisent l'ouïe pour s'orienter.
Je me sens très fatiguée aujourd'hui. J'ai passé une nuit blanche en
    pensant à mon examen de biologie. J'ai peur de ne pas réussir parce
    que je n'ai pas beaucoup étudié.
Quand j'ai vu sa robe, j'étais jaune de jalousie, car je voulais l'acheter.
    Malheureusement, je la trouvais trop coûteuse, car je ne gagne pas
    assez pour me permettre de telles dépenses.
Ce tableau est celui qui me plaît le plus. Les couleurs sont vives, mais
    pas violentes. Il y a un contraste d'ombres et de lumières qui attire
    l'œil et captive l'imagination. Je désire l'acheter pour mes parents.
Je préfère manger à la française, c'est-à-dire, prendre mon temps et
    savourer la nourriture.
On pouvait constater qu'elle ne se sentait pas bien, car elle était blanche
    comme un drap avant de perdre connaissance.
Cette musique ne me plaît pas du tout. Elle est trop forte. Quittons ces
    lieux parce qu'on ne peut pas se parler ici.
Annonce publicitaire :
→ L'odeur de ce savon de Marseille est discrète et naturelle. La fleur
    de lavande donne à ce savon une senteur provençale. Ce savon est
    pour les peaux les plus délicates.

LES AMIS INTIMES

L'amitié (7ᵉ année)
un ami/une amie
une/une camarade
un copain/une copine
un petit ami/une petite amie

Relations humaines
l'acceptation (f.)
l'aide (f.)
une alliance
l'amitié (f.)
l'attention (f.)
la bande d'amis
la chicane
la communication
la compatibilité
la complicité
la compréhension
la confiance
la confidence
la crise
la critique
la dispute
le divorce
l'étonnement (m.)
l'influence (f.)
l'ennui (m.)
le mariage
la méfiance
un pacte
le partenariat
une peine d'amour
la réconciliation
la rencontre
le respect
la ressemblance
un revers
la rupture
la séparation
la trahison
la tolérance

Qualités des amis
l'acceptation (f.) des autres
la beauté
la bonté
la bonne humeur
le calme
la compassion
la complicité
la compréhension
la confiance en soi

Défauts des amis
le refus
la laideur
la méchanceté
la mauvaise humeur
l'anxiété (f.)
la cruauté
l'hostilité (f.)
l'incompréhension (f.)
le doute

Qualités des amis	**Défauts des amis**
le courage	la peur
la délicatesse	la vulgarité
la discrétion	l'indiscrétion (f.)
la douceur	l'agressivité (f.)
le dynamisme	la passivité
l'enthousiasme (m.)	l'indifférence
l'esprit (m.) ouvert	l'esprit (m.) fermé
la fidélité	l'infidélité (f.)
la franchise	l'hypocrisie (f.)
la générosité	l'égoïsme (m.)
la gentillesse	la rudesse
l'honnêteté (f.)	la malhonnêteté
l'humilité (f.)	l'orgueil (m.)
la loyauté	la déloyauté
la maturité	l'immaturité (f.)
la modestie	l'arrogance (f.)
le pardon	la rancune
la passion	la froideur
la patience	l'impatience (f.)
la pitié	la froideur
la responsabilité	l'irresponsabilité (f.)
la sagesse	l'imprudence (f.)
le sens de l'humour	le sérieux
la sensibilité	l'insensibilité (f.)
la simplicité	la vanité
la sincérité	l'insincérité (f.)
la solidarité	l'individualisme (m.)
le souci	l'indifférence (f.)
la sympathie	l'antipathie (f.)
la témérité	la crainte
la ténacité	l'abandon (m.)
la tendresse	la dureté
la tolérance	l'intolérance (f.)
la vitalité	la léthargie
la délicatesse	la vulgarité

Verbes associés aux relations humaines

abandonner
accepter
aimer
apprivoiser
avoir du plaisir
bâtir
calmer
choisir
compter sur
cultiver
discuter
donner un conseil/quelque chose
endurer
entretenir

éprouver
éviter
garder
gâter
guider
harmoniser
influencer
juger
offrir
parler
partager
passer le temps/du temps avec quelqu'un
questionner
remonter
renouer
savoir
s'aider
s'amuser
se battre
se chicaner
se compléter
se comporter
se comprendre
se confier
se désennuyer
se disputer
s'excuser
s'encourager
s'énerver
s'ennuyer
s'entendre
se fâcher
se lier d'amitié
se moquer
s'obstiner
s'occuper de
se parler
se préoccuper
se réconcilier
se rencontrer
se respecter
se ressembler
se revoir
se sentir mal à l'aise
se tenir ensemble
souhaiter
subir
téléphoner à
tenir des propos

Proverbes qui peuvent être associés à l'amitié

C'est dans le besoin qu'on reconnaît ses vrais amis. (Nos vrais amis sont là pour nous aider, nous encourager.)

L'honnêteté est toujours récompensée.

On récolte ce que l'on sème. (Si tu veux de bons amis, sois un bon ami.)

Qui se ressemble s'assemble. (Les individus dotés de qualités et de défauts semblables se tiennent souvent ensemble.)

Utilisation des connaissances linguistiques pour communiquer

Pour décrire nos amitiés, nous pouvons utiliser les mots : un/une camarade de classe, un copain/une copine, un ami/une amie ou un petit ami/une petite amie.

Les comparaisons :

→ Je préfère les personnes honnêtes que les personnes qui te flattent juste pour être dans le groupe populaire.

→ Les garçons ont encore plus de chances de gagner un bon salaire que les filles dans le monde du travail.

Je crois que, de nos jours, les jeunes veulent avoir autant de droits que les adultes, mais pas nécessairement les mêmes responsabilités. Qu'en penses-tu?

Les jeunes se disputent souvent, mais se réconcilient vite.

Caroline n'est jamais impatiente. Même lorsque je suis en retard, elle me pardonne toujours. Elle est vraiment une amie incomparable!

J'ai passé une soirée embarrassante après avoir renversé un énorme cola sur ma robe blanche devant des étrangers. Je n'ai pas pu enlever la tache du tout.

Un bon moyen de garder ses amis est de montrer du respect l'un envers l'autre.

Je me suis disputé avec mon meilleur ami, car je viens d'apprendre qu'il a dévoilé le secret que je lui avais confié. C'est inadmissible. Je n'accepte pas ses excuses. Je ne peux plus me confier à lui.

Parle-moi de ton ami Jacques.

→ Il est sourd et on communique par l'épellation digitale. Je ne suis pas aussi rapide que Jacques, mais je me débrouille assez bien. On parvient à communiquer sans dire un mot.

Quand j'étais jeune, j'habitais un petit village au nord de l'Alberta. Mon meilleur ami s'appelait Johnny Crowchild. Ensemble, on jouait au hockey en hiver et au base-ball, en été. Il aimait faire du vélo. Mon meilleur souvenir de notre amitié c'est quand on avait 13 ans, on a pris nos bicyclettes et on est allé au bord du lac. Là, on a sorti nos cannes à pêche et on a attendu des heures, mais on n'a pas attrapé un seul poisson. Ses parents disaient que nous ne pourrions jamais survivre en plein air. L'été suivant, nous avons déménagé à Red Deer et j'ai perdu contact avec lui. Il était un très bon ami.

La vie sociale

Les activités sociales French 10–9Y

La vie sociale peut inclure…
les activités parascolaires

une appartenance à un club/à une association
une atteinte des buts personnels ou en commun
des buts en commun
la communication téléphonique
la correspondance
une création de liens
le désir d'interagir
les échanges
un engagement
une évasion du stress et des problèmes de la vie réelle
la formulation de relations significatives
l'immersion dans un monde fantaisiste
l'inclusion/l'exclusion des gens marginalisés
les interactions sociales
une intégration dans une vie communale
un investissement émotionnel
les jeux de rôles
les jeux vidéo en réseau
les loisirs
la manipulation
la marginalisation
les mêmes intérêts
les mêmes valeurs
les organisations de jeunesse
un partage de temps libre
un partage de préférences semblables
les rassemblements
les rendez-vous
les réunions
un sens d'accomplissement
les sorties

Utilisation des connaissances linguistiques pour communiquer

La question qu'on se pose est la suivante : la vie sociale en ligne est-elle aussi importante que celle du monde réel?

→ Il me semble ridicule de passer tout son temps libre derrière un écran à développer des relations « virtuelles ». Mieux vaut entretenir des rapports avec les autres dans la vie réelle. Il est plus facile de se faire tromper en ligne que dans la vie réelle.

→ Je pense que la vie sociale en ligne est même plus importante que celle du monde réel, car les gens avec qui je corresponds m'acceptent tel que je suis. Ils ne me jugent pas d'après les apparences. Je peux aussi correspondre avec eux n'importe quand et de n'importe où. Tout ce dont j'ai besoin est un accès à Internet.

Un élève doit savoir équilibrer sa vie sociale et ses études, car les deux sont importants.

L'été dernier, moi et mon ami avons travaillé auprès des enfants marginalisés au Maroc avec les Nations Unies. Les enfants ont surtout aimé participer aux ateliers de jeux de rôles.

Décris-moi ta vie sociale.
→ Ma vie sociale est presque inexistante. Je passe trop de temps à faire mes devoirs et à travailler à temps partiel. J'ai peu de temps pour sortir avec mes amis.
→ J'ai une vie sociale débordante. Parfois, je dois choisir entre les sorties et les devoirs. Vous pouvez imaginer comme ceci est difficile.
En fin de semaine, je sors avec mes amis voir des films. J'adore ça. Après avoir vu un film, on passe des heures à en discuter.
Je fais des efforts pour rencontrer mes amis après l'école et en fin de semaine. En hiver, on fait du ski alpin pour se garder en forme physiquement et mentalement, tout en s'amusant pleinement.
Je fais partie d'un club de lecture. Mes amis m'accusent d'être un rat de bibliothèque. Je leur parle de mes livres préférés et quelques-uns ont commencé à les lire plutôt qu'à jouer aux jeux vidéo.
J'aime faire du bénévolat comme passe-temps. Cela me permet de me faire de nouveaux amis et d'avoir de nouvelles expériences de vie. Les organisations à but non lucratif organisent des rencontres et des évènements sociaux. J'aime ça.
Je te recommande de faire partie d'un club ou d'une association de l'école. Comme ça, tu peux rencontrer des camarades de classe qui partagent les mêmes intérêts.
Connais-tu ce garçon-là, à côté de Vivianne?
→ Oui, il est son nouveau petit ami, mais il ne va pas à notre école. Depuis que Vivianne a fait sa connaissance, elle n'est plus la même personne. Elle ne sort qu'avec lui. On se préoccupe pour elle.

Résolution des conflits
Quelques définitions du mot « conflit »
un blocage
une chicane
une contrainte
un désaccord
un éclatement
un empêchement
une opposition
une provocation

Causes possibles de conflits
les attitudes (f.) contraires
le besoin d'indépendance
les différences (f.) interindividuelles
l'égoïsme (m.)
les idées (f.) différentes
l'intolérance (f.)
l'irresponsabilité (f.)
la jalousie
le malentendu
le manque d'argent
la pression sociale
les valeurs (f.)

Enjeux
la communication
la compréhension
le contexte
les conseils (m.)
le dommage
la dispute
l'intensité (f.)
l'intervention (f.)
la nature
la négociation constructive
les obstacles (m.)
la persuasion
la prise de décision
le problème
la recherche d'une solution
la résolution
la solution bénéfique
la soumission
la source du conflit

Diverses manières, bonnes et mauvaises, de résoudre un conflit
l'agression (f.)
l'arbitrage (m.)
la conciliation
la coopération
la domination
la facilitation
la fuite/le refoulement
la manipulation
le marchandage
la médiation
la négociation
la réconciliation
la reconnaissance
la soumission
l'utilisation (f.) du pouvoir
la vengeance

Réactions face aux conflits
la collaboration
la compétition
le compromis
la conciliation
l'évitement (m.)
la fuite
le renoncement

Quelques verbes associés aux conflits
accuser
admettre
blesser quelqu'un

choisir d'écouter/de ne pas écouter
conseiller
coopérer
discuter
négocier
prendre une décision
reconnaître le problème
résoudre
rester calme
se prononcer sur…

Utilisation des connaissances linguistiques pour communiquer
Comment peut-on résoudre les conflits?
→ Je crois que pour résoudre un conflit, les personnes impliquées
    doivent vouloir coopérer et être prêts à se rencontrer à mi-chemin.
Quel risque court la personne qui ne veut pas ou ne peut pas faire face
    aux conflits?
→ Il est important de ne pas fuir les conflits parce qu'on ne peut jamais
    les résoudre. Il ne faut pas se mettre la tête dans le sable et ignorer
    le problème. C'est en reconnaissant qu'il y a un conflit qu'on peut
    commencer à le résoudre.
De nos jours, l'intolérance est partout et il faut la combattre.
    Il est important d'accepter les différences et les idées des autres sans
    leur permettre de les imposer.
Bonjour, les jeunes. Ici, Isabelle Roux. Vous êtes à l'écoute de *Parlez-
    moi de vos problèmes*, l'émission radiophonique où les jeunes
    peuvent avoir des réponses à tous leurs problèmes. N'hésitez pas à
    me donner un coup de fil au 1-888-555-4444.
Bonjour, Isabelle.
→ J'ai vraiment besoin de ton aide. Depuis quelques semaines, mon
    ami Paul fréquente une bande de garçons qui font du vol à l'étalage.
    Quand j'essaie de le convaincre de ne pas les accompagner, il me
    dit que c'est pas mon affaire. Ils ne volent rien d'important. Qu'est-
    ce que je dois faire?
Tu dois parler à ton ami et lui dire que s'il ne cesse pas de voler, tu vas
    parler au policier de l'école. Tu ne veux que son bien. Voler est un
    crime, peu importe la valeur des choses volées.
Pour les adolescents, c'est normal d'avoir des désaccords, surtout avec
    leurs parents. Ils passent à travers une période de découverte d'eux-
    mêmes et le désir d'autonomie. C'est difficile pour tout le monde.
Selon moi, voici les raisons pour lesquelles les jeunes se trouvent en
    conflit. Premièrement, ils s'ennuient trop vite. Deuxièmement, ils
    deviennent facilement jaloux des autres et troisièmement, ils ont de
    la difficulté à contrôler leurs émotions. Finalement, ce n'est pas
    facile d'admettre qu'on a blessé quelqu'un.
→ Je ne suis pas d'accord. Mes amis ne sont pas comme ça. Ils
    donnent beaucoup de leur temps à écouter les problèmes des autres
    et ils essaient de les conseiller.
J'ai eu une rupture avec ma meilleure amie. Peux-tu me donner des
    conseils?
→ Peut-être, mais tout dépend de ce qui est arrivé. Parle-moi de
    l'incident.

LA MODE   **L'habillement (5ᵉ et 8ᵉ année)**

Le passé et le présent
sur mesure
chic
les cycles
la création
la décennie
les différences
l'époque
l'évolution de la mode
l'influence (f.)
le look : Mod; Rock 'n roll; Hippie; Beatnik; Disco; Punk; Bon chic,
    Bon Genre (BCBG)
le marché
la popularité
le prêt-à-porter
la prospérité
les similarités
les tendances (f.)
la tradition

Mots pour décrire la mode
à la mode
chic
du déjà vu
démodé/démodée
dernier cri
en vogue

Utilisation des connaissances linguistiques pour communiquer
J'adore les vêtements des années 60. Les femmes portaient des robes
    courtes avec des motifs géométriques. Les couleurs employées
    étaient vives et les tissus avant-gardistes, tels que le plastique et le
    polyester.
Je me suis amusée à regarder les anciennes photos de mes parents. J'ai
    pu constater que leurs vêtements étaient très bizarres. Je me
    demande si mes enfants vont réagir ainsi dans l'avenir.
Il faut rendre hommage à Coco Chanel qui a su simplifier la mode pour
    les femmes. Saviez-vous que c'est elle qui a lancé la mode des
    peaux bronzées?
Puisque la mode ne cesse jamais de changer, elle nous oblige
    pratiquement à renouveler notre garde-robe, si on veut être en
    vogue.
Vive la mode d'aujourd'hui!
Ne trouvez-vous pas qu'à travers les siècles la « mode d'aujourd'hui »
    a souvent été un style liant un peu l'ancien aux nouvelles idées?
→ Oui, je suis d'accord. En regardant les photos de mes parents, je
    m'aperçois souvent que les jeunes ont adapté ce qu'ils portaient,
    mais en modifiant le style un peu.

→ Non, je ne suis pas d'accord. De nos jours, on voit toujours des vêtements de style tout à fait révolutionnaire. J'ai de la difficulté à reconnaître le style d'une autre époque.

La mode féminine des années cinquante était caractérisée par la jupe crayon : très droite. Les femmes portaient aussi un cardigan ceinturé, du tweed, des petits nœuds partout et beaucoup de bijoux.

Les coiffures rétro sont celles que j'aime le plus : surtout le style bohème des hippies des années soixante-dix et les coupes courtes des années quatre-vingt.

Est-ce que les adolescents influencent la mode?

→ Oui. De nos jours, les adolescents sont un assez grand marché d'influence. Pour eux, une bonne marque est synonyme de qualité et quelques-uns peuvent se permettre de fréquenter les magasins qui offrent les vêtements de marque.

Sais-tu que la mode veut dire plus que les vêtements? Il y a toutes sortes de modes, par exemple, la cuisine de nos jours est très différente de celle du passé. Dans les années cinquante, on a eu la naissance des plateaux télé. Les gens pouvaient s'acheter ces plateaux en aluminium et les faire chauffer dans un four. Par la suite, ils pouvaient s'asseoir devant la télévision et les manger, tout en regardant la télévision. C'était vu comme une innovation et une façon de gagner du temps. De nos jours, on les mange encore en les chauffant dans un four à micro-ondes, mais plutôt comme un choix de repas.

Est-ce que tu vises toujours être à la mode?

→ Non, je suis plutôt du genre conservateur, alors je me méfie souvent des nouvelles tendances.

→ Oui, j'aime être à la mode. Je recycle mes vêtements en les vendant dans un magasin de vêtements d'occasion afin de m'acheter de nouveaux vêtements dernier cri.

Je te suggère de ne plus porter cette longue jupe à mi-mollet. C'est vraiment démodé. La mode d'aujourd'hui est de porter des mini-jupes. Allons faire du magasinage.

As-tu vu les nouvelles bottes chez La Botterie?

→ Non, Pourquoi?

→ Elles sont vraiment belles. La nouvelle mode est de porter des bottes à mi-cuisse avec des talons à plate-forme. Les couleurs disponibles sont vraiment chics.

Les carrières et la mode
Quelques carrières dans la conception et la création des vêtements
un couturier/une couturière
un créateur haute couture/une créatrice haute couture
un designer/une designer
un illustrateur de mode/une illustratrice de mode
un styliste de mode/une styliste de mode

Quelques carrières dans la production des vêtements
un modéliste/une modéliste
un operateur d'assemblage/une opératrice d'assemblage
un patronnier-gradeur/une patronnière-gradeuse
le responsable de l'atelier/la responsable de l'atelier

le responsable de collection/la responsable de collection
le responsable des produits/la responsable des produits
un tailleur/une tailleuse

Quelques carrières dans la commercialisation et la vente des vêtements
un chef de produits/une chef de produits
un coiffeur/une coiffeuse
un illustrateur de mode/une illustratrice de mode
un maquilleur/une maquilleuse
un modiste/une modiste
un mannequin/une mannequine
un photographe/une photographe
un vendeur de petites séries/une vendeuse de petites séries

Qualités personnelles requises
l'adaptabilité (f.)
l'autonomie (f.)
l'autorité (f.)
la bonne communication
la capacité de travail
la créativité
les connaissances (f.) du marché et des tendances (f.)
le dynamisme
l'endurance (f.)
la flexibilité
le goût de la précision
l'imagination (f.)
l'initiative (f.)
l'intuition (f.)
l'invention (f.)
la motivation
l'originalité (f.)
la patience
la polyvalence
la réactivité
le sens de la mode
le sens de la négociation
la souplesse
la technicité
la ténacité
la volonté

Verbes reliés aux carrières de mode
adapter
assurer
communiquer des idées
composer
concevoir
concrétiser
confectionner
connaître
construire

contrôler
créer
dessiner
élaborer
étudier
fabriquer
imaginer
intégrer
interpréter
modifier
monter
négocier
organiser
œuvrer
participer
planifier
proposer
réaliser
rechercher
travailler en équipe

Utilisation des connaissances linguistiques pour communiquer

Les carrières dans la mode se divisent en trois catégories :
    1) création et conception, 2) production et 3) commercialisation.
Le styliste de mode doit pouvoir anticiper les courants de mode. Ceci
    n'est pas un travail facile.
Quelle est une qualité essentielle des gens qui travaillent dans le monde
    de la mode?
→ À mon avis, une des qualités les plus essentielles est celle de la
    bonne gestion de stress en période de travail intense. Peu importe
    dans quel domaine on se trouve, c'est un travail exigeant et peu
    relaxant.
Comme j'aime dessiner et m'acheter de nouveaux vêtements,
    j'aimerais poursuivre une carrière de designer de mode. Connaissez-
    vous des écoles de design?
→ Oui, j'ai entendu dire qu'il y a beaucoup d'écoles à Montréal. Une
    des ces écoles s'appelle l'Académie des arts et du design. Je te
    conseille de faire de la recherche sur le site Web de cette école.
Offre d'emploi :
À la recherche d'un designer/d'une designer de mode. Aider au
    développement des petites séries en suivant les tendances du marché
    actuel. Proposer de nouveaux concepts en employant des tissus à la
    mode, des broderies et des boutons fabriqués de différents
    matériaux. Assister à la préparation des maquettes de couleurs pour
    aider les acheteurs des produits et les vendeurs aux magasins. Doit
    être bilingue, avoir un baccalauréat en design de mode, avoir un
    bons sens créatif et artistique, avoir des connaissances en
    informatique, savoir bien communiquer et savoir faire partie d'une
    équipe de travail. Pour poser votre candidature, postuler en ligne au
    <http://www…>.

Connais-tu des couturiers canadiens?
→ Bien sûr. Il y a beaucoup de couturiers, surtout au Québec. En voici une liste de quelques-uns : Léo Chevalier, Jean-Claude Poitras, Simon Chang et une designer autochtone de la Colombie-Britannique, Dorothy Grant.

Philippe Dubuc est un designer de mode canadien. Il est né à Montréal en 1966. Il a suivi ses études au Collège Marie-Victorin. Il a commencé sa carrière dans le domaine de la mode vers la fin des années quatre-vingt, début des années quatre-vingt-dix en faisant le travail d'un patronnier-gradeur, d'un modéliste et d'un gérant de production. Il a lancé sa propre marque en 1993. Il se spécialise dans le design de vêtements pour homme et est reconnu pour son style typiquement européen et urbain de nature. Ses collections de vêtements se vendent présentement dans ses boutiques à Toronto et à Montréal.

Aimerais-tu poursuivre une carrière dans la mode?
→ Je ne pense pas. Je ne suis ni artistique, ni créative. De plus, je ne peux pas dessiner. J'ai d'autres ambitions.

Connais-tu quelqu'un qui œuvre dans le domaine de la mode?
→ Non, pas vraiment. Mon cousin veut devenir mannequin, mais il a dit que c'est une industrie très compétitive et difficile à se faire connaître.

LA CONSOMMATION

Le choix des consommateurs
Facteurs qui entrent en jeu
l'ambiance (f.) du magasin (m.)
l'aménagement (m.) des produits (m.)
l'augmentation (f.) des revenues (m.)
les changements (m.) démographiques
le choix de marques
la compétence et la disponibilité des vendeurs/caissiers
la compétitivité des prix (m.)
les conseils (m.) du vendeur
le coût financier
le développement mondial des échanges (m.)
l'étendue (f.) des produits
l'étendue des horaires/les jours d'ouverture
l'étiquetage (f.) des produits
l'évolution (f.) des valeurs (f.)
la marque (synonyme de qualité et de responsabilité)
la présentation du produit
le prix
les produits en vrac ou préemballés
la proximité du magasin
la qualité du produit
la qualité de la publicité
le rapport qualité-prix
le respect de la personne et de l'environnement
la satisfaction
le service à la clientèle
la taille du magasin

Où faire des achats
à la boulangerie
à la charcuterie
au club-entrepôt
à la friperie/au magasin de vêtements d'occasion
à la librairie
à la papeterie
à la parfumerie
à la pharmacie
à la quincaillerie
à l'épicerie
au grand magasin
au magasin de cadeaux
au magasin de disques
au magasin d'ordinateurs
au magasin-entrepôt
au magasin de prêt-à-porter
au magasin de rabais
au magasin spécialisé
au marché aux puces
au pointe de vente
au station-service
au supermarché
au vente-débarras/au bric-à-brac
dans une boutique
dans un catalogue
dans un hypermarché
en ligne

Comment faire des achats
avec l'argent comptant/l'argent liquide
avec la carte de débit
avec une carte d'assiduité
avec un mandat bancaire
avec un mandat-poste
avec une carte-cadeau
avec un chèque-cadeau
en ligne
par chèque certifié
par carte de crédit
par chèque

Utilisation des connaissances linguistiques pour communiquer
Moi, je préfère payer mes achats au comptant. Comme ça, je n'ai pas de surprises à la fin du mois. Je sais que je dépense plus comme ça, mais ça fonctionne pour moi.
Moi, j'aimerais avoir une carte de crédit, mais mes parents ne veulent pas contresigner. Ils disent que je n'ai aucun contrôle sur mes dépenses.
Moi, j'ai peur d'utiliser ma carte de débit pour payer mes achats, car il est très facile de scanner la carte et sauvegarder le numéro avec son

numéro d'identification personnel (NIP). Il y a déjà eu des fraudes là-dessus.

Es-tu allée dernièrement au supermarché?

→ Non. Pourquoi?

Sais-tu que maintenant tu peux faire balayer tes aliments sans avoir la présence d'un caissier ou d'une caissière? C'est très efficace si tu as quelques articles seulement.

De nos jours, on a un embarras de choix pour faire du magasinage. On peut commander un produit en ligne, on peut le voir à la télévision et l'acheter en téléphonant un numéro 1-800 ou on peut se balader d'un magasin à un autre dans un centre commercial. Personnellement, je préfère aller de magasin en magasin parce que j'aime voir ce que je suis en train d'acheter.

Le choix de mon entreprise préférée repose sur ces aspects : la qualité de ses produits ou services, l'apparence du lieu et le rapport qualité-prix.

Pourquoi préfères-tu les légumes en vrac?

→ Je préfère les légumes en vrac parce que ceci me permet de choisir non seulement la quantité voulue, mais aussi la qualité et la grosseur du produit.

J'adore faire du magasinage dans un magasin-entrepôt. Les prix sont plus abordables que dans les grands magasins.

J'aime bien fréquenter les petits magasins du coin, mais malheureusement ceux-ci n'ont pas toujours une aussi grande variété de produits ni de bons prix que les grands magasins. Tout de même leur service à la clientèle est incomparable.

As-tu une carte d'assiduité?

→ Non, c'est quoi ça?

C'est une carte qui te permet d'acheter des choses à un prix moins cher ou de te procurer des articles avec des points accumulés.

Avis importants :

→ Il ne faut pas se laisser tromper par la taille d'un magasin. Souvent un petit magasin peut offrir une très grande variété de produits.

→ Méfiez-vous des soldes. Elles peuvent être trompeuses. Il est important de se renseigner avant d'acheter.

Petite annonce :

→ À vendre ordinateur portable. Marque reconnue. En excellente condition – pratiquement neuf. Pour plus d'information, téléphonez au 780-555-2324.

Plainte :

→ Je vous écris parce que je n'ai pas encore reçu l'armoire commandée il y a trois mois. Cependant on m'avait promis une livraison rapide de moins de cinq semaines. Je vous prie de me contacter aussitôt que possible.

Les droits et les responsabilités des consommateurs
Définition d'un consommateur
Une personne qui…
- achète un bien
- achète un service
- est protégée par les lois et les politiques de consommation

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Les droits des consommateurs…
à la protection des renseignements personnels
d'être bien informé
à un délai de réflexion
à une garantie
à ne pas être tenu responsable des sommes dans des transactions non
    autorisées
au remboursement
à la rétractation
à avoir la capacité de réagir aux politiques proposées par les
    gouvernements
d'être protégés des biens et des services qui pourraient causer des
    dommages à la santé ou à la vie

Les responsabilités des consommateurs…
d'être un consommateur actif/une consommatrice active
de comparer les prix
de conserver tous les reçus, les garanties, les directions et les contrats
de faire attention aux ventes avec primes/aux soldes/à la liquidation des
    produits
de faire des choix réfléchis
d'effectuer les paiements
de lire le *Guide du consommateur canadien*
d'obtenir et garder la facture
d'obtenir une estimation du coût
de poser des questions
de réfléchir avant de signer un contrat
de reconnaître les marchandises de contrefaçon
de se méfier de la publicité comparative
de se méfier de la publicité trompeuse
de se méfier des promesses verbales
de se renseigner sur les frais de transport
de se renseigner sur le mécanisme de plaintes
de se renseigner sur les politiques en matière d'annulation, de retour,
    d'échange d'un produit
de vérifier la véracité des messages publicitaires/d'un produit

Pour les achats en ligne, il faut…
être vigilant
s'assurer que la transmission des données est sécurisée
utiliser un logiciel « pare-feu »
utiliser un anti-virus efficace
vérifier la fiabilité du vendeur

Utilisation des connaissances linguistiques pour communiquer
Comment puis-je devenir un consommateur averti?
→ Tout d'abord, il est important de lire le *Guide du consommateur
    canadien*. Le guide est disponible gratuitement sur le site Web du
    gouvernement du Canada. Dans le guide, tu vas trouver toutes
    sortes de conseils selon le genre d'achat que tu vas effectuer. Par
    exemple, si tu veux acheter un téléphone cellulaire, le guide t'offre
    des conseils là-dessus.

Cet ordinateur m'intéresse beaucoup, pourriez-vous m'expliquer son fonctionnement, sa garantie, le financement que vous avez en place et votre politique de remboursement ou de retour de marchandise défectueuse?

Avant d'acheter un nouveau téléviseur, j'aimerais savoir quelle est votre politique de retour et quels sont vos frais de transport, car je ne sais pas si mon père aimerait la grandeur de cet écran.

→ Nous remboursons ou échangeons les produits retournés en bon état à l'intérieur d'une période de deux semaines. Si vous retournez la marchandise, il faut avoir le tout dans le même emballage et la facture originale. Les frais de livraison sont de 30 $.Le remboursement ou la note de crédit ne couvre pas les frais de livraison.

Je viens de m'acheter un nouveau jean et en le lavant, le bord s'est défait. Que faire?

→ Je te suggère de le rapporter au magasin et de demander un nouveau jean ou qu'il te rembourse. Pour cela, il te faut ta facture. Est-ce que tu l'as encore?

→ Oui, heureusement je l'ai gardée. Merci de ton conseil. Je vais au magasin tout de suite.

Je veux acheter un appareil-photo numérisé. Quels conseils as-tu pour moi?

→ Tout d'abord, sois un consommateur averti. Compare les produits par rapport qualité-prix. Renseigne-toi au sujet de la garantie et de la politique de remboursement. Puis, après l'achat, garde ta facture, les directives et la garantie ensemble parce que tu ne sais jamais quand tu auras besoin de le faire réparer ou de le retourner.

Bonjour, je m'appelle Monique Desjardins et je téléphone de la compagnie On vous vend tout. Avez-vous quelques minutes? On fait un petit sondage des habitudes de magasinage des jeunes dans votre coin. Je vous assure qu'à la fin du sondage, on ne vous vendra rien.

→ Non, merci. Ceci est un appel non sollicité. Je vous en prie. Au revoir.

Avis :

→ Soyez aussi vigilant dans le monde virtuel que vous l'êtes dans le monde réel en faisant vos achats.

Plainte :

→ Mademoiselle, j'attends patiemment depuis plusieurs minutes. Vous ne cessez de jaser avec votre copine depuis que je suis arrivée à la caisse. Votre responsabilité est de servir vos clients. Moi, comme client, j'ai droit au bon service. J'aimerais bien parler au gérant du magasin, s'il vous plaît.

LA VIE EN PLEIN AIR (FACULTATIF)	**Vie à l'extérieur**
	La météo et les saisons (4e année)
	Les conditions météorologiques (7e année)
	Techniques de survie
	allumer le feu loin des arbres et à l'abri du vent
	apporter des allumettes/un briquet
	apporter de l'alimentation déshydratée

apporter une boussole
apporter des vêtements appropriés pour différentes températures
fournir des détails de l'excursion à quelqu'un avant de partir
porter des vêtements appropriés à la température
savoir comment choisir où construire un abri
savoir comment trouver de l'eau
savoir quoi manger si on est perdu/perdue
savoir s'orienter
s'alimenter
se chauffer
se construire un abri
se défendre
s'hydrater
s'orienter
se protéger des intempéries/des animaux dangereux
se réchauffer
se soigner
se souvenir du chemin pris
suspendre la nourriture hors de la porté des animaux

À considérer avant le départ
un abri
les animaux (m.) nuisibles
les aliments (m.) en conserve, déshydratés, lyophilisés, séchés et
    périssables
une boussole
la chaleur
la conservation des aliments
la déshydratation
l'eau (f.) potable
les endroits (m.) dangereux
l'équipement (m.) nécessaire
la faim
le feu
la foudre
le froid
les insectes (m.)
les plantes (f.) vénéneuses comme l'herbe à la puce
la soif
la trousse de premiers soins

Utilisation des connaissances linguistiques pour communiquer
Avez-vous bien éteint le feu de camp?
→ Oui, nous avons jeté de l'eau et du sable sur le feu pour l'éteindre.
→ Non, nous étions pressés et avons oublié de l'éteindre au complet.
    Nous allons contacter nos amis et leur demander de le faire avant de
    quitter le site. Ils sont encore là.
Il faut éviter de boire de l'eau du lac ou de la rivière, car elle peut être
    polluée et causer des maux d'estomac.
Est-il nécessaire d'amener ce réchaud, car il semble être très lourd?
→ On peut s'en passer si tu veux qu'on mange les aliments froids.

Ou bien, on peut aller chez _____ en acheter un plus léger avant de partir en camping.

Conseils :

Portez toujours votre veste de sauvetage. Évitez le décès par noyade. Planifiez vos excursions. Renseignez-vous sur la région choisie, les dangers, les animaux, le terrain et les prévisions météorologiques.

Expériences en plein air

le camping
faire du camping (m.)
faire un feu
monter la tente
respecter l'environnement

les allumettes (f.)/le briquet
les antimoustiques (m.) ou l'insectifuge (m.)
la cache à nourriture
le cordage
les déchets (m.)
l'écran solaire
l'emplacement de l'abri
un lieu idéal pour le campement
le matelas de sol
le montage du campement
un moustiquaire
les outils (m.) nécessaires (la hache, la scie)
la préparation des aliments (m.)
le sac à dos
le sac de couchage
le site de bivouac
le soin des pieds
une source d'eau
les techniques (f.) de marche
un terrain de camping
les vêtements (m.) appropriés

Utilisation des connaissances linguistiques pour communiquer

Qu'avez-vous dans votre trousse de premiers soins?

→ Nous avons l'essentiel : un analgésique, un antiseptique, une crème antibiotique, des bandages, des pansements adhésifs et un thermomètre.

Lise, tu n'as pas besoin de tout ce maquillage. Tu vas faire du camping, non pas faire une sortie avec ton petit ami. Amène plutôt ton écran solaire. Il va être plus utile.

Nous avons acheté un bon sac de couchage, car on aime faire du camping. Il est résistant à l'humidité et a une bonne fermeture éclair en métal.

Décris-moi une bonne expérience en plein air.

→ La famille s'était bien préparée. Nous avions réservé un site au parc provincial, loué une tente et planifié tous les repas nécessaires ainsi que les ingrédients. Cette planification a porté fruit, car personne ne

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s'est plaint pendant la fin de semaine. La température était agréable : ce n'était ni trop chaud ni trop froid.

Décris-moi une mauvaise expérience en plein air.

→ Je ne vais jamais oublier cette fin de semaine-là. C'était affreux! J'ai attrapé un coup de soleil sans pareil.

Pourquoi doit-on éviter les vêtements en coton lorsqu'on fait des randonnées en plein air?

→ Le coton est un tissu qui absorbe l'eau et il ne sèche pas bien lorsque la personne transpire. Il est préférable de s'acheter des vêtements en laine pour les intempéries ou en matériel synthétique.

Vocabulaire suggéré pour French 30–9Y

**LE MONDE
DU TRAVAIL**

Mots reliés au monde du travail
un boulot
une carrière
un emploi
une job (au Canada)/un job (en France)
un métier
un poste
une profession
un travail

Compétences reliées à l'employabilité
la communication verbale
la connaissance de la technologie et de l'informatique (f.)
la création de documents
l'organisation (f.) du travail (m.)
la pensée critique
la prise de décisions (f.)
la planification du travail
des qualités (f.) intellectuelles
la recherche de renseignements (m.)
les relations (f.) interpersonnelles
la résolution de problèmes (m.)
le travail d'équipe (f.)
l'utilisation (f.) particulière de la mémoire
l'utilisation (f.) des documents (m.)
l'utilisation (f.) des logiciels (m.) et de l'informatique (f.)

Profil personnel
les aptitudes (f.)
les atouts (m.)
les champs (m.) d'intérêt (m.)
les compétences (f.)
les connaissances (f.)
les habiletés (f.)
la personnalité
les qualités (f.)
le style d'apprentissage (m.)
les valeurs (f.)

Qualités personnelles
les bonnes relations interpersonnelles
la capacité de prendre des décisions
la capacité d'adaptation (f.)
la capacité de travailler sous pression (f.)
la communication orale
l'empathie (f.)
l'enthousiasme (m.)/le dynamisme
l'esprit (m.) d'équipe (f.)
la facilité d'adaptation
la fiabilité

l'honnêteté (f.)
le jugement
la patience
la prudence
la résistance au stress/la tolérance au stress
le sens de responsabilité
le sens pratique

Traits personnels
accommodant/accommodante
agréable
aimable
ambitieux/ambitieuse
amical/amicale
calme
chaleureux/chaleureuse
compétent/compétente
consciencieux/consciencieuse
convaincant/convaincante
coopératif/coopérative
courtois/courtoise
créatif/créative
curieux/curieuse
discipliné/disciplinée
dynamique
enthousiaste
extraverti/extravertie
fort/forte
généreux/généreuse
habile
honnête
idéaliste
indépendant/indépendante
intellectuel/intellectuelle
juste
logique
modeste
motivé/motivée
optimiste
original/originale
patient/patiente
persuasif/persuasive
poli/polie
ponctuel/ponctuelle
pratique
précis/précise
prêt à aider/prête à aider
prudent/prudente
responsable
sage
sensible
sérieux/sérieuse

serviable
sociable
stable
sûr de soi/sûre de soi
sympathique
travailleur/travailleuse

Aptitudes
artistique
auditive
mécanique
musicale
numérique
scientifique
sociale
verbale
visuelle

l'adaptation
la bonne mémoire
la créativité
la flexibilité
la gestion de soi
la prise de décision
le raisonnement
la réflexion critique
le sens de l'organisation

Verbes reliés aux habiletés et aux connaissances
améliorer
analyser
animer
anticiper
assembler
communiquer
conseiller
construire
coordonner
déléguer
entraîner
envisager
évaluer
guider
instruire
interpréter
motiver
observer
organiser
parler
planifier
posséder
promouvoir

rechercher
rédiger
réparer
résoudre
s'adapter
superviser
surveiller

Destinations de carrière
l'administration (f.)
les affaires (f.)
les arts (m.)
la culture
l'enseignement (m.)
la fabrication
la finance
la gestion
le génie (chimique, civil, industriel, mécanique, pétrochimique)
l'informatique (f.)
les loisirs (m.)
la machinerie
les métiers (m.)
la religion
la santé
les sciences naturelles et appliquées
le secteur privé
le secteur publique
les sports (m.)
le transport
la technique
la vente

Utilisation des connaissances linguistiques pour communiquer
J'aimerais me renseigner sur les carrières. Par où dois-je commencer?
→ Premièrement, tu devrais prendre un test pour découvrir ton profil
   personnel. Il y en a plusieurs en ligne. Les conseillers à ton école
   pourront aussi t'aider parce qu'ils ont ces genres de tests à leur
   disposition. Après cela, tu verras quels types de carrières
   t'intéressent.
Si j'avais envie de devenir avocat/avocate un jour, quelle démarche
   devrais-je entreprendre?
Quelle sont les qualités recherchées de quelqu'un dans le domaine des
   arts et de la culture?
→ Dans ce domaine, on recherche des personnes possédant un grand
   sens de l'imagination, qui sont créatives et qui aiment l'esthétique et
   la beauté, c'est-à-dire, que les choses sont agréables à l'œil.
Quelles sont les professions ou les métiers qui se trouvent dans le
   domaine des sports et des loisirs?
→ Là, il y a un embarras de choix. Si tu es sportif et que tu aimes
   travailler à l'extérieur, tu pourras devenir animateur de terrains de
   jeux ou un moniteur de sports. Si tu as beaucoup d'énergie, que tu

aimes travailler avec les gens et que tu es discipliné, tu pourras devenir un enseignant de l'éducation physique.

Quelles sont tes qualités personnelles?

→ Je suis capable de bien communiquer, oralement et par écrit, de prendre des décisions et de travailler sous pression. Je suis éditeur du journal scolaire à mon école et ce type de travail demande ces qualités.

Quels sont les traits de personnalité, les aptitudes et les qualités requises d'un agent ou d'une agente de bord?

→ Cette personne doit être sociable, aimer beaucoup rendre service au public et savoir résoudre des problèmes. De plus, elle doit être capable de travailler sous pression pendant des heures qui sont parfois longues et exigeantes. Être bilingue sera un atout.

Crois-tu qu'un emploi d'été peut être bénéfique?

→ Oui, car c'est une bonne façon de découvrir une variété de domaines d'emploi et d'explorer des milieux de travail différents. Ce genre d'expérience pourrait bien permettre de faire des choix de carrières éclairés plus tard.

→ Non, je crois que les élèves ont besoin de se reposer mentalement et physiquement pendant l'été. Ils sont épuisés après dix mois d'école. Ils auront toute leur vie d'adulte pour travailler, alors ils devraient prendre le temps de s'amuser et de jouir de la vie des jeunes.

Un des atouts de Marie est qu'elle est très motivée. Elle sait gérer ses émotions face aux défis. Elle est capable de suivre des directives et elle est très efficace. Elle sera une bonne candidate pour le poste.

Paul a une mauvaise maîtrise de soi, car il est incapable de surmonter ses émotions. C'est une des raisons pourquoi je ne l'ai pas recommandé pour travailler avec des jeunes ayant des difficultés d'apprentissage. J'ai recommandé Georges pour ce travail, car il est positif, patient et très tolérant.

Pierre, félicitations! Tu as fait preuve de patience, de responsabilité et d'un bon esprit d'équipe, tout en travaillant à ce projet avec les autres. Vous avez pu surmonter les difficultés et rendre le travail à l'heure.

Ton amie veut se diriger dans un métier traditionnellement masculin. Elle te demande ton avis. Quel conseil lui donnes-tu?

→ Je l'encouragerais en lui disant qu'on a fait beaucoup de progrès dans les dernières années. L'essentiel est de ne pas agir comme si elle est différente, de connaître ses limites et de ne pas avoir peur de les faire connaître.

Pourquoi préférez-vous embaucher une personne bilingue?

→ De nos jours, une seule langue ne suffit pas, surtout dans le monde compétitif du marché international. Il est important d'être capable de rendre service dans la langue du client, surtout au Canada. De plus, puisque le Canada est un pays officiellement bilingue, il est notre devoir de devenir des citoyens bilingues.

Quelles mesures cette compagnie prend-elle pour garder les bons employés? Et celle-là?

→ Elle est prête à donner aux employés des occasions d'apprendre de nouvelles techniques et d'acquérir de nouvelles connaissances en participant au cours de formation. La deuxième compagnie offre des

bonis financiers. Elle encourage plutôt la compétition en exécutant les tâches dans le moins de délai possible.

Qu'est-ce qu'il me faut pour réussir dans le monde du travail?

→ Tout comme à l'école, il est important d'entretenir d'excellentes relations avec les personnes qui nous entourent, que ce soit avec nos copains, nos camarades de classe, nos enseignants, le personnel administratif, le patron ou les clients. On devrait chercher activement à établir des bonnes relations avec toutes ces personnes et à les cultiver. De plus, il faut être bien éduqué.

Mots reliés au marché de l'emploi
une augmentation de salaire
l'assurance (f.) emploi/l'assurance chômage
les avantages (m.) sociaux
un chèque de salaire/un chèque de paie
le chômage
le congédiement
un contrat
la déclaration de revenus
l'embauche (f.)
un emploi permanant
un emploi temporaire
un emploi à temps plein
un emploi à temps partiel
un employé/une employée
un employeur
le gérant/la gérante
les heures (f.) ouvrables
les impôts (m.)
un numéro d'assurance sociale (NAS)
une offre d'emploi
la paie
le patron
un salaire
le salaire brut
le salarie net
le superviseur

Verbes associés à une demande d'emploi
chercher un emploi
décrocher un emploi
dénicher un emploi
être un postulant/une postulante
faire une demande
faire passer une entrevue/un entretien
obtenir un emploi
poser sa candidature
postuler (à) un emploi/pour un poste
présenter un CV
remplir le formulaire de demande d'emploi
se présenter comme candidat/candidate
trouver un emploi

Étapes à suivre pour obtenir un emploi
– Faire la demande pour un numéro d'assurance sociale auprès de Service Canada.
– Préparer son curriculum vitae en mettant les éléments essentiels :
  - le nom
  - l'adresse complète
  - le numéro de téléphone à domicile avec l'indicatif régional
  - la formation
  - l'expérience de travail et de bénévolat et les éléments facultatifs :
  - les langues parlées
  - les connaissances informatiques
  - les loisirs et les intérêts ou activités culturels ou sportifs
  - les associations professionnelles
  - les références personnelles ou professionnelles
– Lire les offres d'emploi.
– Préparer sa lettre de demande d'emploi.
– Remplir le formulaire de demande d'emploi.
– Recevoir un appel pour une entrevue.
– Se préparer pour l'entrevue en…
  - se renseignant sur l'entreprise
  - se renseignant sur les tâches associées au poste
  - préparant son dossier
  - anticipant le genre de questions posées et ses réponses
  - choisissant une tenue appropriée
  - arrivant bien en avance à l'entrevue
– Se faire connaître lors de l'entrevue en…
  - saluant l'intervieweur et en se présentant
  - regardant l'intervieweur
  - écoutant attentivement les questions
  - répondant aux questions avec précision
  - posant ses questions
  - manifestant son intérêt pour le poste
  - remerciant l'intervieweur
– Écrire une lettre de remerciement en…
  - réaffirmant l'intérêt pour le poste
  - rappelant subtilement ses qualités

Utilisation des connaissances linguistiques pour communiquer
C'est le début de l'année, alors je te recommande dès maintenant de participer à des activités parascolaires. Peu importe l'activité choisie, elle exige de nous une forte volonté de travailler de concert avec d'autres. La coopération et le travail d'équipe sont des atouts de nos jours. Alors rends-toi au gymnase à midi pour la foire des clubs et des activités sportives. Écoute les présentations et inscris-toi à une ou à deux activités qui t'intéressent. Cette participation pourrait être très utile sur un CV.

Donne-moi un synonyme pour « décrocher un emploi »?

→ Un synonyme serait « dénicher un emploi ».
Quelles informations sont trouvées sur la demande de numéro d'assurance sociale?

→ On demande ton nom, ton adresse, ta date de naissance, ton statut au Canada, le nom de ta mère et de ton père et si tu as déjà eu un numéro d'assurance auparavant.

Y a-t-il une différence entre un CV canadien et un CV français?

→ Oui, il y en a. Par exemple, dans l'en-tête du CV les renseignements personnels sont différents. En France, il faut écrire son prénom et son nom de famille en lettres majuscules. De plus, il faut indiquer sa date de naissance, son âge et son état civil, c'est-à-dire, si on est marié ou célibataire. Au Canada, on ne peut pas demander ces informations. De plus, il faut indiquer sa nationalité en France, ce qui fait du sens pour l'Europe.

Est-ce que les catégories d'information sont les mêmes?

→ Non. En France, par exemple, il demande quelque chose qui s'appelle « une accroche ». C'est une formule courte qui a pour but de capter l'attention du recruteur et de mettre l'accent sur les atouts des candidats, sur une expérience significative ou sur un objectif professionnel visé. Il y a aussi les catégories suivantes que les Français appellent « rubriques » : Expériences professionnelles, Formation, Langues, Compétences informatiques et Centre d'intérêt et c'est l'ordre dans lequel elles sont présentées.

Pouvez-vous me dire ce que vous pensez de ma lettre d'accompagnement ou de ma lettre de motivation, comme elle est nommée en France?

→ Ta lettre d'accompagnement est concise et bien écrite. Elle contient de bons renseignements et va sûrement donner une bonne première impression.

→ Dans ta lettre, mentionne bien l'emploi qui t'intéresse. S'il y a un numéro de concours, alors inscris-le dans l'objet.

Quelles sont deux techniques de recherche d'emploi?

→ Pour décrocher un emploi, il est essentiel de varier sa façon de chercher. Il ne faut pas se limiter au marché visible qui représente environ 20 % des emplois disponibles. Il faut être proactif et se créer un réseau de contacts pour avoir accès au marché caché. Il ne faut pas attendre que les emplois viennent vers nous; on doit plutôt aller vers eux.

Bonjour, je viens de lire votre offre d'emploi dans le journal. J'aimerais envoyer une lettre de demande d'emploi à votre entreprise. Auriez-vous l'obligeance de me donner le nom de votre agent de ressources humaines, s'il vous plaît?

Bonjour, j'ai une entrevue chez vous cet après-midi, mais ma voiture est en panne et je devrai m'y rendre en autobus. Pourriez-vous me donner les directives à partir du centre-ville?

→ Certainement. Une fois rendu au centre-ville, prenez l'autobus numéro 3 qui se dirige vers le nord. Tu descendras à l'arrêt immédiatement après la 24ᵉ Rue Nord-Est. Notre édifice se trouve juste à la droite de l'arrêt. Elle est en briques rouges. Nous sommes au 3ᵉ étage.

→ Je vous remercie. Au revoir.

Jean a un excellent réseau de contacts sur le marché du travail alors que celui de Paul est moins étendu. Jean se renseigne auprès des gens qu'il connaît déjà, auprès des personnes qui sont en lien avec d'autres contacts et même des personnes que le hasard met sur son

chemin. Paul, par contre, se limite aux gens qu'il connaît. Son réseau est très restreint.

Quel est un des facteurs les plus importants concernant la lettre d'accompagnement?

→ Elle doit être personnalisée en fonction du poste qui intéresse le candidat. Ceci exige plus de temps, mais est très efficace. Fais la liste des compétences spéciales et reliées directement à l'emploi pour lequel tu poses ta candidature.

Je ne suis pas satisfait/satisfaite de mon CV, mais je suis bloqué/bloquée. Comment puis-je l'améliorer?

→ Si tu veux donner envie au recruteur de t'accorder une entrevue explique davantage ce que tu peux apporter en termes de connaissances et de compétences à son entreprise.

Voici les éléments clés pour se renseigner sur le travail ou sur une entreprise :

- ce que l'employeur ou l'entreprise fait;
- le poste auquel vous posez votre candidature;
- les qualifications requises pour faire le travail;
- les compétences recherchées;
- les clients de l'employeur ou de l'entreprise;
- la réputation de l'employeur ou de l'entreprise.

N'ayez pas peur de quitter la maison avec votre CV. Ne perdez pas votre temps en attendant que le téléphone sonne. Allez frapper aux portes des employeurs.

Le candidat qui veut bien passer son entrevue devrait se renseigner sur l'entreprise et sur l'emploi offert. Il devrait arriver à l'heure et s'habiller bien, peu importe le genre de travail recherché. Il devrait être capable d'expliquer pourquoi il est le candidat idéal pour le poste. Finalement, il est naturel d'être un peu nerveux, mais il ne devrait pas le montrer.

Préparez-vous à l'avance pour votre entrevue, car la planification est essentielle.

Lorsqu'on vous convoquera à l'entrevue vous pourriez demander s'il y aura un examen ou un exercice écrit et même combien de personnes seront présentes. Confirmez aussi l'heure de l'entrevue.

Quand vous rencontrez l'intervieweur, il vaut mieux donner une bonne poignée de main, sans écraser les doigts, et sourire sincèrement.

Si vous ne comprenez pas une question, demandez des explications. Il vaut mieux faire cela que répondre à côté du sujet.

Allons nous entrainer pour ton entrevue. Moi, je vais jouer le rôle de l'employeur et toi, le candidat. Voici ma question : Avez-vous déjà eu un emploi? Si oui, parlez-moi de votre expérience.

→ Non, malheureusement, je n'ai jamais obtenu un emploi. Ma mère m'a encouragé de prendre plus de cours pendant l'été pour être capable de bien réussir mes examens de diplôme. L'école est très importante pour moi. Je veux avoir de bonnes notes pour poursuivre mes études au postsecondaire.

→ Oui, j'ai déjà travaillé dans une petite épicerie près de chez moi. J'étais responsable d'étaler la marchandise, de remplir les étagères vides et d'aider les personnes à apporter leurs sacs d'épicerie à leur voiture. Je n'ai pas beaucoup aimé ce travail parce que les heures

étaient longues et j'étais debout beaucoup. J'aime mieux un travail où je peux m'asseoir, lire, faire de la recherche et écrire.

Pourquoi croyez-vous être la meilleure personne pour ce poste?

→ Dans votre annonce, vous avez mentionné l'habileté de bien parler devant un public comme une exigence pour le poste. À l'école, j'ai participé à de nombreux concours d'art oratoire et j'ai remporté plusieurs prix. Pendant six ans, j'étais dans le club de débat bilingue et en douzième année, je vais prononcer le discours d'adieu lors de la remise des diplômes. À l'école, j'ai aussi fait de l'improvisation et de l'art dramatique avec succès. Je crois que ces compétences me permettent d'être un des meilleurs candidats pour ce poste.

Vous n'avez pas obtenu l'emploi. Que faire?

→ Je peux appeler l'employeur et lui demander poliment les raisons. Je peux aussi lui demander s'il connaît d'autres postes offerts dans mon domaine. Et je dois le remercier d'avoir envisagé ma candidature.

LES VOYAGES ET LE TOURISME	**Vacances**

Vacances
les destinations (f.) au Canada et ailleurs dans le monde (French 10–9Y)
la planification des vacances (French 10–9Y)
la santé et la sécurité des voyageurs (French 10–9Y)

Informations touristiques
À considérer
les activités (f.) culturelles
les activités de/en plein air
l'adaptation (f.) au décalage horaire
l'agent/agente de voyages
les agences de voyage
une assurance de voyage
une assurance médicale
les attractions (f.)/les attraits (m.)
les banques (f.)
la chambre d'hôtel
le choix de destinations
un circuit organisé
le climat
les costumes (m.) et les traditions (f.) de la région/du pays
une croisière
le décalage horaire
les devises (f.) étrangères
les différences (f.) d'heures
la douane
l'électricité (f.)
une excursion
les expériences (f.) douanières
les festivals (m.)
un forfait
l'hébergement (m.)
l'hôtel (m.)
les heures (f.) d'affaires

un itinéraire
les jours (m.) fériés publics
la langue officielle
la location de voiture
les monuments (m.)
le nombre de valises/de sacs à dos
un parcours
les parcs (m.)
un passeport
un permis de conduire international
les pourboires (m.)
la présence d'une ambassade/d'un consulat général
un programme d'échange
le programme Au Pair
les randonnées (f.)
les régions (f.) touristiques
la restauration
la santé des voyageurs
un séjour en hôtel ou en club
un séjour écologique
les services (m.) médicaux
les sites (m.) importants/historiques
les transports (m.)
les taxes (f.)
l'utilisation (f.) de la crème solaire/d'un insectifuge
les vaccins (m.) nécessaires
les vêtements (m.) à apporter/à porter lors du voyage (m.)
un voyagiste
un voyage à forfait
un voyage d'études

Conseils à donner aux voyageurs
Avant le départ s'informer sur…
l'adresse (f.) de l'ambassade (f.)/du consulat (m.) général
les appareils (m.) électroniques
l'assurance (f.) complémentaire
les conditions (f.) d'entrée (f.) et de séjour (m.)
les conditions (f.) de voyage
les conditions (f.) de visa
la couverture des risques de dommages d'auto à l'étranger
le déplacement avec son propre véhicule
les devises (f.) en vigueur
les documents (m.) d'identité exigés
les exemptions (f.) de droits de douane et les conditions (f.) qui
    s'appliquent
le fonctionnement de son téléphone cellulaire à l'étranger
les frais (m.) médicaux et d'hospitalisation
l'importation (f.) de médicaments
l'importation (f.) et l'exportation (f.) d'animaux
les moyens (m.) de paiement sur place
les maladies (f.) tropicales
les mesures (f.) de précaution à prendre

les ordonnances (f.) douanières en vue du retour
les règlements (m.) douaniers
les risques (m.) sanitaires
les vaccins (m.) obligatoires ou conseillés

À noter le numéro…
de téléphone de sa famille
de la police d'assurance voyage
des billets d'avion
des cartes de crédit
des chèques de voyage
de son passeport

Photocopier…
son adresse de vacances
son itinéraire de voyage et les escales
les quatre premières pages de son passeport

Pendant le voyage, faire attention…
aux bijoux dispendieux
aux bureaux de change
à la ceinture de voyage/à la ceinture kangourou
au coffre de sûreté à l'hôtel
au coup de soleil
aux coutumes de la destination choisie
aux croyances et traditions de la destination visitée
à la déshydratation
à la diarrhée
à l'eau chlorée, bouillie, potable ou stérilisée
à l'écran solaire
à ne pas faire passer des colis
au moyen de transport utilisé
à ne pas être seul dans certains endroits
aux photos prises
aux piqûres de moustiques
à son argent comptant

Utilisation des connaissances linguistiques pour communiquer
Comment peut-on se renseigner sur les exemptions de droits de douane
  au moment d'entrer dans un pays et les règlements qui les
  gouvernent?
→ Si vous avez accès à Internet, vous trouverez des renseignements
  sur le site du gouvernement du Canada ou bien auprès de l'Agence
  des services frontaliers du Canada.
Un des pires inconvénients de voyager outre-mer est le décalage
  horaire. La perte de sommeil peut amener des maux de tête, la
  fatigue et une irritabilité chez les gens. Il faut se donner le temps de
  bien récupérer. Parfois, il faut aller au ralenti.
Avant d'acheter un billet d'avion, comparer les prix auprès des agences
  de voyages, les sites Internet des lignes aériennes et des fournisseurs
  de voyages. Soyez vigilant et lisez bien tous les règlements d'achat

ainsi que soyez au courant des frais supplémentaires, s'il y en a. Vaut mieux prévenir que guérir.

Voici l'information dont vous avez besoin présentement : votre départ est à 8 h 25 de l'aéroport international d'Edmonton; le numéro du vol est AC 225; vos sièges sont les suivants : A16, B16 et D16. Votre atterrissage aura lieu à 22 h et un de nos représentants vous accueillera à l'aéroport. Bon voyage.

Il est conseillé aux Canadiens de passage de signaler leur présence à l'ambassade canadienne lorsqu'ils voyagent dans des pays à risque de guerres civiles ou d'activités sismiques. Il est même fortement déconseillé de visiter de tels endroits.

J'ai de la difficulté à me renseigner sur les conditions d'entrée et de séjour… À qui dois-je m'adresser?

Avant de partir il faut donner à quelqu'un dans la famille notre adresse de vacances, notre itinéraire et une photocopie des premières pages de nos passeports en cas de perte.

Il faut parfois se méfier des forfaits. Lorsqu'on cherche à obtenir satisfaction ou à demander une compensation, il est souvent difficile de savoir clairement à qui s'adresser.

Le moyen d'éviter les risques sanitaires en voyageant est avant tout la prévention. On devrait emporter dans ses bagages des médicaments pour se soigner, des trousses de premiers soins ainsi qu'une bonne protection antimoustiques.

Au Canada et aux États-Unis, il est compris qu'on laisse un pourboire dans un restaurant, mais dans quelques pays du monde on décourage cette pratique. Pour être certain de ne pas faire de faux pas, lisez la carte du menu : en général, la pratique du pourboire y est indiquée.

J'ai besoin de me renseigner sur les vaccins nécessaires pour me prémunir contre certaines maladies graves.

→ Vous devriez consulter un médecin dans une clinique santé-voyage avant de voyager à l'étranger. Donnez-vous au moins six à huit semaines avant le départ prévu.

Je ne me sens pas bien. J'ai la nausée. J'ai bu de l'eau non embouteillée. On m'a avisé de ceci avant mon départ, mais j'avais tellement soif que j'ai ignoré ce conseil. Alors, que devrais-je faire?

Nous voulons vous offrir le meilleur. Les propositions de circuits organisés que nous vous proposons ne sont que des possibilités parmi beaucoup d'autres. Elles peuvent être modifiées selon vos besoins et selon la date de votre choix.

Cher voyageur. Voici les conditions de voyage : avec la conclusion du contrat et de la remise d'un billet de garantie, il faut remettre à notre compte 15 % du prix de voyage. En cas de démission par notre compagnie jusqu'au 31e jour avant le début du voyage, le voyageur pourra récupérer le prix du voyage payé avec intérêt.

Est-ce que les Canadiens doivent se procurer un visa pour entrer aux États-Unis?

→ Non, par contre tout Canadien est obligé de présenter un passeport valide pour entrer aux États-Unis, peu importe le point d'entrée.

Quels conseils avez-vous pour prévenir la malaria?
→ Pendant la nuit, dormez dans une pièce climatisée ou, si vous êtes à l'extérieur, dont les ouvertures sont munies de bonnes moustiquaires. Un lit protégé par une moustiquaire imbibée d'insectifuge est aussi recommandé. Pendant la journée, appliquez un insectifuge sur votre peau.

Utilisez le bon sens en voyageant. Faites attention aux insectes, surveillez ce que vous mangez et ce que vous buvez et prenez les précautions nécessaires pour assurer votre sécurité.

Vous avez mentionné de faire attention à la prise de photos. Que voulez-vous dire au juste?
→ Je me réfère aux photos de bâtiments militaires, de navires de guerre et d'installations industrielles. Vous ne devriez pas prendre des photos de ces endroits sans permission, car on pourrait vous soupçonner d'espionnage.

Moi, je déteste voyager. J'ai peur de voler et je souffre du mal de mer quand je suis sur un bateau. Je préfère rester chez moi.

