

French as a Second Language

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

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Sample Lesson Series

French 10–3Y
 French 20–3Y
 French 30–3Y

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Chapter 1 Design of the Program of Studies


What is the *purpose* of this Guide to Implementation?

This FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES GUIDE TO IMPLEMENTATION—GRADE 10 TO GRADE 12 is intended to assist teachers, consultants and administrators in understanding and implementing the 2007 FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12). It is a **supporting** document that is offered as a starting point for planning and teaching the Three-year course sequence at the high school level.

The **primary** reference document for teachers, consultants and principals is the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12) and can be accessed at <<http://education.alberta.ca/media/677906/threey.pdf>>.

A French version is also available at the following Web page <<http://education.alberta.ca/media/678043/threeyearf.pdf>>.

The program of studies is the document that prescribes what students are to learn and demonstrate as skill sets by the end of each course in the Three-year course sequence. Additional supporting materials can be found on the Alberta Education French as a Second Language (FSL) Web page at <<http://education.alberta.ca/francais/teachers/progres/compl/fsl/support/threey.aspx>>.

In this guide, there are six chapters that provide pertinent information related to the learning and teaching of the Three-year course sequence and 20 appendices designed to provide practical tools for use by teachers, consultants or administrators as they implement this three-course sequence. Throughout the document, *examples* have been included and are identified by the following symbol: .

Wherever possible, *direct references* are made to specific outcomes in the program of studies. These references relate to various examples or points under discussion. These outcomes are referenced in brackets as follows: Course level (**10**, **20** or **30**), followed by the component letter **C**, **A** or **R** followed by specific **outcome number**. An example of this is **10 C 1.1** which refers to language experiences in the personal context where students identify and describe themselves.

For whom is the Three-year program of studies intended?

There are currently two course sequences in French as a Second Language (FSL) available for high school students:

- the Three-year course sequence, comprised of French 10–3Y, French 20–3Y and French 30–3Y, which is intended for high school students who have no prior experience in French or very limited exposure to French before entering high school and
- the Nine-year course sequence, comprised of French 10–9Y, French 20–9Y and French 30–9Y, for students who began the study of French in Grade 4 and continued their programming at the junior high level.

Decisions regarding registration and placement of students who have had limited experience in French are to be made at the high school level.

What is the *overarching goal* of the program of studies?

The overarching goal of the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES is that students completing French 30–3Y can understand and express themselves in basic situations, provided the language they encounter is clear and based on familiar topics and structures. In addition, they can use the cultural and strategic knowledge they have gained to sustain simple communications, given adequate support and familiarity with the situation.

This overarching goal reflects the view that by the time students complete the French 30–3Y course, they would have studied French for approximately 350 hours. As a result, students' French language skills will not be as wide-ranging as those of students enrolled in the Nine-year course sequence.

What are the *general and specific outcomes* of the program of studies?

The program of studies is comprised of two sets of learner outcomes, general and specific, that define the knowledge, skills and attitudes that students attain upon completion of a course sequence or a specific course.

In this program of studies there are three **general outcomes**, which are broad statements that indicate the results students are to achieve during the course of their language learning experience in French. **Specific outcomes** define the results students are to demonstrate in each course in terms of the requisite contexts, language skills and functions students develop while acquiring linguistic, intercultural, cultural and strategic knowledge.

This program of studies prescribes general and specific learner outcomes for three components: *Communicative Acts*, *Contexts for Language Experiences*, and *Linguistic and Intercultural Repertoire*. These general outcomes are interrelated and amalgamate the wealth of life and learning experiences that high school students bring to their French as a second language class.

The general outcomes are derived from an action-oriented approach to language use and language learning. This approach highlights the need to teach students to

comprehend and express messages that involve a variety of language functions related to various contexts that are personally meaningful. Thus, these general outcomes also convey the importance of communicative language acts that draw upon a collection of linguistic structures, as well as cultural and intercultural knowledge needed to express and interpret messages accurately in both a linguistic sense and in terms of sociocultural and sociolinguistic appropriateness.

The three general outcomes of the Three-year program of studies are shown in **Figure 1.1**. A summary of the specific outcomes for each course is outlined in **Appendix 1**.

General Outcomes:

- Students will use their life and learning experiences related to specific contexts to understand a variety of messages in French and/or to express messages in French that have personal meaning. (General Outcome of CONTEXTS FOR LANGUAGE EXPERIENCES)
- Students will comprehend and express oral or written messages in French involving a variety of language functions related to various contexts and communicative purposes. (General Outcome for COMMUNICATIVE ACTS)
- Students will use their knowledge of familiar French language structures, as well as cultural and intercultural knowledge and interpersonal skills, to understand and express messages. (General Outcome for REPERTOIRE)

Figure 1.1 *General Outcomes of the French as a Second Language Three-year Program of Studies*

What is the underlying *philosophy* of this program of studies?

The design of this program of studies has been culled from the *Common European Framework of Reference* for languages as well as from Task-Based learning and teaching methods. As Europe becomes a more border-free society, an increasing number of people work and live among peoples of varying cultural and linguistic backgrounds. As a result, Europeans have come to view language learning more as collaborative work, both within the classroom and in everyday life, thus invoking an *action-oriented approach* to language teaching and learning.

This program of studies, then, reflects an action-oriented approach to language teaching and learning. In second-language learning, as in first-language acquisition, the use of language is an active endeavour. The act of learning language and the act of using language engage each other reciprocally. As students use language, they learn it and as they learn language, they use it.

An action-oriented approach to language learning recognizes that language is used to carry out specific actions related to various purposes or functions of language within specified contexts. These actions involve any combination of the language skills. Users of a language draw on a large repertoire of linguistic, interpersonal and sociolinguistic knowledge when they comprehend and use language. At the core of all language use are the language acts carried out by those using the language. These acts are expressed through the oral and written language skills of comprehension and expression and they enable the user of language to carry out various actions involving a range of language functions.

What is an *action-oriented approach*?

Language learning based on an action-oriented approach is an extension of the communicative language teaching approach, as it is known by second or foreign language teachers around the world. Introduced in the early 1980s, the ***communicative approach*** focused on the development of communicative competence through the use of the target language for all activities, ranging from games and role plays to activities involving information gaps. Information gap activities created a purpose for communicating in that students were required to gather missing information from another language user by means of the target language.

The communicative language classroom of the early 1980s was seen primarily as a place in which students prepared for and simulated possible interactions with others in an “authentic” setting, since the classroom setting itself was not seen as authentic. To best describe the language performance of learners coming from the early communicative approach, one could use the metaphor of a tourist, since tourists need to be able to understand and interact with a range of native speakers in order to gather information for purposes that mostly relate to themselves. In this vein, language is used primarily for the gathering and sharing of information. Therefore, learners were often involved with activities that revolved around fact-finding and fact gathering. This approach, however, did not focus on the development of sociocultural and sociolinguistic knowledge, which is required to ensure that when confronted with native speakers of the language their communication would not break down. This approach then gave way to more cognitive approaches which focused on the learner as the user of the language.

The ***communicative–experiential approach***, as outlined in the 1991 French as a Second Language program of studies, shifted away from seeing the classroom as simply a preparation ground for later authentic language usage. Instead, it became a place in which language learning tasks that were more immediate, meaningful, authentic and purposeful were carried out. Within this approach, the classroom setting is considered a place to experience and/or simulate a range of language learning activities within a broad range of fields of experience in which language use is situated. Classroom teaching is based on students’ lived experiences and sees the learner as bringing valuable learning experiences that can be “relived” in the target language. Through simulation and role-play, imagination and creativity, students actively learn and use their language skills for immediate purposes while preparing for authentic encounters that might be experienced beyond the classroom setting. Many of the performance assessment tasks in which students are involved reflect personalized versions of authentic documents first read and interpreted in the target language, such as menus, advertisements and radio and television shows. This approach is student-centred and focuses on them as learners.

In an ***action-oriented approach***, language learners and language users are seen as social actors who have certain actions, tasks or projects they wish to or need to accomplish within a given situation. Many of these situations involve collective purposes; i.e., students carry out actions collaboratively for purposes that involve a range of individuals over a longer period of time, rather than acts undertaken by an individual for his or her own purposes. Actions taken jointly are often based

on negotiated decisions derived from information, opinions and perspectives gathered, shared and evaluated. All of these steps involve the use of language that may need to be taught on a need-to-know basis rather than in a predetermined sequence. In this way, language users make use of all language functions as they jointly suggest, deliberate on, negotiate and complete a range of actions. Thus, the focus is not as much on the language structures needed to carry out the task but rather on the successful completion of the task itself.

Like the communicative–experiential approach, the action-oriented approach views the language classroom not only as place to prepare students for future real-life language use outside the confines of the classroom, but also as a real-world setting of its own. That is to say, the language classroom is in and of itself an authentic place in which members of the classroom community have collective tasks to accomplish and valid actions to carry out in the here and now.

How will *teaching practices change* in an action-oriented approach?

During the course of classroom activities, students actively engage in various communicative acts in order to learn language by using language. As they interact and collaborate with their peers, they carry out a range of actions in order to complete a task or many collective tasks. Teachers coming from a communicative approach and moving toward an action-oriented perspective will see many ways in which to adapt or expand typical communicative language teaching activities into ones in which students use language to conceive of, plan, carry out and reflect on a range of tasks cooperatively. **Chapter 3** is devoted to a discussion of these activities.

An action-oriented approach is not meant to replace either the communicative approach or the communicative–experiential approach; rather, it is a natural extension of these two approaches with a view to focusing on students’ learning experiences and their ability to collaborate in the completion of a task. The following example demonstrates this evolution.

◆ **Example:**

In the early communicative class, a teacher may have created an information gap activity involving two halves of a partially completed school timetable, with partner A receiving information that partner B was missing and vice versa. By asking each other questions such as *Qu’est-ce que Jean-Luc a le jeudi matin à neuf heures?*, students would provide their partners with the missing information, using the same linguistic structures repeatedly.

In a communicative–experiential classroom, the teacher might lead students in the creation of a word-web of all of the school subjects they or their friends are taking in school. They may then draw up an ideal timetable following the language conventions shown on an authentic school schedule, choosing ideal start and end times as well as subjects with which to fill an imaginary school day. Students may then circulate around the room using a teacher-made survey to interview classmates about their subject preferences. By preparing some of the necessary materials in advance, the teacher controls most of the linguistic structures used by the students.

In an action-oriented classroom, members of a group of students are given a card with pieces of information related to a particular school timetable. Each member of the group is required to share his or her pieces of information so that a complete school schedule can be reconstituted. They may then be given the task of finding a way to survey their classmates in order to determine the three school subjects preferred by the highest number of students in the class. As a result, students need to decide as a group what is the most effective way to gather and present this information. During the entire process, the teacher provides mini-lessons with a focus on required language structures as the need arises.

As the example above shows, the three approaches are similar in that students find themselves in information-seeking situations. What is different in an action-oriented approach, however, is that students learn French in an information-seeking and gathering context that requires students to work together collaboratively and where the teacher's role becomes mainly that of language facilitator.

What are the *three components* of this program of studies?

The program of studies is based on the premise that students acquire language knowledge, skills and attitudes over time. To accommodate this development, this program of studies is comprised of three components:

- **Contexts** (language experiences in context)
- **Communicative Acts** (language skills and functions for communicative purposes) and
- **Repertoire** (linguistic, intercultural and cultural repertoire needed for communicative purposes).

Although each component is described separately in the program of studies and in this guide to implementation, all three in fact work together as a cohesive entity in which students develop their understanding and use of French within a three-year course sequence. All components are integrated in the teaching and learning process and are of equal importance.

Figure 1.2 illustrates the integration of the three components of the program of studies.

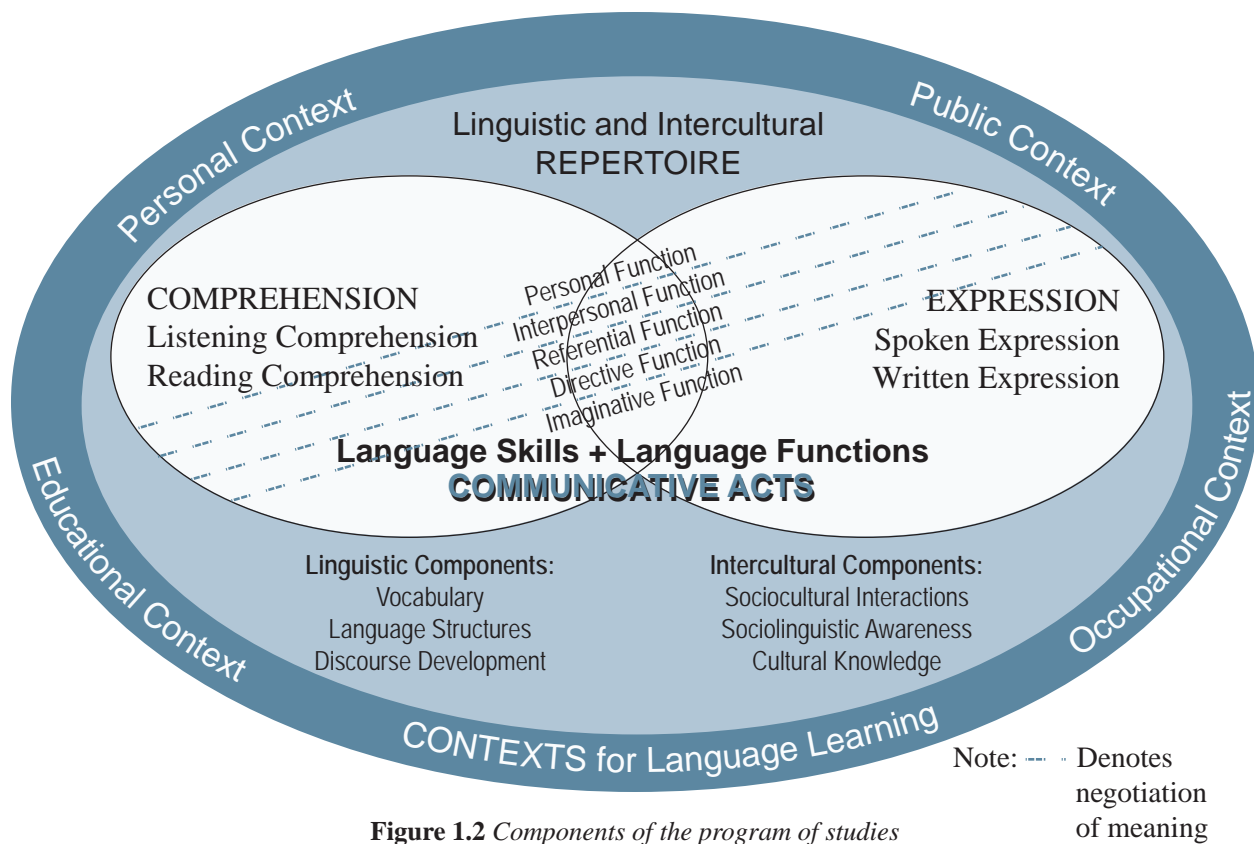


Figure 1.2 Components of the program of studies

What are Contexts for Language Experiences?

In the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12), language experiences, which are represented by a **C** and which relate to authentic lived experiences, are situated within one of four contexts: personal, educational, public or occupational. The *personal context* includes aspects of students' lives that have a direct influence on who they are as people, the relationships they have with others (family, friends, and classmates) and their areas of personal interest. Given the personal nature of this context, teachers will need to be sensitive to students who may not wish to share information about who their family members are or about aspects of their home and personal life. The *educational context* refers to the students' school life and school activities such as clubs, sports teams and school events, in addition to future educational plans or training. The *public context* includes interactions with others that occur in shared public spaces such as stores or restaurants, or that involve popular culture or the media. The *occupational context* refers to the job sector, employment and careers and to related experiences such as researching different occupations, career planning and job searches. These contexts, then, will give rise to different communicative acts in which students will develop their knowledge about French and their ability to communicate in French.

When teaching within these contexts, some teachers may choose to use a thematic approach, in which each of the four contexts provides the backdrop for a single large unit within each course. Other teachers may prefer an episodic approach where students are engaged in a series of language experiences drawn from alternating contexts over the duration of each course. Teachers can choose the sequence in which the contexts are presented, but all contexts listed in the

program of students are to be covered at some time in the course. The four contexts, then, serve as the structure within which the content of the linguistic and intercultural repertoires is developed and through which students engage in language experiences that are authentic and meaningful.

What is meant by *language experiences*?

The language experiences listed as specific outcomes in the program of studies provide a means through which student activities, tasks and projects can be organized. They reflect a range of communicative acts that are either commonly undertaken as part of the language learning process or commonly occur between and among native speakers of a language, such as identifying, introducing or describing one's friends (10 C 1.4). Language experiences provide the framework for the communicative acts to be carried out by students as they acquire French. As with the contexts, language experiences can be chosen and sequenced in any order and combination that meets the needs and interests of the students.

◆ **Example:**

For one or two class periods, some students in French 10–3Y might pretend to be working at an information booth in a shopping centre under outcome 10 C 3.1 of the public context. In a simulated situation such as an encounter at the booth, they might share their personal preferences or describe their family members to friends coming to the booth for information, which are language experiences listed under the personal context (10 C 1.2 and 10 C 1.3).

Language experiences have been identified for each course in such a way as to allow many of the same experiences to be repeated and expanded upon in the subsequent course in order to reintegrate and build on previous learning. This reintegration allows for similar vocabulary and language structures to be reused and consolidated.

◆ **Example:**

In French 10–3Y, a language experience in the public context reads “identifying shopping venues typically found in a community” (10 C 3.1). By French 20–3Y, it has been expanded to “identifying and recommending leisure and recreation opportunities found in communities” (20 C 3.1). In the third level of the course sequence, this language experience reads “identifying, describing and recommending tourist destinations within one's own community as well as within selected Francophone communities” (30 C 3.1).

However, not every language experience lends itself to continued expansion from one course to another. Some language experiences remain specific to a particular course in order to meet the social, cognitive and emotional maturity levels of students at a particular age, as well as in keeping with experiences deemed more relevant to a particular group of students. This explains why, for example, there are fewer experiences listed within the occupational context for French 10–3Y than for French 20–3Y and French 30–3Y. The design of the program allows for additional experiences to be selected in keeping with the students' needs and interests. So, if a teacher finds him or herself with a French 10–3Y class for whom discussing matters related to work outside of school is very important, the teacher can plan to include activities related to this experience in the French 10–3Y course, as well as touching on them again briefly in French 20–3Y.

Figure 1.3 illustrates the language experiences identified on pages 17 to 19 of the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12). The language experiences are also provided in **Appendix 2** in the form of a chart that can be used by teachers in their planning.

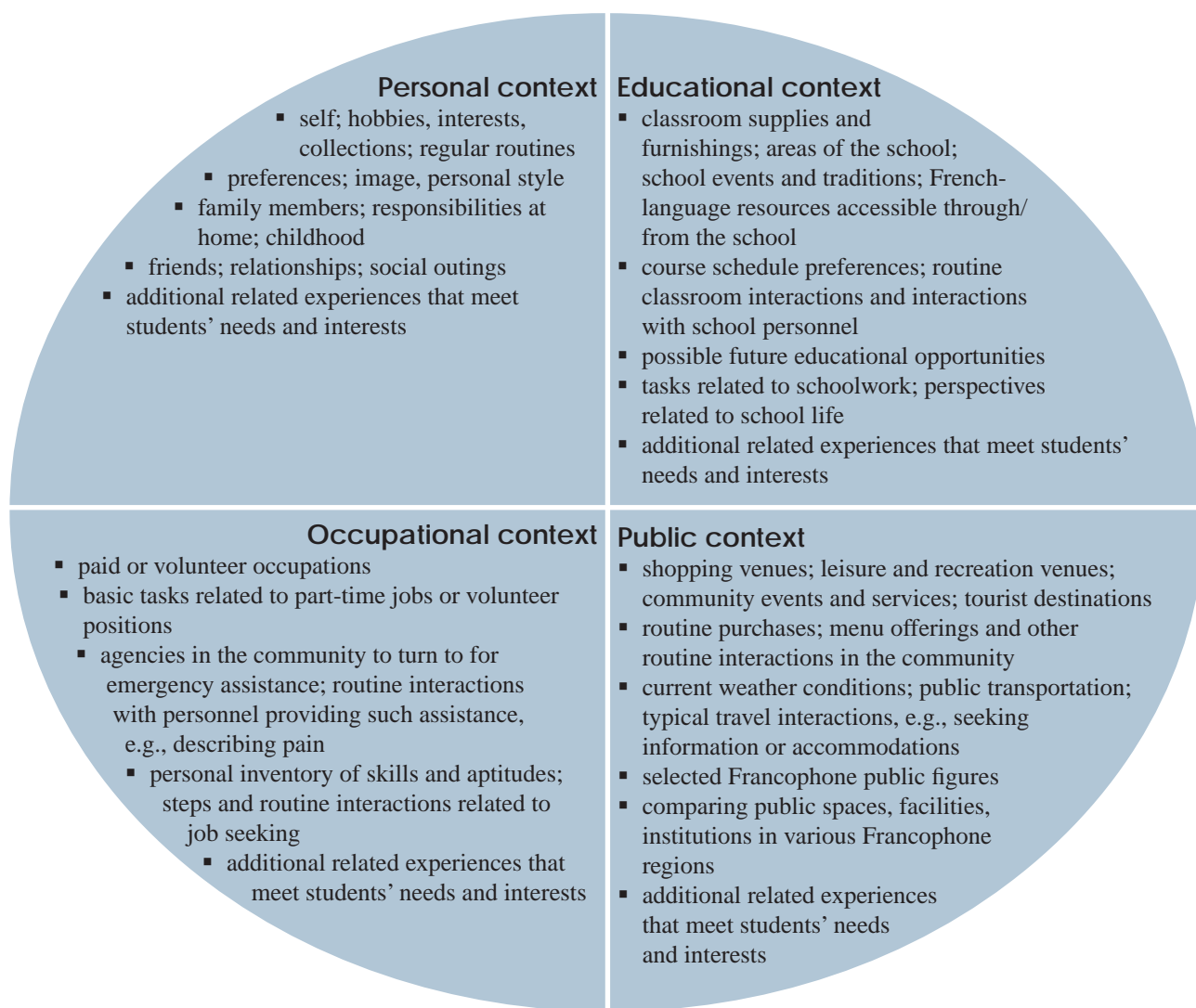


Figure 1.3 *Four Contexts for Language Experiences*

What is meant by *additional language experiences*?

Within this program of studies, certain language experiences have been identified in each course in order to provide a degree of commonality and continuity within the Three-year course sequence. However, the program of studies does provide for some flexibility and choice when it comes to the selection of additional language experiences that students can undertake to develop a wider range of communicative acts. The choice of these additional experiences is left to the teacher and students in terms of needs and interests. **Appendix 2** includes some suggestions for additional language experiences which teachers may wish to consider.

Additional language experiences may involve “teachable moments” or special opportunities that may arise in the course of a given school year and that have not been outlined in the program of studies. These may include, for example, exchanging personal information with French-speaking immigrants who have arrived at the school; describing a highly-acclaimed French movie; retelling an interesting news event that has arisen in a Francophone country; or identifying Francophone sports teams that have performed particularly well at an international sporting event such as the Olympic Games. Such occurrences can be used as the basis for language experiences in which students can be engaged, beyond those specified in the program of studies.

In a related example, a teacher may have established a tradition of taking a combined group of students on a special field trip to a French restaurant every second year. Whereas the language experience of “describing a range of menu offerings at kiosks and restaurants” is a specified language experience for French 20–3Y, it may be considered an additional language experience for students in French 10–3Y or 30–3Y.

In addition, there may arise in a given year at a school a particular circumstance that necessitates the scheduling of a split or multilevel class such as a combined French 20–3Y and 30–3Y. The teacher may decide that the language experiences specified for the French 30–3Y course will also function as additional language experiences for the French 20–3Y students, as long as they also have the opportunity to work with the language experiences that have been specified for French 20–3Y. When that particular cohort of students reaches French 30–3Y, they will need to return to those previously presented language experiences and work with them in more depth.

What are *Communicative Acts*?

At the core of the design of this program of studies lie the language skills and language functions that together form the component entitled *Communicative Acts*, which is identified by an “A” in the program of studies and which refers to actions. Communicative acts are the actions which underlie language learning and language use (action-oriented approach). Communicative acts never exist in a vacuum. Rather, they are situated within any number of human experiences arising out of various contexts.

Language users, whether they are fluent native speakers or learners of the language, apply language skills and a range of language functions each time they use language to plan, carry out or reflect on an action. In this program of studies, these Communicative Acts are defined in terms of the *language skills* being developed and the *language functions* required to understand and to communicate messages orally and/or in written form. These acts range from simple, concrete messages to language used in more complex ways, in keeping with what is attainable within a three-year course sequence.

What is meant by *language skills*?

The *language skills* are divided into two skill sets: comprehension and expression. **Comprehension** involves deriving meaning or significance for a particular purpose from a spoken text (listening comprehension), a written text (reading comprehension) or a multimedia text (which could involve a combination of listening and reading comprehension skills). **Expression** involves spoken or written texts created for a particular purpose and audience.

◆ **Example:**

Students in French 10–3Y may practise the directive function (10 A 4) in a navigation activity done in pairs. As partner A leads a blindfolded partner B around obstacles in the classroom, partner A may use short utterances such as *Tourne à gauche!* or *Arrête!* In this case, partner A is using simple skills of expression whereas partner B is using comprehension skills.

◆ **Example:**

Four students in a French 20–3Y class may simulate a telephone conversation with a request for emergency medical assistance (20 C 4.3). Using an inactive or toy cell phone as a prop, each set of two students brainstorms together at either end of the conversation how best to carry out the simulation. Both pairs of students are engaged alternately in the language skills of comprehension and expression both between themselves and with those on the other end of the conversation.

◆ **Example:**

French 30–3Y students draft an e-mail to a real or imagined exchange partner listing the various tourist attractions that can be visited locally (30 C 3.1). As the students write and verify their own writing, they are drawing on both written expression and reading comprehension skills to compose the e-mail.

As illustrated by the examples above, listening and reading comprehension skills, as well as spoken and written expression skills, are used throughout the learning process as students interact with each other in order to advance their learning. The intersection of the two skill sets may be referred to as negotiation of meaning, as illustrated in **Figure 1.4**.

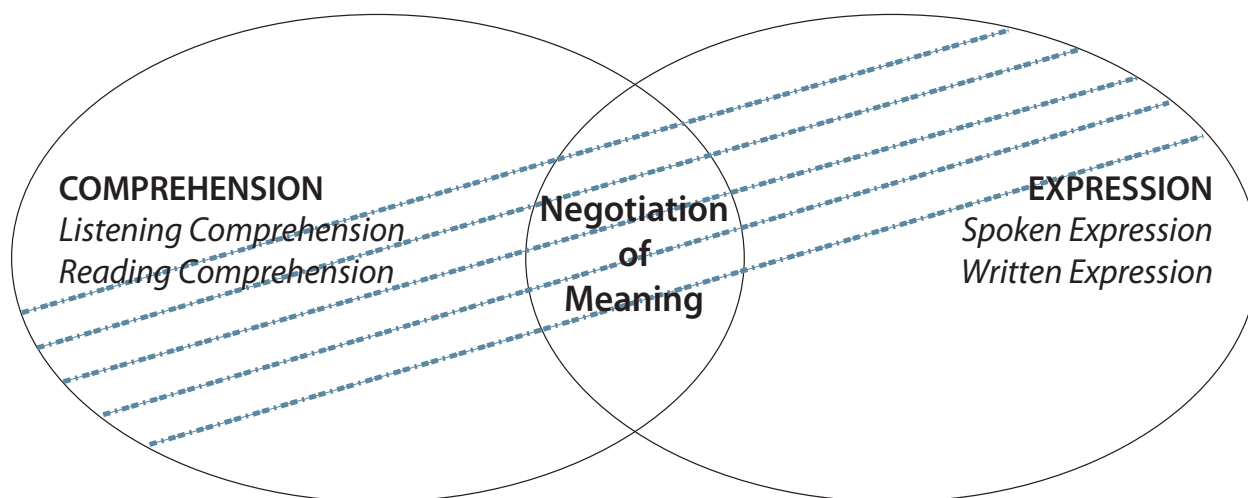


Figure 1.4 Intersection of the Comprehension and Expression skills

As can be seen in **Figure 1.4**, *negotiation of meaning* draws upon both the comprehension and expression skills simultaneously and occurs at the point where the skill sets intersect. Negotiation of meaning involves an interactive process between both skill sets that requires the individual to glean meaning from what is being said or read and to interpret it. Depending on the situation, the individual may be required to react to this interpretation orally and/or in written form, often in alternation with other individuals who may or may not be present.

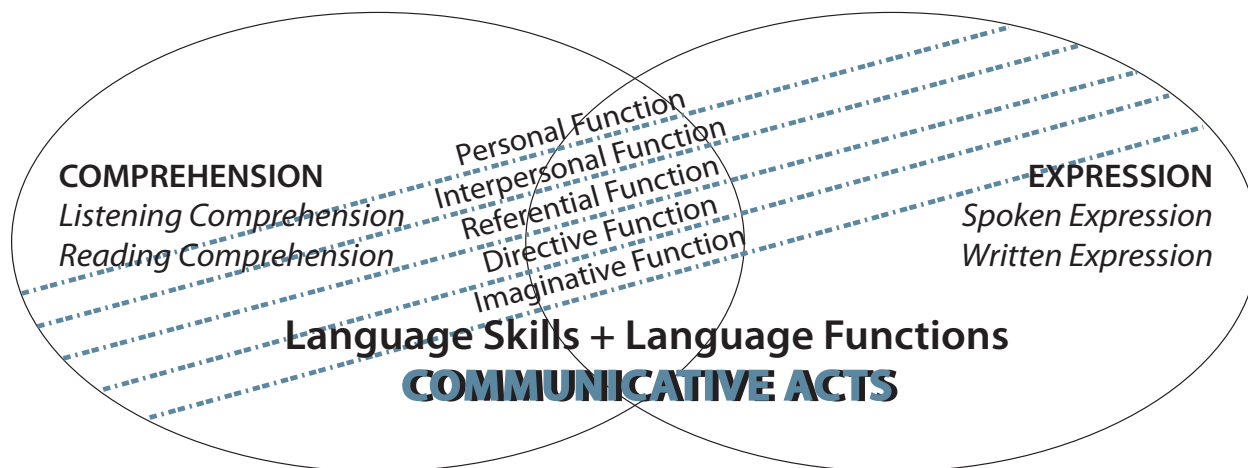
Within the classroom context, students learn to make use of a variety of social interaction patterns such as question/answer; offer/acceptance; and statement/agreement for familiar social situations, including face-to-face and technology-mediated interactions. These social interaction patterns are identified in the program of studies under outcome R 2.15 (Repertoire), which provides students with linguistic structures they can use as they engage in the negotiation of meaning through the use of the different language skills at their intersection point. Given the ever-increasing role of communication technologies, it is likely that today's students will use a wider range of technologies to facilitate person-to-person interactions at a distance now and in the future and will negotiate meaning in this context.

In the program of studies, the specific outcomes related to Communicative Acts have not been separated by language skill. Rather, all skills are shown in an integrated fashion; each specific outcome in this section states that students will “receive, process and/or express messages in French in familiar contexts, orally or in written form.” Instead of being divided by language skill, the outcomes that relate to the language skills are arranged by language functions, the second aspect of a communicative act.

What is meant by *language functions*?

The wide range of uses, aims or purposes of language are known as *language functions*. While language is used mostly in tasks related to gathering and sharing information, there are many other purposes or functions of language. These functions include using language to develop relationships with others; to direct others' actions; and for aesthetic purposes where language is used to create images or text that are admired as objects of linguistic beauty.

As can be seen in **Figure 1.5**, language functions bind the language skills into a cohesive and purposeful *communicative act*.



Note: Denotes negotiation of meaning

Figure 1.5 *Language Skills + Language Functions = Communicative Acts*

Over the years, language functions have been classified in various ways. This program of studies draws on work by Finocchiaro and Brumfit (1983) as well as Orwig (1999) to identify five categories of functions: *personal*, *interpersonal*, *referential*, *directive* and *imaginative*. Each of these categories reflects a different set of aims or purposes for language use.

Figure 1.6 expands on each of these categories of functions by providing examples of the type of language and the sample communicative acts used for each category of language function. **Appendix 3** of this guide and the chart on pages 7 to 9 of the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12) include a more comprehensive list of functions and communicative acts in each category. While native speakers of a language may use complex linguistic structures when carrying out many of these language functions, these same functions can be carried out in a more simplified manner by students in a three-year course sequence.

Categories of functions	Language used ...	Sample related Communicative Acts
Personal function	to express personal thoughts, needs, emotions, perspectives and beliefs	<ul style="list-style-type: none"> ▪ expressing likes or dislikes ▪ expressing wants or needs
Interpersonal function	to socialize; i.e., to form, maintain, sustain and change interpersonal relations	<ul style="list-style-type: none"> ▪ asking about others' needs ▪ congratulating someone ▪ giving someone a compliment
Referential function	to seek, gather, process and impart information	<ul style="list-style-type: none"> ▪ providing information about something ▪ asking for an explanation ▪ indicating that one has forgotten something
Directive function	to direct, influence and manage one's own or others' actions	<ul style="list-style-type: none"> ▪ issuing a command ▪ providing instructions or advice ▪ asking for permission or help
Imaginative function	for creative purposes, for entertainment and personal enjoyment	<ul style="list-style-type: none"> ▪ generating ideas ▪ creating personal texts ▪ enjoying word play and rhythms

Figure 1.6 Five categories of language functions and examples of related communicative acts

Does a *single communicative act* contain a *single language function*?

While some communicative acts clearly involve a single language function, it is more common that a range of functions are employed within a single spoken or written exchange. For example, someone may ask someone else a question about his or her state of being (interpersonal function). The respondent would issue a reply (personal function). The topic may turn to a request for information about something (referential function) or to ask someone to do something (directive function). The exchange could also involve a brainstorm of ideas related to a creative project or to possible solutions to a problem with which the respondents are involved (imaginative function). As a result, language users could engage in a number of language functions depending on the context and their communicative needs.

It is important to note that students do not need to be aware of the language functions in which they are engaging, nor should they be named for the student. The identification of these functions in the program of studies is purely a means of ensuring that students are exposed to language used for different purposes and for planning purposes on the part of the teacher.

What does *Repertoire* mean?

The **Repertoire** component of the program of studies contains the building blocks that make it possible to carry out communicative acts successfully. This component includes the linguistic and intercultural elements from which students draw as they engage in communicative acts. The students' repertoire expands with each communicative act, as it is through language that awareness, knowledge and skills are developed and thoughts are expressed. A repertoire is not developed as an end in itself. Rather, its purpose is to act as a repository for skills and knowledge that is continually being pulled out and put to use to understand and communicate messages.

The Repertoire component is comprised of two subcomponents: the **Linguistic Subcomponent**, consisting of the Vocabulary, Language Structures and Discourse Development categories; and the **Intercultural Subcomponent**, which includes Sociocultural Interactions, Sociolinguistic Awareness and Cultural Knowledge. Together, these subcomponents contain the elements required for communication. **Figure 1.7** highlights the integration of each repertoire element for the successful completion of a communicative act.