Destinations francophones
l'Algérie
la Belgique
le Bénin
le Burkina Faso
le Burundi
le Cambodge
le Cameroun
le Canada (tous les provinces et territoires)
le Cap-Vert
les Comores
le Congo
la Corse
la Côte d'Ivoire
le Djibouti
la France
le Gabon
la Guadeloupe
la Guinée-Bissau
la Guinée équatoriale
la Guyane française
Haïti
l'île Maurice
le Laos
le Liban
la Louisiane
le Luxembourg
Madagascar
le Mali
le Maroc
la Martinique
la Mauritanie
Mayotte
la Moldavie (en Roumanie)

le Niger
le Nouveau-Brunswick
la Nouvelle-Calédonie
la Polynésie-Française (Bora Bora, Huahine, Moorea, Tahiti)
le Québec
la principauté d'Andorre
la principauté de Monaco
la République centrafricaine
la République démocratique du Congo
la Réunion
la Roumanie
le Rwanda
Saint-Barthélemy
Saint-Martin
Saint-Pierre-et-Miquelon
le Sénégal
les Seychelles
la Suisse
le Tchad
le Togo
la Tunisie
le Viêtnam
Wallis-et-Futuna
le Vanuatu

Note : La liste ci-dessus comprend des régions et des pays où le français est la langue
maternelle; où le français est une langue officielle; où le français est considérée
une langue d'usage important; où le français est parlé par une minorité
francophone.

Informations à considérer
les activités (f.) culturelles/sociales
les évènements (m.) d'importance culturelle/sociale
le climat
les comportements (m.) acceptables
la cuisine
la culture
la devise du pays
les documents (m.) nécessaires
la géographie
l'habillement (m.) approprié
les habitants (m.)
les habitudes (f.)
l'hébergement (m.)
l'histoire (f.)
la langue parlée/les langues parlées
les monuments (m.)
les précautions (f.) sanitaires
la restauration
les règlements (m.) douaniers
les services (m.) additionnels
les sites (m.) historiques
les sites (m.) touristiques

les taxes (f.)
le transport (m.)
les vaccins (m.) nécessaires
les vêtements (m.) à apporter selon l'occasion
les villes (f.)/les endroits (m.) à visiter

Utilisation des connaissances linguistiques pour communiquer

Si je gagnais le voyage de mes rêves, j'irais au Viêtnam, car c'est un pays qui fait partie de la francophonie et qui jouit d'un climat tropical. Les pagodes m'attirent beaucoup et j'aimerais visiter l'ancienne cité de Hoi An.

As-tu déjà visité la Nouvelle-Calédonie, un ensemble d'îles à l'est de l'Australie?

→ Non, mais j'aimerais y aller lors de mon prochain voyage à l'extérieur du pays. Puisque le français est la langue officielle de ce pays, je pourrai pratiquer ma deuxième langue et en tirer profit.

→ Oui, j'y suis allé. J'ai adoré Nouméa, sa capitale. C'est une ville moderne avec beaucoup de plages de sable fin. Malheureusement, je n'ai pu passer que quelques jours là, car j'ai dû me rendre en Australie pour rencontrer ma famille d'accueil.

Bonjour maman. Je suis enfin arrivée à Paris. Hier, je suis allée au Musée du Louvre et j'ai vu la Joconde. C'était une expérience incroyable. Demain, je vais visiter la tour Eiffel. Dis à Paul que je lui enverrai une carte postale de ce site magnifique. Il m'en a demandé une, car ce monument lui tient à cœur. Grosses bises, Monique.

Le meilleur temps de l'année pour rendre visite au Québec est l'automne. Venez visiter le Québec en automne et faites l'expérience d'une explosion de couleurs. Les régions riches en érablières vous émerveilleront. Soyez des nôtres et goûtez les beautés de la « Belle province ».

J'aimerais avoir une liste des sites importants et historiques de la région.

→ Voici notre dépliant le plus récent. Comme vous pouvez le constater, les sites sont nommés en ordre alphabétique, ensuite suivis d'une cote de priorité. Celui-ci a été compilé basé sur les impressions des visiteurs de l'année précédente.

Pour commencer à planifier votre séjour au Maroc, vous ne devez pas manquer « Bienvenue au Maroc », le site touristique officiel du gouvernement. Une fois sur place, vous trouverez une vraie mine d'or pour planifier vos escapades : cartes et guides touristiques, forfaits, hébergements, etc.

Notre professeur nous a demandé de dresser une liste en ordre de priorité de cinq endroits francophones que nous aimerions visiter dans le prochain avenir. Alors, je lui ai envoyé par courriel la liste suivante : la Belgique, la principauté de Monaco, la Polynésie-Française, la Martinique et le Viêtnam.

Oh! Quelles belles photos! Cette photo-ci, qu'est-ce qu'elle représente?

→ Ah! ça c'est le Palais législatif du gouvernement du Québec dans la ville de Québec. Il est situé au cœur de la ville qui s'appelle le Vieux-Québec. La construction de l'édifice a commencé en 1877 et

s'est terminée en 1886 avec l'érection de la tour centrale qui est dédiée à Jacques Cartier. Les jardins du Palais sont magnifiques. On y trouve une grande fontaine dédiée aux Autochtones et plusieurs statues en bronze représentant différents personnages de l'histoire québécoise. Entre autres, on y voit la statue de Louis-Joseph de Montcalm qui était le lieutenant-général menant la bataille des plaines d'Abraham en 1760 et un autre de Samuel de Champlain qui a fondé la ville de Québec en 1608. J'ai beaucoup aimé mon échange au Québec et maintenant mon partenaire d'échange est ici.

LE RÔLE DES MÉDIAS

Types de médias
la presse écrite (les journaux, les magazines, les revues)
la radio
la télévision
la publicité

Mots reliées à la radio
Personnes liées à la radio directement ou indirectement
un auditeur/une auditrice
l'auditoire (m.)
des commanditaires (m. et f.)
des correspondants/correspondantes
des documentalistes (m. et f.)
des journalistes (m. et f.)
une équipe de programmateurs/programmatrices et
    d'animateurs/d'animatrices

Gestion de la radio
le centre de diffusion
la station de radiodiffusion
le studio

Quelques rôles de la radio
diffuser des annonces (f.) publicitaires
diffuser des informations (f.) locales, régionales et internationales
faire passer des interviews (m.)/des entrevues (f.)
informer les gens
jouer de la musique (pop, classique, rock, ethnique, jazz, en anglais, en
    français)
livrer les nouvelles (f.) importantes
présenter des bulletins (m.) météorologiques
produire et diffuser des émissions (f.) radiophoniques
recevoir les dépêches (f.) des agences de presse

Programmation
l'attaque (f.)
un bulletin d'information
un commentaire
un communiqué de presse
un débat
une dépêche
une émission différée

une émission en direct
une interview
une interview-variétés
la météo
les nouvelles (f.)
un radiodrame
un reportage
les sports (m.)
une tribune téléphonique

Registres de langue employés par les annonceurs/annonceuses
courant (vocabulaire juste et des structures grammaticales correctes)
familier (la langue de tous les jours)
soutenu (recherché ou spécialisé)

Éléments prosodiques
le débit – modéré, lent, rapide
le ton – captivant, dramatique, humoristique, léger
la voix – douce, expressive, ferme, monotone

Utilisation des connaissances linguistiques pour communiquer
Peux-tu nommer deux stations de radio à Calgary et leur genre de
    musique?
→ Oui, CILQ 107 joue du rock classique et CKRY 105, de la musique
    western
Peut-on capter beaucoup de stations de radio dans ta région de la
    province?
→ Oui, je vis dans une grande ville, alors nous avons le choix de plus
    de quinze stations.
→ Non, puisque je vis dans une région assez isolée de la province et
    loin d'un grand centre. Fréquemment, la réception est mauvaise et
    on peut compter sur quatre stations seulement. Alors, j'essaie
    d'écouter des stations de radio sur Internet.
Quand écoutes-tu la radio?
→ Je l'écoute en me réveillant le matin, en prenant mon petit-déjeuner
    et en me rendant à l'école, car dans mon cours d'études sociales
    l'enseignant commence toujours la classe en nous posant des
    questions sur les actualités.
→ Je n'écoute pas la radio. Je n'aime pas ça, car il y a trop d'annonces
    publicitaires et je préfère écouter mes chansons préférées sans
    interruption.
Quand tu écoutes la radio, quelles sortes d'émissions aimes-tu écouter?
→ Moi, j'aime écouter les nouvelles sportives. J'aime savoir qui a
    gagné des parties/des matchs ou des compétitions. J'adore aussi
    écouter les parties/les matchs de hockey à la radio parce que tu dois
    imaginer ce que les annonceurs voient lorsqu'ils annoncent les
    mouvements des joueurs.
→ Moi, j'aime écouter les tribunes téléphoniques. Je trouve que les
    gens disent des choses drôles. Parfois, je suis d'accord avec eux,
    mais bien des fois, je ne suis pas d'accord. Pourtant, je n'y
    participerais jamais, je suis trop timide pour parler sur les ondes.

Pour quelles raisons écoutes-tu la radio?
→ Je l'écoute pour me détendre. J'écoute de la musique avant de me coucher et ça m'aide à relaxer.
→ Moi, j'écoute la radio pour m'informer, surtout des problèmes de circulation pour les éviter en allant à l'école.
Il est important d'écouter la radio le matin si on veut savoir quels vêtements on devrait porter, car on annonce les prévisions de la journée.
Eh! Je viens d'apprendre en écoutant la radio que le président de… a survécu une tentative d'assassinat. Quelle horreur!
Cet annonceur me tombe sur les nerfs. Sa voix est très monotone et ses blagues ne m'amusent pas du tout. Si j'étais commanditaire, je ne financerais pas cette station de radio.
Nous avons visité le centre de diffusion de la société Radio-Canada. Dans le studio, un des animateurs nous a expliqué la production d'une émission et nous avons même pu jouer le rôle d'un annonceur. Le tout a été enregistré sur cassette pour l'écouter en classe demain. Quelle belle excursion!
Comment puis-je me rendre au centre de diffusion de Radio-Canada?
→ Il est situé dans le nord-ouest de la ville. Prenez la rue Louisbourg en vous dirigeant vers l'ouest et peu après le pont Acadie. Vous la verrez à votre droite.
Quel est un avantage de la radio comparé aux autres genres médiatiques?
→ La radio informe les gens plus rapidement. On la considère un média instantané, car on peut facilement interrompre une émission et relater un évènement qui se déroule, sans exiger des coûts élevés.
Pourquoi est-il plus difficile d'être un bon annonceur à la radio plutôt qu'à la télé?
→ Dans les deux cas, tu dois pouvoir transmettre ton message avec un ton clair, juste, enthousiaste et convaincant. Mais, ceci est encore plus important à la radio parce que l'auditoire doit saisir le message en utilisant seulement l'oreille et non pas les yeux comme à la télé.
À la radio comme dans un article journalistique, l'attaque est importante. Elle permet de fixer le but désiré, de répondre aux questions clés et d'attirer l'attention des auditeurs et des auditrices. Quel genre d'attaque aimes-tu?
→ Moi j'aime les citations directes et pertinentes.
→ Personnellement, je crois qu'illustrer un cas particulier attire plus mon attention.
Pour devenir annonceur à la radio il faudrait développer ses compétences professionnelles dans le domaine de l'animation radiophonique en prenant des cours au collège. Le programme est composé d'onze cours répartis sur deux trimestres.
Radio CXYZ – la station de la jeunesse. Écoutez la musique de toutes les générations et de tous les genres. On est ici pour vous plaire!

Mots reliés à la télévision
une annonce publicitaire
un avis
la câblodistribution
un centre de diffusion de la télévision

une chaîne télévisée
une chaîne de télévision/un réseau de télévision
une chaîne de télévision payante
la classification de l'émission
une émission de télévision
l'horaire (m.) des émissions (f.)/la grille-horaire
l'heure (f.) d'antenne
un message d'intérêt public
la période de pointe/l'heure de grande écoute
une station de télévision
un système de filtrage
un téléspectateur/une téléspectatrice
la télévision numérique
la télévision par satellite

Types d'émissions
les actualités (f.)
une comédie
un débat (m.)
les démonstrations (f.)
les documentaires (m.)
les émissions (f.) dramatiques
les émissions éducatives
les émissions jeunesse
les émissions musicales
les émissions religieuses
les émissions scientifiques
les émission sportives
les émissions d'humour
les émissions de jeu
les émissions (f.) de variétés
les émissions (f.) sur la nature/le plein air
les émissions (f.) pour enfants
les feuilletons (m.)
les films (m.)
les films (m.) animés
les infovariétés (f.)
les journaux (m.) télévisés
les nouvelles (f.)
les policiers (m.)
les sports (m.)
les tables rondes (f.)
les télémagazines (m.)
les téléréalités (f.)

Intentions de communication
convaincre
divertir
éduquer
inciter
informer
raconter

Éléments qui attirent l'attention aux émissions télévisées
Caractéristiques des personnages
l'âge
l'apparence physique
le comportement
l'habillement
l'occupation
les valeurs

Techniques employées
les démonstrations
les effets spéciaux
les images
les témoignages

Environnement
l'ambiance
le décor
le son

Avis aux téléspectateurs/aux téléspectatrices
écouter bien le message et le décoder
évaluer l'authenticité du message
faire preuve de jugement critique
porter attention aux stéréotypes
se poser des questions

Utilisation des connaissances linguistiques pour communiquer
Pour choisir les émissions qui seront diffusées, les téléastes doivent considérer trois choses : l'intérêt du public, les coûts et la variété d'émissions afin de plaire à tout le monde.
Quelles sortes d'émissions regardes-tu à la télévision?
→ J'aime les policiers parce qu'il y a beaucoup d'actions. J'aime aussi quand ils attrapent les criminels, même si je sais que ce n'est pas comme ça dans la vie réelle. J'aime aussi regarder les parties/les matchs de hockey. J'essaie de temps en temps de les regarder en français. C'est difficile, mais j'aime surtout regarder les Canadiens.
→ Moi, j'aime regarder les feuilletons. Je les enregistre parce qu'ils passent en ondes pendant les heures d'école. Comme ça, je ne manque aucune émission. Je n'aime pas perdre le fil des histoires.
→ J'aime surtout les émissions documentaires, car elles sont liées au réel et visent surtout à accroître ma connaissance plutôt qu'à agir sur mes émotions, comme c'est souvent le cas avec les autres genres.
→ Je regarde rarement la télévision. Je préfère lire ou écouter les balados.
Combien d'heures par jour regardes-tu la télévision?
→ Avec ma charge de cours ce semestre, je n'ai pas beaucoup de temps pour regarder la télévision. Si je regardais la télé, je n'y passerais pas plus qu'une heure pour regarder les nouvelles.

→ Je ne regarde pas beaucoup de télévision pendant la semaine. Par contre, en fin de semaine, j'aime regarder un film sur une chaîne de télévision payante au lieu d'aller me chercher une vidéo.

Que penses-tu de la téléréalité?

→ Je suis passionné/passionnée par ce genre d'émission. Les situations ne sont jamais ennuyeuses et les personnes sont des gens ordinaires auxquels je peux m'identifier. J'aimer surtout les téléréalités où tu peux participer en votant pour ton chanteur préféré ou ta chanteuse préférée.

→ Je déteste ce genre d'émissions. Elles montrent des participants en compétition les uns avec les autres dans un environnement créé pour l'occasion. De plus, on voit les gens traiter les autres sans respect. Je trouve ça déplorable. On ne vit pas la réalité de cette façon.

Laquelle t'a choqué/choquée le plus?

→ Ce serait l'émission américaine qui a comme vedette des enfants, âgés de 8 à 15 ans, qui ont construit leur propre société dans un ranch au Nouveau-Mexique. Ceci a été inspiré du livre *Sa Majesté des mouches*. Durant 40 jours, ces enfants ont vécu et travaillé ensemble. Ceci m'a vraiment bouleversé à cause de l'exploitation des enfants. Qu'est-ce qu'on est en train de dire aux enfants quand on permet ce genre d'émissions?

Pour faire un sondage sur le genre d'émissions écoutées, commence d'abord par élaborer ton questionnaire. Il doit inclure le genre d'émissions écoutées, les jours et les heures de diffusion, le nombre d'heures passées devant la télé et les chaînes les plus populaires.

Quelle émission a été la plus populaire de toute l'histoire de la télévision? Pourquoi était-elle populaire?

→ Cette émission était *The Ed Sullivan Show*. Elle a présenté des artistes controversés comme Elvis Presley, les Beatles, les Rolling Stones et Janis Joplin. C'est à celle-ci qu'on accorde l'invention de l'émission de variétés.

De nos jours, la télévision s'efforce de mieux représenter les minorités ethniques. Il y a de plus en plus d'émissions de diverses cultures provenant de pays autres que les États-Unis.

Après avoir entendu le débat à la télévision hier soir, je me suis senti mieux renseigné/renseignée sur les candidats et plus sûr/sûre de mon vote lors des élections fédérales.

Est-ce que ta famille est abonnée à la câblodistribution?

→ Oui, car mes parents et moi aimons la plus grande diversité d'émissions possibles avec la câblodistribution.

→ Non, nous regardons rarement la télé, alors la câblodistribution serait un gaspillage d'argent. Nous préférons le dépenser autrement.

Je vous invite à soumettre votre nom pour participer à un de nos jeux télévisés. Vous aurez à passer une audition où on évaluera vos compétences de faits divers. Si vous réussissez, vous deviendrez un de trois candidats qui voyagera à Los Angeles.

À ton avis, quel sera l'avenir de la télévision traditionnelle?

→ Selon moi, son avenir est prometteur. Nous serons capables de regarder la télévision à la carte en poussant un bouton sur la télécommande. Les téléspectateurs pourront regarder l'émission désirée au moment où ils le choisiront d'après une liste nombreuses

d'émissions en direct ou en différé. De plus, on sera capable de télécharger nos émissions préférées des sites Internet des télédiffuseurs comme on le fait présentement pour les chansons. J'aimerais beaucoup ça parce que je pourrais regarder ce que je veux où je veux et à l'heure que je veux.

Mots reliés aux journaux (la presse écrite)

Genres du journal
journal à scandales
journal d'information
journal d'opinion
journal indépendant
journal local
journal régional
journal professionnel
journal scolaire

Équipe

le directeur/la directrice de la publication
le chef de rubriques
le commentateur/la commentatrice
le/la critique
le dessinateur/la dessinatrice
les envoyés spéciaux/les envoyées spéciales
l'imprimeur (m.)
les journalistes (m. et f.)
le/la maquettiste
les photographes de presse (m. et f.)
le rédacteur en chef/la rédactrice en chef
les reporteurs (m.)/les reportrices (f.)
les réviseurs/les réviseuses linguistiques

Différentes rubriques d'un quotidien

les arts (m.) et les spectacles (m.)
les bandes dessinées (f.)
une caricature éditoriale
le carnet
le cinéma
le communiqué de presse
le courrier des lecteurs
les critiques (m.) de films
les critiques de restaurants
la culture
l'économie (f.)
l'éditorial (m.)
les faits (m.) divers
la finance
les horoscopes (m.)
les loisirs (m.)
la météo
la mode
le monde des affaires

les mots (m.) croisés
la nécrologie
les nouvelles (f.) nationales et internationales
les petites annonces (f.)
la politique intérieure/la politique étrangère
la santé
la société
les spectacles (m.)
le sport
le tourisme/les voyages
la tribune libre
la une
les voitures (f.)

Mots reliés à la publication
un abonnement
une édition spéciale
l'espace réservé à la publicité, à l'information
un exemplaire
un lecteur/une lectrice
un message imprimé
un numéro
un tirage

Genres de publication
un annuel
un bimensuel
une circulaire
un hebdomadaire
un magazine électronique
un mensuel
un quotidien
un trimestriel

Actions reliées à la presse écrite
attirer l'attention avec le titre, le(s) sous-titre(s), le slogan
éveiller le désir avec l'image, la signature, le logo
susciter l'intérêt avec le texte, le message
provoquer l'action avec la conclusion

Lisibilité des textes
une absence de mots superflus
des exemples concrets
un fil conducteur
des paragraphes courts
des phrases courtes, mais diversifiées
la terminologie correcte
un vocabulaire précis

Contenu d'article du journal
le titre
le surtitre
le chapeau
le corps du texte répondant aux questions – qui, quoi, où, pourquoi,
comment

Contenu d'une critique d'un film/d'une pièce de théâtre/d'un spectacle
le titre du film
le genre de film
le sujet du film
les évènements (m.) principaux
le nom du réalisateur
le point de vue du critique et sa justification
le thème du film

Éléments d'un film/d'une pièce de théâtre/d'un spectacle à considérer pour la rédaction d'une critique
les acteurs/les actrices
l'action (f.)
les costumes (m.)
le décor
le déroulement
les effets (m.) spéciaux
l'intrigue (f.)
la mise en scène
la musique
le scénario
le suspens

Expressions d'opinion
absolument/absolument pas
à mon avis
d'après moi
il est impératif de
il me semble que
il va sans dire que
j'ai l'impression que
je crois/je ne crois pas
je pense/je ne pense pas
je suis d'accord/je ne suis pas d'accord
je trouve que/je ne trouve pas que
personnellement
selon moi

Utilisation des connaissances linguistiques pour communiquer
Je lis le journal pour m'informer. Alors, mes parents sont abonnés à un quotidien qui me permet de me tenir mieux renseigné/renseignée sur les nouvelles nationales et internationales. Je dois avouer que j'aime aussi lire les bandes dessinées et m'amuser avec les jeux tels que les mots croisés et les Sudokus.

Quelle est ta partie préférée du journal?
→ J'aime lire la rubrique « spectacles » parce que j'aime être renseigné/renseignée sur les prochains concerts et j'aime lire des choses au sujet de mes chanteurs préférés.

Est-ce que le dernier numéro du magazine *Filles d'aujourd'hui* est sorti?
→ Non, pas encore. Il n'y a que le numéro de la semaine dernière. Sa publication a lieu le troisième lundi du mois.

Qu'est-ce qui t'attire le plus en feuilletant le journal? Le moins?
→ Ce sont les titres qui attirent mon attention le plus. Ils doivent être captivants, courts et explicites. Je déteste lire un article dont le titre est trompeur.
→ Je regarde les photos, car je suis du genre visuel. Elles piquent ma curiosité, mais parfois elles sont choquantes et morbides, surtout si elles montrent les ravages de guerre et ainsi de suite.

J'aime lire un éditorial qui ne m'invite pas nécessairement à applaudir le point de vue de l'éditorialiste, mais plutôt à réfléchir ou à m'opposer à la présentation faite.

Je déteste lire les éditoriaux, car souvent ils donnent le point de vue limité de l'éditorialiste ou du journal. Contrairement à moi, Paul les lit constamment. Il croit qu'ils provoquent sa réflexion en soulevant des questions.

Je cherche un emploi à temps partiel. Dans quelle rubrique puis-je trouver les offres d'emploi?
→ Dans les petites annonces.

J'aime beaucoup écrire. Que dois-je faire pour rédiger un article de journal?
→ Tout d'abord, il faut trouver un sujet. Ensuite, il faut faire de la recherche. Ceci pourrait être une entrevue ou en enquête sur les lieux. Une fois tous les détails recueillis, il faut mettre les informations en ordre d'importance et écrire l'article en fonction des cinq questions journalistiques : qui, quoi, où, pourquoi et comment. Par la suite, il est important d'écrire un titre et même un surtitre attrayants pour ton article. Finalement, tu dois le soumettre au rédacteur en chef qui décidera si ton article sera publié ou non,

Quelle différence as-tu remarqué entre un journal canadien et un journal français?
→ J'ai remarqué qu'il y a moins d'annonces publicitaires dans un journal français que dans un journal canadien.

À savoir que dans certains pays, les journalistes doivent se battre pour la liberté de la presse écrite, c'est-à-dire pour s'exprimer librement. Il faut appuyer ces journalistes parce que bien des fois ils perdent leur vie à cause qu'ils n'ont pas la liberté de parole.

Dans ce journal à scandales, on y trouve des articles sur la vie privée des personnes célèbres et des rumeurs. Quel gaspillage d'argent!

J'ai acheté un quotidien afin de lire les annonces qui concernent la formation, car je veux faire un stage pour apprendre un nouveau métier.

J'aime lire les critiques de film dans les journaux. Même si je ne suis pas toujours d'accord avec leurs commentaires, ceux-ci m'aident à décider si j'irai voir le film au cinéma ou si je l'achèterai en DVD plus tard.

À mon avis, dans le film *Mamma Mia*, les spectateurs se sont laissés
　　entraîner par la musique, les couleurs vives et la chaleur de la
　　Grèce. L'actrice principale a vraiment mené le film avec ses
　　chansons et ses danses. Le film est un mélange d'humour et de
　　tendresse. Mais, pour mieux l'apprécier, on devrait avoir un attrait
　　pour la musique des années 70 et du début des années 80.

On lit souvent dans les critiques des commentaires au sujet des effets
　　spéciaux dans les films. Les aimes-tu?

→ Même s'ils sont parfois exagérés, je les aime. Je ne trouve pas
　　qu'on en abuse au détriment de l'histoire. Tout est possible. La
　　technologie nous permet de vivre de nouvelles réalités.

→ Je trouve de nos jours que les réalisateurs essaient de se dépasser
　　entre eux. D'après moi, les effets spéciaux sont là pour masquer la
　　médiocrité de l'histoire.

Mots reliés à la publicité
une publicité commerciale
une publicité sociétale

Genres de publicité
une affiche
une annonce publicitaire
un article de journal
une brochure
un communiqué de presse
un dépliant
un macaron
un message radiophonique
un message sur un vêtement
un panneau
une pétition
un prospectus

Manières de diffusion
audio
audiovisuelle
imprimée
radiodiffusée
télévisée
à but non lucratif

Gestion de la publicité
l'affiche (f.)
l'agence (f.)
l'ambassadeur/l'ambassadrice
l'auditoire (m.)
le dépliant publicitaire
l'emballage (m.)
l'émetteur (m.)
l'encart (m.)
les étiquettes (f.)
la légende

le logotype
la maquette
le message
le message argumentatif
le plan cinématographique
le profil
la publicité avec témoignage
la publicité comparative
la publicité directe
la publicité négative
la publicité suggestive
la publicité utilisant un effet agréable
la publicité véhiculant une peur
le refrain publicitaire
le slogan
le support publicitaire
le thème

But de la publicité
abolir des habitudes (f.)
adhérer à des idées (f.)
attirer, capter/retenir l'attention (f.)
amuser
changer les attitudes (f.)/les idées (f.)
conditionner
convaincre
défendre une cause
éduquer
émouvoir
faire adopter des valeurs (f.)/des attitudes (f.)/des comportements (m.)
faire agir
faire appel aux émotions
faire connaître sans mousser
faire l'éloge
faire raisonner
fournir des informations objectives
inciter à acheter/à agir
influencer la prise de décision
informer
persuader
piquer la curiosité
promouvoir un produit/un service
raffermir une idée
rappeler
rejoindre les gens
répondre à un besoin
séduire
sensibiliser
solliciter
toucher
vendre

Éléments de la publicité
l'argumentation (f.) (pour montrer que ça correspond à un besoin)
la description (pour donner minutieusement les bienfaits)
la dramatisation (pour raconter une histoire courte)
l'évocation (f.) (pour créer une atmosphère)
l'humour (m.) (le ton)
le témoignage (de personnes satisfaites)
tenir compte des éléments (l'image, le texte, le son)

Types d'arguments
le but
la cause
la comparaison
la condition
la conséquence

Éléments visuels
la couleur
le dessin
la photo

Caractéristiques des slogans
annoncer une nouveauté (la formule, le contenant, leprix)
avoir recours à des termes (m.) concrets
fournir des arguments (m.) positifs
informer un public cible (les élèves, les jeunes, les hommes, les
    femmes)
offrir un conseil pratique (pour surmonter une maladie/pour réussir)
piquer la curiosité (avec un concours, des questions, le suspens)
proposer un avantage (la beauté, la santé, la sécurité)

Procédés linguistiques utilisés
l'allitération (f.) (répétition des mêmes lettres ou sons)
l'allusion (f.) (rappel d'une idée)
l'antithèse (f.) (opposition d'idées)
la comparaison (explicite)
le double sens (sens propre et sens figuré)
l'économie (f.) de mots (éviter les mots inutiles)
l'hyperbole (f.) (exagération)
l'interpellation (f.) (adresser directement l'auditoire)
le jeu de mots (remplacer un élément)
la métaphore (comparaison implicite)
la néologisme (création de mots nouveaux)
l'onomatopée (f.) (imitation phonétique d'un bruit)
la répétition (à plusieurs reprises)
la rime (son identique à la finale des mots)
les superlatifs (m.)

Utilisation des connaissances linguistiques pour communiquer

Quelle est la différence entre la publicité sociétale et la publicité commerciale?

→ La publicité sociétale vise plutôt à transformer les attitudes et les comportements en vue du bien collectif. La publicité commerciale a pour but de faire des profits par l'achat d'un produit ou d'un service. La publicité sociétale vise aussi la qualité de vie et la publicité commerciale la quantité de biens et de services.

Pourquoi les adolescents sont-ils une clientèle cible de la publicité?

→ Parce que, de nos jours, les jeunes travaillent de plus en plus et ils ont maintenant de l'argent à dépenser. Alors, en les ciblant, les entreprises pourront s'assurer une future clientèle. De plus, contrairement aux adultes, les ados ont rarement peur d'essayer de nouveaux produits.

Certaines entreprises choisissent leur porte-parole en fonction de leur type de produit ou de leur clientèle visée. Par exemple, les entreprises d'articles de sport s'appuieront sur des athlètes de haut niveau ou des champions olympiques pour développer l'image ciblée par la compagnie.

As-tu déjà pris connaissance des informations fournies sur les emballages de certains aliments? Si non, tu devrais te renseigner si tu veux faire des choix sains et éclairés. Depuis 2005, l'étiquetage nutritionnel est obligatoire au Canada. Sois conscient de ce que tu manges.

Aimes-tu les jeux de mots dans la publicité?

→ Oui, souvent ils me font réfléchir et retiennent mon attention. Je pense à la Croix-Rouge qui annonce : « Je ne peux vivre SANG toi. ». C'est génial pour encourager les gens à faire le don de sang.

→ Non, souvent je ne comprends pas bien le message qu'on essaie de transmettre. C'est dû à mon manque de vocabulaire je crois. Parfois les messages sont trop subtils.

Je trouve cette publicité très intéressante, car elle s'adresse directement à son auditoire cible. Elle convainc les jeunes de mettre fin au racisme avec sa chanson entraînante, son jeu de mots et l'utilisation de l'expression « il faut » qui les pousse à bien agir ou à réfléchir à leur façon d'agir.

Il y a deux slogans que j'aime. Je crois que celui d'Air France : « Gagner le cœur du monde – Faire du ciel le plus bel endroit de la terre » est très approprié pour une ligne aérienne. Celui d'Air Canada est aussi entraînant : « La liberté de voyager à votre façon ». Ces deux slogans fournissent deux arguments positifs pour voyager.

Es-tu influencé/influencée par la publicité?

→ Quand j'étais plus jeune, je l'étais. Maintenant, je ne me laisse plus séduire, surtout par la publicité commerciale. Je suis plus méfiant. Je ne crois pas à tout ce que l'on me dit.

Il y a plusieurs façons d'écrire des messages convaincants. Les campagnes de sensibilisation s'en servent souvent. Le moyen le plus efficace d'après moi est l'utilisation de l'expression « il faut », car cette expression pousse souvent les gens à agir.

Cette publicité devrait être interdite, car elle est destinée aux enfants et ils sont très vulnérables. L'annonce met en vedette un héros de

bande dessinée et les jeunes enfants vont croire sans questionner la véracité de leurs propos.

Nomme un magazine populaire chez les jeunes filles.

→ *Elle* est très populaire. Il contient des rubriques sur la société, la mode, la beauté, la santé, la cuisine et le magasinage. De plus, il contient beaucoup de publicité.

Il est rare d'aimer les annonces publicitaires à la télé, car plusieurs sont sexistes. Je vous invite à écrire une lettre à la compagnie de publicité et à leur décrire ce que vous ressentez face à ces annonces.

On n'aime pas ces annonces. Que devrait-on faire?

→ Si on bombardait les compagnies de publicité de plaintes écrites, elles changeraient leurs messages. Cependant, il faut exprimer son désaccord avec conviction et encourager les autres à le faire aussi.

Sur Internet, on peut regarder plusieurs annonces publicitaires. C'est une bonne façon de connaître le monde francophone parce que ces annonces sont « au bout de nos doigts ».

As-tu vu les annonces publicitaires de la Vache qui rit. Elles sont vraiment bonnes. Elles utilisent des statistiques sur les habitudes des Français pour les comparer à l'habitude de manger ce fromage.

LA CONSERVATION ET L'ENVIRONNEMENT (FACULTATIF)

Enjeux

L'écotourisme

la conservation de la nature
la découverte de la nature/de paysages/des espèces
la diminution des impacts (m.) négatifs
la préservation de la biodiversité
le respect des écosystèmes (m.)
la restauration
un tourisme écologique
l'utilisation (f.) d'infrastructures (f.)
une valorisation de la diversité
la visite d'un environnement naturel

Phénomènes naturels

une avalanche
la chaleur
un cyclone
les éclairs (f.)
une éruption volcanique
une foudre
le gel
le glissement de terrain
une inondation
la pluie verglaçante
le raz de marée
la sécheresse
les températures (f.) extrêmes
une tornade
un tremblement de terre
un tsunami
le vent

Réchauffement climatique
l'effet (m.) de serre
la fonte des banquises
la montée du niveau de la mer
le réchauffement de l'océan
le recul des glaciers

Pression des populations sur les habitats
l'extinction (f.) des espèces (f.)
la perte de ressources (f.)/de végétation (f.)

Tourisme
la culture
le flux touristique
les loisirs (m.)
la masse
la nature

Utilisation des connaissances linguistiques pour communiquer
Nomme les deux enjeux environnementaux les plus inquiétants.
→ D'après moi c'est le réchauffement climatique et les phénomènes
   naturels.
Faites-moi parvenir de l'information sur les endroits qui souffrent le
   plus des effets de l'écotourisme.
Sois un écotouriste responsable et cherche à préserver la biodiversité.
À quoi sert l'analyse des flux touristiques?
→ Elle permet d'évaluer les mouvements des voyageurs afin de
   mesurer le développement de certaines zones touristiques.
Surtout dans les espaces protégés, il est nécessaire de maîtriser les flux
   touristiques pour garantir la durabilité des sites.
Avant de détruire la végétation, il faut réfléchir aux conséquences à
   long terme.
Si on veut maintenir et conserver la biodiversité, nos pratiques
   forestières doivent respecter la diversité des écosystèmes.
Venez participer à la table ronde sur le recul des glaciers. Nous
   discuterons des causes et essayerons d'y trouver des solutions.
Le tsunami est une onde entraînée par le mouvement rapide d'un grand
   mouvement d'eau. Il est souvent meurtrier et destructeur. Nous
   avons vu cela au Sri Lanka en 2004.
Ce ne sont pas tous les écotouristes qui impactent négativement
   l'environnement. Beaucoup sont consciencieux et font tout pour
   conserver la nature.
Venez visiter nos parcs naturels. Ne laissez que de bons souvenirs.
Si je pouvais éliminer la pire catastrophe naturelle, ce serait la
   sécheresse, surtout dans les pays africains.
Lorsqu'on voyage sur la grande route dans les montagnes Rocheuses,
   on doit porter attention aux enseignes qui nous préviennent des
   avalanches. Si un danger est présent, on devrait éviter ces endroits.
Dans cette province, il y a une grande quantité d'endroits où on peut
   découvrir la nature sans s'inquiéter de phénomènes naturels tels que
   le raz de marée, les tremblements de terre et les éruptions
   volcaniques.

Problèmes
la consommation d'eau
les contaminants (m.)
la contamination de l'eau
les décapants (m.)
les déchets (m.) ménagers
les déchets (m.) ménagers dangereux
les déchets (m.) nucléaires
la demande d'électricité
la désertification
les déversements (m.) d'hydrocarbures (m.)
l'effet (m.) de serre (f.)
les emballages (m.)
les émissions (f.) de gaz à effet (m.) de serre (f.)
l'extinction (f.) des espèces (f.) rares
les gaz (m.) carboniques
les installations (f.)
le manque d'eau
la marée noire
les métaux (m.) lourds
les motoneiges (f.)
les peintures (f.)
les pesticides (m.)
les piles (f.)
la pluie acide
les polluants (m.) comme le mercure
la pollution (de l'eau/de l'air/par le bruit)
les produits (m.) radioactifs
les solvants (m.)
les substances (f.) inflammables
la surconsommation
la surpopulation
les véhicules (m.) tout terrain
les voitures (f.)

Utilisation des connaissances linguistiques pour communiquer
Peux-tu m'indiquer un des plus grands problèmes qui est survenu à cause de l'écotourisme?
→ Un nombre croissant de voyages aériens ou de croisières emportent des passagers vers l'Arctique ou l'Antarctique pour leur faire découvrir la beauté de ces paysages. Malheureusement, cette pratique et la menace du réchauffement climatique contribuent énormément à la destruction de ces environnements.
La pollution de l'air demeure un gros problème au Canada. Nous n'avons qu'à devenir conscients du nombre croissant de maladies respiratoires et cardiovasculaires pour réaliser la gravité de la situation.
Les arbres nous fournissent de l'oxygène et aident à éliminer le dioxyde de carbone. Si on n'arrête pas de les couper, nous allons respirer de l'air trop pollué.
Voici une liste de déchets ménagers dangereux : les piles, les décapants, les liquides contenant du chlore…

Les pesticides sont capables d'endommager le système immunitaire. On devrait limiter l'emploi de ces produits.

On soupçonne les pesticides d'augmenter le taux de certains cancers (notamment le sein, la prostate) et de réduire la fécondité chez les hommes.

Les thermomètres à mercure sont dangereux lorsqu'ils libèrent le mercure qu'ils contiennent. Alors, il ne faut absolument pas les jeter dans les ordures qui ont pour destination les dépotoirs publiques. Il est important de les apporter au centre de recyclage.

Mon père est peintre et je le trouve remarquable, car il surveille de près l'aménagement des substances inflammables qu'il utilise. De plus, il apporte tout produit toxique au centre de recyclage.

Les gens dans les pays développés sont presque tous coupables de la surconsommation. Avons-nous vraiment besoin de deux voitures ou même de plus d'une télévision par famille?

Au cours des dernières années, les véhicules tout terrain sont devenus de plus en plus populaires chez les partisans de tourisme d'aventure, de randonnées et de camping. Ils peuvent être dangereux et se renversent facilement, car souvent les gens les utilisent dans des régions interdites.

L'emballage d'un produit est conçu pour le protéger, le transporter et informer l'acheteur. Parfois, la grandeur est trompeuse. Mais, il paraît que certains emballages sont agrandis par exprès pour éviter que le produit ne disparaisse pas dans les poches des voleurs.

Solutions

l'augmentation (f.) de pistes (f.) cyclables
le compostage
le covoiturage
l'emploi (m.) de contenants (m.) et d'ustensiles (m.) réutilisables
les éoliennes (f.) et barrages (m.) hydrauliques
l'évaluation (f.) des impacts (m.) environnementaux
les inspections (f.) éclaires de matières (f.) dangereuses à la frontière
la prise de douches (f.) rapides
la protection des espèces (f.) en voie de disparition
le reboisement des forêts
la récupération des thermomètres (m.) médicaux à mercure (m.)
la réduction de gaz à effet (m.) de serre (f.)
le respect de la flore et la faune et leur habitat (m.) naturel
la sensibilisation des gens (m.)
la transformation des déchets (m.) en énergie verte
les trois « R » – réduire, réutiliser, recycler

acheter en vrac
acheter des produits (m.) sans phosphate
apporter l'huile (f.) au dépôt
arroser la pelouse moins souvent
choisir les produits (m.) recyclables
conserver les ressources (f.)
défendre la nature

éteindre les lumières (f.)
éviter d'utiliser les pesticides (m.)
fermer les rideaux (m.) en été
installer une toilette à faible débit d'eau (f.)
limiter la multiplication des automobiles (f.)
lire les étiquettes (f.) avant d'acheter
marcher plutôt que conduire
ramasser l'eau (f.) de pluie pour le jardin (m.)
réduire les déchets (m.)
se procurer des économiseurs (m.) d'eau
utiliser des ampoules (f.) fluorescentes compactes
utiliser les contenants (m.) en plastique
utiliser le recto et le verso des feuilles (f.) de papier
utiliser les sacs (m.) en tissu
utiliser un thermostat programmable
utiliser les transports (m.) en commun

Utilisation des connaissances linguistiques pour communiquer
Il est important de donner un coup de main à la planète, car c'est notre
    avenir qui est en jeu.
Donnez un coup de main à la planète puisque c'est votre avenir qui est
    en jeu.
Il faut reconnaître Hydro-Québec qui redouble ses efforts et contribue à
    l'amélioration et à la protection de l'environnement à long terme.
Qu'est-ce que tu fais pour protéger l'environnement dans ta vie de tous
    les jours?
Moi et ma famille sommes très conscients du fait qu'il faut changer
    notre façon d'agir, surtout à la maison. Maintenant, nous
    économisons l'énergie en éteignant les lumières, réduisons le
    montant d'eau qu'on utilise en prenant une douche plutôt qu'un
    bain, et nous recyclons autant que possible le papier, les canettes,
    les bouteilles et même nos vêtements.
Notre planète est en péril. Si on continue de nuire à celle-ci quel avenir
    assurerons-nous à nos enfants? Notre devoir est de prendre part à la
    préservation et à l'amélioration de l'environnement pour nous et les
    générations à venir.
Que puis-je faire avec ma bicyclette brisée?
→ Fais-la réparer au lieu d'en acheter une nouvelle.
J'aimerais que chaque personne aide à réduire la demande d'électricité
    en éteignant les lumières non essentielles à la maison et à l'école.
Le covoiturage permettra aux gens de diminuer largement leurs frais
    liés aux trajets en voiture y compris l'essence et l'usure de la
    voiture.
Découvrez les avantages du covoiturage. Consultez notre site d'aide au
    covoiturage. Vous pourrez proposer ou rechercher des trajets de
    covoiturage dans votre ville ou région en fonction de votre point de
    départ et de votre destination.
Si on veut garder la maison plus fraîche en été, on devrait fermer les
    rideaux pendant la journée lorsque la température est plus élevée.
Marchez au lieu de conduire. Non seulement allez-vous épargner de
    l'argent, mais vous resterez en forme.

Pour mieux informer les gens, nous mettrons sur pied une campagne de sensibilisation. Quelques activités de la campagne seront : la publicité, une exposition, des kiosques, une diffusion télévisuelle et deux conférences pendant l'année.

Voici une liste de matériaux compostables : les déchets de légumes, la tonte d'herbe fraîche, des feuilles de thé, du papier essuie-tout trempé, des coquilles d'œufs écrasées et des feuilles sèches. Mettez-les dans des récipients spécialement conçus pour le compostage. Ensuite, utilisez-le dans votre jardin au lieu des fertilisants chimiques. Ça, c'est la chose la plus écolo!

Encouragez les autres élèves de la classe à utiliser le recto et le verso de leurs feuilles de papier. Vous serez surpris de voir la quantité de papier épargnée.

Mon école a reçu une plaque du maire de la ville pour reconnaître ses efforts envers la protection de l'environnement. Toutes les classes ont entrepris des projets en vue de faire reconnaître l'école comme étant environnementalement verte.

Soyez un citoyen ou une citoyenne de la planète. Déposez vos plaintes auprès des agences gouvernementales appropriées au sujet de la contamination de nos eaux douces.

Contributions of the FSL Program of Studies
to Workplace Readiness

The *Alberta Framework of Essential Competencies for Working, Learning and Living* (Alberta Learning 2001) lists minimum essential workplace competencies in order to help in the preparation of students for the workplace. The framework can be ordered from the Alberta Government's Learning Resources Centre at <http://www.lrc.education.gov.ab.ca>.

What follows are brief correlations of aspects of the Nine-year FSL Program of Studies with various dimensions of the Framework of Essential Competencies.

► **Interacting and Communicating—Working with Others**: the FSL program of studies promotes learning communication strategies, showing support for others, learning to respect others, and working effectively in small groups.

► **Interacting and Communicating—Communication Skills**: the FSL program of studies provides students with strategies that cross over, draw from and further expand skills they have developed in the English language, such as extrapolating meaning from texts, listening and reading attentively, preparing presentations, understanding text structure, taking notes and preparing to write and revise texts.

► **Building Personal Capacity—Managing Transitions**: at the high school level, the FSL program of studies supports exploration of questions related to career exploration and adapting to change.

► **Planning and Managing—Thinking**: the FSL program of studies supports and promotes the development of thinking skills related to finding information, identifying a problem and finding solutions. Students are also encouraged to develop creative thinking skills as they learn to develop ideas and to elaborate on these skills through the use of another language.

► **Using Data and Computer Technology—Numeracy**: the FSL program of studies reinforces skills in the domain of numeracy through specific outcomes in the elementary grades that are reinforced in grades 7 to 12.

► **Using Data and Computer Technology—Computer Technology**: the domain of computer technology is addressed through outcomes related to computer operations and the use of application tools for research purposes.

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Introductory Letters to Students

This section contains letters that teachers can use as is or adapt. They are provided in both French and English. For French 10–9Y students, a possible idea would be to provide them with the letter in English at the beginning of the course and the French version at the end. In this way, they can see their progress. For French 20–9Y and 30–9Y, it would be advisable to use the French version. Students experiencing some difficulty could be given a copy of the English version to support them in their learning.

Lettre de bienvenue aux élèves de French 10–9Y

<div align="right">Le ____ septembre 20__</div>

Chers élèves,

Bienvenue au cours de French 10–9Y. Tout d'abord, merci d'avoir décidé de continuer à étudier le français à notre école. Bravo! C'est tout un défi déjà d'avoir commencé l'étude du français depuis la quatrième année jusqu'au secondaire deuxième cycle. Comme vous le savez, l'apprentissage d'une deuxième langue prend du temps et un engagement personnel, toutefois, l'apprentissage du français est un atout qui vous servira toute votre vie.

On commence ce cours en parlant de nos préférences d'activités et de nos activités personnelles sur le plan quotidien, social, culturel et physique. On apprendra comment inviter quelqu'un à faire quelque chose ainsi qu'à refuser une invitation poliment.

Ensuite, on discutera de nos besoins et de nos habitudes de magasinage ainsi que de comment donner des conseils aux autres sur de bonnes habitudes de magasinage. On apprendra comment donner des compliments sur les achats de quelqu'un.

Par la suite, on parlera des vacances : où aller au Canada et ailleurs dans le monde surtout dans le monde francophone, comment planifier un voyage et comment rester sain et en sécurité lors d'un voyage. On nommera nos préférences de destinations et fera des suggestions d'activités ou d'endroits à visiter afin d'encourager les autres d'y aller. On emploiera nos connaissances apprises sur les biens et les services pour préparer des voyages intéressants et à bon marché.

La dernière unité traitera des beaux-arts : les arts visuels, les arts du spectacle et la littérature. Ici, on apprendra à connaître les œuvres des grands peintres comme Monet et Van Gogh et on visionnera des extraits de films. On fera la lecture des poèmes, d'une pièce de théâtre et d'un roman, tout en français! Et qui sait, peut-être que l'on fera la découverte d'un prochain peintre célèbre ou d'une nouvelle écrivaine dans notre classe!

On mettra en œuvre toutes les connaissances acquises durant vos études à l'élémentaire et au secondaire premier cycle. Vous apprendrez comment communiquer des idées au passé et surtout comment les exprimer de façon plus sophistiquée. De plus, vous apprendrez le vocabulaire employé dans la technologie et la communication pour être capable d'aborder des recherches sur Internet au sujet des activités, du magasinage, des voyages et des beaux-arts. Ainsi, vous continuerez d'avoir accès aux informations sur les différentes cultures francophones à portée de main.

Finalement, pour continuer d'avoir du succès en apprenant le français, il est important de développer et d'utiliser une variété de stratégies d'apprentissage. Il est également important de réfléchir sur votre façon d'apprendre et de tirer profit de chaque occasion pour vous exercer en français à tout moment!

S'il vous plaît, venez me voir si vous avez des questions, si vous éprouvez des difficultés ou tout simplement pour jaser. Je vous souhaite bonne chance!

Je vous en prie.

Votre enseignant/enseignante :

_____

Introductory Letter to Students of French 10–9Y

September _____, 20_____

Dear Students of FSL,

Welcome to French 10–9Y. It is great to see you continuing your study of French at our school. *Bravo pour vous!* Studying French from Grade 4 through to high school is a challenge and requires commitment. Learning a second language takes considerable time and effort but knowing French is a skill that will last you a lifetime.

We begin the course by talking about our personal, daily, social, cultural and physical activities, in addition to our preferences in activities. You will learn how to invite someone to do something as well as how to refuse an invitation politely.

Next, we will discuss our shopping needs and habits and we will learn how to give good shopping advice. We will also learn how to give someone a compliment as it relates to a purchase.

The shopping unit is followed by Vacations in which we will discuss: where one can travel in Canada and the rest of the world, especially the Francophone world; how to plan a trip; and how to travel safely and stay healthy while traveling. You will be able to name your travel preferences and suggest activities or places you would like to visit in order to encourage others to travel there. You will use your knowledge gained from the shopping unit (shopping for goods and services) to prepare an interesting but affordable trip.

The last unit is Fine Arts and will explore the visual arts, the performing arts and the literary arts. You will come to know great painters like Monet and Van Gogh; you will see film extracts and read poems, a play and a novel—all in French. Who knows, we might even discover that we have the next famous painter or author in our French class!

In this course, you will put all the knowledge and skills acquired during your elementary and junior high school studies to work. You will learn how to communicate your ideas in the past and to produce messages that are more sophisticated in nature. You will also learn vocabulary used in the realm of technology and communication to enable you to carry out Internet research related to activities, shopping, vacations and the Fine Arts. In this way, you will have access to information about various Francophone cultures at your fingertips.

Finally, to continue your successful learning of French, it is important to develop and use a variety of learning strategies. It is equally important to think about the manner in which you learn best and to capitalize on every opportunity you have to practise your French language skills.

Please come and see me with your questions or difficulties, or simply to chat in French. *Bonne chance*!

Sincerely,

Your French Teacher

Lettre de bienvenue aux élèves de French 20–9Y

Le ___ septembre 20__

Chers élèves,

Bienvenue au cours de French 20–9Y! C'est un grand plaisir de vous voir.

Cette fois-ci, on commence ce cours en explorant nos sens et nos sentiments et comment ils nous aident à comprendre notre monde. Ceci pourrait se faire par le biais des expériences telles que l'exploration de l'école avec les yeux bandés ou en sentant différents parfums. Nous pourrions aussi faire la découverte des émotions en regardant des films ou des tableaux. Nous le saurons bientôt!

Ensuite, nous utiliserons cette information quand on parlera de nos amis intimes : qui sont nos amis, comment on les a rencontrés et qu'est-ce qu'on fait ensemble comme activités sociales. De plus, on se souviendra de notre enfance et qui étaient nos amis dans ce temps-là. Ainsi, on discutera de ce que veut dire l'amitié et ce qu'il faut faire quand il y a une rupture. On discutera aussi de la résolution des conflits entre amis et entre nous et nos amis.

Ensuite, nous revisiterons le thème de l'habillement déjà vu en 8ᵉ année. Cependant, cette fois-ci on mettra l'accent sur les modes du passé en allant jusqu'au présent et possiblement vers l'avenir. On discutera aussi de ce que veut dire « la mode » par rapport à notre style de vie au passé et au présent. On découvrira aussi les carrières reliées à la mode et on prendra connaissance des grands couturiers, surtout dans le monde francophone.

Suivant cette unité, nous examinerons nos habitudes de consommation. Quels sont nos choix en ce qui concerne un produit ou un service et quels sont nos droits et nos responsabilités en tant que consommateurs? Les connaissez-vous? De plus, on comparera nos droits et responsabilités albertains avec ceux du Québec et ceux des autres endroits francophones.

Dans ce cours, on apprendra comment utiliser *les pronoms compléments d'objet direct* et *indirect* et *les pronoms emphatiques*, comment comparer les choses et comment rendre nos phrases plus cohésives en utilisant des marqueurs de relation. On apprendra comment formuler *l'imparfait* et comment l'utiliser de paire avec *le passé composé*.

Finalement, pour continuer d'avoir du succès en apprenant le français, il est important d'utiliser une variété de stratégies d'apprentissage. Il est également important de réfléchir sur votre façon d'apprendre et de tirer profit de chaque occasion pour vous exercer en français à tout moment!

S'il vous plaît, venez me voir si vous avez des questions, si vous éprouvez des difficultés ou tout simplement pour jaser. Je vous souhaite bonne chance!

Je vous en prie.

Votre enseignant/enseignante :

_____

Introductory Letter to Students of French 20–9Y

September _____, 20_____

Dear Students of FSL,

Welcome to French 20−9Y! It is a pleasure to have you in my class.

This time in this course, we will be exploring our senses and feelings and how they help us to understand our world. This can be achieved through experiments such as exploring the school blindfolded or by smelling different perfumes. We can also investigate our emotions through films or paintings. We will soon find out!

Next, we will intertwine this information with our discussions on our best friends: who are they, how we met them and what kinds of activities we do together. Further, we will look back on our childhood and who our friends were back then. We will also talk about what friendship means and what one should do to mend a conflict between friends. As such, we will discuss conflict resolution between friends and between ourselves and our friends.

Following this unit, we will revisit clothing that you studied in Grade 8, only this time we will be looking at fashions from the past, present and the future. We will discuss what the term "*la mode*" means in terms of past and present lifestyles. We will also examine fashion careers and become aware of fashion designers, especially those in the Francophone world.

Next, we will examine our consumer habits. What are our choices in terms of products and services and what are our rights and responsibilities as consumers? Did you know what they are? We will also compare our rights and responsibilities with consumer rights and responsibilities in Québec and other Francophone regions.

In this course, you will learn how to use direct and indirect object pronouns, how to compare things [compare this? Compare pronouns? Compare the use of these types of pronouns?] and how to make your sentences flow better through the use of cohesion markers. You will learn how to form *l'imparfait* and how to use it in conjunction with *le passé composé*.

Finally, to help you continue experiencing success in your learning of French, it will be important to use a variety of language learning strategies. It will be equally important to reflect on your learning style and to capitalize on every opportunity you have to practise using your French.

Please come and see me with your question or difficulties, or simply to chat in French. *Bonne chance et bon courage!*

Sincerely,

Your French Teacher

_____

Lettre de bienvenue aux élèves de French 30–9Y

<div align="right">Le ___ septembre 20__</div>

Chers élèves,

Bienvenue au cours de French 30–9Y! C'est un grand plaisir de vous voir et de vous enseigner le dernier cours pendant neuf ans. J'espère que toutes les activités que je vous proposerai pendant ce cours vous inspireront de trouver des moyens d'utiliser vos connaissances et vos habiletés en français bien longtemps après avoir quitté l'école secondaire deuxième cycle.

Les thèmes que nous examinerons dans ce cours ont été choisis par exprès afin de vous laisser explorer un peu des possibilités personnelles pour les prochaines années. On commencera par un regard sur le monde du travail. On fera un inventaire de vos habiletés et de vos traits de personnalité ainsi qu'une étude du marché de l'emploi. On regardera des offres d'emploi en anglais et en français pour faire des comparaisons des compétences recherchées. De plus, on écrira vos curriculum vitae en français et on fera des simulations des entretiens pour des postes auxquels vous avez posé votre candidature.

Ensuite, on revisitera des destinations à visiter dans le monde francophone et ailleurs, mais cette fois-ci avec un regard sur le tourisme : les différentes sortes de voyage telles que les excursions organisées, les croisières, les voyages à forfait. On discutera du pour et du contre de ce genre de voyage pour formuler nos propres opinions. On fera aussi une étude des impacts du tourisme sur une culture, par exemple, l'effet de l'écotourisme sur notre Grand Nord ou l'impact du tourisme sur les pays moins développés.

La troisième unité traitera du rôle des médias. On fera une étude de l'impact des différents médias sur notre vie : la radio, la télévision, les journaux ainsi qu'Internet, qui englobe ces trois médias. On discutera du pour et du contre de ces médias et comment ils nous permettront d'avoir accès à l'information de façon instantanée. De plus, on étudiera le pouvoir de la publicité et comment elle nous influence de plus en plus dans nos choix et dans notre façon de vivre. Ceci nous permettra aussi de faire connaître les médias du monde francophone.

Lorsque nous entreprendrons l'étude de ces thèmes, vous verrez comment vos habiletés en français deviendront de plus en plus solides et que les structures que vous utiliserez seront de plus en plus complexes. Dans ce cours, on apprendra comment formuler *le futur simple*, comment faire des hypothèses en utilisant *le conditionnel*, comment utiliser le *discours direct* et *indirect* pour communiquer des messages ainsi que l'utilisation des pronoms *y* et *en*.

Pour terminer, ce cours vous permettra de mieux connaître votre style d'apprentissage et les stratégies qui vous conviendront le mieux pour apprendre le français. Dernier conseil : Utilisez vos connaissances du français à l'école et à l'extérieur. Vous verrez comment vos horizons s'agrandiront.

Puis, venez me voir si vous avez des questions, si vous éprouvez des difficultés ou tout simplement si vous aimeriez jaser. Je vous souhaite bonne chance dans ce cours et à l'avenir!

Je vous en prie.

Votre enseignant/enseignante :

_____

Introductory Letter to Students of French 30–9Y

September _____, 20_____

Dear Students of FSL,

Welcome to French 30−9Y! It is a great pleasure to have you in my class and to be teaching you the last course of the Nine-year course sequence. I am hoping that the activities I have planned for this course will inspire you to continue using your French skills and the knowledge you have gained about Francophone cultures well after completing high school.

The themes we will be examining in this course were chosen precisely to allow you the opportunity to explore things on a personal level as they relate to your future. As such, we will begin by taking a look at the world of work. We will take an inventory of our skills and our personality traits and look as these in light of the skills needed for the workforce. We will look at job advertisements in French and in English in order to compare the competencies that employers look for in future employees. We will also be writing curriculum vitae in French and carrying out job interview simulations.

Next, we will revisit travel destinations in the Francophone world and elsewhere, only this time we will be looking through the eyes of Tourism: what are the different types of travel possibilities, such as organized tours, cruises or travel packages? We will discuss the advantages and disadvantages of these different types of travel in order to formulate our own opinions. We will also study the impact of tourism on cultures; for example, the effect of ecotourism on Canada's North or tourism in developing countries.

The third unit will relate to the role of the media. We will study the impact of the different media on our lives: radio, television, newspapers as well as the Internet, which also encompasses the other three media. We will discuss the advantages and disadvantages of the different media and how they allow us access to information . Our studies will also include the power of advertising and how it influences society in terms of the choices we make and the way we live. This unit also enables us to become aware of the role of the media in various Francophone cultures.

As we are studying these themes, your use of the French language will become more solidified as the structures you will be using become more and more complex. In this course, you will learn how to form *le futur simple*, how to formulate hypotheses using the conditional tense, how to use direct and indirect discourse to communicate messages and also how to use the pronouns *y* and *en*.

In closing, this course will allow you to better get to know yourself in terms of your learning style and the types of learning strategies that best suit the way you learn French. Last piece of advice: use your French both at school and outside your school day.

Please come and see me with your question or difficulties, or simply to chat in French. *Je vous souhaite bonne chance dans ce cours et à l'avenir!*

Sincerely,

Your French Teacher

_____

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Summary of Program Outcomes—Grades 4 to 12

In Alberta, French as a Second Language (FSL) is a nine-year course sequence in which the French language is taught as a subject. Each year, the goals of the course are to develop students' communication skills in French and to encourage students to acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world.

Grade 4

The Grade 4 course is designed so that students can …

► understand basic information related to their classroom, their classmates, their families, their pets, the calendar, the weather, an Alberta winter festival and certain holidays and celebrations.
► talk about their classroom and who their classmates are.
► talk about their family and themselves, their likes and dislikes.
► name a variety of holidays and celebrations, including a local winter festival, and identify the date of these holidays and celebrations as well as the symbols related to them.
► describe different weather conditions based on the day, the month or the season.
► label school supplies, classroom objects, holiday symbols, calendars, weather pictures.
► give reasons for learning a second language.
► experience aspects of French language and culture in their immediate environment.
► sing songs that are typically French.
► develop and use language learning strategies that will help them improve their learning of French.

Grade 5

The Grade 5 course is designed so that students integrate the knowledge and skills they acquired in Grade 4, while expanding their language use. By the end of the year students can …

► understand basic information related to their school, domestic and wild animals, everyday clothing, their home, a Manitoba Francophone winter festival and certain holidays and celebrations.
► talk about their school, the type of clothes they wear for different occasions and different seasons, their home and their bedroom in particular.
► describe different animals and animal habitats.
► talk about activities, symbols and the location of *le Festival du Voyageur* (a Manitoba Francophone winter festival).
► label a plan of their school, the main body parts of an animal, holiday symbols, a plan of their home and bedroom.
► write simple descriptions about their school, their clothes, their home or room, or a celebration.
► explain the different ways that they can come into contact with Francophone cultures outside of the school, such as watching French television or using the Internet.
► identify elements of French language and culture in their immediate environment, such as bilingual labels on clothing items.
► recognize certain abbreviations used in French, such as *h* for hour.
► develop and use language learning strategies that will help them improve their learning of French.

Grade 6

The Grade 6 course is designed so that students integrate the knowledge and skills they acquired in grades 4 and 5, while expanding their language use so that they can …

► understand basic information related to their health and well-being, their neighbourhood, Alberta, the environment, a Québec winter festival and certain holidays and celebrations.
► talk about healthy eating, physical activities to stay healthy, their neighbourhood, different environments and protecting the environment.
► describe Alberta in terms of its landscapes, its communities and its cultural and natural resources.
► talk about activities, symbols and the location of *le Carnaval de Québec* (a Francophone winter festival in Québec City).
► identify the date, symbols, greetings and typical colours associated with a variety of holidays and celebrations.
► label neighbourhood plans and maps.
► write simple descriptions about healthy eating, their neighbourhood, the environment, Alberta and *le Carnaval de Québec*.
► state that Canada is a bilingual country and that our national anthem is sung in both languages.
► identify different Francophone communities in Alberta.
► name at least two different Francophone winter festivals.
► recognize topographical abbreviations used in French, such as *N* for north and *av.* for avenue.
► develop and use language learning strategies that will help them improve their learning of French.

Grade 7

The Grade 7 course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 6, while expanding their language use so that they can …

► understand the main idea(s) or isolated details in oral and written texts dealing with familiar topics, such as school subjects and school activities, weather and climate, friends and families, origins and traditions of certain holidays and celebrations.
► describe their school subjects, school plan, school personnel and school activities.
► describe their classmates, friends and families.
► describe weather conditions and climates for different parts of the province as well as other parts of Canada.
► describe the origins and traditions of four different holidays or celebrations.
► ask and answer questions about their school, their classmates, friends and family, Canadian weather and climate and holidays and celebrations.
► give directions based on their school plan.
► indicate their preferences in terms of school subjects, school activities, friends and weather.
► recognize that French language education is available in Alberta and in other provinces and territories.
► do research on different Francophone cultures that relate to their schooling, their families, their holidays and their celebrations by using French-language search engines.
► become familiar with expressions such as those used to describe the weather and contrast and compare them with English expressions.
► compare and contrast the way of life of different Francophone cultures so as to gain an appreciation of these cultures.
► demonstrate knowledge of language conventions that are culturally appropriate, such as addressing people using formal and informal language and using rules governing written addresses and telephone numbers in French.
► develop and use language learning strategies so as to become more effective and efficient learners of French.