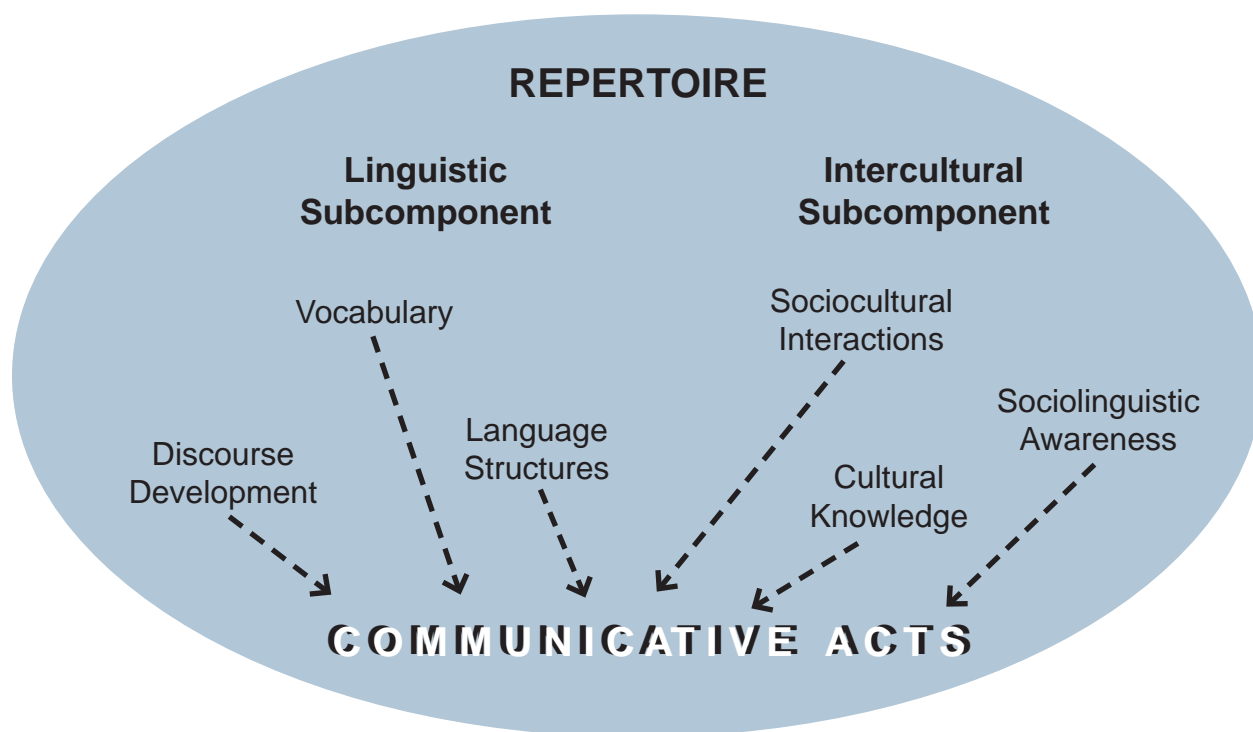


Figure 1.7 Successful communicative acts require both linguistic and intercultural elements from the repertoire

In the Repertoire section of the program of studies, each category is identified by the letter R, representing the word Repertoire, and a number which simply signifies the category. The numbering system is used to assist teachers in their instructional planning and assessment processes. The numbers are in no way indicative of a sequential or hierarchical ordering to language learning; rather, the linguistic elements have been grouped and organized so as to facilitate the presentation of the elements.

What is included in the *Linguistic Subcomponent*?

The Linguistic Subcomponent of the Repertoire includes elements related to **Vocabulary**, **Language Structures** and **Discourse Development** as shown in **Figure 1.8**.

LINGUISTIC ELEMENTS OF THE REPERTOIRE		
Vocabulary		
<ul style="list-style-type: none"> ▪ Word Knowledge ▪ Pronunciation 	<ul style="list-style-type: none"> ▪ Vocabulary development strategies ▪ Language Awareness 	<ul style="list-style-type: none"> ▪ Orthography ▪ Metacognitive strategies
Language Structures and Discourse Development		
<ul style="list-style-type: none"> ▪ Nouns, determiners and agreement with gender and number ▪ Verbs (in various tenses, modes and functions) ▪ Prepositions, adverbs and related expressions ▪ Pronouns ▪ Word and sentence order ▪ Sentence patterns ▪ Language learning strategies 	<ul style="list-style-type: none"> ▪ Adjectives ▪ Negation ▪ Patterns for interaction ▪ Metacognitive strategies 	<ul style="list-style-type: none"> ▪ Verbal expressions ▪ Possessive <i>de</i> structure ▪ Questions ▪ Discourse markers and conjunctions ▪ Prosodic patterns

Figure 1.8 *Linguistic Elements of the Repertoire component*

In this program of studies, vocabulary items needed to carry out simple interactions within each of the contexts and language experiences are identified by R 1. Vocabulary outcomes relate to word knowledge, language awareness, pronunciation and orthography (spelling). Vocabulary items include the words, phrases and expressions most frequently used by speakers of the language. In general, students will recognize and comprehend a greater number of vocabulary items than they will be able to use. Also included in this category is the use of cognates for vocabulary development and knowledge outcomes related to the evolution of the French language. The inclusion of language awareness outcomes allows students to draw upon knowledge from their first language in order to understand the second language.

Outcomes related to Language Structures include grammatical outcomes, whereas outcomes related to Discourse Development include a focus on conjunctions, prosodic patterns, and a range of interaction patterns, all of which assist learners in developing fluent speech and writing.

All the elements related to Vocabulary, Language Structures and Discourse Development are taught within the Contexts for Language Experiences, rather than in abstraction. Further, in the program of studies a distinction is also made between understanding a linguistic concept and its use. The purpose behind this distinction is that in certain cases the understanding of the concept will occur well before the student is able to apply it. For example, the concept of gender is easily acquired; however, its application takes much longer as students need to learn the gender of each and every word they encounter before they can apply the concept in a consistent manner. It is important that teachers are cognizant of this distinction for assessment purposes.

The Language Structures and Discourse Development elements students will acquire in this three-year course sequence are referred to in the program of studies under R 2. The elements have been grouped by major grammatical categories such as prepositions, verb conjugation patterns by tense and sentence patterns. These outcomes also include matters related to word and sentence order, as well as the recognition of grammatical words that function as signposts to aid in the comprehension of spoken or written texts. These outcomes help students learn how to navigate within a text.

While Vocabulary elements function mainly at the single word or phrase level, elements related to Language Structures and Discourse Development deal with features that allow entire thoughts to be expressed and tied together. In both cases, relevant learning strategies and metacognitive strategies have been integrated within the outcomes of this subcomponent. (For a discussion of learning strategy integration, see pages 19–20.) **Chapter 3** describes the teaching and learning of these strategies in an integrated fashion.

What is included in the *Intercultural Subcomponent*?

The Intercultural subcomponent of the Repertoire includes the elements needed to engage in appropriate and meaningful interactions. These are listed in **Figure 1.9**. This subcomponent addresses the need to build students' cultural awareness, cultural knowledge and sociolinguistic knowledge in order to expand their understanding of the world; to develop intercultural competence; and to build a sense of global citizenship.

INTERCULTURAL ELEMENTS OF THE REPERTOIRE COMPONENT

Sociocultural Interactions and Sociolinguistic Awareness (R3)

- Social Conventions
- Register
- Written Conventions
- Language Variations
- Strategy Use

Cultural Knowledge (R4)

- Accessing and Sharing Factual Knowledge
- Strategies for Accessing and Sharing Information
- Metacognitive Strategies

Figure 1.9 *Intercultural Elements of the Repertoire component*

What is meant by *Sociocultural Interactions and Sociolinguistic Awareness*?

In the program of studies, the Sociocultural Interactions and Sociolinguistic Awareness outcomes are identified by R 3. Sociocultural interactions refer to the appropriate language used in given interpersonal encounters tied directly to the contexts and language-learning experiences in which students engage. For instance, students need to be cognizant of the appropriate forms of address used in different Francophone cultures. A concrete example from the educational context would be the need for students to learn that in certain Francophone regions, it is appropriate to call a teacher by his or her first name, whereas in others it is a sign of disrespect to use the teacher's first name.

On the other hand, sociolinguistic awareness outcomes relate to the rules and conventions used by speakers and writers of French in certain social situations. In the case of face-to-face interactions, for instance, students will need to understand the appropriate use of conventions such as handshakes, gestures, social space, the expression of gratitude, as well as of degrees of formality (or register) in order to enhance the efficacy of interactive communicative acts. In the case of written texts, conventions such as the appropriate use of punctuation, capitalization and abbreviation contribute to the efficacy of communications. This subcomponent also makes students aware of the existence of key language variations so as to assist them in better understanding the cultural differences amongst Francophone peoples.

What is the *Cultural Knowledge* students are expected to learn?

The program of studies specifies that during each course, students are to be accessing and sharing knowledge related to *la francophonie*. In French 10–3Y, the focus is on identifying French-speaking communities within Alberta and Canada. This is expanded to regions outside of Canada in the next two courses.

The identification of French-speaking men and women who have made an impact on others begins in Alberta in French 10–3Y and moves to a national and international scope in the 20–3Y and 30–3Y levels. In all three courses, students are also expected to engage in research related to aspects of everyday living and popular culture in the Francophone world. However, the research topics are open to student and teacher choice.

Access to information related to Francophone cultures may occur through the use of available information and communication technologies. Knowledge can be shared through oral, print or multimedia formats. It is understood that in French 10–3Y, English will likely be used when it comes to accessing and sharing cultural knowledge; however, by French 30–3Y, it is expected that this will likely occur mostly in French. In becoming informed about Francophone cultures, students may choose to identify aspects of Francophone history, literature or the arts that are of personal interest; or they can compare and contrast their own way of life with that of individuals or groups from various Francophone cultures with respect to common themes such as family traditions, leisure activities and dating practices. The exploration of various aspects of Francophone cultures allows students to gain an appreciation of different provincial, national and international Francophone groups and cultures. In this way, students are afforded the opportunity to reflect upon other cultures with a view to understanding other people and, therefore, themselves. The ability to compare and contrast helps develop intercultural skills and promotes greater acceptance of linguistic and cultural diversity.

Providing students with opportunities to view others as they are helps them become less ethnocentric, while at the same time helping them to confirm their own cultural identity and promote global citizenship. It is hoped that such an appreciation will lead students to see themselves as global citizens and to seek connections with speakers of French (or other languages for that matter) well beyond their learning of French in an academic setting.

How are *language learning strategies* integrated in the program of studies?

Whether they are conscious of it or not, language users employ a wide range of strategies in order to learn, retain and recall linguistic knowledge and to carry out communicative acts. Strategies are specific techniques, actions, steps or behaviours people use to enhance their communication and 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. As such, strategic outcomes are included along with other outcomes in this program of studies. They are identified by a key (⇌) for ease of recognition. If teachers wish, they may choose to present strategic outcomes to students following the metaphor of a key—a key to learning and for opening up the mind to different ways of acquiring, retaining and sharing knowledge while developing language knowledge and skills.

To be successful in learning French, students need to use a range of strategies to support their oral and written comprehension and expression as well as to help them acquire cultural and linguistic information. Given that every student is an individual with different learning needs, the program of studies does not specify exactly which strategies students are to identify, develop and use. Rather, it is expected that students are given explicit learning strategy instruction in strategies they can and do use in addition to being introduced to new strategies they can acquire and use.

Communication strategies pertain to the comprehension and production of language. These strategies are referenced in the Communicative Acts component (A6 and A7) on pages 37 to 39 of the program of studies as well as in **Appendix 4** of this guide. Communication strategies can assist learners in better understanding messages and producing messages more efficiently and effectively.

Strategies for vocabulary development are referenced in the Repertoire component (R 1.5) and are listed on page 40 in the program of studies as well as in **Appendix 4** of this guide. These strategies include using associations, physical actions and techniques such as grouping in order to internalize new vocabulary, as well as monitoring techniques such as creating a personal list of frequent errors. Many of the activities that teachers develop to assist students as they learn new vocabulary use implicit strategies for vocabulary development. The more these strategies can be made explicit for students, the more readily students may be willing to put them to use on a regular basis.

General learning strategies encompass the acquisition of language structures, interpersonal skill development and information acquisition and transfer strategies, and are referred to in the Repertoire component (R 1.5, R 2.19, R 3.5 and R 4.2). These strategies are found on pages 42 and 43 of the program of studies, as well as in **Appendix 4** of this guide. They include strategies such as creating opportunities to experiment with new knowledge and sharing it. Explicit instruction of these types of strategies also benefits student learning.

Strategies pertaining to seeking, processing and sharing information are included in the Intercultural component of the repertoire. Students may use strategies

and technologies related to seeking and processing information for a range of purposes not limited to expanding their store of cultural information. These strategies are listed under the General Strategies heading in the appendix of the program of studies and **Appendix 4** of this guide.

Metacognitive learning strategies pertain to how students organize their thinking and learning and how they reflect upon the process. Strategies of this nature include planning, monitoring and assessing one's learning. Metacognitive learning strategies support the other three strategy categories and are referenced throughout and alongside these strategies (A 1.9, R 1.6, R 2.20, R 4.2b).

Metacognitive learning strategies are listed throughout the program of studies starting on page 37 as well as in the appendix. In this guide, they are listed in **Appendix 4**. Any work that teachers do with students in the realm of metacognitive learning strategies relates to assessment *as learning*. This form of assessment is described in further detail in **Chapter 5**.

What is meant by *varying degrees of learner support*?

A special feature of the design of this program of studies is its recognition of scaffolding or the need for varying degrees of support for the learner. As students move through the learning and acquisition process, they will require less and less support. Over time, as students consolidate learning, scaffolding is gradually withdrawn. Many of the outcomes in this program of studies require a high degree of learner support in 10–3Y, which is reduced in the subsequent courses, French 20–3Y and 30–3Y.

The varying degrees of learner support are expressed in the text of the outcomes using the terms *modelled*, *highly-structured*, *structured*, *guided* and *non-guided situations*. In a *modelled* situation, the teacher provides a complete language model that can be imitated by students as they participate in a communicative act. The model may appear in oral or written form and is available to students for the duration of a particular activity.

In a *highly-structured* situation, specific learning supports or scaffolds are provided that give students a limited degree of choice or variety so that they can participate in language learning experiences. In a *structured* situation, a model is given with possible choices that can be used to replace various words or phrases. A structured situation tends to be more open-ended in nature.

The term *guided situation* suggests that the teacher has provided students with an indication of the number or types of words or structures to be used, but has left the choice of structures to the student. In a *nonguided* situation, such as open-ended role-plays, students themselves determine which words and structures they may use.

As students move from modelled to nonguided situations in their acquisition of French, they experience a marked reduction in the amount of support provided by the teacher. **Figure 1.10** illustrates a series of outcomes that highlights the varying levels of learner support. The boldface type indicates these varying degrees of learner support. **Appendix 5** provides, in chart form, a listing of the linguistic elements as they pertain to the varying degrees of learner support.

French 10–3Y	French 20–3Y	French 30–3Y
Understand the formulation of questions with intonation, <i>Est-ce que</i> , inversion and <i>les marqueurs interrogatifs</i> : <i>Quel, Qui, Que, Combien, Comment, Pourquoi, Où</i> (10 R 2.4a)	Ask questions, using knowledge of question formations, in modelled, structured and guided situations (20 R 2.4a)	Ask a variety of questions, using knowledge of question formation, in modelled, structured, guided and nonguided situations (30 R 2.4a)
Ask questions in modelled, structured and guided situations using knowledge of question formations (10 R 2.4 b)		

Figure 1.10 An example highlighting varying degrees of learner support

This figure shows that in French 10–3Y, students are expected to understand particular question formations and to apply this knowledge in modelled, structured and guided situations. By the time students complete French 30–3Y, they will have expanded their repertoire of question structures and should be able to formulate questions on their own. However, they may still require some modelling and structure when other linguistic features are added to the questioning repertoire, such as the past (*le passé composé*) and the inversion form. Therefore, under these circumstances, structured and guided situations will once again come in to play.

In Summary

Communicative acts occur at the intersection of a particular purpose for language use (language function) and the appropriate language skill (comprehension and/or expression). The language used is often driven by an interaction between individuals as well as the context in which they find themselves, in addition to the nature of the language activity or task at hand. When engaging in communicative acts, language learners draw from their internalized repertoire of cultural and linguistic knowledge, skills and strategies to understand and communicate messages that are personally meaningful.

The design of this program of studies builds on many of the notions incorporated into the design of previous programs of study, while aligning its terminology more closely with that of the *Common European Framework of Reference for Languages*. This terminology and philosophy pertains to an action-oriented approach to language learning. In this vein, the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12) views language users and language learners as social actors who use language in order to actively carry out a range of tasks or actions, not all of which are communicative in nature.

Chapter 2 presents considerations for the teaching of the three-year course sequence in the high school classroom.

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Chapter 2 The High School FSL Classroom

This chapter outlines the key components that contribute to the teaching and learning of FSL at high school. These include the program of studies, the teaching approach, the teacher, the students, the classroom environment, the teaching and learning resources as well as the contribution of the school and wider community. These components are necessary for student success and they work together in multiple ways. The content of this chapter, therefore, may be particularly useful for education professionals who are new to the teaching of French as well as for school administrators.

What is the *role of the program of studies?*

While the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12) is designed in keeping with an action-oriented approach, it does not predicate any one teaching approach or methodology.

The program of studies defines what teachers are to teach for each course and serves as a guide as they make professional choices and decisions regarding their teaching of these courses. Teachers also use the program of studies to verify that their own language teaching approach or the particular teaching methodology they are planning to use is comprehensive enough to ensure that all learner outcomes are met by the end of each course.

What is the *role of teaching approaches?*

Over time, second and foreign language teaching has witnessed a number of teaching **approaches** which 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, which are often referred to as **methods**. While experienced language teachers may be quite familiar with many of these approaches, they are included here to provide background to those who may be new to second language teaching.

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, which use preselected, presequenced language structures in form-focused exercises. The Audiolingual method is one example of this type of

approach. 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, may 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 has been 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 language structures they contain.

Students are taught to perform communicative functions, such as making requests or apologizing, in order to express personal meaning. Furthermore, they participate in meaning-focused activities in order to practise grammatical structures embedded within 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 produces or confirms 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 best occurring 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. They 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). Therefore, opportunities are 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*). The action-oriented approach, then, is drawn mainly from a holistic view of language learning, that includes some language analysis.

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 which 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 doing so, 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 abandon 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).

What is the *teacher's role*?

The high school FSL teacher is the professional who designs instruction to allow students to achieve the outcomes as 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 design and provide instruction, facilitate learning and assess progress. In the past, they have also often been the prime French language and culture model for their students as well as the key disseminator of information about Francophone cultures. With the aid of information and communication technologies, this role is changing, as discussed further below.

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 course, a unit or a 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 as these will influence their instructional decision-making.
- Teachers consider and select a range of language learning activities and tasks based on language functions and determine the necessary linguistic elements required so that students are able to carry out these tasks successfully. At the same time, teachers are open to input from students in the shaping of some of those tasks.
- Teachers identify, analyze (i.e., break down or pull apart), synthesize (i.e., put together, form a coherent whole) subject content, in keeping with the program of studies as well as with available resources, and sequence it accordingly.
- Teachers select instructional strategies that allow students to be successful in attaining the learner outcomes.
- Teachers plan strategies and develop assessment instruments to be used in assessment *for* learning (to help them understand the 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 account for emerging needs as well as unplanned teachable moments or flashes of insight. As teachers gain in expertise and refine their teaching practices, the design and implementation of instruction become more closely intertwined.

Chapter 3 outlines a range of instructional strategies aligned with the design of this program of studies.

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 (Wiggins and McTighe, 2005, pp. 240–241).

When high school FSL teachers choose to demonstrate or model a particular linguistic structure, they are using strategies of direct instruction. Short explanations or mini-lectures, as well as the use of comprehension 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 acts, 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, for example, by means of instructional strategies such as the use of limited and structured open-ended questions—*Qu'est-ce que tu préfères faire avec tes amis cette fin de semaine, aller au cinéma ou regarder un film à la télévision?*—or structured simulation, guided inquiry or cooperative learning (Wiggins 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 role of advertising in their lives.

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 TEACHER'S CHANGING ROLE: AWAY FROM SOLE LANGUAGE AND CULTURE MODEL

Traditionally, FSL teachers are often the students' only contact with French. By conducting lessons in French as much as possible, teachers model the correct manner in which the language is used to communicate such things as greetings, leave-takings, giving instructions and praise, along with all other classroom routines and interactions. In so doing, they also model correct pronunciation and intonation patterns. However, with increasing opportunities to access additional French language models through information and communication technologies, teachers no longer need to be the sole model.

This notion is supported by Outcome R 3.3 of the program of studies, which requires students to develop an awareness of the existence of regional accents through exposure to native-speaker language models from varying age groups and geographical regions. In addition, the program of studies prescribes cultural knowledge outcomes that require students to seek information about culture and share it. In this situation, the role of the teacher is one of facilitator of research and not sole disseminator of knowledge.

A key tenet of this program of studies, then, is the multiple roles teachers play, whether instructor, facilitator or coach. Through their guidance, students learn to value their knowledge of French and gain satisfaction from using the language. Further, teachers help students gain an awareness and understanding of different Francophone cultures as well as of people from different linguistic and cultural backgrounds.

What is the *students' role*?

The students' role in a high school FSL classroom can vary. This depends on whether a teacher is providing situations that involve direct instruction or opportunities for students to construct meaning or develop skills on their own (Wiggins and McTighe 2005, pp. 240–241). It also depends on their approaches to learning. Many high school students learn best in a social setting, by sharing their learning experiences with peers. Others prefer to work alone rather than in groups. In order to meet a wide range of student needs and preferences, high school teachers need to vary their teaching approaches which, in turn, permits students to take on varying learning roles.

RECEIVING DIRECT INSTRUCTION

When teachers demonstrate, explain or model specific language structures, students receive, process and respond to new content. They may take in this content by listening and observing. They may attempt to copy the model, to practise it and to refine a particular language structure or skill. They may make notes, ask additional questions or give responses to questions asked by the teacher. In this situation, the student's role is that of recipient of content. However, in order for this role to be active, students need to be engaged and to participate in activities that incite learning.

CONSTRUCTING MEANING

When teachers select instructional strategies that facilitate learning, 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 and a range of other action-oriented tasks and projects, 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 language 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 increasingly to 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 own learning styles as well as how they might use a range of strategies so as to improve their use of French.

What constitutes a *successful classroom environment* in FSL?

The classroom environment consists of both the social climate as well as the physical environment. Both of these 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 in a class. Teachers also create a physical environment by the manner in which they arrange their classroom, or their web presence in the case of a virtual school delivery model, in order to maximize exposure to the French language and to realia representing Francophone cultures.

SOCIAL CLIMATE

Students at any age, but most significantly in high school, 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. In high school, there may be many students who are afraid of speaking in front of others and who may be embarrassed to try and formulate unfamiliar sounds. Teachers need to find ways to ensure that all students are supported and that their classmates show acceptance of others in order to build a viable social climate for all students.

The physical arrangement also plays a role in defining the social climate, as does the manner in which routines are established and expectations for student behaviour are set, modelled, enforced and reinforced. Teachers will need to implement their school policies and develop their own range of strategies to ensure that a positive classroom climate is created. Some examples follow, but this list is by no means exhaustive. Teachers can:

- reinforce positive student behaviour by praising students' work and teaching students to praise their 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, listening to signals to end activities.
- seek student input when developing a shared vocabulary bank for the class, or when planning and selecting topics, projects or performance tasks to carry out.
- establish routines in French, such as the use of French for greetings, for taking attendance or for making a transition from one activity to another.
- use a variety of grouping configurations to promote and sustain language use by students, such as division of the class into groups for practice or game purposes, small group work or pair work for communicative activities or language practice.
- ask students to volunteer for jobs related to setting up and putting away game supplies, passing out handouts, 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 which 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 space allocation the FSL teacher may have in the high school (a regular classroom, a shared classroom or a virtual space), it is important that 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.
- Post common expressions, frequently-used words, images and words representing new vocabulary.
- Display the date where it is visible to students or assign a student to write out the date on a regular basis.
- Prepare displays that pertain to student interests, that include student work, and/or that illustrate aspects of the language experiences being dealt with. These may include corresponding vocabulary and samples of texts to pique student curiosity.
- Post or project short 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.
- Create a library shelf or corner in which copies of student-created booklets or projects are collected over the years and where students may browse through French comic books, books or magazines.
- Arrange furniture in ways that facilitate communication and small group interaction.
- Regularly project the front page of a particular French language newspaper or Web site to follow a current event or news story of interest to students.
- Move classroom furniture to create temporary spaces for language use in an imaginary setting, such as areas in a department store or seats in a train or bus. These can be used as the basis for activities, such as simulating a conversation on the bus while travelling within a particular French-speaking city or region. (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 that involve taking on different imaginary personas, such as playing the role of a clerk in a boutique or simulating man-on-the-street interviews that solicit people’s opinions on music preferences.
- Keep all visual and audio supports needed on a rolling cart to allow them to be moved from room to room or to different parts of the room as needed.

ROLE OF ENGLISH

Teachers strive to maintain a classroom environment in which the French language is prominent and constantly used. 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.

It is understood that a number of outcomes in the Three-year program of studies may need to be dealt with in English initially, especially at the 10–3Y and 20–3Y levels. These include some of the outcomes related to language awareness (R 1.2); cultural knowledge (R 4.1); and possibly, a number of the strategic outcomes as well. 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 help students confirm their understanding of what has already been presented in French. For the Three-year FSL high school classroom, especially in the early stages, the use of English is acceptable when intentional and for specific purposes only. After that purpose has been addressed, classroom interaction needs to be continued in French.

Teachers may consider questions such as these 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 in French? Can I break the concept into smaller chunks using what the students already understand?
- Can I delay this conversation/explanation until the students are able to understand completely what I am saying in French?
- Can this become a part of a lesson on a day when I might have an English-speaking substitute teacher?

To decrease reliance on English, it is suggested that items such as the class objectives, lists of roles and responsibilities for group work, classroom management expressions, as well as other useful global expressions in French are posted so that teachers and their students surround themselves with tangible reminders to maintain and sustain a language-rich environment as much as possible (Curtain and Dahlberg 2004, p. 36). **Appendix 6** includes a range of classroom expressions teachers can post for teacher and student use.

English may also be appropriate in certain assessment situations. Students need to clearly understand what it is that 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 be provided to students in 10–3Y in English, with a gradual move towards providing certain assessment portions in French by French 30–3Y. By exposing students to instructions in French, orally and in written form, students eventually become accustomed to following instructions this way and, thus, further increasing their language competency.

PROMOTING LIFE-LONG LEARNING

High school students in particular appreciate seeing their own teachers willingly take on the role of learners. By engaging in the pursuit of life-long learning themselves, teachers model an attitude of openness to intellectual growth. Teachers need to 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.

Many experienced FSL teachers have found a variety of ways in which to continue learning. Beginning 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.

Teachers can continue furthering their own learning by arranging to visit another FSL high school classroom or attending 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 let students know 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 happen 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.

What resources, *materials* or *equipment* are needed for a successful FSL classroom?

Successful teaching and learning draws on the availability of high quality resources and materials. Resources include print, audio, visual or multimedia resources, such as classroom charts and posters, audio CDs, DVDs, books, magazines, poems, song texts, readers and adapted or simple novels. Materials include supplies, such as chart 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 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.aspx>.

Chapter 6 provides information on 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* (RDPR). **Appendix 7** provides an abbreviated list of key resource selection guidelines for teachers to consider.

As well, Policy 3.2.2 in the *K–12 Policy, Regulations and Forms Manual* provides 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/k-12manual.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 school. 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>.

How can the *school and community play a role in FSL at high school?*

Successful implementation of the Three-year FSL Program of Studies can draw upon support from the school community as a whole and, where possible, from the wider community beyond the school. The French teacher can 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 French immersion day 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://www.education.alberta.ca/teachers/resources/learlang.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.

Both teachers and students carry out different 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 8 provides sample reflective questions for high school teachers wishing to consider various aspects of their teaching practice and their classroom environments in light of all of the components identified in this chapter.

Chapter 3 outlines a range of instructional techniques that have been arranged in keeping with the design of the new program of studies.

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Chapter 3 Activities, Tasks and Projects to Develop Language Use

This chapter highlights a number of ways in which teachers can develop and sustain student motivation. It introduces a range of instructional strategies and activity types as well as suggestions for various types of tasks and activities. These are developed further in the appendices of this guide.

How can *student motivation* be incited and sustained?

Various factors help foster student motivation. These factors include personal, psychological, social and cognitive factors, as well as those directly related to the teacher’s choices in terms of classroom activities and the environment in which these are carried out. There are many ways that teachers can foster students’ motivation. Some of these motivators are outlined in **Figure 3.1**.

Teacher actions that help foster student motivation	
PERSONAL, PSYCHOLOGICAL AND SOCIAL FACTORS	<ul style="list-style-type: none"> ▪ Encourage students to be active and creative, to try their best and to use their imagination while having fun learning French. ▪ Consider ways to go beyond students’ cognitive capacities, to draw on their practical and artistic talents and abilities as well as to touch on social and spiritual aspects of their personalities. ▪ Engage a wide variety of senses and target a range of learning styles. ▪ Guide students as they discover commonalities they share with other French-speaking people of their age around the world to help them develop a sense of meaning and purpose for language learning. ▪ Draw students into the process of planning and carrying out learning activities. ▪ Use a variety of social grouping structures. ▪ Be flexible to make use of and incorporate student ideas and suggestions. ▪ Provide validation for students’ contributions or solutions. ▪ Inform students of their progress and growth on a continuous basis for optimal success.
COGNITIVE CONNECTIONS AND SKILL DEVELOPMENT	<ul style="list-style-type: none"> ▪ Help students see the connections between their expanding repertoires and their increased ability to carry out tasks and undertake interesting actions. ▪ Use a range of questioning techniques to lead students to discover language structures as well as other concepts and cultural information.

	<ul style="list-style-type: none"> ▪ Provide direct instruction as well as frequent exposure to target words, which will encourage incidental and contextual learning for vocabulary acquisition. ▪ Stress that errors are a part of learning and that students can learn from their mistakes. ▪ Make language learning strategies explicit to help students become more effective and efficient learners. ▪ Provide students with multiple opportunities to encounter, process and make use of the language elements referred to in the outcomes to allow students to gain awareness of their meaning and purpose. Use of these elements grows with each encounter.
<p>MATERIALS AND ACTIVITIES</p>	<ul style="list-style-type: none"> ▪ Draw from the students' personal interests and experiences to form a basis for the choice and content of activities, tasks and projects within the course. ▪ Select activities and tasks that allow students to use their imagination and unfold their creative potential. ▪ Select a variety of materials and content that draws on a wide range of language and cultural experiences and that has the potential to elicit responses and actions from students. ▪ Plan for and provide a full spectrum of activities that range from highly-structured activities when new language concepts are introduced to very open-ended activities as language concepts become more familiar. ▪ Allow for a greater degree of experimentation on the part of the students as they progress in their learning by selecting activities and tasks that are increasingly open-ended. ▪ Use unconventional twists on familiar activities and unexpected uses for ordinary objects. ▪ Draw from the world outside of the classroom when planning learning experiences; e.g., involve students in the process of selecting, inviting and hosting invited guests. ▪ Place value on texts and products created by students. Bulletin board displays, collages, creative texts, crafts and dramatizations can all become the source for further learning. ▪ Stress that the process is just as important as the product, since the various steps that lead to the end product serve as a rich source of learning material.
<p>CLASSROOM ENVIRONMENT</p>	<ul style="list-style-type: none"> ▪ Expose students to a learning environment rich in authentic language opportunities. ▪ Where possible, use communication technologies to maximize student exposure to authentic models and examples of language use; e.g., use the Internet to expose students to radio broadcasts, podcasts, or news reports on current events in various Francophone regions. ▪ Reduce the amount of teacher talk and teacher direction in order to give students more opportunities to become active language participants. ▪ Provide learner supports as they are needed; for example, use wall charts containing phrases and interactional expressions pertaining to activities and tasks in progress.

Figure 3.1 *Ways of motivating students*

As can be seen by the figure above, there are a variety of ways in which student motivation can be fostered and sustained. Teachers will need to choose strategies that best suit their learners to ensure that their maximum potential is reached.

What is the difference between *activities, tasks and projects*?

Often, the terms activities, tasks and projects are used interchangeably or in accordance with one or more teaching approaches. For the purposes of this guide, the following distinctions are being used.

- The term **activity** is used for a wide range of whole class, group, pair or individual actions. These are generally small in scope, short in duration, modelled by the teacher and then carried out by the students. Activities can focus on a single program outcome, a single language function and one or more language skills. They may also be referred to as guided practice activities. Alternatively, they may incorporate a number of skills, functions and outcomes. Many classroom games are considered activities.

Activities are generally selected by the teacher in order to meet a particular learning need. However, materials needed to carry out activities, such as a list of true or false questions for a game show related to a particular reading text, could be developed by students.

- A **task** may be comprised of several discrete activities and 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). Tasks range in scope from very simple to quite complex. **Figure 3.2** outlines different types of tasks.

DIFFERENT TYPES OF TASKS
1. LISTING: Students produce a complete list or mind map of concepts related to an aspect of the topic under discussion. These lists may be compiled by brainstorming or fact-finding.
2. ORDERING AND SORTING: Students order and sort information by ... <ul style="list-style-type: none"> – sequencing – ranking – categorizing – classifying.
3. COMPARING: Students compare two sets of data by ... <ul style="list-style-type: none"> – matching – finding similarities – finding differences.
4. PROBLEM SOLVING: Students find and evaluate a solution to a problem by analyzing real or hypothetical situations, reasoning and making decisions. Starting points can include ... <ul style="list-style-type: none"> – short puzzles or classic enigmas – hypothetical or experienced real-life problems – incomplete or scrambled stories, poems, reports.

<p>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, thereby sharing aspects of their own experience in a limited way. Starting points can include ...</p> <ul style="list-style-type: none"> – reflective questions – survey questions – a storyline in a video clip or reading text.
<p>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 involve processes such as brainstorming, fact-finding, ordering, sorting, comparing, problem-solving and others. Starting points can include ...</p> <ul style="list-style-type: none"> – concrete creations or experiments – creative writing and similar activities – social investigations.
<p>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 others in the school or community who are involved in the production of various forms of media and might provide a contribution. Where applicable, teachers will need to seek parental permission and adhere to the provisions of the <i>Freedom of Information and Protection of Privacy Act</i> (FOIPP). These tasks may involve ...</p> <ul style="list-style-type: none"> – displays – print – multimedia.

Figure 3.2 *Types of Tasks*

- A **cumulative task**, or **performance assessment task**, is a carefully designed communicative task used in the assessment of learning. Further discussion of performance assessment tasks can be found in **Chapter 5**.
- The term **project** is used for a more complex series of activities or tasks that becomes the focus of a larger segment of the course. Often, much of a term’s or a year’s worth of learning culminates in a single final project. A project may involve research and presentation of new knowledge, the production of a play or the performance of a piece of reader’s theatre to an audience beyond the classroom. It may involve multiple phases such as the planning of an outing to interview Francophone seniors in a nursing home, the production of pictures and written text to commemorate each participant as well as a follow-up visit to share the final product.

BUILDING PROGRESSION

Activities, tasks and projects generally are designed and sequenced in such a way as to build progression. They 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 activities, tasks or project.

As the students progress from modelled and highly-structured situations to structured, guided and nonguided situations, they are also more likely to progress from simple activities to tasks and then to more extensive projects. One consistent feature in the movement from guided practice activities to more open-ended tasks is the time allotted. Guided practice activities are developed in order to help students apply new knowledge and develop the linguistic elements needed to carry out the task. As a result, to be successful 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.

Activities and tasks are often based on various forms of authentic texts (e.g., a job posting, a safety bulletin, a role-play, a poster, an invitation, a story book). In addition, activities and tasks are often based on communicative acts drawn from various language functions that reflect language use in real-life contexts (e.g., expressing preferences [personal function], making a request [interpersonal function], describing something or asking for information [referential function]).

Teachers may choose to tie similar activities or tasks together or develop them in such a way as to lead naturally from one task to the next. A series of activities or tasks may be planned based on the same contexts and learner experiences. A task may consist of a number of activities, and a final or culminating task or project may integrate learnings from all of the activities together. Activities or tasks from one learner experience may be reused and reworked when a related learner experience is addressed in order to demonstrate to students how their language knowledge and use is expanding.

TASK-BASED LEARNING

In its discussion of various approaches to planning, **Chapter 2** introduced an approach called Task-Based Learning (TBL). In this approach to language learning, the task is placed early in a unit, even before the students have built up the competencies necessary to carry it out. In their attempt to deal with the task this early in their learning, it is found that they often have a greater understanding for learning certain language elements. When they later are given an opportunity to carry out a similar task, the necessary language concepts are more readily activated than if the students had not been confronted with the task as early.

What are instructional strategies?

Instructional strategies are the techniques and activities teachers use to help students acquire knowledge, skills and attitudes and, ultimately, to become independent learners. These strategies and techniques also help students develop and experiment with language learning strategies. Because students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences, teachers need to provide a variety of instructional strategies to ensure that student needs are being met, while at the same time addressing the outcomes of the program of studies. The choice of techniques and strategies depends on many factors, including at which phase in the students' learning they are to be used (See **Chapter 4** for a discussion of phases of student learning), which component of the program of studies they are to address, the classroom context and the

teacher's 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, in facilitation or in 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.

IMPORTANCE OF LANGUAGE LEARNING STRATEGIES

Research in 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 become. Teaching students when and how to use learning strategies encourages them to take responsibility for their own learning. Teaching learning strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

In light of this research, an integral part of this program of studies pertains to the recognition, development and use of language learning strategies. These strategies can be defined as tactics used by successful language learners to enhance the acquisition, storage, retention, recall and use of new information. They can also be used to develop and internalize procedures for performing higher-level tasks. Learning strategies call on students' thinking and reasoning abilities to help them comprehend or express messages and gather, internalize and share information. All students benefit when these types of tactics are shared and made explicit in class. Teachers may find, however, 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 experiencing learning difficulties or for those that lack organizational skills and motivation.

Strategic outcomes have been embedded throughout the program of studies and are identified by a key symbol (↔). This symbol was chosen to highlight the understanding of strategies as the key to learning, or the key to opening up the mind to different ways of acquiring, retaining and sharing knowledge while students develop their language skills.

The presentation of learning strategies is most successful if they are tied directly to an activity or a specific task. Therefore, it is important for teachers to find ways to help students encounter and notice the existence and purpose of a particular learning strategy. However, these ways should not be limited to teacher presentations. Rather, students often have ways of sharing strategies with their peers that can be more effective than a teacher presentation, and as such, can reinforce for students their relevance and application.

Often, teachers help students recognize that they already use a wide range of language learning strategies in English and that these same strategies can be transferred to their learning of French. For instance, students have learned about root words, prefixes and suffixes in English language arts. They can be shown how whenever they draw on this kind of knowledge when comprehending unfamiliar texts in English, they are in fact already applying language learning strategies; that is, by using linguistic cues they can probably infer the meaning of unknown words. Likewise, students already have knowledge of a variety of text types when they start learning French. They know what information is contained in clothing advertisements, how a calendar page is set up and how a news article is structured, and they can draw on this knowledge when creating the same kinds of documents in French. Using similar knowledge about text types in French also allows students to make use of models as they engage in communicative acts involving oral or written expression.

Strategies need to be made explicit for students; that is, they need to be named and their use needs to be modelled. After a strategy has been modelled, students are given opportunities to try it out during a classroom activity and within the context of a communicative act. They can then reflect upon its value and, perhaps, can find ways to use the strategy on subsequent occasions.

In this program of studies, there are four broad categories of strategies: **communication strategies** for comprehension and expression skills; **vocabulary development strategies**; **general strategies** that encompass the acquisition of language structures, interpersonal skill development and information acquisition and transfer; and **metacognitive strategies** that support the other three categories. To become successful learners and users of French, students need to employ a range of strategies to facilitate and support their oral and written comprehension and expression, in addition to their acquisition of cultural and linguistic information. However, given that every student is an individual with different learning needs, the program of studies does not specify exactly which strategies students are to identify, develop and use; rather, it is expected that students be exposed to new strategies that they might use as well as reflect on the strength and usefulness of the ones they already use.

Some of the strategic outcomes refer specifically to metacognitive learning which involves thinking about thinking and reflecting on what one knows and how one learns it. In other words, it is a conscious process whereby one becomes aware

of one's own cognition and cognitive processes. It requires a learner to plan, monitor and assessing his or her own learning. In this way, students learn to organize, keep track of and reflect on their learning. They assess their successes and their challenges while discovering their personal strengths and areas of growth related to their learning of French.

Explicit teaching in support of metacognitive knowledge and processes should be embedded in the teaching–learning cycle, from the onset of a learning activity through to the assigning of a specific task and even before an assessment procedure such as a test. Discussion of metacognitive knowledge needs to become a part of classroom practice if students are to see value in acquiring these strategies. Students can benefit from hearing how classmates who are successful learners approach different tasks. In this way, students are afforded the opportunity to compare their strategies with those experiencing more success in their learning of French and can subsequently decide for themselves what strategies will be most beneficial for improving their ability to learn and use French.

By familiarizing students with language learning strategies, as well as with the ability to reflect on their learning, teachers support and encourage students to become autonomous, life-long learners.

Further discussions related to learning strategy development and assessment are included later in this chapter.

How can *language experiences* be lived in context?

The design of the program of studies includes a range of language experiences commonly associated with each of the four contexts (personal, educational, public or occupational). These language experiences have been prescribed in consideration of student interests and their cognitive level. Teachers can select additional language experiences related to the needs and interests of their students should time be available. By prescribing language experiences and familiar contexts within the program of studies, teachers can draw on the following instructional strategies:

- make connections to students' prior experience with and interest in aspects of the language experience.
- provide students with tangible materials and hands-on activities and tasks pertaining to the language experiences; e.g., making advertisements for items generally sold at kiosks, looking at clothing catalogues or magazines for examples of fashion styles, or using authentic tourist brochures to develop a trip itinerary.
- have students take note of real interactions as carried out by others who are engaged with a similar language experience. Students can then develop the 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 vocabulary and language structures from previous units or courses so as to increase student language competency.

Working with the four contexts and the range of language experiences 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. Likewise, by engaging in the language experiences and carrying out language acts that relate to classroom actions, they are finding relevant uses for language use in the present moment.

With each course, students' language competency continues to develop in terms of both sustained language use and the ability to incorporate an ever-increasing amount of vocabulary and language structures in their oral and written communications.

What *instructional strategies* can be used to promote *Communicative Acts* (skills + functions)?

The development of the four language skills is a sequential process that involves encountering, clarifying, internalizing and applying linguistic elements that are introduced in context and used in real-life situations to communicate authentic, personal messages.

Although the four language skills are discussed separately in this chapter, they are generally developed in an interconnected fashion, with one language skill often being a natural extension of the other. Since comprehension generally precedes expression, instructional strategies in support of the comprehension skills—listening and reading comprehension—are discussed first. They are followed by the instructional strategies that can be used to develop oral and written expression. However, learning activities and tasks generally require an integration of all four skills. Often, activities can be planned that allow students to use one of the four skills to provide support for further development in another skill (Bilash 2007, p. 13). The following example demonstrates how the focus on listening comprehension can lead to an oral interaction activity.

◆ **Example:**

Students in French 10–3Y view a video on a shopping transaction that is occurring in a *boulangerie* in Paris. Students are divided into two groups: one group that listens for the client's interactions and the other the baker's. When the interaction is completed, the teacher asks the students to reiterate the baker's oral text and then the client's. Students then use the format of the interchange to simulate a similar situation in a different shopping venue, practising first in pairs and then presenting their exchange in front of the class.

This example shows how an activity based on one of the four skills is soon extended and complemented by activities involving the integration of other language skills.

How is *listening comprehension* developed?

Often overshadowed by its spoken expression 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 a listener and a speaker; or 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 a department store.

Listening comprehension and spoken expression 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 of meaning.

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 traits or 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 strengthen listening skill development. Post-listening activities often extend into the other language skills.

DEVELOPING GLOBAL COMPREHENSION

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

- Use French extensively, in context, to allow students plenty of opportunities to make links between the context and 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 pertinent background information about any audio text, such as a call-in radio show, prior to listening to the text so as to facilitate comprehension and reduce student frustration.
- 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 prior to listening to the text.
- Provide students with a list of questions such as *Qui, quand, où, pourquoi?* before listening to the text. Students focus their 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 texts with unfamiliar content 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 can be used when listening to a text for the first time. Teachers may use a “think out loud” technique as a way to model listening strategies, using statements such as “I think he said ...”; “I noticed that the word 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 of the time and how people often do pool their knowledge.
- Refrain from the temptation to stop an audio text after every sentence to repeat it at a slower rate or to translate what is being said so as to facilitate comprehension.

PROMOTING 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-visual and multimedia texts is essential for helping students become accustomed to different voices and accents as well as expanding their language knowledge and use.

Teachers can use the instructional strategies listed above for global comprehension, in addition to strategies such as those listed below to develop more precise listening abilities:

- Have students respond physically to instructions being heard.

◆ Example:

A French 20–3Y teacher class working in the occupational context decides to present common tasks related to the duties of a part-time sales clerk by using Total Physical Response (TPR). This instructional strategy in this situation requires students to copy him as he physically acts out the various tasks; e.g., *Voici mes tâches comme vendeur au magasin « Ici on vend tout ». Je dois mettre les boîtes de produits sur la table. Je dois ouvrir les boîtes et sortir les produits. Ensuite, je dois placer les produits sur les étagères. Et ma dernière tâche de la journée! Je dois balayer le plancher.*

- Have students respond to what is heard by drawing or writing down key words.

◆ Example:

A French 30–3Y teacher reads aloud some descriptions of various tourist destinations. Students draw the scenes as they are being described. Students’ comprehension can be verified by having them share their drawings to show that they have “heard” the same things, or they can use their drawings to describe to a partner what they have understood.

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

◆ **Example:**

Students listen to an audio clip about consumer choices and are asked to identify, using a chart, the reasons for the choices made by various individuals. Students present their findings to the class.

USING RESOURCES TO DEVELOP LISTENING COMPREHENSION

Authentic audio recordings that follow recurring patterns, such as weather reports or news reports, may be routinely accessed using the Internet to allow students to concentrate on what is known and to make inferences about what is unknown. With repeated exposure to the same patterns of spoken texts, students will eventually be able to recognize greater portions of the text.

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

◆ **Example:**

A teacher selects portions of one of the animated videos available at <www.LearnAlberta.ca> for students to view without sound. Students watch the video to develop certain notions as to the content. They write these ideas down on a piece of paper. Next they listen to the text without seeing the video. As they are watching, they consult with a partner to confirm what it is they have heard and understood.

Note: Activities such as these are best used with brief excerpts, not with entire narratives.

ASSESSING LISTENING COMPREHENSION

In an action-oriented approach, students demonstrate what they are able to understand orally and to what degree they are able to understand this content. For beginning students this may simply mean that they respond to teacher questions appropriately. They may also show comprehension by using gestures and facial expressions, by pointing to concrete objects, by using physical actions such as following a command, or by uttering one-word replies, memorized phrases or expressions. They may also indicate their comprehension of items mentioned in an audio text by checking off corresponding words or statements on a list.

In an assessment situation, students need to be encouraged to use the French vocabulary they have learned to demonstrate what they understand. It is important, however, to allow students to use drawings, gestures or English to convey comprehension of words or ideas they are able to discern but are unable to express orally or in writing 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.

How is *reading comprehension* developed?

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 in spoken form, they are more able to recognize words from texts and can use them in order to build meaning as they read.

Even in French 10–3Y students can begin to derive meaning from short, authentic illustrated texts such as grocery store flyers, magazine ads and posters for community events. They can also learn to read and follow simple instructions. By French 30–3Y, students can be expected to comprehend the main ideas in simple, short concrete texts on familiar topics. Throughout the three-year course sequence, teacher guidance and support remain necessary.

USING PRE-READING, READING AND POST-READING ACTIVITIES

As in the case of listening comprehension, student understanding of a reading text is facilitated when students are provided with activities prior to engaging with the text, during their reading and after reading the text.

◆ **Example:**

Prior to reading a description about a family in Québec, a teacher has students create a word web or concept map using terms they already know that are associated with family relationships. As students read through the text, they are asked to underline specific words that express family relationships. After students have read the text, they take out their concept map, verify that they have included all the terms and add any that may be missing. The post-reading activity consists of using the underlined information to correctly sketch out the family tree described in the text.

PROMOTING WORD RECOGNITION

A number of instructional strategies used for the development of first language literacy may also be used in FSL. For example, teachers may wish to write frequently occurring vocabulary items on cards and display them on the walls of the classroom so that they can be seen by all students; or students can create their own personal lists. Texts that have a recurring structure, such as simple twists on a repeated plot line, help students encounter the same vocabulary or sentence structure multiple times.

PROMOTING COMPREHENSION AT A GLOBAL OR DETAILED LEVEL

Depending on how they are designed, activities or tasks may assist students in developing global comprehension skills or help them focus on comprehending specific details. This skill development can apply to activities that require students to reorder written content sequentially or match or categorize segments of content. Many of the activities and tasks outlined in **Appendix 13** can be used for these purposes.

◆ **Example:**

A teacher selects a story that has simple sentences and pictures to accompany each sentence. The teacher cuts out the sentences and has students, either alone or in pairs, put them in the proper order. Alternatively, a teacher may select a comic strip style picture sequence and write a simple story to accompany it, using vocabulary and linguistic structures familiar to the students. Students then sequence the pictures and the text.

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

PROVIDING A PURPOSE FOR READING

Giving students a clear purpose for reading often helps focus their attention as they approach the text.

◆ **Example:**

A French 10–3Y teacher provides students with a timetable from a high school student at a CÉGEP in Québec or from another Francophone country, along with a list of questions for them to answer or a graphic organizer for them to fill out. Once students have gathered the information, they are paired up to compare their answers and brainstorm a solution to a follow-up question based on the information they have gathered.

◆ **Example:**

A French 10–3Y teacher prepares or has another class prepare (e.g., French 20–3Y as review) a treasure hunt around the classroom or school. Students must follow written instructions to get to each station. At each station there is a letter that students must discover to build a mystery word. The teacher instructs students to start at different points in the treasure hunt so that only small numbers of students arrive at a given station at one time.

BUILDING TOWARD INDEPENDENT READING

One of the most important steps in developing language use is providing students with the tools to become independent readers. In a three-course sequence, the types of texts students will encounter are somewhat limited. They can nonetheless develop the skills that will help them to read simple, concrete authentic texts.

Many of the instructional strategies used in the teaching of first language literacy skills can be incorporated into second language reading comprehension skill development. These may include the following (Carrera-Carillo and Smith, 2006, pp. 10–18):

- **modelled reading.** Teachers read stories, poems or informational texts aloud to students expressively, using clear enunciation and an appropriate rate of speech. The text may be somewhat more difficult than what students can read for themselves.
- **shared reading.** The teacher selects a text that can be seen by all students (e.g., text is projected on a screen) and that contains familiar vocabulary and structures as well as a predictable plot. The teacher begins by checking for prior knowledge on the topic of the text and then reintroduces the familiar language by walking students through the illustrations included in the text or through the use of a graphic organizer. The teacher reads the text aloud and has students follow along by pointing to the text as it is read. He or she also stops to answer student questions as well as to ask questions, such as Yes–No questions, either–or questions or information-seeking questions. After the text has been read aloud by the teacher, the students read the text aloud with the teacher, who controls the rate of speech. Additional questions may be asked to check for comprehension

and to stimulate discussion with prompts, such as *Quelle partie du texte est-ce que tu trouves intéressante? Est-ce que ce personnage ressemble à quelqu'un que tu connais?* These activities may be followed with suggestions found under guided reading.

- **guided reading.** In guided reading, groups of four to six students who are at approximately the same reading level read together with the teacher while other students in the class are engaged in other activities. Each student may receive a copy of the text, or the group may jointly refer to a shared version. In guided reading, the focus of discussion is on the use of reading comprehension strategies. The teacher introduces the text if necessary, activating students' prior knowledge and soliciting predictions about the text (unless it has been read previously as a part of a shared reading activity). During the first reading of the text, the teacher reads aloud, modelling expression and intonation. The students read the text as a group, in soft voices or by whispering, tracking the words on the page as they progress through the text. The teacher chooses sections of the text to be reread in order to model reading comprehension strategies, such as predicting, finding patterns, comparing and contrasting, and extracting meaning from contextual and/or other visual clues.
- **independent reading.** Students are provided with time and opportunities to select texts they wish to read on their own. In general, these are texts that they have previously encountered in the shared and guided reading activities described above, or texts that are at a similar level of difficulty.

THE ROLE OF ORAL READING

Reading texts aloud allows students to demonstrate their ability to decode written symbols into comprehensible words. However, one cannot assume that students who can pronounce the words they see in print orally can comprehend the content. Reading aloud provides students with the opportunity to practise pronunciation and appropriate rhythm and expression. In the case of auditory learners, the strategy may be especially helpful; hearing themselves pronounce words out loud may assist with comprehension of the text.

Taking a cue from first language literacy programs, teachers may create or acquire audio recordings of levelled books for students to listen to while reading the books. Alternatively, arrangements may be made for students at a higher level of language proficiency to read simplified French stories that may be used with students just beginning their study of French.

USING RESOURCES TO PROMOTE READING COMPREHENSION

Students need to be exposed to texts of all types. Examples of different types of texts include poetry, short newspaper or magazine articles, travel brochures, classified advertisements, posters and adapted or simplified novels. Teachers may be able to acquire some of these texts for projection purposes and for use with activities such as modelled reading, shared reading, guided reading and independent reading.

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

Texts created as a class or by individual students can also be used as springboards for reading comprehension.

◆ **Example:**

A teacher guides students in the creation of a language experience text (Carrera-Carrillo and Smith, 2006, p.42). This text is created in that students take turns describing a sequence of events orally as the teacher records their statements on large chart paper, providing vocabulary assistance and sentence structures where needed. E.g., *Je veux faire de la natation. Alors, que faire? Ah! je vais trouver le numéro de téléphone du centre récréatif dans l'annuaire téléphonique. Je compose le numéro maintenant. Ça sonne. Quelqu'un répond. Je pose ma question et j'écris la réponse. Je remercie la personne et je raccroche. Voilà, je peux aller nager!* The class jointly edits the text to ensure that all linguistic structures and print conventions are accurate. The resulting text can be used later for a range of reading activities or as a model for activities involving spoken or written expression.

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 vocabulary recognition. They can be asked to show global comprehension of the text or to read for specific details that are within their capacity. In the early stages, it is appropriate to formulate questions and accept answers in English to assess reading comprehension, as the language required to ask the questions or the language competency needed to answer in French may add an additional layer of difficulty beyond that of the text.

How can *comprehension strategies* be used to facilitate understanding?

The communication strategies embedded into the program of studies support both comprehension and production. These are identified in the program of studies as outcomes A 6 and A 7. The appendix in the program of studies, which is **Appendix 4** in this guide, provides examples of strategies that students can become exposed to, experiment with and develop. Different comprehension strategies can be applied before, during and after an encounter with an oral or written task. Strategies are to be presented and modelled so that they can be tried by all students. Some examples follow.

COMPREHENSION STRATEGIES TO ASSIST WITH AUDITORY TEXTS

One can teach comprehension strategies to help students deal with information in auditory texts that may contain unknown words and expressions. These strategies include:

- drawing on previous experience and prior knowledge to make inferences about the text before hearing it
- making visual supports such as graphic organizers or preparing a list of questions to assist in building understanding
- focusing attention on what is known and ignoring what is unknown
- making inferences about the content based on knowledge of the genre of spoken text

- making use of cues inherent in the text, such as key words or word markers
- using auditory cues such as background noises or visual cues such as gestures or facial expressions
- accepting that they cannot understand every word
- asking for repetition, confirmation or clarification of what is being heard when interacting with a speaker by using expressions such as those included in **Appendix 6** (see p. 174).

COMPREHENSION STRATEGIES TO ASSIST WITH WRITTEN TEXTS

To develop reading comprehension, students are taught how to use comprehension strategies that help them deal with known and unknown words or language structures. Students need to be encouraged initially to focus on familiar words in the message and to construct meaning from what they know in order to determine the main ideas. They also need to be supported when they feel overwhelmed; some students may have a greater unease when facing unfamiliar vocabulary than others. Exposing students to a variety of text types as well as to comprehension strategies can help them develop more skill and confidence.

Students can learn to:

- determine a specific purpose for reading and then attend specifically to aspects of the text that pertain to that purpose
- focus on visual clues, such as illustrations, photographs or charts, that can provide cues as they infer meaning
- use the title and subtitles to anticipate ideas that may be presented in the text and to structure their reading
- use context to predict the types of information or the categories of information they might find
- take educated guesses based on the context, as well as the text type
- use reading strategies they have developed in their first language to help them become better readers
- use the dictionary to search for the meaning of the word if they wish to verify their guesses. It should be noted that student use of dictionaries should be limited so that they do not become dependent on the dictionary to comprehend every word.

Students may use written texts with recurring patterns and structures, such as a daily newspaper weather forecast, a weekly list of in-store specials or written school announcements, to try out a range of reading comprehension strategies. This way, students will feel more at ease with these strategies.

Metacognitive strategies, in which students reflect on and monitor their own increasing abilities to comprehend texts in French, support the communication strategies. Not all high school students may wish to take this reflective phase seriously. The fact that the metacognitive strategies are specified as a program of studies outcome and are to be assessed along with other outcomes might help students to understand the importance of reflecting on their own learning in a meaningful way. **Appendix 17** includes a self-assessment checklist that students can use to support their application of metacognitive strategies.

How is *spoken expression* developed?

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

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

DEVELOPING PRONUNCIATION, INTONATION AND SOUND–SYMBOL CORRESPONDENCES

Students require ample opportunities to practise basic pronunciation and intonation skills so that the messages they seek to express can be understood. Teachers can develop an array of activities in which students are exposed to the sounds and the symbols, notice them and begin to apply and refine their knowledge of sound–symbol correspondences.

◆ Example:

A teacher prepares a flash card for each letter of the alphabet and groups them into letter clusters according to their sounds. One cluster at a time is presented, often with the aid of a gesture or spoken image; e.g., *Voici la lettre A, je la tourne sur son côté et voilà, c'est ma bouche ouverte. Quand je vais chez le docteur, il me demande d'ouvrir la bouche et de dire AAAAHHHHH*. The class repeats the letter name after the teacher. As the teacher scrambles the cards in the cluster, the class is challenged to say the letter names correctly in a chorus with increasing speed. The first group to be introduced in this way consists of the vowels A, E, I, O, U, which are followed with clusters of letters whose names begin with similar sounds, such as the cluster F, L, M, N, S, because of their similarity to English; the cluster B, C, D, G, P, T, V, because of the “eh” sound; and finally a more difficult “miscellaneous” cluster, H, J, K, Q, R, W, X, Y, Z, before the entire alphabet is assembled in its correct order (10 R 1.3a).

◆ Example:

A teacher has students work with a partner to list all of the words for school supplies and classroom objects they know that have the [o] sound when said out loud, e.g., *stylo, bureau, drapea*. As the students write the list of words that contain this sound, they are said aloud. In this way, by pronouncing the word students verify that it does include that sound and can be added to the list (10 R 1.3a).

◆ Example:

Students have heard the teacher use the word *beaucoup* many times. With time, they are shown the written form of the word in association with correct pronunciation, and they begin using the word themselves. When they encounter a new word with the “*eau*” combination of letters, they can transfer their knowledge of the sound–symbol correspondence to the new word. The

teacher has students record all words with this combination of letters in a section of their binder or notebook called *les sons en lettres* so students can find and review them (10 R 1.3a).

◆ **Example:**

A teacher provides students with the text of a song. As the song is played, students cross out letters that they believe the singer did not pronounce. This can be used as the starting point for a discussion on silent letters in French. The teacher can also build students' language awareness by soliciting examples of silent letters in English; e.g., the letter "l" in the words "walk, talk." By doing this, students view the learning of French as less threatening, given the existence of similar features in both French and English. (10 R 1.4)

Various cooperative learning strategies, such as Inside–Outside Circle, can be applied to create opportunities for students to practise pronunciation with each other. Cooperative Learning Strategies are explained in **Appendix 15**.

◆ **Example:**

Students are asked to write five weather words on an index card. As the circles rotate, students pronounce these five words for their partners. After two rotations, students exchange cards and pronounce the new set of words for a new partner. Partners verify pronunciation to the best of their ability. The teacher circulates, spot checks pronunciation and corrects errors as necessary. (10 R 1.3a)

Appendix 12 of this guide is intended to provide support with pronunciation conventions.

PROVIDING OPPORTUNITIES FOR THE RECALL AND USE OF WORDS AND PHRASES

Almost any instructional strategy, such as the use of recall activities and games, can be deployed to develop skills related to the spoken use of words, phrases or longer texts.

◆ **Example:**

A teacher creates headings for categories of words pertaining to the educational context such as *les fournitures scolaires*, *les objets dans la salle de classe* and *les matières* and writes these on the board (10 R 1.1). Either the teacher or a student holds up a word or expression card and has the class read it aloud. Students then suggest the category to which the word or expression belongs and it is placed under the correct heading.

◆ **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 something related to a routine purchase at a store or kiosk (10 C 3.2). Each student makes a statement using the item on the flash card; e.g., *Je cherche mon stylo.* or *J'ai besoin d'un billet d'autobus* (10 R 2.10c). 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., *Mac cherche son stylo.* or *Brittany a besoin de son billet d'autobus.* Points can be awarded to students who recall the most items.

How are *interactive listening and speaking* developed?

Learners also need frequent opportunities to use language by taking on the role 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 can spontaneously produce one-word answers or memorized global expressions (see glossary for definition). As these skills develop, short phrases or complete sentences can be added to their repertoire. In order to successfully carry out the necessary interactions, students require advanced support. All the phrases needed as a part of a particular interaction, which are often referred to as *conversational schemata*, are introduced and made accessible to students as they carry out the interaction. Potentially useful phrases are provided in **Appendix 6**.

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 expression skills.

◆ **Example:**

Students work in pairs in which one partner receives an image, such as the front of a school, a shopping venue, a recreation facility or a train station, but does not let the other partner see it. The other partner asks questions about the image in order to make a simple drawing based on information provided by the first partner. As an alternative, students can be seated so that only one partner views the image projected on a screen while the student who is drawing faces the opposite direction. Once the drawing is complete, the students compare it with the original image. Alternatively, one pair of students may compare their drawing with those of another pair to see if they can identify any differences. This then becomes an oral interaction activity.

◆ **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 *ma musique préférée* (20 C 1.1) or *l'évènement parascolaire le plus intéressant* (20 C 2.1). In a scored discussion, the teacher asks half of the students to sit in circles of five to seven each. The remaining students stand outside of the circles in such a way that each one can observe one of the seated students. The teacher provides sentence starters for the seated students to use in their discussions; e.g., *Pour moi, l'évènement parascolaire le plus intéressant est... parce que....* As the seated students discuss the topic, the observers rate their target student on a yes/no basis using the following criteria: “Did the person I am observing speak French?”; “Did he or she stay on topic?”; “Did he or she listen to what others had to say in French?”; “Was he or she polite?” 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, may be developed to replicate interactions that simulate authentic uses of language. Activities of this nature can include simulated telephone conversations, surveys as well as a range of games involving structured conversations. In order to help students develop the ability to use language spontaneously, teachers can provide students with a series of point form or visual prompts as to the kind of statements expected in a particular interaction.

◆ **Example:**

A teacher provides the following skeleton for a dialogue:

- *Salutation/Autre salutation*
- *Nom?/Nom (et vice versa)*
- *Comment ça va?/Réponse et question*
- *Aimer quelque chose?/Réponse (et vice versa)*
- *Salutations pour finir la conversation/Autre salutation*

In pairs, students decide which statements they will use. They repeatedly rehearse these orally until they are confident that they can remember the interaction in its entirety and can begin making unrehearsed adaptations.

Teachers may use role-plays as practice activities or they may plan their units to culminate in a role-play or simulation in which students use language spontaneously based on conversational schemata or useful phrases posted for their reference. The encounters brought to life in the role-play are suggested by the contexts and language experiences; e.g., a first meeting between two people or an invitation to a special event at school. Using props or puppets, if students are so inclined, they act out the scene employing set phrases and improvisation where possible. 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. Once students are accustomed to the use of role-plays and have had sufficient practice, particular problems can be introduced; e.g., not having enough change when shopping for a small item.

Appendix 14 provides a collection of activities that can be used to stimulate student interaction in French, along with sample conversational schemata and related suggestions for assessment. **Appendix 14** also provides a selection of classroom games, some of which help to develop student skills related to listening, oral expression and interacting with each other in French. **Appendix 15** outlines a series of cooperative learning strategies, many of which call upon students to interact with others in French in order to carry out particular activities.

ASSESSMENT AND ERROR CORRECTION

When students are communicating and interacting orally, 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 all part of this type of oral expression and need to be

supported. Over-correction of errors can lead to students becoming fearful and even reticent to speak. Teachers can note particular errors in students' speech and wait until the end of an activity to comment on particular errors made by a range of students without singling out individuals. By providing students with models of correct pronunciation, teachers help them to correct and improve their pronunciation. Additionally, by providing students with examples of instances where a mispronounced word or an incorrect article or other grammatical structure impedes a message, teachers can help students understand the importance of accuracy when seeking to communicate a message.

◆ **Example:**

A French 10–3Y teacher shares a personal anecdote in which her request for orange juice was not understood. She tells students that her pronunciation of the word for juice resembled the word for cheek instead, i.e., *du jus d'orange* (correct word) versus *du joue d'orange* (incorrect word).

◆ **Example:**

A French 20–3Y teacher highlights how a word such as *le tour* has a completely different meaning from *la tour* in order to encourage students to strive for correct choice of word, gender 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 expression. 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 expression and oral expression become intertwined; the final oral product is dependent on the written product. Students prepare their texts in written form and then present them orally. In these situations, the oral text is assessed in terms of the expression used in the voice and the correct pronunciation, in keeping with language structures that are typical of these types of text.

How can production strategies be used to facilitate spoken and written expression?

Production strategies can be used before, during and after a communicative act. Many of the instructional strategies listed above already embed one or more production strategies. Teachers are encouraged to make language learning strategies explicit in the course of carrying out classroom activities.

PRODUCTION STRATEGIES TO ASSIST WITH SPOKEN EXPRESSION

Many of the Communication strategies outlined in the program of studies can be taught and used in situations involving both spontaneous and prepared oral expressions.

For communicative acts involving interaction, students can be encouraged to make use of strategies such as monitoring and self-repair or finding alternate ways of conveying a message to sustain their communication; i.e., through the use of circumlocution, gestures, definitions or drawings. Additionally, strategies such as seeking clarification of a message can be modelled and incorporated into classroom activities so that students learn how to use these strategies to maintain a conversation and thereby develop confidence in speaking French.

PRODUCTION STRATEGIES TO ASSIST WITH WRITTEN EXPRESSION

Many of the production strategies identified in **Appendix 4** may be used to support written expression. These include planning prior to starting a message, seeking assistance from others or from resources, preparing written drafts, self-editing, as well as reflecting on what has been learned.

Teachers can guide students through an analysis of model texts in order to point out how students can follow the text structure and use the linguistic elements when developing their own messages. Teachers may also provide modelling and coaching to encourage students to feel comfortable seeking information from resources such as word lists or online dictionaries and thesauruses.

Teachers may also provide checklists or other means through which students develop habits related to monitoring and reflecting on their writing. The language learning strategies self-assessment checklist for students found in **Appendix 17** includes a section on the use of written expression strategies.

What instructional strategies support the development of the Repertoire?

In order to carry out communicative acts, users of language draw from their repertoire of linguistic and cultural elements as they express their meanings and comprehend the meanings expressed by others. An individual's repertoire expands with each communicative act, as it is through language that awareness, knowledge and skills are developed and expressed.

As its name suggests, a repertoire provides a supply of skills, knowledge and strategies that is not developed as an end unto itself. Rather, it serves as a storehouse of linguistic and cultural elements from which users and learners of language draw when carrying out communicative acts.

How is the Linguistic Subcomponent of the Repertoire developed?

In the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12), the Linguistic Subcomponent of the Repertoire identifies separate outcomes for vocabulary, language structures and discourse elements which are the building blocks needed to understand or communicate a message.

In the course of language learning activities, there are times when vocabulary, language structures and discourse elements are directly addressed. However, the majority of the time, as students are carrying out communicative acts related to a particular language experience, they may be less focused on the accuracy of a particular linguistic element than on carrying out the task. Often, linguistic elements are best presented on an as-needed basis or when the clarification of a particular linguistic element within a given context ensures that students will be able to carry out the activity or the task successfully.

Teachers should use a range of instructional strategies to ensure that students develop knowledge of linguistic elements such as vocabulary, language structures and discourse elements within the contexts of language experiences. Some instructional strategies are listed below for illustrative purposes.

VOCABULARY DEVELOPMENT

In order to learn a language, students need to internalize a large amount of vocabulary. This term is used to refer to single words, phrases and expressions. In its discussion to support lesson and unit planning, **Chapter 4** outlines the phases of learning through which students pass as they move from first being exposed to vocabulary items to being able to make use of these independently.

In their planning, teachers need to ensure that students are given numerous and varied opportunities to engage with vocabulary. Frequent exposure to vocabulary and opportunities to use it are the key factors in vocabulary development. In order to internalize it, students need to engage in meaningful encounters with new vocabulary at least seven to twelve times. Students therefore need to be involved in activities and tasks in which they use and reuse vocabulary in order to integrate it into their personal repertoire.

These encounters should be varied and should appeal to a range of learning style preferences. They should also focus on various aspects of word knowledge—the word or expression, its meaning, its spelling, its usage, etc. The lesson series devised for French 20–3Y included in this guide shows a range of vocabulary development activities to support outcomes 20 R 1.1 in general and in particular, 20 C 2.1 (describing special activities, events or traditions occurring at their school), 20 C 2.2 (participating in routine interactions with school personnel) and 20 C 2.3 (identifying tasks and responsibilities related to their schoolwork. A few additional strategies are outlined below.

MAKING USE OF FLASH CARDS

Vocabulary items such as concrete nouns or lists of verbs that involve concrete actions lend themselves to presentation and practice through the use of flash cards. The following example describes a series of activities that can be undertaken for portions of several class periods in order to give students frequent encounters with vocabulary items that can be portrayed visually.

◆ **Example:**

Magazine pictures or clip art images can be collected and laminated for repeated use.

- The teacher can present vocabulary holding up the flash cards one at a time, introducing the vocabulary term and having students repeat in unison (one encounter).
- The images can be grouped into sets of three to six images which can then be scrambled and reviewed a number of times (one encounter). This can be repeated by scrambling the whole set of cards and having subsets of the classroom repeat the words (one encounter).
- The words can be written across the board above the blackboard ledge and students can be asked to match the flash cards to the words (one encounter).
- Students can be paired up. Partner A of each pair faces away from the images. One half of the images are removed. Partner A uses a question such *Est-ce qu'il y a un...* to guess which items are remaining (one encounter). This is then reversed with different items placed on the ledge (one encounter).

- Subsequently, each student is given one flash card and is asked to stand in a circle holding the flash card out for all to see. One at a time, each student introduces his or her vocabulary item. Then, all cards are hidden. Students are challenged to recall who had which card in a modified version of a memory game (one encounter).
- Using the Inside–Outside Circle cooperative learning activity, students in the inside circle can hold up their cards and provide coaching to those in the outside circle as they try to come up with a sentence in which the vocabulary item is being used correctly (one encounter).
- Once other activities have taken place, the flash cards can be used to inspire creative writing pieces, embedded into dialogues or role-plays or used as prompts for a written assessment piece.

MAKING USE OF A QUESTIONING SEQUENCE

Teachers often use questions as instructional strategies. **Figure 3.3** suggests four levels of a questioning sequence that can be used in vocabulary development.