Grade 8

The Grade 8 course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 7, while expanding their language use. By the end of the year they can …

► understand the main ideas and some isolated details in oral and written texts dealing with familiar topics, such as choice of pet and pet care, animal adoption, clothing design and choices, clothing care, nutrition, food preparation, ethnic cuisine, food and celebrations.
► name such things as different animals for adoption or in zoos, clothing styles and types of cuisine.
► describe in some detail such things as animals in zoos, clothing choices, nutritional choices and food preparation.
► describe the origins and traditions of four holidays or celebrations in addition to those covered in previous grades.
► explain, in some detail, such things as how to care for clothes or how to follow a recipe or make a meal.
► ask and answer questions related to such things as choice of pet, choice of clothing and choice of cuisine.
► give instructions or advice on such things as clothing care or food preparation.
► express preferences on such things as choice of pet or ethnic cuisine.
► give someone a compliment on such things as clothing choice, hair style or on an oral or written presentation.
► recognize and understand how the French language has evolved and continues to evolve.
► recognize and appreciate regional differences in the French language.
► talk about Francophone cultures in terms of their views on animals, their clothing choices, their eating patterns and their ways of celebrating certain holidays and festivities.
► demonstrate knowledge of language conventions that are culturally appropriate, such as the abbreviations and symbols for measurement, currency symbols and spacing of numbers and certain punctuation marks.
► continue to develop and use language learning strategies so as to become more effective and efficient learners of French.

Grade 9

The Grade 9 course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 8, while expanding their language use so that they can …

► understand the main idea(s) and some details related to the main idea(s) in oral and written texts dealing with such familiar topics as sporting events, sports injury and prevention, housing designs and plans, home leisure activities, urban life and rural life, community events and festivities.
► name such things as different sporting events, venues and equipment and Francophone communities.
► describe in some detail such things as the mental and physical traits of athletes, physical activities and healthy lifestyles, housing designs, country life and city life.
► describe the origins and traditions of four holidays or celebrations in addition to those covered in previous grades.
► give detailed directions to a certain business or service in a community.
► explain, in some detail, such things as the equipment requirements of a certain sport, housing plans and the businesses and services available in a given community.
► ask and answer questions about such things as injury prevention, household chores, French-Canadian communities or holiday traditions.
► give advice on such things as home décor or community clubs and associations.
► express preferences on such things as sporting events, housing designs or urban or rural life.
► give compliments on such things as one's housing plan.

- ► name trades or professions for which knowledge of French is useful or an asset.
- ► identify Francophone communities at the local, provincial, national and international levels.
- ► do research on Francophone communities and reflect upon their way of life so as to better appreciate these communities.
- ► access appropriate Web sites in French to gain an appreciation for different Francophone cultures.
- ► demonstrate knowledge of language conventions that are culturally appropriate, such as how buildings, streets and monuments are named in French; the appropriate abbreviations and symbols for measurement (for example, km and m^2); and the conventions used for informal letters.
- ► continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

French 10–9Y (Grade 10)

The French 10–9Y course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 9, while expanding their language use so that they can …

- ► understand the main idea(s) and some related details in oral and written texts dealing with familiar topics such as daily, physical, cultural and social activities; advice and habits related to shopping for goods and services; vacation planning within Canada and elsewhere; and the visual, literary and performing arts.
- ► express messages orally and in written form, mostly in the present and immediate future, but sometimes in the past, using a variety of sentence patterns, language structures and extensive vocabulary to:
  - name such things as typical goods and services available locally, types of vacations or movies, as well as components and processes related to information and communication technologies.
  - describe, in some detail, such things as options for leisure activities in one's area.
  - explain, in some detail, such things as options for entertainment or travel.
  - ask and answer questions about such things as shopping habits and travel experience.
  - give advice on such things as shopping, personal safety, or choosing a form of entertainment.
  - express preferences on such things as leisure activities and shopping habits.
- ► identify aspects of Francophone history, literature or arts that are of personal interest.
- ► use authentic sources, such as vacation guides or tourism videos, to seek out information about Francophone cultures.
- ► compare and contrast aspects of their own way of life with those of individuals or groups from various Francophone cultures to gain an appreciation for these cultures.
- ► demonstrate knowledge of language conventions that are culturally appropriate when seeking information formally and informally, orally and in writing.
- ► continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

French 20–9Y (Grade 11)

The French 20–9Y course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 10, while expanding their language use so that they can …

- ► understand the main idea(s) and related details in oral and written texts dealing with familiar topics such as feelings, emotions, friendship, fads and fashion, consumer rights and outdoor experiences.
- ► express messages orally and in written form, in the past, present and immediate future, using a variety of sentence patterns and extensive vocabulary to:
  - name such things as different senses, careers in fashion, consumer choices, marketing strategies and characteristics of a close friend.

- describe in some detail such things as a close friendship, feelings and emotions, the clothing look of a particular time period and a possible customer complaint.
- give advice on such things as resolving a conflict with a friend, or on rights and responsibilities of a consumer.
- express preferences on such things as fashion and shopping.
- give compliments on such things as one's clothing and hairstyle.
► compare and contrast aspects of their own way of life with those of individuals or groups from various Francophone cultures to gain an appreciation for these cultures.
► access information about Francophone cultures using information and communication technologies and authentic sources; e.g., fashion magazines and consumer information pamphlets.
► demonstrate knowledge of language conventions that are culturally appropriate for the writing of informal letters, business letters and newspaper articles.
► continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

French 30–9Y (Grade 12)

The French 30–9Y course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 11, while expanding their language use so that they can …

► understand the main idea(s) and related details in oral and written texts dealing with familiar topics such as the media, the world of work, travel and tourism.
► express messages orally and in written form, in the past, present and future, using a variety of sentence patterns and extensive vocabulary to:
- name such things as different job search techniques, types of media, Francophone tourist destinations and environmental problems.
- describe in some detail such things as participation in a job interview, one's personal employability skills and a travel itinerary.
- give advice on such things as overseas travel, responding to an advertisement for a job, or submitting an opinion to a media outlet.
- express preferences on such things as potential future jobs or travel opportunities, media choices or advertisements.
► compare and contrast aspects of their own way of life with those of individuals or groups from various Francophone cultures to gain an appreciation for these cultures.
► access information about Francophone cultures, using information and communication technologies and authentic sources.
► explore stereotypical thinking as a barrier to global understanding.
► demonstrate knowledge of language conventions that are culturally appropriate for beginning and closing presentations and speeches.
► continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

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Reflections on the FSL Classroom Environment

Teachers may choose to use reflection questions on aspects of their teaching practice, such as those included in this appendix, when planning their professional development. The *School Administrator's Guide to Implementing Language Programming* contains an example of a professional development plan for teacher consideration. This document can be accessed at: <http://www.education.gov.ab.ca/media/632761/schadmin.pdf>.

REFLECTING ON THE TEACHING APPROACH

When I plan for instruction …

☐ do I select instructional strategies based on one particular methodology or do I draw from a range of approaches?

☐ am I using observation as a means of identifying which instructional strategies are best suited to my particular group of students?

☐ how does my knowledge of the teaching and learning process grow as I observe and reflect on my students, my actions and the learning that takes place?

☐ do I adhere to beliefs based on my experiences as a language learner regarding various second language teaching approaches or methodologies? Do these beliefs impact choices I make when I select instructional strategies today?

☐ do I engage in continued professional development in areas related to current approaches to language teaching?

REFLECTING ON THE PROGRAM OF STUDIES

When I plan for instruction …

☐ do I use the program of studies as a means of verifying that the approaches to language teaching I am using are comprehensive enough to ensure that all learner outcomes are met?

REFLECTING ON THE ROLE OF THE TEACHER

When I provide modelling of the French language …

☐ do I model correct pronunciation and language use?

☐ do I use French consistently and extensively?

☐ do I encourage students to do the same?

☐ do I use gestures, facial expressions, visuals, illustrations and concrete objects as much as possible to get meaning across?

☐ do I use explicit error correction in activities that focus on accuracy, yet provide other means to address errors in activities that focus on communication?

☐ do I ensure that students have the opportunity to listen to a variety of French voices?

☐ are there any actions I can take to increase the amount of French language students are exposed to in my class?

☐ do I share an enthusiasm for the French language and culture by exposing students to authentic texts such as Web sites that provide audio/video of people in action, as well as humorous and creative texts such as songs, poems or tongue twisters they can be encouraged to sing, recite or say aloud?

When I provide modelling of Francophone cultures …

☐ do I effectively integrate culture into my classes so that my students understand how integral culture is to language?

☐ do I provide opportunities to help students develop positive attitudes towards cultural diversity?

When I plan for and design instruction …

☐ do I make reference to the current FSL program of studies in my planning?

☐ how do I balance the need to focus on the content prescribed in the program of studies with the needs of the individual students in my class?

☐ do I provide opportunities for communication in French through meaningful and purposeful activities that simulate real-life situations and that allow students to develop their skills?

☐ do I select instructional strategies that meet the needs of my students while being congruent with the outcomes of the program of studies?

☐ do I ensure that questions used and tasks developed reflect a range of thinking skills appropriate to the needs of students as well as the learner outcomes?

☐ do I ensure that activities and tasks are designed and adjusted to address a wide range of learning styles?

☐ do I identify which instructional strategies I can implement to ensure that all learners are successful with all of the learner outcomes?

☐ do I make links to prior learning?

☐ do I make the purpose of new learning explicit?

☐ do I anticipate students' needs and ensure that the necessary supports for activities (e.g., charts with potentially useful phrases) are prepared in advance?

☐ do I plan for opportunities for learning to be summarized at regular intervals (e.g., at the end of class or the end of a unit)?

☐ do I ensure that the assessment strategies I have selected reflect the teaching strategies I will use?

☐ do I ensure that criteria for assessment are grounded in the program of studies?

When I facilitate learning …

☐ do I ensure that students encounter a rich variety of language activities in which they use their skills and knowledge?

☐ do I ensure that time devoted to listening, speaking, reading and writing is balanced in keeping with the students' needs and abilities as well as with the outcomes to be achieved?

☐ do I select and use instructional techniques based on my habits and preferences or do I select them specifically with different learning outcomes in mind?

☐ do I explicitly teach, model and provide opportunities for students to apply and reflect on language learning strategies?

☐ do I determine which concepts I believe are most effectively and efficiently learned through explicit teaching and which are best learned if students have an opportunity to explore and reflect on them instead?

☐ do I provide regular opportunities for students to reflect on their learning, set and modify their own goals for learning and engage in other assessment *as* learning activities?

☐ do I regularly use assessment *for* and assessment *of* learning and confer with students on the results?

☐ do I ensure that instructions and criteria for assessment activities are clearly stated and understood by students in advance?

☐ do I solicit and draw from student input when planning lessons?

☐ do I display French word walls or other resources that students can access freely as they participate in classroom activities?

☐ do I identify which kinds of additional supports my students need in order to take a greater responsibility for their learning?

☐ do I acknowledge which aspects of my teaching practice are currently teacher-centred and could be changed in order to allow for greater student involvement and independence?

REFLECTING ON THE ROLE OF THE STUDENTS

When I plan and carry out my lessons …

☐ do I structure activities to allow students to encourage each other to remain on task, to develop independence and to take responsibility for their learning?

☐ do I encourage students to summarize their knowledge?

☐ do I encourage students to apply and extend their knowledge in personal ways, possibly including role-playing, acting, miming, drawing, painting, sculpting, writing, photographing, creating models or other representations of knowledge?

☐ do I encourage students to contribute to shared resources such as a shared vocabulary bank or collection of useful conversational schema?

☐ do I support student questioning and engage students in inquiry-based learning?

REFLECTING ON THE CLASSROOM ENVIRONMENT

When I create, maintain and change the social climate …

☐ how do I sustain a positive climate for learning French while maintaining student conduct?

☐ do I model, encourage and enforce respectful behaviour?

☐ do I show motivation and enthusiasm?

☐ do I celebrate student learning?

☐ do I use variety in student groupings?

☐ do I implement student-centred activities after ensuring that prior modelling and development of the necessary skills has occurred, and that the necessary supports are in place?

☐ do I provide students with frequent and genuine praise in French?

□ do I encourage plenty of smiling, laughter, singing and applause as a means of creating and maintaining a positive learning environment?

□ do I build student confidence by ensuring that activities are designed to enable all students to be successful?

□ do I engage in discussions with students about their ideas and feelings related to language learning?

□ do I establish a climate in which students feel accepted, at ease and comfortable taking risks?

□ how do my beliefs about students and learning impact the choices I make?

□ how do I model my own pursuit of learning to my students?

When I create, maintain and change the physical environment …

□ do I create a physical environment that reflects the French language and the diverse Francophone cultures?

□ do I create a language-rich environment including, for example, French posters, signs, books, brochures, magazines, labels, calendars, etc.?

□ do I display student work and change bulletin boards frequently?

□ do I allow for movement and student interaction during and between games, songs and activities in keeping with the purpose of the activities?

□ are there steps I can take to ensure the classroom is physically conducive to learning; e.g., by arranging furniture or by controlling the temperature and the noise level?

When I consider the use of French and English in the classroom …

□ what was the role of English versus the target language in the classroom when I was learning the language myself?

□ how do my experiences shape my beliefs and practices when I decide when to use French or English in the course?

□ do I consider the nature of the content to be discussed when deciding which language to use at any given time?

When I promote life-long learning …

□ do I share my curiosity and discoveries related to language and culture with my students?

□ do I demonstrate to students how I reflect on what I know and what I need to know?

□ do I encourage students to identify their knowledge needs and to develop strategies to fill them?

REFLECTING ON RESOURCES, MATERIALS AND EQUIPMENT

When selecting and working with resources, materials and equipment …

□ do I use a variety of authentic and adapted print and nonprint materials?

□ do I use technology to facilitate and enhance teaching and learning?

□ do I incorporate multimedia equipment; e.g., CD or DVD player, VCR and monitor, overhead projector, computer and digital projector?

☐ do I adhere to beliefs based on my past experiences as a language learner regarding the roles that different types of classroom materials and resources (e.g., textbooks, audiotapes, video materials, worksheets) had in my learning? Do these beliefs impact choices I make when selecting resources and materials today?

☐ do I identify and incorporate suitable French video clips, music, radio or web-based broadcasts into my classroom activities?

☐ do I make reference sources available to students (e.g., French only and French-English dictionaries, visual dictionaries)?

☐ do I use textbooks as tools, not as the program of studies?

☐ do I provide students with opportunities to listen to or to read a variety of adapted and authentic French texts?

☐ are there constraints within which my teaching takes place (e.g., time constraints, financial limitations, timetabling) that impact the decisions I make when choosing materials and resources for my FSL classroom?

REFLECTING ON THE SCHOOL AND THE WIDER COMMUNITY

When working as a community to support the study of French …

☐ what kinds of opportunities can we create to promote an understanding of aspects of Francophone cultures in my classroom as well as in the rest of the school community?

☐ which communication tools already exist in our school (bulletin boards, newsletters, daily announcements) that can be used as a way to educate students, staff and visitors about the value of studying French specifically and of languages in general?

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French Pronunciation Guide

Even though there are 26 letters in the French alphabet, there are actually more sounds than there are letters; some sounds occur when vowels or consonants combine. In the following explanation, the symbols in square brackets [ ] indicate the way these sounds are represented in a dictionary. The pronunciation rules are based on standard practice; they do not, however, account for variations in pronunciation found in different Francophone regions of the world and for variations within these regions.

CONSONANTS   Most of the consonants in French are pronounced in much the same way as they are in English. These consonants are: b, d, f, k, l, m, n, p, q, t, v, x, y and z. The remaining consonants are pronounced according to the vowels that follow them.

c   The letter *c* is pronounced in two ways, depending on what vowel follows it. When *c* is followed by an *e* or an i, it is pronounced [s], like in the words *certain* and *ciseaux*. A soft *c* also occurs with the use of the *cédille* (*ç*), like in the words *garçon* and *leçon*. When *c* is followed by an a, o, u or by another consonant, the *c* is pronounced like [k], as in the words *carton*, *colle*, *cube* and *crayon*. The [k] sound is also pronounced when the word has a k in it, like in *kayak*, *kilogramme* and *kangourou*; with the *qu* combination, like in the words *qui*, *quand* and *quatre*; when *q* is found at the end of the word, like in *cinq*; and when ch is followed by an r, like in the names *Christian* and *Chrétien*, or the words *chrome* or *chronomètre*.

g   The letter *g* is also pronounced in two ways. It is a hard *g* [g], like in the English word *go*, when followed by the vowels *a*, *o* and u; for example, *gardien*, *gorge* and *légumes*. It is pronounced [ʒ], like the letter *j*, when followed by the vowels *e*, i or y, in such words as *corrigeons*, *tragique* and *gymnase*.

h   The letter h is not pronounced, although it is represented orthographically. There are two types of h's: an aspirated h or *un h aspiré* and a silent h or *un h muet*. The difference between the two is that a silent h allows for liaison to occur with the previous consonant, whereas the aspirated h does not. Words beginning with an aspirated h are most often of Germanic origin. For example, *l'hôtel*, *l'hôpital* and *l'heure* all allow for the liaison with the *l*, whereas *le héros* does not. There are no rules to help in determining when an h is aspirated and when it is not. The best way to verify which words begin with an aspirated h and which ones begin with a silent h is to use a dictionary. Dictionaries often use a symbol, such as an asterisk [*], to indicate when a word begins with an aspirated h.

r   The letter r is pronounced differently. In French, it is pronounced farther back in the throat than in English.

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s	The letter *s* is pronounced in two different ways, depending on its position in a word. It is pronounced [s] when it is found at the beginning of a word, like in the word *seize*; when it is followed by another consonant, like in the word *scolaire*; and when it is doubled, like in the word *croissant*. The letter *s* is pronounced [z] when it comes between two vowels, like in the words *chaise* and *cousin*.
w	The letter *w* can be pronounced like the letter *v*, as in the word *wagon* or like the *w* sound in English, as in the word *watt*.
x	The letter *x* makes two different sounds. If *x* is found between two vowels, it often makes a [gz] sound, like in the words *exemple* and *exact*. In other situations, it makes a [ks] sound, like in the words *maximum* and *excellent*.
Consonant Combinations	Some consonants combine to form a new sound. For example, *ch* combines to make a [ʃ] sound, whereas in English *sh* combines to make this same sound. *Chaise* and *chat* are examples of this combination. *Ph* combines to make a [f] sound like in the words *photo* and *physique*. When *t* combines with *–ion*, it makes a [s] sound, like in *conversation*. The *th* combination forms a [t] sound, like in the words *théâtre* and *mathématiques*. Two *ll*'s preceded by an *i* together form a [j] sound, like in the words *feuille* and *famille*. However, *ville* and *mille* are two exceptions to this rule. The two *ll*'s in these words are pronounced separately. The combination *gn* makes a [ŋ] sound. Examples of this combination are *espagnol* and *gagner*.
Consonants at the end of words	As a general rule, consonants at the end of a word are not pronounced. However, the consonants *c*, *f*, *l* and *r* are often exceptions, as demonstrated in the words *bac*, *chef*, *loyal* and *noir*. These consonants are pronounced only when preceded by a vowel. Another exception occurs when an *e* follows the consonants *d*, *s* or *t*. In this case, the preceding consonant is pronounced.

Examples:

Not pronounced	Pronounced
chaud	chaude
français	française
tolérant	tolérante

Consonants before a vowel	When a word ending in a consonant is followed by a word beginning with a vowel, a silent *h* or a *y*, there is a *liaison*; that is, the two words are linked together. This means that the final consonant of the first word is said as if it were at the beginning of the second word. The symbol ‿ may be used to indicate when a *liaison* occurs, but it is not a spelling mark found in the dictionary.

Examples:

ils‿ont	sept‿heures	neuf‿ans
[z]	[t]	[v]
deux‿enfants	il‿y a	cinq‿hôtels
[z]	[l]	[k]

VOWELS	There are five letters in French – *a*, *e*, i, *o* and u – that, as single letters or as a combination of letters, create vowel sounds.
The [a] sound	The [a] sound is represented by the letter *a*, as in *madame*; by *à*, as in the preposition *à*; and by *â*, as in the word *bâton*.
The [i] sound	The sound [i] is represented by the letter i, as in *ici*, the letter y, as in *bicyclette*, or *î*, as in the word *île*.
The sounds [o] and [ɔ]	The sound [o] can be represented by the letter *o* when it appears before a silent consonant or at the end of a word, as in *moto*, or *ô* as in *hôtel*, or by a combination of letters like au, as in *auto*, aux, as in *auxquels*, or eau, as in *bureau*. The letter *o* also has an open *o* sound [ɔ]. This *o* is known as the open *o*, because the mouth tends to be more open than when pronouncing the pure *o*. This sound usually occurs in the middle of words such as, *octobre* and *costume*.
The [y] sound	The [y] sound is represented by the letter u, as in *tu*, and *û*, as in the word *sûr*. The [y] sound in French is made by moving the lips forward and rounding them. This sound is difficult for English speakers because the English [y] is formed with less rounded lips.
Three sounds for the letter *e*	There are three sounds for the letter *e*; its pronunciation depends on its position in a word and whether or not it has an accent. The pure *e* vowel sound [ə] appears at the end of one-syllable words, such as *le*, *de* and *je*, or when it is at the end of the first syllable in a word containing more than one syllable, like in the words *premier* and *devant*. This sound is also made when the *e* appears at the end of the word and is preceded by tr, as in the words *fenêtre* and *mettre*.
	The [e] sound is represented by the combinations ez, er, ed, et or *é* and is equivalent to the English sound ay. Examples of words containing these combinations or *é* are *écoutez*, *regarder*, *pied* and *et*.
	The open *e* sound [ɛ] is represented in a number of ways: by an *e* followed by a consonant, such as in the word *êtes*, or by a combination of consonants, like in the words *est* and *sept*; by *è*, found in words such as *père* and *mère*; and by *ê*, found in words *même*, *être* and *fête*. The open *e* is also found in the vowel combinations of ei and ai, like in the words *treize*, *neige*, *anglais* and *français*. When *e* is followed by a double consonant or two consonants, the [ɛ] sound is made, like in the words *appelle*, *lettre* and *merci*. When *e* is preceded by a consonant like f in *chef*, c in *grec* and r in *cher*, the *e* is pronounced as an open *e*.
Vowel Combinations	When certain vowels combine together, they form new vowel sounds.
ou	One of these combinations is ou, which sounds similar to the English oo sound, like in the word m*oo*. *Vous*, *jour* and *trousse* are examples of the sound [u]. This sound is also represented by *où*, as in the question word *où*; and *oû*, as in the word *août*. The ou combination can also form a [w] sound. This sound

occurs when the mouth is moving from an [u] position to another vowel sound. It comes out as a puff of air like in the English h. This sound is found in words such as *oui* and *jouer*.

oi, oî, oy

The *oi* or *oî* combination creates a [wa] sound and is heard in words such as *boîte* and *voici*. *Oy* can also generate this sound, like in the word *voyage*.

eu, or œu

The combination *eu* is pronounced two ways, depending on its position. When *eu* is in the last syllable of a word ending in *eu*, *eut* or *eux*, or when it is found before a final *se*, it is pronounced [ø]. *Bleu*, *veut*, *deux* and *photocopieuse* are examples of words where *eu* is pronounced as [ø]. When *eu* or *œu* are followed by a consonant, these vowel combinations are pronounced [œ], like in the words *couleur*, *neuf* and *sœur*.

ui

The vowel combination *ui* makes a [ɥ] sound, like in the words *puis*, *suis* and *nuit*.

Nasal Vowels

When a vowel combines with either an *m* or an *n*, it becomes a nasal vowel. This means that the vowel sound resonates in the nasal cavity. The nasal sound [ã] is represented by the combinations *am* and *an*, like in the words *champ* and *ans*. This same nasal sound is also represented by the combinations *em* and *en* and is found in words like *temps* and *centre*. The nasal sound [ɛ̃] is represented by the vowel combinations *im*, *in*, *ain* and *aim* in words like *impossible*, *printemps*, *maintenant* and *faim*. The vowel sound [jɛ̃] is made when the vowels *ie* and *n* combine to form *ien*. This sound is found in words such as *bien*, *chien* and *combien*. *On* and *om* form the nasal vowel [ɔ̃], like in the words *bâton* and *combien*. The [œ̃] sound is formed when *um* or *un* combine in words like *parfum* and *lundi*.

Note: When *ain* and *aim* are followed by a vowel, these combinations no longer form a nasal vowel, such as in the words *mexicaine* and *aimable*.

Exceptions

There are, however, exceptions to the above rules. For example, the *e* in the word *femme* is not pronounced as an [ɛ], but rather as an [a]. Another common example is the word *monsieur*. Phonetically, *monsieur* looks like this: [məsjø].

EXAMPLES FOR PRACTICE

The examples in the list that follow are provided for teacher reference.

Les consonnes

[k]   carton, colle, club, karaté, que

[s]   voici, garçon, seize, scolaire, professeur, éducation

[z]   ciseaux, cousin, zéro

[g]   gardien, gorge, légumes

[ʒ]   corrigeons, tragique, gymnase, je, jour

[r]   restaurant, artistique, bonjour

[v]   voisin, wagon

[ʃ]   chaise, chat, cheveux

[f]	fête, physique, photo
[t]	table, patte, mathématiques
[j]	feuille, famille, yeux, corbeille
[ŋ]	espagnol, gagner, ligné

Les voyelles

[a]	madame, classe, camarade
[i]	affiche, bicyclette, avril
[o]	auto, bureau, hôtel
[y]	tu, une, sûr
[ɔ]	octobre, horloge, brosse
[ə]	le, de, vendredi
[e]	écouter, allez, pied, et
[ɛ]	êtes, sept, fête, treize, anglais
[u]	vous, jour, trousse
[ø]	bleu, deux, feutre
[œ]	couleur, œillets, surligneur
[Ч]	suis, nuit, lui
[ɑ̃]	champs, ans, temps, centre
[ɛ̃]	informatique, maintenant, faim
[jɛ̃]	bien, technicien, combien
[ɔ̃]	bâton, crayon, administration
[œ̃]	lundi, un, parfum
[w]	oui, jouer
[wa]	boîte, voici, voyage

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Guidelines to Consider When Selecting Resources

Resources that have been authorized by Alberta Education as basic and support resources go through an intensive review process. Teachers who are selecting additional supplementary resources are required to ensure that these are suitable for classroom use. This list of considerations is presented in an abbreviated form based on the criteria used in the resource review process at Alberta Education.

Teachers interested in accessing an online document on the **Guidelines for Recognizing Diversity and Promoting Respect** may do so at <http://www.education.gov.ab.ca/k_12/curriculum/ResDev.asp>.

To assist teachers in selecting supplementary resources or materials, the following criteria are recommended:

► The resource is congruent with the program of studies.

► The resource is congruent with students' needs, interests and language competency level.

► The resource presents accurate content clearly.

► The resource is free from undue bias and stereotypes.

► The resource promotes respect and understanding of others.

► The resource reflects an appropriate balance of perspectives and contributions of people, including persons:
  – of all ages
  – of both genders
  – of representative racial/ethnic groups
  – from representative religious groups
  – with disabilities
  – from diverse social/economic/political situations and/or perspectives
  – who hold different beliefs.

► The resource presents controversial issues appropriately, representing major viewpoints on the issue.

► If the resource includes humour, this humour must be used in a manner that is sensitive and that does not offend or denigrate individuals or groups.

A list of authorized teaching and learning resources to support the implementation of the Nine-year course sequence can be found on the LRC Web site at <http://www.lrc.education.gov.ab.ca/pro/default.html>.

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Selected Models for Second Language Lesson/Unit Planning and Instruction

Phases of language learning	Blended Teaching Framework (Teacher-Focused)	Four Stages in Language Lessons (Woodward 2001) (Student-Focused)	Bilash Success-Guided Language Instructional Model (Bilash 2001) (Teacher- and Student-Focused)
Encountering	**SET** Teacher uses a hook to stimulate student interest.	**EXPOSURE TO LANGUAGE** Students meet the language in spoken, written and multimedia texts; e.g., dialogues, lists, poems, teacher presentation, lists. Language should be at, just above, or just below students' current language level.	**COMPREHENSIBLE INPUT** Students are exposed to new linguistic content at or just above their current level of comprehension, either through presentation by the teacher or by engaging with comprehensible materials. Teachers ensure that exposure to each element is immediately followed up with clarifying activities (i.e., "getting it,") before additional input is provided.
Noticing	**PRESENTATION** Teacher presents the intended focus of learning to the students. This can include new vocabulary, linguistic elements, cultural information or language learning strategies.		
Internalizing	**EXPLANATION** Teacher plans this teaching phase to meet the needs of the students. It can include inquiry and discovery learning.	**NOTICING** Students note details (i.e., the sound, form and meaning of new language) by making lists, charts, gestures, mnemonics. (Physical storage)	**GETTING IT** Students engage in short specific activities planned by teachers to help them clarify the new input while focusing on one skill at a time; e.g., choral repetition, yes/no questions, circling a verb ending.

Applying and refining	**GUIDED PRACTICE** Teacher directs whole-class activities, based on content previously presented and explained. These relate to one or more of the four language skills.	**REMEMBERING** Students carry out activities to process and internalize the language; e.g., manipulate and develop personal connections. (Mental storage)	**USING IT** Students engage in activities involving combinations of input, in which they become gradually more self-reliant and reduce their need to refer to wall charts and other supports. Multiple activities, including pair work, develop all four skills.
	INDEPENDENT Teacher facilitates group, pair or individual activities related to the content presented and involving one or more of the four language skills.		
Transforming and personalizing	**TRANSFORMATION** Teacher provides students with authentic communicative tasks in which they apply new and previously acquired learning, using a range of language skills.	**USE AND REFINEMENT** Students recall and use language, make generalizations and transfer to new situations; e.g., face-to-face interactions, restating, modifying text, creating new texts, taking tests and reflecting on learning.	**PROVING IT** Students engage in activities in which they produce personalized and spontaneous language. Teachers plan all previous steps after having determined what the "final product" or "cumulative tasks" will be. The "proving it" activities are based on authentic forms of language and include all four skills.
Assessing learning	**ASSESSMENT** The authentic communicative task is assessed by teachers, students and/or peers according to criteria that have been provided in advance to indicate how well students demonstrate learner outcomes. Additionally, assessment *as* and *for* learning activities occur throughout the previous phases.		**ASSESSMENT** Occurs throughout the cycle and includes student self-assessment (assessment *as* learning) as well as teacher assessment (assessment *for* and *of* learning).

Suggested Activities and Tasks
by Field and Subfield of Experience

This list is provided as a starting point for lesson preparation and is not to be seen as prescriptive or limiting. Teachers will select and develop a range of activities and tasks based on the needs and interests of their students. The suggested activities and tasks will require explicit teaching of vocabulary and language concepts related to the subfields, the use of models and in some cases the use of specific sentence starters so that students may carry out the activity or task successfully. Examples of these sentence starters are provided when deemed necessary.

It is important to note that in French 10–9Y, since many students tend to come from various feeder schools, the first field of experience is intended to confirm that all students have the same communicative abilities and linguistic, cultural and strategic knowledge. The first field of experience allows for students to demonstrate what they are able to do in French. As students progress through the subfields in French 10–9Y and the subsequent courses (French 20–9Y and French 30–9Y), the intent is to develop their language skills such that they are able to provide more details in their oral and written productions, with increasingly more accuracy, and using a variety of linguistic elements and verb tenses in the past, present and future.

French 10–9Y

ACTIVITIES	
Daily (reintegration of vocabulary from school, people around us, clothing, food, sports and exercise and language structures from grades 7 – 9)	Students prepare their school timetable in French and compare their courses with a classmate. Pairs present their findings to the class. Then, as a class, students choose a different colour for each course named. Using an enlarged version of the timetable, students indicate their school routine by drawing in a colour dot for each of their courses. Once all students have indicated their school routine, statistical information can be expressed orally or in written form; e.g., *Le premier cours du matin, la moitié de notre classe suit un cours d'anglais*.
	Using the Inside–Outside Circle strategy, students on the inside describe their morning routine while students on the outside describe their evening routine.
	Using a daytimer page for one day of the week, students write down a detailed recount of their daily routine; e.g., *À 6 h 30, mon réveille-matin sonne. À 6 h 35, je sors du lit et je prends ma douche. J'aime rester dans l'eau chaude, mais j'ai de l'école aujourd'hui, alors il faut me dépêcher....* Students share their "daily routine" story with a partner to identify similarities and differences in their routines and the details given.
Social (reintegration of vocabulary from people around us, clothing, food, sports and exercise, community and language structures from grades 7 – 9)	Using the Round Robin strategy, students brainstorm a list of clubs and associations in their school and community. In pairs, students choose a club or association and present to the class the activities that are promoted by the club or association.
	As a class, students brainstorm a list of social activities. Then students are put into groups of four. They choose four different activities and practise issuing and refusing invitations.

	Students simulate a restaurant or café scene in which they order a number of items, using menus obtained from the Internet, while discussing their plans for the next couple of weekends.
	Students survey their classmates as to their favourite social outings. If there are a number of French 10–9Y classes in the school, results can be shared and compared or results could be shared with another high school in the school authority.
	Students learn how to play a game, such as a card game, so as to read and follow instructions in French. This process becomes the model for students to create their own game. Their games are presented to members of the class at a *Foire de jeux de société*.
	Students research the Internet or other available sources to prepare a report related to the preferred social activities of students their age in Québec, France and an African Francophone country. Students then compare their preferences with the findings to identify similarities or differences.
Cultural (reintegration of vocabulary from clothing, food, and community and language structures from grades 7 – 9)	Using the Brainstorm Carousel strategy, students brainstorm a list of activities that are related to culture; e.g., *visiter un musée*; *assister à un concert d'une chanteuse africaine*; *assister à une journée de patrimoine*; *assister à un atelier de peinture*. In pairs, students ask each other if they have gone to one of these events, using the sentence starters *As-tu déjà…?* and *Comment as-tu trouvé cette expérience?*
	In groups of four, students choose a Francophone country and research a cultural event for every season of the year. They present their findings to the class.
	Students prepare radio advertisements for cultural events or activities that will be occurring in their community. Students record their advertisements for classmates to hear and assess, based on pre-established criteria.
	Students prepare posters for a cultural event occurring in the school, such as a Multicultural Day or a Languages Week.
Physical (reintegration of vocabulary from people around us, sports and exercise and community and language structures from grades 7 – 9)	Students bring in a variety of objects required to carry out various physical activities, such as racquets, balls, clubs, skates, baseball gloves, cleats, etc. Students play the role of visitors from another era or another planet who encounter these objects as the only surviving artifacts of human civilization from this century. Students attempt to draw conclusions about the functions of these objects. In small groups, students simulate conversations about the use of the objects. They then share their conclusions with another group in an effort to see which groups came up with the most plausible or the most unusual theories.
	Students create a video featuring a leisure or recreational facility in their neighbourhood or town and indicate what recreational and/or leisure opportunities are available to incite their peers to maintain a healthy and active lifestyle.
	Students read articles or information texts on a particular outdoor sport and prepare a short video to present the sport, while explaining the advantages and disadvantages of the sport.

S H O P P I N G

Shopping for goods and services (reintegration of	Students form two large groups who are seated across from each other. Students in Group A receive small cards on which a particular item that is needed is written; e.g., *de la nourriture pour ton animal de compagnie qui a des allergies*; *un billet d'autobus pour voyager à une autre province*; *une nouvelle voiture parce que celle que tu as présentement a besoin de trop de réparations*; *une coupe de cheveux parce*

vocabulary from school, people around us, weather, animals, clothing, food, sports and exercise, community, holidays and celebrations and language structures from grades 7 – 9)	*que tu vas inviter ton petit ami/ta petite amie à souper.* Students in Group B receive small cards on which a corresponding building or service is written. A student from Group A begins by saying, *J'ai besoin de...* The student from Group B who believes that the building or service on his or her card corresponds to the desired goods or service states, *Alors, vous avez besoin d'aller... pour...* The activity continues until all the cards have been matched. As an extension to this activity, students can create their own situations and have a partner decide what goods or services are required and where they can be obtained in their community or surrounding communities. In addition, they can indicate if services can be provided in French.
	Students prepare shopping lists for different contexts, such as a birthday party for a friend; grocery list for a special dinner; new equipment for an extreme sport; and then plan out where in the community they would find these items.
	Students experiment with a variety of digital learning objects titled *Caisse enregistreuse* accessible on <http://www.learnalberta.ca>. These are situated in various settings such as a hair salon, a restaurant, a bakery and a mechanic's shop and can be used to model and support role-plays between a particular service provider and a client.
	In groups of four, students design a new shopping facility for their community. Students need to study the demographics for their community and make decisions based on this information. Next, they need to justify to their classmates why they chose to develop their shopping facility in the way they did; e.g., *Comme tous les magasins de notre centre commercial ont une porte d'accès à l'extérieur, chaque magasin doit avoir une rampe devant la porte pour les personnes ayant une chaise roulante.*
	In groups of four, students create a small business and develop oral and print advertisements for their grand opening. Advertisements would need to include the name of the business, the type of goods or services available, hours of operation, etc.
Shopping advice (reintegration of vocabulary from school, people around us, weather, animals, clothing, food, sports and exercise, community, holidays and celebrations and language structures from grades 7 – 9)	Students brainstorm a list of ways in which a service or goods can be purchased. A class discussion can be held on the advantages and disadvantages of each payment method. The discussion can serve as the basis for the creation of a pamphlet on payment choices and advice on the best and safest payment methods.
	Students can simulate role-plays between customers and service providers in a variety of settings. The service providers give customers advice on their goods or services. For example, a pair of students could simulate the purchase of a new (spring/winter) coat. One student plays the role of the customer who asks the other student, the salesperson, a number of questions regarding the coat. The salesperson has to attempt to convince the customer to purchase the coat while giving viable reasons.
	Students choose an item that they would like to purchase or a service that they require. Using the Internet, they compare prices and ways in which the goods or service can be purchased. Students share their information with the class. A discussion on the importance of comparative shopping can then ensue.
Shopping habits (reintegration of vocabulary from school, people around us, weather, animals,	Students can survey the class's shopping habits. They then research the same information for students in Québec and in France. Comparisons can be either discussed or written out.
	Using the information from the survey and the Inside-Outside Circle strategy, students on the inside indicate one shopping habit that they would like to change,

clothing, food, sports and exercise, community, holidays and celebrations and language structures from grades 7 – 9)	while the students on the outside indicate a shopping habit that they will continue to follow.
	If the students have not previously seen the animation titled *Le chandail* on <http://www.learnalberta.ca>, this film can be used as an introduction to the practice of catalogue shopping, which was used extensively in many parts of Canada in the past. This can be combined with a look at catalogue pages as seen in *L'Encyclopédie canadienne* found in the *Centre de référence en ligne* (housed on <www.LearnAlberta.ca>). Students then simulate ordering orally an article by catalogue, using French-language online catalogues that are available, such as the French stores *Les Trois Suisses* or *La Redoute* or any large Canadian chain store.
	Students discuss different ways of shopping and the advantages and disadvantages of each form.
	Students discuss how their shopping habits may change, depending on the weather, the season, their activities and any holidays or celebrations in which they may participate.

V A C A T I O N S

Canadian and other travel destinations (reintegration of vocabulary from people around us, weather, clothing, food, sports and exercise, community, holidays and celebrations and language structures from grades 7 – 9, Activities and Shopping from French 10–9Y)	In groups of four, students brainstorm, in French, a list of places they would like to visit. For the names of Canadian provinces or territories and other countries students do not know the names for in French, students use the maps provided in the French 10–9Y sample lesson series. In their groups, students attempt to approximate the pronunciation of these words. As a class, students indicate which names gave them difficulties. This can provide for an opportunity to review sound–symbol correspondences.
	Students are divided into groups of four. Each group is provided with the web link for a different province that has a Web site available in French. They are to visit the assigned site and identify the categories of information available, in addition to summary details about each category. Students present their findings to the class. At the time of printing, the following Web sites were active: Newfoundland-and-Labrador – <http://www.newfoundlandlabrador.com/fr/> New Brunswick – <http://www.tourismenouveau-brunswick.ca/> Prince Edward Island – <http://www.tourismpei.com/index.php3?lang=F> Nova Scotia – <http://nouvelle-ecosse.com/fr/home/default.aspx> Québec – <http://www.bonjourquebec.com/qc-fr/accueil.html> Ontario – <http://www.ontariotravel.net/TCISSegmentsWeb/main.portal? language=fr&modus=otsplmfr01> Manitoba – <http://www.gov.mb.ca/tourism/index.fr.html>.
	Students use the information from the provincial travel Web sites to prepare a travel radio announcement to convince others to visit their designated province.
	Students choose a travel destination and present their top ten reasons for visiting this destination. Then, by secret ballot, students choose one of the destinations presented. The destination with the most votes becomes the class destination. Using the Internet, students find the quickest way to arrive from their home town to the chosen destination's city hall for the least amount of money.

Vacation planning (reintegration of vocabulary from people around us, weather, clothing, food, sports and exercise, holidays and celebrations and language structures from grades 7 – 9, Activities and Shopping from French 10–9Y)	Using the Round Table strategy, students brainstorm the steps they need to follow in order to plan a trip. Prior to the brainstorming activity, students can be given different conditions, such as length of stay, location of the holiday, mode of transportation, number of travellers. Students present their ideas to the class and a process can be developed together that is used as the format for planning a family vacation.
	In pairs, students pick the name of a country out of a hat and then prepare a brief description of seasonal weather, a list of places to visit, activities that one can do, the type of cuisine available, a list of important holidays and celebrations and a list of places where people can shop. Students present their research in the form of a travel fair.
	In groups of four, students use the Internet to research a cultural event for a destination of their choice. The purpose of the research is to find out information on the event and prepare a group travel itinerary, for their class, from where they live to the chosen destination. In order to keep costs down, they also need to partner with the closest Francophone high school in their area, so they must determine what the school is and prepare all travel information in French. For example, students could visit the Web site of *le Festival du Voyageur* in Saint-Boniface, Manitoba, (presented in grade 5) to plan a weekend's worth of activities at the festival, in addition to visiting historical sites in Winnipeg. They would then prepare a written itinerary with an estimated cost breakdown for travel.
	Students are provided with a series of internationally known travel symbols that can be seen in train stations or airports, for example. In pairs, students identify where they would see each symbol and its meaning; e.g., *Ce symbole se trouve probablement à l'aéroport. Il indique qu'on va passer par la douane du pays.*
	Students research a travel destination and write a postcard to a fictitious Francophone pen pal, describing what they have seen and done over the past two days.
Travellers' health and safety (reintegration of vocabulary from people around us, weather, animals, clothing, food, sports and exercise, community, holidays and celebrations and language structures from grades 7 – 9, Activities and Shopping from French 10–9Y)	In pairs, students choose a country to visit and research what vaccines or other medical information they need to know before they travel to that destination. They present the information in the form of a Traveller's Health advisory.
	Students research what people need to know if they want to travel with their pet outside of Canada. Students present their findings to the class.
	Students visit the travel advisory Web site of the Government of Canada at <http://www.voyage.gc.ca/dest/ctry/reportpage-fr.asp>. Students choose a country of interest and find out if there is a travel advisory in effect. They share their findings with the class.
	Students prepare a radio advertisement to advise travellers of what they need to know before going to a particular destination.
	Students prepare a general travel pamphlet for students their age on things they need to know before they travel abroad, during their travels and in preparing for their return home; e.g., *Il est important de faire une photocopie de son passeport et de la laisser avec ses parents.*
	Students read a travel pamphlet about protecting one's skin from the sun. They simulate a call-in radio show where students ask the expert for advice on sun tanning.

FINE ARTS

Visual arts (reintegration of vocabulary and language structures from grades 7 – 9, Activities, Vacations from French 10–9Y)	Students brainstorm a list of French painters. Each student chooses one painter from the list and prepares a timeline of this person's life, including the names of some of the key paintings from his or her lifetime.
	Students visit the Internet site of *l'Office national du film du Canada* at <http://www3.onf.ca/index.php>. Under the word *Fureter*, students choose *Catégories sujets* or *Genres* and choose a category or genre of interest. In pairs, students then explain why this category interests them.
	Students take an animated tour of *Le Louvre* by visiting one of its three-dimensional expositions under the tabs *Expositions* and the category *En 3 dimensions* at <http://louvre.fr>. Students look at all of the paintings in the three-dimensional exposition. Then, they choose one and present it to the class. They name the painting and the painter and briefly describe the painting. Then, they explain why they chose that painting from the collection. As a follow-up activity, students can return to the gallery to look at the paintings presented by their classmates.
	Students watch *les bandes annonces* (film trailers) from French-language sites and present orally the name of a film, the type of film and what the film is about. Then students indicate whether they would go and see the film or not, based on the film trailer.
	Students watch a film in French, preferably, and prepare a written critique of the film, following French-language critiques models they have read.
	Students check the television listings for available French-language television channels and attempt to guess the type of program, based on the title.
Performing arts (reintegration of vocabulary and language structures from grades 7 – 9, Activities, Vacations from French 10–9Y)	Students read a critique about a concert, a play, an opera or a ballet on the Internet.
	Students research who are the newest French-language actors/actresses, singers or bands and prepare a biography on the person or the band.
	Students go to a local Francophone theatre to see a play or a musical production, if possible, and describe what they liked and did not like about the production. Variation: Students could write a critique.
Literary arts (reintegration of vocabulary and language structures from grades 7 – 9, Activities, Vacations from French 10–9Y)	Students read an adapted novel or play. Sections of the novel or the play can be performed, using the Readers Theatre technique.
	Students read a poem, such as *Jacques Prévert*'s poem, *Déjeuner du matin*, and perform the actions that are indicated in the poem. Students discuss what they understand the poem to mean.
	Students write poems in French about themes such as the changing seasons, travelling or any other personal experience.
	Students are given a book review in which the paragraphs are mixed up. Each student is given a different paragraph. As a group, students need to put the paragraphs in order. Once the text is reconstructed, students read the book review and indicate if the review incites them to read the book or not.

S A F E T Y (OPTIONAL)	
Vehicle safety (reintegration of vocabulary and language structures from grades 7 – 9, Activities, Vacations from French 10–9Y)	Students learn the vocabulary for the main parts of a car and simulate a conversation with a mechanic in which they indicate which parts need repair or are not working.
	Students read French-language consumer reports regarding the safest small car, mid-sized car and SUV. They report their findings.
	Students research the different driving rules in Québec and France and compare them to Alberta's driving rules.
Personal safety (reintegration of vocabulary and language structures from grades 7 – 9, Activities, Vacations from French 10–9Y)	Students simulate a telephone conversation related to coming home late at night. Using an inactive or toy cell phone as a prop, pairs of students brainstorm together how to best return home safely or what precautions they need to take, if they are coming home alone from work or a social gathering.
	Students prepare a public service announcement about personal safety in the home, at school, on vacation, driving alone or going on a date.
AND OTHER AREAS OF INTEREST	

French 20–9Y

SENSES AND FEELINGS	
Exploration of emotions and feelings (reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y)	Students study the emotions related to specific colours and are then presented with paintings from artists such as Van Gogh, Munch, Picasso, Monet, etc. Students discuss the emotion(s) they are feeling in relation to the colours used in the paintings.
	Students are shown a series of photographs containing a variety of emotions. Each student chooses a photograph and relates a story orally that could have happened to evoke the emotion presented. As an alternative, students can write out the story.
	Using the Parallel line strategy, students identify the type of music that they like and indicate what emotion that music evokes; e.g., *J'aime beaucoup la musique jazz parce que cette musique me repose et me rend plus calme*.
	Each student is given a different expression that relates to an emotion and is asked to draw the emotion that relates to it; e.g., *avoir une peur bleue*. Students are now provided with the list of expressions. Students post their drawings and as a class, identify which expression is being depicted by each drawing.
	Students are shown photographs of different situations, such as looking down from a tall building, and indicate what emotion is evoked; e.g., *J'ai peur des hauteurs. Je deviens nerveuse et je commence à trembler*.
Exploration of the senses (reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y)	Students view the animation titled, *Le tournoi,* accessible on <http://www.learnalberta.ca>, as a starting point for a discussion about the challenges faced by individuals with an impairment related to one of the senses. Students then write a list of all of their daily activities that would be affected if they lost their sense of hearing, sight, taste, touch or smell. In groups, students discuss how their lives would be affected. As a class, a discussion could be carried out as to how members of society who have these impairments are able to live productive lives; e.g., a person with a visual impairment is able to walk across streets with the aide of a guide dog and/or audio signals at intersections.
	Students carry out simple experiments related to the senses, such as being blindfolded and trying to follow directions given by someone; smelling different types of perfumes to identify the scents used; tasting different fruits and vegetables and describing their taste; or being blindfolded and trying to guess what the object is based on touch.
	With permission from parents and the school administration, students make plans to prepare a meal. They select a menu that allows for a variety of sensory experiences, such as a range of aromas, colours and textures. As some students look after the cooking, others make plans to set an appealing table. Others can take digital photos of the various stages of preparation and write captions to express the various sights, sounds and flavours involved.
	Students listen to different kinds of music and describe the scene the music evokes; e.g., *Cette musique classique me fait penser aux petites souris qui courent par ici et là parce que la musique est rapide et les notes sont très hautes*.

CLOSE FRIENDS

Friendship	Students use the Graffiti strategy to brainstorm the qualities of a good friend.
(reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y)	Students simulate a radio talk show on the topic of friendship and relationships. They call in and describe their best friend.
	Students are provided with illustrations, comic strips or photographs of people interacting with each other in various ways, as well as a list of common French proverbs related to friendship. Students are asked to select a proverb that could represent each of the situations depicted and to explain why they choose that proverb. The list could include proverbs, such as *Entre amis, tous biens sont communs*; *On connait les bons amis dans la tristesse*; *Bonne amitié vaut mieux que tour fortifiée*; *Ami de tous, ami de personne*; *On perd plus d'amis par ses demandes que par ses refus*; *Il faut découdre et non déchirer l'amitié*.
	Students read poems about friendship and then write their own about a past friendship or what friendship means to them.
	Students draw names and descriptions of a "new pen-pal" and write a letter presenting himself or herself to this new friend.
Social life	Students survey their classmates about the kinds of social activities they attend. Students then research and compare the social activities of Québec and French teenagers.
(reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y)	Students brainstorm all the social gatherings they have attended with their friends. Students are asked if any of the gatherings they attended involved cultural practices that they had not previously experienced. They then watch the animation titled *Des lumières pour Gita* located on <http://www.LearnAlberta.ca>. Next, they write a diary entry either from the point of view of Gita or her friend Emily about their experiences at the celebration.
	Students are divided into groups of four. They are given a card that indicates a typical social setting that teenagers may attend. Students simulate conversations they may have with the members of the group "attending the same social function."
	Students prepare a magazine that can be titled *Vie ado* with articles about such things as dating; places to eat in their area; emerging trends in social activities. The magazine can be shared with another class in the same school or in a neighbouring high school.
Conflict resolution	Students brainstorm a list of conflicts that often occur between teenagers; e.g., bullying/cyberbullying. Using a T-chart, they write down the conflict on the left side and, on the right side, possible solutions. Students share their solutions in small groups.
(reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y)	Students view the segments related to *L'intimidation, parlons-en!*, accessible on <http://www.LearnAlberta.ca>. Students discuss the situations presented. Students discuss as a class different strategies they could propose to the victim or to the aggressor.
	Students prepare public service announcements related to bullying/cyberbullying.
	Students prepare a letter for *le Courrier du cœur* describing a recent conflict with a friend and a request for advice. Student letters are placed in a hat. Students now draw a letter and reply to it. *Note:* Students can create an imaginary conflict. They should also be encouraged to use a pseudonym such as *Cœur brisé* or *Pas plus d'options*. Students will need to provide the teacher with their pseudonym.

FADS AND FASHIONS

Past and present (reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y)	Students go to clothing boutiques and note the colours for the current season, in addition to the length of skirts/dresses, and the length and width of pant legs. Using the Internet, they search Web sites to determine the "in" colours for the last past seasons, in addition to the length of skirts/dresses and the length and width of pant legs. Students present their findings to the class.
	Students choose a topic, such as cars or music, and prepare a timeline of the changes in the chosen topic over the last one hundred years. Students then present their timeline orally. Students use the presentations to develop a definition for *la mode*.
	Students search the Internet for videos on fashion to use as models for their own fashion show.
	The class is divided into two groups. One group of students prepares a fashion show of past and present fashions. The second group plays the role of fashion reporters who watch the fashion show and prepare a newspaper article based on what is presented.
Careers in fashion (reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y)	Students go into clothing boutiques and check the labels for names of fashion designers. They create a list to be shared with the class. Students research the names to determine their country of origin. Students are put into groups of four to share their findings.
	Using the Internet, pairs of students research the names of Canadian fashion designers. As a class, a common list is created. Students then choose a name from the list and prepare a brief biographical presentation of the person's career.
	As a class, students brainstorm a list of careers in the fashion industry; e.g., *brodeuse*, *costumier*, *couturier*, *journaliste de mode*, *mannequin*, *modéliste*, *styliste*, *tailleur*. Students are divided into pairs and together brainstorm a list of qualities and skills they believe a person should have for this type of career. Students then search on the Internet or in other sources to verify their predictions. Then, in groups of four, students share their findings.

CONSUMERISM

Consumer choices (reintegration of vocabulary and language structures from grades 7 – 9, French 10–9Y)	As a class, students discuss the process they should follow before buying a big ticket item, such as a computer or a car.
	Students choose a product they would like to buy and follow the process developed in the previous activity. In groups of four, they discuss whether their process was appropriate or not. If they encounter problems in the process, they suggest alternative actions.
	Students describe to a partner a recent shopping experience and indicate whether or not they would return to the same store and why.
	In groups of four, students discuss their payment options for purchases and the advantages and disadvantages of each choice of payment option.
	Based on the above discussion, students prepare an information brochure for teenagers to explain the different payment options available and provide advice for each option.

| Consumer rights and responsibilities

(reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y)	Using the Jigsaw strategy, students are divided into groups and asked to read a specific portion of *le Guide du consommateur canadien : Un consommateur averti sait se renseigner*. In their expert groups, they share key information they have learned. As a class, students discuss their rights and responsibilities as consumers. *Note:* The document mentioned above can be downloaded from Industry Canada's Web site at <http://www.ic.gc.ca/eic/site/oca-bc.nsf/vwapj/fr_handbook2007.pdf/ $FILE/fr_handbook2007.pdf>.
	Students are divided into pairs: one student plays the role of a customer service agent and the other a consumer. Each pair is given a different scenario to act out; e.g., one pair is in a mechanic's shop where the customer, who has had a tire changed there recently, complains about it falling off. The other students must describe the return/warranty policy for the customer. The rest of the class observes the interaction and uses *le Guide du consommateur canadien : Un consommateur averti sait se renseigner* to advise the consumer of his or her rights.
	Students discuss the advantages and disadvantages of using the Internet for shopping. They also define what is a *Cyberconsommateur averti*. Students research the site <http://www.consommateur.qc.ca/cyber/> and discuss the similarities and differences in shopping in person versus shopping over the Internet.
	Students write a complaint letter outlining a negative shopping experience. Variation: Students could write a letter of thanks, describing a positive shopping experience.

O U T D O O R L I F E (OPTIONAL)

| Survival skills

(reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y)	Students brainstorm a list of items they should have under different circumstances, such as travelling by car or being snowed-in.
	Students discuss the importance of survival skills if they were caught in a snow storm in a rural area of Canada.
	In groups of four, using the Round Table strategy, students brainstorm the skills they think are necessary if a person becomes lost in the forest.
	Students are given a piece of survival equipment. They have to identify it and then indicate how it would be used for survival; e.g., *Ceci est une boussole – J'utiliserais une boussole pour m'orienter dans la forêt et pour m'aider à retrouver mes pas, surtout dans la neige.*
	Students prepare a game for younger students related to outdoor survival.
Outdoor experiences

(reintegration of vocabulary and language structures from grades 7 – 9 and French 10–9Y) | Students prepare a list of outdoor activities and the equipment needed for each activity. |
	Students read a fictional or factual story about an outdoor survival experience.
	Students write a fictional story about an outdoor experience, such as a camping experience in a torrential downpour.
	Students prepare an outdoor itinerary for tourists visiting Canada's north during the winter months.

AND OTHER AREAS OF INTEREST

French 30–9Y

WORLD OF WORK	
Employability skills (reintegration of vocabulary and language structures from grades 7 – 9; French 10–9Y and French 20–9Y)	Using a document such as the *Profil des compétences relatives à l'employabilité – Ce que les employeurs recherchent*, which is available on the Conference Board of Canada's Web site at <http://www.conferenceboard.ca/Libraries/ EDUC_PUBLIC/emkilf.sflb>, students work together to create a self-assessment checklist they later complete individually to assess their own skills and qualities.
	Students access a Web site on careers, such as <http://www.lesmetiers.net/fiches-metiers/france5/index-fr.php>. They choose a career to research and identify the qualities, skills and education needed for that career.
	Students access a Web site on advice for writing a CV and use this advice to prepare their own CV. A Web site page, such as the following, may assist students in obtaining the necessary advice: <http://www.anpe.fr/IMG/pdf/DSPCV.pdf>.
	Given examples of authentic curriculum vitae from various Francophone regions or countries, students compare the format, sequence and the types of information these contain with formats they have learned to follow when writing CVs in Alberta. Students prepare a graphic organizer in which they chart the similarities and differences they have noted. They then discuss the inclusion or exclusion of certain information and speculate on the reasons for any differences.
	Students are told that the ability to work well with others ranks high in most places of employment. In order to develop or discuss this ability, students take part in simulations of possible areas of conflict in a range of work settings. For example, *À votre nouvel emploi, quelqu'un que vous connaissez à peine vous a emprunté quelque chose et a oublié de le retourner. Une semaine est déjà passée et vous en avez besoin. Que faites-vous pour résoudre la situation?/Que lui dites-vous?* Students brainstorm other dilemmas that arise in job settings with which they are familiar and ask their peers to simulate a resolution.
Job market (reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	Using the Internet to access the Careers section of newspapers available online from a range of Francophone countries, students examine the format and content of postings for similar positions in various places. They determine whether conventions for job posting are similar or different from place to place and brainstorm possible reasons for similarities or differences.
	Students find job advertisements in a French-language newspaper for which they may be qualified and write a letter of introduction.
	As a class, students brainstorm a list of questions that a potential employer may ask. In pairs, students ask each other the questions. As a class, a set of criteria is developed for what constitutes good job interview techniques. Students then simulate job interviews in front of the class and are given feedback on their interview.
	Students research how to go through the interview process and develop a simple guide for students.
	Students select a career featured in the collection titled *Vidéothèque des professions* accessible on <www.LearnAlberta.ca>. After viewing a video of the career in question, they prepare a help-wanted advertisement in which they include key details from the video.

TRAVEL AND TOURISM

Tourist information (reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	In pairs, students are given the following words to define: *un agent/une agente de voyages*, *un globe-trotteur/une globe-trotteuse*, *un/une grossiste*, *un/une touriste*, *un voyageur/une voyageuse*, *un/une voyagiste*. Students share their definitions with another pair. If there are any discrepancies in their definitions, students verify them using a French-language dictionary. As a class, students discuss how these words might be important to a traveller.
	As a class, students brainstorm the different people and places they might access in order to obtain travel information; e.g., *une agence de voyages*, *un/une concierge*. In pairs, students choose either a place or a person and identify the kind of information that can be obtained; e.g., *Un/une concierge travaille normalement dans un hôtel. Il/elle pourrait aider les touristes en faisant des réservations dans un restaurant pour eux, en organisant des excursions ou en leur suggérant des lieux à visiter près de l'hôtel.*
	Students simulate the role of a travel agent by listening to recorded messages. They take down the information requested by different clients and then try to find answers to the questions. Then, in pairs, students simulate the conversation they might have with the client.
	In pairs, students use a graphic organizer to identify the travel information needs of travellers. For example, they could choose a category such as *Types d'hébergement* and research the advantages and disadvantages of each type of travel accommodation. Students present their findings to the class.
	In groups of fours, students use the Internet to identify the names of airports in major Canadian cities; e.g., *Montréal – Aéroport international Pierre-Elliot-Trudeau*; American cities; e.g., Chicago – *Aéroport international Chicago O'Hare* and European cities; e.g., *Paris – Aéroport international Charles de Gaulle*. They choose one airport of interest and research it so as to be able to describe the airport to another group in terms of its size, the number of terminals, its amenities and which airlines arrive at that particular airport.
Travel advice (reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	Using the Think–Pair–Share strategy, students are given the following questions: *Si tu as déjà voyagé quelque part, comment tes voyages t'ont-ils influencé/ influencée ou touché/touchée? Comment penses-tu que ces expériences pourraient t'aider dans un poste d'agent/agente de voyages ou dans un bureau de tourisme?*
	Using information accessible online, students investigate the policies for different airline companies regarding people with disabilities. Students share their findings with the class. A discussion on stereotyping and disabilities can ensue. Students can then prepare a television or radio public service advertisement informing people with disabilities about their rights when travelling by air, sea, train, bus or taxi in Canada, Europe or any other French-speaking destination.
	Students read about airport security procedures in different airports. They simulate a call-in radio show where students ask the expert for advice on travelling to a certain airport and what they might expect in terms of security.

Francophone destinations (reintegration of vocabulary and language structures from grades 7 – 9, French 10–9Y and French 20–9Y)	Students brainstorm a list of Francophone countries. From the list, students choose one country and use the Internet to research the country. Information acquired is presented in the form of an oral travel log.
	Students write a letter to a travel agency in a Francophone country to request travel information.
	Students write a travel article, based on research they have carried out, on a particular Francophone travel destination. Students use authentic travel articles as models.