<p>LEVEL 1: YES–NO QUESTIONS Students answer questions with <i>oui</i> or <i>non</i>. The focus is on the comprehension of the question.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>Est-ce que Tyler a un stylo?</i> • <i>Est-ce que Joëlle a une période libre les mardis?</i> • <i>Est-ce que c'est un centre commercial?</i>
<p>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.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>Est-ce que Tyler a un stylo ou un crayon?</i> • <i>Est-ce que Joëlle a une période libre les mardis ou les mercredis?</i> • <i>Est-ce que Les Galeries Lafayette est un centre commercial ou un magasin-entrepôt?</i>
<p>LEVEL 3: INFORMATION QUESTIONS— SHORT ANSWER Students provide short answers consisting of single words, a list of words or a short phrase.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>Qui a un stylo? → Tyler</i> • <i>Qu'est-ce qu'on vend d'habitude à l'épicerie? → des aliments.</i> • <i>Quelles matières est-ce que tu aimes? → le français et les sciences</i> • <i>Où est le directeur? → dans le bureau</i> • <i>Quand est-ce que M. Fortier enseigne les mathématiques? → l'après-midi</i> • <i>De quelle heure à quelle heure est-ce que tu as les sciences? → de neuf heures à neuf heures trente.</i> • <i>Combien de personnes travaillent dans notre école? → trente-neuf</i>
<p>LEVEL 4: INFORMATION QUESTIONS— LONG ANSWER Students answer the questions with more elaborate responses using longer phrases or complete sentences.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>Qu'est-ce que Sacha fait?/Il fait ses devoirs.</i> • <i>Quel est ton goûter préféré?/Je préfère le yogourt.</i> • <i>Où est-ce que tu fais du bénévolat? → J'aide les gens au foyer des personnes âgées.</i>

Figure 3.3 Suggested Teacher Questioning Sequence for the Development of Vocabulary or Language Structures

In the early learning phases, teachers use questioning techniques that tend to involve convergent questions or questions to which students generally know the answers; e.g., *Est-ce que tu utilises un crayon ou un stylo pour écrire ton examen?* As it becomes evident that students comprehend the meaning of the new words being introduced, teachers may introduce the use of divergent questions; e.g., *Quelle est ta couleur préférée? Imagine que tu peux changer les couleurs dans cette salle de classe? Quelle couleur est-ce que tu aimerais utiliser pour les tables?* (10 C 2.1). Questions such as these, which do not necessarily have correct answers, can be used to create additional opportunities for oral interaction practice between students.

As students develop their understanding of new vocabulary and language structures, they acquire the tools to ask questions following the same sequence. In the early stages, students will more than likely only be able to ask questions from Levels 1 and 2, but as they encounter the language structures and vocabulary in more frequent encounters, they will be able to ask and answer questions from Levels 3 and 4.

MAKING USE OF GRAPHIC ORGANIZERS

Graphic organizers or *organisateurs graphiques ou représentations graphiques* can have many uses in an FSL class. 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 with 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:

A teacher uses a ladder (*une échelle*) or a continuum (*un continuum*) to show degrees of difference between weather expressions: *Il fait très chaud; Il fait chaud; Il fait beau; Il fait frais; Il fait froid; Il fait très froid.* (10 C 3.3)

◆ Example:

When having students brainstorm vocabulary they already know pertaining to community events and services (10 C 3.4), a teacher uses a mind map or web (*une toile d'araignée, une carte sémantique, une étoile, une constellation*) to collect student contributions.

MAKING USE OF GAMES

Games allow students to practise, review and reinforce vocabulary while integrating the four language skills. Games may be used at any point in a lesson or unit. Games may be structured to be played as a whole class or in small groups or pairs. Many popular games, such as card games, board games or television game shows, may be adapted for the purpose of promoting second language development. Often, small adjustments can be made to specific classroom activities to give them the flavour of a game. A selection of commonly used classroom games is provided in **Appendix 14**. Some useful expressions to support the playing of games are found in **Appendix 6**.

DEVELOPMENT OF LANGUAGE STRUCTURES

Outcomes pertaining to language structures are organized in the program of studies according to grammatical category and are also expressed with varying levels of learner support (See **Appendix 5**). In an action-oriented approach to language learning, grammatical knowledge is developed on an as-needed basis in the context of language experiences and communicative acts. As with vocabulary development, language structures must be constantly reintroduced and reused in order for students to internalize and accurately apply them. Teachers need to ensure that students are given ample opportunity to reintegrate these elements as often as possible. In addition, teachers may find that students can benefit from an explanation of how the language structure is used; however, this analysis should be in keeping with the developmental level of the students.

Creative metaphors based on experiences to which students can relate may help them understand the purpose and function of a particular linguistic element and may be provided to students in French or in English, depending on their level of listening comprehension. Teachers develop their own repertoire of ways to introduce and explain the various language structures outlined in the program of studies. Teachers are encouraged to develop metaphors or imagery that works for them and their students.

DEVELOPMENT OF DISCOURSE ELEMENTS

Discourse elements such as intonation patterns, interaction patterns and conjunctions need to be modelled within the context of entire communicative acts. Occasionally, a concept like intonation patterns or speech rhythms can be dealt with explicitly.

By posting written models of commonly used phrases in the context of an interaction, teachers support students as they learn to integrate discourse elements into their spoken and written expression. Once students have had multiple opportunities to encounter, replicate and develop variations on a model of a particular spoken interaction, the posted models can be removed.

When working with statements or questions in which particular word order changes can transform meaning, some teachers may wish to consider using props such as a clothesline and clothespins. Each word in a series of entire statements can be written on a separate card. Students can pin up the words in the order they believe to be correct for verification by the teacher or the class.

◆ **Example:**

The teacher prepares word cards for an inversion question such as *Combien de frères et de sœurs as-tu?* as well as its *Est-ce que* counterpart: *Combien de frères et de sœurs est-ce que tu as?* Students hang these cards on the clothesline and compare the results. This can be repeated with a number of questions so that students might begin to formulate the rules for the word order as it pertains to these two types of questions.

How is the *Intercultural Subcomponent of the Repertoire developed?*

When language learners and users carry out communicative acts, they draw from their linguistic repertoire; however, they also need access to intercultural elements in order to express themselves more effectively and to comprehend the meanings expressed by others more accurately. The Intercultural Subcomponent includes *Sociocultural Interactions*, *Sociolinguistic Awareness* and *Cultural Knowledge*.

In this program of studies, the learning and teaching of culture and language are made explicit as two separate series of outcomes, even though they are intertwined. Outcomes identified as R 3 contain elements related to both Sociocultural Interactions and Sociolinguistic Awareness. Outcomes identified as R 4 refer to Cultural Knowledge, which in this program of studies refers to the development of an understanding of *la francophonie* on both a national and an international scale.

Sociocultural Interactions involve the appropriate language and behaviours used in any given interpersonal encounter. Sociolinguistic Awareness, on the other hand, refers to the effects of cultural norms, expectations and context on the way language is used and therefore involves the rules and conventions governing spoken and written expression. In this program of studies, Sociolinguistic Awareness includes, for example, an awareness of register and language variations.

Teachers can address conventions that pertain to outcomes related to Sociocultural Interactions by modelling conventions that relate to greetings, leave-takings, handshakes and punctuality, for example, as well as conventions for written expression such as capitalization and the correct format for the date and for common abbreviations. Outcomes related to Sociolinguistic Awareness can be addressed by providing students with a wide range of spoken and written models. Students also have to be made aware that geography, education and social class may impact the degree of language variation used by native speakers from the various Francophone regions and countries.

Apart from meeting and observing native French speakers in person, students can benefit most from observing and analyzing the behaviours and language variations used in interactions excerpted from movies, videos and television broadcasts developed for Francophones. As the capabilities of communication technologies expand, language learners will be able to access an increasing variety of authentic materials of this nature. Using an instructional strategy to support the development of Sociocultural Interactions and Sociolinguistic Awareness, teachers may find that students can better notice, discuss and analyze these elements when the sound is turned down or when students listen to the sound track without first seeing the film excerpt.

Besides multimedia sources, photographs of people engaging in various interactions can provide rich material for the development of sociocultural interactions.

◆ **Example:**

Students are asked to collect photographs of people interacting with each other from a range of magazines including old issues of French-language magazines, if possible. (Images may also be obtained from the Internet.) All of the images are posted in the classroom without referring to their original source. Within the limits of their current French language skills or by using English, groups of students attempt to determine in which culture the particular interaction is likely taking place. The importance of such an activity lies in students coming to recognize that not only can there be linguistic diversity, but there is also cultural diversity within a given language group.

Finally, students need to realize that these elements play an important role in their ability to understand and use the language and as such, they need to be assessed. Students need to demonstrate that they can use correct sociolinguistic conventions such as punctuation and abbreviations in their written work and that they can incorporate into their spoken expression appropriate conventions related to sociocultural interactions.

How is *Cultural Knowledge* developed?

This portion of the program of studies allows students to explore Francophone cultures at the local, provincial, national and international levels. Outcomes such as R 4.1c, in which factual knowledge of interest to students is identified and shared, allow students to gain a better understanding of Francophones in Alberta before they move on to an international level by French 30–3Y. However, outcomes such as R 4.1e and R 4.1f still allow students, especially in French 10–3Y, the flexibility to explore everyday living practices in other regions, as well as the impact various Francophone cultures have had on other cultures. In this way, even French 10–3Y students can become aware of the rich diversity of Francophone cultures internationally.

It is important to note that the program of studies does not specify what knowledge of Francophone cultures is to be learned and shared by the students. Rather, it provides a framework for the discovery and presentation of various aspects of cultural knowledge. It is the students who, in effect, can take control of this aspect of their learning by following their interests. Within the context of a classroom research project, different students could simultaneously be working with information about the *Tour de France*, the Cannes film festival, a particular Francophone rapper, a Cajun recipe, or the Web site of a contemporary French media outlet. Students could be encouraged to compile and share their knowledge in various ways. These could include:

- creating posters that contain cultural information about a given topic students have researched. One half of the class circulates from poster to poster while the remaining students stand near their posters to explain the content to individual students.
- working on a mock-up of a single Web page featuring images and text related to a cultural topic of interest
- drafting a readers' theatre group presentation in which various students take on the task of presenting the content in a theatrical manner. Students can be taught the various presentation methods of readers' theatre, which include repeating

key sections or running themes and varying which sections are read in unison or in groups of two or more voices simultaneously.

- creating a multimedia presentation to share with the whole class
- making a handout of key information gathered and creating a crossword puzzle or other sort of activity in order to share this information interactively with classmates
- creating a *carte de visite* (term for business card in France) using a single slide in a multimedia presentation program. This slide, modelled after a business card but not following its conventions, would contain key facts related to the origin, interests, talents and key contributions of a public Francophone figure. These “business cards” can then be used as the basis for activities involving student role-plays as the various people meet, greet and get to know each other.

MAKING USE OF EVENTS AND CELEBRATIONS

Even at the high school level, students appreciate the opportunity to organize and participate in celebrations of various Francophone holidays or celebrations such as *la Saint-Catherine*, *Noël*, *Cabane à sucre* or a miniature *Carnaval de Québec*. They may even plan for and participate in a school event such as a *Fête de la musique*. These events and celebrations provide a tangible means for promoting cultural awareness and developing cultural knowledge. It is, however, important to recognize cultural diversity in the classroom. By introducing these types of events or celebrations, students are given the opportunity to discuss similar events or celebrations that may be a part of their cultural heritage.

MAKING USE OF TANGIBLE ARTIFACTS

Food products or packaging, postage stamps, currency, bus tickets, school schedules, advertising flyers, greeting cards and other tangible artefacts from contacts in Francophone regions of Canada or other countries may be used to expose students to the realities of Francophone life. Teachers may themselves have established connections with people in Francophone regions or they may establish school partnerships through which such artefacts can be exchanged by mail, for example. The Internet can also be a valuable source of artifacts through which students can have immediate contact with different Francophone cultures, for example through online shopping catalogues and newspaper sites.

MAKING USE OF MEDIA RESOURCES

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

◆ Example:

A French 20–3Y teacher wishes to help students make a personal connection to aspects of Francophone cultures in Canada. Upon hearing of his students’ interest in snowmobiling, he decides to have students view a *Minute Historica* on <www.LearnAlberta.ca> which features Joseph Bombardier as a child. While this activity meets outcome 20 R 4.1c, outcome 20 R 4.1d is also

being met since Joseph Bombardier is a Francophone who made a substantial contribution to Québec's economy and in doing so, to Canada's as well.

It is beyond the scope of this guide to provide Web sites that students can access within the context of classroom activities as a means of developing their cultural knowledge. However, by staying connected to others in the field and by relying on students to contribute ideas for valuable Web links, teachers can build a library of current, culturally authentic materials that are of interest to high school students in the Three-year course sequence.

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 all of their students while meeting the program of studies outcomes.

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

In the teaching and learning of French, then, what is essential is to provide students with a variety of activities, tasks, and projects that will give them the opportunity to develop and use their language skills, linguistic and cultural repertoire and language learning strategies to communicate meaningful personal messages. To this end, teachers will determine the effectiveness of the instructional strategies they have chosen and will often find themselves making modifications or adaptations to ensure that their teaching style as well as the learning styles of their students are respected and addressed.

Chapter 4 provides information for teachers to consider when planning units of instruction in alignment with this program of studies.

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Chapter 4 Planning for Language Learning

What is *long-range* and *short-range* 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 course. They will have long-range plans that address the distribution of learner outcomes throughout the duration of the course as well as more detailed plans when they approach individual units or lessons.

LONG-RANGE COURSE PLANNING

As with any course, when planning to distribute course content throughout the semester or school year, teachers consider the school calendar and the timing of holidays and report cards. Within these parameters, teachers working with the Three-year FSL Program of Studies will have to make many choices for the distribution and teaching of content. This form of distribution is known as long-range planning.

Teachers may choose to divide the learner outcomes in many different ways, such as (but not limited to) the following:

- combining related Language Experiences within or among Contexts as a way of distributing and organizing the learner outcomes related to the Repertoire
- selecting specific resources, such as textbook chapters, ongoing storylines of age-appropriate films or readings around which to cluster learner outcomes related to Context and Repertoire
- deciding on a number of larger tasks, projects, field-trips or special events around which to cluster learner outcomes related to Context and Repertoire
- organizing the course according to aspects of the Intercultural Repertoire and then distributing outcomes related to Context and Linguistic Repertoire as appropriate.

In all instances, teachers will need to integrate the learner outcomes related to Communicative Acts, i.e., Language Skills and Functions; these are to be developed throughout each course described in the program of studies.

Appendix 9 provides examples of possible ways in which content could be distributed.

UNIT PLANNING

Unit plans represent a specific selection and grouping of outcomes from the program of studies. These unit plans involve the identification of specific communicative acts pertaining to the language experiences and set in particular contexts that in turn require the teaching and learning of various elements from the linguistic and intercultural repertoire. These communicative acts are supported by a range of specific activities and tasks, including assessment tasks, all of which are designed to help students learn and demonstrate the selected outcomes within a particular period of time.

A range of factors influence how teachers choose to approach unit planning. These include:

- the teacher's personal experiences related to language learning and to current second language teaching approaches
- the needs and learning style preferences of the students
- the need to sequence units in order to support a gradual expansion of student understanding and skill development
- available teaching and learning resources.

When planning at the unit level, teachers consider aspects such as the following:

- the students' current level of comprehension and ability to use linguistic elements in the repertoire
- the students' current level of awareness of elements in the intercultural repertoire
- the degree of complexity inherent in the addition of new linguistic and intercultural elements that are to be introduced in the unit
- the amount of support and practice students will likely need in order to expand their repertoire as indicated by the unit outcomes
- the number of class periods available for each unit
- the ways in which previous learning can be reviewed and reintegrated as needed
- the ways in which previously developed language learning strategies can be expanded on within the unit while new strategies are introduced
- how to solicit and use student input when choosing and/or designing activities so that students' learning styles, strengths, difficulties 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
- how to plan for a variety of small and large group activities throughout the unit including pair, trio, quad and other types of groupings
- the need to plan for many and varied practice opportunities for each element that is incorporated in the performance assessment tasks
- how to involve students in the decision-making process with respect to assessment activities that will be designed and implemented for a range of purposes

- how technology can be incorporated into unit activities
- how students' language progress can be celebrated.

LESSON PLANNING

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 are short-range plans that 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 within their lesson plans.

When planning lessons, teachers consider many factors, including the following:

- the structure and sequence of activities in order to support a gradual expansion of student understanding and skill development
- a balance of individual, small group and whole class activities within a lesson
- maximal active student participation
- the selection of cooperative learning strategies for use in small group or pair activities
- differentiating instruction and modifying or adapting activities depending on student needs, interests and differing rates of acquisition
- identification of independent tasks that could be assigned as homework
- where and how adjustments can be made to the lesson plan to accommodate new needs, ideas or skill development.

What are the *foundations* for planning?

Good planning is grounded on three foundations:

- the premise and learner outcomes of the program of studies
- the learners
- the teachers' beliefs and assumptions about language teaching.

PREMISE OF THE PROGRAM OF STUDIES

As outlined in Chapter 1, the premise of the program of studies is that language learning and language use are active endeavours. Teachers are therefore cognizant in their planning of the need to incorporate learning activities in which language is actively used. This means that the focus of language instruction is to a greater degree on what students are able to **do** with the language and to a lesser degree on what they **know** about the language. Instruction requires the integration of content and the application of linguistic knowledge, organized through language activities that maximize student participation.

THE LEARNERS

Students are central to all learning activities and are directly involved in learning the language throughout the entire lesson. Teachers need to consider learning styles as well as students' needs and interests as they select activities that are appropriate to the students' growing language abilities. Activities are planned and modified to ensure that all learning styles are regularly addressed over a few lessons.

Since no group of students is homogenous, teachers may find themselves differentiating their instruction or setting different expectations for student assignments as they strive to meet the needs of all learners. The planning techniques described in this chapter, as well as the comparison of the planning models in **Appendix 10**, may assist teachers in meeting all learner outcomes as prescribed by the program of studies and in trying to meet the individual learning needs of their students. The planning templates in **Appendix 11** provide different ways to meet these varying needs.

TEACHERS' BELIEFS AND ASSUMPTIONS

Teachers come to the classroom with a range of experiences as well as with beliefs and assumptions about 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 with 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. For example, teachers who plan instruction sequentially will also make a point of exposing their students to as much classroom talk in French as possible so as to encourage natural language acquisition.

When it comes to planning how to teach French within the available contact hours, some teachers may wish to replicate as much as possible the natural language acquisition process within their classrooms and orient their approach to lesson and unit planning accordingly. They might also plan to use models such as those related to task-based and content-based learning in order to structure lesson delivery, or they may be influenced by methodologies such as the Natural Approach or Total Physical Response for activities.

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 that involve preselecting and sequencing specific content, presenting it, having students practise and later use and apply it. Some examples of planning models for second language instruction are provided in **Appendix 10**.

In addition to their beliefs about language acquisition, teaching and learning, teachers may be encouraged by their school authorities to implement various initiatives based on 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 need to 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 teachers 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, which will change the way they plan and teach (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 language 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 viewing “materials-making” by students as a valid language learning activity
- how and when teachers will decide to use 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 verify with the program of studies that all of the learner outcomes for a given course have been met.

What *models are available* for language teaching and learning?

When planning to teach French, teachers may choose to follow a model to guide the structure of their lesson, unit or long range plans. Models can be helpful in that they map out steps or phases to be considered when planning. Instructional models, such as the ones identified below, provide teachers with insights into various aspects of the teaching and learning process while providing them with terms used to describe this process.

Appendix 11 provides a comparative table of selected second language instructional and language learning 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)
- a Task-Based Learning model (Willis 1996).

Regardless of the model chosen, students progress through a number of phases as they move ahead in their learning. The following section highlights various factors that teachers may take into consideration as their students progress through the various phases of learning, even though these phases are named differently within each model.

Even though the Task-Based Learning model is not considered an instructional model, it is included here as another way of acquiring language. The Task-Based Learning model does not fit the normal instructional paradigm as the outcomes are not selected in advance nor are they taught sequentially to students. Rather, outcomes arise through the students' engagement with tasks in a task cycle which is similar to the process children normally engage in when acquiring their first language. Nonetheless, a number of the learning phases outlined below can be said to correspond with the phases of a Task-Based learning model, albeit in a different sequence. The various types of tasks are outlined in **Chapter 3**, pages 39–40.

What are the *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 follows, the following phases of learning have been identified, drawing from insights gained from all four models mentioned above:

- 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 language structures, cultural knowledge or strategies are not all learned at the

same pace by each student. Based on their observations of student learning, teachers may need to return to a previous phase for particular students or for particular pieces of content to provide students with additional practice or to reteach the content. 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 plans.

ENCOUNTERING PHASE

It is the teacher who sets the stage for learning and who plans a range of instructional strategies to expose students to the content that needs to be acquired. Some of the instructional strategies are direct; others, such as ensuring that the FSL classroom is a language-rich environment, function indirectly to ensure that students encounter the language on a frequent basis. It is the student, however, who needs to be open to encounters with 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 acquire new content.

Involving students in goal-setting and reflection on their learning from the beginning may help support students' desire to be more open to new input. This strategy is further discussed in the section on assessment *as* learning in **Chapter 5** of this guide.

SETTING THE STAGE

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. Alternatively, in a Task-Based Learning model, the initial task gains the students' interest and sets the stage for further learning.

Teachers can use various devices to pique the interest of students so as to begin learning about a particular feature of the French language or about facts relating to different Francophone cultures. Depending on the interests of students, virtually anything can be used as a means of engaging students in an upcoming lesson or unit and thereby 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, household items, pieces of clothing, souvenirs, or product packaging in order to highlight an aspect of the upcoming lesson or unit. The item might be displayed freely or hidden in a bag as a "mystery object" which students may touch and comment on.

Certain items used to stimulate students' interest can also provide an authentic language model for students called upon to produce similar linguistic forms throughout the unit. Authentic texts such as comic strips, Web pages and pages from a youth magazine, local newspaper or advertising brochure can both stimulate student interest and model a form of language on which a particular task may be based. The stage can also be set through the use of an audio or

video clip or the reading of a short poem; a cartoon, a poster, an invitation, a recipe; a riddle, a nursery rhyme, a quote or a proverb that will spark students' curiosity. An opening task could be set that requires students to use their previous knowledge and language learning strategies to come up with possible solutions. Additional encounters with unit content could follow and lead to an expanded version of the task later on.

◆ **Example:**

To start off a unit dealing with personal friendships and relationships in a French 20–3Y class (20 C 1.2), the teacher provides students with illustrations, comic strips or photographs of people interacting with each other in various ways as well as a list of common French proverbs. As an opening task, students are asked to select a proverb that could have a bearing on each of the situations depicted in the images provided. The list could include proverbs such as *Entre amis, tous biens sont communs*; *On connaît les bonnes sources dans la sécheresse, et les bons amis dans la tristesse*; *Les beaux esprits se rencontrent*; *Celui qui cherche un ami sans défaut reste sans ami*. *C'est dans le besoin qu'on reconnaît ses vrais amis*. *Qui se ressemble s'assemble*. Students are put into pairs and each one indicates to the other what proverb he or she chose for which photograph.

EXPOSING STUDENTS TO NEW STRUCTURES AND CONTENT

The term **input** as used in discussions on 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 native speakers heard through multimedia resources such as audio or video clips. Input also refers to written texts and nonverbal 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. This content can include new vocabulary and language structures; sociolinguistic, sociocultural and other cultural information; and a range of language learning strategies.

As outlined in **Chapter 3**, teachers can use a wide range of instructional strategies as well as resources to introduce or expose students to new input. The instructional strategies may draw upon direct instruction or other forms of facilitated learning such as role-plays, 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 and photographs as well as music, audio texts and video clips.

In a Task-Based Learning model, the contents of the task cycle itself provide students with new linguistic and intercultural input.

Whether teachers present linguistic content such as vocabulary directly, using actual objects, pantomime actions or visuals (images, flash cards, posters, video excerpts), or whether linguistic content is implicitly embedded within a task, it is important that students have multiple and varied exposures to the words, structures and information they are learning. These exposures should be tied to as many learning styles as possible to ensure that the language elements, and

any other input students are expected to internalize and use accurately, are made comprehensible to them.

To ensure this multiple exposure occurs, teachers can use some of the following instructional strategies:

- gestures, visuals, objects and other items to demonstrate meanings of new words
- repetition or rephrasing to ensure comprehension and
- in the case of text, referring students to embedded visual cues.

By embedding new vocabulary items in a description or explanation rather than presenting it as an oral list, teachers provide their students with a richer context from which to derive the meaning of a new word. The same can hold true for language structures; by hearing them used in natural contexts, students can better understand their application rather than simply their formation.

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 meaning 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 required by the learner outcomes of the program of studies is made clear to students.

NOTICING PHASE

In order to have students notice or develop awareness of new language structures or the target of intended learning, teachers need to guide students through a series of activities that are sometimes tied into 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
- repetition with rhythm and music
- forward chaining, i.e., saying entire statements bit by bit starting from the beginning; e.g., *un; un, deux; un, deux, trois; un, deux, trois, nous irons; un, deux, trois, nous irons au bois.*
- back chaining, i.e., saying entire statements bit by bit starting from the end; e.g., *bois; au bois; irons au bois; nous irons au bois; un, deux, trois, nous irons au bois.* This can be particularly helpful when focusing on pronunciation.
- responding to Yes–No, either–or questions*
- participating in guided observations, making associations and 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, if students are amenable, dancing. The use of clear visual representations to present

* Chapter 3 describes a questioning sequence that can be used in vocabulary or grammatical development (see page 61).

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 of phrases that students can be led to notice, including grammatical patterns and interaction patterns or schemata related to 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).

Furthermore, to reach all students a number of different 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 mind. For some students, this is a prerequisite before they can begin to process and internalize this new learning.

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

◆ **Example:**

As students in French 10–3Y learn about weather conditions in French (10 C 3.3), they will encounter common weather expressions in multiple ways such as *Il fait beau.* or *Aujourd’hui, il vente.* Some of these encounters may be through the use of flash cards that students match with related written expressions; by means of icons on a map found in a newspaper weather forecast; through a televised weather report from a French-language television station or in a reading related to a student’s vacation. After each encounter, students can add expressions to a personal glossary they are creating in anticipation of yet another type of encounter with these and other weather-related expressions.

INTERNALIZING PHASE

Guided and pseudo-communicative practice activities are used to serve as a bridge between the earlier phases in which students encounter and notice the new learning and the subsequent internalizing 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 repeatedly and reuse

the various language structures being taught in order to help the new learning transfer into long-term memory. Often, reflective activities related to learning strategy use will encourage 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 use the language more and more freely.

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

FREQUENT ENCOUNTERS WITH WORDS

Students need to encounter the various words, structures or conversational schema frequently, and some more often than others, 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 use with the same content to allow students time to manipulate it and internalize it. Many different kinds of encounters can be embedded into the design of various tasks and activities. These include requiring 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 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
- 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 vocabulary or language concepts being learned (*ibid*, 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.

Teachers may:

- ensure that activities and tasks pertain to language experiences and contexts that are meaningful to students
- use 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 when 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 find ways to remember vocabulary and language structures that are meaningful to them
- have students put in a certain 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 students are required to use additional effort to seek out their meaning. Expending effort has an impact on the depth of a learner's mental processing (Laufer and Hulstijn 2001, p. 20).
- provide students with templates to guide simple reflective journal writing in order to allow students to apply new learning to their own situation
- allow students to get involved in the language through role-playing, simulations, or simple pre-structured storytelling in which each student follows a repetitive template.

◆ **Example:**

Students in a French 30–3Y class dealing with language experiences related to tourist attractions in a particular community, are seated in circles of six or eight. Each student in the group tells a story that follows a pattern and continues in an episodic format. In this case, the story is about things going wrong for a tourist on a particular day. A student may add the following language items to the pattern that has already been established by the teacher: *Et puis, je suis allé (en taxi) au (Café Chez Mario), mais quand j'y suis arrivée, (on l'avait fermé) parce qu' (on n'avait plus de vaisselle propre). Alors, j'ai continué (lentement à pied). Soudainement, j'ai vu (une motocyclette).* Another student may continue by saying: *Et puis, je suis allé (à motocyclette) au (jardin botanique), mais quand j'y suis arrivé... parce que.... Alors, j'ai continué.... Soudainement, j'ai vu....* Upon completion of the first go around, students meet “other tourists” in the other groups and compare their accounts of the day.

As the example demonstrates, students have the opportunity to use the vocabulary and language structures as they acquire them in a first encounter. In the second encounter, they are given the opportunity to retell the story to further deepen their understanding of the concepts and to use the structures again.

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 is 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 with which they have been provided earlier, but also comparing their work with previously shown 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 and reading language as well as for expressing their own spoken or written messages. Usually in this phase, students apply a combination of language skills and incorporate their previous linguistic, intercultural and cultural knowledge to carry out authentic and meaningful tasks. Language used in this phase is personally meaningful to students and includes creativity and some 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 for students throughout 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 5**.

PLANNING WITH THE END IN MIND

When teachers work with the outcomes of the program of studies, which outlines the desired end result for student achievement for a given course, 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 result. This entails planning unit activities to ensure that students can successfully carry out the performance assessment tasks.

Once the language experiences within a particular context are chosen, teachers consider authentic actions that are undertaken by language users as they engage in those language experiences. These actions may involve different forms of language, such as typical spoken interactions, print documents or audio or visual texts related to a particular language experience. The creation of texts or documents, such as menus, bus schedules, school timetables or tourist brochures, may become the basis for a culminating performance assessment task. Teachers

may also consider students' participation in various problem-solving tasks or role-plays and simulations as the equivalent of a culminating performance assessment task.

As teachers choose how they will assess their students' use of language in context, they determine which elements of the repertoire students need to develop further in order to be successful when they are assessed at the end of a unit of instruction. In a language instructional model, these elements are identified by the teacher in advance and become the basis for the unit, lesson and activity planning process. In a Task-Based Learning model, these elements become evident as students carry out various tasks throughout the unit.

THE ROLE OF THE TASK—TO DRIVE THE CONTENT AND CLOSE THE UNIT

Culminating tasks—sometimes also 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 language structures, with exercises that concentrate on form, and opportunities to practise specific language learning strategies are provided in order to assist students in accomplishing 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 based on language experiences and the context and can be based on students' interests. Tasks should be flexible enough to allow for differentiation such that the needs, interests, capabilities and language competency of all students are addressed. Students with varying needs, interests and skills can work together on a task and often can learn from each other while doing so.

Appendix 13 suggests activities and tasks related to the various contexts and language experiences. It includes suggestions for culminating or performance assessment tasks which are based on authentic forms of spoken or written texts and which 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 instructional 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 language 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.

Regardless of how and at which point in a unit tasks are used, i.e., 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.

How can *diverse learner styles and needs* be met?

GETTING TO KNOW THE STUDENTS

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

◆ 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 and collect signatures of others who share the same interest. After the activity, students share, orally or in writing, their discoveries of common interests; e.g., *Mario aime jouer au tennis et moi aussi.*

◆ Example:

A teacher makes a point of providing students with a brief interest survey twice a year and of keeping the results so both he or she and the students can become aware of and discuss changes in students' preferences in areas such as favourite Internet sites, movies or current singers or actors.

◆ Example:

A teacher hands out a short learning styles survey that includes questions 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 cards they have selected to best reflect their own 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 about other aspects of each student's learner profile. These include students' grouping preferences, their learning environment needs, their 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, or while remaining still or being able to move around.
- **Cognitive style:** Teachers may have students consider whether their strengths lie in grasping the big picture ideas or 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; or more alert in the morning or later on 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 1991). According to Gardner, any given learner has several different and relatively autonomous types of intelligences that are often developed to different degrees and 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).

◆ Example:

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 (Blaz 2006, p. 20).

Appendix 11 suggests some possible classroom activities based on multiple intelligence theory and illustrates how the multiple intelligences can be used to brainstorm learning 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. Furthermore, research carried out by Jones and Jones 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 also have 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 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, 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 and 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 ENGLISH LANGUAGE LEARNERS

Many students in today’s classroom may be learning French as a third or additional language while working at developing their knowledge of English as well. Being on the same level as other FSL students can help boost the morale of students who are struggling to catch up to their Anglophone peers with respect to English language skills. These English language learners may find themselves at various stages in the acculturation process. Many of the contexts in the Three-year FSL program of studies can help these students learn about various aspects of Canadian culture in that they provide a context for discussing everyday topics.

Depending on the nature of their previous academic experiences, learners of English may require special assistance or encouragement when it comes to the use of certain instructional strategies, such as cooperative learning or other activities designed to promote active engagement and interaction with others.

TEACHING 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).

TEACHING STUDENTS WITH SPECIAL LEARNING NEEDS

Although not commonplace in high school, there may be circumstances under which students with special learning needs wish to embark on the study of a second language. Even though these 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 to modify or stop their 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 used as a means to help support learner autonomy, and it applies to all courses.

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

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 use 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 tangible 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.

A checklist has been provided in **Appendix 9** to assist teachers in planning differentiated instruction for students requiring special education programming. Teachers are encouraged to go to Alberta Education’s Special Education Web page for guidelines and other supporting documents at <<http://education.alberta.ca/admin/special.aspx>>.

In Summary

As teachers plan, they will need to consider the needs of all their students and apply 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.

Chapter 5 focuses on assessment, where learners of all types are able to demonstrate their abilities and feel successful in learning French.

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Chapter 5

Assessment in an Action-Oriented Classroom

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

Why assess?

Assessment comes in various forms and addresses many purposes. The main purpose for teachers to assess student learning is to receive direction for continued teaching or to make modifications to ensure student growth. The assessment process informs teachers as to 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.

Assessment also 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 as well as with opportunities to set further goals for learning. Sharing the results of assessment with students, parents, other teachers and administrators provides these parties with an indication of student progress. All forms of assessment are done with purpose, involve professional decision-making and support learning.

What to assess?

The FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12) guides teachers in terms of what to assess. Students need to be given sufficient time and multiple opportunities to develop knowledge and skills related to the general and specific outcomes in all three components of the program of studies before they are assessed.

Tasks developed for assessment purposes should reflect and relate to familiar classroom activities and can 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.

What are the *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**. 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 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)¹

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.

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

What is *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 and detailed and that they assess according to these outcomes. They use a range of methods to gather and to provide students with descriptive feedback to further their learning. These methods may include checklists and written notes based on observations of the 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. The information gathered informs the planning process, leading to improvement of future student performance in relation to specific outcomes.

◆ **Example:**

Students participate in a pair oral activity involving a language experience in a particular context in 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 receive and express messages about their personal perspectives on the topic at hand (A 1). The teacher records observations of particular students using a criterion-referenced checklist, similar to examples provided in **Appendix 17**. 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 aspects 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 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?

What is *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 own 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 in the encounter of the known, or previously acquired, with the new or unknown. This process often results in the restructuring or reintegration of what was previously learned. The integration of metacognitive outcomes is found throughout the program of studies (A 8; A 9; R 1.6; R 2.20; R 4.4i) and is intended to support students in this process.

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 working within the educational context in French 10–3Y have learned the names of common school and classroom supplies in French and each has prepared a drawing of his or her new invention—a new classroom gadget that carries out the functions of three different classroom items. The teacher has provided a model text that students can use to prepare a brief three-sentence presentation about their item. Students practise their brief presentation individually before presenting it to a small group of students. Afterwards, the teacher provides students with a reflection sheet similar to one found in **Appendix 17**. Students record their reflections, perhaps 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., 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 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?

What is *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 is usually received by the students, their parents/guardians as well as by school administrators.

◆ **Example:**

A teacher of French 20–3Y gives students a performance task that requires students to simulate an ordering experience at a fast-food restaurant. The task involves assessment of the following learner outcomes: 20 C 3.4; 20 A 1; 20 A 2; 20 A 3; 20 R 1.1; 20 R 1.3a; 20 R 2.1g; 20 R 2.4a; 20 R 2.14b; 20 R 3.1 and 20 R 3.2. Students are provided with quantified criteria in advance, in addition to a self-reflection activity that helps them assess their communicative ability as it relates to the task (20 A 8). 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 like dates and criteria?

- Am I using a variety of assessment instruments to gather data about my students' learning and their progress?

How can one *assess 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 clearly communicate expectations to students. In the absence of student samples, teachers can create sample products they expect their students to make, limiting themselves to the range of vocabulary and language structures known to students.

◆ Example:

Before assigning the class a project for which students identify leisure opportunities on a map of a town or a city neighbourhood, the teacher shows students a sample map on which a number of venues are labelled. In addition, two sample texts commensurate with the writing level of the majority of students in the class are provided. The teacher provides the assessment criteria that are to be used for the project and has the students assess the samples as a means of ensuring that they understand the criteria and how they can guide their own project development.

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 three 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, encourages 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.

ACCOMMODATING FOR INDIVIDUAL NEEDS AND DIFFERENCES

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 are learning English as a second language and students who have other unique learning needs 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.

Do new assessment practices mean changes to current teaching practices?

When preparing to implement all three purposes for assessment, some teachers may find that in addition to redefining terminology, they 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 17** 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 17** also includes some sample assessment materials that can be used and adapted for a particular classroom context.

What are the various *assessment practices and instruments* that can be used *to verify student learning and student progress*?

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 5.1**. 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 best 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 5.1 *Overview of Assessment Practices and Instruments*

What are the *practices and instruments* used for 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.

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- used phrases from model posted and was able to rearrange them to suit her purposes
- hesitated when combining sentence with "parce que"
- after answering a question, posed the question back to her partner to keep the conversation going

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.
- 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. For ease of use, the criteria on the checklist could be limited to three or four items at a time. Checklist criteria can reflect language learning strategies such as those found on page 37 in the appendix

of the program of studies as well as in **Appendix 4** of this guide. Examples of strategic outcomes could involve the following student behaviours:

- seeks assistance from others
- seeks assistance from resources
- monitors and repairs own message
- seeks clarification when interacting with others.

Strategic outcomes could also involve communicative acts such as the following:

- expresses messages using some variation in language structures (e.g., 20 A 1)
- receives and processes messages expressed one at a time (e.g., 10 A 4).

◆ **Suggestion:**

The template for a generic analytic rubric included in **Appendix 18** 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, not merely 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:**

Early in French 20–3Y, students create a portrait by having a partner trace the shadow of their face and then cutting it out of a piece of black paper. The cutout is glued onto a poster that also includes the student’s description of him or herself using language structures the students have learned thus far. Later in the term, once students have been introduced to a wider range of verbal expressions such as *avoir envie de...* or *avoir peur de...* (20 R 2.10), they return to their descriptions of themselves and add what new information they can using these and other newly acquired language structures. In this way, students can reflect on the additional learning that has occurred in the interval by considering the gains they have made from the first time they completed the task until the time it was revisited and expanded.

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 used are well-chosen and well-formulated. By expending effort to frame questions that evoke critical indicators of student understanding rather than simple yes–no questions, teachers will notice more easily gaps and misconceptions students may have in their understanding (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 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*).
- will likely occur in English, especially in French 10–3Y and possibly in French 20–3Y, rather than in French as students may not have the necessary vocabulary to express their understandings.

◆ **Example:**

An FSL teacher designs questions to spark student reflection on key concepts related to functions and purpose of language or to certain cultural aspects or grammatical rules. Such questions could support language awareness (R 1.2) as well as sociolinguistic and sociocultural awareness (R 3.1) outcomes. Questions such as the following could be used in a classroom dialogue:

- In how many places in this sentence do you see markers indicating number or gender of nouns? Is this a sign of redundancy or consistency? Why would these markers be useful?
- Why is it important to make the distinction between levels of formality in some languages and not in others?
- Do any English words or expressions show that in English, too, there once were levels of formality or differentiation by gender? A brief discussion of forms of address such as “thee”, “thou”, “thy” or the use of the word “she” for a country or a ship could support this question.

Students can be allowed pair or small group discussion time prior to sharing their potential answers for such questions. The teacher can follow up thoughtful student responses with meaningful teacher responses, as well as with challenges in order to help students extend their understanding. The teacher makes mental or written notes after hearing student responses in order to shape directions for subsequent lessons (*ibid*).

◆ **Example:**

A teacher who is not used to an interactive style of classroom dialogue chooses to meet periodically with a colleague who is also focusing on integrating this practice into his or her teaching. They find that periodically comparing results and jointly developing a repertoire of useful questions is of mutual benefit. It is helpful to know that for some teachers, it can take up to a year to integrate this practice meaningfully into their teaching (*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 non-threatening manner when 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 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 and may be used to assess a final product.
- are developed and shared with students before the students start with 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 if students have completed a particular written exercise. The rubric has a three-scale design with indicators such as “completed,” “partially completed” or “not completed.”

◆ **Suggestion:**

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. When 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 17** can be used or modified as needed.

What are the *practices and instruments* used for 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 meet one-on-one to review anecdotal notes made by the teacher on aspects of the student's learning or to periodically review 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 in English rather than in French with both beginning students and those new to reflective thinking and writing, and will 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 is made over time, and it provides a meaningful context for the students' use of French.

Appendix 17 includes a series of sentence starters that can be shared with students to assist them when doing self-reflections 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 offers 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 "I liked that you ..." can be provided.

◆ **Example:**

After reviewing a classmate's collage that illustrates a particular language experience, such as describing a range of menu offerings at kiosks and restaurants found in communities (20 C 3.2), students fill out a peer assessment checklist and then discuss the results with their partner to explain their feedback. The checklist can contain statements such as "I like how you ..."; "I noticed that you ..."; "Next time you might"

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" (British Columbia Ministry of Education, *Student Self-assessment*, 1994, p. 19).

QUIZZES AND 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 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 timeframe. 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 yes–no checklist or a rating scale using indicators such as "Excellent work/Satisfactory work/Needs work" or in order to allow students to reflect on their levels of understanding.

◆ **Example:**

A French 30–3Y 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 about the students' self-assessment abilities.

◆ **Example:**

In order to help students remember particularly challenging words, phrases or language structures, a teacher has them make their own lists of items they wish to focus on learning. 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 phrases.

What are the *practices* and *instruments* used for assessment of 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 successfully carry out the task. It can involve any other combination of 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 language experience in a given context.
- 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 it is 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 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.

◆ **Example:**

A French 30–3Y class has been reflecting on personal clothing style preferences as part of their work within the personal context (30 C 1.2). As a concluding performance assessment task, the teacher asks students to

interview friends and family members as to their clothing preferences when they were at school. Where possible, students also seek permission to borrow photographs and clothing items from these people to illustrate their memories of favourite past clothing preferences. Students write simple statements in French for the clothing in the photographs or among the collected items. The collection and the captions can be displayed in the school. In this way, the performance task has a purpose that can engage and motivate the students to showcase their achievement.

Appendix 17 includes a checklist that teachers can use when developing 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, in association with language experiences related to students' responsibilities at home (30 C1.3), students might be told: You are a vacuum cleaner [role]. Create a formal speech [format] addressed to the family [audience] in which you complain [strong verb] about how messy the house is [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 accurately assessing student achievement 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 entitled “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 them 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 AND/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.
- test or exam questions are aligned with the outcomes in 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 teach to those outcomes. They assess before, as and after they have taught in order to continually refine and develop 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, they 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 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 6 provides a discussion of the use of technology in the FSL classroom.

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Chapter 6 Use of Technology in High School FSL

What has been the *historical use* of technology in second languages?

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. Except for one outcome pertaining to strategies for accessing and sharing information, the use and discussion of vocabulary related to information and communication technologies is not explicitly found in the program of studies. However, inasmuch as such technologies form part of students' regular experiences at school, at home, or possibly at their work life, related vocabulary could be a part of any content addressed within the personal, educational or occupational contexts.

All components of the FSL program of studies can be supported through the use of available technologies throughout the three-year course sequence. Assistive technologies, formerly considered only in support of students with special learning needs, may also be of benefit to 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, in current use 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 and are not provided as endorsements of certain products over others. They are included solely as points of reference for the various topics addressed in this chapter.

How can technology support *students with special learning needs* in an FSL classroom?

When a student with special learning needs decides to enroll in an FSL class, the FSL teacher may need to work with other district staff to determine which assistive technologies might be available to support the student's learning. Assistive technologies are those media, devices and services that are used to help students overcome barriers to learning and achievement.

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 have been intended initially. These include spell checking programs and sound amplification systems. References to assistive technologies are embedded throughout this chapter where their use appears particularly relevant to FSL.

To learn more about using appropriate assistive technology tools with students with special education needs, teachers may refer to Chapter 9 of a resource provided by Alberta Education entitled *Programming For Students With Special Needs (PSSN) 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>>.

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>>.

What is *Alberta Education's Technology Initiative*?

Alberta Education's Technology Initiative 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 and can be accessed from the Alberta Education homepage 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 information is updated and added.

How can *technology* be used in the FSL classroom?

Information and communication technologies provide a vehicle for communicating, representing, inquiring, making decisions and solving problems. 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.

How can technology assist in *accessing authentic examples of French*?

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 brief presentations, dialogues, or 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 as 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 7** provides guidelines to consider when selecting additional resources and makes reference to the *Guidelines for Recognizing Diversity and Promoting Respect*, which must be followed when resources are chosen for classroom use.

USING TECHNOLOGY FOR 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.

◆ **Example:**

Students in a French 10–3Y or a French 20–3Y class working within the public context on language experiences related to identifying shopping venues or leisure opportunities typically found in a community (10 C 3.1 or 20 C 3.1) may use a telephone in the classroom to place calls to local businesses and services to find out their opening hours. The students can then use the information to create a document in French about the shopping or leisure opportunities accessible in their community that could be shared with French-speaking residents newly arrived in the area.

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 looking for information regarding Alberta’s Francophone Heritage may access Alberta’s Online Encyclopedia at <<http://www.Albertasource.ca>>. This site provides source materials, explanations, biographies and audio clips on Francophone communities. Many of these materials are available in both French and English.

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 with the opportunity to view authentic texts geared to their Francophone peers.

◆ **Example:**

Students looking for information on a Francophone Canadian, such as Marie Anne Gaboury, may access both a French and an English encyclopedia article on the topic. The ability to toggle back and forth between the two versions may aid their comprehension of the French text.

◆ **Example:**

Students looking for names of Francophone Canadians to investigate further may view short profiles on a number of well-known Canadian figures in sport, art, architecture, and innovation. These profiles fall into a collection entitled *Rétrospectives* and can be found as a *Ressource Interactive* in *Historica, l’encyclopédie canadienne*, which is found in the Online Reference Centre accessible on <<http://www.LearnAlberta.ca>>.

◆ **Example:**

Students in a French 30–3Y class working with language experiences related to the recommendation of tourist attractions in various communities may wish to include some of Canada’s natural wonders. An interactive map entitled *Les merveilles naturelles du Canada* features a photograph and brief explanatory text for about 40 such wonders, which may provide students with a starting point for further research. This map may be found as a *Ressource Interactive* in *Historica, l’encyclopédie canadienne*, which is found in the Online Reference Centre accessible on <<http://www.LearnAlberta.ca>>.

Teachers can also use the Internet to gather information about language teaching and learning. Alberta Education provides a number of Web sites with documentation regarding the teaching and learning of languages. These include a Web site specifically related to FSL at <<http://education.alberta.ca/francais/progres/compl/fsl.aspx>>, as well as a Web site promoting the teaching and learning of second languages in Alberta at <<http://education.alberta.ca/teachers/resources/learnlang.aspx>>.

How can one *communicate in French 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 by 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 be used to promote and enhance the learning of French.

COMMUNICATION FROM ONE TO ONE

Various technologies can be used to support communication between individual people. These include 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 which 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 18**.

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 OR 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 using Web sites and/or blogs.

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 within 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

Teachers teaching in a distributed setting may require videoconferencing (VC) 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.

BLOG

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 some or all of the French classes in a high school. 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 secure 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

An interactive whiteboard 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.

VOICE TRANSMISSION 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:

An FSL 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 jointly celebrate *la journée internationale de la francophonie* on March 20. 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 research various activities planned in their region for *la fête de la Francophonie* to share with the partner class. They decide jointly how their two classes can also celebrate this day. Some activities, such as the sharing of multimedia presentations with embedded audio files, can be sent ahead of time; others are shared as part of the festivities via videoconferencing after introductions have taken place. The classes stay in touch with each other throughout the year to complete various cultural and linguistic activities and to plan for one final VC session toward the end of the school year.

How can *collaborative communities* be created?

In addition to the tools mentioned above, certain technologies support collaboration between learners who are in the same location as their peers or at a distance from them.

Technologies such as telephones, instant messaging and videoconferencing 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 up 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 which 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 high school 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 units involving vacations and travel to Francophone destinations. 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 devoted 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 Netscape.

How can *cultural knowledge* be accessed via technology?

As discussed in Chapters 1 and 3 of this guide, the **THREE-YEAR FRENCH AS A SECOND LANGUAGE PROGRAM OF STUDIES (GRADE 10 TO GRADE 12)** contains a number of outcomes related to sociocultural interactions and sociolinguistic awareness in the Intercultural subcomponent of the Repertoire, such as the following:

- recognizing social conventions used by Francophone speakers when greeting, taking leave, expressing sympathy, etc. (R 3.1)
- identifying and applying written conventions used by Francophone writers including those related to punctuation, capitalization, abbreviations and dates (R 3.4)

The Intercultural component includes outcomes related to the acquisition and dissemination of cultural knowledge (R 4). In addition to developing an awareness of the location of Francophone communities and the contributions of French-speaking men and women in Alberta, Canada and *la francophonie* at large, students are encouraged to seek information on aspects of everyday living and popular culture in the Francophone world, in keeping with their own interests. For all of these purposes, information and communication technologies can assist teachers and students to access cultural knowledge.

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 to access authentic information directly, teachers not only help students attain the cultural outcomes and demonstrate that French is a living language, but also infuse information and technology outcomes into their lessons.

How can *different skills be developed via technology?*

As students engage in communicative acts, they will develop skills related to the comprehension, expression and negotiation of meaning. Additionally, students will develop their linguistic and intercultural repertoire. Various software applications and assistive technologies can support learners as they develop knowledge and skills in these areas. Some technologies allow teachers and students to concentrate on specific skills.

DEVELOPING 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 behavioral 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 different activities to promote the development of listening comprehension skills, a number of which are described in **Chapter 3**. Only a few are included here to illustrate how different technologies may be employed to develop this skill.

◆ **Example:**

As students listen to a recording of a story, a teacher projects illustrations or photographs using an overhead projector or classroom data projector. Students indicate with the raise of a hand if the illustration or photograph represents what is being said.

◆ **Example:**

Students are given the text of a song with blanks for words that are familiar to them. They hear the song played to the class using a CD or DVD player or at computer stations with headphones where the song is made available through an MP3 file and an audio player. Students listen to the song a number of times, writing words in the blanks as they hear and recognize them.

When watching audiovisual materials such as video clips, film excerpts, commercials, cartoons, and so on, language learners have the opportunity to gather meaning from not only 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 as well as to develop sociocultural and sociolinguistic awareness.

◆ **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 also suggest interpretations regarding the relationships between the characters based on their observations of gestures, facial expressions and personal distance.

DEVELOPING 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 19**.

DEVELOPING SPOKEN EXPRESSION

A number of existing and emerging technologies can be used in support of spoken expression. Web tools such as Sound Recorder allow teachers and students to record spoken text and attach it to e-mails or embed it within multimedia presentations. In this way, students can share their spoken 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 (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 *for* or *of* 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 their 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.

DEVELOPING WRITTEN EXPRESSION

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 allow users to type in French, as well as giving them the ability to type on an English keyboard using shortcuts for French accents. **Appendix 18** 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 identified with special education needs. For example, the spell checking feature included with 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 19**. More information about these and other assistive technologies can be located by consulting <http://education.alberta.ca/admin/technology/atl.aspx>.

Where available, these technologies may be used by the general class population for support with writing in French.

DEVELOPING VOCABULARY

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 within the context of an authentic communicative situation.)

Teachers and students may be able to access applications such as spreadsheets, which can also be used to support vocabulary learning.

◆ **Example:**

Students in a French 30–3Y class who are working with language experiences related to tourist destinations in Francophone communities (30 C 3) may set up multiple sheets in a spreadsheet application, such as Microsoft Excel. Each travel destination they wish to examine is listed in one column of the spreadsheet. The remaining columns are set up to include various categories of information such as descriptions of typical seasonal weather for summer or winter; the names and value of local currencies; the costs of flights from their

local communities; tourist attractions in the vicinity; names of actual hotels or other forms of accommodation, as well as other information of interest. Once this information is complete, students can role-play vacation planning conversations between a travel agent and a customer by drawing from data in their spreadsheets.

DEVELOPING LANGUAGE STRUCTURES AND DISCOURSE

The ability to project visual supports when presenting students with new language structures is important in teaching 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 Tic-Tac-Toe, that have been modified for use with particular language structures. Some of the activities described in **Appendix 14** lend themselves to projection by means of either a multimedia projector or an overhead projector.

How can *meaningful practice* be carried out 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 19** illustrates a number of variations on a single task, each using different available technologies.

How can *texts* be created using technology?

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 spoken and written expression.

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 language structures, including the classroom expressions found in **Appendix 6** 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 learning how to share their personal preferences (10 C 1.2), describe their hobbies or interests (20 C 1.1) or describe their regular routines (30 C 1.1) may be given a task that requires them to recommend to people looking for advice on activities that can be pursued locally. Students may access images related to social, cultural and physical activities using collections of free clip art and a simple desktop publishing program to prepare a collage, brochure or other document illustrating their recommendations. The teacher ensures that students learn to reference correctly the source of all of the images used.

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 French 10–3Y are able to enter for such presentations is limited at first; however, they have the ability to personalize their presentations by adding images from free clip art collections and citing the sources. Presentation tools can also be used by students when they design a layout for certain text forms, such as greeting cards 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 referenced appropriately. 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—within 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>>.

◆ **Example:**

Students in a French 20–3Y class working within the personal context on language experiences related to the description of personal friendships and relationships may be given the choice of several types of tasks to illustrate their knowledge. A group of students decides to develop a *photoroman* style of story as their project. They develop a simple plot that can be illustrated by ten still images and associated speech bubbles. On an appropriate day, they bring various pieces of clothing and props to school in order to dress up for the various scenes in their story; they then take pictures using a digital camera. The pictures are then downloaded to a computer and students use a desktop publishing program to add speech bubbles and captions to the images. Once the *photoroman* is completed, each group member prints off a copy. A few additional copies are placed in the classroom library for other classmates to read. The teacher has ensured well in advance that all students in the group received parental permission to have their photographs used for this project.

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:**

A teacher wishes to encourage students in their use of the imaginative function of language (A 5). Over the course of a few weeks the teacher and the students search for images or magazine pictures that are somewhat ambiguous in nature but that have a relationship to contexts and vocabulary that is familiar to students. The sources of the images are noted. The teacher also reviews interrogative structures with the students (R 2.4). On a given day, all images are displayed and each student selects one that appeals to him or her. The teacher provides a model structure consisting of four *pourquoi* questions and one response using *parce que*, which when read together have a poetic appeal. Students follow the model to write their own poems inspired by the images they have chosen. The final copies of the poems may be illustrated with a scanned or photocopied picture of the image along with a reference to the source. All of the poems are bound and published as a classroom anthology which can then be read by students in other classes.

How can *critical thinking skills* be expanded?

Students who use information and communication technologies while developing their language skills benefit from the opportunity to inquire, make decisions and solve problems while learning French. Concept mapping tools, such as Inspiration/Kidspiration, allow students to categorize concepts graphically and

visually express thoughts. These 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 16**.

◆ **Example:**

A French 30–3Y class is about to begin working with language experiences related to reflections on personal skills and aptitudes in light of possible jobs or careers (30 C 4.1). The teacher uses a digital graphic organizer to assist students as they list possible questions to guide their reflections such as *Quelles matières est-ce que je préfère à l'école? Quelles sortes de projets est-ce que je préfère entreprendre? Est-ce que je préfère travailler seul, avec des jeunes, des personnes plus âgées ou des gens de mon âge? Quelles sortes de compliments est-ce que je reçois de temps en temps? Quels milieux de travail est-ce que ne peux pas supporter? Le travail à l'intérieur, à l'extérieur, monotone, intensif, etc.? De quels traits de personnalité suis-je le plus (le moins) fier/fière?* Over a period of classes, as the students reflect on answers to these questions, the web is revisited and information is added in order to provide students with a completed concept map which they can individualize, 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 with a language course. Language teachers, however, are finding ways to include these programs 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 20–3Y class working within the occupational context has just completed a survey of students' spending and saving habits in relation to part-time jobs they may have. Pairs of students enter and sort various pieces of data gleaned from the survey in order to generate and discuss results; for example, *Quatorze élèves sur 20 dépensent tout l'argent qu'ils gagnent ou reçoivent par mois. Six sur 20 épargnent au moins la moitié./Soixante-dix pour cent des élèves de notre classe dépensent leur argent tout de suite.*

How can exploring *virtual realities* contextualize language learning?

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.

One feature in many virtual reality computer games is the creation of a virtual character or avatar. Teachers may direct their students to create a character of their choice as a part of a digital resource found on <<http://www.LearnAlberta.ca>> entitled *Visite virtuelle : Entrez dans l'édifice de l'Assemblée législative de l'Alberta*. Students working with language experiences such as identifying or describing themselves (10 C 1.1) or reflecting on their personal image and clothing style preferences (30 C 1.2) may describe the appearance of the character they create. Students working with the language experience identifying tourist destinations (30 C 3.1) may participate in a guided or independent virtual

tour of the Alberta Legislature in French in order to learn about an experience offered to French-speaking visiting Alberta.

Chat rooms provide another form of virtual reality for many students in their lives 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: 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 prior to embarking on any projects involving this technology.

◆ **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. 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.

How can technology be used to *customize 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 specific students who require this type of accommodation.

Appendix 19 provides further information on a number of assistive technologies that may help teachers provide for individual differences in the classroom.

How can “*just in time*” support be accessed?

Most current software programs come with a number of built-in tools such as the 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 particular type of resource and shown how they can access more reliable assistance by using bilingual dictionaries.

How can students receive *feedback on their 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 students 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, into electronic portfolios of their own. These can then be assessed in the same way as hardcopy portfolios.

How can teachers consider the *use of technology in their classrooms*?

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 of 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

Summary of Specific Outcomes— French 10–3Y to French 30–3Y

In Alberta, the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES is a three-year course sequence in which the French language is taught as a subject. The overarching goal of this course sequence is that by the end of French 30–3Y, students can understand and express themselves in basic situations, provided the language they encounter is clear and based on familiar topics and structures. The cultural and strategic knowledge gained over the three courses is used by students to sustain their communication.

The purpose of this appendix is to provide a summary of the key learner outcomes for each course. The content of this appendix can be shared with students, parents, administrators and others who have an interest in the distribution of learner outcomes over the three courses.

Summary of Specific Outcomes for French 10–3Y

The French 10–3Y course is designed so that students can ...

- understand and/or express spoken or written messages in French that involve the following types of language functions:
 - expressing personal needs, emotions and perspectives (personal function)
 - forming, sustaining and/or changing relationships with other people (interpersonal function)
 - seeking, gathering, processing and sharing very basic information on familiar topics (referential function)
 - directing, influencing and managing their own actions or the actions of others (directive function)
 - using language for simple aesthetic or imaginative purposes (imaginative function).

- understand and express a variety of messages in French related to a range of personal, educational, public and occupational contexts. These include:
 - identifying and describing themselves, their friends and family members
 - sharing personal preferences
 - identifying classroom supplies and furnishings as well as areas in the school
 - describing personal routines related to their course schedules
 - participating in routine classroom interactions
 - identifying shopping venues typically found in a community
 - participating in routine interactions related to the purchases of basic items
 - becoming informed about current weather conditions
 - becoming informed about community events and services
 - identifying and describing selected Francophone public figures
 - naming paid or volunteer occupations of friends or family members.

- develop knowledge related to a range of vocabulary items. These include:
 - knowledge and use of words, phrases, expressions and interjections pertaining to the contexts and language experiences
 - awareness of similarities, differences and evolution of words and phrases in French and English
 - appropriate pronunciation of sounds as well as use of liaison
 - knowledge of sound–symbol correspondences to spell familiar vocabulary correctly.

- understand and apply an expanding range of linguistic structures in modelled, highly-structured and guided situations as outlined in the chart in Appendix 5.

- begin to develop a repertoire of understandings and skills related to sociocultural interactions and sociolinguistic awareness. These include:
 - social conventions such as gestures and social space
 - written conventions such as punctuation and capitalization
 - recognition of formal versus informal language
 - recognition, with guidance, of the existence of regional accents.

- begin to build a repertoire of cultural knowledge, using mostly English, to access and share factual knowledge about the Francophone world. This knowledge includes:
 - identifying where in Canada French is spoken
 - identifying and sharing factual knowledge of personal interest concerning Francophones in Alberta
 - identifying Francophone or French-speaking men and women who have had an impact on an aspect of life in Alberta
 - developing an understanding of the notion of *la francophonie*
 - comparing and contrasting practices of everyday living in certain Francophone regions of interest to students

- researching and identifying aspects of Francophone popular culture that have influenced other cultures.
- identify, develop and reflect on a range of language learning strategies using English where necessary. These strategies include:
 - comprehension strategies to facilitate and enhance understanding
 - production strategies to support the expression of messages
 - metacognitive strategies to reflect on their strengths and challenges as language learners as well as on how they affect others
 - strategies for vocabulary development to assist with learning, retaining, recalling and using words, phrases and expressions
 - general learning strategies to use when acquiring knowledge; accessing, organizing and sharing knowledge.

Summary of Specific Outcomes for French 20–3Y

The French 20–3Y course is designed so that students can ...

- continue to understand and/or express spoken or written messages in French that involve the language functions mentioned in French 10–3Y:
- understand and express a variety of messages in French related to common language experiences within a range of personal, educational, public and occupational contexts. These include:
 - identifying and describing their hobbies, interests and collections
 - describing personal friendships and relationships
 - interacting with others at social outings
 - describing special activities, events or traditions occurring at their school
 - participating in routine interactions with school personnel
 - identifying tasks and responsibilities related to their schoolwork
 - identifying and recommending leisure and recreation opportunities found in communities
 - describing a range of menu offerings at kiosks and restaurants found in communities
 - identifying means of public transportation found in larger communities
 - participating in routine interactions with community members; e.g., using leisure and recreation facilities, purchasing prepared foods and using public transportation
 - listing basic tasks related to a part-time job or volunteer positions in one’s community
 - identifying agencies or organizations in the community from which they can seek emergency assistance
 - participating in routine interactions associated with occupations found within the community; e.g., interacting with a customer, requesting emergency help, describing minor pain or symptoms.
- continue to develop knowledge related to a range of vocabulary items. These include:
 - knowledge and use of words, phrases, expressions and interjections pertaining to the contexts and language experiences
 - recognition that certain words or expressions cannot be directly translated from French into English and vice versa
 - recognition that the French language is in constant evolution by naming new words that have come into the language from other languages, including words from Canada’s First Nations, Métis and Inuit languages
 - appropriate pronunciation of sounds in new words that have been learned
 - knowledge of sound–symbol correspondences to spell familiar vocabulary correctly.

- understand and apply an expanding range of linguistic structures in modelled, structured and guided situations as outlined in the chart in Appendix 5.
- continue to build a repertoire of understandings and skills related to sociocultural interactions and sociolinguistic awareness. These include:
 - social conventions such as expressing sympathy and acknowledging receipt of a gift
 - written conventions such as dates and abbreviations
 - appropriate use of formal versus informal language in familiar situations
 - recognition, with guidance, of the existence of a small range of regional accents.
- continue to build a repertoire of cultural knowledge by accessing and sharing factual knowledge about the Francophone world, in English and in French when their skills allow. This knowledge includes:
 - identifying where French is spoken internationally
 - continuing to develop an understanding of the notion of *la francophonie*
 - identifying and sharing factual knowledge of personal interest concerning Francophones in Canada
 - identifying Francophone or French-speaking men and women who have had an impact on an aspect of life in Canada
 - comparing and contrasting, using English where needed, practices of everyday living in certain Francophone regions of interest to students
 - researching and identifying aspects of Francophone popular culture that have influenced other cultures.
- continue to identify and develop a range of language learning strategies, including those from French 10–3Y, and reflect on their use in English, if necessary.

Summary of Specific Outcomes for French 30–3Y

The French 30–3Y course is designed so that students can ...

- continue to understand and/or express spoken or written messages in French that involve the language functions mentioned in French 10–3Y.
- understand and express a variety of messages in French related to common language experiences within a range of personal, educational, public and occupational contexts. These include:
 - identifying and describing their regular daily or weekly routines
 - reflecting on their personal image and clothing style preferences
 - describing their responsibilities within the home as well as their childhood
 - identifying French-language speakers or resources within the school community or through the use of the Internet
 - reflecting on their future training or study opportunities
 - expressing their perspective on or feelings about aspects of school life
 - identifying, describing and recommending tourist destinations within one’s own community as well as in selected Francophone communities
 - discussing weather conditions associated with the geography and seasonal climate of selected tourist destinations
 - participating in typical travel interactions; e.g., seeking and providing tourist information, navigating within a community, using foreign currency, seeking accommodations
 - comparing the nature, design and availability of public spaces, facilities and/or institutions within one’s community and in selected Francophone communities
 - reflecting on their personal inventory of skills and aptitudes in relation to possible jobs or careers
 - identifying steps related to job seeking

- participating in routine interactions related to job seeking; e.g., requesting information about a job, recommending themselves or others for a particular job.
- develop a range of vocabulary items. These include:
 - knowledge and use of words, phrases, expressions and interjections pertaining to the contexts and language experiences
 - awareness of similarities, differences and evolution of words and phrases in French and English
 - appropriate pronunciation of sounds as well as use of liaison
 - knowledge of sound–symbol correspondences to spell familiar vocabulary correctly.
- understand and apply an expanding range of linguistic structures, including discourse markers, conjunctions and word order, in modelled, structured, guided and sometimes nonguided situations as outlined in the chart in Appendix 5.
- continue to build and use a repertoire of understandings and skills related to sociocultural interactions and sociolinguistic awareness. These include:
 - social conventions such as expressing congratulations
 - written conventions such as capitalization and punctuation rules for different types of texts
 - appropriate use of formal versus informal language in familiar situations and some unfamiliar situations
 - recognition, with some guidance, of the existence of a small range of regional accents.
- continue to build a repertoire of cultural knowledge by accessing and sharing factual knowledge about the Francophone world, mostly in French. This knowledge includes:
 - researching where French is spoken internationally
 - sharing a personal understanding of the notion of *la francophonie*
 - identifying and sharing factual knowledge of personal interest concerning Francophones in Canada
 - comparing and contrasting practices of everyday living in certain Francophone regions of interest to students
 - identifying Francophone or French-speaking men and women who have had an impact on an aspect of life in French-speaking regions outside of Canada
 - researching and identifying aspects of the arts and Francophone popular culture that have influenced other cultures.
- continue to identify and develop a range of language learning strategies, including those from French 10–3Y and French 20–3Y, and reflect on their use in English, if necessary.

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Contexts and Language Experiences

This appendix lists the contexts and language experiences as illustrated in the program of studies as well as suggestions for additional language experiences which may be considered should time permit. The language experiences are shown distributed thematically over the three courses in order to indicate where the experience is first encountered and where it extends into the next course. The check boxes can be used by teachers as they plan for instruction or assess student learning.

While a specific number of language experiences have been identified in the program of studies for each course, students can be given the opportunity to encounter additional language experiences. For illustrative purposes, a few “additional language experiences” have been included. These experiences can be used as a starting point to identify other experiences which may be of interest to students. These suggested additional language experiences are not meant to be prescriptive.

Students will understand and express in French, orally or in written form, a variety of messages related to language experiences in the _____ context, including ...

CONTEXTS	French 10–3Y	French 20–3Y	French 30–3Y
PERSONAL	<input type="checkbox"/> identifying and describing themselves (10 C 1.1)	<input type="checkbox"/> identifying and describing their hobbies, interests or collections (20 C 1.1)	<input type="checkbox"/> identifying and describing their regular daily or weekly routines (30 C 1.1)
	<input type="checkbox"/> sharing personal preferences (10 C 1.2)	<input type="checkbox"/> describing personal friendships and relationships (20 C 1.2)	<input type="checkbox"/> reflecting on their personal image and clothing style preferences (30 C 1.2)
	<input type="checkbox"/> identifying, introducing and describing their family members (10 C 1.3)		<input type="checkbox"/> describing their responsibilities within the home (30 C 1.3)
	<input type="checkbox"/> identifying, introducing and describing their friends (10 C 1.4)	<input type="checkbox"/> interacting with others at social outings (20 C 1.3)	
			<input type="checkbox"/> describing their childhood (30 C 1.4)
Other possible personal language experiences	<input type="checkbox"/> discussing items they own or wish to own	<input type="checkbox"/> planning gifts to give others	<input type="checkbox"/> discussing various rooms in their homes
		<input type="checkbox"/> planning parties or celebrations	<input type="checkbox"/> discussing family occasions, traditions
		<input type="checkbox"/> planning nutritious meals	
EDUCATIONAL	<input type="checkbox"/> identifying classroom supplies and furnishings (10 C 2.1)		
	<input type="checkbox"/> identifying areas of the school (10 C 2.4)	<input type="checkbox"/> describing special activities, events or traditions occurring at their school (20 C 2.1)	<input type="checkbox"/> expressing their perspectives on or feelings or emotions about aspects of school life (30 C 2.3)
	<input type="checkbox"/> participating in routine classroom interactions (10 C 2.3)	<input type="checkbox"/> participating in routine interactions with school personnel (20 C 2.2)	<input type="checkbox"/> identifying French-language speakers or resources within the school community or through the use of the Internet (30 C 2.1)

CONTEXTS	French 10–3Y	French 20–3Y	French 30–3Y
	<input type="checkbox"/> expressing preferences and describing personal routines related to their course schedules (10 C 2.2)	<input type="checkbox"/> identifying tasks and responsibilities related to their schoolwork (20 C 2.3)	<input type="checkbox"/> reflecting on their future training or study opportunities (30 C 2.2)
Other possible personal language experiences	<input type="checkbox"/> describing an ideal classroom layout	<input type="checkbox"/> creating new clubs for the school	<input type="checkbox"/> comparing aspects of school life in schools in Francophone communities, such as grading systems and report cards, with their own
PUBLIC	<input type="checkbox"/> identifying shopping venues typically found in a community (10 C 3.1)	<input type="checkbox"/> identifying means of public transportation found in larger communities (20 C 3.3)	<input type="checkbox"/> comparing the nature, design and availability of public spaces, facilities and/or institutions within one’s own community and selected Francophone communities (30 C 3.4)
		<input type="checkbox"/> describing a range of menu offerings at kiosks and restaurants found in communities (20 C 3.2)	
	<input type="checkbox"/> participating in routine interactions related to purchases of food, clothing, school supplies (10 C 3.2)	<input type="checkbox"/> participating in routine interactions with community members; e.g., using leisure and recreation facilities, purchasing prepared foods and using public transportation (20 C 3.4)	<input type="checkbox"/> participating in typical travel interactions; e.g., seeking and providing tourist information, navigating within a community, using foreign currency, seeking accommodations (30 C 3.3)
	<input type="checkbox"/> becoming informed about current weather conditions (10 C 3.3)		<input type="checkbox"/> discussing weather conditions associated with the geography and seasonal climate of selected tourist destinations (30 C 3.2)
	<input type="checkbox"/> becoming informed about community events and services (10 C 3.4)	<input type="checkbox"/> identifying and recommending leisure and recreation opportunities found in communities (20 C 3.1)	<input type="checkbox"/> identifying, describing and recommending tourist destinations within one’s own community and in selected Francophone communities (30 C 3.1)

CONTEXTS	French 10–3Y	French 20–3Y	French 30–3Y
	<input type="checkbox"/> identifying and describing selected Francophone public figures; e.g., public officials, sport or entertainment celebrities (10 C 3.5)		
Other possible personal language experiences		<input type="checkbox"/> giving directions to get from one place to another	<input type="checkbox"/> examining various Francophone print media publications, film or Web-based media productions
		<input type="checkbox"/> discussing preferred means of transportation	<input type="checkbox"/> describing a favourite artistic or literary figure
OCCUPATIONAL	<input type="checkbox"/> naming paid or volunteer occupations of friends or family members (10 C 4.1)	<input type="checkbox"/> listing basic tasks related to a part-time job or volunteer positions within one’s community (20 C 4.1)	<input type="checkbox"/> reflecting on their personal inventory of skills and aptitudes in relation to possible jobs or careers (30 C 4.1)
		<input type="checkbox"/> identifying agencies or organizations in community from whom they can seek emergency assistance (20 C 4.2)	<input type="checkbox"/> identifying steps related to job seeking (30 C 4.2)
		<input type="checkbox"/> participating in routine interactions related to occupations found within the community; e.g., interacting with a customer, requesting emergency help, describing minor pain or symptoms (20 C 4.3)	<input type="checkbox"/> participating in routine interactions related to job searching; e.g., requesting information about a job, recommending themselves or others for a particular job (30 C 4.3)
Other possible personal language experiences	<input type="checkbox"/> identifying all the jobs associated with the running of a school	<input type="checkbox"/> identifying jobs of members of the local community	<input type="checkbox"/> identifying the nearest local workplaces offering services in French
			<input type="checkbox"/> listing items typically produced through agricultural or industrial production in a variety of Francophone regions

Categories of Functions with Specific Communicative Acts

Communicative acts involve the comprehension and expression skills in conjunction with functions of language. These functions fall into five main categories: personal function, interpersonal function, referential function, directive function and imaginative function. These categories are defined in the following manner:

PERSONAL FUNCTION = language used to express personal thoughts, needs, emotions, perspectives and beliefs

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

DIRECTIVE FUNCTION = language that is used to direct, influence and manage one's own or others' actions

IMAGINATIVE FUNCTION = language used for creative purposes, for entertainment and personal enjoyment

The categories are then further subdivided into the specific communicative acts are shown in the following chart. The purpose of this chart, then, is to provide teachers with a more comprehensive list of communicative acts per language function, which can assist in giving planning more depth and assessment more purpose.