ROLE OF THE MEDIA

(reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	Students brainstorm a list of media that they access. In groups of four, they discuss the advantages and disadvantages of each medium. Key ideas are jotted down. This discussion can be carried out again once the unit has been completed to see if students' ideas have changed or remained the same.
	Students watch the one-minute historical clip featuring Marshall McLuhan, which is accessible on <http://www.learnalberta.ca>, and identify the key statement that made him famous ("*Le medium est le message.*"). Students discuss the different type of media and the power each has to deliver messages; e.g., *La radio est un medium qui a le pouvoir de faire passer les messages vite et de façon courte. Quand on n'a pas beaucoup de temps, la radio est la meilleure façon de se renseigner.*
	Students become aware of the "Canadian Newswire Agency," available on the Internet and which can be accessed at <http://www.newswire.ca/fr/>. This site contains press releases (*les communiqués de presse*) that are used by reporters to obtain information and from which news broadcasts or articles are written. Students choose a press release and pull out five key ideas. In groups of five, students share the information they have culled from the release they have chosen.
	Students are given the word *les dépêches* and attempt to determine its meaning. Students can be encouraged to use word knowledge such as *se dépêcher* to determine that the word may have something to do with quickness/rapidity. Students come to learn that this is the term used in French to mean the quick transmission of news. To identify the headlines of the day, students then access the site <http://www.lesdepeches.fr/>.
	Students use the Internet to compare how a current issue is treated by radio, television and the written press. Students debate the advantages and disadvantages of the three main media.
Radio (reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	Students brainstorm a list of radio stations available in their area or on the Internet. Next, they survey their classmates to identify their favourite music station(s) and explain why. Students prepare a report based on their findings.
	Students identify the different types of radio programs available, discuss the purpose behind each type and indicate their preference for this type of programming; e.g., *La station de radio X a des interview-variétés. Ce genre d'émissions consiste des invités et d'un animateur/d'une animatrice qui mène l'émission. Ce genre d'émissions peut être très informatif, mais parfois ennuyant surtout quand les invités ne font que du blabla.*

Television (reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	Students access various Internet television stations, such as France 24 at <http://www.france24.com/fr/>; Radio-Canada at <http://www.radio-canada.ca/television/>; TVA at <http://tva.canoe.ca/> or TV5 at: <http://www.tv5.ca>, to determine what content is available at the site. Students share their findings.
	Students brainstorm a list of types of television programs available; e.g., *les drames*, *les comédies*, *les nouvelles*. Using a French-language television schedule, accessible on the Internet, students identify the type of programs that are available for one day of the week, based on the program's title. Students then determine the percentage of air time dedicated to each type of television program.
	In groups of four, students prepare the framework for a new television program. If time allows, they can prepare the script for a "pilot" of the show.
	Students discuss stereotyping on television and create a list of common stereotypes. Then, in groups of four, they choose a past or current television program and identify the main characters and define the stereotypes they portray. Students present their television program to the class. As a class, students discuss what their role should be as informed television viewers. *Note:* Prior to this activity, teachers may wish to access the Web page from *Ressources en éducation aux medias et à Internet* for more information on stereotyping at <http://www.media awareness.ca/francais/enjeux/stereotypes/index.cfm>.
Newspapers (reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	Students analyse an authentic newspaper story to identify the key information contained. Students will learn that newspaper articles are written in a pyramid fashion in which the "who, what, where and when" come first, followed by the why.
	Students use their knowledge gained from interviews in the job market to identify interview strategies for a celebrity. Students are divided into pairs and are given a cue card with key information about their celebrity's life. Students interview each other and then use the information from the interview to write a newspaper article.
	If possible, students are given access to French-language newspapers in paper format; otherwise, students can access these online. Students identify the different sections of the newspaper. Students can compare the different sections with English newspapers to identify similarities and differences.
	Students are given an authentic newspaper article and map out a flowchart, showing the key points in the article and their relationship to one another. Students then compare the structure and content of their flowcharts with a partner.
	Students look at the headlines of the front page from a number of French-language newspapers and compare the type of news that is reported.
Advertising (reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	Students list all of the types of media of which they are aware. Working in groups, they prepare simple slogans to entice listeners, viewers or readers to use this medium; e.g., *Un slogan d'une station de radio pourrait être : Soyez à l'écoute de la radio pour tous vos besoins informatifs. On est là 24 heures sur 24, sept jours sur sept. La radio, accessible à la poussée d'un bouton.* Groups then compare their slogans for each medium.
	If access to French-language print newspapers is possible, in groups, students take a section of the newspaper and cut out all of the advertising. Students do the same thing with an English-language newspaper. Using the number of cut-out advertisements, students analyze the amount of advertising and the size of the advertisements; e.g., number of full-page ads. Students then categorize the advertisements by product. They then discuss the similarities and differences in the

	advertisements and what newspaper advertisements can demonstrate about the attitudes and values of a culture.
	Students learn about the techniques used by advertising companies in order to sell products. Students look at different television and print advertisements to identify the technique used to sell the product.
	Students brainstorm a list of known French products such as *La vache qui rit* or Québec products from companies such as *Bombardier*. Students access these companies' Web sites and identify any advertisements that are present. Students use their knowledge of publicity techniques to identify the techniques used, the targeted population and any interesting expressions used.
	Students discuss which of the media is the most powerful when it comes to advertising a product.
	In groups of four, students invent a new product and create a visual and print campaign. Students present their product to the class. Students watching the presentation identify the technique used and the target population. At the end of the presentations, the class determines how successful the group was in selling their product through a survey questionnaire developed by the teacher.

CONSERVATION AND THE ENVIRONMENT (OPTIONAL)

Issues/Problems reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	Students brainstorm a list of environmental issues/problems for their area of the province or for Canada as a whole.
	In groups of four, students use the brainstormed list to prioritize the issues from most important to the least important. As a class, they justify their ordering.
	Students are presented with the word *l'écocivisme* and are asked to define it. Using their definition, in groups of four, they create a questionnaire to identify their classmates' knowledge about environmental issues. Students share their questionnaires and choose the best developed questions to create a class questionnaire. Students can put their questionnaire online and have another class in the same school or another school within the district fill it out.
	Using the Think–Ink–Pair–Share strategy, students are presented with the statement, *La survie de la planète dépend non seulement de grandes actions, mais aussi de petits gestes*. Students are asked to reflect on the statement and to define what it means for them. Students share their reflections with another group.
	Students become aware of different groups, such as *Nature Québec*, which can be accessed at <http://www.naturequebec.org/pages/plandusite.asp>, whose aim is to protect the environment. Students choose a category of interest and research the issues/problems of that category. Students present their findings in the form of an online blog or forum.
Solutions reintegration of vocabulary and language structures from grades 7 – 9 , French 10–9Y and French 20–9Y)	Students access the site of *Environnement Canada* at <http://www.ec.gc.ca> to become informed of issues facing the Government of Canada in terms of the environment. Students choose an area of interest and, using a T-chart, identify the problem and proposed solutions.
	Based on the issue and problems identified, in groups of four, students prepare an action plan that could be presented to the Government of Canada. *Note:* Students could be encouraged to submit their plan to the minister of the Environment.

	Using information gathered, students debate a particular environmental issue and propose possible solutions.

AND OTHER AREAS OF INTEREST

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Steps Carried Out in Task-Based Learning[*]

PRE-TASK PHASE

► The topic is defined.
► Task instructions are clarified.
► Brief activities to help students recall or learn useful phrases are carried out. This can include the teacher having students carry out a demonstration of an abbreviated version of the task.
► The teacher may share audio or video recordings of other groups of students carrying out a similar task.

THE TASK CYCLE – PART 1—DOING THE TASK

► The students carry out the task to the best of their abilities, which may involve some halting and inaccurate speech, while making use of posted sample expressions and phrases.
► The teacher encourages the students as needed while engaging in assessment *for* learning, taking note of commonly occurring errors that arise in the class as a whole. The teacher targets specific linguistic elements for later follow-up based on the outcomes of the program of studies.
► Where applicable, the teacher notes additional expressions and phrases that arise and adds these to the posted chart of expressions for use by other students.

THE TASK CYCLE – PART 2—PLANNING TO SHARE THE RESULTS

► The teacher may share audio or video recordings of students presenting reports on a similar task.
► Groups of students plan to share with the rest of the class how they have carried out the task and, in a limited way, what they have discovered while doing so.

THE TASK CYCLE – PART 3—REPORTING ON THE RESULTS

► The report may be oral or in the form of a visual that is displayed and viewed.
► The teacher continues to take note of linguistic structures for further follow-up.
► After students have presented their spoken reports or circulated and viewed the written reports, the teacher provides students with brief feedback on the content and form of their reports.

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[*] Based on Jane Willis, *A Framework for Task-based Learning* (Harlow, UK: Longman, 1996).

THE LANGUAGE USE FOCUS – PART 1—LANGUAGE ANALYSIS ACTIVITIES

► The teacher develops and implements language analysis activities based on observations made during the task cycle.
► The activities are intended to help students identify and process various features of language as it was used during the steps of the task cycle.

THE LANGUAGE USE FOCUS – PART 2—PRACTICE ACTIVITIES

► Students carry out practice activities using the language features analyzed above.

OPTIONAL – ADDITIONAL TASK

► Following the task cycle and the language use focus, students may be given the opportunity to carry out a similar task with other students or to develop a similar task for others to carry out.

Note: **Appendix O** lists a range of tasks for consideration.

Types of Tasks

In *A Framework for Task-based Learning* (Harlow, UK: Longman, 1996), Willis lists a number of types of tasks. The list that follows can provide teachers with ideas for a range of activities, regardless of the approach to lesson and unit planning they choose.

1. LISTING. Students produce a complete list or mind map by brainstorming or fact finding:	
	– tourist attractions available in specific destination – names of famous French-speaking authors or painters – clothing worn by different generations – roles and responsibilities of a consumer – types of jobs by area of interest – types of newspapers available in print and on the Internet. As a follow-up task, students can devise a memory game using the list.
2. ORDERING AND SORTING. Students order and sort information …	
by sequencing:	– put the actions related to a daily routine in order. As a follow-up task, students can devise a "spot-the-missing-item" task.
by ranking:	– the most useful advice for the purchase of an electronic device – the best childhood memory – the best travel destination based on set criteria such as price – the most interesting public service announcement. As a follow-up task, after hearing the report from each group, the class as a whole may wish to reach consensus.
by categorizing:	– read informational texts and fill in information gathered from the texts in a partially completed table – read statements on a similar topic from various sources, such as different film critiques of the same film and students decide if they agree or disagree with the critiques, based on their viewing of the film. Students in each group present and justify their completed table to the whole class.
by classifying:	– find three ways to classify shopping experiences – find three different means of transportation to arrive at a particular tourist attraction – find ways to classify different types of French literature. As a follow-up task, students can devise a "find-the-odd-one-out" activity.

3. COMPARING. Students compare data …	
by matching:	– listen to different television commercials and identify the targeted audience – listen to or read descriptions of travel destinations, paintings, clothing styles, or a job and pick one of four photographs that fits the description – follow and carry out instructions, such as sketching out the main elements of a painting and then comparing it to the original. As a follow-up task, students can design similar tasks with their own data; e.g., prepare a radio advertisement to a targeted age group.
by finding similarities:	– compare shopping habits between Western Canadians and Eastern Canadians to see commonalities – compare clothing styles from the sixties or seventies with current clothing styles – compare attitudes and skills required for a job in the trades versus a profession.
by finding differences:	– find the differences in information given between a radio and print news report – Jigsaw viewing: one half of the class sees a video excerpt while the other half reads an account of the excerpt that deliberately includes different information. Together, students from each group identify what is different in the information they have.
4. PROBLEM SOLVING. Students find and evaluate a solution to a problem by analyzing real or hypothetical situations, by reasoning and by making decisions. Starting points can include …	
hypothetical or experienced real-life problems:	– predicting the outcome of short story at the midpoint – providing shopping advice based on a person's difficult shopping experience – assisting a classmate to resolve a conflict with a friend.
incomplete or scrambled stories, poems, reports:	– a short story, poem or cartoon strip that has been read in a previous class may be copied once for each small group and cut into sections. Students use clues in the story as well as their memory of the text to put the pieces into the correct sequence. As a follow-up activity, the solutions arrived at in each group may be shared with and voted on by the class as a whole.

5. SHARING PERSONAL EXPERIENCES. Students use and add to models of text in which a speaker or writer describes or explains a personal opinion, reaction or experience to share aspects of their own experience in a similar way. Starting points can include …	
reflective questions:	For example: – *Comment te sens-tu en lisant ce message? Je me sens triste parce que cette personne éprouve beaucoup de difficultés à se faire des amies. Je n'aimerais pas être dans sa situation.* – *Quand es-tu le plus heureux/la plus heureuse? Je suis le plus heureux quand je peux passer du temps avec mes amis.*
survey questions:	For example: – *Qu'est ce que tu aimes faire avec tes amis en fin de semaine?* – *Est-ce que tu aimes lire des poèmes? Souvent. Des fois. Jamais.*
using audio or video clips or reading text:	For example, a French 10–9Y class dealing with the subfield of SHOPPING HABITS may listen to an audio recording in which people of varying ages describe their shopping habits. Students may create a chart before listening to the recording identifying what they think the different speakers might say based on their age. The preceding task could involve students in describing their own shopping habits.
6. CREATIVE TASKS. Students produce an end product that can be appreciated by a wider audience. These tasks tend to be comprised of more stages than the classroom tasks outlined in this chart so far. They may be referred to as projects and may involve processes such as brainstorming, fact-finding, ordering, sorting, comparing, problem-solving and others. Starting points can include …	
concrete creations or experiments:	– draw a picture following an audio or written prompt – make a model, diorama, map or a craft following instructions provided – prepare a travel itinerary. As a follow-up activity, students share their results with other students by preparing a list of statements that describe the steps they undertook.
creative writing and similar activities:	– write a poem, song, story, dialogue script, play or advertisement based on what was read or seen in class, following a model written with the range of vocabulary and structures known by the students – prepare a radio or television show, or take photos to illustrate a short *photoroman* style of story, following models provided and using known vocabulary and structures.
social investigations:	– to commemorate *la Journée internationale de la francophonie* (*le 20 mars*), students may prepare and carry out an interview with a person in their community who is of French-speaking background on known topics such as their profession, their favourite type of literature, their favourite travel destination. While the interviews themselves may take place in a language other than French, the students can prepare profiles on their interview in French, which may be shared with the class and posted in the school as long as permission to do so has been secured.

	– class twinning projects involving multiple contacts over the school year through e-mail and other means of communication, which may involve a range of creative tasks.

7. MEDIA PROJECTS FOR THE SCHOOL OR COMMUNITY. Similar to the creative tasks described in the previous section, these projects may be quite complex and involve a number of other processes. The teacher and students may collaborate with and provide a contribution to others in the school or community who are involved in the production of various forms of media. Where applicable, teachers will need to seek parental permission and adhere to the provisions of the *Freedom of Information and Protection of Privacy Act* (FOIPP). These tasks may involve …

displays:	– students may set up a public display, in a location such as the school or a municipal building, to reflect an aspect of what they are studying, such as a francophone travel destination.
print:	– students may provide contributions to regular or special issues of school or community newsletters or newspapers, or may create a short newsletter to be distributed to French-speaking residents of a local nursing home, where applicable – students may design and write a simplified leaflet for French-speaking visitors to their school or community.
multimedia:	– students may provide to a French-language radio broadcast contributions such as reading a poem or presenting community events – classes may create advertisements for upcoming events in the school or in the community, or may create other short video clips for public use.

Sample Blank Planning Templates

The following types of Planning Templates are provided in this appendix and can be modified or adapted for personal use.

The same templates have been made available in French.

Sample Template for a Semester/Year Plan

Course: _____ Semester: _____

School Year: _____ Teacher(s) _____

	September	October	November	December	January
Field(s) of Experience (Units)					
Key Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment *for*, *as*, *of* Learning					

Sample Template for a Semester/Year Plan

Course: _____ Semester: _____

School Year: _____ Teacher(s) _____

	February	March	April	May	June
Field(s) of Experience (Units)					
Key Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment *for, as, of* Learning					

Sample Template for a Long Range Plan

Course: _____   School Year: _____   Teacher: _____

Unit Focus **Duration** **Unit Description** **Key Outcomes**	**Unit Focus** **Duration** **Unit Description** **Key Outcomes**
Unit Focus **Duration** **Unit Description** **Key Outcomes**	**Unit Focus** **Duration** **Unit Description** **Key Outcomes**

Sample Template for a Unit Plan Overview (Web)

Key Outcomes
Communication

Language

Culture

Strategies

Instructional Strategies

Assessment *for* Learning:

Assessment *as* Learning:

Assessment *of* Learning:

Unit Focus (subfield/ key tasks)

Duration

Addressing Learner Diversity
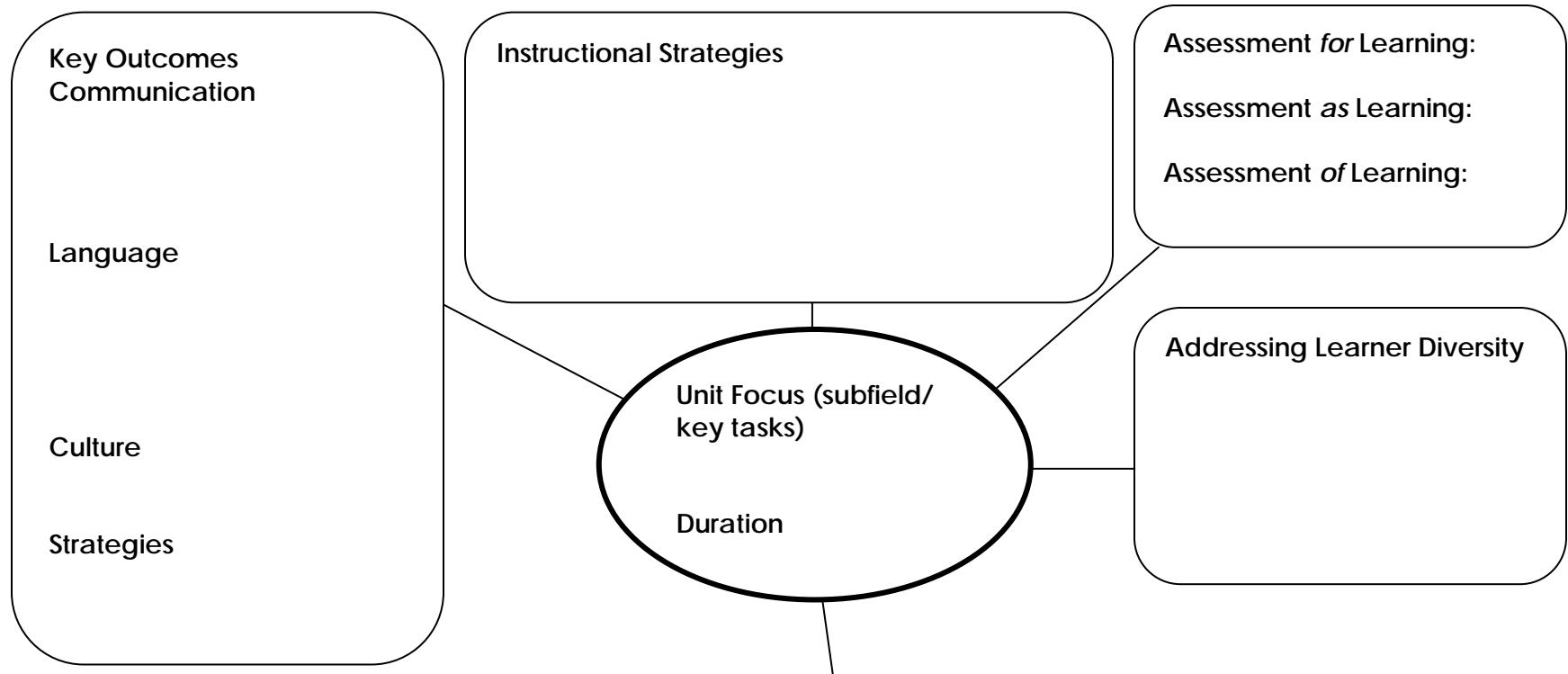
Possible Student Activities

Checking the balance—How many activities appeal strongest to which type of learner?

Verbal/ linguistic	Logical/ mathematical	Visual/ spatial	Bodily/ kinaesthetic	Musical/ rhythmic	Inter- personal	Intra- personal	Naturalist/ physical

Unit Content Chart (planning with the end in mind)

Unit Focus: _____ Dates/Duration: _____

OUTCOMES:	Possible related language experiences	Possible related performance assessment tasks
Field of Experience and related subfield(s)		
Communication Outcomes Listening Comprehension (LC) Reading Comprehension (RC) Oral Production (OP) Written Production (WP)		
Language Outcomes		
Culture Outcomes		

PERFORMANCE TASK selected for this unit: Students will …			
Necessary Vocabulary (words, phrases, schemata)	New	Need review	Known
Necessary Linguistic Elements (grammatical structures)			
Necessary authentic text(s) as models for student production			
Visual: Audio: Audio/visual: Print:			
Necessary Cultural Knowledge			
Possible Associated Language Learning Strategies			

Activities Brainstorm (planning with multiple intelligences in mind)

Performance Task: Students will …

Verbal/linguistic

Interpersonal

Bodily/kinesthetic

Logical/mathematical

Unit Focus (subfield)

Duration

Musical/rhythmic

Visual/spatial

Intrapersonal

Naturalist/physical
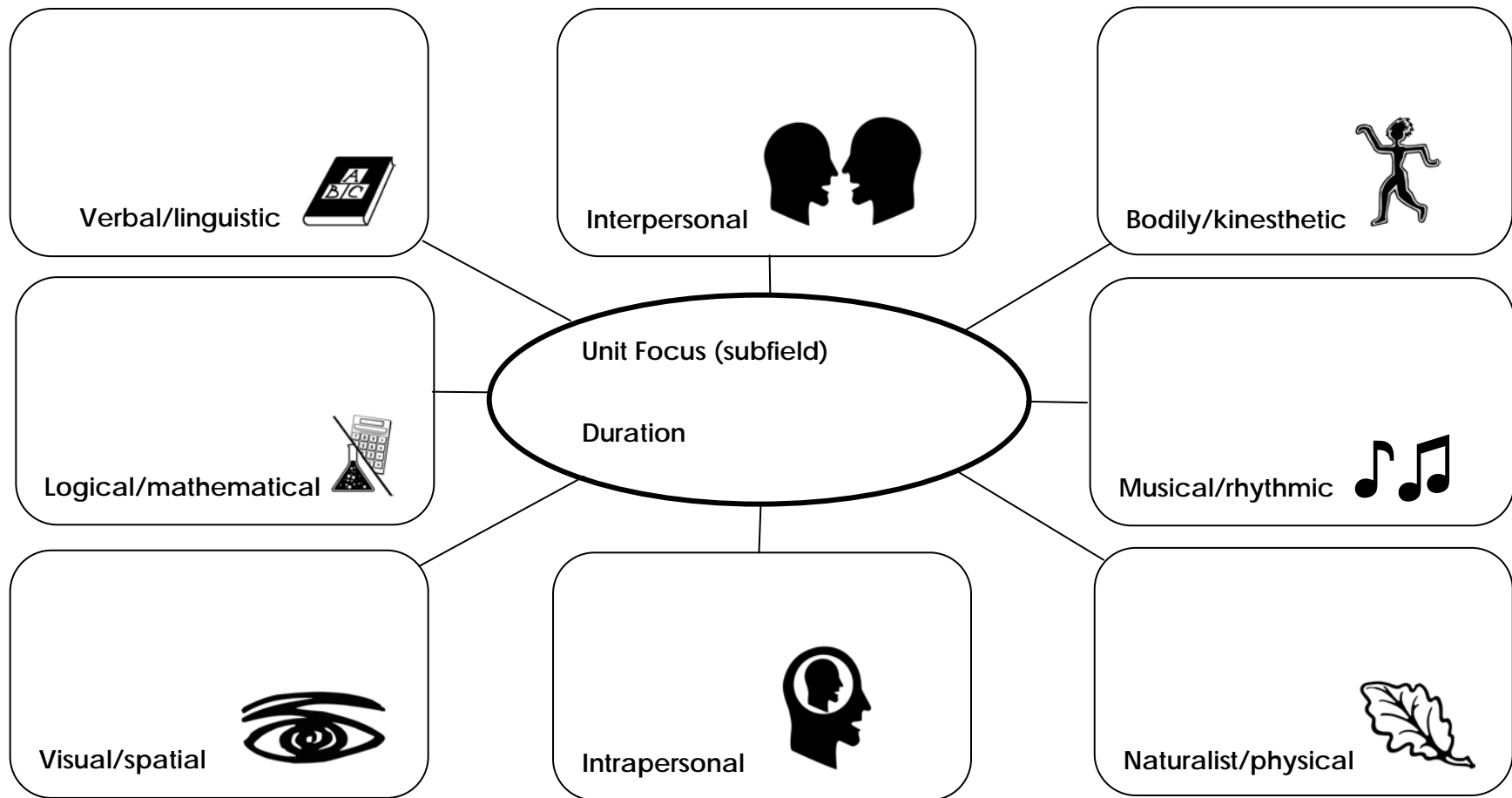
Sample Template for a Lesson Series/Unit Outline (Day-by-Day Web)

Unit:_____

Lesson 1	

Lesson 11

Lesson 2

Lesson 10

Lesson 3

Unit Focus

Performance
Assessment Task

Lesson 9

Lesson 4

Lesson 8

Lesson 5
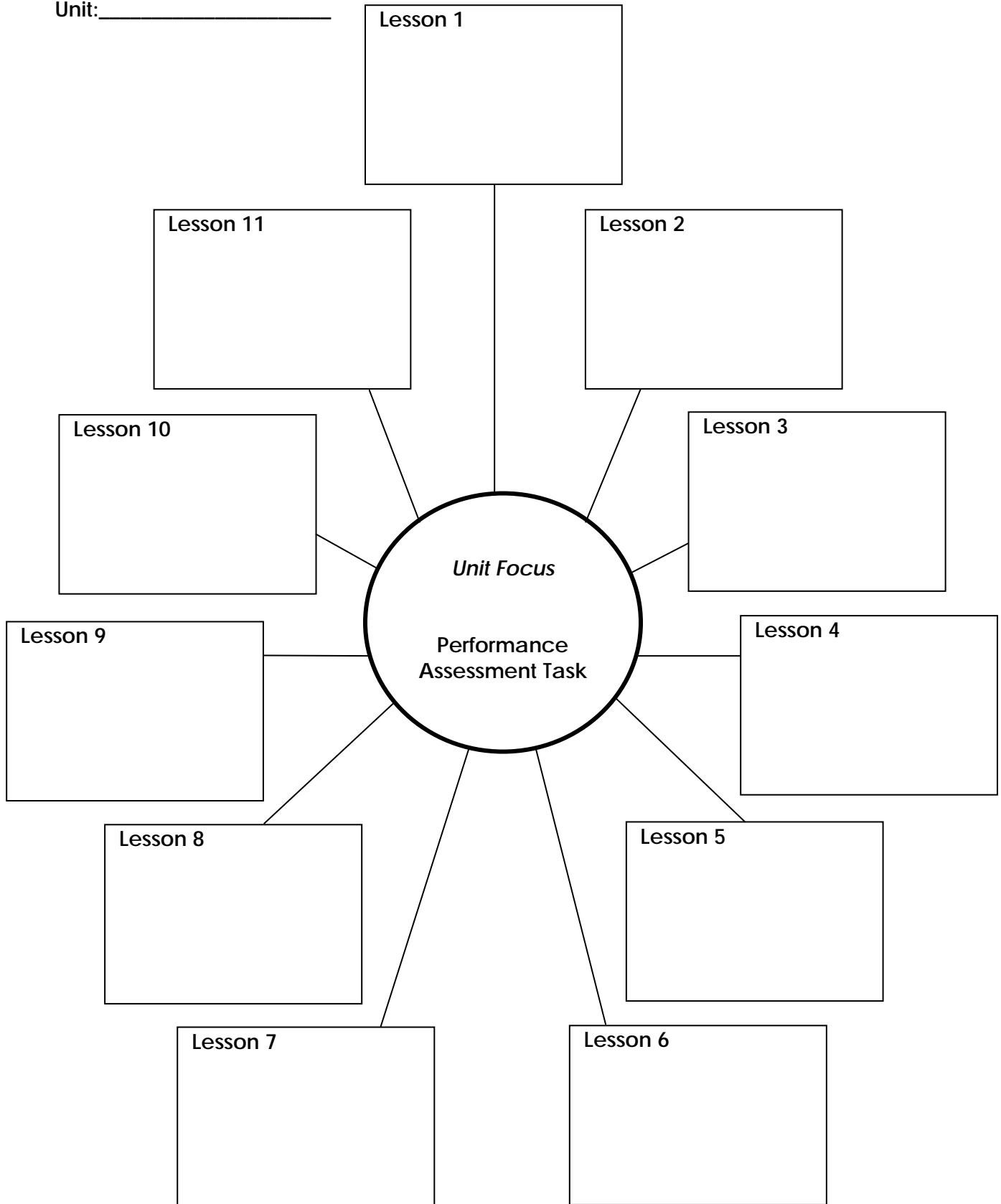
Lesson 7

Lesson 6

Sample Template for Lesson Series/Unit Planning (Day-by-Day Chart)

Field of Experience: _____ Subfield: _____

Possible Contexts for Language Experiences: _____

Focus for this Lesson Series/Unit: _____ Dates/Duration: _____

Day	Component	Outcomes	Teaching and Learning Activities	Resources, Materials	Planning for Diversity	Assessment (*for*, *as*, *of*) Learning
	Skills					
	Key Linguistic Elements					
	Culture					
	Strategies					
	Skills					
	Key Linguistic Elements					
	Culture					
	Strategies					
	Skills					
	Key Linguistic Elements					
	Culture					
	Strategies					

Sample Template for Lesson Series/Unit Planning Chart (Phases of Language Learning)

BRAINSTORM OF POSSIBLE CONTEXTS	– – –					
LEARNER OUTCOMES	**PHASES OF LANGUAGE LEARNING** [WITH SKILLS]: Listening Comprehension [LC]; Reading Comprehension [RC]; Oral Production [OP]; Written Production [WP]					
	ENCOUNTERING	NOTICING	INTERNALIZING	APPLYING and REFINING	TRANSFORMING and PERSONALIZING	ASSESSING (*for, as, of* LEARNING)
	Day 1					

Sample Template for a Lesson Plan (Step-by-Step Table)

Date: _____ Lesson Topic: _____ Number in sequence: _____ Duration: _____

Learning Outcomes	Activity	Time	Procedure (Step by Step)	Materials/Resources

Sample Template for a Lesson Plan (Teacher and Student Activities)

Class(es) _____ Teacher _____

Date _____ Class start time _____ Class end time _____

Lesson number _____ out of _____ total in unit, leading to performance assessment

Task: _____

Learner Outcomes	Plan for Diversity
Prerequisite Knowledge, Skills, Strategies and Attitudes	**Preliminary Matters (Announcements, etc.)**

	Time	Teaching Strategy	Student Activity	Resources
Introduction, set, link to previous learning				
Activity Sequence *May involve: Presentation, Explanation, Guided Practice, Independent Practice, Assessment* *OR* *Approaching, Encountering, Noticing, Internalizing, Applying Refining, Personalizing, Transforming, Assessing.*				
Closure, summary of learning, link to upcoming learning				

Unit Planning Checklist

Have I …

☐ selected the outcomes I wish to focus on in this unit and considered how these relate to the outcomes in previous and upcoming units?

☐ determined the main ideas and key concepts that the unit is to contain in order to support a gradual expansion of student understanding and skill development?

☐ included a variety of instructional strategies, as well as language experiences and activities, while considering students' continued language development?

☐ considered which linguistic elements students will need to know and apply in order to successfully carry out the performance task(s) I am selecting?

☐ planned appropriate strategies for assessment *for* learning, assessment *as* learning and assessment *of* learning?

☐ considered student needs, interests and abilities, their learning experience in other subject areas and the relevance of this unit to students' lives outside school?

☐ considered how to solicit and use student input when choosing and/or designing activities so that students' learning styles, strengths, challenges and interests are integrated into the learning and collaborative decision-making process?

☐ provided opportunities for students to engage in activities that allow them to develop skills in comprehension, production and negotiation, both orally and in writing?

☐ determined how listening, reading, speaking and writing activities and tasks will be balanced so that all four skills are developed and assessed equally and appropriately over the course of the unit?

☐ selected a performance assessment task that is based on authentic uses of language and planned many and varied practice opportunities related to all the components of the task to ensure student success?

☐ considered how previously learned vocabulary, grammatical and sociolinguistic elements as well as cultural knowledge can be reviewed and reintegrated in the unit?

☐ included factual information on Francophone cultures at the local, provincial, national or international levels in keeping with the field and subfields of experience developed in this unit?

Have I …

☐ included the teaching of appropriate sociolinguistic conventions based on the performance task chosen?

☐ selected interesting, useful and varied resources to support this unit?

☐ allowed for flexibility and adaptation of the plan in response to student needs?

☐ ensured that I planned for a variety of small and large group activities throughout the unit, including pair, trio, quad and other types of groupings?

☐ verified that the activities of the unit reflect a wide array of learning style preferences?

☐ determined how previously developed language learning strategies can be expanded on in this unit as well as which additional strategies can be introduced?

☐ determined how to celebrate students' language progress?

Lesson Planning Checklist

Have I …

☐ considered how to structure and sequence activities in order to support a gradual expansion of student understanding and skill development?

☐ included a balance of individual, small group and whole class activities in the lesson?

☐ determined how to maximize active participation in the classroom?

☐ determined how to differentiate instruction and modify or adapt activities, depending on student needs, interests and differing rates of acquisition?

☐ considered which strategies to select in order to motivate students and to provide a link to previous and upcoming learning?

☐ determined which cooperative learning strategies to select for use in small group or pair activities?

☐ determined which independent tasks could possibly be assigned as homework?

☐ decided where and how the lesson plan can be adjusted to accommodate new needs, ideas or information?

☐ integrated an assessment *for*, *as* or *of* learning procedure to assess my students' progress?

Gabarit pour un plan semestriel/annuel

Cours : _____   Semestre : _____

Année scolaire : _____   Enseignant(s)/Enseignante(s) : _____

	septembre	octobre	novembre	décembre	janvier
Domaine(s) d'expérience (modules)					
Résultats d'apprentissage spécifiques					
Activités principales d'enseignement et d'apprentissage					
Ressources					
Évaluation *au service* **de l'apprentissage,** *en tant que* **l'apprentissage,** *de* **l'apprentissage**					

Gabarit pour un plan semestriel/annuel

Cours : _____   Semestre : _____

Année scolaire : _____   Enseignant(s)/Enseignante(s) : _____

	février	mars	avril	mai	juin
Domaine(s) d'expérience (modules)					
Résultats d'apprentissage spécifiques					
Activités principales d'enseignement et d'apprentissage					
Ressources					
Évaluation *au service* **de l'apprentissage**; *en tant que* **l'apprentissage**; *de* **l'apprentissage**					

Gabarit pour un plan à long terme
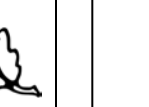
Cours : _____ Année scolaire : _____

Enseignant(e) : _____

Module	**Module**
Durée	**Durée**
Description du module	**Description du module**
Résultats d'apprentissage principaux	**Résultats d'apprentissage principaux**
Module	**Module**
Durée	**Durée**
Description du module	**Description du module**
Résultats d'apprentissage principaux	**Résultats d'apprentissage principaux**

Gabarit pour un survol de planification d'un module (toile d'araignée)

RÉSULTATS D'APPRENTISSAGE PRINCIPAUX
Communication

Éléments linguistiques

Culture

Stratégies

STRATÉGIES D'ENSEIGNEMENT

ÉVALUATION *AU SERVICE* DE L'APPRENTISSAGE :

ÉVALUATION *EN TANT QU'*APPRENTISSAGE :

ÉVALUATION *DE L'*APPRENTISSAGE :

MODULE (sous-domaine d'expérience/tâches principales)

DURÉE

ACTIVITÉS POUR ADRESSER LA DIVERSITÉ DES ÉLÈVES
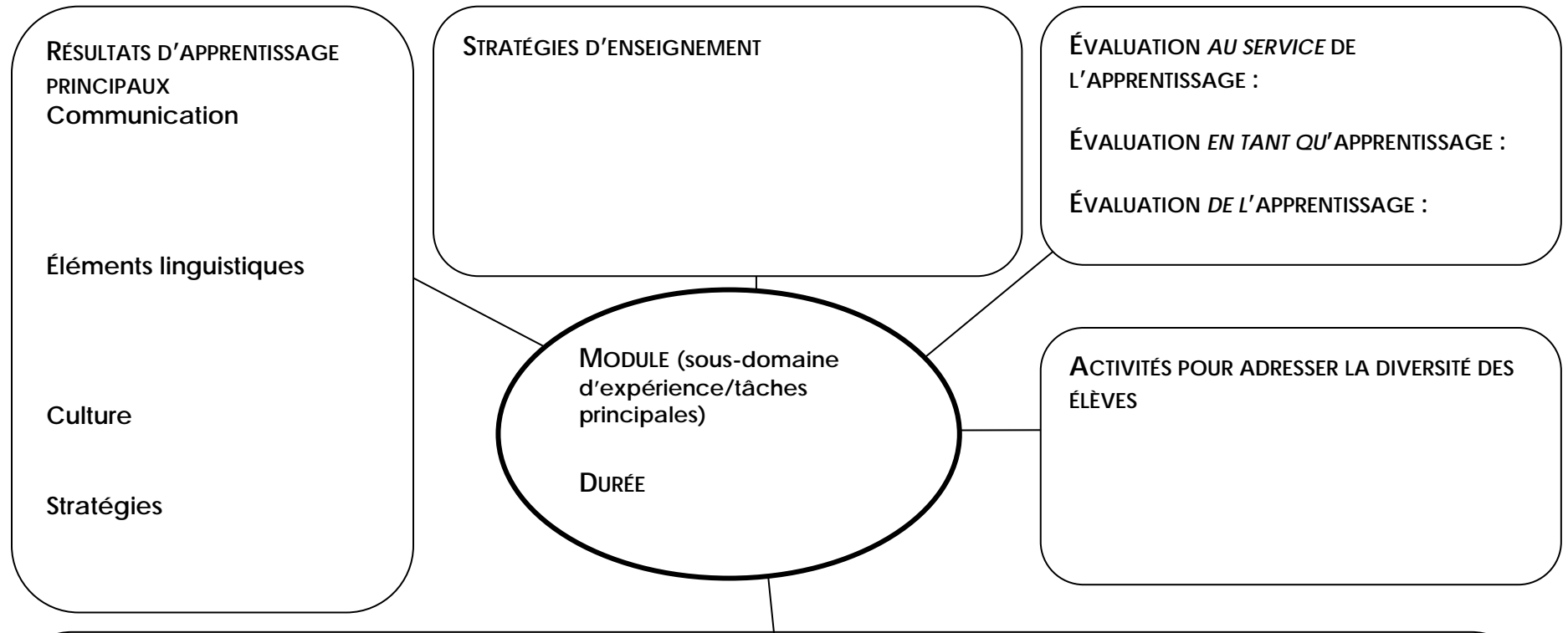
ACTIVITÉS POSSIBLES DES ÉLÈVES

Vérifier l'équilibre – Combien de ces activités font appel à quel type d'intelligence?

verbale-linguistique	logico-mathématique	visuelle-spatiale	corporelle-kinesthésique	musicale-rythmique	interpersonnelle	intra-personnelle	naturaliste

Gabarit pour planifier un module avec la fin en tête

Module : _____ Dates/Durée : _____

Résultats d'apprentissage	Expériences langagières possibles	Tâches langagières possibles
Domaine d'expérience et des sous-domaines associés		
Résultats communicatifs Compréhension orale(CO) Compréhension écrite(CÉ) Production orale (PO) Production écrite (PÉ)		
Résultats linguistiques		
Résultats culturels		

Tâche langagière choisie pour ce module :

Les élèves…

Vocabulaire requis (mots, expressions, schémas linguistiques)	Nouveau	Besoin de révision	Connu
Éléments linguistiques nécessaires (structures grammaticales)			
Documents authentiques nécessaires comme modèles pour les productions des élèves			
Visuel : Audio : Audio/visuel : Imprimé :			
Connaissances culturelles nécessaires			
Stratégies d'apprentissage			

Remue-méninges (planifier avec l'accent mis sur les intelligences multiples)

Tâche : Les élèves…

verbale-linguistique	interpersonnelle	corporelle-kinesthésique
logico-mathématique	**Unité (sous-domaine)** **Durée**	musicale-rythmique
visuelle-spatiale	intrapersonnelle	naturaliste
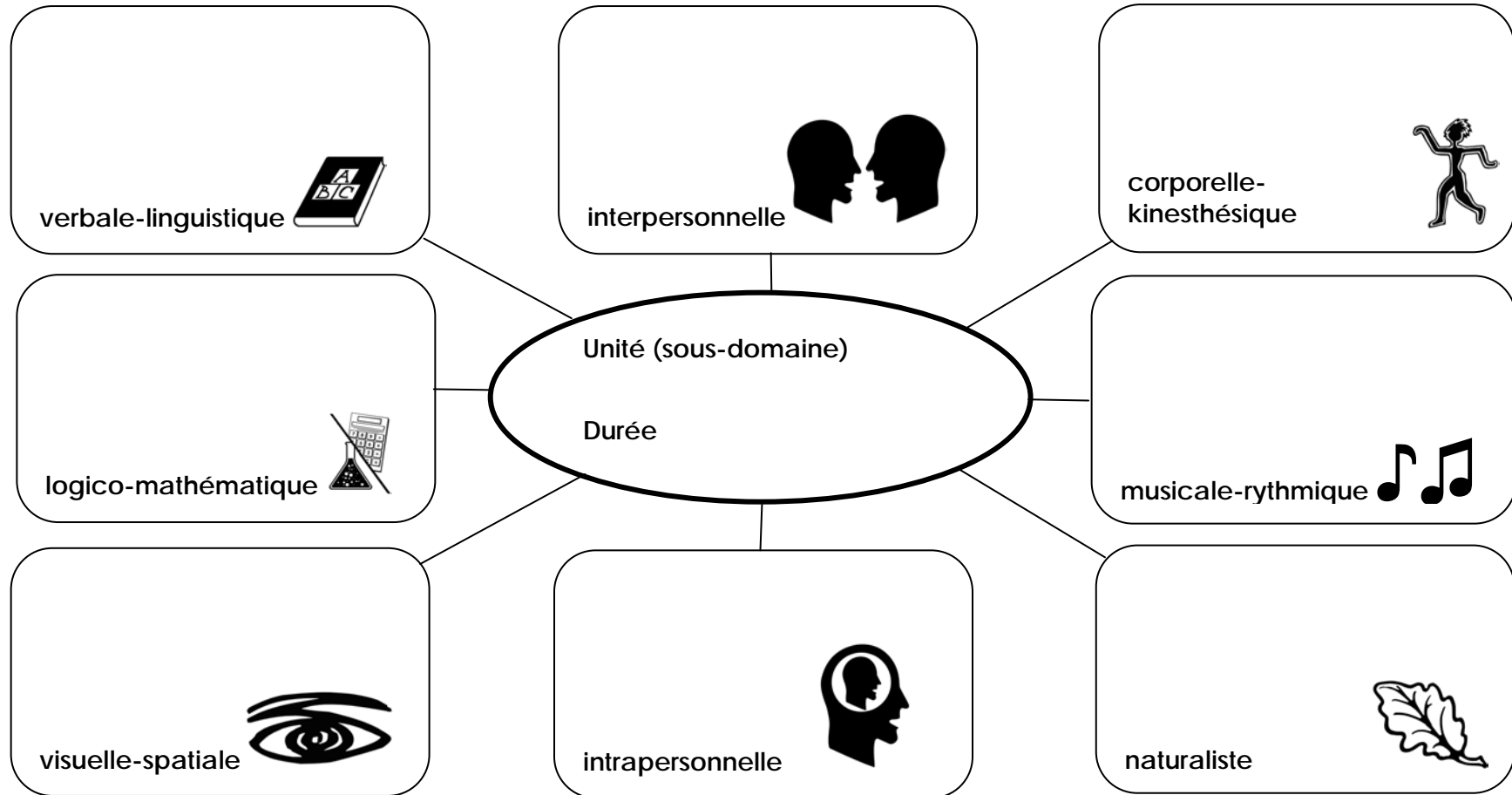
Gabarit pour un survol d'une série de leçons/d'un module
(jour par jour)

Unité : _____

Leçon 1

Leçon 11

Leçon 2

Leçon 10

Leçon 3

Module :

Tâche :

Leçon 9

Leçon 4

Leçon 8

Leçon 5
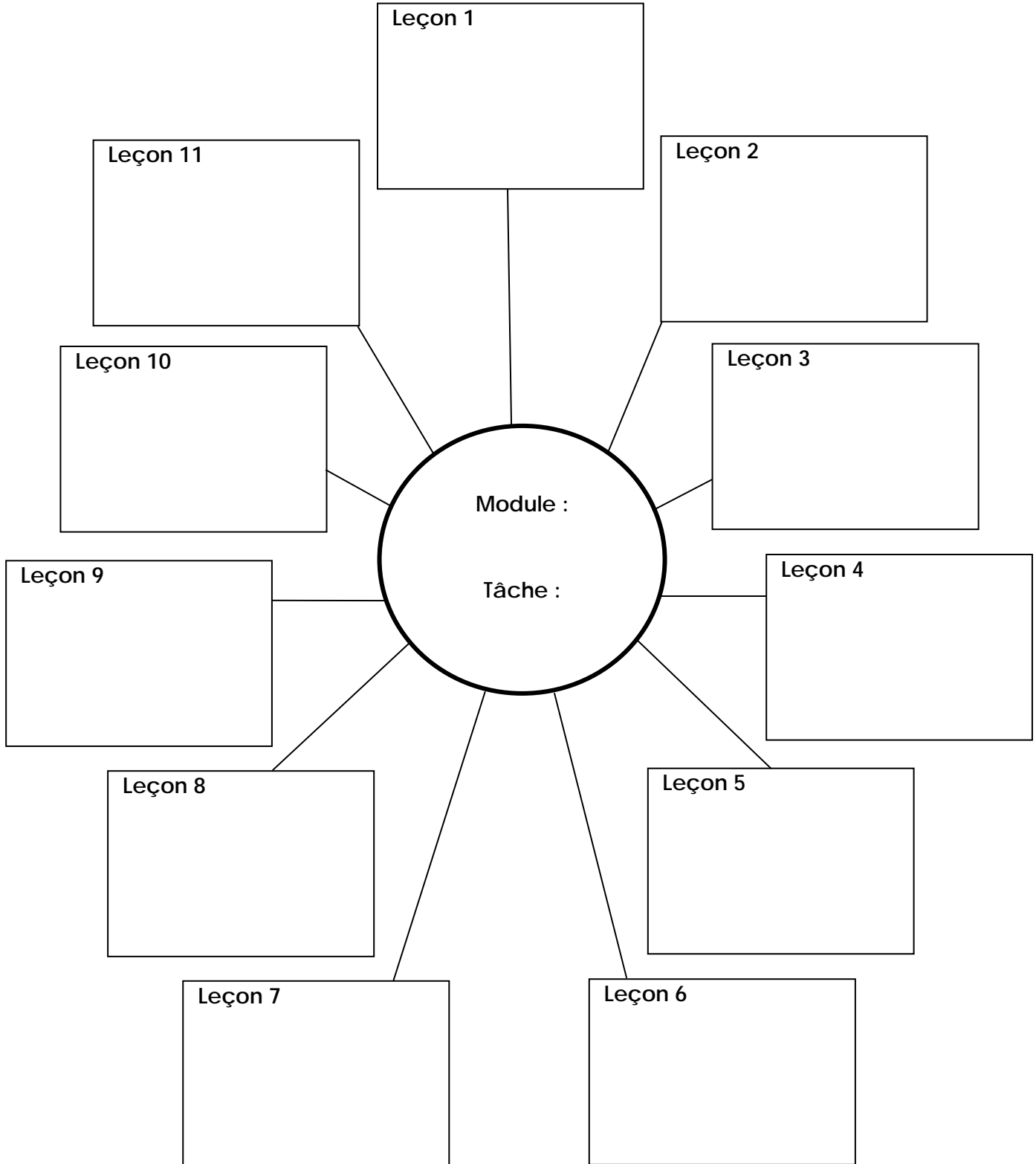
Leçon 7

Leçon 6

Gabarit d'une grille pour une série de leçons/Planification d'un module
(Grille de jour en jour)

Domaine d'expérience : _____ Sous-domaine d'expérience : _____

Contextes possibles pour les expériences langagières : _____

Accent de cette série de leçons ou de ce module : _____

Dates/Durée : _____

Jour	Composantes	Résultats	Activités d'enseignement et d'apprentissage	Ressources/ Matériels	Planification pour la diversité	Évaluation (*au service*, *en tant que*, *de)* l'apprentissage
	Habiletés langagières					
	Éléments linguistiques clés					
	Culture					
	Stratégies d'apprentissage					
	Habiletés langagières					
	Éléments linguistiques clés					
	Culture					
	Stratégies d'apprentissage					

Gabarit d'une grille pour la planification d'une série de leçons/d'un module
(Acquisition de la langue par phase)

REMUE-MÉNINGES DE CONTEXTES POSSIBLES	– _ –					
RÉSULTATS D'APPRENTISSAGE	**ACQUISITION DE LA LANGUE PAR PHASES** [AVEC DES HABILETÉS LANGAGIÈRES] : Compréhension Orale [CO]; Compréhension Écrite [CÉ]; Production Orale [PO]; Production Écrite [PÉ]					
	Rencontrer	Prêter attention	Internaliser	Appliquer et raffiner	Transformer et personnaliser	Évaluer (*au service, en tant que, de* l'apprentissage)
	Jour 1					

Gabarit pour un plan de leçons (Grille d'étape par étape)

Date : _____ Sujet de la leçon : _____ Numéro dans la séquence : _____
Durée : _____

Résultats d'apprentissage	Activité	Temps alloué	Procédure (Étape par étape)	Matériels/Ressources

Gabarit pour un plan de leçons (Activités de l'enseignant/e et des élèves)

Classe(s) : _____

Enseignant/Enseignante : _____ Date : _____

Heure de la classe de : _____ à _____

Leçon nᵒ _____ de _____

Tâche : _____

Résultats d'apprentissage visés	Plan pour la diversité
Connaissances, habiletés, stratégies et attitudes requises	Pour commencer (annonces, etc.)

	Temps alloué	Stratégies d'enseignement	Activités des élèves	Ressources
Introduction, mise en scène, lien aux apprentissages antérieurs				
Séquence des activités *peut suivre :* *Présentation, Explication, Pratique guidée, Pratique indépendante, Évaluation* *OU* *Rencontrer, Prêter attention, Internaliser, Appliquer, Raffiner, Personnaliser, Transformer, Évaluer.*				
Clôture, sommaire de la leçon, lien aux prochains apprentissages				

Liste de contrôle pour la planification d'un module

Est-ce que j'ai…

☐ choisi pour ce module les résultats d'apprentissage sur lesquels j'aimerais mettre l'accent et j'ai considéré de quelle manière ils seront reliés aux résultats d'apprentissage des unités antérieures et à venir?

☐ identifié les idées et les concepts clés de ce module afin de pouvoir appuyer le développement graduel des connaissances et des habiletés des élèves?

☐ inclus des stratégies d'enseignement ainsi que des expériences langagières et des activités qui considèrent le développement langagier continuel des élèves?

☐ considéré quels éléments linguistiques les élèves doivent savoir et mettre en évidence afin de pouvoir réaliser avec succès la tâche que j'ai choisie?

☐ sélectionné des stratégies appropriées pour l'évaluation *au service* de l'apprentissage, *en tant qu'*apprentissage et *de* l'apprentissage?

☐ considéré les besoins des élèves, leurs intérêts, leurs habiletés, leurs expériences dans d'autres matières scolaires ou d'autres domaines et la pertinence de ce module au vécu des élèves hors de l'école?

☐ considéré la façon dont je pourrais solliciter et employer les idées des élèves quand je choisis ou développe des activités qui tiennent compte des styles d'apprentissage des élèves, de leurs points forts et de leurs faiblesses, de leurs défis et de leurs intérêts afin de pouvoir les intégrer dans le processus d'apprentissage et de décisions collaboratives?

☐ accordé des occasions aux élèves de s'engager dans des activités permettant le développement des habiletés de compréhension, de production et de négociation, à l'oral et à l'écrit?

☐ déterminé la façon dont je serai capable de trouver, tout au long du module, un équilibre entre les activités et les tâches reliées au développement équitable et à l'évaluation appropriée des quatre habiletés langagières (compréhension orale et écrite; production orale et écrite)?

☐ sélectionné des tâches réelles basées sur l'utilisation authentique de la langue et aussi planifié de nombreuses occasions de pratique des éléments requis dans la tâche afin d'assurer le succès des élèves dans sa réalisation?

☐ considéré la façon dont je peux intégrer et faire la révision dans ce module du vocabulaire, des éléments grammaticaux et des connaissances culturelles et sociolinguistiques déjà appris?

Est-ce que j'ai…

☐ inclus des informations factuelles au sujet des différentes cultures francophones sur le plan local, provincial, national et international par rapport aux domaines et aux sous-domaines d'expérience visés dans ce module?

☐ inclus l'enseignement des conventions sociolinguistiques appropriées à la tâche choisie?

☐ choisi des ressources intéressantes, utiles et variées pour soutenir ce module?

☐ préconisé la flexibilité et la possibilité d'adaptation du plan en réponse aux besoins des élèves?

☐ assuré que ma planification inclut tout au long du module une variété d'activités pour des groupes de grande et de petite taille ainsi que des activités de paire, de trois, de quatre et toutes autres possibilités de regroupement d'élèves?

☐ vérifié que les activités du module reflètent une variété de préférences des styles d'apprentissage?

☐ déterminé de quelle façon dans ce module les stratégies d'apprentissage déjà développée peuvent être élargies dans leur utilisation et d'autres peuvent y être introduites?

☐ déterminé la manière dont je vais reconnaître le progrès des élèves dans leur apprentissage du français et célébrer leurs succès?

Liste de contrôle pour la planification d'une leçon

Est-ce que j'ai…

☐ considéré de quelle manière je peux structurer les activités et par la suite les mettre dans une séquence qui assure un développement graduel des habiletés et des connaissances des élèves?

☐ inclus un équilibre entre le nombre d'activités individuelles, de petits groupes et de la classe à l'intérieur de la leçon?

☐ identifié comment je peux maximiser la participation active de tous les élèves pendant la leçon?

☐ déterminé de quelle manière je peux différencier mon enseignement et le modifier ou l'adapter selon les besoins, les intérêts et les différents rythmes d'acquisition des élèves?

☐ considéré quelles stratégies d'enseignement je devrais sélectionner pour motiver les élèves à apprendre et pour assurer un lien entre ce qu'ils ont déjà appris et ce qu'ils apprendront?

☐ déterminé quelles stratégies d'apprentissage coopératif je vais employer pour des activités de groupes de petites tailles et pour des activités entre les paires?

☐ identifié lesquelles des activités indépendantes peuvent être assignées comme devoirs?

☐ décidé où et comment ce plan de leçon peut être ajusté pour accommoder de nouveaux besoins, des nouvelles idées ou de nouvelle information?

☐ intégré une procédure d'évaluation *au service de* l'apprentissage, *en tant qu'*apprentissage et *de* l'apprentissage pour évaluer le progrès de mes élèves?

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Cooperative Learning Strategies

PREPARING STUDENTS FOR COOPERATIVE GROUP WORK

In order for students to gain maximum benefit and enjoyment from cooperative group work, teachers using cooperative learning strategies need to ensure that students are familiar, in advance, with all expectations for behaviour, participation and use of French. Often students are introduced to smaller activities and provided with modelling and support before larger, more complex cooperative learning strategies are used.

To prepare students for work in cooperative groupings, teachers carry out steps such as the following:

► Set expectations for appropriate behaviour in cooperative groups. *Transparent n⁰ 1*, found at the end of this appendix, may be used to stimulate discussion in French about what it means to be a member of a cooperative group.

► Start cooperative group work in pairs to familiarize students with expectations related to active participation.

► Establish routines for getting into groups quickly and quietly, gathering materials, determining group roles and asking for assistance.

► Confirm that students know the appropriate French vocabulary for cooperative group work and teach required expression when necessary. **Appendix D** includes expressions that students can use. These expressions can be posted for easy access by students.

► Clearly define the activity or task to be accomplished.

► Give clear and concise instructions for each step of the activity or task.

► Set appropriate time limits for each step of the activity or task.

► Have a small group demonstrate the interactions that are likely to occur in the course of a group discussion, in advance of having all the groups disperse to begin their activity or task when deemed necessary.

► Model and teach appropriate collaborative skills related to communication, leadership, decision-making and conflict management to facilitate effective cooperative group work. These skills include listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Students require opportunities to practise these skills and to receive feedback and reinforcement.

► Build trust and respect among students by frequently structuring team-building activities into lessons.

► Provide students with the time, tools and procedures needed to analyze how well their groups work together and how successful they are at accomplishing tasks. This allows them to assess the cooperative learning process, both as individuals and as a group.

ORGANIZING STUDENTS FOR COOPERATIVE GROUP WORK

Depending upon the nature of the activity or the task, the class can be divided into pairs, trios, quads or larger groups. Groupings can be formed at random or can be predetermined by the teacher.

When organizing student groupings, teachers may choose to use some of the strategies listed below:

► Group students according to their strengths and personalities, keeping in mind class dynamics. By creating small, diverse groups, teachers allow students to learn from each other's strengths and abilities.
► Vary the group selection processes to include teacher-structured, randomly selected and student-selected groups.
► To organize pairs randomly, pass out sets of matching cards, shapes or puzzle pieces. Students who find that their items match will carry out the subsequent activity as a pair. Teachers may develop or select cards with words or phrases that relate to the fields of experience and subfields that students have already learned. Alternatively, they may develop matching cards with categories such as:
  • opposites (*optimiste/pessimiste*)
  • synonyms (*large/énorme*)
  • homonyms (*ces/ses*)
  • word associations (*robe/vêtement de femme*)
  • first and last names (*Jacques/Prévert*)
  • holiday greetings (*Bonne/fête*)
  • one half of a shape or a picture.
► To organize groups randomly, have students simply number off or draw names, shapes, puzzle pieces, playing cards or toothpicks out of a bag or hat. The matching process can also be used with categories such as:
  • month of one's birthday
  • cities
  • provinces
  • vocabulary items related to fields of experience or subfields already learned, such as activities, clothing styles, types of media
  • various forms of a conjugated verb.

ASSIGNING STUDENT ROLES FOR COOPERATIVE GROUP WORK

Once the students have been organized in pairs or groups, the teacher may assign roles to all students before the activity or task begins. Not all cooperative learning strategies require that each student receive an assigned role; however, the success of the group should depend on each group member being responsible for some part of the task. Roles should be rotated to allow students the opportunity to experience each role over time.

Different types of roles that can be assigned include:

► coach (*l'animateur/l'animatrice ou le/la chef du groupe*)—helps other group members
► checker (*le vérificateur/la vérificatrice*)—ensures everyone has the correct answer
► volume manager (*le/la responsable du volume*)—ensures that group members respect expectations regarding volume, equalizing participation of group members
► materials monitor (*le/la responsable du matériel*)—collects and distributes materials to group members and ensures the group cleans up at the end of the activity or the task
► praiser (*le motivateur/la motivatrice*)—praises contributions made by group members
► reporter (*le/la porte-parole ou le reporteur/la reportrice*)—reports group's answers and ideas
► secretary (*le/la secrétaire*)—records group's answers and ideas

► timekeeper (*le gardien/la gardienne du temps ou le chronométreur/la chronométreuse*)—monitors time allotted to the activity or the task
► researcher (*le chercheur/la chercheuse*)—takes the lead in looking for information; can also assign the distribution of research activities or tasks to other group members.

Teachers may choose to determine particular roles for particular students in advance, or they may decide to assign roles randomly. Not all the roles are needed for every activity or task.

► To assign roles randomly, teachers may hand out laminated role cards to each group member or pass out coloured cards, shapes, or a playing piece, each of which represents a specific group role.

▤ *Example:* A teacher informs students that the colours on cards handed out to students relate to roles as follows: *bleu = chef du groupe*, *rouge = porte-parole*, *vert = motivateur* and *jaune = secrétaire*. Students then describe their role in French so that each member is clear on what they are supposed to do.

► To assign roles randomly, teachers may announce roles according to certain criteria.

▤ *Example:* A teacher announces roles as follows: *Le motivateur est la personne dans le groupe qui est la plus jeune. La personne responsable d'assurer que le groupe suit le temps alloué à la tâche est celle qui possède un animal de compagnie. Le chef du groupe est celui qui pratique un sport. Et le porte-parole est la personne qui aime porter du bleu.*

▤ *Example:* Cards can be placed face down on a table with the name of the role and the responsibilities related to the role. Students pick a card and the role indicated on the card is the role they have in the group.

SELECTING A COOPERATIVE LEARNING STRATEGY FOR THE TASK OR ACTIVITY AT HAND

Many factors may be considered when teachers select a cooperative learning strategy. These include the nature of the activity or task, the nature of the linguistic structures to be learned or used and the degree to which students in the class are familiar with cooperative learning. Fourteen strategies are described in this appendix, followed by transparencies written in French that can be used in support of each strategy.

QUATRE COINS (*Transparent n⁰ 2*)

This strategy is one way for students to express opinions and to hear different points of view expressed by their classmates. It helps to develop openness about differences in opinions and respect for others.

To begin, the teacher announces what each corner of the room represents. Actual objects or pictures can be placed in each corner to facilitate recognition. The teacher asks a predetermined question. Students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and, with a number of partners, discuss their answers. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

▤ *Example:* In the field of experience, ACTIVITIES and the subfield of experience SOCIAL ACTIVITIES (French 10–9Y), the teacher places a photograph of a different social activity in the four corners of the room. Students are asked to select the corner that identifies their favourite social activity. In the corner, students ask each other the question *Penses-tu qu'il est plus important d'avoir une vie sociale ou un emploi à temps partiel?* Each corner keeps track of the answers given and one member reports them; for

example, *Dans notre groupe, quatre personnes ont dit qu'il est plus important d'avoir une vie sociale qu'un emploi à temps partiel. Trois personnes ont dit qu'un emploi à temps partiel est plus important.* As an extension to this question, students could be asked to explain their choice.

TÊTES NUMÉROTÉES (*Transparent n° 3*)

This strategy is effective for reviewing material as well as for checking for knowledge and comprehension. It develops team-building skills and also provides a safe risk-taking environment. Group members must arrive at a consensus in terms of the answer. This situation is less threatening for students who are shy or have difficulty speaking.

Students are organized into groups of four and each group member numbers off, from one to four. All groups are asked a question and are given time to put their heads together and come up with a common answer to the question. All students in the group must be able to answer the question correctly. The teacher calls a number from one to four and the person from each group associated with that number raises his or her hand or stands up. The teacher then randomly selects one of these students to answer. If the answer is incorrect, the teacher calls on another one of the numbered students to provide an answer.

▤ *Example:* After having reviewed vocabulary related to social activities, French 10–9Y students are asked a question such as *Typiquement, que font les jeunes pendant la fin de semaine comme activités sociales?* In their groups, they come up with a common answer. The teacher calls *la personne numéro deux.* Student number two from each group stands up to provide the answer on behalf of the group.

RÉFLEXION – PAIR – ÉCHANGE (*Transparent n° 4*)

This strategy allows for movement from individual thinking to pair sharing and is useful when asking students to anticipate, hypothesize, predict or activate their prior knowledge, to use inductive or deductive reasoning or to apply knowledge.