PERSONAL FUNCTION	Specific Communicative Acts
<ul style="list-style-type: none"> ▪ expressing personal preferences ▪ expressing basic or personal needs 	<ul style="list-style-type: none"> ▪ expressing a liking for something or someone ▪ expressing a dislike for something or someone ▪ expressing a preference for someone or something ▪ expressing a physical state of being ▪ expressing a need for food, water, sleep ▪ expressing a need for someone or something ▪ expressing a want or a desire
INTERPERSONAL FUNCTION	Specific Communicative Acts
<ul style="list-style-type: none"> ▪ expressing basic or personal needs ▪ establishing common ground with others ▪ expressing the preferences of someone else ▪ sustaining relations with others 	<ul style="list-style-type: none"> ▪ expressing others' need for food, water, sleep ▪ expressing others' need for someone or something ▪ expressing another's physical state of being ▪ asking about others' well-being ▪ asking about others' needs ▪ asking about others' likes, dislikes, preferences, wants and desires ▪ asking about others' feelings and emotions ▪ expressing someone's liking for something or someone ▪ expressing someone's dislike for something or someone ▪ expressing someone's preference for something ▪ expressing concern for another's well-being ▪ congratulating someone ▪ expressing and/or acknowledging gratitude ▪ expressing well-wishes ▪ giving someone a compliment
REFERENTIAL FUNCTION	Specific Communicative Acts
<ul style="list-style-type: none"> ▪ providing information ▪ recalling information 	<ul style="list-style-type: none"> ▪ naming people, places, emotions, feelings or things ▪ providing information about people, places, things, time, dates and events ▪ providing a definition ▪ providing an explanation ▪ providing a summary ▪ providing a translation ▪ describing oneself, someone or something ▪ describing one's feelings ▪ describing one's emotions ▪ explaining something ▪ reporting factual information ▪ indicating whether one knows or does not know something ▪ indicating if someone remembers or forgets someone or something

- seeking 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
- processing information
 - enumerating people, places, emotions, feelings or things
 - indicating a sequence of events
 - classifying words, ideas

DIRECTIVE FUNCTION	Specific Communicative Acts
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- | | |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▪ demanding an action | <ul style="list-style-type: none"> ▪ issuing a command ▪ forbidding someone to do something |
| <ul style="list-style-type: none"> ▪ suggesting an action | <ul style="list-style-type: none"> ▪ providing directions ▪ providing instructions ▪ providing advice ▪ providing suggestions |
| <ul style="list-style-type: none"> ▪ requesting an action | <ul style="list-style-type: none"> ▪ asking someone to do something ▪ asking for help ▪ asking for directions or instructions ▪ asking for suggestions ▪ asking for advice |
| <ul style="list-style-type: none"> ▪ dealing with permission | <ul style="list-style-type: none"> ▪ seeking or requesting permission ▪ inquiring whether others have permission to do something |
| <ul style="list-style-type: none"> ▪ dealing with obligations and expectations | <ul style="list-style-type: none"> ▪ asking whether one is obligated or not obligated to do something |
| <ul style="list-style-type: none"> ▪ repairing communication | <ul style="list-style-type: none"> ▪ 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 |

IMAGINATIVE FUNCTION	Specific Communicative Acts
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- | | |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▪ generating new ideas, solutions | <ul style="list-style-type: none"> ▪ brainstorming ideas ▪ describing an image or visualization of someone or something ▪ generating ideas |
| <ul style="list-style-type: none"> ▪ developing new texts, ideas, solutions | <ul style="list-style-type: none"> ▪ creating personal texts |
| <ul style="list-style-type: none"> ▪ responding to creative ideas or texts | <ul style="list-style-type: none"> ▪ discussing an idea or a text ▪ reading a joke or cartoon ▪ listening to a funny story ▪ enjoying word play, rhythm or sound of spoken language |

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Suggested Language Learning Strategies

The graphic consists of the word 'Appendix' in a blue sans-serif font at the top. Below it is a blue square containing the number '4' in a white sans-serif font. The square is partially overlapped by a white L-shaped graphic element that forms the bottom-left corner of a larger square frame.

This appendix contains a listing of suggested language learning strategies of which students should be made aware and that should be taught explicitly, practiced and applied to their learning of French. Strategy use helps learners become more effective and efficient in their learning. Students need to be encouraged to become aware of which strategies they already use and to try new ones. The list provided in this appendix is divided into various categories: communication strategies, vocabulary development strategies, general language learning strategies and metacognitive strategies. These strategies support the Communication Acts and Repertoire components. The list is by no means exhaustive or prescriptive.

Strategies for Communication

COMPREHENSION STRATEGIES

Planning for understanding of an audio or written text

	<ul style="list-style-type: none"> ↪ making predictions about the oral or written text about to be encountered ↪ determining specific purpose(s) in advance and listening/reading/viewing selectively by attending to specific aspects only ↪ preparing an advance organizer or list of questions prior to encountering the oral or written text ↪ drawing on previous experiences and prior knowledge to make inferences about the text ↪ using guessing to anticipate what might be heard or read
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Understanding while listening to or reading a text

<i>using cues to infer probable word meaning</i>	<ul style="list-style-type: none"> ↪ inferring probable meanings of unknown words or expressions by making use of cues inherent in the oral or written text, including context, intonation, key words, sound–symbol correspondences, prefixes, suffixes, root words, conjugation patterns and other language structures ↪ using word markers, e.g., prefixes, suffixes, determiners, prepositions, conjunctions, time words, conjugation patterns, etc. as comprehension clues
<i>using textual relationships</i>	↪ making inferences about the connections within textual components by using cues such as discourse markers, knowledge of text structure (e.g., beginning, middle, end) and knowledge of text types to facilitate understanding
<i>using visual supports</i>	↪ referring to illustrations, charts, gestures or other visual supports presented to derive or facilitate meaning
<i>making visual supports</i>	↪ generating sketches, tables, or graphic organizers as an oral or written text is encountered to assist in building understanding
<i>seeking assistance of others</i>	↪ identifying when unable to comprehend an oral or written text and then seeking assistance of others by asking questions
<i>seeking assistance from resources</i>	↪ making use of appropriate reference materials, e.g., charts, lists, dictionaries to facilitate comprehension of an oral or written text
<i>skimming ahead</i>	↪ in the case of a written text, skimming ahead of the section giving difficulties to assess whether later sections provide comprehension support

Metacognitive Strategies to Support Comprehension

<i>reflecting on predictions</i>	↪ revisiting predictions made when planning for comprehension and determining how accurate they were
<i>being aware of one's learning</i>	<ul style="list-style-type: none"> ↪ consciously identifying what one knows about the topic being listened to or being read ↪ keeping track of successful strategy use during a listening or reading task
<i>self-monitoring</i>	<ul style="list-style-type: none"> ↪ focusing attention on the listening or reading task ↪ focusing attention on what is known and ignoring what is unknown ↪ determining level of anxiety in relation to the task ↪ keeping oneself motivated prior to commencing the task, during and upon completion of the task ↪ using self-talk to build confidence when listening to or reading an unknown text

<i>reflecting on learning</i>	<ul style="list-style-type: none"> ↪ setting learning goals for a listening or reading task ↪ evaluating what worked or did not work in understanding an oral or written text ↪ self-assessing one's use of listening and/or reading strategies
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PRODUCTION STRATEGIES

Planning in advance for spoken or written expression

<i>planning for oral or written expression activities</i>	<ul style="list-style-type: none"> ↪ determining the purpose of the task to be carried out, taking note of key words in instructions provided, if applicable ↪ dividing the task into subtasks ↪ analyzing models to support the creation of a new oral or written text
<i>planning for oral interactions</i>	<ul style="list-style-type: none"> ↪ recalling and rehearsing an appropriate set of phrases from the repertoire ↪ role-playing in advance, if applicable ↪ recording oneself and playing back to compare with a model, where appropriate

During oral or written expression activities

<i>collaborating with others</i>	<ul style="list-style-type: none"> ↪ collaborating with others to brainstorm and communicate messages ↪ collaborating with others to practise or review oral or written messages
<i>seeking assistance from others</i>	<ul style="list-style-type: none"> ↪ identifying any difficulties, then seeking assistance from others ↪ seeking confirmation that one's expression of language is being understood; if not successful, starting again, using different tactics
<i>seeking assistance from resources</i>	<ul style="list-style-type: none"> ↪ identifying any difficulties, then using appropriate reference materials; e.g., word posters, charts, lists, personal or other dictionaries ↪ verifying the quality of the oral or written expression using appropriate reference materials; e.g., word posters, charts, lists, personal or other dictionaries
<i>monitoring and repair</i>	<ul style="list-style-type: none"> ↪ listening to oneself or rereading a personal written text and making adjustments to the message
<i>using models of text forms</i>	<ul style="list-style-type: none"> ↪ copying or imitating words, expressions, sentence patterns or text structures from other media that can serve as models
<i>using alternative forms of oral or written expression</i>	<ul style="list-style-type: none"> ↪ finding an alternative means of expressing an oral or written message in order to sustain the communication, such as rephrasing or using circumlocution, definitions, gestures or drawings ↪ using alternative forms to represent a message; e.g., outlines, point form notes, charts, graphs, dialogue, sentences, multimedia
<i>self-editing</i>	<ul style="list-style-type: none"> ↪ using knowledge of sentence patterns and rules of grammar to form new sentences ↪ comparing written work with models to make edits for accuracy in sentence structure, spelling and punctuation ↪ revising and correcting the final version of a text

During oral interactions

<i>seeking clarification</i>	<ul style="list-style-type: none"> ↪ indicating when unable to follow an oral interaction, either nonverbally or verbally by asking for repetition or clarification using expressions such as <i>Pardon? Pouvez-vous répéter, s'il vous plaît?</i>
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Metacognitive Strategies to Support Oral or Written Expression

<i>being aware of one's learning</i>	<ul style="list-style-type: none"> ↪ consciously identifying what one knows about the topic that one is going to speak on or write about ↪ keeping track of successful use of strategies during a spoken or written task
<i>self-monitoring</i>	<ul style="list-style-type: none"> ↪ focusing attention on the spoken or written task ↪ focusing attention on what is known and ignoring what is unknown ↪ determining level of anxiety in relation to the task ↪ keeping oneself motivated prior to commencing the task, during and upon completion of the task ↪ using self-talk to build confidence while speaking or writing ↪ monitoring speech and writing to check for persistent errors ↪ identifying a plan to address errors in the future
<i>managing and assessing one's own learning</i>	<ul style="list-style-type: none"> ↪ setting goals for future tasks related to spoken or written expression ↪ identifying purposes for an interaction with someone and reflecting on the degree to which these purposes were attained ↪ assessing one's performance after completing a task ↪ assessing how well one applied strategies during an oral interaction, an oral activity or a written activity or task

Strategies for Vocabulary Development

For learning, retaining and recalling vocabulary

<i>for acquiring new vocabulary</i>	<ul style="list-style-type: none"> ↪ repeating new words, phrases or expressions silently or out loud ↪ making and using personal dictionaries, word cards, or word lists ↪ identifying unknown words or expressions and writing them down, noting their context and function ↪ placing new words or expressions into a meaningful context ↪ studying root words, prefixes and suffixes to find patterns and relationships in order to ascertain meaning ↪ grouping words or phrases in various ways in order to internalize them ↪ associating new words or expressions with sounds, mental images, gestures or known words in French or other languages ↪ using physical actions to internalize new vocabulary ↪ guessing at or creating new words as a means of expanding vocabulary
<i>for recalling vocabulary items</i>	<ul style="list-style-type: none"> ↪ making use of available resources, notes, lists and word posters to memorize or expand vocabulary ↪ finding opportunities to reuse previously acquired vocabulary in new situations ↪ using physical actions to recall vocabulary ↪ quizzing oneself frequently as to the meanings and uses of new words and expressions in order to remember them ↪ practising spelling of new words to remember them

<i>for opportunities to experiment with vocabulary</i>	<ul style="list-style-type: none"> ↪ repeating new words and phrases as these are used or encountered ↪ finding opportunities to use new words and phrases in other situations as soon as appropriate ↪ experimenting with various expressions, taking note of their effectiveness and possibilities for reuse later ↪ recombining new vocabulary with previously learned vocabulary
<i>for using resources to expand vocabulary understanding and use</i>	<ul style="list-style-type: none"> ↪ recognizing that some dictionaries contain information in support of vocabulary knowledge, e.g., class, meaning, gender of word, pronunciation conventions, examples of usage ↪ making use of dictionaries to gather information as required to understand the meaning and usage of new words

For improving vocabulary use

<i>for improving oral vocabulary use</i>	<ul style="list-style-type: none"> ↪ imitating sounds and intonation patterns out loud or silently ↪ seeking out ways to discriminate between sounds within words being learned and then using repetition to solidify the acquisition of these sounds
<i>for improving written vocabulary use</i>	<ul style="list-style-type: none"> ↪ recognizing recurring personal errors related to spelling ↪ targeting frequently misspelled words and practising them in order to improve spelling

Metacognitive Strategies to Support Vocabulary Development

<i>managing one's own learning</i>	<ul style="list-style-type: none"> ↪ making choices about vocabulary learning and reflecting on those choices ↪ making a plan, in advance, about how to approach the learning of vocabulary ↪ taking responsibility for planning, monitoring and evaluating learning experiences involving vocabulary acquisition ↪ keeping a record of reflections on learning, e.g., a learning log, portfolio, self-assessment tools
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General Learning Strategies to Support Language Learning, Sociocultural Interactions, Sociolinguistic Awareness and Accessing and Sharing Information

For acquiring knowledge (language, sociolinguistic, cultural)

<i>for acquiring new knowledge</i>	<ul style="list-style-type: none"> ↪ activating knowledge from the first language to facilitate learning in the second language ↪ repeating the formation of new language structures silently or out loud ↪ using physical actions to internalize new language structures, sociocultural interaction patterns or oral sociolinguistic conventions ↪ making and using personal notes for language concepts, sociocultural interactions, sociolinguistic conventions or cultural information ↪ identifying unknown grammatical structures, sociolinguistic conventions or cultural nuances and writing them down, noting their context and function ↪ placing new knowledge into a meaningful context ↪ creating a mental, oral or written summary of information ↪ creating a mental rule that has personal meaning for language concepts, sociocultural interactions, sociolinguistic conventions or cultural information ↪ finding patterns and relationships in order to ascertain meaning
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<i>for opportunities to experiment with new knowledge</i>	<ul style="list-style-type: none"> ↔ recombining new knowledge with previously learned knowledge ↔ finding opportunities to use new knowledge in other situations as soon as appropriate ↔ experimenting with new language structures, sociocultural interactions and sociolinguistic conventions, taking note of their effectiveness and possibilities for reuse later
<i>making own tools</i>	<ul style="list-style-type: none"> ↔ creating mnemonics, visualizations, graphic representations, lists, flash cards, tables as required to help understand and retain language structures and cultural information

For accessing, organizing and sharing knowledge

<i>accessing information</i>	<ul style="list-style-type: none"> ↔ clarifying the purpose for gathering information ↔ formulating guiding questions ↔ establishing criteria for assessing whether information is reliable and current ↔ using French language search engines to access information about language structures, sociolinguistic conventions or cultural information
<i>compiling, organizing and sharing information</i>	<ul style="list-style-type: none"> ↔ considering the needs, interests and abilities of the audience when selecting information and preparing presentations ↔ using steps related to prewriting (gathering ideas, researching, planning and organizing the text); writing; revision (rereading, moving and rewriting pieces of text); correction (grammar, spelling, punctuation); and publication (preparing layout, adding visuals) ↔ determining the main ideas and organizing and sequencing these prior to adding detail ↔ seeking the assistance of peers to confirm that the presentation in draft form is sufficiently clear to a person more distant from the work ↔ relating ideas or categorizing them according to attributes
<i>explaining to others</i>	<ul style="list-style-type: none"> ↔ sharing one’s understanding of language structures, sociocultural interactions, sociolinguistic or cultural information with others
<i>collaborating with others</i>	<ul style="list-style-type: none"> ↔ seeking assistance and feedback from others ↔ providing a peer or a group member with feedback ↔ working with others to solve problems ↔ offering encouragement, praise and ideas to others ↔ contributing successfully to group activities by using and building on one’s social interaction skills

Metacognitive Strategies to Support Language Learning, Sociocultural Interactions, Sociolinguistic Awareness and Accessing and Sharing Information

<i>reflecting on one’s impact on others</i>	<ul style="list-style-type: none"> ↔ reflecting on one’s statements and actions and their impact on others
<i>reflecting on others’ perspectives</i>	<ul style="list-style-type: none"> ↔ reflecting on similarities and differences between the perspectives of others and one’s own

<i>managing and assessing one's own learning</i>	<ul style="list-style-type: none"> ↪ comparing strategy preferences with those of peers ↪ understanding and accepting that making mistakes is a natural part of learning ↪ using positive self-talk to reduce anxiety, promote risk-taking and build encouragement ↪ providing personal motivation by organizing rewards when successful ↪ determining how one learns best ↪ arranging conditions (e.g., desk, position in classroom) to facilitate and optimize learning ↪ focusing attention on the task ↪ planning how to accomplish the task ↪ ensuring the task is completed ↪ quizzing oneself orally or in writing to assess how well language structures, sociolinguistic and cultural knowledge are being retained and recalled ↪ periodically assessing one's progress, using checklists for language structures, sociocultural interactions or sociolinguistic conventions addressed so far ↪ developing self-assessment tools to determine progress
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Note: There is no “right or wrong way” to organize language learning strategies and general learning strategies. Different schools of thought use various names and taxonomies for classifying or categorizing these strategies. For the purpose of this program of studies, the above classification system was adopted.

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Levels of Learner Support in the Linguistic Repertoire

From French 10–3Y through to French 30–3Y, the outcomes identified in the program of studies in the Linguistic Subcomponent of the Repertoire increase in scope and complexity. They also suggest a progressive increase in learner autonomy. As such, many of the outcomes indicate targeted levels of learner support that show increasing student control over time. The chart on the following pages contains all of the specific outcomes listed in this subcomponent of the Repertoire.

The various columns show a decreasing level of learner support that coincides with an increase in the students' independent use of the various elements of the Repertoire. The columns use the following terms which are defined in this way:

- **understanding** refers to the moment in which students acquire knowledge about a language concept
- **modelled situation** refers to the use of auditory or print models of the language structures that students are to understand and use, either provided by the teacher directly or contained in a text, and that students follow closely as they acquire and use these language elements
- **highly-structured situation** involves specific learning supports (scaffolds) that allow some degree of choice or variance and are provided to learners so that they can acquire the language knowledge and structures needed to participate in language learning experiences
- **structured situation** involves learning supports that are more open-ended in nature, and from which students are able to choose as they seek to express themselves while participating in language learning experiences
- **guided situation** still involves the support the teacher provides in terms of language knowledge and its use, but in general, students are beginning to rely less and less on models and other learning supports to understand and/or communicate their ideas
- **nonguided situation** requires that students rely on themselves for the most part to make linguistic choices based on previously taught material, and to select appropriate intercultural and/or cultural knowledge to understand and/or communicate their own messages.

The following chart can be copied and used when planning for instruction or for student assessment. Check boxes have been included for use when cross-referencing planning and/or assessment materials.

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
Nouns, determiners and agreement with gender and number					
concept of gender	<input type="checkbox"/> 10–3Y			<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
concepts of number	<input type="checkbox"/> 10–3Y			<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
knowledge of the variety of determiners in French; e.g., <i>déterminant défini, indéfini</i>	<input type="checkbox"/> 10–3Y				
agreement between gender of familiar nouns and determiners	<input type="checkbox"/> 10–3Y			<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
role and application of <i>déterminants définis</i> : <i>le, la, l', les</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants indéfinis</i> : <i>un, une, des</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants possessifs</i> : <i>mon, ma, mes; ton, ta, tes; son, sa, ses; notre, nos; votre, vos; leur, leurs</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants exclamatifs</i> : <i>quel, quelle, quels, quelles</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants partitifs</i> : <i>du, de la, de l', des</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
role and application of <i>déterminants contractés</i> : <i>au, à la, à l', aux; du, de la, de l', des</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
Pronouns					
concept of pronoun replacement in French	<input type="checkbox"/> 10–3Y				
knowledge of variety of pronouns in French	<input type="checkbox"/> 10–3Y				
concept and application of <i>les pronoms personnels sujets</i> : <i>je, tu, il, elle, on, nous, vous, ils, elles</i>	<input type="checkbox"/> 10–3Y		<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
concept of <i>pronoms compléments directs</i> — <i>le, la, les</i> —and <i>pronoms compléments indirects</i> — <i>lui, leur</i> —in the present tense	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	
use of <i>pronoms compléments directs</i> and <i>pronoms compléments indirects</i>		<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
concept of <i>pronoms relatifs</i> — <i>qui, que</i> —mostly in present tense	<input type="checkbox"/> 20–3Y				
use of <i>pronoms relatifs</i> — <i>qui, que</i> —mostly in present tense and sometimes in the past tense	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
Possessive structure <i>de</i>					
possessive structure <i>de</i>	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y
Questions					
concept of how to formulate questions using intonation, <i>Est-ce que</i> , inversion and <i>les marqueurs interrogatifs</i> — <i>Quel, Qui, Que, Combien, Comment, Quand, Pourquoi</i>	<input type="checkbox"/> 10–3Y				
formulate questions using intonation, <i>Est-ce que</i> , inversion and <i>les marqueurs interrogatifs</i>			<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
Verbs					
concept of subject and verb agreement	<input type="checkbox"/> 10–3Y				
concept of conjugation patterns	<input type="checkbox"/> 10–3Y				
concept of conjugation patterns of frequently used regular and irregular verbs in the present tense	<input type="checkbox"/> 10–3Y				
use of frequently used regular and irregular verbs in the present tense		<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
concept of a conjugated auxiliary verb (<i>pouvoir, vouloir, devoir, aller, aimer, préférer</i>) + infinitive	<input type="checkbox"/> 10–3Y				
use of conjugated auxiliary verb + infinitive mostly in the present tense		<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
concept of verbs followed by a preposition (<i>à</i> or <i>de</i>) + infinitive (e.g., <i>commencer à, continuer à, réussir à, essayer de, finir de, oublier de</i>)	<input type="checkbox"/> 20–3Y				
use of verbs followed by a preposition (<i>à</i> or <i>de</i>) + infinitive mostly in the present tense		<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
concept of pronominal verbs and their formation with frequently used verbs in the present tense	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
concept of <i>aller</i> + infinitive (<i>futur proche</i>) and its use	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
concept of <i>futur simple</i> and use with frequently used verbs including <i>aller, avoir, être</i> and <i>faire</i>	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	
concept and use of the verbal expression <i>venir de</i> + infinitive for recently completed past actions (<i>passé récent</i>)	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
concept and use of <i>le passé composé</i> for frequently used regular verbs (including those that take <i>être</i>)	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
concept and formation of <i>l'imparfait</i> for frequently used verbs, including <i>être, avoir</i> and <i>faire</i>	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
concept and formation of simple commands related to classroom interactions and some shopping needs	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
concept and formation of imperative mode with frequently used verbs	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use verbal expressions + infinitives (e.g., <i>je te suggère de, je vous recommande de, il faut, il est nécessaire de</i>)	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use infinitives to suggest or direct an action or a series of actions	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
understand that the conditional can be used to express a need or desire in a polite way	<input type="checkbox"/> 10–3Y				
use the conditional expressions <i>j'aimerais, je voudrais, pourrais-tu</i> + infinitive	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand formation of <i>le conditionnel</i> with frequently used verbs and apply knowledge of this formation	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y	
Verbal Expressions					
understand concept of <i>je suis en train de</i> + infinitive and use it to express an action in progress in the present tense	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y		<input type="checkbox"/> 10–3Y	
understand concept of <i>être en train de</i> + infinitive and use it to express an action in progress in the present tense	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand concept of prepositional phrases, e.g., <i>jouer à..., jouer de..., faire de...</i> and use in the present tense and sometimes in the past tense (French 30–3Y)	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand concept of verbal locutionary expressions with <i>avoir, faire, parler à/de..., se faire de...</i> in the present tense and sometimes in the past tense (French 30–3Y)	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
understand and use the verb expressions <i>c'est</i> and <i>il y a</i> (sometimes with <i>l'imparfait</i> for French 30–3Y)	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use certain verbs with the following prepositions: <i>choisir de...</i> , <i>opter pour...</i> , <i>commencer par...</i> , <i>remercier de...</i> in the present tense	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	
Negation					
understand formation and use of negative expressions involving <i>ne... pas</i> , <i>ne... jamais</i> , <i>ne... rien</i> in the present tense	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand formation and use of negative expressions with <i>le passé composé</i>	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
Adjectives					
understand and apply concept of agreement of adjectives with the gender and number of the noun	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and apply concept of placement of commonly used adjectives	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand concept and formulation of the comparative and superlative forms of commonly used adjectives	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	
Prepositions, adverbs and related expressions					
understand and use select prepositions and prepositional phrases of location	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use select adverbs of location	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use prepositions with geographical locations	<input type="checkbox"/> 30–3Y				<input type="checkbox"/> 30–3Y

Linguistic Element	understanding of concept	use in modelled and highly-structured situations	use in modelled and structured situations	use in guided situations	use sometimes in nonguided situations
understand that there are a variety of adverbs and their usual placement	<input type="checkbox"/> 10–3Y				
use select adverbs of time, manner and quantity and place them appropriately		<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use select adverbs of affirmation and probability	<input type="checkbox"/> 20–3Y		<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
Discourse Development					
recognize difference between an affirmative and a negative statement, statement and question and variety of questions and use knowledge to create own statements	<input type="checkbox"/> 10–3Y			<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use common interaction patterns in familiar situations	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y		<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use knowledge of intonation, stress and rhythm are used in familiar situations	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y		<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and use common conjunctions to link more than one idea within a sentence (French 10–9Y) and to link a series of sentences (French 20–9Y and French 30–9Y)	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand the concept of word and sentence order at phrase and simple or compound sentence levels	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 10–3Y	<input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 10–3Y <input type="checkbox"/> 20–3Y <input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y
understand and apply knowledge of complex sentences structure using <i>les pronoms relatifs qui</i> and <i>que</i>	<input type="checkbox"/> 30–3Y	<input type="checkbox"/> 30–3Y		<input type="checkbox"/> 30–3Y	

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Suggested Classroom Expressions and Other Supporting Vocabulary

The vocabulary and language models included in this appendix are provided for illustrative purposes only. The examples and models provided represent language that students may encounter for comprehension purposes and others for speaking or writing purposes. The vocabulary and expressions provided for the functions of language coincide with the Specific Communicative Acts defined in Appendix 3.

It is the role of the teacher to select vocabulary and language structures that are in keeping with the outcomes of the program of studies as prescribed by each course and that take into consideration the needs and interests of their students.

Vocabulary Related to the Various Functions of Language

Possible Words or Expressions for Use with the Personal Function

Expressing personal preferences

J'aime.../je n'aime pas...

I like .../do not like ...

Je préfère...

I prefer ...

Je déteste...

I dislike ...

Je me sens... (content[e]/fatigué[e]/déprimé[e]/bien/énergisé[e]).

I feel ... (happy/tired/depressed/good/energized).

Expressing basic or personal needs

Ça va très bien./Comme ci comme ça./Pas très bien.

It's going really well. /So so./Not very well.

J'ai... (faim/soif/sommeil/froid/chaud).

I am ... (hungry/thirsty/tired/cold/hot)

J'ai besoin de... (ma mère/quelque chose à boire/à manger/d'un livre).

I need ... (my mom/something to drink/to eat/a book).

J'aimerais.../Je voudrais.../Je veux... (un nouveau pantalon/m'acheter une nouvelle voiture).

I would like .../I want ... (a new pair of pants/to buy myself a new car).

Possible Words or Expressions for Use with the Interpersonal Function

Establishing common ground with others

Comment ça va?/Comment allez-vous?

How are you?

Ça va mieux aujourd'hui?

Are things better today?

As-tu besoin de quelque chose?/Avez-vous besoin de quelque chose?

Do you need anything?

Est-ce que tu aimes jouer au soccer?/Aimes-tu jouer au soccer?

Do you like playing soccer?

Tu préfères quel type de musique?/Quelle musique préfères-tu?

What kind of music do you like?

Tu n'aimes pas le chocolat?

You don't like chocolate?

On va voir un film d'horreur. Est-ce que ça te va?

We're going to see a horror film. Is that alright with you?

Qu'est-ce que tu veux boire?/Qu'est-ce que tu aimerais prendre comme boisson?

What do you want/would like to drink?

Que veux-tu faire/devenir à l'avenir?/Que voulez-vous faire/devenir à l'avenir?

What do you want to do/be in the future?

Comment te sens-tu aujourd'hui?

How are you doing today?

Te sens-tu moins triste qu'hier?

Do you feel less sad than yesterday?

Est-ce que les choses vont mieux aujourd'hui?

Are things going better today?

Expressing basic or personal needs of someone else

Il est midi déjà. Tu dois avoir une faim de loup, n'est-ce pas?

It's noon already. You must be as hungry as wolf?

Mon ami a soif. Il a besoin d'eau.

My friend is thirsty. He needs water.

Jeremy a l'air très fatigué. Il a besoin de sommeil.

Jeremy looks really tired. He needs sleep.

Expressing the preferences of someone else

Mes amis adorent faire du bénévolat.

My friends really like doing volunteer work.

Mon amie Nicky préfère le club de sciences au club d'échecs.

My friend Nicky prefers the Science Club over the Chess Club.

Mes amis n'aiment pas regarder les films à la télévision.

My friends don't like watching films on television.

Sustaining relations with others

Tu n'as pas l'air bien. Qu'est-ce qui ne va pas?

You don't look so good. What's wrong?

Félicitations!

Congratulations!

Merci./Merci beaucoup./Mille mercis.

Thank you./Thank you very much./Thanks a million.

Bonne chance!

Good luck!

Je te souhaite « bonne fête »!

I wish you a happy birthday.

Bien fait!/Super effort!

Well done!/Good try!

Possible Words or Expressions for Use with the Referential Function

Providing information

Je vous présente ma mère, mon beau-père et ma sœur cadette, Aline.

I am presenting to you my mother, my step-father and my young sister, Aline.

Mon enseignant de français s'appelle monsieur Bonenfant.

My French teacher's name is Mr. Bonenfant.

Voici la ville de Vegreville. Elle est située à 102 km à l'est d'Edmonton.

Here is Vegreville. It is located 102 km east of Edmonton.

À Montréal, on peut prendre le métro pour visiter la ville.

One can take the subway to tour the city.

Le film commence à 19 h 30.

The film begins at 7:30 p.m.

Il y a un restaurant rapide au coin de la rue Sparks.

There is a fast-food restaurant on the corner of Sparks street.

Cet été, il y a un festival de feux d'artifice à Vancouver.

This summer there is a fireworks festival in Vancouver.

C'est une sorte de...

It is a kind of ...

Les fournitures scolaires sont les matériaux que l'élève utilise à l'école comme un crayon et une gomme à effacer.

School supplies are the materials students use at school, such as a pencil and an eraser.

C'est quelque chose utilisé pour...

It is something used for

Ibrahim n'est pas en classe aujourd'hui. Il est avec le directeur de l'école.

Ibrahim is not in class today. He is with the school principal.

Cet article décrit un accident dans le nord de la ville. Deux personnes sont blessées.

The article describes an accident in the northern part of the city. Two people were hurt.

En anglais la phrase *avoir chaud* veut dire « to be hot ».

In English, the expression *avoir chaud* means to be hot.

Monique est une personne très timide.

Monique is a very timid person.

Éric n'est pas très heureux aujourd'hui. Il a beaucoup de devoirs ce soir.

Eric isn't too happy today. He has lots of homework.

Pour travailler avec le public, il faut être gentil et avoir de la patience.

Aujourd'hui, il fera très beau. La température maximale sera de 30 °C.

Recalling information

Je le sais./Je ne sais pas./Je ne sais plus.

Je me souviens.../J'ai oublié...

Il sait où se trouve un bon restaurant./Il connaît un bon restaurant.

Mon amie a oublié son manteau.

Seeking information

Qui est ton enseignant de physique?

Où se trouvent les toilettes?

Qu'est-ce que c'est?

Comment dit-on... en anglais/en français?

Quelle est la différence entre... et...?

Quelle heure est-il, s'il vous plaît?

Quand est-ce que tu vas à la piscine?

Quelle est la date de ta fête?

Qu'est-ce que... veut dire?

Pourquoi es-tu en retard pour la classe de français?

Savez-vous s'il y a un festival de musique à Québec?

Qui est-ce?

Est-ce que tu connais... (la fille à côté de Phil)?

Te souviens-tu de... (comment se rendre au magasin)?

As-tu oublié l'heure de ton rendez-vous avec le dentiste?

Processing information

Voici mon ami Marc, sa blonde Andrea et mon chum Pedro.

Dans mon voisinage, il y a une pharmacie, une épicerie européenne, une boutique de vêtements de femme, un salon de coiffure, une fleuriste et une pizzeria.

Je me sens fatigué(e) et j'ai sommeil quand il pleut.

Au début de l'année scolaire, il y a des auditions pour des pièces de théâtre. Ensuite, il y a des répétitions. Après, on présente les pièces au printemps. À la fin, il y a des prix donnés pour les meilleures pièces.

While working with the public, one has to be nice and be patient.

It will be very nice today. The maximum temperature for the day will be 30 °C.

I know it./I don't know./I don't know anymore.

I remember.../I forgot...

He knows where there is a good restaurant./He knows a good restaurant.

My friend forgot her coat.

Who is your Physics teacher?

Where are the washrooms?

What is this/that?

How do you say... in English/in French?

What is the difference between ... and ...?

What time is it, please?

When are you going to the swimming pool?

What is the date of your birthday?

What does ... mean?

Why are you late for French class?

Do you know if there is a music festival in Quebec City?

Who is it?

Do you know ... (the girl next to Phil)?

Do you remember (how to get to the store)?

Did you forget the time of your appointment with the dentist?

This is my friend Marc, his girlfriend Andrea and my boyfriend Pedro.

In my neighbourhood, there is a pharmacy, a European grocery store, a clothing store for women, a beauty salon, a flower shop and a pizzeria.

I feel tired and I am sleepy when it rains.

At the beginning of the school year, there are auditions held for the plays. Next, there are rehearsals. Then, the plays are presented in the spring. At the end, there are awards given for the best plays.

Un stylo, un crayon et un cahier d'exercices sont des fournitures scolaires. Une table, des chaises et un tableau sont des articles pour la salle de classe.

A pen, a pencil and a workbook are school supplies. A table, chairs and a board are classroom furniture.

Possible Words or Expressions for Use with the Directive Function

Demanding an action

Regarde!/Regarde-moi!/Regardez!/Regardez-moi.

Look!/Look at me!

Rappelle-toi de.../Rappelez-vous de...

Remember to ...

Tu peux/vous pouvez commencer/arrêter maintenant.

You can begin/stop now.

Ne fais pas ça!

Don't do that!

N'oublie pas... /N'oubliez pas de...

Don't forget .../Don't forget to...

Suggesting an action

Pour aller au centre commercial, prenez l'autobus 37.

To go to the shopping mall, take the 37 bus.

Pour prendre l'autobus, il faut avoir de la monnaie. En montant, il faut déposer l'argent dans la boîte. Pour indiquer que tu veux descendre, il faut tirer la corde.

To take the bus, you need change. When you get on, you must put the money in the tariff box. To indicate that you want to get off, you have to pull the cord.

Tu dois/vous devez parler avec tes/vos parents.

You need to speak with your parents.

Je te recommande de ne pas marcher seul(e) dans la rue le soir. Ça pourrait être dangereux.

I advise you to not walk alone at night. It can be dangerous.

Puis-je vous suggérer le filet mignon? Il est extraordinaire.

May I suggest the filet mignon? It is wonderful.

Je pense que tu dois porter le bleu foncé. Il te va mieux que le bleu pâle.

I think that you should wear dark blue. It suits you better than light blue.

Requesting an action

Peux-tu demander à Jason de te prêter un stylo?

Can you ask Jason to lend you a pencil?

Peux-tu m'aider avec mes devoirs?

Can you help me with my homework?

Auriez-vous la gentillesse de me dire où se trouve la banque?

Could you be so kind as to tell me where the bank is?

Qu'en penses-tu? Le vert foncé ou le vert fluo?

What do you think? The dark green or the fluorescent green?

Quel conseil pourrais-tu me donner?

What advice can you give me?

Dealing with permission

Puis-je aller à mon casier?

Can I go to my locker?

Est-ce que je peux finir l'exercice après l'école, s'il vous plaît?

Can I please finish the exercise after school?

Est-ce que tes parents t'ont donné la permission de sortir ce vendredi soir?

Did your parents give you permission to go out Friday tonight?

Dealing with obligations and expectations

Est-ce que tu dois travailler ce soir?

Do you have to work tonight?

Penses-tu que ton père peut nous conduire à la fête de Mélanie?

Do you think your dad can drive us to Melanie's party?

Tu peux faire ça demain, non?

Can't you do that tomorrow?

Repairing communication

Tu comprends?/Vous comprenez?

Do you understand?

As-tu compris?/Avez-vous compris?

Did you understand?

Peux-tu me l'expliquer encore?

Can you explain it again?

Peux-tu/pourriez-vous le répéter?

Can you please repeat it?

Peux-tu/pourriez-vous répéter la dernière phrase?

Can you please repeat the last sentence?

Peux-tu/pourriez-vous épeler ce mot?

Can you please spell out that word?

Comment épèles-tu/épèlez-vous ce mot?

How do you spell that word?

Peux-tu/pourriez-vous me l'écrire?

Can you write it down for me?

Peux-tu/Pourriez-vous parler moins vite, s'il te plaît/s'il vous plaît?

Can you please speak much slower?

Possible Words or Expressions for Use with the Imaginative Function

Generating new ideas or solutions

Faisons un remue-méninges!

Let's brainstorm!

Si on commençait par...

If we were to start with ...

Utilisons un graphique sémantique pour organiser nos idées.

Let's use a semantic map to organize our ideas.

Imaginons...

Let's imagine ...

Dans ma tête, je vois/je peux visualiser...

In my mind, I see/I can visualize ...

Developing new texts, ideas, solutions

Je dirais que...

I would say that ...

Je pense que...

I think that ...

Je suggère que...

I suggest that ...

RESPONDING TO CREATIVE IDEAS OR TEXTS

Moi, je ne le vois pas comme ça du tout!

I don't see it that way at all!

D'après moi, ...

According to me, ...

Selon le texte...

According to the text, ...

Je trouve le texte/le poème/la bande dessinée...

I find the text/poem/the cartoon ...

J'aime comment ce mot sonne.

I like the way that word sounds.

Possible Words or Expressions for Classroom Activities and Interactions

Expressions à utiliser pour jouer à deux ou pour travailler en groupe

Pour déterminer le tour

For turn-taking

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 compter les points

For counting 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?

Pour partager les matériaux

For material sharing

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.

À la fin du jeu

At the end of the game

J'ai gagné!/On a gagné!

I won!/We won!

Tu as gagné!

You won!

Félicitations!

Congratulations!

Bien joué!

Good game!

Pour encourager quelqu'un

FOR ENCOURAGING SOMEONE

Allez!/Vas-y!

Go!/Start!

Chouette!

Sweet! (colloquial)

C'est fantastique!

That's fantastic!

Super!

Great!

Oh là là!

Wow!

C'est incroyable!

That's amazing!

Bien fait!

Well done!

C'est correct./C'est juste.

That's correct.

C'est ça.

That's right.

C'est bon.

That's good.

Pour aider quelqu'un

FOR HELPING SOMEONE

Peut-être que c'est mieux comme ça...

Maybe it's better like this ...

... va avec...

... goes with ...

Je pense/je crois que c'est...

I think that it is ...

Pour emprunter ou prêter quelque chose

FOR BORROWING OR LENDING SOMETHING

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...!	Let me use your ... please!
Oui, bien sûr!	Yes, certainly!
D'accord!	OK!
Le/la voici.	Here it is.
Merci beaucoup!	Thank you very much!
Je t'en prie.	You are welcome.
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	FOR EXCHANGING THINGS
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 partager les résultats du travail	For sharing group results
Qui va... (présenter nos réponses)?	Who is going to ... (present our answers)?
L'opinion de notre groupe est que...	Our group's opinion is that ...
On a décidé que...	We decided that ...

Verbes à utiliser pour donner des ordres dans la salle de classe

Allez/va... (au tableau).	Go ... (to the board).
Cochez/coche... (la bonne case).	Check off ... (the correct box).
Complétez/complète... (la phrase).	Complete ... (the sentence).
Créez/crée... (une nouvelle phrase).	Create ... (a new sentence).
Écoutez/écoute... (le dialogue/l'enregistrement).	Listen to ... (the dialogue/the recording).
Écrivez/écris... (un nouveau texte).	Write ... (a new text).
Épelez/épelle... (le mot pour moi).	Spell ... (the word for me).
Exprimez/exprime... (votre/ton idée).	Express ... (your idea).
Indiquez/indique... (la réponse dans la grille).	Indicate ... (the answer in the grid).
Inspirez-vous/inspire-toi de... (la liste de vocabulaire).	Be inspired by ... (the vocabulary list).
Jouez/joue le rôle de...	Play the role of ...
Mettez/mets... (un x à côté de la bonne réponse).	Place ... (an x next to the right answer).
Lisez/lis... (à haute voix).	Read ... (out loud).
Observez/observe... (cette photo).	Observe ... (this photograph).
Remettez-moi/remets-moi... (le livre).	Return ... (the book) to me.
Remplissez/remplis... (le formulaire).	Fill out ... (the form).

Répétez/répète... (après moi).	Repeat ... (after me).
Soulignez/souligne... (les mots inconnus dans le texte).	Underline ... (the unknown words in the text).
Surligne/Surlignez... (les mots connus dans le texte).	Highlight ... (the known words in the text).
Terminez/termine... (l'exercice).	Finish ... (the exercise).
Trouvez/trouve... (la réponse dans le texte).	Find ... (the answer in the text).
Utilisez/utilise... (le dictionnaire pour déterminer le genre).	Use ... (the dictionary to determine the gender).

Vocabulary Used with Information and Communication Technologies

Les composantes de l'ordinateur

le clavier	keyboard
l'écran (m.)	screen
un disque dur	hard drive
un lecteur de cédérom	cd-rom reader/player
un microphone	microphone
un moniteur	monitor
une souris	mouse
un tapis de souris	mouse pad

Les parties du clavier

une touche	key
la barre d'espace	space bar
la touche de retour	return key
la touche majuscule	shift key

Les périphériques

un appareil 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

un cédérom	CD-ROM
un disque	disk

un DVD	DVD
la numérisation	digitization
Autres mots reliés à l'informatique	
a commercial (arobas)	at-sign (@)
une adresse électronique/une adresse de courriel	e-mail address
un bâton de mémoire/une carte de mémoire flash	memory stick/flash memory card
une barre de défilement	scroll bar
une base de données	database
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
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	
baladodiffuser	to podcast
bloguer	to blog/weblog
clavarder	to chat
cliquer	to click
coller	to paste
couper	to cut
démarrer	to start up
enregistrer	to save
envoyer un message textuel	to send a text message
être en ligne	to be online
fusionner	to merge

imprimer	to print
naviguer	to navigate
numériser	to digitize
polluposter	to spam
redémarrer	to restart
sauvegarder	to backup
télécharger	to download

Mots reliés à Internet

une adresse URL	uniform resource locator (URL)
un balado	podcast
un blogue	a blog
un clavardoir	chat room
une communauté virtuelle	online community
un espace Web personnalisé	personalized Webspaces
un filtre antipourriel	antispam filter
un forum de discussion	online discussion group/newsgroup
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 moteur de recherche	search engine
la n�tiquette	netiquette
une page d'accueil	home page
un portail	portal
le pourriel	spam
une r�alit� virtuelle	virtual reality
la recherche en ligne	online research
un r�seautage social en ligne	online social network
un site Web	Web site
un site Wiki	Wikisite
un virus	virus

Mots reli s   la communication

un assistant num�rique personnel	digital assistant
un baladeur � disque dur	iPod
un baladeur MP3	MP3 player

la câblodistribution	cable television
un caméscope 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
une télévision à haute définition	high definition television
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. For new terms, teachers are encouraged to use the Web site created by *l'Office québécois de la langue française* at <<http://www.granddictionnaire.com>>.

Language Support for the Repertoire Component

R-1—Vocabulary

Pour parler de soi-même ou des autres

Les parties du corps

la bouche	la jambe/les jambes
un bras/les bras	la main/les mains
les cheveux (blonds, bruns, noirs, roux)	le nez
le corps	une oreille/les oreilles
le cou	un pied/les pieds
un doigt/des doigts	la tête
le dos	le visage
une épaule/les épaules	les yeux (m.) (bruns, bleus, gris, verts)
le genou/les genoux	

Les traits physiques

beau/belle	jeune
grand/grande	joli/jolie
fort/forte	petit/petite

Les traits de personnalité

aimable	indépendant/indépendante
actif/active	intelligent/intelligente
amusant/amusante	intéressant/intéressante

brave	nerveux/nerveuse
calme	patient/patiente
comique	poli/polie
content/contente	réservé/réservée
drôle	timide
énergique	sociable
gentil/gentille	sportif/sportive
honnête	sympathique (sympa)

Les préférences de passe-temps

avoir des invités à souper	faire du ski (alpin/de fond)
aller au cinéma	faire du surf des neiges/de la planche à neige
aller aux concerts	jouer avec mes amis/amies
aller au restaurant	jouer d'un instrument de musique (de la batterie, de la guitare, du piano)
assister à un match de...	
écouter de la musique	jouer au football/au hockey/au soccer
danser	jouer à l'ordinateur
dessiner	jouer à des jeux vidéo
faire de la bicyclette/du vélo	jouer aux quilles
faire de l'exercice	lire/faire de la lecture
faire de la natation/nager	patiner
faire du magasinage	prendre un café avec les ami(e)s
faire du patin à roues alignées	regarder la télévision/un film/une vidéo

Les préférences d'aliments

Des aliments de base

le bacon	du jambon
un bagel/un baguel	de la moutarde
le (du) beurre	de la mayonnaise
le (du) beurre d'arachide	un œuf
un biscuit/des biscuits	du pain
du bœuf	des pâtes (f. pl.)
des céréales chaudes	de la pizza
des céréales froides	du poisson
de la confiture (de fraises/d'oranges)	du porc
un cornichon/des cornichons	du pouding
de la crème glacée (au chocolat/à la vanille)	du poulet
un croissant	du riz
de la dinde	une rôtie/des rôties
du fromage	une salade

des fruits de mer
du gâteau
un hamburger
du ketchup

une saucisse
un saucisson
un sandwich à... (au jambon/au fromage)
de la viande

Les boissons

une boisson gazeuse
du café
du chocolat chaud
de l'eau minérale

du jus de...
du lait frappé
de la limonade
du thé

Les friandises

un bonbon/des bonbons
du chocolat
des croustilles (f. pl.)

de la gomme à mâcher
du maïs soufflé
des noix

Les fruits

un abricot
une banane
une cerise/des cerises
un citron
une fraise/des fraises
une framboise/des framboises
une lime
une mangue
un melon d'eau

une orange
un pamplemousse
une pêche
une poire
un poivron rouge
un poivron vert
une pomme
un raisin/des raisins
une tomate

Les légumes

du brocoli
une carotte
du céleri
un champignon/des champignons
un chou
un concombre
des épinards

des haricots jaunes/verts (m. pl.)
de la laitue
du maïs
un oignon/des oignons
des petits pois (m. pl.)
une pomme de terre/des pommes de terre/une patate

Les préférences de vêtements

Les vêtements de base

un anorak
une blouse
un chandail
des chaussettes (f. pl.)

un manteau
un pantalon
un parka
un pull-over

une chemise
un collant
un costume
un coton ouaté
un imperméable
un jean
une jupe
un maillot de bain

un pyjama
une robe
un short
un survêtement
un t-shirt
une veste
une veste polaire
un veston

Les accessoires et les bijoux

une bague
des bottes (f. pl.)
des boucles d'oreille (f. pl.)
un bracelet
un chapeau
une casquette
des chaussures (f. pl.)
des chaussures de sport (f. pl.)
une ceinture
un collier
une cravate

une écharpe
un gant/des gants
un foulard
des lunettes (f. pl.)
une mitaine/des mitaines
une montre
un parapluie
une pantoufle/des pantoufles
un sac à dos
un sac à main
une tuque

Les membres d'une famille

un beau-père
une belle-mère
un cousin
une cousine
un demi-frère
une demi-sœur
un frère
un frère adoptif
une grand-mère

un grand-père
des jumeaux/des jumelles
une mère
un oncle
un père
une sœur
une sœur adoptive
une tante

Les amis

un ami
une amie

un petit ami/un chum/un copain
une petite amie/une blonde/une copine

La routine quotidienne/hebdomadaire

se brosser les dents
se coiffer
se coucher
se dépêcher

se laver
se lever
mettre la table
se maquiller

se déshabiller
s'endormir
s'habiller

se peigner
se raser
se réveiller

Les responsabilités à la maison

débarrasser la table
donner de la nourriture au chien, au chat,
au poisson, à l'oiseau
donner un bain au chien
faire des courses
faire le ménage
faire le repassage
faire son lit
garder ses frères et ses sœurs
laver la voiture

nettoyer la baignoire, la douche, le lavabo, la toilette
passer l'aspirateur
pelleter la neige
préparer les repas
ranger sa chambre
repasser le linge
sortir les ordures
suspendre les vêtements
tondre le gazon/la pelouse
vider le lave-vaisselle

Pour parler de la salle de classe et de l'école

Les fournitures scolaires

un bâton de colle
un cahier d'exercices
une chemise
des ciseaux (m.)
un crayon
des crayons de couleur
une feuille de papier/des feuilles de papier
un feutre/des feutres

une gomme à effacer
un livre/des livres
une règle
une reliure à anneaux/un cartable
un stylo (rouge, bleu, noir)
un taille-crayon
une trousse de crayons

Les objets dans/de la salle de classe

une affiche/des affiches
un bac de recyclage
une boîte de papiers-mouchoirs
un bureau
une calculatrice
un calendrier
une carte géographique
un casier
une cassette audio
une chaise/des chaises
un classeur

une horloge
un lecteur de disques compacts
un lecteur de DVD
un magnétophone
un magnétoscope
un ordinateur
une porte
une poubelle
un rétroprojecteur
une table/des tables
un tableau (blanc/noir/vert)

de la craie/des craies
un écran
une étagère
une fenêtre

un taille-crayon
un téléphone
un téléviseur

Les matières scolaires

l'allemand (m.)
l'anglais (m.)
l'alimentation (f.)
l'art dramatique (m.)
les arts visuels (m.)
la biologie
la carrière et la vie
la chimie
le cours de chant
la danse
le design
le droit
l'éducation physique (f.)
l'espagnol (m.)

les études religieuses (f.)
les études sociales (f.)/les sciences humaines (f.)
la fabrication
le français
la gestion des finances
la gestion et le marketing
l'informatique (f.)
l'italien (m.)
les mathématiques (f.)
la musique instrumentale
la physique
les sciences (f.)
la technologie des communications
le traitement de texte

Le personnel de l'école

L'administration

le directeur/la directrice
le directeur adjoint/la directrice adjointe

le conseiller/la conseillère

Le personnel enseignant

l'enseignant/l'enseignante (au Canada)/le professeur/
la professeure (en France, au Canada au niveau
postsecondaire)

l'enseignant de... (p. ex., l'enseignant de sciences,
l'enseignante d'arts plastiques)

Le personnel de soutien

l'aide-enseignant/l'aide-enseignante
le bibliothécaire/la bibliothécaire
le concierge/la concierge
l'infirmier/l'infirmière

le secrétaire/la secrétaire
le technicien en informatique/la technicienne en
informatique

Le plan de l'école

À l'intérieur

la bibliothèque
le bureau du concierge

le rez-de-chaussée
la salle d'économie familiale

le bureau du conseiller/le bureau de la conseillère
le bureau du directeur/le bureau de la directrice
le bureau du directeur adjoint/le bureau de
la directrice adjointe
le bureau principal
la cafétéria
le couloir/le corridor
le deuxième étage
l'entrée principale (f.)
l'entrepôt (m.)
les fenêtres (f.)
le gymnase
l'infirmerie (f.)
le laboratoire (de langues/de sciences)
le mur
la porte

À l'extérieur

la cour
le stationnement

L'heure

Il est sept heures.
Il est sept heures et demie./Il est sept heures trente.
Il est huit heures.
Il est huit heures cinq/dix.
Il est neuf heures et quart./Il est neuf heures quinze.
Il est dix heures vingt-cinq.
Il est onze heures moins le quart./Il est onze heures
moins quinze./Il est dix heures quarante-cinq.
Il est midi./Il est douze heures.
Il est treize heures.

Le temps pendant la journée

l'après-midi (m.)
aujourd'hui
demain
hier

la salle d'étude
la salle de classe numéro...
la salle de classe mobile
la salle de musique
la salle d'art dramatique
la salle d'haltérophilie
la salle de théâtre
la salle de travail
la salle des arts plastiques
la salle des élèves
la salle des enseignants/la salle des professeurs
la salle des ordinateurs/le laboratoire d'informatique
la sortie d'urgence
les toilettes (f.)
le vestibule
les vestiaires (m.)

un terrain de jeux

Il est quatorze heures.
Il est quinze heures.
Il est seize heures.
Il est dix-sept heures.
Il est dix-huit heures.
Il est dix-neuf heures.
Il est vingt heures.
Il est vingt-et-une heures.
Il est vingt-deux heures.
Il est vingt-trois heures.

le jour
le matin
le midi
le soir

Les activités et événements scolaires et parascolaires

une collecte de fonds pour... (le Conseil des parents/la banque alimentaire)	une réunion des enseignants/professeurs
la danse de...	une réunion du club (d'échecs/de français)
l'élection du conseil des élèves	une réunion du conseil des élèves
une journée pédagogique pour les enseignants	une répétition du club d'art dramatique
un match de l'équipe de... (soccer/volleyball/basket-ball/badminton)	la soirée des finissants
une pratique de l'équipe de... (soccer/volleyball/basket-ball/badminton)	un spectacle de musique/de danse/de théâtre
la remise du bulletin scolaire/de notes	les vacances de Noël
les rencontres parents-enseignants	les vacances de relâche du printemps
	les vacances d'été
	un voyage forfait de l'école

Les plans des études à l'avenir

aller à un collège communautaire	étudier à l'étranger
aller à une école de métiers	prendre un congé des études pour un an
aller à une institution postsecondaire	

Pour parler des aspects dans le contexte public

La météo

Les jours de la semaine

lundi	vendredi
mardi	samedi
mercredi	dimanche
jeudi	

Les mois de l'année

janvier	juillet
février	août
mars	septembre
avril	octobre
mai	novembre
juin	décembre

Les saisons

le printemps	l'automne (m.)
l'été (m.)	l'hiver (m.)

Le temps et la température

Il fait 15 °C aujourd'hui.	Il fait mauvais.
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Il fera -10 °C ce soir.
Il fait beau.
Il fait chaud.
Il fait (du) soleil.
Il fait du vent./Il vente./Il y a du vent.
Il fait frais.
Il fait froid.

Les commerces

une animalerie
un aéroport
une banque
une bibliothèque
une bijouterie
une blanchisserie
une boucherie
une boulangerie
une boutique (de musique)
un bureau de poste
un centre commercial
une chocolaterie
un cinéma
un club vidéo
un concessionnaire d'autos
une confiserie
un dépanneur (Québec)
une école
une église

Les services

Services culturels et communautaires

une billetterie
un centre culturel

Services de communication

Internet
le journal
la radio

Il neige.
Il pleut.
Il y a des nuages.
Il y a un orage.
Il y a une tempête de neige.
La température est/sera de 5 °C.

une épicerie
un fleuriste
une gare
une gare routière
un hôpital
un hôtel de ville
une librairie
un magasin (de sport)
un musée
un nettoyeur
un office de tourisme
un poste de police
un poste de pompiers
une quincaillerie
un restaurant
un salon de coiffure
une station-service
un supermarché
un théâtre

un musée
un théâtre

le téléphone
la télévision

Services éducatifs/d'éducation

un collègue	une maternelle
une école	une université
une garderie	

Services financiers

une banque	une caisse
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Services hôteliers

une auberge	un hôtel
un gîte	un motel

Services de loisirs

un centre récréatif/de loisirs	un terrain de golf
une installation sportive	un terrain de jeux
un parc	

Services postaux

des bureaux de poste (m.)	des messageries (f.)
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Services religieux

les églises (f.)	les synagogues (f.)
les mosquées (f.)	les temples (m.)

Services des ressources humaines

un service d'emploi pour les jeunes/les adultes	un service de placement
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Services de santé

une clinique dentaire	un hôpital
une clinique d'orthodontie	des services dentaires
une clinique de physiothérapie	des services légaux
une clinique médicale	des services médicaux
une clinique optométrique	

Services de sécurité

un poste de police	un poste de pompiers
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Services de transport

l'autobus	le taxi
le métro	

Services touristiques

un office du tourisme	
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Les évènements

un concert	un match de... (baseball/football/hockey/soccer)
un évènement (culturel/politique/religieux/sportif)	une ouverture d'... (un magasin/une galerie d'art/un musée)
un festival de... (danse/jazz/musique/patrimoine/théâtre)	une parade/un défilé
la fête du Canada	un rodéo
les feux d'artifice	un spectacle de (danse/jazz/musique/opéra/théâtre)
une manifestation	

Le transport

une auto/une voiture	une moto
un autobus	une motoneige
un avion	un scooter
une bicyclette	un taxi
un métro	un train

Les directions

Le plan

une avenue	une route
un boulevard	une route rurale
un chemin	une route sans issue
une place	une rue
un parc	un trottoir
un quartier	

Les points cardinaux et les points intermédiaires

le nord	le nord-est
le sud	le nord-ouest
l'est	le sud-est
l'ouest	le sud-ouest

Pour parler des aspects dans le contexte des professions et des métiers

Les professions et les métiers

un acteur/une actrice	un infirmier/une infirmière
un agent de police/une agente de police	un ingénieur/une ingénieure
un annonceur/une annonceuse	un journaliste/une journaliste
un architecte/une architecte	un maire/une mairesse
un artiste/une artiste	un mécanicien/une mécanicienne
un avocat/une avocate	un médecin/une médecin
un bibliothécaire/une bibliothécaire	un militaire/une militaire
un boucher/une bouchère	un musicien/une musicienne

un boulanger/une boulangère
un caissier/une caissière
un charpentier/une charpentière
un chauffeur d'autobus/une chauffeuse d'autobus
un chauffeur de taxi/une chauffeuse de taxi
un coiffeur/une coiffeuse
un conseiller municipal/une conseillère municipale
un comptable/une comptable
un cuisinier/une cuisinière
un dentiste/une dentiste
un électricien/une électricienne
un enseignant/une enseignante
un épicier/une épicière
un facteur/une factrice
un fleuriste/une fleuriste
un fermier/une fermière
un gardien de zoo/une gardienne de zoo
un homme d'affaires/une femme d'affaires

un opérateur de saisie de données/une opératrice de
saisie de données
un opticien/une opticienne
un ouvrier/une ouvrière
un pharmacien/une pharmacienne
un photographe/une photographe
un plombier/une plombière
un pompier/une pompière
un pompiste/une pompiste
un réceptionniste/une réceptionniste
un réparateur/une réparatrice
un scientifique/une scientifique
un secrétaire/une secrétaire
un serveur/une serveuse
un tailleur/une tailleuse
un travailleur social/une travailleuse sociale
un vendeur/une vendeuse
un vétérinaire/une vétérinaire

Des expressions reliées à la santé

J'ai la grippe./Je suis enrhumé(e).

J'ai mal à la tête.

J'ai mal à l'estomac.

J'ai mal au dos.

J'ai mal au genou./J'ai mal au genou gauche./J'ai mal
aux genoux.

J'ai mal à la jambe./J'ai mal à la jambe droite./J'ai mal
aux jambes.

J'ai mal au pied./J'ai mal au pied droit./J'ai mal aux
pieds.

J'ai mal à la gorge.

J'ai mal aux dents.

J'ai mal à l'oreille./J'ai mal à l'oreille gauche./J'ai mal
aux oreilles.

J'ai mal aux bras.

J'ai des allergies./J'ai des allergies à ... (la nourriture).

J'ai cassé... (mon bras/la jambe/une dent).

Je suis tombé(e).

Les connaissances et les habiletés au milieu du travail

Accepter les décisions.

Adopter des attitudes positives.

Adopter des habitudes de vie saines.

Collaborer avec les autres.

Coopérer.

Démontrer l'esprit d'équipe.

Essayer toujours de faire de son mieux.

Être conscient de ses attitudes et de ses actions.

Être flexible.

Ne pas blesser les autres.

Ne pas humilier les autres.

Respecter les autres.

Respecter l'autorité.

Savoir communiquer ses idées.

Savoir écrire.

Savoir lire.

Savoir parler correctement.

Savoir travailler de façon autonome.

Être honnête.
Être ponctuel.
Être prudent.

Savoir utiliser un langage approprié.
Travailler fort.

Selection of words used in French that are borrowed from other languages

Mot

le Canada
le Québec
l'abricot
l'ananas
l'anorak
le bacon
la baguette
la banque
le baseball
le baguel
la bibliothèque
le caribou
le cheddar
la chimie
le chocolat
le club
la guitare
le haricot
le kayak
le mocassin
l'orange
le numéro
le pantalon
le poncho
le soldat
le sucre
le téléphone
le toboggan
la tomate
le trafic
la veste

Emprunt...

au micmac
à l'algonquin
à l'arabe
au hindi
à la langue inuite
à l'anglais
à l'italien
à l'italien
à l'anglais
au yiddish
au grec
au micmac
à l'anglais
à l'arabe
à la langue aztèque
à l'anglais
à l'arabe
au grec
à la langue inuite
aux langues amérindiennes
à l'arabe
à l'italien
à l'italien
à la langue amérindienne par l'espagnol
à l'italien
au hindi par l'italien
au grec
à l'algonquin
à la langue aztèque
à l'italien
à l'italien

Examples of French words borrowed into English

Mot	English word today
face à face	<i>face to face</i>
gentilhomme	<i>gentleman</i>
hoquet	<i>hockey</i>
palais	<i>palace</i>
tennis (venant du mot tenez)	<i>tennis</i>
toast (venant du mot toasté)	<i>toast</i>

Examples of French words borrowed into English and still used in French

à la carte	déjà vu
à la mode	eau de toilette
avant-garde	étiquette
baguette	menu
bon appétit	pièce de résistance
crème de la crème	RSVP (répondez, s'il vous plaît)
croissant	sauté
cul-de-sac	vis-à-vis

Expressions to Support Language Awareness Outcomes

Quelques expressions idiomatiques

Aller comme un gant.	<i>To fit like a glove.</i>
Appeler un chat un chat.	<i>To call a spade a spade.</i>
Être aux anges.	<i>To be on cloud nine.</i>
Être serré comme des sardines.	<i>To be packed in like sardines</i>
Mettre son grain de sel.	<i>To put in one's two cents worth.</i>
Poser un lapin	<i>To stand someone up (not show up for a date).</i>
Être pris(e) la main dans le sac.	<i>Caught red-handed.</i>
Se mettre le doigt dans l'œil.	<i>To make a mistake.</i>
Se vendre comme des petits pains chauds.	<i>To sell like hotcakes.</i>

Quelques proverbes et dictons

Après la pluie, le beau temps.	<i>Every cloud has a silver lining.</i>
Aussitôt dit, aussitôt fait.	<i>No sooner said than done.</i>
C'est en forgeant qu'on devient forgeron.	<i>Practice makes perfect.</i>
C'est le premier pas qui compte.	<i>The first step is the hardest.</i>
Ce ne sont pas les mots qui comptent, mais les actions.	<i>Actions speak louder than words</i>
Chaque chose en son temps.	<i>Everything in its own time.</i>
Deux s'amuse, trois s'ennuient.	<i>Two's company, three's a crowd.</i>
Il faut laver son linge sale en famille.	<i>Don't air your dirty laundry in public.</i>

Il faut tourner sa langue sept fois dans sa bouche avant de parler.	Think before you speak.
Il ne faut pas mettre tous ses œufs dans le même panier.	Don't put all your eggs in one basket.
Mieux vaut tard que jamais.	Better late than never.
Quand les poules auront des dents.	When pigs fly.
Tout nouveau, tout beau.	The flavour of the month.
Vaut mieux prévenir que guérir.	Better safe than sorry.
Vouloir c'est pouvoir.	Where there is a will, there is a way.
Des expressions avec avoir	
Avoir... ans	To be ... years old.
Avoir besoin de...	To need; to have to
Avoir bonne mine	To look healthy, well
Avoir chaud	To be hot
Avoir confiance en	To have confidence in; to trust
Avoir d'autres chats à fouetter	To have other fish to fry
Avoir de la chance	To be lucky
Avoir du mal à faire quelque chose	To have a hard time doing something
Avoir du pain sur la planche	To have a lot on one's plate
Avoir du travail par-dessus la tête	To be up to one's neck in work
Avoir envie de...	To want
Avoir faim	To be hungry
Avoir froid	To be cold
Avoir honte	To be ashamed
Avoir l'idée que...	To have the impression that ...
Avoir l'impression que...	To have a feeling that ...
Avoir l'intention de...	To intend to ...
Avoir le bras long	To be well connected; to have a lot of influence
Avoir la tête qui tourne	To be dizzy; one's head is spinning
Avoir les yeux plus gros que le ventre	To bite off more than one can chew
Avoir lieu	To be held
Avoir un chat dans la gorge	To have a frog in one's throat
Avoir le coup de foudre	To fall in love at first sight
Avoir le mal de mer	To be seasick
Avoir un mal de tête/de dents	To have a headache, toothache
Avoir le mal du pays	To be homesick
Avoir le temps (de faire)	To have time (to do)
Avoir mal à la tête/à l'estomac	To have a headache, stomach ache
Avoir mal au cœur	To be sick to one's stomach

Avoir mal aux dents/aux yeux	To have a toothache; to have sore eyes
Avoir mauvaise mine	To look unhealthy/pale
Avoir quelque chose sur le bout de la langue	To have something on the tip of one's tongue
Avoir raison	To be right
Avoir soif	To be thirsty
Avoir sommeil	To be sleepy
Avoir tort	To be wrong
Avoir la tête dans les nuages	To have one's head in the clouds
Avoir toute liberté pour...	To have full permission
Avoir un petit creux	To be a little hungry
Avoir une faim de loup	To be starving
Avoir une mémoire d'éléphant	To never forget anything
Avoir une panne d'essence	To run out of gas
Des expressions avec faire	
faire + un infinitif	To get someone to (+ verb) ...
faire confiance	To trust someone
faire connaître quelque chose	To inform someone about something
faire contraste avec quelque chose	To contrast with something
faire de la natation	To swim
faire de la peine à quelqu'un	To cause someone grief/sorrow
faire de la recherche	To research something
faire des courses (au Canada)	To run errands/to go shopping
faire des photos	To take pictures
faire du bénévolat	To do volunteer work
faire du camping	To go camping
faire du jogging	To jog/to run
faire du magasinage (au Canada)	To go shopping
faire du parachutisme	To parachute
faire du théâtre	To act with a theatre group
faire du ski	To ski
faire du sport	To play sports
faire du troc	To exchange an item or service for another
faire du vélo/du cyclisme	To cycle
faire faire quelque chose par quelqu'un	To have someone do something
faire fortune	To become rich
faire fureur	To become a sensation
faire la collecte de...	To collect ...
faire la connaissance de quelqu'un	To meet someone for the first time

faire la cuisine	To cook
faire la fête	To party
faire la promotion de...	To promote ...

Apprendre des abréviations ou des symboles courants

The following common abbreviations and symbols are used in French:

<i>Madame</i>	<i>M^{me}</i>	<i>exemple</i>	<i>ex.</i>
<i>Mademoiselle</i>	<i>M^{lle}</i>	<i>numéro</i>	<i>n^o</i>
<i>Monsieur</i>	<i>M.</i>	<i>page</i>	<i>p.</i>
<i>adresse</i>	<i>adr.</i>	<i>pour cent</i>	<i>%; p. c.; p. cent; p. 100</i>
<i>appartement</i>	<i>app.</i>	<i>téléphone</i>	<i>tél.</i>
<i>avenue</i>	<i>av.</i>	<i>téléphone cellulaire</i>	<i>tél. cell.</i>
<i>boulevard</i>	<i>boul.</i>	<i>centimètre</i>	<i>cm</i>
<i>case postale</i>	<i>C. P.</i>	<i>heure</i>	<i>h</i>
<i>chemin</i>	<i>ch.</i>	<i>kilogramme</i>	<i>kg</i>
<i>route</i>	<i>rte</i>	<i>mètre</i>	<i>m</i>
<i>nord</i>	<i>N.</i>	<i>millimètre</i>	<i>mm</i>
<i>sud</i>	<i>S.</i>	<i>Répondez, s'il vous plaît</i>	<i>RSVP</i>
<i>est</i>	<i>E.</i>	<i>s'il vous plaît</i>	<i>SVP; svp</i>
<i>ouest</i>	<i>O.</i>	<i>s'il te plaît</i>	<i>STP; stp</i>

Abréviations normalisées des provinces et territoires du Canada

Alberta	Alb.	Ontario	Ont.
Colombie-Britannique	C.-B.	Québec	Qc
Île-du-Prince-Édouard	Î.-P.-É.	Saskatchewan	Sask.
Manitoba	Man.	Terre-Neuve-et-Labrador	T.-N.-L.
Nouveau-Brunswick	N.-B.	Territoire du Yukon	Yn
Nouvelle-Écosse	N.-É.	Territoires du Nord-Ouest	T.N.-O.
Nunavut	Nt		

Symbols of unitary or monetary measurement are separated from the number by a space.

◆ Examples:

25 ¢	26 m
10 \$	8 h
14,5 cm	50 %

In French-speaking Canada, the \$ sign is always placed after the monetary amount. Therefore, *deux dollars* would be written **2 \$**. If a cent amount is part of the price, a comma is placed between the dollar amount and the cents, with the money symbol being placed at the end; e.g., **2,99 \$**.

In France, the currency is the **Euro** and the symbol is **E** for *Euros*. Again, the money symbol is placed after the amount; e.g., **150 €**.

Connaître le calendrier

Les jours de la semaine

The days of the week—*les jours de la semaine*—are *lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche*. They are written in lower case letters and are masculine in gender. The plural of each *jour de la semaine* is formed by adding an *s*.

In North America, calendars traditionally begin with *dimanche* and include the names of holidays and celebrations of various origins. However, in France the first calendar day of the week is *lundi*. In addition, French calendars do not make any reference to Muslim, Jewish, Buddhist or Hindu religious holidays or celebrations.

L'article défini le is used to express the idea of on ... (a particular day of the week).