Students are divided into pairs. They are asked a question or asked to reflect on a particular topic provided by the teacher. They are given a minute or two to think in silence. Then, partners discuss their answers or their thoughts or sometimes create a new answer. Finally, each pair of students shares their answers with the class.

▤ *Example:* French 20–9Y students are asked the question, *Quand vous avez eu une dispute avec un ou une de vos amis, que faites-vous pour résoudre ce conflit?* Students are given the opportunity to reflect on the question and prepare their answer. Next, they pair up and discuss their ideas. Each pair is then given the opportunity to share their combined answer with the class. Alternatively, each pair may be asked to pool their answers with another pair before reporting to the class as a group of four.

LECTURE EN TANDEM (*Transparents n°s 5 et 6*)

This cooperative learning strategy is intended for reading comprehension activities and is particularly effective in that it helps students who experience difficulties with reading to build confidence. The teacher pairs a stronger reader with a student who may be experiencing difficulty in reading more complex texts in French. Between them, they determine who is *Élève A* and who is *Élève B*. *Élève A* reads the first section aloud and *Élève B* summarizes or paraphrases the main idea of the section just read. Together, the students discuss the ideas presented and clarify the meaning of what was just read. *Élève B* then reads the second section and *Élève A* paraphrases or summarizes the ideas in that section. The process continues until the end of the text. Reading may be done either orally or silently.

TOURNOI À LA RONDE (*Transparent n° 7*)

The purpose behind this strategy is to provide students with an opportunity to share ideas, express opinions and create spoken text in a quick and efficient fashion. Students are divided into groups of four. When the signal to begin is given, each student contributes an idea, orally, in a circular fashion.

▤ *Example:* Students in French 30–9Y, studying the ROLE OF THE MEDIA, are grouped into fours. The student at the twelve o'clock position asks the following question to the student to his or her left: *Quelle rubrique lis-tu dans le journal et pourquoi?* Once the student has given an answer, he or she asks the next student to his or her left. The process continues in clock-wise fashion until all students have answered the question. If a student does not read the newspaper, he or she is still required to provide a reason. As a next step, each group could present their group's answers.

TABLE RONDE (*Transparent n° 8*)

This strategy is similar to the Round Robin strategy, but it is carried out in written form. Using this strategy, students may also create short poems or stories collaboratively.

▤ *Example*: Students in French 20–9Y are studying the field of experience CLOSE FRIENDS and are asked to read a letter from the newspaper about a conflict between two friends. Using the *Table ronde* strategy, each student contributes a solution to the problem. Students then decide which of the proposed solutions is the best and circles it on the paper. The solution is now used to write an answer to the problem by the group.

ENTREVUE EN TROIS ÉTAPES (*Transparent n° 9*)

This strategy maximizes participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Students are divided into groups of four and then into pairs. Students in the pairs name themselves A and B. Student A interviews Student B. Then, the students reverse roles. Each student, in turn, shares what he or she has learned in the interview with the rest of the group, using a Round Robin strategy.

▤ *Example*: Students in a French 20–9Y ask each other questions about the fashion career that they have researched; e.g., *Sur quelle carrière de mode as-tu fait de la recherche? Qu'est-ce que tu as appris?* Students then take turns sharing with the whole group what they learned about their partner's fashion career.

REMUE-MÉNINGES EN ROND (*Transparent n° 10*)

Brainstorming is a strategy that allows students to share their ideas in a collective manner. It allows the generation and flow of a large number of ideas. The brainstorming process also develops student vocabulary and creates an environment that demands respect for others, since judgement is withheld on all ideas presented.

The Brainstorm Carousel is one strategy that may be used. In this strategy, students are divided into groups of four to six, depending on the number of subtopics to be brainstormed. Each group is given one sheet of chart paper and a different coloured felt marker. Each group writes down as many ideas as possible in the designated time. All ideas are welcomed. Students then pass their chart paper to the next group. This group reads the ideas brainstormed by the previous group and then adds its own. The chart paper is continually circulated until it returns to the original group. The use of a different colour felt

marker by each group allows participants to track the origin of the ideas on each chart. Depending on the classroom situation, students may move to charts that have been posted in various parts of the room rather than remaining seated and circulating the chart paper.

▤ *Example:* Students in French 30–9Y class working on the field of experience THE WORLD OF WORK are divided into five groups. Five sheets of paper are circulated at the same time. Each sheet has a different type of job written on it: e.g., *un agent de police*, *un plombier*, *un vendeur*, *un comptable*, *un standardiste*. Students write down the personality traits required for each profession; for example, students could write, *Pour être un agent de police, il faut avoir du sang-froid. Il doit être toujours alerte.* Once their original chart is returned to each group, students write a profile of the personality traits required for a particular profession.

PRÉDICTIONS EN TROIS (*Transparent nᵒ 11*)

This strategy allows students to use brainstorming to anticipate or predict the content of a presentation (e.g., an audio or video segment, a talk by a guest speaker) or of a written text, based on their prior knowledge. In this way, it helps to build student confidence and increase risk-taking when using the target language.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or to write questions they think will be answered. When they hear the presentation or read the text, students verify their predictions and write down any new information they find interesting. After having heard the presentation or read the text, students in each group discuss their predictions and the new information they noted. A class discussion may follow.

▤ *Example*: An FSL teacher visits *Radio-Canada* to find an audio segment on a topic related to a field or subfield of experience they are currently studying, such as interviews with someone in the fashion world. After selecting a segment or a portion of a segment, the teacher applies the Focus Trio strategy with the class prior to, during and after the segment is played.

LES CERCLES INTÉRIEURS ET EXTÉRIEURS (*Transparent nᵒ 12*)

This strategy actively involves all students at one time. It can be used to get acquainted with classmates, to share new information, to verify comprehension or to review concepts or structures. This strategy supports vocabulary and grammar practice in the context of a dialogue.

Students count off in twos in order to organize two concentric circles, each with the same number of participants. Students numbered "One" form the inside circle and stand, shoulder to shoulder, facing outward. The "Twos" form the outside circle and stand, shoulder to shoulder, facing inward in front of a student from the inner circle. Students in the inside circle ask a question that is answered by the student in the outside circle or vice versa. Once the pairs have shared information, students on the inside rotate one or two positions to the left and repeat the process with a new partner. The students continue to rotate until everyone has spoken with several different partners. Alternatively, the teacher can provide a stimulus for student practice or discussion prior to each rotation.

▤ *Example*: A French 10–9Y teacher decides to use the Inside–Outside Circle strategy as a means of getting students to know each other. Students introduce themselves and indicate something they like to do and something they do not like to. Students forming the inside circle start by indicating their name and their preferences. They then ask their partner who she or he is with a question such as, *Comment t'appelles-tu?* or *Tu t'appelles comment?* followed by the question, *Et tes préférences?* Students forming the outside circle answer the questions.

📄 *Example*: A French 30–9Y teacher has students use the Inside-outside Circle strategy to survey each other on their choice of media. Each student in the inside circle asks a different question and keeps a running count of the answers provided by students in the outside circle. Questions can include: *Est-ce que tu écoutes la radio? Si oui, quelle station? Si non, pourquoi?/Est-ce que tu regardes la télévision? Si oui, quel genre d'émissions? Si non, pourquoi?/Lis-tu le journal? Si oui, quelle est ta rubrique préférée? Si non, pourquoi?*

STRATÉGIE CASSE-TÊTE (*Transparent n⁰ 13*)

This strategy provides students with the opportunity to work as a team to comprehend a small portion of oral or written information. This strategy is especially useful for decreasing the fear of having to understand a long text. It can be used for review or to acquire and present new material.

Students are divided into base groups, comprised of four to six students, that vary with class size and/or the number of pieces of information that make up the text. Each student is responsible for listening to an audio portion or reading one specific part of a written text and for pulling out a number of details that make up that portion of the text. Once students have gleaned the required information, those responsible for similar pieces of information gather to discuss and compare notes and to decide how to present the information, thus becoming experts on their portion of the text. Students return to their base groups and, in turn, present their piece of information to the other members of the group. At the conclusion of the information-sharing session, the base group discussion can be followed by a large group discussion. All students are assessed on all aspects of the text.

📄 *Example*: A French 10–9Y teacher who has gathered biographical information on a range of French painters decides that each painter's life will be a topic for an expert group to learn about and present to the base groups. In their expert groups, the students are provided with a text that describes a particular painter for which the group is responsible, as well as a list of key questions such as *Quels sont les moments clés dans la vie de ce peintre?/Il était renommé pour quel style?* The students in the expert groups collaborate to prepare answers to the questions. In their base groups, each expert takes turns sharing information about the painter assigned to the group.

📄 *Suggestion:* To facilitate the logistics of this activity when using written text, photocopy each piece of information on a different colour of paper and make as many copies as there are base groups.

NAPPERON (*Transparent n⁰ 14*)

This information-sharing strategy involves students first reflecting on a statement that is made or on a question that is asked; they then write their answer in a square on a piece of paper in the form of a placemat. The purpose of the strategy is for the group to consider all of the students' input, look for similarities in answers and arrive at a common answer.

The placemat is comprised of four squares divided evenly on a large sheet of paper (e.g., legal size). Each student provides information in the square that is facing him or her as per the oral or written stimulus. Once every student has completed filling in his or her square, students read the information together, in either a clockwise or counter-clockwise fashion. Once all the squares have been read as a group, students decide which information is common to all answers and this information is now written on a square in the centre of the placemat. Having students put an asterisk beside the answers that are similar in nature will help students decide which answers are common to all four squares.

📄 *Example*: As a means of establishing what students already know about consumer rights and responsibilities for the French 20–9Y field of experience CONSUMERISM, the teacher chooses the

Placemat strategy to have students activate prior knowledge before having them listen to a radio show on the subject. The teacher asks the following question: *Quelle est la chose la plus importante à faire avant de s'acheter un nouvel ordinateur?* The teacher models a possible answer such as: *C'est de se fixer un budget* and writes on the board, *fixer un budget*. Students now write their response to the question in their corresponding square. A possible placemat could look like this:

Mon nom : Marie-Anne comparer la vitesse de la puce centrale par rapport au prix	Mon nom : Sheldon comparer les accessoires et les logiciels qui viennent avec l'ordinateur
Mon nom : Mark comparer la taille du disque dur par rapport au prix	Mon nom : Nahla comparer les modèles disponibles

Notre groupe pense qu'il faut faire de la recherche au sujet des différentes marques disponibles.

AFFICHES GRAFFITI (*Transparent n° 15*)

The purpose behind this strategy is to give students the opportunity to discuss informally what they already know about a topic and to jot down these ideas on a large piece of butcher paper. Students are arranged in groups of three to five and each group is given a topic or question to discuss. Each group is given a different coloured marker so that information from contributing groups can be distinguished one from the other. Students write down their ideas on the topic or question and pass their paper to a different group. These groups now add their ideas to the topic or question and the paper is passed on again. This step is continued until the paper is returned to the original group. Each group now reads all the information on their graffiti paper and summarizes the key ideas for the class. The graffiti posters can be displayed around the room and students can add to the posters as new ideas are discussed.

▤ *Example*: A French 20–9Y teacher decides to use the Graffiti strategy with the CLOSE FRIENDS unit. Each group is given a different question related to friendship. For example, one group could be given a question related to the meaning of friendship; another group could be given a question related to what are the qualities of a good friend. Groups are given three to five minutes to discuss the topic and to write down a few ideas before passing their paper to another group. This group reads the topic and adds their ideas without reading what has been written by preceding groups. Once all groups have answered the questions, the papers are returned to the original groups. Students then read through the information provided, decide what information they will use and prepare a brief presentation related to their question.

PROMOTING COOPERATIVE LEARNING STRATEGIES BETWEEN PEERS

Cooperative learning strategies involving peer work and peer coaching are often useful in that they help ensure that students' needs for support are being met in the context of a large and diverse classroom. The following strategies illustrate ways in which a teacher can take advantage of the learning that takes place when students interact closely with their peers.

PAIRS–CHECK

This strategy is useful for self-correction before marking work as a class. It is an excellent way for students to practise their language skills and to help each other in the process.

Students are divided into groups of four and then paired off. Each pair is provided with an exercise page. They work together to complete the exercise. Student A works on the first question while Student B coaches or monitors Student A's work. Then, Student B does the second question while Student A coaches or monitors Student B's work. The students alternate roles until the exercise is completed. Then, the two pairs get together and share or compare their answers within the group of four. Answers may also be checked by the other pair more frequently.

PEER EDITING OR PEER TUTORING

Peer editing or peer tutoring can be used with any oral or written production task. These strategies allow students to work together and to benefit from the expertise that each has gained in his or her study of French. It is important, however, to pair students in such a way that abilities and personalities are matched.

DRILL PARTNERS

This strategy is useful for drilling spelling, vocabulary and grammatical concepts. In pairs, students drill each other on the words or concepts to be mastered until they are certain both partners know and can recall them.

HOMEWORK HUDDLE

Homework huddles provide an opportunity for students to check each other's homework, to discuss any answers that are not the same and to verify questions that caused problems. Students huddle in groups of three, for three to five minutes, to check their homework.

Travailler en

Groupe veut dire…

Respecter les autres.

Offrir de l'aide aux autres.

Utiliser un ton doux en parlant.

Participer à l'activité en échangeant des idées.

Encourager les autres lors de l'activité.

Quatre coins

1. Écoutez votre enseignant lorsqu'il/elle annonce les coins.

2. Écoutez la question.

3. Pensez au sens de la question.

4. Formulez votre réponse.

5. Notez le numéro de votre coin.

6. Allez au coin choisi.

7. Mettez-vous en équipe de deux pour échanger vos réponses.

8. Maintenant, formez une nouvelle équipe et échangez vos réponses ou paraphrasez vos réponses et échangez-les avec une nouvelle équipe.

9. Choisissez une personne qui présentera les réponses de votre coin à la personne choisie d'un autre coin ou à l'ensemble de la classe.

10. Préparez-vous à paraphraser les idées des autres coins.

Têtes numérotées

1. Donnez-vous un numéro de un à quatre.

2. Écoutez attentivement la question posée.

3. Discutez en groupe la réponse possible et, ensemble, décidez quelle est la réponse correcte. Assurez-vous que tout le monde connaît la réponse.

4. Quand votre enseignant annonce un numéro, levez la main et donnez la réponse du groupe, si c'est votre numéro.

Réflexion – Pair – Échange

1. Réflexion

   • Réfléchissez à la question posée ou au sujet donné de façon autonome.

   • Formulez une réponse individuelle.

2. Pair

   • Discutez de votre réponse avec votre partenaire.

   • Écoutez attentivement la réponse donnée par votre partenaire.

   • Ensemble, développez une nouvelle réponse à partir de votre discussion.

3. Échange

   • Échangez votre réponse avec les autres membres de la classe.

Tandem de lecture
(Lecture à voix haute)

1. **Élève A** – Lisez le premier segment d'information à haute voix.

2. **Élève B** – Résumez ou paraphrasez l'information pendant que l'élève A écoute.

3. **Élèves A** et **B** – Discutez de l'information échangée et vérifiez-la.

4. **Élève B** – Lisez le prochain segment d'information pendant que l'élève A écoute.

5. **Élève A** – Résumez ou paraphrasez l'information pendant que l'élève B écoute.

6. **Élèves A** et **B** – Discutez de l'information échangée et vérifiez-la.

7. Lisez le texte jusqu'à la fin en alternant les rôles.

Tandem de lecture
(Lecture silencieuse)

1. **Élèves A** et **B** – Lisez le premier segment d'information de façon autonome.

2. **Élève A** – Résumez ou paraphrasez l'information pendant que l'élève B écoute.

3. **Élèves A** et **B** – Discutez de l'information échangée et vérifiez-la.

4. **Élèves A** et **B** – Lisez le prochain segment d'information de façon autonome.

5. **Élève B** – Résumez ou paraphrasez l'information pendant que l'élève A écoute.

6. **Élèves A** et **B** – Discutez de l'information échangée et vérifiez-la.

7. Lisez le texte jusqu'à la fin en alternant les rôles.

Tournoi à la ronde

1. De façon systématique, contribuez oralement une idée à la discussion du groupe.
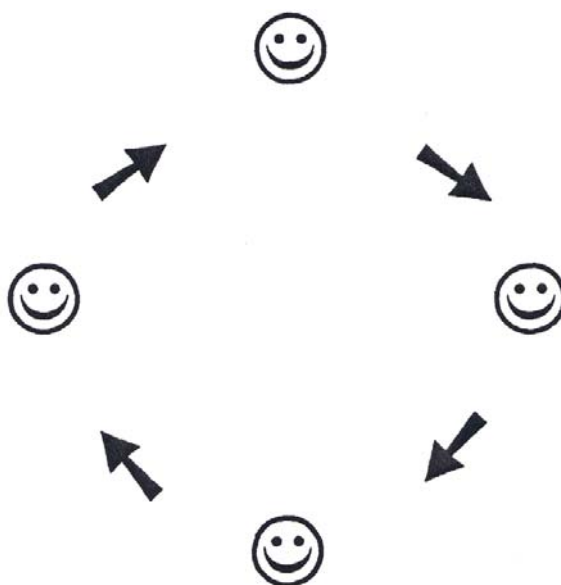
2. Écoutez attentivement les contributions des autres membres de votre groupe.

3. Préparez-vous à résumer ou à paraphraser les idées présentées par les membres de votre groupe.

Table ronde

1. De façon systématique, contribuez une idée par écrit sur la feuille du groupe.
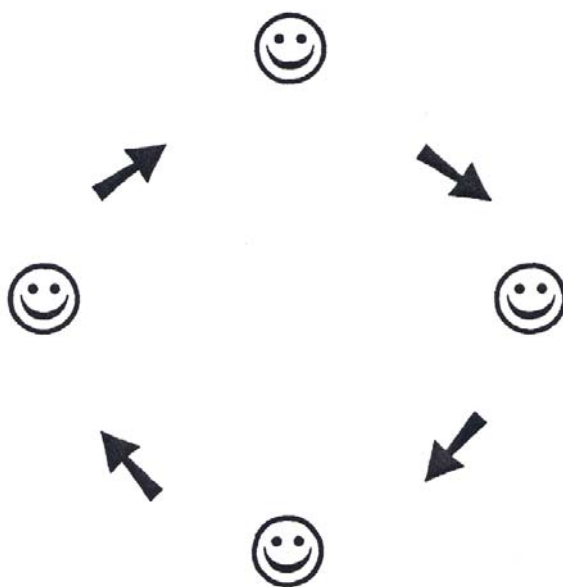
2. Lisez attentivement les contributions des autres membres de votre groupe.

3. Préparez-vous à résumer ou à paraphraser les idées présentées par les membres de votre groupe.

Entrevue en trois étapes

1. Interviewez votre partenaire.

2. Changez de rôle.

3. En équipe de quatre, partagez ce que vous avez appris avec les autres en utilisant la tactique du *Tournoi à la ronde*.

Remue-méninges en rond

1. Dans votre groupe de base, faites un remue-méninges pendant _____ minutes sur le sujet assigné et notez vos idées sur une feuille.

2. Maintenant, passez votre feuille au prochain groupe dans le sens des aiguilles d'une montre.

3. Lisez les idées déjà notées sur la feuille. Continuez à remuer de nouvelles idées et à les noter sur la même feuille.

4. Quand votre feuille originale vous revient, chaque groupe doit :

   • lire toutes les idées;

   • en discuter;

   • les résumer;

   • les présenter.

Prédictions en trois

1. En groupe de trois, résumez ce que vous savez déjà à propos du sujet.

2. Faites un remue-méninges des questions que vous avez au sujet de la présentation.

3. Lors de la présentation, notez les réponses à vos questions ainsi que toute autre nouvelle information.

4. Après la présentation, discutez des réponses et des nouvelles informations apprises.

5. Échangez votre information avec les membres de la classe.

Cercles intérieurs et extérieurs

1. Écoutez attentivement la question posée ou le sujet annoncé.

2. Réfléchissez au sens de la question posée ou à celui du sujet annoncé.

3. Formulez votre réponse.

4. Mettez-vous debout dans le cercle indiqué.

5. Échangez votre réponse avec la personne en face de vous.

6. Prêtez attention aux consignes d'arrêt.

7. Maintenant, déplacez-vous du nombre de places indiqué par votre enseignant/enseignante.

8. Échangez votre réponse avec un nouveau ou une nouvelle partenaire.
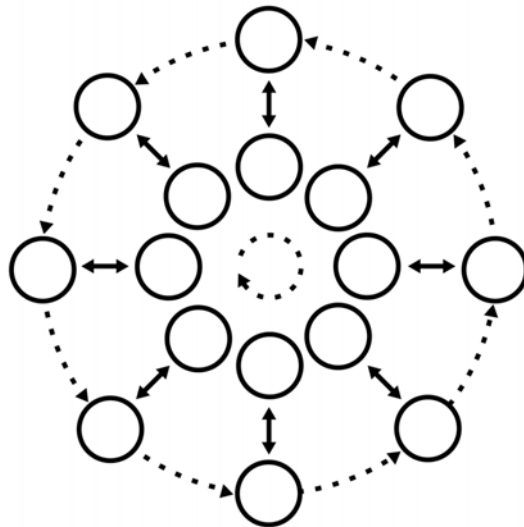
Stratégie casse-tête

1. Lisez ou écoutez le texte assigné aux groupes de base.

2. Joignez-vous aux partenaires qui ont le même numéro que vous pour former un groupe expert. Discutez de l'information trouvée dans le texte avec eux.

3. Dans ces groupes experts, préparez la présentation de ce matériel et exercez-vous ensemble.

4. Présentez le matériel aux membres de votre groupe de base.

5. Répondez aux questions posées au sujet de la section dont vous êtes responsable, s'il y a lieu.

Napperon

1. Réfléchissez à la question posée.

2. Pensez à votre réponse.

3. Sur le napperon, écrivez votre réponse à la question dans la case devant vous.

4. Assurez-vous que chaque membre a fini d'écrire sa réponse avant de commencer la prochaine étape.

5. Une fois chaque case remplie, lisez toutes les réponses ensemble, en déplaçant le napperon, soit dans le sens des aiguilles d'une montre, soit dans le sens opposé, selon les directives de votre enseignant/enseignante.

6. Une fois les réponses lues et discutées, il faut arriver à une réponse commune.
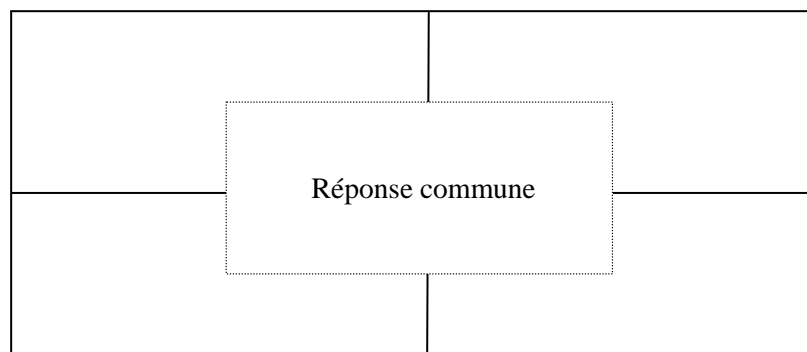
Réponse commune

7. Un membre du groupe doit écrire la réponse commune dans la case au centre du napperon.

8. Échangez votre réponse avec les autres membres de la classe.

Affiches graffiti

1. En groupe, réfléchissez à la question donnée.

2. En groupe, discutez des réponses possibles à la question.

3. Décidez de ce qui va être votre réponse de groupe et identifiez un membre qui va l'écrire sur la feuille.

4. Maintenant, passez votre feuille à un autre groupe.

5. Lisez la question de la nouvelle feuille et discutez de votre réponse de groupe.

6. Identifiez un autre membre du groupe qui va écrire la réponse sur la feuille et ensuite, passez-la à un autre groupe.

7. Continuez à suivre le processus jusqu'à ce que votre feuille soit revenue à votre groupe.

8. Lisez toutes les réponses contribuées par les autres groupes.

9. Décidez en groupe quelles informations vous aimeriez présenter et comment le faire.

10. Préparez un sommaire des idées clés et présentez-les à la classe.

Suggested Activities or Classroom Games
to Promote Oral Interaction

The focus of these activities and games is to promote student oral production. However, in carrying out these activities, students will use other skill sets to support their oral production skills. Brief instructions for the preparation and set of each activity are included, as well as possible processes that can be followed. Depending on the vocabulary and the particular structures chosen, many of the activities included here can be used with grades other than those indicated. The instructions are provided as suggestions only and written with a face-to-face classroom setting in mind. Teachers can adapt and modify them to suit their students' needs as well as the requirements of their particular teaching context. Assessment *for* learning instruments can be developed and used at any time with these activities or games.

Some of the activities allow for "winning" or "losing"; however, as far as the teacher is concerned, winning or losing is not as important as using French to interact and develop confidence with the language.

In order to provide support and promote students' success, keep the following points in mind:

► These activities need to be planned for and incorporated into lesson planning.
► The language elements needed to carry out the activity should have already been taught, to maximize student success.
► Student volunteers can be asked to demonstrate the steps and structures involved in the activity prior to involving the class.

This appendix provides descriptions mainly for large group or whole-class activities; however, any of the activities can be adapted or modified for small group or pair work.

THE NAME GAME
(Le jeu des prénoms)
A whole class or large group activity

This activity is best done at the beginning of the course as quick way for students to get to know each other or at the beginning of a class as a warm-up activity for the review of a specific language concept such as *le passé composé*. Students mill around the classroom as music is playing. When the music stops, students positions themselves in front of another student and provide this person with personal or factual information, such as their name, what they usually do on the weekend and something they did on the weekend. When the music starts again, students mill around until the music is stopped again and once more they provide information to another student. The activity continues until students have met at least three different students. Next, students present one classmate only. Each student is introduced only once. This is important because students will need to keep in mind who has been introduced and whom they have met in order to participate in the activity. This activity also requires students to transform information from the first-person singular to the third-person singular in order to introduce the student to the class. For example, *J'ai fait la connaissance de Michael. Il aime regarder les films d'action à la maison parce qu'il peut arrêter le film et regarder les scènes de nouveau. Cette fin de semaine il est allé au cinéma avec ses amis et il a aimé ça.* The activity is over when all students' information has been presented.

Main Language Functions Used	INTERPERSONAL FUNCTION: Language used to socialize; i.e., to form, maintain, sustain, and change interpersonal relations. REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.
Language Skills Practised	LISTENING COMPREHENSION: Understanding personal information imparted by someone else. ORAL PRODUCTION: Providing someone with personal information such as one's name and his or her preferences.
Key Specific Outcomes Addressed	**Experience** — The topics of the conversations can relate to any field or subfield of experience currently under study. **Language** — The language elements required will be based on the topic of the conversation; appropriate verb forms for *avoir* and *être*; regular *–er* verbs such as *aimer*, *détester*, *adorer*, *jouer à*; the verb expression *faire de*; negative expression *ne... pas*; vocabulary related to the topic under study. **Culture** — Use of appropriate sociolinguistic conventions such as the expressions used for greetings. **Strategies** — Collaborate with others to exchange information and communicate messages.
Prerequisite Language Elements	– greetings – expressions for introducing oneself – knowledge of the conjugation forms for the personal subject pronouns *je*, *il/elle* and the verb being used in addition to different tense forms – the expression *J'ai fait la connaissance de…*

Possible Phrases/ Structures	***Pour se présenter*** *– Bonjour, je m'appelle…/Salut, mon nom est…* ***Pour présenter quelqu'un d'autre*** *– J'ai fait la connaissance de…*
Time	Approximately 20 minutes, depending on the size of the class. It may be necessary to ask students to record the information for a subsequent class so that students can be introduced over a few class periods for time and interest's sake.
Materials	No materials required.
Preparation and Set up	Desks or tables and chairs should be moved out of the way so that students are better able to move around and simulate a "social gathering" atmosphere.
Additional Notes	The teacher may need to model the presentation before beginning. As a variation, students can be provided with information cards that indicate who they are, and they must now transform this information from the third-person singular form to the first-person singular form.
Possible Assessment Strategy	The teacher uses a checklist with a list of student names and mills around the classroom as the students are exchanging information. The checklist helps the teacher quickly identify outcomes that are being attained through the activity, such as specific language outcomes or strategic outcomes. An example of a possible assessment checklist can be found in **Appendix U**.

TIC-TAC-TOE
(Les X et les O)
A whole class or large group activity

Students are shown a three-by-three square grid on the board or on a transparency. The grid can be filled with images related to a particular field of vocabulary currently under study or with numbers that relate to questions or statements on cue cards. Bingo chips or other markers are used to claim the square selected on the grid once a team or an individual has identified the object correctly, has created an appropriate sentence with the image identified or has answered the question correctly, depending on the option chosen by the teacher. Players try to claim three squares horizontally, vertically or diagonally in order to win the game.

Main Language Functions Used	INTERPERSONAL FUNCTION: Language used to socialize; i.e., to form, maintain, sustain, and change interpersonal relations. IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.
Language Skills Practised	LISTENING COMPREHENSION: Listening to statements made by others in order to plan strategically; understanding the question in order to be able to provide an answer. ORAL PRODUCTION: Making statements based on the stimulus or answering questions.
Key Specific Outcomes Addressed	**Experience** The images or statements used or the questions asked can relate to any field of experience currently under study. **Language** Vocabulary related to the field or subfield under study; appropriate tense and form of verbs; appropriate use of definite and indefinite articles. **Culture** This will depend on whether cultural information is used in the question option. **Strategies** Focus attention; use models; ask for clarification; participate willingly; take risks; activate prior knowledge; ask the speaker to repeat or clarify.
Prerequisite Language Elements	Students must be familiar with the images in order to be able to make statements about them. They must have the requisite sentence structure knowledge in order to be able to formulate comprehensible statements or provide answers to the questions.
Possible Phrases/ Structures	– *Vous êtes les X. Vous voulez quelle case?* – *La case numéro 5.* – *D'accord. Donne-moi un conseil pour que je puisse être un consommateur averti.* – *Il est important de demander la politique de remboursement avant d'acheter quelque chose.* – *Excellent conseil! Les X ont gagné la case. Et maintenant, les O, quelle case voulez-vous?* – *C'est à qui maintenant?* – *C'est à nous. Quel numéro allons-nous prendre?* – *Prenons le numéro 3!*

	– Commençons par les O. Quel numéro de case voulez-vous? *– Le numéro 9.* *– Bon choix! Voici la question : Selon vous, quel médium a le plus de pouvoir? Et pourquoi?* *– Selon nous, c'est la télévision parce que le message est accompagné du visuel qui aide à mieux comprendre. Et comme dit le dicton, « une image vaut 1000 mots. »* *– Vous avez raison. Excellente réponse. Vous avez gagné la case.*
Time	Approximately 10 to 15 minutes, depending on the size of the class.
Materials	Images in grids for projection if playing this game as whole class, or on cards/laminated paper to hand out to pairs or groups of students. Sufficient translucent bingo chips or other types of markers to cover all squares on the grid if the game is played in pairs or groups.
Preparation and Set up	The grid with images related to the vocabulary of the field of experience or the numbers related to the previously prepared questions or statements needs to be created for projection using either an overhead or a multimedia projector. If the game is to be played in small groups or pairs, copies of the grid need to be prepared. The necessary phrases or structures should be posted for student use during the activity.
Additional Notes	In general, this game functions best with teacher guidance and as a whole class activity. Once students are familiar with the game, game boards may be handed out to pairs or small groups, or students can quickly draw out grids on recycled paper. Students can also be given the opportunity to create the questions or statements for grids using numbers, or can be asked to find images for vocabulary-related games. As students progress through the fields of experience, more language use can be added to the game by asking students for advice based on a problem. For example, students might be asked to provide advice on how to clean a certain clothing item, based on the type of fabric.

MEMORY GAME
(Un jeu de mémoire)
A whole class, large group or small group activity

Students are presented with a tray of items and are allowed to view them for one minute only. On a piece of paper, students write down all the items they can remember. The teacher or students can either call out the items, and students check them off on their list as they are mentioned, or students can view the tray again and check off the remembered items on their own. The teacher can continue the activity with another tray of items or can extend the activity by asking such questions as *Qui s'est souvenu des noms de tous les articles sur le plateau? Qui s'est souvenu des noms de la moitié des articles? Qui a eu de la difficulté à se souvenir des articles?* This can lead to a discussion on which memory strategies students used to recall the vocabulary or can lead to a discussion on memory strategies in general.

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.
Language Skills Practised	WRITTEN PRODUCTION: Writing down a list of items. ORAL PRODUCTION: Naming the items (if this option is chosen).
Key Specific Outcomes Addressed	**Experience** The objects used (real or in photographic form) can relate to any field of experience currently under study. **Language** Vocabulary related to the field or subfield under study; appropriate form of verbs; appropriate use of definite and indefinite articles. **Strategies** Focus attention; reflect on strategy use.
Prerequisite Language Elements	Students must be familiar with the items/images in order to be able to identify them.
Possible Phrases/ Structures	*– Qui peut nommer les articles sur le plateau?* *– Moi.* *– Allez-y!* *– Sur le plateau, il y a…* *– Très bien fait!/Tu as réussi à te souvenir de…* Or students can be given the following sentence starters: *– Je me souviens qu'il y a… sur le plateau.* *– Je pense avoir vu… sur le plateau.*
Time	Approximately 5 to 10 minutes, depending on the number of items on the tray and the number of times the activity is repeated, or if a discussion on memory strategies ensues.
Materials	Between 10 and 12 items or photographs on a tray or on display that are easily identifiable by students and visible to all.
Preparation and Set up	A tray or a number of trays with 10 to 12 items or photographs. The necessary phrases or structures should be posted for student use during the activity.
Additional Notes	This activity can also be done in small groups where students bring items from home related to the field or subfield of study. This activity is good for a quick vocabulary review.

MIMING GAME
(Un jeu de gestes)
A whole class, large group or small group activity

Students are divided into two teams or into small groups. Students are given a sentence to act out in front of their team. The object of the game is to act out the sentence as quickly as possible, using the most accurate gestures as possible. Teams can be awarded points for time and accuracy of the sentence.

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.
	IMAGINATIVE FUNCTIONS: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.
Language Skills Practised	READING COMPREHENSION: Understanding the meaning of the sentence in order to act it out for others.
	ORAL PRODUCTION: Identifying the sentence being acted out, based on the gestures used.
Key Specific Outcomes Addressed	**Experience** The sentences used can relate to any field or subfield of experience currently under study.
	Language Vocabulary related to the field or subfield under study and appropriate forms of verbs; correct word order.
	Strategies Focus attention; participate willingly; take risks; accept errors as a natural part of learning.
Prerequisite Language Elements	Students must be familiar with the vocabulary used in the written sentences and be able to recreate the sentences based on the actions used. Knowledge of correct word order at the simple sentence level is also important.
Possible Phrases/ Structures	– *Qui veut commencer?* – *Moi.* – *Vas-y. Choisis une phrase à mimer. …* – *Tu es prêt/prête?* – *Bravo! Ça vous a pris… (ex., une minute 45 secondes).*
Time	Approximately 1 to 2 minutes per sentence, depending on the complexity of the sentence and how well it is acted out. The teacher may want to set time limits for the length of time a group has to mime the sentence and give an answer.
Materials	Previously prepared sentences and a stop watch if time is to be measured and points awarded for time.
Preparation and Set up	Preparation of appropriate sentences that can be easily acted out. As a class, the teacher and students can create gestures to use for indicating commonly used words or conjunctions, such as *et*, which can be gestured with two fingers, one crossing over the other to form a plus sign, for example.

Additional Notes	Students can contribute sentences to the game once they are familiar with the format.
	This activity can also be done in groups of four where students are first divided into pairs; they prepare four or five sentences and then are grouped with another pair to mime out their sentences. Points are awarded for how quickly each pair is able to mime the sentence and have the other team guess what is being acted out.
	As an alternative to sentences, adjectives can be used. Students can brainstorm a list with the teacher and then choose one adjective to act out in small groups.

DESCRIPTION GAME
(Les devinettes)
A whole class, large group or small group activity

Students are divided into two groups. The teacher provides three clues that are related to someone with whom they are familiar or to something with which students are familiar. The clues provide just enough information without being too obvious. For example, if the students were reviewing vocabulary related to social activities and places where one would go, three possible clues could be: *C'est un endroit où il faut payer pour y entrer. Par contre, il n'y a pas de sièges assignés. On se met devant un écran pour être diverti.* The first team to have the answer runs up to a bell and rings it. The team provides the answer (e.g., *C'est un cinéma*); however, the opposing team has the right to challenge the other team's answer by saying, *On n'est pas d'accord.* If the first team provides the correct answer, it receives a point and the challenging team loses a point. However, if the first team's answer is incorrect and the opposing team has provided the correct answer, it now receives two points.

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information. IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.
Language Skills Practised	LISTENING COMPREHENSION: Understanding specific details in order to identify the object described. ORAL PRODUCTION: Describing something or someone familiar; identifying the object. WRITTEN PRODUCTION: Describing a familiar object (if this option is chosen).
Key Specific Outcomes Addressed	**Experience** The descriptions can relate to any field or subfield of experience currently under study. **Language** Vocabulary related to the field or subfield under study; appropriate form of verbs; appropriate use of definite and indefinite articles, adjectives and appropriate adjectival agreements; correct word order. **Strategies** Focus attention; use models; ask for clarification; participate willingly; take risks; ask the speaker to repeat or clarify if necessary; accept errors as a natural part of learning.
Prerequisite Language Elements	Students must be familiar with the items in order to be able to identify them. In creating their own descriptions, students will need to use proper word order for simple sentences and use their knowledge of appropriate verb forms and adjectival agreements.
Possible Phrases/ Structures	*– Voici la définition : ...* *– Et quelle est votre/ta réponse?* *– Ah! l'autre équipe nous a indiqué un désaccord. Allez-y, quelle est votre réponse?* *– Bon, la bonne réponse est celle de la première équipe, vous avez gagné un point. Bravo! Désolé/Désolée, la deuxième équipe, vous avez perdu un point./Bon! la bonne réponse est celle de l'équipe en opposition.* *– Désolé/Désolée, la première équipe, vous avez perdu un point. Puis, la deuxième équipe vous avez gagné deux points. On continue. Voici la prochaine définition.*

Time	Approximately 10 to 15 minutes, depending on the number of definitions.
Materials	Definition of objects or known people; a bell or other object, such as a flag, to indicate that the team/person has an answer.
Preparation and Set up	Preparation of appropriate definitions and space for students to move up an aisle easily.
	If students are playing on their own, that is, either leading the whole class or in small groups, it may be beneficial to provide students with the dialogue schema mentioned above so as to support the constant use of French.
Additional Notes	Once students are familiar with the format, they can be divided into groups of four, which are further divided into pairs. Individual students are asked to think of an object related to the field or subfield that they currently studying and to provide three clues that give enough information without being obvious. The pairs do not share their clues so that the same format as described above can be followed.
	As a variation, pairs can share their clues to ensure that they are comprehensible so as not to cause the other team difficulty with identifying the object. Students may wish to write them down to assist in the verification process before playing the game. A new point system would have to be in place in order to reflect this variation of game play.

TRUE OR FALSE
(Vrai ou faux)
A pair activity

Students are paired up. Each student is asked to write on a piece of paper ten sentences related to the field or subfield of experience they are working on. Students create some sentences that are true and others that are false. They are given about five minutes to do this. At the end of five minutes, students exchange their papers and must identify the true and false statements on their partner's paper. Then, they provide their partner with the correct information for the false statements. These statements can be of a personal nature (e.g., *J'aime sortir avec mes amis chaque soir*.) or a factual nature (e.g., *La crosse est un sport canadien que tout le monde aime jouer*.). It would be advisable to model the writing of a true statement and a false statement and to demonstrate the correction of the false statement to ensure students' understanding of the activity.

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.
	INTERPERSONAL FUNCTION: Language used to socialize; i.e., to form, maintain, sustain, and change interpersonal relations.
	IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.
Language Skills Practised	WRITTEN PRODUCTION: Giving true/false personal or factual information in written form.
	READING COMPREHENSION: Understanding specific details in order to determine if the statement is true or false.
	ORAL PRODUCTION: Indicating the correct information for the false statement.
Key Specific Outcomes Addressed	**Experience** The statements can relate to any field or subfield of experience currently under study.
	Language Vocabulary related to the field or subfield under study, appropriate form of verbs and tenses, correct word order for simple sentences.
	Culture This will depend on whether cultural information has been the focus; e.g., recreational activities of different Francophone cultures.
	Strategies Focus attention; use models; participate willingly; take risks; accept errors as a natural part of learning.
Prerequisite Language Elements	Students must be familiar with the vocabulary (nouns and appropriate verbs) related to the field or subfield of experience. Students will need to use proper word order for simple and/or complex sentences.
Possible Phrases/ Structures	The following sentences could be made available to students so that they can refer to them as they interact: – *Je ne comprends pas cette phrase. Peux-tu me l'expliquer?* – *Que veut dire ce mot-ci?* – *Cette phrase est fausse parce que…*
Time	Approximately 10 minutes.
Materials	Transparency of sample true/false sentences for students to use as models.

Additional Notes	As students are preparing their sentences, the teacher can note which students are experiencing difficulty with certain vocabulary items or sentence structures and can use these observations for future class activities.

ACCORDION ACTIVITY
(L'accordéon)
A small group activity

Students are put into groups of four or five and asked to sit in single file, one behind the other. The teacher writes on the board a word that is associated with a field or subfield of experience that students are working on currently. The first student in the row is given a blank piece of paper and is asked to write a word that he or she associates with the word on the board. He or she then folds over the paper and hands it back to the student behind him or her. This student now writes a word that he or she associates with the word on the board and folds the paper over. This process continues until all of the students in the group have written a word. The students now sit in a circle and unfold the paper to reveal the words they have written. As a group they try to use as many of the words as possible in the fewest number of sentences, either orally or in written form. Students then share their oral or written productions with the class or with another group.

Main Language Functions Used	IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.
Language Skills Practised	READING COMPREHENSION: Understanding the word written on the board and associating it with related words.
	WRITTEN PRODUCTION: Creating a sentence or sentences with a list of words to create a message (if this option is chosen).
	ORAL PRODUCTION: Creating a sentence or sentences with a list of words to create a message (if this option is chosen).
Key Specific Outcomes Addressed	**Experience** The word chosen for the accordion game can relate to any field or subfield of experience currently under study.
	Language Vocabulary related to the field or subfield under study; appropriate form of verbs; appropriate verb tenses; correct word order for simple and compound sentences.
	Strategies Focus attention; participate willingly; take risks; combine new learning with previous learning; apply knowledge of a text type to follow its format; accept errors as a natural part of learning.
Prerequisite Language Elements	Students must be familiar with the word on the board and related vocabulary in order to be able to write down a word. Students should have access to a variety of verbs in order to create sentences that are substantially more complex.
Possible Phrases/ Structures	To begin the activity: – *Tout le monde, regardez le tableau. Votre mot est « voyageur ». Maintenant, la première personne dans votre rangée doit écrire un mot qui est relié à ce mot. Vous avez 30 secondes pour le faire.* – *Maintenant, pliez la feuille pour cacher le mot et ensuite passez-la en arrière.* – *Alors, c'est à la prochaine personne à écrire son mot.* – *...* Once students have completed the activity: – *Maintenant, dans votre groupe, dépliez la feuille et lisez les mots qui se trouvent sur la feuille. Dans votre groupe, essayez de créer des phrases avec tous les mots. Le groupe qui est capable d'utiliser tous les mots dans le moins de phrases gagne. Allez-y!*

Time	Approximately 10 to 15 minutes, depending on the students' ability to create sentences, and time to share in small groups or as a class.
Materials	Recycled or scrap paper, pencils or pens, word for stimulating thought, chairs so that students can form a single line easily.
Preparation and Set up	Lines of four or five chairs.
Additional Notes	As students are working in their groups, the teacher can move from group to group, noting linguistic difficulties or carrying out an assessment of learning activity. Students can be asked to illustrate their sentences and then have another group find the text that matches the sentence. Sentences can be used to create a class story or small group stories.

DEFINITION BINGO
(Loto définitions)
A whole class, large group or pair activity

Students are presented with a three-by-three grid or quickly draw one on a scrap of paper. The teacher chooses a set of words that are to be practised or reviewed. The words are either written on the board or projected on a screen using an overhead or multimedia projector. Students then choose nine words from the list and write them down on their card (e.g., nine words related to feelings). Students are then provided with an oral definition of the word (e.g., *On éprouve ce sentiment quand on perd quelqu'un de spécial. On a tendance à pleurer et à ne pas vouloir parler. On a de la peine.*) and check it off on their sheet if they have the word on their list (e.g., *la tristesse*). Before the game begins, the teacher indicates to students what type of formation wins the game (e.g., full card, an X, a straight line vertically or horizontally). The teacher can also indicate to students if the same word can be used more than once. This option should be used only if the number of words on the list is under fifteen.

Main Language Functions Used	IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.
Language Skills Practised	LISTENING COMPREHENSION: Understanding specific details in order to identify the word described.
	WRITTEN PRODUCTION: Writing down a list of words.
	ORAL PRODUCTION: Identifying the word, based on the definition.
Key Specific Outcomes Addressed	**Experience** The definitions can relate to any field or subfield of experience currently under study.
	Language Vocabulary related to the field or subfield under study.
	Strategies Focus attention on the required information; use contextual clues; take the risk to listen to a new text in French; ask questions, in the first language if necessary, to clarify or verify that a message is understood.
Prerequisite Language Elements	Students must be familiar with the vocabulary words in order to be able to identify them. Students should have interaction statements/questions visible for easy access.
Possible Phrases/ Structures	– *Pour ce jeu, je cherche une ligne horizontale.* – *C'est quoi, ça?* – *Ça veut dire que les mots doivent être en ligne à l'horizontal, comme l'horizon. C'est clair?* – *Oui, merci.* – *Alors, voici la première définition...* – *Pouvez-vous répéter la définition, s'il vous plaît?* – *Certainement. Voici la définition encore une fois.* – *Que veut dire « ... »?* – *Cela veut dire...* – *Merci.*
Time	Approximately 5 to 10 minutes, depending on the difficulty of the definitions.
Materials	Prepared grids to save time. Definitions for the words that students will be using.

Preparation and Set up	Preparation of grids and definitions.
Additional Notes	Students can be asked to prepare definitions for future game use.

CATEGORY SENTENCE CHAIN
(Enchaînement de phrases par catégorie)
A whole class or large group activity

Students are seated in a circle. The teacher calls out a student's name at random and states a category such as *les voyages*. This tells the student that they must make a sentence about this key word such as *Voyager en Europe est très coûteux*. The student who has just spoken then chooses another student and states a category; e.g., *un pays francophone*. This time the student must repeat the first person's statement and then continue with his or her own sentence; e.g., *John a dit que voyager en Europe est très coûteux. Un pays francophone en Europe qu'on pourrait visiter est la Suisse*. The game continues in the same fashion with students choosing a classmate, identifying a category, reiterating what was previously said and adding their own sentence to the chain. To make the game more difficult, students try to state categories that are related to the sentences as in the example above. To simplify the game, especially if the repetition and addition of new sentences becomes too tedious, students can simply repeat what the person before them said. Also, the teacher can have a prepared list of categories from which students can select. This game is good for the review of vocabulary and word order at the sentence level.

Main Language Functions Used	IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others.
Language Skills Practised	LISTENING COMPREHENSION: Understanding the given category in order to create a message and the sentence produced by a classmate in order to be able to repeat it.
	ORAL PRODUCTION: Identifying a category. Expressing a message based on a category and repeating previously stated sentences.
Key Specific Outcomes Addressed	**Experience** The categories can relate to any field or subfield of experience currently under study.
	Language Vocabulary related to any field or subfield under study; appropriate form of verbs; appropriate verb tenses; indirect discourse; correct word order for simple and compound sentences.
	Strategies Focus attention on the required information; use contextual clues; take the risk to produce a spontaneous text orally; collaborate with others to build confidence and exchange information; use French to praise peers.
Prerequisite Language Elements	Students must be familiar with a variety of categories and be able to use a variety of tenses in addition to the use of indirect discourse. Students should have interaction statements/questions visible for easy access to facilitate communication.
Possible Phrases/ Structures	*– Je ne comprends pas cette catégorie. Pourrais-tu en choisir une autre?* *– D'accord.* *– Peux-tu répéter la catégorie/ta phrase, s'il vous plaît?* *– Certainement. Voici ce que j'ai dit.* *– Quelle belle phrase!* *– Cette phrase est bien construite/compliquée, mais très intéressante.* *– Merci.*

Time	Approximately 20 minutes, depending on the number of students in the class.
Materials	List of categories available on a transparency, if required.
Preparation and Set up	None
Additional Notes	Students' strategy use can be observed and assessed, using a checklist.

HOT POTATO QUESTIONS
(Questions à la patate chaude)
A whole class question/answer practice game

Students are seated or are standing in a large circle so that they can all see each other. A small stuffed toy or ball can be used to represent a "hot potato," which is passed around (not thrown) from student to student as questions are asked and answered as quickly as possible. Alternatively, students can gesture that they are indeed throwing an imaginary hot potato (as they "throw" a question) to someone across the room. In this case, no actual object is used. The purpose is to practise the ability to think, ask and respond quickly, using known question formats to ask impromptu questions. At this level, students should be encouraged to asked questions that require an elaborate response. This activity is excellent for reviewing question formats and for having students speak spontaneously.

Main Language Functions Used	INTERPERSONAL FUNCTION: Language used to socialize; i.e., to form, maintain/sustain and/or change interpersonal relations—establishing common ground with others. REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.
Language Skills Practised	LISTENING COMPREHENSION: Understanding the questions being asked. ORAL PRODUCTION: Requesting information that can be of a personal or factual nature. Providing information that can be of a personal or factual nature.
Key Specific Outcomes Addressed	**Experience** The questions can relate to any field or subfield of experience currently under study. **Language** Vocabulary related to any field or subfield under study; appropriate form of verbs; appropriate verb tenses; appropriate question formats including inversion, correct word order. **Culture** This will depend on whether a request related to cultural information is used in the question. **Strategies** Focus attention on the required information; use contextual clues; take the risk to produce a spontaneous text orally; collaborate with others to build confidence and exchange information.
Prerequisite Language Elements	Students must be familiar with a variety of question formats and be able to use a variety of tenses in a quick and spontaneous manner.
Possible Phrases/ Structures	– *Michelle, que veut dire « la mode » pour toi?* – *Tout ce qu'on porte, tout ce qu'on mange, tout ce qu'on regarde à la télévision, etc. Puis, Andy, qui est ton designer préféré et pourquoi?* – *J'aime… C'est un designer avec beaucoup de style. Lisa, quels vêtements sont démodés maintenant?* – *Bonne question. Comme je ne suis pas quelqu'un qui suit la mode tellement, je dois dire que je ne sais pas….*
Time	Approximately 5 to 10 minutes, depending on the number of students in the class.
Materials	A soft stuffed toy, ball or rolled-up sock

Preparation and Set up	Ensure enough space is available for students to sit or stand.
Additional Notes	If you are not passing an actual stuffed item to represent the hot potato, encourage students to "throw questions" to students with whom they do not usually speak. If students direct a question to you instead of to another student, they would be expected to use the appropriate *vous* form. A rule can be added that a question that was just asked cannot be immediately reused.
Possible Extension Activity	This activity may be used in preparation for an interview simulation between imaginary people, celebrities or other characters, using the questions asked.
Possible Alternative Activity	Write or type up a page of suitable questions in large print. Have students sit or stand in rows of equal length. Each row receives one copy of the page of questions, laminated or placed in plastic sheet protectors for durability. The first person in each row receives a copy of the page of questions. On signal, the first person selects a question to read aloud to the person immediately behind him or her. When an answer is provided, the second person takes the page and turns to the third person to ask another question. In this way, the page travels to the end of the row. When the last person has received the page, he or she needs to go to the person at the front of the row to ask a question. The first row to receive an answer to the last person's question is declared the winning row.

NEWS REPORT
(Bulletin de nouvelles)
A pair activity

Students are divided into pairs and given the headline of the day either orally or in written form. The headline can be serious or humoristic. Students create a radio or television news report based on the headline. For example, students could be given the headline *Les ados n'ont plus accès aux cinémas*. Students would write a brief news report, using the five question words—*qui, quoi, quand, où, comment* and *pourquoi*—to provide the "listeners" or "viewers" with information related to the headline. Students present their news report to the class. This activity assumes that students know how to write a news report using the information pyramid. See diagram at the end of this section for more information about writing news reports.

Main Language Functions Used	IMAGINATIVE FUNCTION: Language used for aesthetic or imaginative purposes to create, innovate or entertain oneself and others REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.
Language Skills Practised	LISTENING OR READING COMPREHENSION: Understanding the key ideas in the headline in order to prepare the news report. WRITTEN PRODUCTION: Providing details to the headline. LISTENING COMPREHENSION: Understanding the details in the news report.
Key Specific Outcomes Addressed	**Experience** — The headlines can relate to any field or subfield of experience currently under study. **Language** — Vocabulary related to any field or subfield under study; appropriate form of verbs; appropriate verb tenses; correct word order for simple and complex sentences; use of discourse markers for cohesion in the text. **Culture** — This will depend on whether the headline makes reference to cultural information. **Strategies** — Focus attention on the required information; use contextual clues; identify the communicative intent of the message; take the risk to produce a written text; follow a model; use knowledge of text structure to create a new message.
Prerequisite Language Elements	Students must be familiar with writing texts in a cohesive manner, which means that they have knowledge of discourse markers.
Time	Approximately 10 to 15 minutes for the writing portion and 10 to 15 minutes for presenting the news report, which will depend on the number of students in the class.
Materials	Prepared headlines. The same headline can be used with the entire class or different headlines can be given to each pair.
Additional Notes	The diagram below represents the most common format used by reporters to develop their stories. If students have not done a news report before, it would be advisable to present the format and discuss with students why the key information would come first, followed by the details.

Inverted Pyramid

Byline

Headline

Lead

Summarizes "who, what, where, when, why and how" of story and grabs listener/reader's attention in a single sentence

Most important information

Least important information

A Selection of Graphic Organizers

The use of graphic organizers is an instructional strategy that allows students to think creatively while focusing their attention on a specific area of interest. Graphic organizers also activate prior knowledge and help students gather new information. They can be used to launch a field of experience or an activity, and can also be used to build on other language activities in support of language skill development.

Different graphic organizers serve different purposes and their configurations are many. When choosing a particular graphic organizer, it is important to consider: 1) the purpose behind its use, 2) the language requirements needed to maximize linguistic benefits, and 3) its use in further language activities, especially since almost all graphic organizers target written production. In addition, it might be valuable to identify the types of language structures targeted in order to determine which graphic organizer best suits the intended purpose.

The examples below illustrate a select number of graphic organizers that may be used with junior high students.

► *Une échelle* (ladder) or *un continuum* (continuum) may be used to show degrees of difference in a group of related terms. This type of organizer allows for vocabulary expansion, in addition to requiring students to use their sequencing skills.

Example: A continuum can be used to demonstrate the timeline of different verb tenses.

Le passé	**Le présent**	**Le futur**
le passé composé		
l'imparfait	**le passé récent**	**le futur proche** **le futur simple**

► *Une toile d'araignée* (word web) can be used to illustrate various topics related to a central focus. Word webs may be used for brainstorming ideas as well as for developing vocabulary.

Example: After completing a unit on LES SENS, students can create a web of all of the vocabulary learned as a memory strategy. An example of what a word web might look like this:

les yeux voient :
- les images
- les couleurs
- les gestes
- les expressions
- le mouvement

la langue goûte les aliments :
- fades
- salés
- acides
- sucrés
- amers
- épicés

les oreilles entendent les sons :
- la musique
- la voix
- le bruit

la vue

le goût

l'ouïe

LES SENS

l'odorat

le toucher

le nez sent :
- les odeurs
- les arômes
- les parfums

- forts/fortes
- agréables
- désagréables
- épicés/épicées
- appétissants/appétissantes
- affreux/affreuses
- dégoûtants/dégoutantes

les doigts touchent un objet ou une surface :
- lisse
- rugueux/rugueuse
- mou/molle
- gommeux/gommeuse
- dur/dure
- chaud/chaude
- froid/froide

► *Une grille de comparaison* (comparison and contrast chart) allows students to gather information so that they can show differences and similarities between two or more categories of information, such as places, events, people's points of view or lifestyles. Students are given a chart with columns in which the elements for comparison are indicated.

Example: Students in French 10–9Y are studying different painters as part of the LES BEAUX-ARTS field of experience. Students are given a list of painters. To assist them in making comparisons between painters from different times in history, students use a comparison and contrast chart.

Peintres à contraster / Éléments recherchés	Marc Chagall	Edgar Degas
Pays et date de naissance		
Style de peinture		
Techniques employés		
Thèmes de peintures		

EXAMPLE OF STUDENT WORK:

Peintres à contraster / Éléments recherchés	Marc Chagall	Edgar Degas
Pays et date de naissance	*la Russie le 7 juillet 1887*	*la France le 19 juillet 1834*
Style de peinture	*un style bien à lui qui comprenait surtout les influences de l'impressionnisme, du symbolisme et du cubisme*	*le réalisme et l'impressionnisme*
Techniques employés	*gouache, aquarelle, pastels, encre, collage, gravure et vitre*	*huile, aquarelle, craie, pastels, crayon, gravure à l'eau forte et photographie*
Thèmes de peintures	*sujets sont souvent tirés de la bible, de la mythologie et du folklore juif*	*centré sur les théâtres, les cafés, les courses de chevaux et sur les personnes en mouvement surtout les femmes (danseuses, chapelières et blanchisseuses)*

As an extension activity, students are divided into groups of four and they share orally their research. As a follow-up activity, students can create a collage of examples of the works of the painters that they discussed as a group.

► *Une chaîne graphique* (chain diagram) allows students to gather information in a sequential fashion. This type of graphic organizer is useful for identifying main events in chronological order or steps in a procedure, such as how to clean grass stain. The chain can be comprised of three to six vertical squares or for the purposes of summarizing the key events in a story, or, it can be comprised of three chains in which the categories of "beginning," "middle" and "end" may be used.

Example: Students in French 30–9Y are working on the subfield of experience related to job seeking. Before students read information on how to look for a job, they are asked to use the chain diagram to indicate what the steps may be in obtaining a job. Students are given a list of steps out of order and are asked to rearrange them, underling key words used in the decision-making process. The following is a possible example of what students might be able to produce.

Les étapes pour se trouver un emploi

Il faut faire un <u>test</u> d'aptitude pour identifier <u>ses qualités et ses habiletés.</u>

↓

Il faut <u>lire</u> des <u>offres d'emploi</u>.

↓

Il faut <u>choisir</u> un <u>emploi</u>.

↓

Il faut <u>préparer</u> son <u>curriculum vitae.</u>

↓

Il faut <u>poser</u> sa <u>candidature en remplissant un formulaire d'emploi et en soumettant son CV et une lettre d'introduction.</u>

↓

Il faut <u>attendre</u> la <u>convocation pour une entrevue.</u>

Students now use the graphic organizer to discuss their personal experiences in job seeking and to confirm whether or not they followed this process when searching for a part-time job. Students could then use the information in the graphic organizer to give advice to future job seekers.

►*La balance* (scales) allows students to classify information (facts, ideas, values) in order to make judgements that are balanced. To use this graphic organizer, a topic is chosen that allows for a criterion that can be divided into two items. Students list the ideas that come to mind as they pertain to the topic at hand.

Example: In the French 10–9Y, students are given an opportunity to reflect on the advantages and disadvantages of travelling alone. Students use the scales graphic organizer to brainstorm ideas before discussing them as a class or in small groups

Quels sont les avantages et les inconvénients de voyager seul?

avantages   inconvénients

– *On peut se faire de*   – *On n'a quelqu'un avec qui*
  nouveaux amis.   *parler et partager les visites*
– *On peut décider ce qu'on*   *et les repas.*
  veut faire sans demander   – *On doit payer toutes les*
  à qui que ce soit.   *dépenses.*
– *On a plus de flexibilité*   – *Si on ne parle pas la langue*
  dans son emploi de temps   *et on tombe malade, on est*
  et le choix d'activités et   *seul pour se trouver de*
  d'excursions.   *l'aide.*

Using the information in the graphic organizer, students can now present their opinions on the subject. Students can keep track of how many classmates have come up with similar ideas.

► *Une grille de questionnement* (Question Matrix) allows students to compare and contrast attributes, qualities or characteristics. This type of graphic organizer permits students to organize their ideas based on the questions asked.

Example: Students in French 20–9Y are carrying out activities related to the subfield LES CHOIX DES CONSOMMATEURS. Students first carry out an activity in which they compare two computer stores in order to determine which one is a better choice.

Questions	**Magasin 1**	**Magasin 2**
Quels sont leurs produits et/ou services offert?	– *ordinateurs et portatifs* – *claviers* – *câbles* – *accessoires pour ordinateur* – *imprimantes* – *services de réparation* – *services de dépannage 24 h sur 24, 7 jours sur 7*	– *ordinateurs et portatifs* – *claviers* – *câbles* – *accessoires pour ordinateur* – *imprimantes* – *baladeurs à disque dur* – *DVD et CD-ROM* – *logiciels* – *jeux d'ordinateur* – *magasin virtuel*

Questions	Magasin 1	Magasin 2
Quelles sont les types de paiement acceptés par le magasin?	– *au comptant/en argent liquide* – *par carte-cadeau* – *par carte de crédit* – *par carte de débit* – *par chèque-cadeau* – *par bon de commande*	– *au comptant/en argent liquide* – *en ligne* – *par carte-cadeau* – *par carte de crédit* – *par carte de débit* – *par chèque-cadeau*
Ont-ils un bureau de service à la clientèle?	– *au magasin et au centre d'appels*	– *au magasin et en ligne*
Quelle est la politique de remboursement ou d'échange de marchandise?	*100 % de remboursement, 14 jours pour toute marchandise avec le reçu original. Si le client dépasse les 14 jours, il reçoit un échange pour la marchandise défectueuse ou une carte-cadeau pour un futur achat.*	*Pour tout achat, seule la marchandise défectueuse peut être échangée pour le même produit. Toute transaction d'échange requiert le reçu original. Les frais d'expédition originaux ne sont pas remboursables.*
Y a-t-il une politique de concurrence de prix?	– *Oui, ils offrent un escompte de 10 % sur la différence de tout prix annoncé.* – *Si le produit est en solde après son achat, le client reçoit la différence plus 10 %.*	– *Non, ils n'ont pas de politique.*

Students now use the information to compare how the two stores are similar and different and what precautions the consumer should take when purchasing products from either store. This can lead to a discussion on the importance of "shopping around before making a significant purchase."

►*Le diagramme de Venn* (Venn diagram), made up of two or three overlapping circles, allows students to compare and contrast attributes, characteristics or facts visually so as to be able to arrive at commonalities.

Example: Students in French 20—9Y are to discuss the qualities they look for in a friend. To facilitate the discussion, students are given a Venn diagram to brainstorm their ideas. They share their ideas with a partner and fill in their partner's responses. They then look for their common qualities and write their common thoughts in the centre circle. Their Venn diagram might look like this:

Les qualités que je cherche chez un ami/une amie

Les qualités d'un ami/une amie cherchées par mon/ma camarade de classe

Pour moi, un bon ami/ une bonne amie est quelqu'un qui...
- *sait écouter*
- *sait garder tes secrets*
- *a un bon sens d'humour*
- *a beaucoup de courage*

- *sait écouter*
- *a un bon sens d'humour*

Pour moi, un bon ami/ une bonne amie est quelqu'un qui...
- *est responsable*
- *est patient/patiente*
- *est modeste*
- *sait écouter*
- *a un bon sens d'humour*

As a pair, students would then use the common points to create a poem on what is a best friend.

►*Le poisson* (The Fishbone) is a graphic organizer that allows students to gather, sequence and/or summarize information and is based on the five question words. This graphic organizer can be used to gather information orally, such as in an interview or for culling information from a text such as a newspaper or magazine article.

QUI? QUOI? QUAND?

Sujet :

OÙ? POURQUOI? COMMENT?

Example: Students working on the media unit might be asked to listen to the news off of a French-language radio station on the Internet. They would use the graphic organizer to identify the key information given in one news story.

QUI?   QUOI?   QUAND?

deux jeunes hommes
de l'Allemagne
- un âgé de 25 ans
- l'autre de 36 ans
- amis

- des avalanches qui
sont très dangereuses en
hiver à cause des grandes
bordées de neige

- la fin de
semaine dernière
- à 16 h 30
- une journée
ensoleillée

Sujet : **Les avalanches dans les montagnes Rocheuses**

- en Colombie-
Britanique
- en arrière-pays

- ils faisaient de la
raquette quand
l'avalanche les a
ensevelis

- même si les gens sont
informés des risques
des avalanches, ils ne
les écoutent pas
- c'était le cas
ici

OÙ?   POURQUOI?   COMMENT?

The activity can now be extended in such a way that students can use the information to debate whether avalanches can dissuade travelers from coming to Canada to ski and whether or not provincial governments should enact regulations regarding skiing in these high-risk areas.

Reference Sources:
http://www.carla.umn.edu/cobaltt/modules/strategies/gorganizers/index.html
http://www.enchantedlearning.com/graphicorganizers/

Various Instruments Related to Differentiated Instruction

Accommodations and Adaptations to Consider When Differentiating Instruction

As teachers design learning activities, they should consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations necessary for success.

Key Concepts

☐ Identify the key concepts of the learning activity.

☐ Consider how the activity has been designed to motivate and engage student interest.

☐ Determine how to present an overview of the learning activity.

☐ Ensure the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.

☐ Incorporate opportunities to make connections between what the students know and what they are learning.

Outcomes

☐ Determine outcomes students can reasonably accomplish.

☐ Select fewer outcomes, partial outcomes or outcomes from a different grade level, if necessary.

☐ Determine what the students will be able to demonstrate as a result of this learning activity.

☐ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or a portion of the outcomes.

Learning Activities

☐ Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

☐ Decide how students will apply their learning.

☐ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.

☐ Present and support key concepts and instructions, using demonstration, oral and written steps and exemplars of completed assignments.

☐ Break down assignments or tasks into smaller, more manageable parts.

☐ Give clear, concrete instructions.

☐ Provide a visual reference of the sequence of key steps for completing the assignment.

☐ Provide a checklist of assignment parts for students to self-monitor as tasks are completed.

☐ Support written instructions with picture prompts or highlight directions, using a colour-coding system.

☐ Tape record directions or lectures for playback.

☐ Repeat instructions.

☐ Have students recall instructions in sequence.

☐ Model and demonstrate to ensure understanding of directions.

☐ Highlight key points of the lesson, orally and visually.

☐ Check in with students regularly to ensure task understanding and to provide feedback and clarification on specific aspects of the assignment.

☐ Select extension activities that will reinforce and extend learning.

☐ Write assignments and homework on a chart or blackboard. Ensure that students write down assignments in their agendas.

☐ Help students stay on task by employing a cueing strategy.

☐ Consider how the students will be organized for instruction and select the type of grouping that will be most effective (e.g., partner, small group, large group).

☐ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on learning profile, interest, readiness or need, depending on the end goal.

Resources

☐ Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

☐ Locate necessary materials and resources to support different reading levels, learning styles and student needs.

☐ Consider using a graphic organizer to present information.

☐ Prepare resources to assist students with learning difficulties.

☐ Rewrite materials at a lower reading level.

☐ Provide an advance organizer for note-taking; e.g., fill-in-the-blank, cloze style.

☐ Highlight passages of text.

☐ Reformat handouts and tests, as necessary. For example, provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print or increase spacing between lines of print.

☐ Determine Web-based supports (e.g., simulations).

☐ Ensure that students have the assistive tools and devices required to support their learning style or needs:
  ☐ highlighters, calculators, post-it notes, ruler, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
  ☐ a copy of the lecture notes
  ☐ enlarged or reduced text
  ☐ scribe
  ☐ tape recording
  ☐ picture prompts
  ☐ manipulatives
  ☐ overlays
  ☐ computers.

Timelines

- [ ] Determine an approximate timeline for the learning activity.
- [ ] Determine whether there is a need to compact or extend the study, based on student interest or needs.
- [ ] Consider the pace of the learning activity and the needs of the students.
- [ ] Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- [ ] Prepare an assignment sheet with task increments and a timeline to guide students' completion of the assignment.
- [ ] Provide opportunities for frequent breaks, if necessary.
- [ ] Provide time warnings for task completion.
- [ ] Extend deadlines for those students who require more time to complete assignments.

Assessment

- [ ] Decide what evidence will show whether the students have achieved the outcomes.
- [ ] Determine the best way for students to demonstrate their learning.
- [ ] Provide assessment options for students to show what they know.
- [ ] Make necessary preparations for alternative testing procedures, resources and materials.
  Does the student need:
  - [ ] a tape recording of the assignment or test?
  - [ ] a scribe to write down his or her ideas or answers?
  - [ ] the assignment or test questions read aloud?
  - [ ] a time extension?
  - [ ] fewer questions?
- [ ] Record important assignments and test due dates on a master calendar and have students transpose these dates into their agendas.
- [ ] Show students how to plan for longer assignments by back-planning on a calendar.
- [ ] Show students how to study for an upcoming test.
- [ ] Provide students with a study guide of important skills and concepts.
- [ ] Determine the focus of the assessment.
  For example, if students are to be assessed solely on their understanding of content, they should not be penalized for spelling errors or missing punctuation.
- [ ] Select or develop rubrics, exemplars and checklists to support student assessment.
- [ ] Provide immediate, specific and constructive feedback.
- [ ] Emphasize the quality of work and perseverance, rather than the quantity of work.
- [ ] Provide opportunities for student self-reflection and self-assessment.
- [ ] Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- [ ] Share assignment criteria lists, checklists, standards and exemplars with students.

Academic/Instructional Accommodations (by Special Learning Need)

Name _____ School _____ Grade _____ Date _____ Completed by_____

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine & Gross Motor Difficulties

☐ Use less difficult/alternative reading material
☐ Reduce amount of reading required
☐ Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets)
☐ Set time limits for specific task completion
☐ Enlarge text of worksheets and reading materials
☐ Extend time to complete tests and assignments
☐ Use large print editions of tests
☐ Read test items aloud to student
☐ Read standard directions several times at start of exam
☐ Record directions
☐ Use assistive technology (e.g., optical character recognition system, books on tape/CD, screen readers)
	☐ Reduce volume of work
	☐ Break long-term assignments into manageable tasks
	☐ Extend time for completing assignments
	☐ Offer alternative assignments
	☐ Allow student to work on homework while at school
	☐ Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets)
	☐ Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing)
	☐ Waive spelling, punctuation and paragraphing requirements
	☐ Accept keyword responses, instead of complete sentences
	☐ Use assistive technology (e.g., word processor, spell-check device, grammar-check device, text-to-speech software)
		☐ Provide alternative seating
		  – near teacher
		  – facing teacher
		  – at front of class, between well-focused students and away from distractions
		☐ Provide additional or personal work space (e.g., quiet area for study, extra seat or table, time-out spot, study carrels)
		☐ Permit movement during class activities and testing sessions
		☐ Provide directions, in written form,
		  – on board
		  – on worksheets
		  – copied in assignment book by student
		☐ Set time limits for specific task completion
		☐ Extend time to complete tests and assignments
		☐ Allow student to take breaks during tests
		☐ Use multiple testing sessions for longer tests
		☐ Use place markers, special paper, graph paper or writing templates to allow student to maintain position better or to focus attention
		☐ Provide cues; e.g., arrows and stop signs on worksheets and tests
		☐ Provide a quiet, distraction-free area for testing
		☐ Allow student to wear noise buffer device, such as headphones, to screen out distracting sounds
		☐ Provide checklists for long, detailed assignments
			☐ Provide a written outline
			☐ Provide directions in written form (e.g., on board, on worksheets, copied in assignment book by student)
			☐ Provide a specific process for turning in completed assignments
			☐ Provide checklists for long, detailed assignments
			☐ Read and discuss standard directions several times at the start of exams
			☐ Provide cues; e.g., arrows and stop signs on worksheets and tests
			☐ Allow student to use reference aids (e.g., dictionary, word processor, vocabulary cue card)
				☐ Use assistive and adaptive devices (e.g., slant boards/desktop easels) to display written material
				  – pencil or pen adapted in size or grip diameter
				  – alternative keyboards
				  – portable word processor
				☐ Set realistic and mutually agreed-upon expectations for neatness
				☐ Reduce or eliminate the need to copy from a text or board
				  – provide copies of notes
				  – permit student to photocopy a peer's notes
				  – provide carbon/NCR paper to a peer to allow a duplicate copy of notes to be made
				☐ Extend time to complete tests and assignments
				☐ Alter the size, shape or location of the space provided for answers
				☐ Accept keyword responses, instead of complete sentences
				☐ Allow student to type answers or to answer orally, instead of in writing

Source: Calgary Learning Centre, Calgary Alberta. Reproduced with permission of the Calgary Learning Centre.

Accommodations to Consider when Lesson Planning

Name _____ School _____ Grade _____ Date _____ Completed by _____

Methods of Instruction
(general structure or content of lesson)
- ❏ Vary amount of material to be learned
- ❏ Vary amount of material to be practised
- ❏ Vary time for practice activities
- ❏ Use advance organizers
- ❏ Cue student to stay on task, e.g., private signal
- ❏ Use student cueing (e.g., facilitate the student providing cues to the teacher)
- ❏ Repeat directions or have student repeat directions
- ❏ Shorten directions
- ❏ Pair written instructions with oral instructions
- ❏ Use computer-assisted instruction
- ❏ Use visual aids in lesson presentation
- ❏ Other _____

Task/Response
- ❏ Reduce or substitute required assignments
- ❏ Adjust level of in-class assignments to academic level
- ❏ Break long-term assignments into shorter tasks
- ❏ Adjust amount of copying
- ❏ Use strategies to enhance recall; e.g., cues, cloze
- ❏ Provide student with a copy of notes
- ❏ Accept dictated or parent-assisted homework assignments
- ❏ Provide extra assignment time
- ❏ Permit student to print
- ❏ Provide a student buddy for reading
- ❏ Other _____

Materials
- ❏ Modify text materials (e.g., add, adapt, substitute)
- ❏ Make materials self-correcting
- ❏ Highlight important concepts, information and/or passages
- ❏ Use a desktop easel or slant board to raise reading materials
- ❏ Prepare recordings of reading/textbook materials and tasks
- ❏ Provide an extra textbook for home use
- ❏ Allow use of personal word lists and cue cards
- ❏ Increase use of pictures, diagrams and concrete manipulatives
- ❏ Break materials into smaller task units
- ❏ Increase print size in photocopying
- ❏ Use daily homework assignment book
- ❏ Other _____

Organization for Instruction
The student works best:
- ❏ In large group instruction
- ❏ In small group instruction
- ❏ When placed beside an independent learner
- ❏ With individual instruction
- ❏ With peer tutoring
- ❏ With cross-aged tutoring
- ❏ Using independent self-instructional materials
- ❏ In learning centres
- ❏ With preferential seating
- ❏ With allowances for mobility
- ❏ In a quiet space, within the classroom
- ❏ Other _____

Reinforcement Systems
- ❏ Provide immediate reinforcement
- ❏ Give verbal praise for positive behaviour
- ❏ Use tangible reinforcers
- ❏ Send notes home
- ❏ Complete progress charts
- ❏ Allow special activities
- ❏ Instruct student in self-monitoring; e.g., following directions, raising hand to talk
- ❏ Other _____

Assessment and Testing
- ❏ Adjust the test appearance (e.g., margins, spacing)
- ❏ Adjust the test design (e.g., T/F, multiple choice, matching)
- ❏ Adjust to recall with cues, cloze and word lists
- ❏ Vary test administration (e.g., group/individual, open book, make-up tests)
- ❏ Record test questions
- ❏ Select items specific to ability levels
- ❏ Vary amount to be tested
- ❏ Give extra test time
- ❏ Adjust readability of test
- ❏ Allow recorded reports for essays and/or long answers
- ❏ Read test questions
- ❏ Allow use of a scribe or a reader
- ❏ Allow oral exams
- ❏ Other _____

Adapted from Alberta Education, *Teaching Students with Learning Disabilities, Book 6* in the Programming for Students with Special Needs series (Edmonton, AB: Alberta Education, 1996), pp. LD.74-LD.75.

Using Multiple Intelligence Theory to Select Learning Activities

Intelligence	**Students learn best by:**	**Planning questions for teachers**	**Learning aids and activities**
Verbal/Linguistic	Verbalizing, hearing and seeing words	How can I use the spoken or written word?	Creative writing Formal speech Humour or joke telling Impromptu speaking Journal or diary keeping Oral debate Poetry Storytelling or creation Studying written materials Learning and practising new words
Logical/ Mathematical	Conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logical classifications or critical-thinking skills?	Puzzles Logic and pattern games Abstract symbols Formulae, steps or processes Graphic organizers Number sequences Problem solving Counting or sequencing Deciphering codes Finding patterns Forging relationships Outlining
Visual/Spatial	Drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	Active imagination Colour schemes Designs or patterns Mind mapping Creating videos Drawing or guided imagery Painting or drawing Sculpting or modelling
Bodily/Kinesthetic	Dancing, building a model, doing a hands-on activity and moving	How can I involve the whole body or use hands-on experience?	Body language and gestures Body sculpture, tableaus or human graphs Dramatic enactment Martial arts Mime Physical gestures Physical exercises Dancing—folk or creative Inventing Playing sports and games Role playing and mime

Adapted from Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Development of Education, 1996) pp. 226-227. Reproduced with permission of the Nebraska Department of Education.

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
Musical/Rhythmic	Singing, chanting, finding music that illustrates and putting on background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	Music performance Music creation Rhythmic patterns Tonal patterns Vocal sounds and tones Chanting or humming Rapping Listening to music Singing
Interpersonal	Working with another person or group of people	How can I engage students in peer-sharing, cooperative learning or large group simulation?	Peer assessment Collaboration skills Empathy practice Group projects Teamwork/division of labour Cooperative learning Talking person to person Intuiting others' feelings or motives Giving feedback
Intrapersonal	Relating to a personal feeling or inner experience	How can I evoke personal feelings or memories or give students choices?	Self-assessment Reflective writing Independent study Guided imagery Metacognition techniques Silent reflection methods Focusing or concentration skills Thinking strategies Higher-order reasoning Telling about feelings Telling about thinking
Naturalist-Physical	Observing, classifying and appreciating nature	How can I connect students' learning to the physical world?	Field trips Hands-on labs Sensory stimulation Discovering or uncovering Observing or watching Forecasting Caring for plants and animals Comparing Displaying Sorting and classifying Photographing Building environments

Charting Intellectual Characteristics and Behaviours of Gifted Students (example)

This chart has been filled in using examples of students who are gifted. Teachers may wish to use a similar chart to identify behavourial examples of other types of students in order to guide their planning.

Trait or Aptitude	Behavioural Examples of Students who are Gifted
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts, and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems and changes the strategy if it is not working. • Reasons by analogy; that is, compares an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences and explains ideas in complex and unusual ways.

Trait or Aptitude	Behavioural Examples of Students who are Gifted
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives or demands logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what is real from what is not. • Goes off in his or her own direction, rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for his or her own behaviours.

Charting Intellectual Characteristics and Behaviours
(blank chart)

Trait or Aptitude	Behavioural Examples of Students who/with _____
Intellectual Achievement	•
Motivation and Interest	•
Problem-solving Ability	•
Verbal Proficiency	•
Logical Thinking	•
Creativity	•
Other	•

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A Selection of Graphic Organizers

The use of graphic organizers is an instructional strategy that allows students to think creatively while focusing their attention on a specific area of interest. Graphic organizers also activate prior knowledge and help students gather new information. They can be used to launch a field of experience or an activity, and can also be used to build on other language activities in support of language skill development.

Different graphic organizers serve different purposes and their configurations are many. When choosing a particular graphic organizer, it is important to consider: 1) the purpose behind its use, 2) the language requirements needed to maximize linguistic benefits, and 3) its use in further language activities, especially since almost all graphic organizers target written production. In addition, it might be valuable to identify the types of language structures targeted in order to determine which graphic organizer best suits the intended purpose.

The examples below illustrate a select number of graphic organizers that may be used with junior high students.

► *Une échelle* (ladder) or *un continuum* (continuum) may be used to show degrees of difference in a group of related terms. This type of organizer allows for vocabulary expansion, in addition to requiring students to use their sequencing skills.

Example: A continuum can be used to demonstrate the timeline of different verb tenses.

Le passé	**Le présent**	**Le futur**
le passé composé		
l'imparfait	**le passé récent**	**le futur proche** **le futur simple**

► *Une toile d'araignée* (word web) can be used to illustrate various topics related to a central focus. Word webs may be used for brainstorming ideas as well as for developing vocabulary.

Example: After completing a unit on LES SENS, students can create a web of all of the vocabulary learned as a memory strategy. An example of what a word web might look like this:

LES SENS

la vue

les yeux voient :
- les images
- les couleurs
- les gestes
- les expressions
- le mouvement

le goût

la langue goûte
les aliments :
- fades
- salés
- acides
- sucrés
- amers
- épicés

l'ouïe

les oreilles entendent
les sons :
- la musique
- la voix
- le bruit

l'odorat

le nez sent :
- les odeurs
- les arômes
- les parfums

– forts/fortes
– agréables
– désagréables
– épicés/épicées
– appétissants/appétissantes
– affreux/affreuses
– dégoûtants/dégoutantes

le toucher

les doigts touchent un objet
ou une surface :
- lisse
- rugueux/rugueuse
- mou/molle
- gommeux/gommeuse
- dur/dure
- chaud/chaude
- froid/froide

► *Une grille de comparaison* (comparison and contrast chart) allows students to gather information so that they can show differences and similarities between two or more categories of information, such as places, events, people's points of view or lifestyles. Students are given a chart with columns in which the elements for comparison are indicated.

Example: Students in French 10–9Y are studying different painters as part of the LES BEAUX-ARTS field of experience. Students are given a list of painters. To assist them in making comparisons between painters from different times in history, students use a comparison and contrast chart.

Peintres à contraster / Éléments recherchés	Marc Chagall	Edgar Degas
Pays et date de naissance		
Style de peinture		
Techniques employés		
Thèmes de peintures		

EXAMPLE OF STUDENT WORK:

Peintres à contraster / Éléments recherchés	Marc Chagall	Edgar Degas
Pays et date de naissance	*la Russie le 7 juillet 1887*	*la France le 19 juillet 1834*
Style de peinture	*un style bien à lui qui comprenait surtout les influences de l'impressionnisme, du symbolisme et du cubisme*	*le réalisme et l'impressionnisme*
Techniques employés	*gouache, aquarelle, pastels, encre, collage, gravure et vitre*	*huile, aquarelle, craie, pastels, crayon, gravure à l'eau forte et photographie*
Thèmes de peintures	*sujets sont souvent tirés de la bible, de la mythologie et du folklore juif*	*centré sur les théâtres, les cafés, les courses de chevaux et sur les personnes en mouvement surtout les femmes (danseuses, chapelières et blanchisseuses)*

As an extension activity, students are divided into groups of four and they share orally their research. As a follow-up activity, students can create a collage of examples of the works of the painters that they discussed as a group.

►*Une chaîne graphique* (chain diagram) allows students to gather information in a sequential fashion. This type of graphic organizer is useful for identifying main events in chronological order or steps in a procedure, such as how to clean grass stain. The chain can be comprised of three to six vertical squares or for the purposes of summarizing the key events in a story, or, it can be comprised of three chains in which the categories of "beginning," "middle" and "end" may be used.

Example: Students in French 30–9Y are working on the subfield of experience related to job seeking. Before students read information on how to look for a job, they are asked to use the chain diagram to indicate what the steps may be in obtaining a job. Students are given a list of steps out of order and are asked to rearrange them, underling key words used in the decision-making process. The following is a possible example of what students might be able to produce.

Les étapes pour se trouver un emploi

Il faut faire un <u>test</u> d'aptitude pour identifier <u>ses qualités et ses habiletés.</u>

↓

Il faut <u>lire</u> des <u>offres d'emploi</u>.

↓

Il faut <u>choisir</u> un <u>emploi</u>.

↓

Il faut <u>préparer</u> son <u>curriculum vitae.</u>

↓

Il faut <u>poser</u> sa <u>candidature en remplissant un formulaire d'emploi et en soumettant son CV et une lettre d'introduction.</u>

↓

Il faut <u>attendre</u> la <u>convocation pour une entrevue.</u>

Students now use the graphic organizer to discuss their personal experiences in job seeking and to confirm whether or not they followed this process when searching for a part-time job. Students could then use the information in the graphic organizer to give advice to future job seekers.

►*La balance* (scales) allows students to classify information (facts, ideas, values) in order to make judgements that are balanced. To use this graphic organizer, a topic is chosen that allows for a criterion that can be divided into two items. Students list the ideas that come to mind as they pertain to the topic at hand.

Example: In the French 10–9Y, students are given an opportunity to reflect on the advantages and disadvantages of travelling alone. Students use the scales graphic organizer to brainstorm ideas before discussing them as a class or in small groups

Quels sont les avantages et les inconvénients de voyager seul?

avantages   inconvénients

– *On peut se faire de nouveaux amis.*
– *On peut décider ce qu'on veut faire sans demander à qui que ce soit.*
– *On a plus de flexibilité dans son emploi de temps et le choix d'activités et d'excursions.*

– *On n'a quelqu'un avec qui parler et partager les visites et les repas.*
– *On doit payer toutes les dépenses.*
– *Si on ne parle pas la langue et on tombe malade, on est seul pour se trouver de l'aide.*

Using the information in the graphic organizer, students can now present their opinions on the subject. Students can keep track of how many classmates have come up with similar ideas.

►*Une grille de questionnement* (Question Matrix) allows students to compare and contrast attributes, qualities or characteristics. This type of graphic organizer permits students to organize their ideas based on the questions asked.

Example: Students in French 20–9Y are carrying out activities related to the subfield LES CHOIX DES CONSOMMATEURS. Students first carry out an activity in which they compare two computer stores in order to determine which one is a better choice.

Questions	Magasin 1	Magasin 2
Quels sont leurs produits et/ou services offert?	– *ordinateurs et portatifs* – *claviers* – *câbles* – *accessoires pour ordinateur* – *imprimantes* – *services de réparation* – *services de dépannage 24 h sur 24, 7 jours sur 7*	– *ordinateurs et portatifs* – *claviers* – *câbles* – *accessoires pour ordinateur* – *imprimantes* – *baladeurs à disque dur* – *DVD et CD-ROM* – *logiciels* – *jeux d'ordinateur* – *magasin virtuel*

Questions	Magasin 1	Magasin 2
Quelles sont les types de paiement acceptés par le magasin?	– *au comptant/en argent liquide* – *par carte-cadeau* – *par carte de crédit* – *par carte de débit* – *par chèque-cadeau* – *par bon de commande*	– *au comptant/en argent liquide* – *en ligne* – *par carte-cadeau* – *par carte de crédit* – *par carte de débit* – *par chèque-cadeau*
Ont-ils un bureau de service à la clientèle?	– *au magasin et au centre d'appels*	– *au magasin et en ligne*
Quelle est la politique de remboursement ou d'échange de marchandise?	*100 % de remboursement, 14 jours pour toute marchandise avec le reçu original. Si le client dépasse les 14 jours, il reçoit un échange pour la marchandise défectueuse ou une carte-cadeau pour un futur achat.*	*Pour tout achat, seule la marchandise défectueuse peut être échangée pour le même produit. Toute transaction d'échange requiert le reçu original. Les frais d'expédition originaux ne sont pas remboursables.*
Y a-t-il une politique de concurrence de prix?	– *Oui, ils offrent un escompte de 10 % sur la différence de tout prix annoncé.* – *Si le produit est en solde après son achat, le client reçoit la différence plus 10 %.*	– *Non, ils n'ont pas de politique.*

Students now use the information to compare how the two stores are similar and different and what precautions the consumer should take when purchasing products from either store. This can lead to a discussion on the importance of "shopping around before making a significant purchase."

►*Le diagramme de Venn* (Venn diagram), made up of two or three overlapping circles, allows students to compare and contrast attributes, characteristics or facts visually so as to be able to arrive at commonalities.

Example: Students in French 20—9Y are to discuss the qualities they look for in a friend. To facilitate the discussion, students are given a Venn diagram to brainstorm their ideas. They share their ideas with a partner and fill in their partner's responses. They then look for their common qualities and write their common thoughts in the centre circle. Their Venn diagram might look like this:

Les qualités que je cherche chez un ami/une amie

Les qualités d'un ami/une amie cherchées par mon/ma camarade de classe

Pour moi, un bon ami/
une bonne amie est
quelqu'un qui…
- *sait écouter*
- *sait garder tes secrets*
- *a un bon sens d'humour*
- *a beaucoup de courage*

- *sait écouter*
- *a un bon sens d'humour*

Pour moi, un bon ami/
une bonne amie est
quelqu'un qui…
- *est responsable*
- *est patient/patiente*
- *est modeste*
- *sait écouter*
- *a un bon sens d'humour*

As a pair, students would then use the common points to create a poem on what is a best friend.

►*Le poisson* (The Fishbone) is a graphic organizer that allows students to gather, sequence and/or summarize information and is based on the five question words. This graphic organizer can be used to gather information orally, such as in an interview or for culling information from a text such as a newspaper or magazine article.

QUI?   QUOI?   QUAND?

Sujet :

OÙ?   POURQUOI?   COMMENT?

Example: Students working on the media unit might be asked to listen to the news off of a French-language radio station on the Internet. They would use the graphic organizer to identify the key information given in one news story.

QUI?	QUOI?	QUAND?
deux jeunes hommes de l'Allemagne - un âgé de 25 ans - l'autre de 36 ans - amis	- des avalanches qui sont très dangereuses en hiver à cause des grandes bordées de neige	- la fin de semaine dernière - à 16 h 30 - une journée ensoleillée

Sujet : **Les avalanches dans les montagnes Rocheuses**

- en Colombie-Britanique - en arrière-pays	- ils faisaient de la raquette quand l'avalanche les a ensevelis	- même si les gens sont informés des risques des avalanches, ils ne les écoutent pas - c'était le cas ici
OÙ?	POURQUOI?	COMMENT?

The activity can now be extended in such a way that students can use the information to debate whether avalanches can dissuade travelers from coming to Canada to ski and whether or not provincial governments should enact regulations regarding skiing in these high-risk areas.

Reference Sources:
http://www.carla.umn.edu/cobaltt/modules/strategies/gorganizers/index.html
http://www.enchantedlearning.com/graphicorganizers/

Various Instruments Related to Differentiated Instruction

Accommodations and Adaptations to Consider When Differentiating Instruction

As teachers design learning activities, they should consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations necessary for success.

Key Concepts

☐ Identify the key concepts of the learning activity.

☐ Consider how the activity has been designed to motivate and engage student interest.

☐ Determine how to present an overview of the learning activity.

☐ Ensure the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.

☐ Incorporate opportunities to make connections between what the students know and what they are learning.

Outcomes

☐ Determine outcomes students can reasonably accomplish.

☐ Select fewer outcomes, partial outcomes or outcomes from a different grade level, if necessary.

☐ Determine what the students will be able to demonstrate as a result of this learning activity.

☐ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or a portion of the outcomes.

Learning Activities

☐ Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

☐ Decide how students will apply their learning.

☐ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.

☐ Present and support key concepts and instructions, using demonstration, oral and written steps and exemplars of completed assignments.

☐ Break down assignments or tasks into smaller, more manageable parts.

☐ Give clear, concrete instructions.

☐ Provide a visual reference of the sequence of key steps for completing the assignment.

☐ Provide a checklist of assignment parts for students to self-monitor as tasks are completed.

☐ Support written instructions with picture prompts or highlight directions, using a colour-coding system.

☐ Tape record directions or lectures for playback.

☐ Repeat instructions.

☐ Have students recall instructions in sequence.

☐ Model and demonstrate to ensure understanding of directions.

☐ Highlight key points of the lesson, orally and visually.

☐ Check in with students regularly to ensure task understanding and to provide feedback and clarification on specific aspects of the assignment.

☐ Select extension activities that will reinforce and extend learning.

☐ Write assignments and homework on a chart or blackboard. Ensure that students write down assignments in their agendas.

☐ Help students stay on task by employing a cueing strategy.

☐ Consider how the students will be organized for instruction and select the type of grouping that will be most effective (e.g., partner, small group, large group).

☐ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on learning profile, interest, readiness or need, depending on the end goal.

Resources

☐ Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

☐ Locate necessary materials and resources to support different reading levels, learning styles and student needs.

☐ Consider using a graphic organizer to present information.

☐ Prepare resources to assist students with learning difficulties.

☐ Rewrite materials at a lower reading level.

☐ Provide an advance organizer for note-taking; e.g., fill-in-the-blank, cloze style.

☐ Highlight passages of text.

☐ Reformat handouts and tests, as necessary. For example, provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print or increase spacing between lines of print.

☐ Determine Web-based supports (e.g., simulations).

☐ Ensure that students have the assistive tools and devices required to support their learning style or needs:

☐ highlighters, calculators, post-it notes, ruler, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk

☐ a copy of the lecture notes

☐ enlarged or reduced text

☐ scribe

☐ tape recording

☐ picture prompts

☐ manipulatives

☐ overlays

☐ computers.

Timelines

☐ Determine an approximate timeline for the learning activity.

☐ Determine whether there is a need to compact or extend the study, based on student interest or needs.

☐ Consider the pace of the learning activity and the needs of the students.

☐ Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.

☐ Prepare an assignment sheet with task increments and a timeline to guide students' completion of the assignment.

☐ Provide opportunities for frequent breaks, if necessary.

☐ Provide time warnings for task completion.

☐ Extend deadlines for those students who require more time to complete assignments.

Assessment

☐ Decide what evidence will show whether the students have achieved the outcomes.

☐ Determine the best way for students to demonstrate their learning.

☐ Provide assessment options for students to show what they know.

☐ Make necessary preparations for alternative testing procedures, resources and materials.
  Does the student need:
  ☐ a tape recording of the assignment or test?
  ☐ a scribe to write down his or her ideas or answers?
  ☐ the assignment or test questions read aloud?
  ☐ a time extension?
  ☐ fewer questions?

☐ Record important assignments and test due dates on a master calendar and have students transpose these dates into their agendas.

☐ Show students how to plan for longer assignments by back-planning on a calendar.

☐ Show students how to study for an upcoming test.

☐ Provide students with a study guide of important skills and concepts.

☐ Determine the focus of the assessment.
  For example, if students are to be assessed solely on their understanding of content, they should not be penalized for spelling errors or missing punctuation.

☐ Select or develop rubrics, exemplars and checklists to support student assessment.

☐ Provide immediate, specific and constructive feedback.

☐ Emphasize the quality of work and perseverance, rather than the quantity of work.

☐ Provide opportunities for student self-reflection and self-assessment.

☐ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.

☐ Share assignment criteria lists, checklists, standards and exemplars with students.

Academic/Instructional Accommodations (by Special Learning Need)

Name _____ School _____ Grade _____ Date _____ Completed by _____

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine & Gross Motor Difficulties

☐ Use less difficult/alternative reading material
☐ Reduce amount of reading required
☐ Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets)
☐ Set time limits for specific task completion
☐ Enlarge text of worksheets and reading materials
☐ Extend time to complete tests and assignments
☐ Use large print editions of tests
☐ Read test items aloud to student
☐ Read standard directions several times at start of exam
☐ Record directions
☐ Use assistive technology (e.g., optical character recognition system, books on tape/CD, screen readers)
	☐ Reduce volume of work
	☐ Break long-term assignments into manageable tasks
	☐ Extend time for completing assignments
	☐ Offer alternative assignments
	☐ Allow student to work on homework while at school
	☐ Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets)
	☐ Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing)
	☐ Waive spelling, punctuation and paragraphing requirements
	☐ Accept keyword responses, instead of complete sentences
	☐ Use assistive technology (e.g., word processor, spell-check device, grammar-check device, text-to-speech software)
		☐ Provide alternative seating
		  – near teacher
		  – facing teacher
		  – at front of class, between well-focused students and away from distractions
		☐ Provide additional or personal work space (e.g., quiet area for study, extra seat or table, time-out spot, study carrels)
		☐ Permit movement during class activities and testing sessions
		☐ Provide directions, in written form,
		  – on board
		  – on worksheets
		  – copied in assignment book by student
		☐ Set time limits for specific task completion
		☐ Extend time to complete tests and assignments
		☐ Allow student to take breaks during tests
		☐ Use multiple testing sessions for longer tests
		☐ Use place markers, special paper, graph paper or writing templates to allow student to maintain position better or to focus attention
		☐ Provide cues; e.g., arrows and stop signs on worksheets and tests
		☐ Provide a quiet, distraction-free area for testing
		☐ Allow student to wear noise buffer device, such as headphones, to screen out distracting sounds
		☐ Provide checklists for long, detailed assignments
			☐ Provide a written outline
			☐ Provide directions in written form (e.g., on board, on worksheets, copied in assignment book by student)
			☐ Provide a specific process for turning in completed assignments
			☐ Provide checklists for long, detailed assignments
			☐ Read and discuss standard directions several times at the start of exams
			☐ Provide cues; e.g., arrows and stop signs on worksheets and tests
			☐ Allow student to use reference aids (e.g., dictionary, word processor, vocabulary cue card)
				☐ Use assistive and adaptive devices (e.g., slant boards/desktop easels) to display written material
				  – pencil or pen adapted in size or grip diameter
				  – alternative keyboards
				  – portable word processor
				☐ Set realistic and mutually agreed-upon expectations for neatness
				☐ Reduce or eliminate the need to copy from a text or board
				  – provide copies of notes
				  – permit student to photocopy a peer's notes
				  – provide carbon/NCR paper to a peer to allow a duplicate copy of notes to be made
				☐ Extend time to complete tests and assignments
				☐ Alter the size, shape or location of the space provided for answers
				☐ Accept keyword responses, instead of complete sentences
				☐ Allow student to type answers or to answer orally, instead of in writing

Source: Calgary Learning Centre, Calgary Alberta. Reproduced with permission of the Calgary Learning Centre.

Accommodations to Consider when Lesson Planning

Name _____ School _____ Grade _____ Date _____ Completed by _____

Methods of Instruction

(general structure or content of lesson)

❑ Vary amount of material to be learned

❑ Vary amount of material to be practised

❑ Vary time for practice activities

❑ Use advance organizers

❑ Cue student to stay on task, e.g., private signal

❑ Use student cueing (e.g., facilitate the student providing cues to the teacher)

❑ Repeat directions or have student repeat directions

❑ Shorten directions

❑ Pair written instructions with oral instructions

❑ Use computer-assisted instruction

❑ Use visual aids in lesson presentation

❑ Other _____

Task/Response

❑ Reduce or substitute required assignments

❑ Adjust level of in-class assignments to academic level

❑ Break long-term assignments into shorter tasks

❑ Adjust amount of copying

❑ Use strategies to enhance recall; e.g., cues, cloze

❑ Provide student with a copy of notes

❑ Accept dictated or parent-assisted homework assignments

❑ Provide extra assignment time

❑ Permit student to print

❑ Provide a student buddy for reading

❑ Other _____

Materials

❑ Modify text materials (e.g., add, adapt, substitute)

❑ Make materials self-correcting

❑ Highlight important concepts, information and/or passages

❑ Use a desktop easel or slant board to raise reading materials

❑ Prepare recordings of reading/textbook materials and tasks

❑ Provide an extra textbook for home use

❑ Allow use of personal word lists and cue cards

❑ Increase use of pictures, diagrams and concrete manipulatives

❑ Break materials into smaller task units

❑ Increase print size in photocopying

❑ Use daily homework assignment book

❑ Other _____

Organization for Instruction

The student works best:

❑ In large group instruction

❑ In small group instruction

❑ When placed beside an independent learner

❑ With individual instruction

❑ With peer tutoring

❑ With cross-aged tutoring

❑ Using independent self-instructional materials

❑ In learning centres

❑ With preferential seating

❑ With allowances for mobility

❑ In a quiet space, within the classroom

❑ Other _____

Reinforcement Systems

❑ Provide immediate reinforcement

❑ Give verbal praise for positive behaviour

❑ Use tangible reinforcers

❑ Send notes home

❑ Complete progress charts

❑ Allow special activities

❑ Instruct student in self-monitoring; e.g., following directions, raising hand to talk

❑ Other _____

Assessment and Testing

❑ Adjust the test appearance (e.g., margins, spacing)

❑ Adjust the test design (e.g., T/F, multiple choice, matching)

❑ Adjust to recall with cues, cloze and word lists

❑ Vary test administration (e.g., group/individual, open book, make-up tests)

❑ Record test questions

❑ Select items specific to ability levels

❑ Vary amount to be tested

❑ Give extra test time

❑ Adjust readability of test

❑ Allow recorded reports for essays and/or long answers

❑ Read test questions

❑ Allow use of a scribe or a reader

❑ Allow oral exams

❑ Other _____

Adapted from Alberta Education, *Teaching Students with Learning Disabilities, Book 6* in the Programming for Students with Special Needs series (Edmonton, AB: Alberta Education, 1996), pp. LD.74-LD.75.

Using Multiple Intelligence Theory to Select Learning Activities

Intelligence	**Students learn best by:**	**Planning questions for teachers**	**Learning aids and activities**
Verbal/Linguistic	Verbalizing, hearing and seeing words	How can I use the spoken or written word?	Creative writing Formal speech Humour or joke telling Impromptu speaking Journal or diary keeping Oral debate Poetry Storytelling or creation Studying written materials Learning and practising new words
Logical/ Mathematical	Conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logical classifications or critical-thinking skills?	Puzzles Logic and pattern games Abstract symbols Formulae, steps or processes Graphic organizers Number sequences Problem solving Counting or sequencing Deciphering codes Finding patterns Forging relationships Outlining
Visual/Spatial	Drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	Active imagination Colour schemes Designs or patterns Mind mapping Creating videos Drawing or guided imagery Painting or drawing Sculpting or modelling
Bodily/Kinesthetic	Dancing, building a model, doing a hands-on activity and moving	How can I involve the whole body or use hands-on experience?	Body language and gestures Body sculpture, tableaus or human graphs Dramatic enactment Martial arts Mime Physical gestures Physical exercises Dancing—folk or creative Inventing Playing sports and games Role playing and mime

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
Musical/Rhythmic	Singing, chanting, finding music that illustrates and putting on background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	Music performance Music creation Rhythmic patterns Tonal patterns Vocal sounds and tones Chanting or humming Rapping Listening to music Singing
Interpersonal	Working with another person or group of people	How can I engage students in peer-sharing, cooperative learning or large group simulation?	Peer assessment Collaboration skills Empathy practice Group projects Teamwork/division of labour Cooperative learning Talking person to person Intuiting others' feelings or motives Giving feedback
Intrapersonal	Relating to a personal feeling or inner experience	How can I evoke personal feelings or memories or give students choices?	Self-assessment Reflective writing Independent study Guided imagery Metacognition techniques Silent reflection methods Focusing or concentration skills Thinking strategies Higher-order reasoning Telling about feelings Telling about thinking
Naturalist-Physical	Observing, classifying and appreciating nature	How can I connect students' learning to the physical world?	Field trips Hands-on labs Sensory stimulation Discovering or uncovering Observing or watching Forecasting Caring for plants and animals Comparing Displaying Sorting and classifying Photographing Building environments

Charting Intellectual Characteristics and Behaviours of Gifted Students (example)

This chart has been filled in using examples of students who are gifted. Teachers may wish to use a similar chart to identify behavourial examples of other types of students in order to guide their planning.

Trait or Aptitude	Behavioural Examples of Students who are Gifted
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts, and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems and changes the strategy if it is not working. • Reasons by analogy; that is, compares an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences and explains ideas in complex and unusual ways.

Trait or Aptitude	Behavioural Examples of Students who are Gifted
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives or demands logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what is real from what is not. • Goes off in his or her own direction, rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for his or her own behaviours.

Charting Intellectual Characteristics and Behaviours
(blank chart)

Trait or Aptitude	Behavioural Examples of Students who/with _____
Intellectual Achievement	•
Motivation and Interest	•
Problem-solving Ability	•
Verbal Proficiency	•
Logical Thinking	•
Creativity	•
Other	•

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Selected Assessment Instruments

Assessment *as* Learning – Instruments for Student Self-assessment

Note: The English versions of these instruments can be found in the *Nine-year French as a Second Language – Guide to Implementation – Grade 7 to Grade 9.*

Assessment *for* Learning and Assessment *of* Learning

Teacher Self-Assessment

Grille d'autoévaluation pour des stratégies de compréhension orale

Nom : _____   Date : _____

Coche la case qui s'applique le plus à toi.

Stratégies de compréhension orale	Tout le temps	La plupart du temps	De temps en temps	Pas du tout
– J'utilise mes expériences pour prédire ce que je pense entendre durant la conversation ou la présentation.	❑	❑	❑	❑
– J'utilise la situation pour faire des prédictions sur ce que je pense entendre.	❑	❑	❑	❑
– Je vérifie mes prédictions afin de pouvoir évaluer ma capacité d'anticiper ce que je pensais entendre.	❑	❑	❑	❑
– Pendant que j'écoute, j'utilise la situation pour m'aider à mieux comprendre.	❑	❑	❑	❑
– Pendant que j'écoute, j'observe les gestes et les expressions faciales des gens pour m'aider à mieux comprendre.	❑	❑	❑	❑
– Pendant que j'écoute, j'essaie d'utiliser des indices visuels tels que des photos ou des illustrations pour m'aider à mieux comprendre, si possible.	❑	❑	❑	❑
– Pendant que j'écoute, je me concentre sur les mots que je connais et j'ignore ceux que je ne connais pas.	❑	❑	❑	❑
– Pendant que j'écoute, j'utilise les mots que je connais pour deviner le sens des mots inconnus.	❑	❑	❑	❑
– Pendant que j'écoute, je me concentre sur les mots qui ressemblent à l'anglais pour m'aider à mieux comprendre.	❑	❑	❑	❑
– Pendant que j'écoute, je me concentre sur la manière dont les personnes parlent en utilisant l'intonation de leur voix pour m'aider à mieux comprendre.	❑	❑	❑	❑
– Quand j'écoute quelque chose pour la première fois, j'essaie de saisir les idées principales pour avoir un sens de ce qui a été dit.	❑	❑	❑	❑
– Quand j'écoute quelque chose la deuxième fois, j'essaie de comprendre plus de détails reliés aux idées principales.	❑	❑	❑	❑
– Si je ne comprends pas ce qui a été dit, je pose des questions.	❑	❑	❑	❑
– Je prends le risque d'écouter de nouveaux textes en français.	❑	❑	❑	❑
– J'essaie de m'encourager afin de me préparer pour une activité d'écoute.	❑	❑	❑	❑

Grille d'autoévaluation pour des stratégies de production orale

Nom : _____   Date : _____

Coche la case qui s'applique le plus à toi.

Stratégies de production orale	Tout le temps	La plupart du temps	De temps en temps	Pas du tout
– J'utilise des modèles de textes oraux pour m'aider à dresser une liste d'idées.	❐	❐	❐	❐
– J'utilise des modèles de textes oraux pour analyser la structures de ces textes.	❐	❐	❐	❐
– J'utilise des modèles de textes pour m'aider à développer mes propres messages oraux.	❐	❐	❐	❐
– Je prépare une ébauche de mon message oral.	❐	❐	❐	❐
– Je développe du matériel de référence personnel pour m'aider à préparer mes messages.	❐	❐	❐	❐
– J'utilise mes connaissances des situations semblables pour formuler mes messages.	❐	❐	❐	❐
– Je répète mon message, à haute voix ou en silence, pour m'entraîner.	❐	❐	❐	❐
– Je prends le risque de dire quelque chose en français même si je ne suis pas certain/certaine de le dire correctement.	❐	❐	❐	❐
– Je trouve une autre façon de communiquer mon message s'il n'est pas compris par quelqu'un d'autre.	❐	❐	❐	❐
– J'utilise des expressions faciales ou le mime pour faire passer mon message, si je n'ai pas les mots en français qu'il me faut.	❐	❐	❐	❐
– Je demande de l'aide si je ne peux pas faire passer mon message.	❐	❐	❐	❐
– J'accepte de commettre des erreurs en français lorsque je parle et que ceci est une étape naturelle de l'apprentissage de la langue.	❐	❐	❐	❐
– J'accepte les corrections de mon enseignant/ enseignante et d'autres pour améliorer mon français à l'oral.	❐	❐	❐	❐
– J'essaie de m'encourager afin de me préparer pour une activité de production orale.	❐	❐	❐	❐

Grille d'autoévaluation pour des stratégies de compréhension écrite

Nom : _____   Date : _____

Coche la case qui s'applique le plus à toi.

Stratégies de comprehension écrite	Tout le temps	La plupart du temps	De temps en temps	Pas du tout
– J'utilise mes expériences pour prédire ce que je pense lire dans un texte écrit.	☐	☐	☐	☐
– J'utilise la situation pour faire des prédictions sur ce que je pense lire dans le texte écrit.	☐	☐	☐	☐
– Je vérifie mes prédictions afin de pouvoir évaluer ma capacité d'anticiper ce que je pensais lire dans le texte écrit.	☐	☐	☐	☐
– Avant de commencer à lire, j'utilise le titre et les sous-titres pour guider ma lecture.	☐	☐	☐	☐
– Pendant que je lis, j'utilise la situation pour m'aider à mieux comprendre.	☐	☐	☐	☐
– Pendant que je lis, j'essaie d'utiliser des indices visuels tels que les photos et les illustrations pour m'aider à mieux comprendre le message.	☐	☐	☐	☐
– Pendant que je lis, je me concentre sur les mots que je connais et j'ignore ceux que je ne connais pas.	☐	☐	☐	☐
– Pendant que je lis, j'utilise les mots que je connais pour deviner le sens des mots inconnus.	☐	☐	☐	☐
– Pendant que je lis, je me concentre sur les mots qui ressemblent à l'anglais pour m'aider à mieux comprendre.	☐	☐	☐	☐
– Pendant que je lis, je note les mots que je ne comprends pas et je les cherche dans un dictionnaire après.	☐	☐	☐	☐
– Quand je lis quelque chose pour la première fois, j'essaie de saisir les idées principales pour avoir un sens de ce qui a été dit.	☐	☐	☐	☐
– Quand je lis quelque chose la deuxième fois, j'essaie de comprendre plus de détails reliés aux idées principales.	☐	☐	☐	☐
– Si je ne comprends pas ce que j'ai lu, je pose des questions.	☐	☐	☐	☐
– Je prends le risque de lire de nouveaux textes en français.	☐	☐	☐	☐
– J'essaie de m'encourager afin de me préparer pour une activité de lecture.	☐	☐	☐	☐

Grille d'autoévaluation pour des stratégies de production écrite

Nom : _____   **Date :** _____

Coche la case qui s'applique le plus à toi.

Stratégies de production écrite	Tout le temps	La plupart du temps	De temps en temps	Pas du tout
– J'utilise des modèles de textes écrits pour m'aider à dresser une liste d'idées.	❑	❑	❑	❑
– J'utilise des modèles de textes écrits pour analyser la structures de ces textes.	❑	❑	❑	❑
– J'utilise des modèles de textes pour m'aider à développer mes propres messages écrits.	❑	❑	❑	❑
– Je mets en évidence mes connaissances des types de textes pour suivre leur format et le genre de contenu.	❑	❑	❑	❑
– J'utilise des ressources disponibles telles que des dictionnaires, des listes de vocabulaire, des tableaux de verbes pour m'aider à écrire mes messages.	❑	❑	❑	❑
– J'essaie d'utiliser de nouveaux mots ou expressions dans mes textes écrits quand je peux le faire.	❑	❑	❑	❑
– J'utilise du matériel personnel de référence pour m'aider à préparer mon message écrit.	❑	❑	❑	❑
– Je prépare une ébauche de mon message écrit.	❑	❑	❑	❑
– J'utilise une liste de contrôle pour m'assurer que j'ai inclus tout ce qu'il me faut dans mon message écrit.	❑	❑	❑	❑
– J'utilise un dictionnaire ou d'autre matériel de référence pour vérifier que j'ai bien épelé les mots employés.	❑	❑	❑	❑
– Je corrige mes textes écrits.	❑	❑	❑	❑
– Je prépare une bonne copie de mon texte écrit.	❑	❑	❑	❑
– Je prends le risque d'écrire quelque chose en français même si je ne suis pas certain/certaine de le dire correctement.	❑	❑	❑	❑
– J'accepte de commettre des erreurs en français lorsque j'écris et que ceci est une étape naturelle de l'apprentissage de la langue.	❑	❑	❑	❑
– J'essaie de m'encourager afin de me préparer pour une activité de production écrite.	❑	❑	❑	❑

Suggestions de questions/phrases de réflexion pour un Journal de bord

PAR RAPPORT AUX MOMENTS DANS LA LEÇON

Au début de la leçon	Quelles sont mes questions d'hier? Deux idées importantes des discussions d'hier…
Au milieu de la leçon	Sur quoi est-ce que je veux en savoir plus? Comment est-ce que ceci est comme quelque chose d'autre? Est-ce facile ou difficile pour moi? Pourquoi?
À la fin de la leçon	Quelque chose que j'ai entendu pendant la leçon qui m'a surpris est… Comment puis-je utiliser ceci à l'extérieur de mon cours de français?

COMME UN SUIVI À UNE EXPÉRIENCE D'APPRENTISSAGE EN PARTICULIER

Un retour sur l'expérience	Quelles activités a-t-on réalisées? Qu'est-ce que j'ai appris? Quel est le rapport entre ce que j'ai appris en classe et le monde à l'extérieur de l'école?
Un regard sur l'expérience	Qu'est-ce que j'ai aimé ou je n'ai pas aimé de ce que je viens d'avoir comme expérience d'apprentissage? Comment est-ce que ce je me sens par rapport à ce que j'ai appris? Quels sont mes questions ou mes craintes par rapport à ce que nous avons fait en classe?
À l'avenir	Sur quoi est-ce que j'aimerais en apprendre plus? Quel but est-ce que j'aimerais me fixer? De quelle manière est-ce que ce que j'ai appris pourrait m'aider à l'avenir?

Liste de vérification par des pairs pour la réalisation d'une tâche

Noms : _____   Date : _____

_____   Tâche : _____

Dans la préparation de notre ébauche, nous avons…	OUI	NON
►utilisé la page de planification	◯	◯
►indiqué	◯	◯
►inclu	◯	◯
►identifié	◯	◯
►employé	◯	◯
►vérifié	◯	◯

Note: Generic, to be customized by including task-specific criteria

Réflexions sur une tâche, un projet ou une présentation

Nom : _____Date : _____

Activité ou tâche : _____

Préparation

Pour créer mon message, j'ai…

☐ suivi un modèle.

☐ préparé une ébauche.

☐ demandé à un/une camarade de classe de lire mon ébauche et de me donner de la rétroaction.

☐ vérifié soigneusement mon texte en utilisant du matériel de référence.

Pour m'entraîner, j'ai…

☐ lu le texte à haute voix à moi-même, en essayant de ne pas me référer au texte.

☐ lu le texte à haute voix devant un miroir chez moi.

☐ lu mon texte devant des personnes que je connais.

Présentation

Lors de ma présentation, j'ai…

☐ essayé de soutenir le regard de mes auditeurs.

☐ parlé clairement.

☐ vérifié si tout le monde pouvait m'entendre et me comprendre.

Retour sur l'expérience :

Qu'est-ce qui s'est bien passé? _____

_____

_____

Qu'est-ce qui m'a causé des ennuis? _____

_____

_____

Qu'est-ce que je ferais de la même manière la prochaine fois? _____

_____

_____

Qu'est-ce que je ferais différemment la prochaine fois? _____

_____

Generic Observational Rating Scale
(for interactive oral activities)

Criteria*	1. demonstrates understanding of main ideas and some details 2. expresses oral messages that are comprehensible 3. uses available models 4. applies appropriate linguistic elements to the situation 5. uses correct pronunciation of known words 6. uses alternate ways to get the message across		
Student Name	**Criterion No.___**	**Criterion No.___**	**Criterion No.___**
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
	NO WH WE	NO WH WE	NO WH WE
Circle One:	NO = Not Observed	WH = With Hesitation	WE = With Ease
Observation Date Range: from _____ to _____			

---

* Select possible criteria, maximum three per observation.
Names are filled in as the teacher circulates. The observation is completed over the course of several class periods, each time students engage in a similar interactive activity.

Generic Observational Rating Scale
(for group activities)

Criteria*	1. follows directions, stays on task 2. takes risks to communicate in French as much as possible 3. accepts correction as a means of improving 4. uses the resources available in the classroom 5. finds ways to get his/her message across								
Student Name	Criterion No. ___			Criterion No. ___			Criterion No. ___		
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM
	NO	OO	OM	NO	OO	OM	NO	OO	OM

Circle One: NO = Not Observed WH = With Hesitation WE = With Ease

Observation Date Range: from _____ to _____

---

* Select possible criteria, maximum three per observation.

Names are filled in as the teacher circulates. The observation is completed over the course of several class periods, each time students engage in a similar interactive activity.

Grille de rétroaction pour la compréhension orale

Nom : _____   **Date :** _____

Tâche de compréhension orale : _____

○ *Fantastique!* Tu as correctement identifié **tous** les détails donnés dans le texte audio.

○ *Très bien!* Tu as correctement identifié **presque tous** les détails donnés dans le texte audio.

○ *Bien!* Tu as correctement identifié **la plupart** des détails donnés dans le texte audio.

○ *Assez bien!* Tu as correctement identifié **la moitié** des détails donnés dans le texte audio.

○ *Attention!* Tu as correctement identifié **très peu** des détails donnés dans le texte audio.

Autres commentaires :

✂---

Grille de rétroaction pour la compréhension orale

Nom : _____   **Date :** _____

Tâche de compréhension orale : _____

○ *Fantastique!* Tu as correctement identifié **tous** les détails donnés dans le texte audio.

○ *Très bien!* Tu as correctement identifié **presque tous** les détails donnés dans le texte audio.

○ *Bien!* Tu as correctement identifié **la plupart** des détails donnés dans le texte audio.

○ *Assez bien!* Tu as correctement identifié **la moitié** des détails donnés dans le texte audio.

○ *Attention!* Tu as correctement identifié **très peu** des détails donnés dans le texte audio.

Autres commentaires :

Grille de rétroaction pour la compréhension écrite
(à personnaliser selon la tâche à accomplir)

Nom : _____   Date : _____

Tâche de compréhension écrite : _____

○ *Bravo!* Tu as pu repérer **tous** les ____ détails du texte écrit par rapport aux directives données.

○ *Bien!* Tu as pu repérer **la plupart** des ____ détails du texte écrit par rapport aux directives données.

○ *Assez bien!* Tu as pu repérer **la moitié** des ____ détails du texte écrit par rapport aux directives données.

○ *Attention!* Tu as pu repérer **très peu** des ____détails du texte écrit par rapport aux directives données.

SUGGESTIONS POUR AMÉLIORER TA COMPRÉHENSION ÉCRITE :

✂ --

Exemple d'une grille descriptive pour la production orale

(à personnaliser selon la tâche à accomplir)

Nom : _____ **Date :** _____

Tâche : _____

Critères d'évaluation	Excellent travail!	Bon travail!	Demande plus d'effort!
Contenu du message (insérer le contenu requis ici)	Tu as inclus tous les éléments demandés pour accomplir la tâche et le message était compréhensible.	Tu as inclus la plupart des éléments demandés pour accomplir la tâche et le message était compréhensible.	Tu as inclus très peu des éléments demandés pour accomplir la tâche et le message était parfois difficile à comprendre.
Connaissance et utilisation du vocabulaire	Tu as utilisé une variété de mots/d'expressions appropriés à la tâche pour communiquer un message très riche.	Tu as utilisé un bon nombre de mots appropriés à la tâche pour bien communiquer le message.	Tu as utilisé, de façon très limitée, un nombre de mots qui parfois n'étaient pas appropriés ni à la tâche ni au message.
Utilisation des éléments linguistiques (insérer les éléments requis ici)	Tu as utilisé correctement tous les éléments linguistiques identifiés pour la tâche.	Tu as utilisé correctement la plupart des éléments linguistiques identifiés pour la tâche.	Tu as utilisé correctement très peu des éléments linguistiques identifiés pour la tâche.
Utilisation des éléments sociolinguistiques/notions culturels (insérer les éléments requis ici)	Tu as utilisé correctement tous les éléments sociolinguistiques/notions culturels identifiés pour la tâche.	Tu as utilisé correctement la plupart des éléments sociolinguistiques/ notions culturels identifiés pour la tâche.	Tu as utilisé correctement très peu des éléments sociolinguistiques/ notions culturels identifiés pour la tâche.
Utilisation des stratégies de production orale (insérer les stratégies visées ici)	Tu as pu utiliser toutes les stratégies de production visées pour cette tâche avec beaucoup de succès.	Tu as pu utiliser la plupart des stratégies de production visées pour cette tâche avec du succès.	Tu as utilisé très peu des stratégies de production visée pour cette tâche et par conséquent, tu as eu de la difficulté à bien la réaliser.

Exemple d'une grille descriptive pour la production écrite
(à personnaliser selon la tâche à accomplir)

Nom : _____ Date : _____

Tâche : _____

Critères d'évaluation	4	3	2	1	Observations/ commentaires
Contenu requis (insérer le contenu requis ici)	Tout le contenu est présent et compréhensible.	Presque tout le contenu est présent et compréhensible.	La moitié du contenu est présent et compréhensible.	Très peu du contenu est présent ou le contenu est difficile à comprendre.	
Connaissance et utilisation du vocabulaire	Utilisation d'une variété de mots appropriés à la tâche pour communiquer un message très riche.	Utilisation d'un bon nombre de mots appropriés à la tâche pour bien communiquer son message.	Utilisation d'un nombre de mots limité, mais appropriés à la tâche pour faire passer son message.	Utilisation, de façon très limitée, d'un nombre de mots qui parfois n'étaient ni approprié à la tâche ni au message.	
Utilisation des éléments linguistiques (insérer les éléments requis ici)	Utilisation et formulation correctes des tous les éléments linguistiques identifiés pour la tâche.	Utilisation et formulation correctes de la plupart des éléments linguistiques identifiés pour la tâche.	Utilisation et formulation correctes de la moitié des éléments linguistiques identifiés pour la tâche.	Utilisation et formulation correctes de très peu des éléments linguistiques identifiés pour la tâche.	
Utilisation des éléments sociolinguistiques (insérer les éléments requis ici)	Utilisation et formulation correctes des tous les éléments sociolinguistiques identifiés pour la tâche.	Utilisation et formulation correctes de la plupart des éléments sociolinguistiques identifiés pour la tâche.	Utilisation et formulation correctes de la moitié des éléments sociolinguistiques identifiés pour la tâche.	Utilisation ou formulation incorrecte de la plupart des éléments sociolinguistiques identifiés pour la tâche.	
Utilisation des stratégies de production écrite (insérer les stratégies visées ici)	Utilisation de toutes les stratégies de production visées pour réaliser cette tâche avec succès.	Utilisation de la plupart des stratégies de production visées pour réaliser cette tâche avec succès.	Utilisation de quelques stratégies de production visées pour réaliser cette tâche avec succès.	Utilisation de très peu de stratégies de production visées pour réaliser cette tâche avec succès.	

Échelle d'appréciation du travail fait par des pairs

Tâche :				
Noms :				
Date :				

Critères d'évaluation En réalisant la tâche, les élèves ont…	Avec du succès	Avec assez de succès	Avec très peu de succès	Sans objet
partagé le travail de façon équitable.	❏	❏	❏	❏
utilisé un organisateur graphique pour planifier leur production.	❏	❏	❏	❏
parlé en français autant que possible lors de l'étape de la planification.	❏	❏	❏	❏
résolu leur problème de communication entre eux.	❏	❏	❏	❏
utilisé du matériel de référence pour vérifier leur travail.	❏	❏	❏	❏
collaboré avec d'autres en leur fournissant une rétroaction sur leur travail.	❏	❏	❏	❏
bien travaillé en équipe.	❏	❏	❏	❏

Commentaires :

Generic Analytic Rubric for the Language Skills

Name:	Date:	Task:

Criteria Outcome	Developing Skill(s) (1)	Showing Skill(s) Development (2)	Showing Strong Skill(s) Development (3)	Suggestions for improvement/ continued growth
Listening Comprehension	You demonstrated understanding of **a few** of the main ideas and **some** of the details related to the main ideas.	You demonstrated understanding of **most** of the main ideas and **some** of the details related to the main ideas.	You demonstrated **full** understanding of all the main ideas and **almost all** of the details related to the main ideas.	
Reading Comprehension	You demonstrated understanding of **a few** of the main ideas and **some** of the details related to the main ideas in the written text.	You demonstrated understanding of **most** of the main ideas and **some** of the details related to the main ideas in the written text.	You demonstrated **full** understanding of all the main ideas and **almost all** of the details related to the main ideas in the text.	
Oral Production	What you express orally in French is **limited in scope** and **somewhat comprehensible**. You depend highly on models to support the development of your written message. Many of the required language elements are missing or you **do not show sufficient control** over your language use. Your message is often **difficult** to understand because of **several** errors in: ❑ word choice ❑ sentence structure ❑ verb tense usage ❑ use of grammar rules ❑ use of appropriate sociolinguistic conventions for the context ❑ pronunciation/intonation.	You can **express** many ideas orally, and provide some details that are, for the **most part**, **comprehensible**. A few of the required elements are missing in the message. You are showing control over the required elements most of the time, but your message does tend to contain **a number of** errors in: ❑ word choice ❑ sentence structure ❑ verb tense usage ❑ use of grammar rules ❑ use of appropriate sociolinguistic conventions for the context ❑ pronunciation/intonation.	You can **express** many ideas orally and can provide details that are **clearly comprehensible**. Your message sounds realistic, and the **occasional** error does not interrupt the understanding of your message. You **consistently** make use of a **wide range** of language elements and show full control of these elements The **few** errors you do make relate to: ❑ word choice ❑ sentence structure ❑ verb tense usage ❑ use of certain grammar rules ❑ use of appropriate sociolinguistic conventions for the context ❑ pronunciation/intonation.	

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Criteria / Outcome	Developing Skill(s) (1)	Showing Skill(s) Development (2)	Showing Strong Skill(s) Development (3)	Suggestions for improvement/ continued growth
Written Production	You can express in written form a few ideas that are **limited in scope** and **somewhat comprehensible**. You depend highly on written models to support the development of your written message. Often, many of the required language elements are missing or you **do not show sufficient control** over your language use. Your message is often **difficult** to understand because of **several** errors in: ❏ word choice ❏ sentence structure ❏ verb tense usage ❏ use of grammar rules ❏ use of appropriate sociolinguistic conventions for the context.	You can **express** many ideas in written form, and can provide some details that are, for the **most part**, **comprehensible**. A few of the required elements are missing in the message. You are showing control over the required elements most of the time, but your message does tend to contain **a number of** errors in: ❏ word choice ❏ sentence structure ❏ verb tense usage ❏ use of grammar rules ❏ use of appropriate sociolinguistic conventions for the context ❏ spelling or writing.	You can **express** many ideas in written form and can provide details that are **clearly comprehensible**. Your message contains the **occasional** error that does not interrupt the understanding of your message. You **consistently** make use of a **wide range** of language elements and show full control of these elements The **few** errors you do make relate to: ❏ word choice ❏ sentence structure ❏ verb tense usage ❏ use of grammar rules ❏ use of appropriate sociolinguistic conventions for the context ❏ spelling or writing.	

Note: Teachers will select only those outcomes that are applicable to the task.

Teacher Checklist for Performance Task Development

Title of Performance Task: **Date of Development:**		

In developing the student instruction sheet, I made sure that …	YES	NO
the performance task description provides a context and/or reason as to why the student is to carry out the task; i.e., the who, the what and the why.	☐	☐
the title of the performance tasks matches the description.	☐	☐
the description of the task matches the instructions.	☐	☐
the instructions are written one step at a time.	☐	☐
the instructions are clear.	☐	☐
the instructions are precise.	☐	☐
a model is provided for the student when necessary.	☐	☐
the description and the instructions are distinct from each other.	☐	☐
the criteria being assessed correspond to the task instructions.	☐	☐
the task itself is appropriate for the outcomes being assessed.	☐	☐
it is clear which language skills are being assessed.	☐	☐
an estimated time frame needed to successfully carry out the assessment has been included.	☐	☐
the time frame is realistic.	☐	☐
all required materials have been listed.	☐	☐
the assessment instruments to be used are included and explained.	☐	☐
the choice of assessment instruments is appropriate for the task.	☐	☐
the descriptive words and comments included in the assessment instruments are appropriate for the students and the task; e.g.: – ☐ *Yes* ☐ *Not Yet* OR ☐ *Yes* ☐ *No* OR ☐ *Met* ☐ *Not Met* – *You were able to identify _____ out of _____ items.* – *Bravo! Your description was complete and well presented!*	☐	☐

Possible Assessment Instruments	For teacher use	For student use
Anecdotal notes		
Checklist—for general observations		
Checklist—for specific outcomes		
Peer Assessment Checklist	NA	
Peer Feedback Form (e.g., two Stars and a Wish)	NA	
Rating scale		
Rubric—Analytic		
Rubric—Holistic		
Self-assessment checklist	NA	
Self-reflection form	NA	
Teacher feedback form—global		NA
Teacher feedback form—specific		NA

Prendre des messages d'un répondeur
DIRECTIVES POUR L'ÉLÈVE

Description de la tâche :

Comme expérience de travail, tu as pu décrocher un poste à l'agence de voyages Tournesol à titre de réceptionniste. Puisque tu as participé à la réunion du personnel, les clients ont dû laisser des messages aux agents concernés. Ton superviseur te demande de les écouter et de repérer l'information demandée. Toutes les demandes d'ordre général doivent être remises au superviseur.

Directives :

1. Avant de commencer l'activité, pense à trois choses que tu pourras faire pour te préparer avant d'écouter un texte en français. Écris-les ci-dessous.

   _____

   _____

   _____

2. Regarde la page suivante pour te familiariser avec les catégories d'information recherchées. Le premier message est fait à titre d'exemple.

3. Écoute l'enregistrement la première fois pour te familiariser avec le contenu des messages.

4. Maintenant, écoute l'enregistrement une deuxième fois et note les informations reliées à qui le message est destiné, qui a téléphoné et l'action demandée, ex., S.V.P. appelez.

5. Partage tes résultats avec un/une camarade de classe. Avez-vous les mêmes informations?

6. Maintenant, écoute l'enregistrement une troisième fois et note l'information précise que la personne demande.

7. Utilise le formulaire de réflexion pour déterminer tes habiletés face à cette tâche de compréhension.

8. Soumets tes notes et ton formulaire de réflexion pour une évaluation à ton enseignant/enseignante.

Prendre des messages d'un répondeur

Exemple

Agence de voyages *Tournesol*					**MESSAGE**

À : *Monsieur Jean-Guy Provençal*   Date : le 8 novembre

De : *Jos Laflamme*   Tél. : *692-4782*   Téléc. :

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☑	☑	☐	☐	☐	☐

Message : *Il veut connaître les dimensions maximales pour les bagages de cabine.*

Il veut apporter un gros ourson à sa petite-fille en Australie.

TOURNESOL

Agence de voyages *Tournesol*					**MESSAGE**

À :   Date : le 8 novembre

De :   Tél. :   Téléc. :

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☐	☐	☐	☐	☐	☐

Message :

TOURNESOL

Agence de voyages *Tournesol*					**MESSAGE**

À :   Date : le 8 novembre

De :   Tél. :   Téléc. :

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☐	☐	☐	☐	☐	☐

Message :

TOURNESOL

Prendre des messages d'un répondeur (suite)

Agence de voyages *Tournesol* — MESSAGE

À : _____ Date : le 8 novembre _____

De : _____ Tél. : _____ Téléc. : _____

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☐	☐	☐	☐	☐	☐

Message : _____

_____

_____

_____

TOURNESOL

Agence de voyages *Tournesol* — MESSAGE

À : _____ Date : le 8 novembre _____

De : _____ Tél. : _____ Téléc. : _____

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☐	☐	☐	☐	☐	☐

Message : _____

_____

_____

_____

TOURNESOL

Agence de voyages *Tournesol* — MESSAGE

À : _____ Date : le 8 novembre _____

De : _____ Tél. : _____ Téléc. : _____

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☐	☐	☐	☐	☐	☐

Message : _____

_____

_____

_____

TOURNESOL

Prendre des messages d'un répondeur (suite)

Agence de voyages *Tournesol*					**MESSAGE**

À : _____   Date : le 8 novembre _____

De : _____   Tél. : _____   Téléc. : _____

A téléphoné ❐	S.V.P. appelez ❐	A retourné votre appel ❐	Désire vous voir ❐	Vous rappellera ❐	Est venu vous voir ❐

Message : _____

_____

_____

TOURNESOL

Agence de voyages *Tournesol*					**MESSAGE**

À : _____   Date : le 8 novembre _____

De : _____   Tél. : _____   Téléc. : _____

A téléphoné ❐	S.V.P. appelez ❐	A retourné votre appel ❐	Désire vous voir ❐	Vous rappellera ❐	Est venu vous voir ❐

Message : _____

_____

_____

TOURNESOL

Agence de voyages *Tournesol*					**MESSAGE**

À : _____   Date : le 8 novembre _____

De : _____   Tél. : _____   Téléc. : _____

A téléphoné ❐	S.V.P. appelez ❐	A retourné votre appel ❐	Désire vous voir ❐	Vous rappellera ❐	Est venu vous voir ❐

Message : _____

_____

_____

TOURNESOL

Prendre des messages d'un répondeur

RÉFLEXION SUR MA CAPACITÉ DE COMPRENDRE UN TEXTE ORAL

1. ☐ Penser à la façon dont je peux me préparer avant d'écouter un nouveau texte m'a aidé à mieux comprendre…
   ☐ Penser à la façon dont je peux me préparer avant d'écouter un nouveau texte ne m'a pas aidé…
   parce que _____

   _____ .

2. ☐ Faire l'écoute du texte trois fois m'a aidé à mieux comprendre les détails…
   ☐ Faire l'écoute du texte trois fois ne m'a pas aidé à mieux comprendre les détails…
   parce que _____

   _____ .

3. ☐ Discuter de mes résultats après la deuxième écoute m'a aidé…
   ☐ Discuter de mes résultats après la deuxième écoute ne m'a pas aidé…
   parce que _____

   _____ .

4. Une chose que j'ai appris en partageant mes résultats avec un/une camarade de classe est que…

   _____

   _____ .

5. En général, j'ai trouvé cette activité d'écoute :

   ☐ très facile   ☐ facile   ☐ difficile   ☐ très difficile

   Nom : _____

   Date : _____

Prendre des messages d'un répondeur
FICHE D'INFORMATION POUR L'ENSEIGNANT/ENSEIGNANTE

Description de la tâche :
Comme expérience de travail, tu as pu décrocher un poste à l'agence de voyages Tournesol à titre de réceptionniste. Puisque tu as participé à la réunion du personnel, les clients ont dû laisser des messages aux agents concernés. Ton superviseur te demande de les écouter et de repérer l'information demandée. Toutes les demandes d'ordre général doivent être remises au superviseur.

Résultats d'apprentissage spécifiques évalués

Étant donné les domaines d'expérience, l'élève s'engagera dans diverses activités langagières selon le contexte, la tâche communicative et les différentes technologies de l'information et de la communication disponibles afin de…

COMPOSANTES	
Domaine d'expérience SOUS-DOMAINE	LES VOYAGES ET LE TOURISME LES INFORMATIONS TOURISTIQUES
Communication	
COMPRÉHENSION ORALE	• Comprendre, en identifiant des mots-clés et des ensembles de mots, les idées principales et un nombre de détails précis relatifs à des messages laissés sur un répondeur.
Langue	
APPLICATION DE VOCABULAIRE ET DES CONCEPTS LANGAGIERS	• Utiliser, avec une certaine constance, oralement, les éléments linguistiques suivants pour comprendre un message : – le vocabulaire relié au tourisme et les demandes d'information touristiques; – l'utilisation du discours indirect pour faire passer un message; – les différents temps des verbes tels que *le futur simple* et *le passé composé.*
Stratégies d'apprentissage langagières	
STRATÉGIES DE COMPRÉHENSION	• Continuer à élargir et à utiliser un répertoire de stratégies de compréhension pour faciliter la compréhension d'un message oral : – activer des habiletés d'écoute (cognitive); – se concentrer sur les détails à repérer du texte oral (cognitive); – réfléchir sur son habileté de comprendre un message oral (métacognitive).

Temps requis :
À réaliser une fois que les élèves auront eu de la pratique avec le vocabulaire relié au tourisme et les demandes d'information touristique, les temps de verbes du passé, du présent et du futur ainsi que l'utilisation du discours indirect. (temps d'enseignement approximatif : 240 minutes)

Matériels :
- Texte du segment audio (le segment audio peut être téléchargé du site d'Alberta Education)
- Réponses

Outil d'évaluation de l'enseignant/enseignante :
- Échelle d'appréciation (pour évaluer la compréhension orale de l'élève ainsi que son utilisation des stratégies de compréhension orale)

Outils d'évaluation de l'élève :
- Fiche pour prendre des notes (pour évaluer la compréhension orale de l'élève)
- Fiche d'autoréflexion (pour évaluer la perception de l'élève face à ses habiletés de comprendre un texte oral)

─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ · ─ ·

Texte audio – Messages sur le répondeur

Bienvenue à l'**agence de voyages Tournesol** et merci de votre appel. Nous sommes désolés de ne pouvoir vous répondre en ce moment, mais laissez-nous un message et nous vous rappellerons dans les plus brefs délais. À bientôt!

1. C'est un message pour Jean-Guy Provençal. C'est ici, Jos Laflamme au 692-4782. Eh, Jean-Guy, pourrais-tu me téléphoner quand tu auras un moment? Je voudrais connaître les dimensions maximales permises pour les bagages à main. Mais tu vois, je voudrais apporter un gros ourson à ma petite-fille en Australie et je ne veux vraiment pas le mettre dans les bagages consignés. J'attends ton appel. Bonjour!

2. Je voudrais laisser un message pour madame Piquette. C'est Marie Jalbert à l'appareil. J'aimerais savoir si vous avez terminé l'itinéraire pour mon voyage en Europe. J'aimerais y ajouter une semaine en Turquie. On m'a dit que le paysage est tout à fait incroyable et que c'est le temps idéal pour y faire une excursion. On m'a aussi surtout recommandé de ne pas manquer les cent parfums et les mille couleurs du Grand Bazar d'Istanbul... J'attends votre appel.

3. Oui, bonjour. Est-ce qu'un de vos agents pourrait me rappeler au 694-6105? J'ai une question au sujet des vaccins nécessaires pour les voyageurs qui vont en Afrique. Merci. Oh, je m'appelle Marie-Claude.

4. Bonjour. Ici Charles. J'aimerais me renseigner sur la valeur des produits qu'un voyageur peut rapporter au Canada après un séjour d'une semaine dans les îles Hawaï. J'aimerais aussi rapporter quelques plantes exotiques. Pouvez-vous me dire si c'est permis par la douane canadienne? S'il vous plaît, envoyez-moi les détails par télécopie, au 643-1707.

5. Bonjour Jean-Guy, ici Josée. Pourrais-tu me dire à quelle heure nous devons nous présenter à l'aéroport pour notre vol international à Francfort? J'oublie si c'est une heure, une heure et demie ou deux heures avant l'heure du départ. Si je ne reçois pas ton appel avant la fin de la journée, je te rappellerai lundi matin.

6. Je voudrais laisser un message pour M. Deschênes. D'ici quelques semaines, je dois absolument obtenir un passeport. Et des amis m'ont dit que je devais inclure un certificat de naissance et deux photos récentes avec ma demande de passeport. Est-ce que je peux inclure une photocopie du certificat de naissance ou est-ce que ce doit être l'original? Et est-ce que les photos doivent être en noir et blanc ou en couleurs? Et, oh! oui, finalement, où est-ce que je peux me procurer un formulaire de demande de passeport? Par hasard, en avez-vous à votre agence? Rappelez Pierre Rouleau au 624-3900.

7. J'ai un message pour Carmen Piquette. Je voudrais savoir combien vont coûter l'assurance-bagage, l'assurance-voyage qui couvre l'annulation du vol, et l'assurance-maladie. Bon, souviens-toi que je pars pour Madrid le 23 décembre puis que je vais y passer deux semaines. Téléphone-moi, c'est Catherine, au 648-1492.

8. Bonjour. J'ai un message pour Louis. Ici Robert Lasalle. Tu te souviens du voyage que tu nous as recommandé, à ma femme et moi? Nous avons décidé que nous voulons passer une semaine de notre séjour dans les Alpes. Pourrais-tu nous préparer une liste d'hôtels, de chalets de montagne, d'auberges et de gîtes? N'oublie pas que ma femme est handicapée et qu'elle ne peut pas monter d'escaliers. Oh! j'ai presque oublié, pourrais-tu nous louer une voiture, de préférence une grosse voiture de luxe telle qu'une Mercedes, une Lexus ou une Peugeot? Je vais passer à ton bureau pour discuter de tout ça la semaine prochaine. Merci. Au revoir.

9. Ah, bonjour, Carmen. Ici Monique Legault. Je te remercie de ton appel. Je regrette que je n'étais pas là, mais maintenant, c'est à ton tour de ne pas être là! Ha! Ha! Je te rappellerai lundi matin... Bye.

Prendre des messages d'un répondeur

Réponses

Agence de voyages *Tournesol*					**MESSAGE**

À : _Monsieur Jean-Guy Provençal_   Date : le 8 novembre

De : _Jos Laflamme_   Tél. : _692-4782_   Téléc. : _____

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☑	☑	☐	☐	☐	☐

Message : _Il veut connaître les dimensions maximales pour les bagages de cabine._

Il veut apporter un gros ourson à sa petite-fille en Australie.

Agence de voyages *Tournesol*					**MESSAGE**

À : _Madame Piquette_   Date : le 8 novembre

De : _Marie Jalbert_   Tél. : _____   Téléc. : _____

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☑	☑	☐	☐	☐	☐

Message : _Elle veut savoir si vous avez terminé l'itinéraire de son voyage en_

Europe. Elle veut ajouter une semaine en Turquie. Elle veut voir le Grand Bazar

d'Istanbul.

Agence de voyages *Tournesol*					**MESSAGE**

À : _____   Date : le 8 novembre

De : _Marie-Claude_   Tél. : _694-6105_   Téléc. : _____

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☑	☑	☐	☐	☐	☐

Message : _Elle a une question au sujet des vaccins nécessaires pour les voyages_

en Afrique.

Prendre des messages d'un répondeur (suite)

Réponses

Agence de voyages *Tournesol*					**MESSAGE**

À : _____ Date : le 8 novembre

De : *Charles* _____ Tél. : _____ Téléc. : *643-1707*

A téléphoné ☑	S.V.P. appelez ☐	A retourné votre appel ☐	Désire vous voir ☐	Vous rappellera ☐	Est venu vous voir ☐

Message : *Il veut savoir quelle est la valeur des produits qu'un voyageur peut rapporter au Canada après un séjour d'une semaine dans les îles Hawaï. Il veut aussi rapporter quelques plantes exotiques. Est-ce permis par la douane canadienne? Envoyez les détails par télécopie.*

TOURNESOL

Agence de voyages *Tournesol*					**MESSAGE**

À : *Jean-Guy* _____ Date : le 8 novembre

De : *Josée* _____ Tél. : _____ Téléc. : _____

A téléphoné ☑	S.V.P. appelez ☑	A retourné votre appel ☐	Désire vous voir ☐	Vous rappellera ☑	Est venu vous voir ☐

Message : *Elle veut savoir à quelle heure elle doit se présenter à l'aéroport pour un vol international. Elle vous rappellera lundi matin, si vous ne pouvez pas la rappeler aujourd'hui.*

TOURNESOL

Agence de voyages *Tournesol*					**MESSAGE**

À : *Monsieur Deschênes* _____ Date : le 8 novembre

De : *Pierre Rouleau* _____ Tél. : *624-3900* Téléc. : _____

A téléphoné ☑	S.V.P. appelez ☑	A retourné votre appel ☐	Désire vous voir ☐	Vous rappellera ☐	Est venu vous voir ☐

Message : *Il veut savoir s'il peut inclure une photocopie du certificat de naissance ou s'il doit envoyer l'original. Les photos doivent-elles être en noir et blanc ou en couleurs? Il veut savoir où il peut se procurer un formulaire de demande de passeport. L'agence a-t-elle des formulaires? (ou : L'agence en a-t-elle?)*

TOURNESOL

Prendre des messages d'un répondeur (suite)

Réponses

Agence de voyages *Tournesol*					**MESSAGE**

À : _Madame Carmen Piquette_   Date : le 8 novembre

De : _Catherine_   Tél. : _648-1492_   Téléc. : _____

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☑	☑	☐	☐	☐	☐

Message : _Elle veut savoir combien vont coûter l'assurance-bagage, l'assurance voyage qui couvre l'annulation du vol et l'assurance-maladie. Elle part pour Madrid le 23 décembre et elle y passera deux semaines._

Agence de voyages *Tournesol*					**MESSAGE**

À : _Monsieur Louis Deschênes_   Date : le 8 novembre

De : _Robert LaSalle_   Tél. : _____   Téléc. : _____

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☑	☐	☐	☑	☐	☐

Message : _Sa femme et lui veulent passer une semaine dans les Alpes. Il veut une liste d'hôtels, de chalets de montagne, d'auberges et de gîtes. Sa femme est handicapée et elle ne peut pas monter d'escaliers. Il veut aussi une voiture de luxe telle qu'une Mercedes, une Lexus ou une Peugeot. Il viendra vous voir la semaine prochaine._

Agence de voyages *Tournesol*					**MESSAGE**

À : _Carmen_   Date : le 8 novembre

De : _Monique Legault_   Tél. : _____   Téléc. : _____

A téléphoné	S.V.P. appelez	A retourné votre appel	Désire vous voir	Vous rappellera	Est venu vous voir
☑	☐	☑	☐	☑	☐

Message : _Elle vous rappellera lundi matin._

Prendre des messages d'un répondeur

ÉCHELLE D'APPRÉCIATION

Nom : _____   Date : _____

CRITÈRES D'ÉVALUATION Pour les huit appels, tu as pu repérer les détails relatifs…	Tous les détails pertinents	La plupart des détails pertinents	Peu de détails pertinents
• au nom de la personne qui a laissé un message.			
• au nom de la personne à qui le message appartient.			
• au numéro du téléphone ou du télécopieur.			
• à l'action que l'agent/l'agente doit prendre par rapport à l'appel; ex., SVP appelez.			
• aux informations demandées.			

CRITÈRES D'ÉVALUATION DES STRATÉGIES DE COMPRÉHENSION ORALE Tu a pu…	OUI	NON	ÉVIDENCE
• penser à trois choses que tu pouvais faire pour te préparer avant de commencer à écouter un texte audio.	☐	☐	
• te concentrer sur l'information requise.	☐	☐	
• réfléchir sur ta capacité de comprendre un texte audio.	☐	☐	

Évaluation globale :
Ta performance sur cette activité de compréhension orale est :

☐ excellente   ☐ très bonne   ☐ satisfaisante   ☐ faible

Commentaires : _____

_____

_____

S'inscrire à un centre de conditionnement physique
DIRECTIVES POUR L'ÉLÈVE

Description de la tâche :
Le gouvernement du Canada s'engage à aider les jeunes canadiens et canadiennes à devenir des citoyens et citoyennes en bonne santé. Pour assister les jeunes, le gouvernement a décidé d'offrir une bourse pour financer l'adhésion à un club de culture physique. Tu penses que c'est une excellente idée, mais tu veux faire de la recherche avant de t'inscrire n'importe où. Tu prépares une liste de questions à poser avant de commencer à faire des appels.

Directives :

1. Pense aux renseignements que tu désires obtenir du centre de conditionnement physique. Inscris tes idées sur la *Feuille de planification – Première partie*. Essaie de penser à au moins cinq choses différentes que tu aimerais savoir, par exemple, le coût d'adhésion.

2. Pense maintenant à comment formuler des questions pour obtenir ces renseignements. Utilise tes notes de cours pour revoir la formulation des questions.

3. Écris tes questions, au moins cinq, sur la *Feuille de planification – Première partie*. Essaie d'utiliser au moins une question en utilisant l'inversion.

4. Présente tes questions oralement à un/une camarade de classe qui va évaluer la précision de tes questions en utilisant la *Feuille de planification – Deuxième partie*.

5. Utilise la rétroaction donnée pour améliorer tes questions ou ta prononciation, s'il le faut.

6. Maintenant, réfléchis au déroulement de l'appel que tu vas faire et les expressions dont tu as besoin : salutation, raison pour l'appel, questions à poser, remerciements, adieu.

7. Fais une pratique de ce déroulement avec un/une camarade de classe.

8. Indique à ton enseignant/enseignante quand tu es prêt/prête à poser tes questions. Il/elle va jouer le rôle du/de la réceptionniste du centre de conditionnement physique. Lors de l'entretien, écris l'information donnée à côté de tes questions.

9. Après avoir terminé ton entretien, évalue ta performance en utilisant la *Grille d'autoévaluation*.

10. Soumets à ton enseignant/enseignante ta *Feuille de planification* et ta *Grille d'autoévaluation*.

S'inscrire à un centre de conditionnement physique

Nom : _____   **Date :** _____

Première partie
Je veux des renseignements sur :

_____

_____

_____

Questions que je veux poser :

_____

_____

_____

_____

_____

Deuxième partie – Rétroaction d'un/d'une camarade de classe

Nom de la personne donnant de la rétroaction : _____

CRITÈRES D'ÉVALUATION	OUI	NON
J'ai compris toutes tes questions.		
Tu as bien formulé tes questions.		
Tu as posé une question en utilisant l'inversion.		
Tu as bien prononcé tes mots.		
Tu as parlé clairement.		

Une chose qui m'a donné de la difficulté : _____

_____

Une chose que j'ai aimée : _____

_____

À considérer : _____

S'inscrire à un centre de conditionnement physique

GRILLE D'AUTOÉVALUATION

Nom : _____   Date : _____

	1	3	5
	Je ne peux pas		**Je peux**

Critères :

- Saluer quelqu'un de façon appropriée au contexte.
- Poser des questions au sujet de l'adhésion à un centre de conditionnement physique.
- Utiliser l'inversion pour poser des questions.
- Utiliser du vocabulaire qui est approprié au contexte.
- Faire les adieux de façon appropriée au contexte.
- Bien prononcer les mots que j'emploie.
- Utiliser l'ordre correct des mots dans mes questions.
- Comprendre l'information donnée.

J'ai trouvé cette partie de la tâche facile : _____

_____

_____

J'ai trouvé cette partie de la tâche difficile : _____

_____

_____

Si j'étais pour faire cette tâche à nouveau, je _____

_____.

S'inscrire à un centre de conditionnement physique
FICHE D'INFORMATION POUR L'ENSEIGNANT/ENSEIGNANTE

Description de la tâche :

Le gouvernement du Canada s'engage à aider les jeunes canadiens et canadiennes à devenir des citoyens et citoyennes en bonne santé. Pour assister les jeunes, le gouvernement a décidé d'offrir une bourse pour financer l'adhésion à un club de culture physique. Tu penses que c'est une excellente idée, mais tu veux faire de la recherche avant de t'inscrire n'importe où. Tu prépares une liste de questions à poser avant de commencer à faire des appels.

Résultats d'apprentissage spécifiques évalués

Étant donné les domaines d'expérience, l'élève s'engagera dans diverses activités langagières selon le contexte, la tâche communicative et les différentes technologies de l'information et de la communication disponibles afin de…

COMPOSANTES	
Domaine d'expérience	LES ACTIVITÉS
SOUS-DOMAINE	LES ACTIVITÉS PHYSIQUES
Communication	
COMPRÉHENSION ORALE	• Comprendre, en identifiant des mots-clés et des ensembles de mots, les idées principales et un nombre de détails précis relatifs aux questions posées.
PRODUCTION ORALE	• Demander des informations et exprimer son intérêt pour quelque chose en fournissant quelques détails, oralement, d'une manière préparée, structurée, modelée et parfois spontanée en communiquant des messages qui sont compréhensibles et précis.
Langue	
APPLICATION DE VOCABULAIRE ET DES CONCEPTS LANGAGIERS	• Utiliser, avec un degré de précision plus élevé, oralement, des éléments linguistiques appris depuis la 4e année tels que : – le vocabulaire relié aux salutations, aux adieux et à la politesse, à l'heure, aux jours de la semaine, à la situation géographique, à l'équipement d'exercice et aux services disponibles; – la formulation des questions; – la bonne forme des verbes employés selon le pronom personnel sujet; – la prononciation correcte pour les mots connus; – l'ordre correct des mots dans des phrases interrogatives. • Utiliser, avec une certaine constance, oralement, l'élément linguistique suivant pour comprendre un message : – la formulation des questions avec l'inversion.

Culture	

	• Démontrer une connaissance des caractéristiques culturelles du français en utilisant les conventions sociolinguistiques suivantes :
	  – l'utilisation appropriée du *tu* et du *vous*;
	  – l'utilisation appropriée de formules pour s'adresser à des gens;
	  – les expressions orales associées aux salutations et aux adieux dans un contexte formel;
	  – les conventions relatives à l'heure.

Stratégies d'apprentissage langagières	
STRATÉGIES DE COMPRÉHENSION	• Continuer à élargir et à utiliser un répertoire de stratégies de compréhension pour faciliter la compréhension d'un message oral : – prendre le risque d'écouter un nouveau texte en français (socioaffective).

STRATÉGIES DE PRODUCTION	• Continuer à élargir et à utiliser un répertoire de stratégies de production pour faciliter la communication d'un message oral :
	  – se préparer à accomplir une tâche (métacognitive);
	  – s'exercer à dire son message avec un/une camarade de classe (métacognitive);
	  – réfléchir à son habileté de produire un message oral (métacognitive).

Temps requis :

À réaliser une fois que les élèves auront fait une révision du vocabulaire relié aux salutations, aux adieux et à la politesse, à l'heure, aux jours de la semaine, à la situation géographique, à l'équipement d'exercice et aux services disponibles et à la formulation des questions et de la pratique avec la formulation des questions en utilisant l'inversion. (temps d'enseignement approximatif : 240 minutes)

Matériels :

▪ Feuille d'exemple d'entretien possible

▪ Fiche de réponses possibles

Outil d'évaluation de l'enseignant/enseignante :

▪ Grille de vérification (pour évaluer la compréhension orale de l'élève, la production orale ainsi que son utilisation des stratégies de compréhension orale et de production orale)

Outils d'évaluation de l'élève :

▪ Feuille de planification (pour évaluer l'utilisation des stratégies de production orale)

▪ Grille d'autoréflexion (pour évaluer la perception de l'élève face à ses habiletés de comprendre et produire un texte oral)

Note : Il est possible de faire un remue-méninges des catégories d'information avant d'entreprendre l'activité pour activer les connaissances antérieures des élèves. De plus, si désiré, il est possible de donner la fiche d'information à un élève qui pourrait jouer le rôle du réceptionniste/de la réceptionniste. Dans cette circonstance, il sera possible d'évaluer les habiletés orales de cet/cette élève, mais il faudrait en créer un nouvel outil d'évaluation.

S'inscrire à un centre de conditionnement physique

Réceptionniste : Oui, allô, centre de conditionnement physique Bonne santé, Claude/Claudette à l'appareil. Comment puis-je vous aider?

Élève : Doit donner une salutation et explique la raison de son appel. (ex., *Je vous téléphone parce que j'aimerais avoir des informations au sujet de l'adhésion.*)

Réceptionniste : D'accord. Je commence par vous poser une question. Quel âge avez-vous?

Élève : Répond à la question.

Réceptionniste : Merci. Puisque vous avez moins de 18 ans, il nous faudra la permission de vos parents, par écrit, pour vous inscrire au centre de conditionnement physique Bonne santé. Alors, avez-vous des questions en particulier?

Élève : Répond à la question et pose sa première question.

Réceptionniste : Répond en conséquence.

L'entretien continue jusqu'à ce que l'élève pose toutes ses questions.

Réceptionniste : Bon, je vous remercie d'avoir appelé le centre de conditionnement physique Bonne santé. Si vous avez d'autres questions à l'avenir, n'hésitez pas à nous contacter de nouveau. Bonne journée.

Élève : Fait ses adieux de façon appropriée.

S'inscrire à un centre de conditionnement physique

FICHE DE RÉPONSES POSSIBLES

Catégories d'information	Exemples de réponses possibles
Coût d'adhésion	25 $ par mois/450 $ par année
Heures d'ouverture	De 6 h à 23 h de lundi à samedi/24 h sur 24, 7 jours sur 7
Situation géographique	Au centre-ville, à côté de la mairie
Équipement disponible	– des bicyclettes stationnaires d'entraînement – des gymnases universels d'entraînement – des haltères et des mini-haltères – des tapis roulants – des escaliers d'exercice – des rameurs – des simulateurs d'escalier – des elliptiques
Services disponibles	Accès à : – un/une nutritionniste – un entraîneur personnel certifié/une entraîneuse personnelle certifiée une fois par semaine pendant une heure – des classes en groupe pour le yoga, le hip hop ou des exercices d'endurance – un kiosque santé – une boutique de vêtements et d'articles de sport – des vestiaires pour hommes et femmes –des casiers – un bain tourbillon et des saunas
Règlements	– avoir toujours son adhésion payée – porter des vêtements de sport appropriés à l'exercice – ne pas boire de boissons gazeuses dans les gymnases, que de l'eau – porter des chaussures de sport propres, qui n'ont jamais été utilisées à l'extérieur – employer un langage approprié et respectueux

S'inscrire à un centre de conditionnement physique

GRILLE D'APPRÉCIATION

Nom : _____   Date : _____

Critères d'évaluation : Tu as pu…	Oui	Non	Qualité de la production (contenu du message)
– saluer quelqu'un.			☐ de façon appropriée au contexte. ☐ pas de façon appropriée au contexte.
– formuler tes questions au sujet du centre de conditionnement physique de façon compréhensible.			☐ sans erreurs ☐ avec quelques erreurs ☐ avec beaucoup d'erreurs
– utiliser l'inversion pour au moins une de tes questions.			☐ sans erreurs ☐ avec quelques erreurs ☐ avec beaucoup d'erreurs
– utiliser du vocabulaire relié au contexte.			☐ sans erreurs ☐ avec quelques erreurs ☐ avec beaucoup d'erreurs
– faire les adieux de façon appropriée contexte.			☐ de façon appropriée au contexte ☐ pas de façon appropriée au contexte
– bien prononcer les mots que tu as employés.			☐ sans erreurs ☐ avec quelques erreurs ☐ avec beaucoup d'erreurs
– utiliser l'ordre correct des mots dans tes questions.			☐ sans erreurs ☐ avec quelques erreurs ☐ avec beaucoup d'erreurs
– comprendre l'information donnée.			☐ sans erreurs ☐ avec quelques erreurs ☐ avec beaucoup d'erreurs
– utiliser des stratégies de production orale telles que planifier les questions, s'entraîner, et s'autoévaluer.			☐ sans difficulté ☐ avec quelques difficultés ☐ avec beaucoup de difficulté

Commentaires :

Lire un article de journal
DIRECTIVES POUR L'ÉLÈVE

Description de la tâche :

Dans ton cours de français, vous allez parler de ce que veut dire « le bonheur ». Pour t'aider à le définir pour toi-même, tu décides de lire un article dans le journal pour avoir des idées. Tu décides par la suite d'utiliser les idées dans l'article pour t'aider à développer ta propre définition du bonheur.

Directives :

1. Lis l'article à la page suivante. Lorsque tu le lis pour la première fois, encercle les différents regroupements de personnes.

2. Lis l'article une deuxième fois et cette fois-ci, souligne la définition de bonheur donnée par chaque regroupement de personnes.

3. Lis l'article une troisième fois et cette fois-ci, trouve les phrases sommaires de l'article qui décrivent le bonheur de façon générale. Encadre ces phrases.

4. Maintenant, écris ce que veut dire le bonheur pour toi.

   _____

   _____

   _____

   _____

5. Maintenant, pense à la manière dont tu as abordé la lecture de ce texte. Écris une chose que tu as faite pour faciliter ta compréhension d'un mot ou d'une expression et décris une chose qui t'a causée de la difficulté.

   _____

   _____

   _____

   _____

Nom : _____

Date : _____

Lire un article de journal

QUE VEUT DIRE « LE BONHEUR » DANS NOTRE SOCIÉTÉ?

Le bonheur, c'est presque impossible à définir! Chaque individu à qui on demande une définition semble avoir une réponse différente. Ceci veut certainement dire qu'il n'existe pas une seule source du bonheur. Si les agences de publicité ont raison, il faut dire que c'est le matérialisme qui nous apporte le bonheur. D'autres disent que le bonheur se trouve dans la spiritualité, les bonnes œuvres et une vie exemplaire. Encore d'autres disent que c'est la bonne santé. Et nous avons déjà tous entendu que c'est l'amour qui apporte le vrai bonheur.

La semaine dernière, lors d'une promenade en ville, j'ai décidé de poser la question « Que veut dire le bonheur pour vous? » à plusieurs personnes. Aujourd'hui, je veux partager avec vous les résultats de cette expérience. Je crois que je peux regrouper les gens et leurs observations en six catégories.

Premièrement, pour les immigrants qui viennent de pays où il y a souvent des conflits politiques ou la guerre, le bonheur c'est de pouvoir enfin vivre dans un pays qui est en paix sans que la peur et les dangers constants ne les menacent.

Pour les professionnels et les gens qui sont dans des postes importants ou qui veulent obtenir un de ces postes, le bonheur, c'est l'argent et le pouvoir. Souvent, ils travaillent très fort et de très longues heures pour atteindre ce bonheur. Malheureusement, le stress causé par ce rythme de travail peut

parfois les empêcher de trouver ce qu'ils cherchent, le bonheur.

C'est peut-être les jeunes enfants qui trouvent plus facilement le bonheur dans leur vie. Pour eux, la vie n'est pas compliquée; l'attention et l'amour des autres membres de la famille, un nouveau jouet ou leur animal en peluche préféré leur apportent tout le bonheur et le plaisir qu'ils désirent.

C'est dommage que la vie de ces jeunes enfants change si radicalement. Lorsqu'ils deviennent adolescents, ils sont presque impossibles à satisfaire. Ils trouvent difficilement le bonheur. Ils le cherchent dans la musique, les films, les vêtements à la mode, les activités sportives, les amis et l'argent. Aussitôt qu'ils ont seize ans, le vrai bonheur c'est d'avoir une voiture à conduire, et de préférence, leur voiture à eux. Quand on leur demande ce qui contribue le plus à leur bonheur, ils nous disent que c'est surtout les bons amis.

Ces mêmes enfants sont souvent la source du bonheur de leurs parents. Pour ces parents, l'arrivée d'un bébé est un des plus grands bonheurs qu'ils vont connaître. Ensuite, leur vie est centrée sur ces enfants et c'est le

bonheur de leurs enfants qui fait leur bonheur. Voir ses enfants réussir dans la vie, c'est une des grandes sources de bonheur pour des parents.

Une fois que les enfants quittent la maison et que les parents sont à la retraite (ils ne travaillent plus), ces personnes trouvent qu'il y a d'autres sources de bonheur. Maintenant, c'est l'absence de grandes responsabilités au travail, plus de liberté dans sa vie, la possibilité de voyager et de voir différentes parties du monde, et le temps de faire toutes les choses qu'ils n'ont jamais eu le temps de faire avant. La santé devient aussi de plus en plus importante en prenant de l'âge.

Moi, je pense réellement qu'on peut avoir beaucoup d'argent, posséder beaucoup de choses, avoir une très bonne santé et vivre dans un pays en paix, mais si on n'a personne avec qui on peut partager tout ceci, il n'y a pas de bonheur. Sans amis, sans amour, la vie des gens n'est pas complète et on n'y trouve pas le vrai bonheur.

Comme nous pouvons le voir, le bonheur change avec la situation et l'âge des gens. Certaines sources de bonheur apportent de « petits bonheurs » qui ne durent pas très longtemps. D'autres peuvent durer toute une vie. Ce que nous appelons le bonheur change aussi, sans doute, avec les cultures et les endroits où les gens vivent. Tout le monde peut trouver le bonheur, mais il faut ouvrir grand les yeux pour le reconnaître quand nous le rencontrons. Notre bonheur n'est pas la responsabilité des autres; c'est à nous de trouver ce qui fait notre bonheur.

G. Touvu

Lire un article de journal

FICHE D'INFORMATION POUR L'ENSEIGNANT/ENSEIGNANTE

Description de la tâche :

Dans ton cours de français, vous allez parler de ce que veut dire « le bonheur ». Pour t'aider à le définir pour toi-même, tu décides de lire un article dans le journal pour avoir des idées. Tu décides par la suite d'utiliser les idées dans l'article pour t'aider à développer ta propre définition du bonheur.

Résultats d'apprentissage spécifiques évalués

Étant donné les domaines d'expérience, l'élève s'engagera dans diverses activités langagières selon le contexte, la tâche communicative et les différentes technologies de l'information et de la communication disponibles afin de…

COMPOSANTES	
Domaine d'expérience SOUS-DOMAINE	LES SENS ET LES SENTIMENTS LES SENTIMENTS
Communication	
COMPRÉHENSION ÉCRITE	• Comprendre, en identifiant des mots-clés et des ensembles de mots, quelques idées principales et quelques détails précis relatifs à un sujet abstrait contenu dans un texte écrit sur le bonheur de longueur variée présentant divers degrés de difficulté.
Langue	
APPLICATION DU VOCABULAIRE ET DES CONCEPTS LANGAGIERS	• Utiliser, avec une certaine constance, à l'écrit, les éléments linguistiques nécessaires pour comprendre le texte : – le vocabulaire relié aux sentiments en particulier et du vocabulaire familier.
Stratégies d'apprentissage langagières	
STRATÉGIES DE COMPRÉHENSION	• Continuer à élargir et à utiliser un répertoire de stratégies de compréhension pour faciliter la compréhension d'un message oral : – prendre le risque de lire un nouveau texte plus difficile et plus long en français (socioaffective); – identifier les stratégies qui ont été utilisée pour faciliter la compréhension d'un texte (métacognitive).

Temps requis :

À réaliser une fois que les élèves auront eu une présentation du vocabulaire relié aux sentiments. (temps d'enseignement approximatif : 160 minutes)

Matériels :

▪ Réponses

Outil d'évaluation de l'enseignant/enseignante :

- Grille de vérification (pour évaluer la compréhension écrite de l'élève ainsi que son utilisation des stratégies de compréhension écrite)
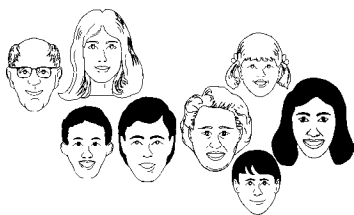
Outils d'évaluation de l'élève :

- Texte (pour évaluer la compréhension écrite de l'élève)

- Page des directives (pour évaluer la perception de l'élève face à l'utilisation des stratégies de compréhension)

Lire un article de journal

QUE VEUT DIRE « LE BONHEUR » DANS NOTRE SOCIÉTÉ?

Le bonheur, c'est presque impossible à définir! Chaque individu à qui on demande une définition semble avoir une réponse différente. Ceci veut certainement dire qu'il n'existe pas une seule source du bonheur. Si les agences de publicité ont raison, il faut dire que c'est le matérialisme qui nous apporte le bonheur. D'autres disent que le bonheur se trouve dans la spiritualité, les bonnes œuvres et une vie exemplaire. Encore d'autres disent que c'est la bonne santé. Et nous avons déjà tous entendu que c'est l'amour qui apporte le vrai bonheur.

La semaine dernière, lors d'une promenade en ville, j'ai décidé de poser la question « Que veut dire le bonheur pour vous? » à plusieurs personnes. Aujourd'hui, je veux partager avec vous les résultats de cette expérience. Je crois que je peux regrouper les gens et leurs observations en six catégories.

Premièrement, pour les immigrants qui viennent de pays où il y a souvent des conflits politiques ou la guerre, le bonheur c'est de pouvoir enfin vivre dans un pays qui est en paix sans que la peur et les dangers constants ne les menacent.

Pour les professionnels et les gens qui sont dans des postes importants ou qui veulent obtenir un de ces postes, le bonheur, c'est l'argent et le pouvoir. Souvent, ils travaillent très fort et de très longues heures pour atteindre ce bonheur. Malheureusement, le stress causé par ce rythme de travail peut parfois les empêcher de trouver ce qu'ils cherchent, le bonheur.

C'est peut-être les jeunes enfants qui trouvent plus facilement le bonheur dans leur vie. Pour eux, la vie n'est pas compliquée; l'attention et l'amour des autres membres de la famille, un nouveau jouet ou leur animal en peluche préféré leur apportent tout le bonheur et le plaisir qu'ils désirent.

C'est dommage que la vie de ces jeunes enfants change si radicalement. Lorsqu'ils deviennent adolescents, ils sont presque impossibles à satisfaire. Ils trouvent difficilement le bonheur. Ils le cherchent dans la musique, les films, les vêtements à la mode, les activités sportives, les amis et l'argent. Aussitôt qu'ils ont seize ans, le vrai bonheur c'est d'avoir une voiture à conduire, et de préférence, leur voiture à eux. Quand on leur demande ce qui contribue le plus à leur bonheur, ils nous disent que c'est surtout les bons amis.

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G. Touvu

Lire un article de journal

GRILLE DE VÉRIFICATION

Nom : _____   Date : _____

Critères d'évaluation

Tu as pu….	**Oui**	**Non**
– trouver tous les regroupements de personnes en les encerclant.	❏	❏
– trouver toutes les définitions de bonheur en les soulignant.	❏	❏
– trouver les deux phrases sommaires décrivant ce que veut dire le bonheur en les encadrant.	❏	❏
– écrire ta propre définition du bonheur.	❏	❏
– décrire une chose que tu as faite pour faciliter ta compréhension.	❏	❏
– décrire une chose qui t'a causé de la difficulté.	❏	❏

Autres commentaires :

✂--

Lire un article de journal

GRILLE DE VÉRIFICATION

Nom : _____   Date : _____

Critères d'évaluation

Tu as pu….	**Oui**	**Non**
– trouver tous les regroupements de personnes en les encerclant.	❏	❏
– trouver toutes les définitions de bonheur en les soulignant.	❏	❏
– trouver les deux phrases sommaires décrivant ce que veut dire le bonheur en les encadrant.	❏	❏
– écrire ta propre définition du bonheur.	❏	❏
– décrire une chose que tu as faite pour faciliter ta compréhension.	❏	❏
– décrire une chose qui t'a causé de la difficulté.	❏	❏

Autres commentaires :

Écrire une lettre de réclamation
DIRECTIVES POUR L'ÉLÈVE

Description de la tâche :

Dans ton cours de français, tu as appris des choses au sujet de tes droits et de tes responsabilités en tant qu'un bon consommateur/qu'une bonne consommatrice. Tu viens d'avoir une très mauvaise expérience avec un produit acheté, tu décides d'utiliser tes connaissances en action en écrivant une lettre de réclamation.

Directives :

1. Étudie le modèle à la page suivante.

2. Utilise la page de planification pour faire un remue-méninges de ton expérience.

3. Dans ta lettre, essaie d'utiliser les éléments linguistiques suivants :
   - du vocabulaire approprié à la tâche;
   - les conventions appropriées à une lettre formelle;
   - la bonne forme des verbes selon le pronom personnel sujet;
   - le bon temps des verbes (le présent versus le passé);
   - des mots liens;
   - des pronoms objets directs et indirects s'il est convenable;
   - la bonne orthographe;
   - le bon ordre des mots dans des phrases simples et complexes.

4. Prépare une ébauche de ta lettre en utilisant l'information que tu as écrite sur la page de planification ainsi que la lettre modèle.

5. Demande à un/une camarade de classe de faire la lecture de ta lettre en utilisant la *Grille de vérification*.

6. Utilise la rétroaction de ton/ta camarade de classe pour faire des changements au contenu, si nécessaire.

7. Maintenant, vérifie ta lettre en utilisant la partie de la feuille intitulée *Vérification de ma lettre*.

8. Fais des derniers changements, si nécessaire et prépare une copie finale de ta lettre.

9. Soumets à ton enseignant/enseignante ta feuille de planification, ta lettre et la rétroaction de ton/ta camarade de classe pour une évaluation.

Edmonton, le 1er février 2010

COURRIER RECOMMANDÉ

- Si on envoie sa lettre par courrier recommandé (*registered mail*), il faut l'indiquer dans la lettre.
- Il faut s'adresser à une personne précise. Indiquer aussi sa fonction.

Jacqueline Réglier
Directrice – Service aux clients
Badaboum Ltée
1479, rue Saint-Marc
Saint-Foy (Québec)
G2G 1S1

Objet : Remplacement d'un baladeur défectueux

Madame,

Le 4 décembre 2009, j'ai acheté chez vous un baladeur à disque dur Badaboum, un modèle EC-001, numéro de série 266, au prix de 89 $.

Ce baladeur n'a jamais fonctionné : le son est mauvais et j'ai de la difficulté à sauvegarder mes chansons préférées. Je l'ai rapporté à quatre reprises à votre magasin (le 28 décembre, le 8 janvier, le 18 janvier et le 28 janvier). Chaque fois que je reprenais possession de l'appareil, vos techniciens m'assuraient que les problèmes étaient résolus. Cependant, ce baladeur ne fonctionne toujours pas bien. Jusqu'à présent, je ne suis pas du tout satisfait du service rendu.

- Il faut fournir une description du produit : le prix, la marque, le modèle, le numéro de série, etc.
- Il faut clairement expliquer le problème.
- Il faut décrire la démarche déjà effectuée pour résoudre le problème.
- Il faut aussi exprimer son mécontentement.

Puisque ce baladeur est défectueux et que vos techniciens ne savent pas comment le réparer, je vous demande de le remplacer. J'attends votre réponse dans les 10 jours suivant la réception de cette lettre.

- Il faut préciser ses attentes pour la résolution du problème.

Je vous prie d'agir en conséquence.

- Il faut conclure la lettre de cette façon pour assurer une réponse de la compagnie.

Guy Réclame

Guy Réclame
9, rue Haddock
Edmonton (Alberta)
780-555-1622 (le jour)

- Il faut écrire son nom et son adresse sous sa signature.
- Il faut écrire son numéro de téléphone, le jour.

p.j. (photocopies : de la facture, de la garantie, des quatre rapports des techniciens)

- Il faut inclure la documentation pertinente.

Écrire une lettre de réclamation

Nom : _____   Date : _____

Produit acheté : _____

Date de l'achat : _____

Détails concernant le produit, au moins trois (ex., le prix, la marque, le numéro de série, la couleur, les accessoires disponibles, etc.) : _____

_____

_____

Démarche effectuée (étapes suivies) pour résoudre le problème : _____

_____

_____

_____

VÉRIFICATION DE MA LETTRE

1. ❏ J'ai utilisé la lettre modèle pour me guider dans la rédaction de ma lettre.
   ❏ Je n'ai pas utilisé la lettre modèle.

2. ❏ J'ai essayé d'utiliser des pronoms objets directs et indirects quand je pouvais.
   ❏ J'ai eu de la difficulté à utiliser des pronoms objets directs et indirects.

3. ❏ J'ai utilisé des mots liens dans ma lettre.
   ❏ Je ne suis pas certain/certaine d'avoir utilisé des mots liens.

4. ❏ J'ai utilisé les conventions appropriées à une lettre formelle.
   ❏ Je ne suis pas certain/certaine d'avoir utilisé les conventions appropriées à une lettre formelle.

5. ❏ Pour vérifier l'épellation des mots employés dans ma lettre, j'ai utilisé : _____

   _____
   ❏ Je n'ai pas vérifié l'épellation des mots employés dans ma lettre.

6. ❏ Pour vérifier les temps des verbes employés dans ma lettre, j'ai utilisé : _____

   _____
   ❏ Je n'ai pas vérifié les temps des verbes employés dans ma lettre.

Écrire une lettre de réclamation

Liste de vérification par un/une pair

Je m'appelle : _____ Je donne de la rétroaction à :_____

Critères d'évaluation	oui	non
– Tu as écrit le lieu et la date.		
– Tu as écrit l'adresse du destinataire.		
– Tu as identifié l'objet de la lettre.		
– Tu as employé la bonne forme d'adresse pour une lettre formelle.		
– Tu as fournit une description du produit acheté.		
– Tu as expliqué le problème.		
– Tu as décrit la démarche déjà effectuée pour résoudre le problème.		
– Tu as exprimé ton mécontentement.		
– Tu as précisé tes attentes pour la résolution du problème.		
– Tu as conclu ta lettre.		
– Tu as inclus ton nom et ton adresse au-dessous de ta signature.		
– Tu as donné un numéro de téléphone pour te contacter.		
– Tu as nommé la documentation que tu as incluse en pièce jointe.		
– Ta lettre est facile à comprendre.		

Une suggestion pour améliorer ta lettre : _____

_____

_____

Une chose que j'ai beaucoup aimée dans ta lettre : _____

_____

_____

Écrire une lettre de réclamation

FICHE D'INFORMATION POUR L'ENSEIGNANT/ENSEIGNANTE

Description de la tâche :

Dans ton cours de français, tu as appris des choses au sujet de tes droits et de tes responsabilités en tant qu'un bon consommateur/qu'une bonne consommatrice. Tu viens d'avoir une très mauvaise expérience avec un produit acheté, tu décides d'utiliser tes connaissances en action en écrivant une lettre de réclamation.

Résultats d'apprentissage spécifiques évalués

Étant donné les domaines d'expérience, l'élève s'engagera dans diverses activités langagières selon le contexte, la tâche communicative et les différentes technologies de l'information et de la communication disponibles afin de…

COMPOSANTES	
Domaine d'expérience SOUS-DOMAINE	LA CONSOMMATION LES DROITS ET LES RESPONSABILITÉS DES CONSOMMATEURS
Communication	
PRODUCTION ÉCRITE	• Nommer, demander des informations, exprimer des sentiments et expliquer des évènements par écrit d'une manière préparée, structurée, modelée, en utilisant une série de phrases simples et complexes, exprimé au passé et au présent, de façon compréhensible, précise et soutenue.
Langue	
APPLICATION DU VOCABULAIRE ET DES CONCEPTS LANGAGIERS	• Utiliser, avec un degré de précision plus élevé, par écrit, les éléments linguistiques suivants : – l'accord entre le pronom personnel sujet et le verbe employé au présent et au passé composé; – la distinction entre le présent et le passé; – la bonne orthographe • Utiliser, avec une certaine constance, par écrit, les éléments linguistiques suivants requis pour communiquer un message : – le vocabulaire relié aux droits et les responsabilités des consommateurs; – la distinction entre *le passé composé* et *l'imparfait*; – les mots liens; – l'utilisation des pronoms objets directs et indirects; – le bon ordre des mots dans des phrases simples et complexes.

Culture	
	• Démontrer une connaissance des caractéristiques culturelles du français en utilisant les conventions sociolinguistiques suivantes dans une lettre formelle : – l'utilisation appropriée de l'indication du lieu et de la date; – l'utilisation appropriée de l'adresse du destinataire; – l'utilisation appropriée de la signature et du numéro de contact pour conclure la lettre; – l'utilisation appropriée des pièces jointes.
Stratégies d'apprentissage langagières	
STRATÉGIES DE PRODUCTION	• Continuer à élargir et à utiliser un répertoire de stratégies de production pour faciliter la communication d'un message écrit : – utiliser un modèle pour créer un texte similaire; – utiliser des références spécialisées en français pour améliorer son message (cognitive); – utiliser des notes abrégées pour structurer ses idées et planifier ce qui sera écrit (cognitive); – préparer une ébauche de son message; – fournir à ses pairs une rétroaction constructive (socioaffective); – apporter positivement les rétroactions données et apporter à une production les changements appropriés (socioaffective); – utiliser le français pour évaluer ses pairs (socioaffective); – utiliser des listes de vérification, écrites en français, pour vérifier le travail (métacognitive).

Temps requis :
À réaliser une fois que les élèves auront appris le vocabulaire relié au réclame de produit ainsi que la rédaction d'une lettre formelle. Ils auront aussi besoin de pratique en écrivant une lettre de réclamation.
(temps d'enseignement approximatif : 240 minutes)

Matériels :
▪ Dictionnaires, références grammaticales

Outil d'évaluation de l'enseignant/enseignante :
▪ Grille descriptive (pour évaluer la production écrite)

Outils d'évaluation de l'élève :
▪ Feuille de planification (pour évaluer l'utilisation des stratégies par l'élève)
▪ Grille de vérification par un/une camarade de classe (pour évaluer l'utilisation des stratégies par l'élève)

Grille descriptive pour l'évaluation d'une production écrite

Nom : _____ Date : _____

Tâche : <u>Écrire une lettre de réclamation</u>

Critères d'évaluation	4	3	2	1	Observations/ commentaires
Contenu requis ☐ objet de la lettre ☐ explication du problème ☐ forme approprié pour adresser la personne ☐ expression de mécontentement ☐ description du produit acheté ☐ conclusion	Tout le contenu est présent et compréhensible.	Presque tout le contenu est présent et compréhensible.	La moitié du contenu est présent et compréhensible.	Très peu du contenu est présent ou le contenu est difficile à comprendre.	
Connaissance et utilisation du vocabulaire	Utilisation d'une variété de mots appropriés à la tâche pour communiquer un message très riche.	Utilisation d'un bon nombre de mots appropriés à la tâche pour bien communiquer le message.	Utilisation limitée d'un nombre de mots, mais appropriés à la tâche pour faire passer le message.	Utilisation, de façon très limitée, d'un nombre de mots qui parfois n'étaient pas appropriés au message.	
Utilisation des éléments linguistiques ☐ la bonne forme des verbes selon le pronom personnel sujet et le temps des verbes ☐ l'utilisation des mots liens ☐ l'utilisation des pronoms objets directs et indirects s'il est convenable ☐ le temps des verbes approprié (le présent versus le passé) ☐ la bonne orthographe ☐ le bon ordre des mots dans des phrases simples et complexes	Utilisation et formulation correctes de tous les éléments linguistiques identifiés pour la tâche.	Utilisation et formulation correctes de la plupart des éléments linguistiques identifiés pour la tâche.	Utilisation et formulation correctes de la moitié des éléments linguistiques identifiés pour la tâche.	Utilisation et formulation correctes de très peu des éléments linguistiques identifiés pour la tâche.	
Utilisation des éléments sociolinguistiques ☐ lieu et date de la lettre ☐ signature et numéro de contact ☐ adresse du destinataire ☐ indication des pièces jointes	Utilisation et formulation correctes des tous les éléments sociolinguistiques identifiés pour la tâche.	Utilisation et formulation correctes de la plupart des éléments sociolinguistiques identifiés pour la tâche.	Utilisation et formulation correctes de la moitié des éléments sociolinguistiques identifiés pour la tâche.	Utilisation ou formulation incorrectes de la plupart des éléments sociolinguistiques identifiés pour la tâche.	
Utilisation des stratégies de production écrite ☐ utilisation d'un modèle ☐ utilisation de la rétroaction d'un/d'une pair ☐ utilisation d'une feuille de planification ☐ utilisation d'une grille de vérification pour son travail ☐ préparation d'une ébauche ☐ utilisation du matériel de référence pour améliorer son message	Utilisation de toutes les stratégies de production visées pour réaliser la rédaction de cette lettre avec succès.	Utilisation de la plupart des stratégies de production visées pour réaliser la rédaction de cette lettre avec succès.	Utilisation de quelques stratégies de production visées pour réaliser la rédaction de cette lettre avec succès.	Utilisation de très peu de stratégies de production visées pour réaliser la rédaction de cette lettre avec succès.	

Grille d'autoévaluation de ses pratiques professionnelles
en tant qu'enseignant/enseignante
(basé sur James and Pedder [2006])[*]

Nom : _____ Date : _____

Le degré d'appui que je donne à l'apprentissage explicite	Oui!	Souvent	Pas encore
J'aide mes élèves à comprendre les objectifs de chaque leçon ou série de leçons.	❏	❏	❏
J'encourage mes élèves à se rendre compte de leurs erreurs en français et d'utiliser ces moments pour perfectionner leur apprentissage de la langue.	❏	❏	❏
J'utilise la cueillette des erreurs commises par mes élèves afin d'avoir un aperçu de leurs pensées et de leur apprentissage.	❏	❏	❏
Je fais savoir à mes élèves leur progrès en français par rapport aux résultats précédents.	❏	❏	❏
J'identifie les points forts de mes élèves et je leur donne des conseils sur comment les développer davantage.	❏	❏	❏

Réflexions : _____

_____

_____

Le degré d'appui que je donne à l'apprentissage autonome	Oui!	Souvent	Pas encore
Je donne des choix et des options à mes élèves en ce qui concerne la manière dont ils peuvent réaliser certaines activités en classe.	❏	❏	❏
J'aide mes élèves à évaluer leur travail ou celui des autres.	❏	❏	❏
J'aide mes élèves à évaluer leur propre apprentissage.	❏	❏	❏

Réflexions : _____

_____

_____

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[*] Mary James and David Pedder, "Professional Learning as a Condition for Assessment for Learning," Dans John Gardner (dir.), *Assessment and Learning* (London: Sage Publications, 2006), pp. 27 – 43.

Le degré d'appui que je donne à mes propres apprentissages	Oui!	Souvent	Pas encore
Je consulte mes élèves pour savoir la façon dont ils apprennent le plus efficacement.	❑	❑	❑
Je m'approprie les bonnes pratiques de mes collègues qui enseignent les langues secondes (lors des conversations, par le biais d'Internet ou de la lecture professionnelle) afin de me développer professionnellement.	❑	❑	❑
Je partage avec les autres des trucs ou des techniques qui fonctionnent bien dans mon enseignement du français.	❑	❑	❑
J'apporte des modifications à mon enseignement du français face aux nouvelles recherches ou à des observations faites par d'autres enseignants par rapport à leur enseignement.	❑	❑	❑

Réflexions : _____

_____

_____

Le degré d'appui que je donne à la collégialité	Oui!	Souvent	Pas encore
Je collabore régulièrement avec le personnel enseignant ou d'autres collègues lorsque je fais la planification afin de bénéficier de leur expertise.	❑	❑	❑
Je demande de l'aide à mes collègues quand j'ai un problème.	❑	❑	❑
J'appuie mes collègues et je les rassure, particulièrement en ce qui concerne l'enseignement du français.	❑	❑	❑
Je donne des suggestions ou des idées à mes collègues dans d'autres écoles qu'ils peuvent essayer dans leurs cours de français.	❑	❑	❑
Mes collègues et moi discutons ouvertement de ce que nous sommes en train d'apprendre afin de pouvoir améliorer notre enseignement du français.	❑	❑	❑

Réflexions : _____

_____

_____

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Assistive Technologies to Support the Learning of FSL

Many programs traditionally seen as specialized or assistive technology, when used more widely in classrooms, have the potential to assist students in the learning of a second language. This list includes examples of some assistive technology tools that have the potential to assist students learning French as a Second Language, but it is not an exhaustive list.

Note: This list provides information that is current at the time of printing. Product and company names are subject to change. Teachers are encouraged to consult with jurisdictional staff in order to access the most up-to-date information.

Comprehension Support Software

Comprehension support software programs can provide language teachers with a range of possibilities for use beyond that of supporting comprehension.

Boardmaker (Mayer Johnson) allows teachers to create printed, symbol-based communication and educational materials with Picture Communication Symbols and other pictures and graphics in 42 languages, including French.

Writing with Symbols 2000 (Widgit Software) is a language, literacy and communication tool that uses symbols, speech and activities to help students read and write. The symbols help the student to relate new language to familiar concepts while the speech portion helps the student become familiar with pronunciation. A grid of accented letters makes writing easier for students who can type.

For second language classrooms, add-ons can convert the existing English version to a multilanguage version. The menus and front screen remain in English, but at a click of a button users can change the wordlists, the spell checker and the speech into other languages, including French, Spanish and German.

Additionally, a range of hand-held devices (such as those developed by Franklin) provide access to talking books, pocket translators, spelling and grammar reference and learning activities.

Reading Comprehension

Text-to-speech software is used to convert words from a computer document (e.g., word processor document, Web page) to audible speech. This would be helpful to students who need or want aural verification of what they are seeing in print.

Read Please (Read Please) is an all-purpose text-to-speech program that reads any text visible on the computer screen. It is available in English, French, Spanish, German and Japanese.

Read and Write 8.1 GOLD (TextHelp) is a literacy support tool designed to assist users who require extra assistance when reading or composing text. It can scan and read text in French, Spanish and English and provides additional features that can assist students with research and composition.

Reading pens are devices that can be moved over printed text in order to provide definitions, translations or an oral reading of the words in the text.

The **Readingpen Basic Edition** (Wizcom Technologies) is a portable, self-contained, assistive reading device designed specifically for school-age reading levels. It provides a simple and easy way for students with reading difficulties, learning disabilities or dyslexia to access immediate word support when they are reading.

The **Quicktionary II** (Quick Super Store) enables users to scan printed text, either a single word or a full line at a time. The device, which comes in left-handed or right-handed versions, reads and translates or defines single words and provides a readout of full lines of text.

Written Production

Talking word processors (TWP) are software programs that can be used to support student writing. They provide speech feedback as the student writes, echoing each letter as it is typed and each word as the spacebar is pressed. Although these inexpensive programs are typically used to assist with writing, many also incorporate powerful tools for reading.

Intellitalk (Intellitools) is a simple talking word processor that speaks as users type. The auditory feedback is available in English, French and Spanish.

WordQ (Quillsoft), along with SpeakQ speech recognition software, is a word prediction and text-to-speech program that makes writing easier for students with learning disabilities. This software adds text to speech for any regular application. It is available in English, French and German.

Word Prediction Software is used to assist with text entry. These software packages predict the word that is being typed along with the next word, based on word frequency and context.

WordQ (Quillsoft) is a software tool used along with standard writing software. In addition to its uses described above, WordQ also suggests words for the user and provides spoken feedback to help the user find mistakes. Users of all ages who have problems writing and editing, particularly those with learning disabilities, can benefit from using this type of software. WordQ provides word prediction support in English, French and German.

Spell checking is a separate program or word processing function that marks misspelled words. It can verify the spelling of a marked block, an entire document or group of documents. Advanced systems check for spelling as the user types and can correct common typos and misspellings as they occur.

Spell Catcher (Rainmaker) is a multilingual spell checking program that is able to check spelling in 14 different languages, including French. It also provides a thesaurus feature in ten different languages, including French.

Accessing French Characters, Accents and Symbols
with Microsoft Office™

There are many options for accessing French characters, accents and symbols, and these differ depending on which operating systems, applications, or devices are being used. The options presented in this appendix are limited to Microsoft Office™ used with an English-language keyboard. These options include:

► inserting symbols using the Insert Menu
► pasting in symbols using the Character Map
► using keyboard shortcuts
► using numerical codes or shortcuts
► adding a French-language setting and making use of an onscreen keyboard for reference.

Using the "Insert Symbol" Drop-down Menu

Students and teachers may follow these steps when inserting characters or symbols needed in French.

► When working on a document, click on the "Insert" tab at the top of the screen to open a drop-down menu.
► Select "Symbol" to open a chart of symbols, including accented characters.
► Scroll down to locate the necessary symbol (vowel plus accent or *la cédille*) and then double click on it.
► The symbol should appear in the current document.
► Recently-used symbols are found at the bottom of the symbol screen, as are the numerical codes or shortcuts.

Using the Character Map

The Character Map can be found by clicking on the "Start" tab and selecting "All Programs," then "Accessories" and "System Tools." Students and teachers using the character map follow almost the same steps as those listed for inserting symbols; however, the chosen character or symbol must be pasted into the document. This can be done by clicking on "Select" and "Copy" and then using a shortcut for the paste command; i.e., pressing down the "Ctrl" key and the "V" key simultaneously and pasting the symbol into the document.

Using numerical codes or shortcuts to access French characters and symbols

When working with an English language keyboard, students and teachers may choose to use a combination of the "Alt" key and various combinations of numbers in order to create characters, symbols and accents they need when typing in French. The number lock must also be on in order to access these accents and symbols in this manner.

accent grave	
à	0224
À	0192
è	0232
È	0200
ù	0249
Ù	0217
accent aigu	
é	0233
É	0201
accent circonflexe	
â	0226
Â	0194
ê	0234
Ê	0202
î	0238
Î	0206
ô	0244
Ô	0212
û	0251
Û	0219
tréma	
ë	0235
Ë	0203
ï	0239
Ï	0207
ü	0252
Ü	0220
cédille	
ç	0231
Ç	0199
guillemets	
«	0171
»	0187
symbole de l'Euro	
€	0128

Adding a French-language Setting

The steps listed below may be followed in order to add a French-language setting to a computer using an English-language keyboard. These instructions are not meant to be comprehensive and are shared as a broad line of information only.

The assistance of the school's technology coordinator may be required to complete the process. In the case of networked computers, additional network-wide setting changes may be required.

► Click on "Start" and select "Control Panel," followed by "Regional and Language Options."
► Select the "Languages" tab and click on the "Details" button.
► Click on "Add" and then scroll through the drop-down menu to select one of the options for French, such as "French (Canada)."
► In order to toggle between language settings, one can use the "Language Bar" found under "Preferences" or select a "Key Setting."

Using the On-Screen Keyboard to locate Keys

Once a French-language setting has been added and selected for use, students and teachers may require assistance to locate characters that do not match those shown on the English-language keyboard they may be using. The On-Screen Keyboard can be found by clicking on "Start" and selecting "All Programs," then "Accessories" and "Accessibility."

It can remain open on the screen while a document is being typed to guide students and teachers as they look for the location of various French language keys as shown below.

On-Screen Keyboard

Actual Keyboard

Pushing this key will give the *é* as per the On-screen Keyboard.

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Using Technology for Varying Purposes

Developing a Webquest in French

Webquests are a means for students to discover Web sites on the Internet, using inquiry as the main purpose; i.e., students do research on the Internet to solve a problem. It is an interesting pedagogical activity that allows for cooperation and collaborative work on the part of the teacher and students as well as the use of higher-order thinking skills such as analysis, synthesis and evaluation of the information. Webquests can be developed using a word processing program such as Word, a media program such as Powerpoint or even through a database program such as Excel. The key to a webquest is the ability to develop a document containing hyperlinks.

At the senior high school level, students can participate in a web quest created by the teacher or they can create their own. A web quest can be made with any of the fields and subfields of experience, allowing for the communication and technology outcomes of the program of studies at this level to be integrated in an interesting and pertinent manner. As such, the vocabulary related to the use of communication technology is also integrated in a real and purposeful activity.

Web quests are not difficult to create, but they can be time-consuming in that it is the responsibility of the teacher to ensure that the Web sites hyperlinked in the document are both active and appropriate for students. Firewalls in some schools may make this kind of activity difficult to carry out. Teachers will need to speak with their jurisdictional technology coordinator to determine if the school authority permits activities of this nature.

Web quests are designed in much the way as any project or task would be designed, except that all the information is online. To facilitate the development of a web quest, a number of templates are available that provide plenty of support for the development of a web quest (See, for example, the following Website: <http://www.educationaltechnology.ca/resources/webquest/templates.php>). What follows is a simplified version of the design process.

1) **Situation** (sometimes referred to as Introduction)—Select a situation related to the field or subfield of experience. Write the situation that sets the stage for the web quest, including the purpose of the web quest. This is the hook for the students and is what will motivate them to participate in the activity.

   Example:
   Présentement, tu travailles comme agent de voyages à l'agence Tournesol. Un client veut voyager dans un pays chaud, mais il demande que la langue parlée de cet endroit soit le français. Il demande aussi de lui trouver un hébergement de prix modéré, des restaurants offrant différents types de cuisine et des activités à faire pendant cinq jours. Une fois que tu auras cette information, tu dois lui expliquer pourquoi cet endroit est la meilleure destination à visiter.

2) **Task**—Define in clear terms what is the desired end product or products; e.g., a summary chart, an oral presentation accompanied by a slide show, a written solution to a problem. Also indicate what other technologies or technological tools might be used for the creation of the product(s), but a description of the process is not included at this stage.

Example:

Cette tâche est divisée en deux parties : 1) la recherche sur un pays francophone et 2) la présentation orale au client en utilisant un diaporama électronique.

3) **Process**—Define the steps students need to follow in order to accomplish the task. This will include the Web sites that students need to access, any background information that may be pertinent to the task, any information-gathering tools such as guiding questions, summary tables, checklists or concept maps. Ensure that the steps are written in simple, precise language.

   Example:

   1. *Trouvez un ou une partenaire avec qui vous aimeriez travailler.*
   2. *Prenez une feuille blanche. Avec votre partenaire, faites un remue-méninges de tous les pays francophones que vous connaissez.*
   3. *Déterminez quels pays ont un climat chaud.*
   4. *Choisissez un pays à rechercher. Utilisez la grille qui se trouve ici. <Fichevoyage.doc>, etc.*

4) **Assessment**—Identify for students the manner in which they will be assessed and provide them with all the necessary assessment instruments such as rubrics, checklists and pair/self-assessments.

5) **Conclusion**—This is a summary statement of the learning outcomes and how this activity fits into the lesson sequence. It is important to ensure that the activity aligns with the outcomes of the program studies, serves to develop language learning and cultivates students' curiosity and motivation to learn the language. The conclusion to the activity can also include a self-reflection that allows students to look back on the experience.

   Sources: <http://webquest.sdsu.edu/designsteps/index.html>
   　　　<http://www.educationaltechnology.ca/resources/webquest/templates.php>
   　　　<http://webquest.org/index-create.php>

Suggested Activities for a Field of Experience, depending on Available Technologies

A French 10–9Y FSL class is working with the field of experience LES VACANCES (VACATIONS) and in particular with the subfields LES DESTINATIONS AU CANADA ET AILLEURS DANS LE MONDE (CANADIAN AND OTHER TRAVEL DESTINATIONS) and LA PLANIFICATION DES VACANCES (VACATION PLANNING).

CD or VCR player

Students listen to a radio show or watch a television broadcast related to travel destinations. Students take down notes and then share their notes in small groups to confirm their understanding. They then indicate their travel preferences and provide reasons for their choices.

Chat/Instant messaging

Where its use does not contravene jurisdictional policies, teachers can set up projects that involve some use of this technology. For example, students are given a card with a situation that indicates the time they are to leave and arrive at the airport to catch a flight. They text a friend to let him or her know what time they are leaving and ensuring that they will get to the airport at the same time.

Computer with Internet access
   Pairs of students visit travel Web sites such as Bonjour Québec to identify different tourist attractions
   to visit in a specific area. They read different descriptions and pull out the cost and the descriptors
   used in the text that they can later use to entice their classmates to visit this destination.

Computer with projector and access to text and images/photographs
   An online travel brochure is projected on a screen for the class to see. The teacher and the students
   discuss the manner in which the travel destination is described and analyze the text's form. Together
   with the class, the teacher prepares, using a word processing program, the structure of the brochure
   for students to use as a guide when they prepare their own travel destination description.

**Computer with research tools such as a French-English or French-only dictionary accessible either
on a school server, on a CD or online**
   Students verify the spelling of words in their text with the aid of an online dictionary.

Computer with word processing and desktop publishing applications and a printer
   Students prepare their travel brochure using computer applications to assist them in preparing their
   written texts and the layout of their content.

**Computer with word processing and desktop publishing applications, microphones and access to a
Web server space**
   Students prepare an audio commentary for their travel destination. They have another group listen to
   their recording. This group of students provides feedback orally in French. The first group can now
   listen to the feedback given and can make any suggested changes. They rerecord their text and ask the
   other group for feedback again. This time the group provides feedback in written form.

Digital camera
   Students bring pictures or videos they have taken on a family holiday and download them on to a
   school computer. Using the computer and a digital projector, students can explain the photos or
   videos to the class.

   Note, however, that care must be taken to ensure that the terms of the *Freedom of Information and
   Protection of Privacy Act* are respected.

E-mail
   Students use e-mail to play the role of a client and travel agent. One student asks questions and the
   other student replies with an attached itinerary.

Fax/telephone/computer with e-mail or access to Voice Over Internet services, such as Skype
   Students prepare questions designed to request travel information from a French-speaking region in
   Canada or from a Francophone country.

Multiple computers with concept mapping software such as Inspiration/Kidspiration
   Small groups of students use the software to create a graphic organizer related to information found in
   a travel itinerary. To start students on the activity, the class brainstorms categories such as: *les
   destinations préférées*, *les types d'hébergement disponible*, *les moyens de transport*. Students add to
   the categories and then expand the information that would be found under each category. Each group
   then saves their completed graphic organizer and subsequently presents it to the class for comparison.

Overhead projector

Using a transparency that contains information on a particular travel destination and water-soluble pens of two different colours, the teacher leads the students through a strategy training activity in which students identify the main idea that is underlined in one colour and the supporting details underlined in another colour. Students discuss the strategy as a class.

Scanner

Students bring to class their favourite photographs from a family vacation and scan them into the computer. The photographs are then placed in an electronic slide show program so that students can narrate orally their travel experience. (Teachers need to ensure that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.)

Videocamera

Students film role-plays of interactions between clients and travel agents. The videos are played to the rest of the class and students discuss the questions asked and the answers given. (Teachers need to ensure that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.)

Videoconferencing (VC)

If VC is being used to connect two classes, one class can present its projects (i.e., their travel itineraries), "live" to members of the other class while the other takes down notes. Feedback is provided to the other class "live."

Webcam

If students are collaborating on these projects at a distance, web-based cameras can be used to plan, carry out, and share project/partner work. (Teachers need to ensure that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.)

Whiteboard

Students and teachers may use a whiteboard to support small-group collaborative planning or whole class presentations, or for vocabulary development or grammatical explanations.

Glossary of Terms

acculturation In the context of immigrant students in the classroom, the process of learning about and adopting cultural practices and norms related to everyday life in their new country. (Chapter 7)

articulation In reference to a program of studies, this refers to organizing the learning plan to flow smoothly from one year to the next. (Chapter 2)

assistive technologies Those media, devices and services that are used to help students overcome barriers to learning and achievement. (Chapter 9)

assessment *as* learning An instructional strategy used to help students gain an understanding of the learning process. See **formative evaluation.** (Chapter 8)

assessment *of* learning Used to determine to what extent students can demonstrate the prescribed learner outcomes. See **summative evaluation.** (Chapter 8)

assessment *for* learning Used to help teachers understand learner needs and characteristics and to plan for learning while informing students of their own growth. See **formative evaluation.** (Chapter 8)

authentic texts Oral or written texts that are produced and used by speakers of the language for purposes in everyday life; e.g., a radio weather report, a school announcement, a conversation, an invitation, an advertisement. (Chapter 3)

backward design Planning for instruction with the end learning goals in mind. In language classes, this includes determining the performance assessment tasks first and directly focusing student learning toward this goal. The types of linguistic, cultural and strategic elements that students need to learn in order to successfully carry out the performance assessment task become the focus of instruction. (Chapter 5)

blended model See **delivery model**.

brain-based learning A theory of learning based on research related to the operations of the brain. It includes instructional strategies that capitalize on the brain's ability to search for meaning and perform several activities at once. (Chapter 5)

classroom environment A setting in which learning takes place. The classroom environment consists of both the social climate, which relates to expectations for behaviours and interactions, as well as the physical environment, which relates to the manner in which teachers arrange their classroom or their web presence. (Chapter 4)

coaching	A type of instructional strategy that complements direct instruction and facilitation. Teachers provide feedback and guidance to students as they carry out practice activities and work on tasks or projects. (Chapter 4)
cognates	Words in two or more languages that are derived from the same source/origin, have auditory or visual semblance, and have the same meaning. (Chapter 6)
cognitive learning strategies	Thinking skills that include techniques such as guessing, practising, using models and applying rules. (Chapters 2, 6)
communicative competency	The ability of a learner to use his or her knowledge of context, language functions, vocabulary, grammatical rules, culture and sociolinguistic elements to understand and/or express a message. (Chapter 2)
communicative task	An activity carried out with a specific outcome in mind, in which the emphasis is on expressing meanings rather than on producing specific language forms. (Chapter 3)
components	Four interdependent dimensions within the Nine-Year FSL Program of Studies: Experience–Communication, Language, Culture, Language Learning Strategies. (Chapter 2)
comprehension	A process that involves negotiating the meaning of the main idea(s) and supporting details presented orally or in written texts; i.e., deriving meaning from what is being heard and/or read. (Chapter 2)
constructivism	An understanding of learning as a process in which learners build their own understandings and construct their own knowledge by building on both prior experiences and knowledge gained firsthand through new explorations. (Chapter 5)
context	The broad language purpose for which students acquire linguistic and cultural knowledge that is applied to real-life communicative use, such as ordering a meal, requesting information, etc. See **situation**. (Chapter 2)
cooperative learning	An instructional strategy in which students work in small groups or pairs to carry out activities or complete tasks or projects. Tasks are structured so that each group member or partner contributes to the completion of the task. Success is based on the performance of the group or pair rather than on the performance of individual students. (Chapter 6)
culture	The behaviours and beliefs of a community of people whose history, geography, institutions and commonalities are distinct and distinguish them, to a greater or lesser degree, from all other groups. An individual can simultaneously be associated with a range of such communities given different aspects of commonality, based on age, interests or place of residence. An important element of a people's way of life is their means of communicating amongst themselves. (Chapter 2)

cultural competency	The development of knowledge and understanding that allows students to reflect upon other cultures, with a view to understanding other people and developing their own personalities and identities in preparation for global citizenship. (Chapter 2)
cumulative/ culminating task	See **performance assessment task**.
deep marking	Detailed, descriptive, thoughtful, criteria-referenced comments provided by the teacher on student projects in order to help the student set goals for future learning. (Chapter 8)
delivery model	The manner in which a program or course is delivered to students; e.g., the face-to-face model is one in which students are taught directly by a teacher. In a virtual model, also known as distance or distributed learning, a teacher at a base site offers instruction to students at other sites through the use of a range of communication technologies. In a blended model, classroom or specialist teachers teach students in a classroom setting, making use of available technologies to support instruction. (Chapter 4)
differentiated instruction	A variety of instructional strategies that recognize and support individual differences in learning. Differentiated instruction recognizes that some students require adjusted expectations as well as the opportunity to explore curriculum content and demonstrate learning in different ways. Teachers can elect to differentiate the content, processes, products or environment of classroom instruction, depending on students' learning needs. (Chapters 5, 7)
digital immigrants	Those individuals who have not grown up with access to computers and the Internet and who are learning the language and culture of technology use, much like immigrants to a new country. (Chapter 7)
digital natives	The generation of people who have grown up with an unprecedented volume of interactions with technology such that it could be said that they are native speakers of the language related to technology and its use. (Chapter 7)
digital resources	Learning resources that have been developed for access on a computer, such as interactive learning activities found on some Web sites. (Chapter 9)
direct instruction	A group of instructional strategies that complements facilitation and coaching. It includes providing demonstration or modelling of a particular linguistic structure, short explanations or mini-lectures and questioning techniques. (Chapter 4)
discourse features	Those elements within a text that help one make links between thoughts. (Chapter 2)
distributed learning environment	Where learners and teachers are working at a distance, their classroom interactions may be facilitated through the use of a range of technologies. See also **delivery model**. (Chapter 9)

experience– communication component	The language experiences in which students will participate as they learn French. It is during these language experiences that the four language skills are developed. (Chapter 2)
facilitation	A group of instructional strategies that complements direct instruction and coaching. Teachers set up learning situations to promote student participation, risk-taking, team-building and to allow students to begin to construct meaning for themselves. (Chapter 4)
fields of experience	The component of the program of studies that provides the contexts for communicative activities. Fields of experience represent different dimensions of students' relationship with their surroundings, are prescribed for each grade and are sequenced from concrete to abstract. (Chapter 2)
formative evaluation	The informal and daily type of assessment used while learning is occurring. In this guide, the term has been replaced by the terms **assessment *for* learning** and **assessment *as* learning**. (Chapter 8)
functions of language	The uses for or purposes of language, which are related to the types of meaning that language can carry. In this program of studies, the functions are implicit within the four skills and the language structures defined in the Language component. Activities and tasks are based on functions of language, such as making a request, describing something, expressing preferences or asking for information. (Chapter 3)
general outcomes	Broad statements that define results students are expected to achieve in the course of their language learning experiences. (Chapter 2)
global expression	A statement or a question that may contain linguistic elements that students will not be assessed on until another grade or course level but that is required for a particular communicative situation. Students memorize a phrase, a statement or question. For example, if French 10–9Y students were to simulate a travel agent making recommendations to a client, they could use the comparative structure without having to know how to formulate the structure; e.g., *Aller à Vancouver est aussi cher qu'aller à Montréal*.
graphic organizers	Visual representations that can illustrate the relationship of various concepts or components of a concept to each other; e.g. continuums, ladders, word webs or concept maps. (Chapter 6)
grammatical rules	Conventions of language use related to the structure of phrases or statements that form part of the linguistic code. In this program of studies, such rules are expressed in terms of Language Concepts and are not taught discretely, but rather as an integral part of student communication for meaningful purposes. (Chapter 2)
information gap activities	Activities in the language class in which one student has information that is needed by the other for a particular purpose. (Chapter 6)

input	Refers to those elements of the target language to which students are exposed and can include words, phrases and expressions used orally by speakers, within written texts, or through nonverbal means of communication. In this guide, the term also refers to the content associated with the learner outcomes to which students are exposed in the course of their learning, as well as the learning strategies being modelled. (Chapter 5)
instructional design	Planning for instruction is based on sound practices and with the learners' needs in mind. Instructional design includes an analysis of learner outcomes, student characteristics, instructional strategies and methods chosen to assess learning. (Chapter 4)
instructional strategies	The techniques and activities teachers use to help students become independent learners. They can be described as falling into the three broad categories: direct instruction, facilitation and coaching. (Chapter 6)
intonation	The stress and pitch of spoken language. For example, the statements *Ça va? Ça va; Ça va!* are each expressed with different intonation. (Chapter 2)
language acquisition	The manner in which language is learned incidentally in an unstructured environment, as a by-product of everyday living. It can also refer to the sum total of the student's language learning experience and includes both incidental and instructed learning. (Chapters 3, 5)
language awareness	An understanding of the purposes for language as well as of the similarities and differences between the language being learned and other languages already known. (Chapter 2)
language experience texts	Texts that are written as a shared writing activity by teachers and students, in which a sequence of experienced events is described. (Chapter 6)
language competency	The acquisition of linguistic tools needed to understand and convey authentic messages. (Chapter 2)
language concepts	Linguistic elements and grammatical notions, such as the existence and use of articles or verbs, which students are expected to articulate in their own words and to apply in communicative situations. (Chapter 2)
language learning	Intentional learning of a language, generally within a classroom context, involving structure, stated outcomes, time constraints and the use of learning strategies. This is in contrast to **language acquisition**, which may refer to incidental learning only. (Chapters 3, 5)
language skills	Listening comprehension, oral production, reading comprehension, and written production, all of which fall under the communication portion of the Experience–Communication component, within the multidimensional framework underlying the Nine-Year FSL Program of Studies. These are the skills needed to understand and produce messages. (Chapter 2)

listening comprehension	A skill whereby the listener actively seeks out, processes and makes use of particular information presented in an auditory form. It involves discerning meaning from what has been said; i.e., identifying key ideas and details from an oral text and reacting to them. This skill is the cornerstone of language development. (Chapter 6)
learning strategies	Specific techniques, actions, steps or behaviours students use to aid and enhance their learning. (Chapters 2, 6)
linguistic elements/ structures	The tools needed in order to understand and convey messages in a language. They include pronunciation, intonation, orthography, vocabulary, grammatical rules, syntax and discourse features. (Chapter 2)
linguistic repertoire	Linguistic structures and elements that students internalize and then use to understand and/or communicate a message. (Chapter 3)
materials	Materials include supplies, such as paper, scissors, glue, etc., to be used for various activities and tasks, as well as the necessary components of activities or games. See also **resources**. (Chapter 4)
memory strategies	Techniques such as repetition, visualization, the use of mnemonics and others that are used to learn, retain and recall information. (Chapter 2)
mental storage	Processing and internalizing content for recall. As they are learned, items move from physical storage to mental storage. See also **physical storage**. (Chapter 5)
metacognitive learning strategies	Techniques used in learning that relate to thinking about and reflecting on the learning process. These strategies include planning, monitoring and assessing one's own learning. (Chapters 2, 6)
metalanguage	Vocabulary used to talk about and analyze the structure of a language, using terms such as noun, adjective and verb. (Chapter 2)
multidimensional framework	The structure around which the FSL program of studies has been developed and which consists of four interdependent dimensions or components of language learning. (Chapter 2)
multiple intelligence theory	A theory that suggests that individuals exhibit various types of intelligences and may hold varying levels of ability in each. (Chapter 7)
negotiation process	The intersection point between comprehension and production skills, in which an individual gleans meaning from an oral or written text, interprets what is understood and reacts to his or her interpretation orally and/or in written form. (Chapter 2)

oral production	The skill involving the use of speech to express language, starting with a more mechanical repetition of sounds, words or expressions and moving toward the creation of prepared and spontaneous oral messages in more open-ended communicative situations. (Chapter 6)
orthography	Graphic symbols of the language, including spelling and punctuation. (Chapter 2)
performance assessment task	A communicative task that is carefully designed in the assessment *for* or *of* learning. It may be comprised of several discrete activities. (Chapters 3, 8)
phases of language learning	A list of incremental steps involved in language learning that includes Encountering, Noticing, Internalizing, Applying and Refining, Transforming and Personalizing, Assessing (*for, as, of)* Learning. These phases of learning are recursive and cyclical rather than linear. (Chapter 5)
physical storage	The creation and use of lists, word cards, tables, scales, mind maps, flowcharts, posters, gestures or mnemonics and any other means to aid in noticing and learning aspects of word knowledge. As the learner progresses through the phases of learning, the need for physical storage is replaced by mental storage. See also **mental storage**. (Chapter 5)
production	The creation of oral or written messages that are based on the need to express an idea or ideas, within a given context or situation and for a particular purpose. (Chapter 2)
RAFTS	An instructional strategy that can be used in the framing of tasks and that involves determining a role, an audience, a format, a topic, as well as a strong verb. (Chapter 8)
RD PR	Guidelines for Recognizing Diversity (RD) and Promoting Respect (PR) that are used when examining instructional materials to determine the extent to which they foster understanding and respect for all groups and individuals. (Chapter 4)
reading comprehension	A skill whereby the reader seeks out information from a print text for a specific reason. This skill involves deciphering and decoding written symbols, as well as constructing and interpreting meaning from the printed word and/or any associated visual clues. (Chapter 6)
realia	Tangible artifacts from the target culture, including posters, images, flags, maps, product packaging, bus ticket stubs, brochures, shopping bags, etc. These can be used to provide a classroom environment rich in language and cultural stimuli as well as material for use with many activities and tasks. (Chapter 4)

resources	Those print, audio, visual, multimedia and other materials that teachers may use in their teaching. Alberta Education reviews, authorizes and classifies resources as being basic or support resources for use in schools. Resources may include authentic print documents, graphic organizers, photographs, classroom charts and posters, books, magazines and stories, audio CDs, DVDs, as well as music or audio and video clips. See **materials**. (Chapter 4)
role-playing activities/ simulations	In language learning, activities in which participants experience a particular interaction while representing a specified character type. Role-plays are generally more simple, brief and flexible than are simulations, which can be lengthier and more complex. (Chapter 6)
savoir	Knowledge; in this case, knowledge of language concepts and vocabulary; i.e., the Language component of the program of study. (Chapter 2)
savoir apprendre	In the case of this program of studies, learning about learning as it relates to the individual student; i.e., the Language Learning Strategies component. (Chapter 2)
savoir-être	In the case of this program of studies, the awareness of different ways of living or being in the various Francophone cultures; i.e., the Culture component. (Chapter 2)
savoir-faire	In the case of this program of studies, application of language concepts and vocabulary through the use of the communication skills as outlined in the Experience–Communication component of the program of studies. (Chapter 2)
schemata/ conversational schemata	Patterns of interaction used when carrying out exchanges in a particular language. (Chapter 6)
search engine	Software that allows a user to search the Internet by using keywords. (Chapter 9)
second language instructional models	Models that map out steps or phases to be considered when planning to teach a language. They provide terms for and insights into various aspects of the teaching and learning process and can be expressed from either a teacher or a student perspective. (Chapter 5)
situation	The language purpose for which students acquire specific linguistic and cultural knowledge that is applied to real-life communicative uses, such as ordering a meal in a restaurant versus ordering a meal in a fast-food outlet. See **context**. (Chapter 2)
socioaffective learning strategies	Techniques used when learning that include collaboration with others, tolerating ambiguity and taking risks to communicate. The use of techniques such as these is closely tied to a student's personality and attitudes toward learning. (Chapters 2, 6)

sociolinguistic competency	Knowledge and understanding related to the appropriateness of language in a given context or situation. This includes sensitivity to differences in register, or degrees of formality; variations in language; nonverbal communication; and idiomatic expressions. (Chapter 2)
sound–symbol correspondence	The correlation between the visual representation of a symbol, such as a single letter or an accented letter, with its auditory equivalent in a language. (Chapter 2)
specific outcomes	Definition of results students are to demonstrate in terms of knowledge, skills and attitudes at the end of each grade. (Chapter 2)
staffing model	The manner in which school administrators may choose to staff their FSL program; e.g., with a classroom teacher or a specialist FSL teacher. (Chapter 4)
strategic competency	The development and application of a repertoire of techniques to facilitate learning and, specifically, language learning. (Chapter 2)
subfields of experience	Smaller, more concise units of language learning within broader fields of student experience, as identified by the program of studies. (Chapter 2)
summative evaluation	Assessment used at the end of a sequence of learning for reporting purposes. In this guide, the term has been replaced by the term **assessment *of* learning**. (Chapter 8)
syntax	The order of elements, such as words or phrases, within a sentence or text. (Chapter 2)
task-based learning (TBL)	A model used in the teaching and learning of a language in which a task is placed further toward the beginning of a unit than is usually the case in other instructional models. In this case, the linguistic structures and elements that arise as the students carry out the task become the focus of further study once the task has been completed. (Chapter 5)
teacher effectiveness	A field of research related to teacher competence that examines systematic teaching procedures and their impact on student achievement. (Chapter 5)
teaching approach	A way of conceptualizing teaching and learning based on understandings of the nature of learners and of the content to be taught. In this guide, language teaching approaches are described as falling into three groups: materials-focused, communicative and humanistic approaches. (Chapter 4)
teaching method	Prescribed classroom practices and carefully-structured materials used to teach content and develop skills; e.g., the audiolingual method. (Chapter 4)
Total Physical Response (TPR)	An instructional strategy in which students are asked to physically demonstrate the meaning of a command or statement made orally. (Chapter 6)

virtual model   See **delivery model**.

vocabulary   Lexical elements of a language; i.e., words, phrases and expressions. Any utterances that carry meaning, such as *Euh…*, are also included as vocabulary. (Chapter 2)

written production   A skill involving the ability to move from copying words or listing words to the ability to formulate simple phrases and, later, use language to express ideas. Instructional strategies such as patterned writing may be used to help students develop this skill. (Chapter 6)

Assistive Technologies to Support the Learning of FSL

Many programs traditionally seen as specialized or assistive technology, when used more widely in classrooms, have the potential to assist students in the learning of a second language. This list includes examples of some assistive technology tools that have the potential to assist students learning French as a Second Language, but it is not an exhaustive list.

Note: This list provides information that is current at the time of printing. Product and company names are subject to change. Teachers are encouraged to consult with jurisdictional staff in order to access the most up-to-date information.

Comprehension Support Software

Comprehension support software programs can provide language teachers with a range of possibilities for use beyond that of supporting comprehension.

Boardmaker (Mayer Johnson) allows teachers to create printed, symbol-based communication and educational materials with Picture Communication Symbols and other pictures and graphics in 42 languages, including French.

Writing with Symbols 2000 (Widgit Software) is a language, literacy and communication tool that uses symbols, speech and activities to help students read and write. The symbols help the student to relate new language to familiar concepts while the speech portion helps the student become familiar with pronunciation. A grid of accented letters makes writing easier for students who can type.

For second language classrooms, add-ons can convert the existing English version to a multilanguage version. The menus and front screen remain in English, but at a click of a button users can change the wordlists, the spell checker and the speech into other languages, including French, Spanish and German.

Additionally, a range of hand-held devices (such as those developed by Franklin) provide access to talking books, pocket translators, spelling and grammar reference and learning activities.

Reading Comprehension

Text-to-speech software is used to convert words from a computer document (e.g., word processor document, Web page) to audible speech. This would be helpful to students who need or want aural verification of what they are seeing in print.

Read Please (Read Please) is an all-purpose text-to-speech program that reads any text visible on the computer screen. It is available in English, French, Spanish, German and Japanese.

Read and Write 8.1 GOLD (TextHelp) is a literacy support tool designed to assist users who require extra assistance when reading or composing text. It can scan and read text in French, Spanish and English and provides additional features that can assist students with research and composition.

Reading pens are devices that can be moved over printed text in order to provide definitions, translations or an oral reading of the words in the text.

> The **Readingpen Basic Edition** (Wizcom Technologies) is a portable, self-contained, assistive reading device designed specifically for school-age reading levels. It provides a simple and easy way for students with reading difficulties, learning disabilities or dyslexia to access immediate word support when they are reading.

> The **Quicktionary II** (Quick Super Store) enables users to scan printed text, either a single word or a full line at a time. The device, which comes in left-handed or right-handed versions, reads and translates or defines single words and provides a readout of full lines of text.

Written Production

Talking word processors (TWP) are software programs that can be used to support student writing. They provide speech feedback as the student writes, echoing each letter as it is typed and each word as the spacebar is pressed. Although these inexpensive programs are typically used to assist with writing, many also incorporate powerful tools for reading.

> **Intellitalk** (Intellitools) is a simple talking word processor that speaks as users type. The auditory feedback is available in English, French and Spanish.

> **WordQ** (Quillsoft), along with SpeakQ speech recognition software, is a word prediction and text-to-speech program that makes writing easier for students with learning disabilities. This software adds text to speech for any regular application. It is available in English, French and German.

Word Prediction Software is used to assist with text entry. These software packages predict the word that is being typed along with the next word, based on word frequency and context.

> **WordQ** (Quillsoft) is a software tool used along with standard writing software. In addition to its uses described above, WordQ also suggests words for the user and provides spoken feedback to help the user find mistakes. Users of all ages who have problems writing and editing, particularly those with learning disabilities, can benefit from using this type of software. WordQ provides word prediction support in English, French and German.

Spell checking is a separate program or word processing function that marks misspelled words. It can verify the spelling of a marked block, an entire document or group of documents. Advanced systems check for spelling as the user types and can correct common typos and misspellings as they occur.

> **Spell Catcher** (Rainmaker) is a multilingual spell checking program that is able to check spelling in 14 different languages, including French. It also provides a thesaurus feature in ten different languages, including French.

Accessing French Characters, Accents and Symbols
with Microsoft Office™

There are many options for accessing French characters, accents and symbols, and these differ depending on which operating systems, applications, or devices are being used. The options presented in this appendix are limited to Microsoft Office™ used with an English-language keyboard. These options include:

► inserting symbols using the Insert Menu
► pasting in symbols using the Character Map
► using keyboard shortcuts
► using numerical codes or shortcuts
► adding a French-language setting and making use of an onscreen keyboard for reference.

Using the "Insert Symbol" Drop-down Menu

Students and teachers may follow these steps when inserting characters or symbols needed in French.

► When working on a document, click on the "Insert" tab at the top of the screen to open a drop-down menu.
► Select "Symbol" to open a chart of symbols, including accented characters.
► Scroll down to locate the necessary symbol (vowel plus accent or *la cédille*) and then double click on it.
► The symbol should appear in the current document.
► Recently-used symbols are found at the bottom of the symbol screen, as are the numerical codes or shortcuts.

Using the Character Map

The Character Map can be found by clicking on the "Start" tab and selecting "All Programs," then "Accessories" and "System Tools." Students and teachers using the character map follow almost the same steps as those listed for inserting symbols; however, the chosen character or symbol must be pasted into the document. This can be done by clicking on "Select" and "Copy" and then using a shortcut for the paste command; i.e., pressing down the "Ctrl" key and the "V" key simultaneously and pasting the symbol into the document.

Using numerical codes or shortcuts to access French characters and symbols

When working with an English language keyboard, students and teachers may choose to use a combination of the "Alt" key and various combinations of numbers in order to create characters, symbols and accents they need when typing in French. The number lock must also be on in order to access these accents and symbols in this manner.

accent grave	
à	0224
À	0192
è	0232
È	0200
ù	0249
Ù	0217
accent aigu	
é	0233
É	0201
accent circonflexe	
â	0226
Â	0194
ê	0234
Ê	0202
î	0238
Î	0206
ô	0244
Ô	0212
û	0251
Û	0219
tréma	
ë	0235
Ë	0203
ï	0239
Ï	0207
ü	0252
Ü	0220
cédille	
ç	0231
Ç	0199
guillemets	
«	0171
»	0187
symbole de l'Euro	
€	0128

Adding a French-language Setting

The steps listed below may be followed in order to add a French-language setting to a computer using an English-language keyboard. These instructions are not meant to be comprehensive and are shared as a broad line of information only.

The assistance of the school's technology coordinator may be required to complete the process. In the case of networked computers, additional network-wide setting changes may be required.

► Click on "Start" and select "Control Panel," followed by "Regional and Language Options."
► Select the "Languages" tab and click on the "Details" button.
► Click on "Add" and then scroll through the drop-down menu to select one of the options for French, such as "French (Canada)."
► In order to toggle between language settings, one can use the "Language Bar" found under "Preferences" or select a "Key Setting."

Using the On-Screen Keyboard to locate Keys

Once a French-language setting has been added and selected for use, students and teachers may require assistance to locate characters that do not match those shown on the English-language keyboard they may be using. The On-Screen Keyboard can be found by clicking on "Start" and selecting "All Programs," then "Accessories" and "Accessibility."

It can remain open on the screen while a document is being typed to guide students and teachers as they look for the location of various French language keys as shown below.

On-Screen Keyboard

Actual Keyboard

Pushing this key will give the *é* as per the On-screen Keyboard.

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Using Technology for Varying Purposes

Developing a Webquest in French

Webquests are a means for students to discover Web sites on the Internet, using inquiry as the main purpose; i.e., students do research on the Internet to solve a problem. It is an interesting pedagogical activity that allows for cooperation and collaborative work on the part of the teacher and students as well as the use of higher-order thinking skills such as analysis, synthesis and evaluation of the information. Webquests can be developed using a word processing program such as Word, a media program such as Powerpoint or even through a database program such as Excel. The key to a webquest is the ability to develop a document containing hyperlinks.

At the senior high school level, students can participate in a web quest created by the teacher or they can create their own. A web quest can be made with any of the fields and subfields of experience, allowing for the communication and technology outcomes of the program of studies at this level to be integrated in an interesting and pertinent manner. As such, the vocabulary related to the use of communication technology is also integrated in a real and purposeful activity.

Web quests are not difficult to create, but they can be time-consuming in that it is the responsibility of the teacher to ensure that the Web sites hyperlinked in the document are both active and appropriate for students. Firewalls in some schools may make this kind of activity difficult to carry out. Teachers will need to speak with their jurisdictional technology coordinator to determine if the school authority permits activities of this nature.

Web quests are designed in much the way as any project or task would be designed, except that all the information is online. To facilitate the development of a web quest, a number of templates are available that provide plenty of support for the development of a web quest (See, for example, the following Website: <http://www.educationaltechnology.ca/resources/webquest/templates.php>). What follows is a simplified version of the design process.

1) **Situation** (sometimes referred to as Introduction)—Select a situation related to the field or subfield of experience. Write the situation that sets the stage for the web quest, including the purpose of the web quest. This is the hook for the students and is what will motivate them to participate in the activity.

   Example:
   Présentement, tu travailles comme agent de voyages à l'agence Tournesol. Un client veut voyager dans un pays chaud, mais il demande que la langue parlée de cet endroit soit le français. Il demande aussi de lui trouver un hébergement de prix modéré, des restaurants offrant différents types de cuisine et des activités à faire pendant cinq jours. Une fois que tu auras cette information, tu dois lui expliquer pourquoi cet endroit est la meilleure destination à visiter.

2) **Task**—Define in clear terms what is the desired end product or products; e.g., a summary chart, an oral presentation accompanied by a slide show, a written solution to a problem. Also indicate what other technologies or technological tools might be used for the creation of the product(s), but a description of the process is not included at this stage.

Example:

Cette tâche est divisée en deux parties : 1) la recherche sur un pays francophone et 2) la présentation orale au client en utilisant un diaporama électronique.

3) **Process—**Define the steps students need to follow in order to accomplish the task. This will include the Web sites that students need to access, any background information that may be pertinent to the task, any information-gathering tools such as guiding questions, summary tables, checklists or concept maps. Ensure that the steps are written in simple, precise language.

   Example:

   1. *Trouvez un ou une partenaire avec qui vous aimeriez travailler.*
   2. *Prenez une feuille blanche. Avec votre partenaire, faites un remue-méninges de tous les pays francophones que vous connaissez.*
   3. *Déterminez quels pays ont un climat chaud.*
   4. *Choisissez un pays à rechercher. Utilisez la grille qui se trouve ici. <Fichevoyage.doc>, etc.*

4) **Assessment—**Identify for students the manner in which they will be assessed and provide them with all the necessary assessment instruments such as rubrics, checklists and pair/self-assessments.

5) **Conclusion**—This is a summary statement of the learning outcomes and how this activity fits into the lesson sequence. It is important to ensure that the activity aligns with the outcomes of the program studies, serves to develop language learning and cultivates students' curiosity and motivation to learn the language. The conclusion to the activity can also include a self-reflection that allows students to look back on the experience.

   Sources: <http://webquest.sdsu.edu/designsteps/index.html>
          <http://www.educationaltechnology.ca/resources/webquest/templates.php>
          <http://webquest.org/index-create.php>

Suggested Activities for a Field of Experience, depending on Available Technologies

A French 10–9Y FSL class is working with the field of experience LES VACANCES (VACATIONS) and in particular with the subfields LES DESTINATIONS AU CANADA ET AILLEURS DANS LE MONDE (CANADIAN AND OTHER TRAVEL DESTINATIONS) and LA PLANIFICATION DES VACANCES (VACATION PLANNING).

CD or VCR player

Students listen to a radio show or watch a television broadcast related to travel destinations. Students take down notes and then share their notes in small groups to confirm their understanding. They then indicate their travel preferences and provide reasons for their choices.

Chat/Instant messaging

Where its use does not contravene jurisdictional policies, teachers can set up projects that involve some use of this technology. For example, students are given a card with a situation that indicates the time they are to leave and arrive at the airport to catch a flight. They text a friend to let him or her know what time they are leaving and ensuring that they will get to the airport at the same time.

Computer with Internet access
　　Pairs of students visit travel Web sites such as Bonjour Québec to identify different tourist attractions to visit in a specific area. They read different descriptions and pull out the cost and the descriptors used in the text that they can later use to entice their classmates to visit this destination.

Computer with projector and access to text and images/photographs
　　An online travel brochure is projected on a screen for the class to see. The teacher and the students discuss the manner in which the travel destination is described and analyze the text's form. Together with the class, the teacher prepares, using a word processing program, the structure of the brochure for students to use as a guide when they prepare their own travel destination description.

Computer with research tools such as a French-English or French-only dictionary accessible either on a school server, on a CD or online
　　Students verify the spelling of words in their text with the aid of an online dictionary.

Computer with word processing and desktop publishing applications and a printer
　　Students prepare their travel brochure using computer applications to assist them in preparing their written texts and the layout of their content.

Computer with word processing and desktop publishing applications, microphones and access to a Web server space
　　Students prepare an audio commentary for their travel destination. They have another group listen to their recording. This group of students provides feedback orally in French. The first group can now listen to the feedback given and can make any suggested changes. They rerecord their text and ask the other group for feedback again. This time the group provides feedback in written form.

Digital camera
　　Students bring pictures or videos they have taken on a family holiday and download them on to a school computer. Using the computer and a digital projector, students can explain the photos or videos to the class.

　　Note, however, that care must be taken to ensure that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.

E-mail
　　Students use e-mail to play the role of a client and travel agent. One student asks questions and the other student replies with an attached itinerary.

Fax/telephone/computer with e-mail or access to Voice Over Internet services, such as Skype
　　Students prepare questions designed to request travel information from a French-speaking region in Canada or from a Francophone country.

Multiple computers with concept mapping software such as Inspiration/Kidspiration
　　Small groups of students use the software to create a graphic organizer related to information found in a travel itinerary. To start students on the activity, the class brainstorms categories such as: *les destinations préférées*, *les types d'hébergement disponible*, *les moyens de transport*. Students add to the categories and then expand the information that would be found under each category. Each group then saves their completed graphic organizer and subsequently presents it to the class for comparison.

Overhead projector

Using a transparency that contains information on a particular travel destination and water-soluble pens of two different colours, the teacher leads the students through a strategy training activity in which students identify the main idea that is underlined in one colour and the supporting details underlined in another colour. Students discuss the strategy as a class.

Scanner

Students bring to class their favourite photographs from a family vacation and scan them into the computer. The photographs are then placed in an electronic slide show program so that students can narrate orally their travel experience. (Teachers need to ensure that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.)

Videocamera

Students film role-plays of interactions between clients and travel agents. The videos are played to the rest of the class and students discuss the questions asked and the answers given. (Teachers need to ensure that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.)

Videoconferencing (VC)

If VC is being used to connect two classes, one class can present its projects (i.e., their travel itineraries), "live" to members of the other class while the other takes down notes. Feedback is provided to the other class "live."

Webcam

If students are collaborating on these projects at a distance, web-based cameras can be used to plan, carry out, and share project/partner work. (Teachers need to ensure that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.)

Whiteboard

Students and teachers may use a whiteboard to support small-group collaborative planning or whole class presentations, or for vocabulary development or grammatical explanations.

Glossary of Terms

acculturation	In the context of immigrant students in the classroom, the process of learning about and adopting cultural practices and norms related to everyday life in their new country. (Chapter 7)
articulation	In reference to a program of studies, this refers to organizing the learning plan to flow smoothly from one year to the next. (Chapter 2)
assistive technologies	Those media, devices and services that are used to help students overcome barriers to learning and achievement. (Chapter 9)
assessment *as* learning	An instructional strategy used to help students gain an understanding of the learning process. See **formative evaluation.** (Chapter 8)
assessment *of* learning	Used to determine to what extent students can demonstrate the prescribed learner outcomes. See **summative evaluation.** (Chapter 8)
assessment *for* learning	Used to help teachers understand learner needs and characteristics and to plan for learning while informing students of their own growth. See **formative evaluation.** (Chapter 8)
authentic texts	Oral or written texts that are produced and used by speakers of the language for purposes in everyday life; e.g., a radio weather report, a school announcement, a conversation, an invitation, an advertisement. (Chapter 3)
backward design	Planning for instruction with the end learning goals in mind. In language classes, this includes determining the performance assessment tasks first and directly focusing student learning toward this goal. The types of linguistic, cultural and strategic elements that students need to learn in order to successfully carry out the performance assessment task become the focus of instruction. (Chapter 5)
blended model	See **delivery model**.
brain-based learning	A theory of learning based on research related to the operations of the brain. It includes instructional strategies that capitalize on the brain's ability to search for meaning and perform several activities at once. (Chapter 5)
classroom environment	A setting in which learning takes place. The classroom environment consists of both the social climate, which relates to expectations for behaviours and interactions, as well as the physical environment, which relates to the manner in which teachers arrange their classroom or their web presence. (Chapter 4)

coaching	A type of instructional strategy that complements direct instruction and facilitation. Teachers provide feedback and guidance to students as they carry out practice activities and work on tasks or projects. (Chapter 4)
cognates	Words in two or more languages that are derived from the same source/origin, have auditory or visual semblance, and have the same meaning. (Chapter 6)
cognitive learning strategies	Thinking skills that include techniques such as guessing, practising, using models and applying rules. (Chapters 2, 6)
communicative competency	The ability of a learner to use his or her knowledge of context, language functions, vocabulary, grammatical rules, culture and sociolinguistic elements to understand and/or express a message. (Chapter 2)
communicative task	An activity carried out with a specific outcome in mind, in which the emphasis is on expressing meanings rather than on producing specific language forms. (Chapter 3)
components	Four interdependent dimensions within the Nine-Year FSL Program of Studies: Experience–Communication, Language, Culture, Language Learning Strategies. (Chapter 2)
comprehension	A process that involves negotiating the meaning of the main idea(s) and supporting details presented orally or in written texts; i.e., deriving meaning from what is being heard and/or read. (Chapter 2)
constructivism	An understanding of learning as a process in which learners build their own understandings and construct their own knowledge by building on both prior experiences and knowledge gained firsthand through new explorations. (Chapter 5)
context	The broad language purpose for which students acquire linguistic and cultural knowledge that is applied to real-life communicative use, such as ordering a meal, requesting information, etc. See **situation**. (Chapter 2)
cooperative learning	An instructional strategy in which students work in small groups or pairs to carry out activities or complete tasks or projects. Tasks are structured so that each group member or partner contributes to the completion of the task. Success is based on the performance of the group or pair rather than on the performance of individual students. (Chapter 6)
culture	The behaviours and beliefs of a community of people whose history, geography, institutions and commonalities are distinct and distinguish them, to a greater or lesser degree, from all other groups. An individual can simultaneously be associated with a range of such communities given different aspects of commonality, based on age, interests or place of residence. An important element of a people's way of life is their means of communicating amongst themselves. (Chapter 2)

cultural competency	The development of knowledge and understanding that allows students to reflect upon other cultures, with a view to understanding other people and developing their own personalities and identities in preparation for global citizenship. (Chapter 2)
cumulative/ culminating task	See **performance assessment task**.
deep marking	Detailed, descriptive, thoughtful, criteria-referenced comments provided by the teacher on student projects in order to help the student set goals for future learning. (Chapter 8)
delivery model	The manner in which a program or course is delivered to students; e.g., the face-to-face model is one in which students are taught directly by a teacher. In a virtual model, also known as distance or distributed learning, a teacher at a base site offers instruction to students at other sites through the use of a range of communication technologies. In a blended model, classroom or specialist teachers teach students in a classroom setting, making use of available technologies to support instruction. (Chapter 4)
differentiated instruction	A variety of instructional strategies that recognize and support individual differences in learning. Differentiated instruction recognizes that some students require adjusted expectations as well as the opportunity to explore curriculum content and demonstrate learning in different ways. Teachers can elect to differentiate the content, processes, products or environment of classroom instruction, depending on students' learning needs. (Chapters 5, 7)
digital immigrants	Those individuals who have not grown up with access to computers and the Internet and who are learning the language and culture of technology use, much like immigrants to a new country. (Chapter 7)
digital natives	The generation of people who have grown up with an unprecedented volume of interactions with technology such that it could be said that they are native speakers of the language related to technology and its use. (Chapter 7)
digital resources	Learning resources that have been developed for access on a computer, such as interactive learning activities found on some Web sites. (Chapter 9)
direct instruction	A group of instructional strategies that complements facilitation and coaching. It includes providing demonstration or modelling of a particular linguistic structure, short explanations or mini-lectures and questioning techniques. (Chapter 4)
discourse features	Those elements within a text that help one make links between thoughts. (Chapter 2)
distributed learning environment	Where learners and teachers are working at a distance, their classroom interactions may be facilitated through the use of a range of technologies. See also **delivery model**. (Chapter 9)

experience– communication component	The language experiences in which students will participate as they learn French. It is during these language experiences that the four language skills are developed. (Chapter 2)
facilitation	A group of instructional strategies that complements direct instruction and coaching. Teachers set up learning situations to promote student participation, risk-taking, team-building and to allow students to begin to construct meaning for themselves. (Chapter 4)
fields of experience	The component of the program of studies that provides the contexts for communicative activities. Fields of experience represent different dimensions of students' relationship with their surroundings, are prescribed for each grade and are sequenced from concrete to abstract. (Chapter 2)
formative evaluation	The informal and daily type of assessment used while learning is occurring. In this guide, the term has been replaced by the terms **assessment *for* learning** and **assessment *as* learning**. (Chapter 8)
functions of language	The uses for or purposes of language, which are related to the types of meaning that language can carry. In this program of studies, the functions are implicit within the four skills and the language structures defined in the Language component. Activities and tasks are based on functions of language, such as making a request, describing something, expressing preferences or asking for information. (Chapter 3)
general outcomes	Broad statements that define results students are expected to achieve in the course of their language learning experiences. (Chapter 2)
global expression	A statement or a question that may contain linguistic elements that students will not be assessed on until another grade or course level but that is required for a particular communicative situation. Students memorize a phrase, a statement or question. For example, if French 10–9Y students were to simulate a travel agent making recommendations to a client, they could use the comparative structure without having to know how to formulate the structure; e.g., *Aller à Vancouver est aussi cher qu'aller à Montréal*.
graphic organizers	Visual representations that can illustrate the relationship of various concepts or components of a concept to each other; e.g. continuums, ladders, word webs or concept maps. (Chapter 6)
grammatical rules	Conventions of language use related to the structure of phrases or statements that form part of the linguistic code. In this program of studies, such rules are expressed in terms of Language Concepts and are not taught discretely, but rather as an integral part of student communication for meaningful purposes. (Chapter 2)
information gap activities	Activities in the language class in which one student has information that is needed by the other for a particular purpose. (Chapter 6)

input	Refers to those elements of the target language to which students are exposed and can include words, phrases and expressions used orally by speakers, within written texts, or through nonverbal means of communication. In this guide, the term also refers to the content associated with the learner outcomes to which students are exposed in the course of their learning, as well as the learning strategies being modelled. (Chapter 5)
instructional design	Planning for instruction is based on sound practices and with the learners' needs in mind. Instructional design includes an analysis of learner outcomes, student characteristics, instructional strategies and methods chosen to assess learning. (Chapter 4)
instructional strategies	The techniques and activities teachers use to help students become independent learners. They can be described as falling into the three broad categories: direct instruction, facilitation and coaching. (Chapter 6)
intonation	The stress and pitch of spoken language. For example, the statements *Ça va? Ça va; Ça va!* are each expressed with different intonation. (Chapter 2)
language acquisition	The manner in which language is learned incidentally in an unstructured environment, as a by-product of everyday living. It can also refer to the sum total of the student's language learning experience and includes both incidental and instructed learning. (Chapters 3, 5)
language awareness	An understanding of the purposes for language as well as of the similarities and differences between the language being learned and other languages already known. (Chapter 2)
language experience texts	Texts that are written as a shared writing activity by teachers and students, in which a sequence of experienced events is described. (Chapter 6)
language competency	The acquisition of linguistic tools needed to understand and convey authentic messages. (Chapter 2)
language concepts	Linguistic elements and grammatical notions, such as the existence and use of articles or verbs, which students are expected to articulate in their own words and to apply in communicative situations. (Chapter 2)
language learning	Intentional learning of a language, generally within a classroom context, involving structure, stated outcomes, time constraints and the use of learning strategies. This is in contrast to **language acquisition**, which may refer to incidental learning only. (Chapters 3, 5)
language skills	Listening comprehension, oral production, reading comprehension, and written production, all of which fall under the communication portion of the Experience–Communication component, within the multidimensional framework underlying the Nine-Year FSL Program of Studies. These are the skills needed to understand and produce messages. (Chapter 2)

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listening comprehension	A skill whereby the listener actively seeks out, processes and makes use of particular information presented in an auditory form. It involves discerning meaning from what has been said; i.e., identifying key ideas and details from an oral text and reacting to them. This skill is the cornerstone of language development. (Chapter 6)
learning strategies	Specific techniques, actions, steps or behaviours students use to aid and enhance their learning. (Chapters 2, 6)
linguistic elements/ structures	The tools needed in order to understand and convey messages in a language. They include pronunciation, intonation, orthography, vocabulary, grammatical rules, syntax and discourse features. (Chapter 2)
linguistic repertoire	Linguistic structures and elements that students internalize and then use to understand and/or communicate a message. (Chapter 3)
materials	Materials include supplies, such as paper, scissors, glue, etc., to be used for various activities and tasks, as well as the necessary components of activities or games. See also **resources**. (Chapter 4)
memory strategies	Techniques such as repetition, visualization, the use of mnemonics and others that are used to learn, retain and recall information. (Chapter 2)
mental storage	Processing and internalizing content for recall. As they are learned, items move from physical storage to mental storage. See also **physical storage**. (Chapter 5)
metacognitive learning strategies	Techniques used in learning that relate to thinking about and reflecting on the learning process. These strategies include planning, monitoring and assessing one's own learning. (Chapters 2, 6)
metalanguage	Vocabulary used to talk about and analyze the structure of a language, using terms such as noun, adjective and verb. (Chapter 2)
multidimensional framework	The structure around which the FSL program of studies has been developed and which consists of four interdependent dimensions or components of language learning. (Chapter 2)
multiple intelligence theory	A theory that suggests that individuals exhibit various types of intelligences and may hold varying levels of ability in each. (Chapter 7)
negotiation process	The intersection point between comprehension and production skills, in which an individual gleans meaning from an oral or written text, interprets what is understood and reacts to his or her interpretation orally and/or in written form. (Chapter 2)

oral production	The skill involving the use of speech to express language, starting with a more mechanical repetition of sounds, words or expressions and moving toward the creation of prepared and spontaneous oral messages in more open-ended communicative situations. (Chapter 6)
orthography	Graphic symbols of the language, including spelling and punctuation. (Chapter 2)
performance assessment task	A communicative task that is carefully designed in the assessment *for* or *of* learning. It may be comprised of several discrete activities. (Chapters 3, 8)
phases of language learning	A list of incremental steps involved in language learning that includes Encountering, Noticing, Internalizing, Applying and Refining, Transforming and Personalizing, Assessing (*for, as, of)* Learning. These phases of learning are recursive and cyclical rather than linear. (Chapter 5)
physical storage	The creation and use of lists, word cards, tables, scales, mind maps, flowcharts, posters, gestures or mnemonics and any other means to aid in noticing and learning aspects of word knowledge. As the learner progresses through the phases of learning, the need for physical storage is replaced by mental storage. See also **mental storage**. (Chapter 5)
production	The creation of oral or written messages that are based on the need to express an idea or ideas, within a given context or situation and for a particular purpose. (Chapter 2)
RAFTS	An instructional strategy that can be used in the framing of tasks and that involves determining a role, an audience, a format, a topic, as well as a strong verb. (Chapter 8)
RD PR	Guidelines for Recognizing Diversity (RD) and Promoting Respect (PR) that are used when examining instructional materials to determine the extent to which they foster understanding and respect for all groups and individuals. (Chapter 4)
reading comprehension	A skill whereby the reader seeks out information from a print text for a specific reason. This skill involves deciphering and decoding written symbols, as well as constructing and interpreting meaning from the printed word and/or any associated visual clues. (Chapter 6)
realia	Tangible artifacts from the target culture, including posters, images, flags, maps, product packaging, bus ticket stubs, brochures, shopping bags, etc. These can be used to provide a classroom environment rich in language and cultural stimuli as well as material for use with many activities and tasks. (Chapter 4)

resources	Those print, audio, visual, multimedia and other materials that teachers may use in their teaching. Alberta Education reviews, authorizes and classifies resources as being basic or support resources for use in schools. Resources may include authentic print documents, graphic organizers, photographs, classroom charts and posters, books, magazines and stories, audio CDs, DVDs, as well as music or audio and video clips. See **materials**. (Chapter 4)
role-playing activities/ simulations	In language learning, activities in which participants experience a particular interaction while representing a specified character type. Role-plays are generally more simple, brief and flexible than are simulations, which can be lengthier and more complex. (Chapter 6)
savoir	Knowledge; in this case, knowledge of language concepts and vocabulary; i.e., the Language component of the program of study. (Chapter 2)
savoir apprendre	In the case of this program of studies, learning about learning as it relates to the individual student; i.e., the Language Learning Strategies component. (Chapter 2)
savoir-être	In the case of this program of studies, the awareness of different ways of living or being in the various Francophone cultures; i.e., the Culture component. (Chapter 2)
savoir-faire	In the case of this program of studies, application of language concepts and vocabulary through the use of the communication skills as outlined in the Experience–Communication component of the program of studies. (Chapter 2)
schemata/ conversational schemata	Patterns of interaction used when carrying out exchanges in a particular language. (Chapter 6)
search engine	Software that allows a user to search the Internet by using keywords. (Chapter 9)
second language instructional models	Models that map out steps or phases to be considered when planning to teach a language. They provide terms for and insights into various aspects of the teaching and learning process and can be expressed from either a teacher or a student perspective. (Chapter 5)
situation	The language purpose for which students acquire specific linguistic and cultural knowledge that is applied to real-life communicative uses, such as ordering a meal in a restaurant versus ordering a meal in a fast-food outlet. See **context**. (Chapter 2)
socioaffective learning strategies	Techniques used when learning that include collaboration with others, tolerating ambiguity and taking risks to communicate. The use of techniques such as these is closely tied to a student's personality and attitudes toward learning. (Chapters 2, 6)

sociolinguistic competency	Knowledge and understanding related to the appropriateness of language in a given context or situation. This includes sensitivity to differences in register, or degrees of formality; variations in language; nonverbal communication; and idiomatic expressions. (Chapter 2)
sound–symbol correspondence	The correlation between the visual representation of a symbol, such as a single letter or an accented letter, with its auditory equivalent in a language. (Chapter 2)
specific outcomes	Definition of results students are to demonstrate in terms of knowledge, skills and attitudes at the end of each grade. (Chapter 2)
staffing model	The manner in which school administrators may choose to staff their FSL program; e.g., with a classroom teacher or a specialist FSL teacher. (Chapter 4)
strategic competency	The development and application of a repertoire of techniques to facilitate learning and, specifically, language learning. (Chapter 2)
subfields of experience	Smaller, more concise units of language learning within broader fields of student experience, as identified by the program of studies. (Chapter 2)
summative evaluation	Assessment used at the end of a sequence of learning for reporting purposes. In this guide, the term has been replaced by the term **assessment *of* learning**. (Chapter 8)
syntax	The order of elements, such as words or phrases, within a sentence or text. (Chapter 2)
task-based learning (TBL)	A model used in the teaching and learning of a language in which a task is placed further toward the beginning of a unit than is usually the case in other instructional models. In this case, the linguistic structures and elements that arise as the students carry out the task become the focus of further study once the task has been completed. (Chapter 5)
teacher effectiveness	A field of research related to teacher competence that examines systematic teaching procedures and their impact on student achievement. (Chapter 5)
teaching approach	A way of conceptualizing teaching and learning based on understandings of the nature of learners and of the content to be taught. In this guide, language teaching approaches are described as falling into three groups: materials-focused, communicative and humanistic approaches. (Chapter 4)
teaching method	Prescribed classroom practices and carefully-structured materials used to teach content and develop skills; e.g., the audiolingual method. (Chapter 4)
Total Physical Response (TPR)	An instructional strategy in which students are asked to physically demonstrate the meaning of a command or statement made orally. (Chapter 6)

virtual model   See **delivery model**.

vocabulary   Lexical elements of a language; i.e., words, phrases and expressions. Any utterances that carry meaning, such as *Euh…*, are also included as vocabulary. (Chapter 2)

written production   A skill involving the ability to move from copying words or listing words to the ability to formulate simple phrases and, later, use language to express ideas. Instructional strategies such as patterned writing may be used to help students develop this skill. (Chapter 6)