◆ Examples:

Le lundi, le mardi, le mercredi, le jeudi et le vendredi, je vais à l'école.
Le samedi, je suis avec mes amis.
Le dimanche, je fais mes devoirs.

Les mois de l'année

The months of the year—*les mois de l'année*—in order of the calendar year are *janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre*.

Les mois de l'année are written in lower case letters and are masculine in gender.

◆ Examples:

Normalement, le mois de décembre est très froid.
C'est un avril frais, cette année.

To express “the month of ...”, the preposition *en* is used in conjunction with the designated month.

◆ Examples:

En janvier, on fête le Nouvel An.
En octobre, on a souvent l'été des Indiens.

La date

The date is usually written with a combination of words and numbers.

Le 8 janvier 2010
Le 15 novembre 2010

Orally, the date can be said:

Nous sommes le 14 février 2010.
Aujourd'hui, c'est le 14 février.
On est le 14 février 2010.

The date can be written with or without *l'article défini le*. There is no comma between the month and the year. Also, note that the month is not capitalized and that the year is written using all four digits.

Generally, the day of the week is not included as part of the date. However, if required for certain texts, such as invitations, it is written as follows.

◆ **Example:**

Le vendredi 19 mars 2010

If the day of the week is incorporated into the body of text, neither the day nor the month is capitalized and it is written in this manner.

La réunion est le vendredi 19 mars 2010.

When writing the date in a letter or a card, the name of the town or city from which the document originates is included in the date in this fashion:

Montréal, le 2 décembre 2010.

Orally, when the day of the week is included, the date can be said:

Aujourd'hui, c'est le vendredi 19 mars.

Nous sommes le vendredi 19 mars.

On est le vendredi 19 mars 2010.

In charts, tables, etc., the date may be abbreviated by using only numbers. In these instances, the year precedes the month which precedes the day. There are different ways of writing the date in an abbreviated form.

◆ **Examples:**

2010 04 29

2010-04-29

In France, in the abbreviated form of the date, the day of the week precedes the month of the year. Note that a period is used to separate each set of two numbers.

◆ **Examples:**

14.07.10 (14 juillet 2010)

25.12.10 (25 décembre 2010)

In all of the examples above, cardinal numbers were used to express the date. The only exception to this rule is the first day of any month. In this case, the ordinal number *premier*, abbreviated in written form *1^{er}*, is used.

◆ **Examples:**

Le premier janvier

1^{er} avril

Le samedi 1^{er} mai 2010

L'année

The year is written out in the following ways:

1492 mille quatre cent quatre-vingt-douze

1800 mille huit cents

1950 mille neuf cent cinquante

2000 deux mille

2008 deux mille huit

2020 deux mille vingt

The word *mille* is sometimes written as *mil* when writing the date.

When saying the year, however, there are two possibilities for dates in the hundreds.

◆ **Examples:**

1381 *mille trois cent quatre-vingt-un*
or
treize cent quatre-vingt-un

1967 *mille neuf cent soixante-sept*
or
dix-neuf cent soixante-sept

Donner son adresse

When writing an address in French, a comma is placed after the number of the building, followed by the words *rue* (street), *avenue*, *boulevard*, *place* (square), *chemin* (road), *rang* (range road), *route*, *croissant* (crescent) or *promenade* and then the name of the street, avenue, etc. The French words *rue*, *avenue*, *boulevard*, *route* or *chemin* are often the equivalents of the English word *drive*.

◆ **Examples:**

34, *rue Centrale*
52, *avenue Victor-Hugo*
23, *boulevard Beauséjour*
605, *chemin Saint-François*
315, *route 132*

Note that when the words *rue*, *avenue*, *boulevard*, etc., are written in the middle of an address, they take a lower case letter. Some of these words can also be abbreviated when there is not enough space to write them out fully.

◆ **Examples:**

<i>avenue</i>	<i>av.</i>
<i>boulevard</i>	<i>boul. (bd en France)</i>
<i>chemin</i>	<i>ch.</i>
<i>route</i>	<i>rte</i>
<i>place</i>	<i>pl.</i>

When the address contains an ordinal number, the ordinal number can be written out in all letters (e.g., *Première*) or in a combination of numbers and letters (e.g., *1^{re}*). In these cases, all words begin with a capital letter.

◆ **Examples:**

11, *Première Avenue*
11, *1^{re} Avenue*
4617, *50^e Avenue*
8828, *95^e Rue*

When the address contains a combination of a letter and numbers, the letter is always capitalized and there is no space between the letter and the number(s).

◆ **Examples:**

4801A, 52^e Avenue
2804B, 47^e Rue

When the address contains an apartment number, the abbreviated form *app.* is written after the street name and separated from the name by a comma.

◆ **Examples:**

75, rue Saint-Dominique, app. 7
459, avenue des Pins, app. 1109

If there is not enough space for the apartment number to be written at the end of the address, then it is written in full on the line above.

◆ **Examples:**

Appartement 7
75, rue Saint-Dominique
Appartement 1109
459, avenue des Pins

When the address contains cardinal directions (*Nord, Sud, Est, Ouest*), they are written out in full and the first letter is capitalized. If there is insufficient space, the directions are abbreviated *N., S., E., O.*, respectively.

◆ **Examples:**

435, 13^e Rue Ouest
1932, route 132 E., Saint-Georges-de-Malbaie
170, boulevard Sainte-Anne O.

When an address is a post office box, the words *Case postale*, or the abbreviation *C. P.*, are used in conjunction with the box number.

◆ **Examples:**

Case postale 540
C. P. 422

The postal station is indicated by the word *Succursale* (abbreviated *succ.*) and follows *Case postale* on the same line or on the line below.

◆ **Examples:**

Case postale 540, succ. A
Case postale 422
Succursale Centre-ville

In France, the term *boîte postale* (abbreviated *B. P.*) is used instead of *case postale*. The box number follows the words *boîte postale* or its abbreviation.

The name of the town or city is written in full and begins with a capital letter. The province or territory is also written out in full and is placed beside the town or city. They are separated by a comma.

◆ **Examples:**

Vancouver, Colombie-Britannique
Charlottetown, Île-du-Prince-Édouard
Yellowknife, Territoires du Nord-Ouest





When addressing an envelope or writing a business letter, the name of the province or territory is placed inside parentheses.

◆ **Examples:**

Calgary (Alberta)
Québec (Québec)
Shédiac (Nouveau-Brunswick)
Iqaluit (Nunavut)

When addressing an envelope or writing a business letter, the postal code (*le code postal*) completes the address. It is placed either beside the name of the province or territory or on the last line, if there is no space on the same line as the province.

◆ **Examples:**

 École Beau Soleil C. P. 422 Gravelbourg (Saskatchewan) S0H 1X0		 École Allain-St-Cyr 5622, 51A Avenue Yellowknife T. N.-O. X1A 1G4	
------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

École Maurice-Lavallée
8828, 95^e Rue
Edmonton, Alberta
T6C 4H9

} As it would appear on the cover of a school agenda.

In France, the postal code appears before the name of the town or city and is composed entirely of numbers.

◆ **Example:**

Collège J. J. Rousseau
4, avenue Napoléon III
B. P. 94
74164 Saint-Julien-en-Genevois CEDEX
France

When a building, a street, a town or a city is named after a famous person or is composed of more than one name, the name is hyphenated.

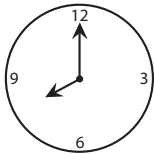
◆ **Examples:**

École Saint-Jean (building)
boul. René-Lévesque (street)
Saint-Jean-Port-Joli (town)

Exprimer l'heure

There are two ways of telling time: one using the twenty-four hour clock and one using the twelve-hour clock. The twenty-four hour clock is always used in written communication (for example, bus/train schedules, appointment books, etc.). The twelve-hour clock is used more often orally, but be aware that this usage also depends on where you are. For example, in France, it is more common to use the twenty-four hour clock than the twelve-hour clock, even in conversation.

◆ Examples:

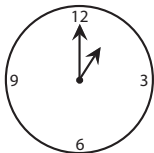


Il est huit heures du matin. (12-hour clock)

Il est huit heures. (24-hour clock)

Il est huit heures du soir. (12-hour clock)

Il est vingt heures. (24-hour clock)

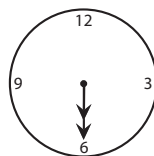


Il est une heure du matin. (12-hour clock)

Il est une heure. (24-hour clock)

Il est une heure de l'après-midi. (12-hour clock)

Il est treize heures. (24-hour clock)

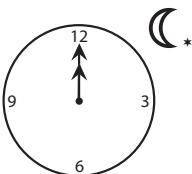


Il est six heures et demie du matin/du soir. (12-hour clock)

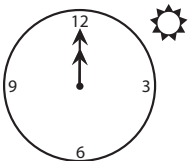
Il est six heures trente. (24-hour clock)

Il est dix-huit heures trente. (24-hour clock)

Note that in conversation you would refer to 00 h 00 as **minuit** and 12 h as **midi** not **douze heures**.



Il est minuit.



Il est midi.

The word **heure** is abbreviated in this way: **h**. Therefore, *Il est six heures et demie* is written *Il est 6 h 30*.

Formules de politesse

Pour commencer une présentation ou un discours :

Pendant la journée :

« Bonjour, mesdames/messieurs »,

Pendant la soirée :

« Bonsoir, mesdames/messieurs »,

Pour terminer une présentation ou un discours :

« Je vous remercie/Je tiens à vous remercier...

... de/pour votre gentille attention. »

... du/pour le chaleureux accueil que vous m'avez réservé. »

... de/pour votre collaboration... »

La ponctuation

Les espacements

In French, specific spacing rules are used for different types of punctuation marks.

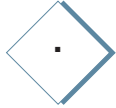
Signes de ponctuation

	Avant	Après	◆ Exemples :
•	0 espace	1 espace	J'adore faire du ski. J'attends la neige avec impatience.
,	0 espace	1 espace	Il y a des pommes de terre, des carottes et des petits pois.
;	0 espace	1 espace	Le magasin est tout près; tourne à gauche, traverse la rue et le voilà.
:	1 espace	1 espace	La maison a 4 pièces : 2 chambres à coucher, salon et salle à manger.
?	0 espace	1 espace	Est-ce que nous pouvons toucher le ballon avec les mains? Non.
!	0 espace	1 espace	Quel bel ensemble! Bon choix!
...	0 espace	1 espace	Elle prend une omelette, une salade, du fromage... et un café au lait.

Signes typographiques

	Avant	Après	◆ Exemples :
-	0 espace	0 espace	Vingt-cinq points.
–	1 espace	1 espace	Le hockey sur glace – un sport d’hiver – est un des sports nationaux du Canada.
()	1 espace 1 espace	0 espace	La Coupe Grey (2000) a eu lieu à Calgary.
[]	1 espace 1 espace	0 espace	Le son [i] comme dans le mot kiwi.
« »	1 espace 1 espace	1 espace	Le conseiller-imagiste suggère : « Opte pour les couleurs automnales. »
/	0 espace	0 espace	Il conduit à 120 km/h sur l’autoroute.
*	0 espace	1 espace	Les escargots* au beurre sont au menu. * Les escargots sont des mollusques.
, (virgule décimale)	0 espace	0 espace	18,25 kilomètres
°	1 espace	0 espace	Il fait souvent 40 °C à Lindos, en été.
\$	1 espace 1 espace	0 espace 1 espace	Ce repas coûte 12 \$. Le prix de 150 \$ n’est pas raisonnable pour le jean.
%	1 espace	1 espace	63 % des Canadiens ne font pas suffisamment d’activité physique.

Les signes de ponctuation



Le point

Le point is used at the end of a declarative sentence to indicate completeness.

◆ **Examples:**

*Il mange beaucoup.
La chemise est belle.*

Le point is also used at the end of an imperative sentence.

◆ **Examples:**

*Buvez de l'eau tous les jours.
Ferme la porte, s'il te plaît.*



Le point d'interrogation

Le point d'interrogation is used at the end of a sentence when a question is asked.

◆ **Examples:**

*Est-ce que tu aimes les épinards?
Qui préfère le thé?*



Le point d'exclamation

Le point d'exclamation is used at the end of a sentence that expresses a feeling of joy, anger or surprise.

◆ **Examples:**

*Comme la vie est belle!
Va chercher ton manteau maintenant!
Quelle surprise!*

Le point d'exclamation is used after an interjection.

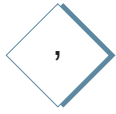
◆ **Examples:**

*Ah! que j'ai soif.
Oh! nous gagnons!*

Un point d'exclamation also follows an onomatopoeic expression.

◆ **Examples:**

*Miam miam!
Pouah!*



La virgule

La virgule is used to separate elements in a list, whether the elements are groups of nouns, verbs or adjectives. If the last element in the list is preceded by *et* or *ou*, it is not separated from the rest of the list by *une virgule*.

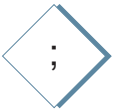
◆ **Exemples:**

Préfères-tu le thé glacé, la limonade ou le soda?
Mon frère aime faire du ski, faire de la natation et jouer au hockey.
J'ai les yeux bleus, les cheveux courts et bouclés.

La virgule isolates a word or a group of words.

◆ **Exemples:**

Demain, nous allons faire du ski.
Depuis que je suis jeune, je veux devenir dentiste.
Le rouge, ma couleur préférée, est à la mode cette saison.
Notre amie, Marie Chartrand, est sur l'équipe de basket-ball.
Normalement, je travaille le vendredi.



Le point-virgule

Le point-virgule separates items in a list signalled by *le deux-points*.

◆ **Exemples:**

Un bon déjeuner comprend :
– du lait;
– des céréales;
– un fruit;
– une boisson chaude.

Le point-virgule also separates sentences that are quite long and that have a logical link.

◆ **Exemples:**

Ces jeunes filles sont très sportives; elles font du sport tous les jours.
J'adore le hockey; c'est un sport intense.
Notre école est très grande; alors, il faut marcher vite pour arriver à l'heure aux cours.



Le deux-points

Le deux-points is used to signal a list.

◆ **Exemples :**

Pour son déjeuner, Guy met plusieurs choses dans sa boîte à lunch : un sandwich, du lait, une pomme et un biscuit.
Voici quelques sports populaires : le football, le baseball, le hockey, le soccer.

Le deux-points signals an example.

◆ **Exemples :**

Ex. : Les ananas sont sucrés.

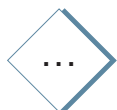
Ex. : Une chemise, un pantalon, des chaussettes.

Le deux-points also signals what someone is saying or has said.

◆ **Exemples :**

Monique répond : « Moi, j'aime les mathématiques. »

Irène demande : « Qu'est-ce que tu fais ce soir? »



Les points de suspension

Les points de suspension indicate that a sentence is incomplete.

◆ **Exemple :**

Susie achète un stylo, deux crayons, trois gommes à effacer, quatre règles...

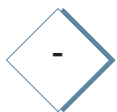
Les points de suspension also mark a pause or a hesitation.

◆ **Exemples :**

Euh... c'est le tennis?

Ce t-shirt... me va bien.

Les signes de typographiques



Le trait d'union

Le trait d'union links two elements to form a combined element.

◆ **Exemples :**

Jean-Guy

Rez-de-chaussée

c'est-à-dire

Le trait d'union is used in combined adjectives of number.

◆ **Exemples :**

Cinquante-huit

Quatre-vingt-onze

Le trait d'union links the verb and the subject in a question formed using inversion, or it links a reflexive verb and its pronoun in the imperative.

◆ **Exemples :**

Êtes-vous d'ici?

Repose-toi bien!

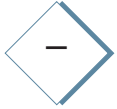


Les parenthèses

Les parenthèses are used to insert supplementary information.

◆ **Example :**

Dans le Guide alimentaire canadien pour manger sainement, le fromage, le lait et la crème glacée (des produits laitiers) sont représentés par le bleu.



Le tiret

Le tiret separates an explanation or a remark from the rest of the sentence.

◆ **Example :**

Wayne Gretzky – le meilleur joueur de hockey au monde – aura le numéro 99 pour toujours.

Le tiret can indicate a change of speaker in a dialogue. A special *tiret*, called a *cadra*tin, is used in this case.

◆ **Example :**

*« Qui va prendre un goûter?
— Pas moi, dis-je. »*

Le tiret also signals elements in a list.

◆ **Example :**

Le chocolat est :
– divin;
– somptueux;
– crémeux;
– riche.



Les guillemets

Les guillemets open and close a quotation or a line of dialogue, as well as a word or a group of words that an author wishes to isolate.

◆ **Examples :**

« Quand je mange des glaces, cela me fait réfléchir. » Louis Auguste Commerson
« Mangez dix fruits et légumes chaque jour », suggère la nutritionniste.
Chaque dimanche, mon père lit la section « Sports » du journal.
Tous les vendredis, ma famille mange au restaurant « La Belle Province ».

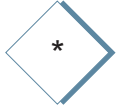


La barre oblique

La barre oblique is used when writing combined, abbreviated units of measure, fractions and percentages.

◆ **Exemples :**

110 km/h
½ tasse
90 %



L'astérisque

L'astérisque is a reference mark that indicates a note to be found at the bottom of the page. *L'astérisque* follows the noun and is repeated at the bottom of the page to signal the note. It can be single, double or triple (*, **, ***).

◆ **Exemple :**

Quel est l'effet des couleurs sur les émotions?*

** L'effet psychologique au lieu de l'effet physiologique.*

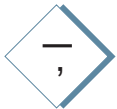
Les signes de dialogues



The words of a speaker are signalled by *le deux-points* and written between French quotation marks (« »).

◆ **Exemple:**

Ma mère dit : « Porte les vêtements chauds. Il fait très froid. »



When writing lines of a dialogue exchanged between two or more people, *un tiret*, known as a *cadratin*, is used before each line to indicate a change in speaker. *Une virgule* is used to separate the dialogue from the speaker.

◆ **Exemples :**

— *Nous avons très faim, disent les enfants.*

— *J'ai des biscuits chauds et du lait, répond leur mère.*

S'exprimer au téléphone

Comment répondre au téléphone

Situation formelle



Situation informelle



Comment indiquer à qui on veut parler

Situation formelle



Situation informelle



Comment s'identifier au téléphone

Situation formelle



Situation informelle



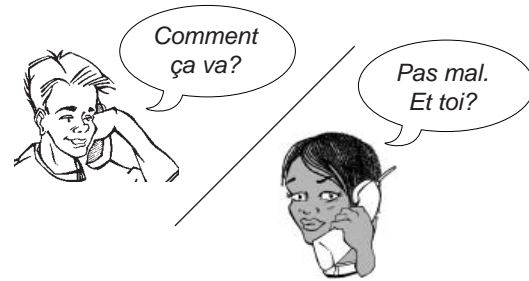
Comment demander l'état de la personne

Situation formelle



Ou
Je vais bien, merci.

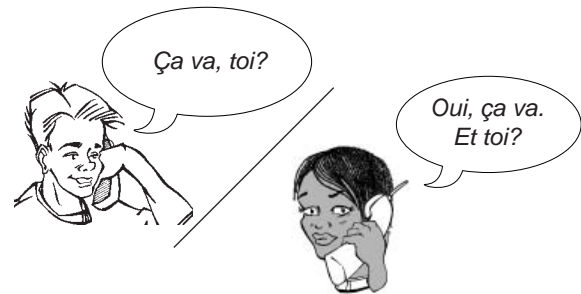
Situation informelle



Ou

Autres réponses possibles :

- Ça va (très) bien.
- Assez bien.
- Comme ci comme ça



Autre possibilité :

- Non, ça ne va pas du tout.
Imagine-toi que...

Comment conclure une conversation téléphonique

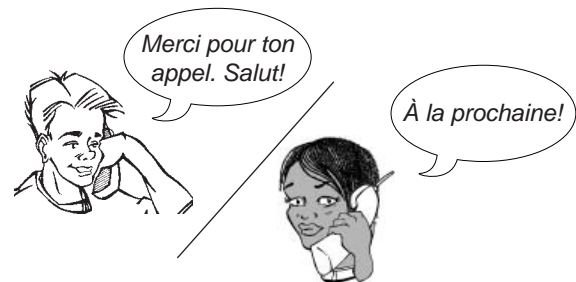
Situation formelle



Ou
Je vous remercie
d'avoir accepté
mon appel.

- Il n'y a pas de quoi, Madame.
Au revoir!
- De rien, Madame. Au revoir!

Situation informelle



Autres réponses possibles :

- À bientôt!
- À demain!

Comment exprimer l'objet de l'appel

Situation formelle



Les salutations

The following list includes opening and closing expressions that can be used for friendly letters, notes and post-cards. This initial group of greetings is appropriate for classmates and friends.

Salutations initiales

Cher ____,
Chère ____,
Chers amis,
Chères amies,
Salut, les amis/les amies!
Salut, les copains/les copines!

Salutations finales

Amicalement,
Avec toute mon amitié,
Amitiés,
À la prochaine,
À bientôt!
Ton ami(e),

The following opening and closing expressions are used with very good friends.

Salutations initiales

Mon cher ____,
Ma chère ____,
Mon très cher ____,
Ma très chère ____,

Salutations finales

Bises.
Grosses bises.
Bisous.
Je t'embrasse.

The last grouping includes opening and closing expressions that are considered to be *termes d'amour*.

Salutations initiales

Chéri,
Chérie,
Mon chéri,
Ma chérie,
Mon amour,

Salutations finales

Affectueusement,*
Affectueuses pensées,*
Avec toute mon affection,*
Je t'aime de tout mon cœur.

*These three closing expressions can also be used to close a letter to a very good friend.

◆ Exemple d'une lettre amicale

Chartres, le 25 septembre 2009

Chère Lise,

Comment vas-tu? Moi, je suis super. J'aime beaucoup Chartres. C'est une ville très charmante. Je trouve les Français vraiment intéressants.

Demain, je vais m'inscrire à l'université. J'ai hâte de commencer mes études ici. Imagine, moi, avoir hâte de retourner aux études!

Comme il continue à faire beau ici, ce « week-end » (comme disent les Français), nous allons faire une excursion en « car » (terme français pour un autobus) à Paris. Ah, j'attends cette fin de semaine avec beaucoup d'anticipation!

Bon, Lise, je dois te laisser parce que je vais maintenant au parc avec les filles de madame Mercier.

Donne-moi des nouvelles bientôt.

Grosses bises,

Chantale

For a formal letter, the following openings are used if the gender of the person to whom one is writing is known:

Monsieur,

Madame,

If one does not know the gender of the person, the following is used:

Madame, Monsieur,

The following can be used to close a formal business letter:

Agréez, _____, l'expression de mes sentiments distingués.

Veillez agréer, _____, mes sincères salutations.

Veillez recevoir, _____, mes plus cordiales salutations.

Je vous prie de croire, _____, à mes sentiments les meilleurs.

Je vous prie d'agréer, _____, mes salutations distinguées.

Depending on the situation, the blank is filled with: *Monsieur, Madame* or *Monsieur, Madame*.

◆ Modèle de carte postale

<p>Florence - vue générale</p> <p style="text-align: right;">Date _____ Le jour/mois/année</p> <p>Appel,</p> <p>Corps du message }</p> <p>Salutation</p> <p style="text-align: right;">Signature</p>	<p style="text-align: right;">Timbre <input style="width: 50px; height: 30px;" type="text"/></p> <p>Adresse { _____ (Voir p. 199) { _____ _____</p>
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◆ Exemple de carte postale

<p>Florence - vue générale</p> <p style="text-align: right;"><i>Le 22 juillet 2009</i></p> <p><i>Salut, mes chers,</i></p> <p><i>Je vous envoie ce petit mot d'Italie où je continue mon grand voyage. Je suis passée par Rome et Sienna, et aujourd'hui je me trouve à Firenze, le nom italien de la ville de Florence. J'ai toujours rêvé de voir le David de Michel-Ange et cet après-midi, je vais réaliser mon rêve. Plus tard, je vais faire des achats sur le Ponte Vecchio et au marché Mercato Centrale, près de la gare. Ici, la chaleur est intense, mais le paysage, la cuisine et les sites touristiques sont merveilleux! Demain, je vais visiter le Panthéon de Florence et ensuite, je vais me promener dans les célèbres piazzas. Éventuellement, j'irai à Venise où je ferai un tour des canaux. Ensuite, je me rendrai en Espagne et j'y resterai une quinzaine de jours. Mon vol de retour partira de Madrid le 15 août. Je vous verrai dans un mois.</i></p> <p style="text-align: center;"><i>Au revoir et à bientôt!</i></p> <p style="text-align: right;"><i>Nikki</i></p>	<p style="text-align: right;"><input style="width: 50px; height: 30px; border: 1px dashed black;" type="text"/></p> <p style="text-align: right;"><i>Famille Savoie 2247, rue Pie XII Jonquière (Québec) Canada G7X 4V5</i></p>
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◆ Exemples de réponses à une invitation amicale

Bonjour Suzanne,

*Impossible de te rencontrer
au café ce soir.*

Désolé.

René

Alix,

*Je regrette mais je ne peux pas
accepter ton invitation.*

*Je ne suis pas libre, j'ai déjà
accepté une autre invitation.*

Bien à toi.

Nicolette

Pierre,

*D'accord pour vendredi soir
chez toi.*

À bientôt.

Yves

Joanne,

*Merci de ton invitation.
J'accepte avec plaisir de
t'accompagner au bal masqué le
27 octobre.*

Au plaisir de te voir.

André

◆ Exemple d'une lettre (de demande formelle)

Adresse de l'expéditeur

Edmonton, le 7 avril 2010

↑ ↑
Place and date

Nom du destinataire
Adresse du destinataire
Ville du destinataire

Objet : Catalogue Printemps-Été

Madame, Monsieur, ← This form is used when you do not know who will be handling the request.

Tells the person that you saw the announcement.
↙

La mode française m'intéresse beaucoup. Récemment, j'ai vu votre annonce pour vos catalogues **Trois Suisses sur Internet.** ← This tells the person where you heard about the offer.

Expression used to request an item.
↘ Pouvez-vous m'envoyer votre nouveau catalogue Printemps-Été ainsi que des bons de commande parce que j'ai l'intention de commander des vêtements dernier cri pour mes vacances d'été?

S'il y a des instructions spéciales pour les gens qui commandent de l'extérieur de la France, s'il vous plaît, me les envoyer avec le catalogue.

↗ En vous remerciant à l'avance, je vous prie d'agréer, Madame, Monsieur, l'expression de mes salutations distinguées.

↑
An alternate expression for **veuillez agréer.**

Lise Dupont

A phrase added to the conclusion to thank the person in advance.

Tutoyer ou vouvoyer quelqu'un

There are two different ways of addressing a person in French—either by using the subject pronoun *tu* or the subject pronoun *vous*. Both pronouns mean *you* in English, but they are not used interchangeably in French.

In general, the subject pronoun *tu* is used when talking to a family member, a friend, a close colleague, a person your own age, a child or even a pet. These types of situations are considered informal or familiar. Even though *tu* expresses familiarity, it is also used between young people who are meeting each other for the first time. In Québec schools, students may be allowed to use *tu* when talking to a teacher, even though it is an informal form of address.

◆ Examples:

Tiens! Salut, Guy! Comment vas-tu?
Comment t'appelles-tu?
Maman, est-ce que tu as un stylo?

Tu is used when speaking with one person only.

The subject pronoun *vous* is used when talking to an adult you do not know very well or to someone older, a distant relative, an acquaintance, someone you are meeting for the first time or a person of authority, such as a school principal. The use of *vous* expresses politeness and respect and is the formal way of addressing a person. In France, students must use *vous* when speaking to a teacher.

◆ Examples:

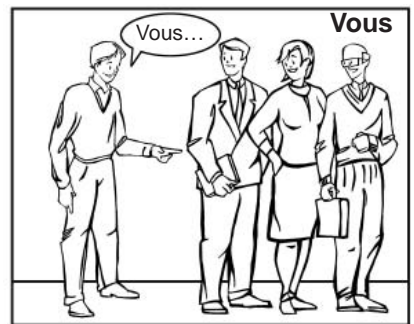
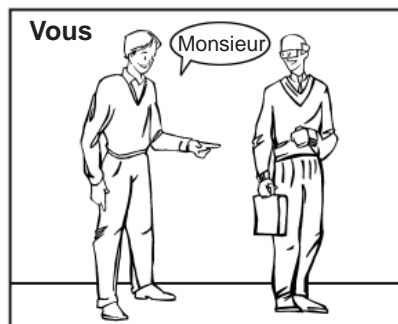
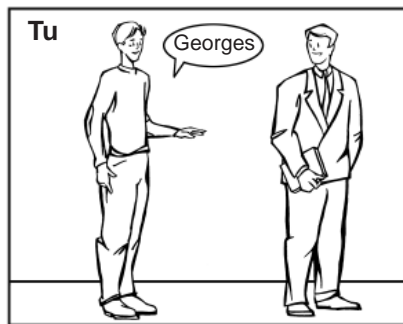
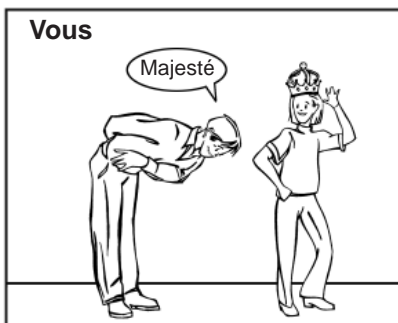
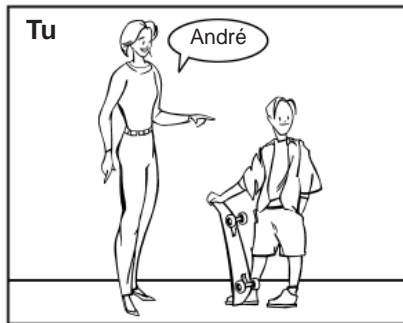
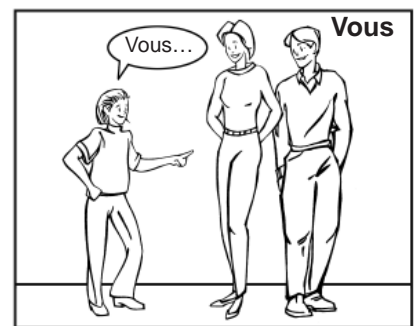
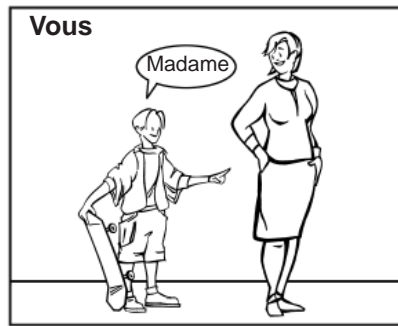
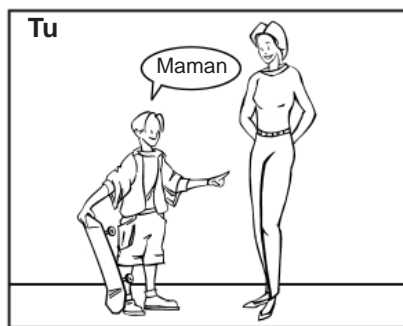
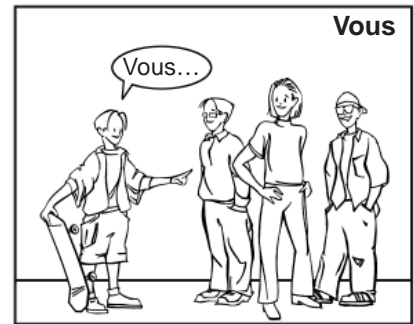
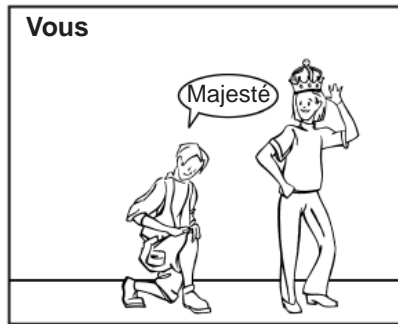
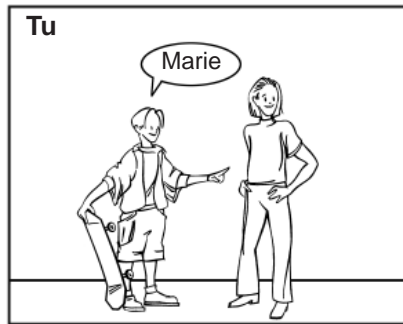
Bonjour, madame. Comment allez-vous?
Comment vous appelez-vous?
Monsieur Laforge, est-ce que vous avez un stylo?

Vous is always used when talking to more than one person, whether the situation is formal or informal.

Sometimes a native speaker will set the stage of familiarity by using the expressions *On se tutoie?* or *On se dit tu?* These expressions mean that the person you have just met, or the person you are getting acquainted with, is asking if it is acceptable to use *tu* with each other. The new acquaintance may also give you the choice by asking *On se vouvoie ou on se tutoie?*, meaning shall we use *vous* or *tu* with each other. If you are unsure of what to do, take your cues from the native speaker.

Overall, the situation (formal versus informal) and the level of familiarity will dictate whether to use *tu* or *vous* when addressing someone.

Tableau synthèse pour l'utilisation de tu ou vous



Les vœux

The following expressions are used orally or in writing to express wishes (*des vœux*) for specific occasions.

Paix et joie ce Noël
Joyeux Noël
Bonne Année
Bonne et Heureuse Année
Joyeuses Pâques
Bonne fête
Joyeux anniversaire
Bon anniversaire

The above expressions can be used in conjunction with the sentence starters *Je te souhaite...*, *Je vous souhaite...*, in order to express a wish in a complete sentence. For example, *Je te souhaite un bon anniversaire.*

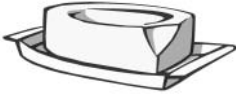
On a greeting card, the following expressions are also used:

<i>vœux généraux</i>	<i>Je vous offre mes meilleurs vœux.</i>
<i>vœux d'anniversaire</i>	<i>Mes vœux très affectueux de joyeux anniversaire.</i>
<i>vœux du nouvel An</i>	<i>Tous mes meilleurs vœux de bonne année.</i> <i>Meilleurs vœux de bonheur et de bonne santé pour (année).</i> <i>Recevez, pour (année), mes vœux les plus sincères et les plus affectueux.</i> <i>Je vous offre mes meilleurs vœux et souhaits à vous et aux vôtres.</i>

Un petit lexique visuel et sociolinguistique

L'alimentation

Aliments variés



du beurre



du beurre d'arachide



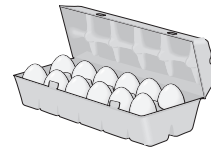
des céréales (f.) chaudes



de la crème



du miel



des œufs (m.)



du riz



du sirop



du sucre

Boissons



du café



un chocolat chaud



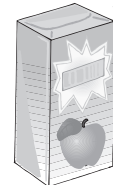
de l'eau



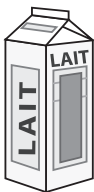
de l'eau minérale (f.)



du jus d'orange



du jus de pomme



du lait

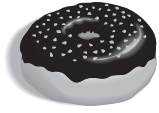


un soda/une boisson gazeuse

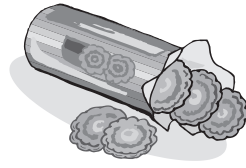


du thé

Desserts



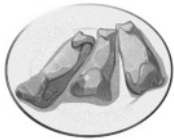
un beigne glacé
au chocolat



des biscuits (m.)



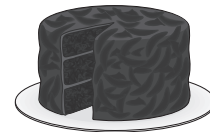
un cornet de crème glacée



des crêpes



du fromage



du gâteau



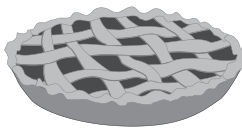
une mousse



un pouding



une salade de fruits



une tarte



une tartelette



un yogourt

Légumes



du brocoli (m.)



une carotte



du céleri (m.)



des champignons (m.)



un chou



un chou-fleur

Légumes (suite)



des concombres (m.)



des épinards (m.)



des haricots (m.) jaunes



des haricots (m.) verts



une laitue



du maïs (m.)



des oignons (m.)



des petits pois (m.)



des pommes (f.) de terre/
des patates (f.)

Fruits



des abricots (m.)



un ananas



une banane



des cerises (f.)



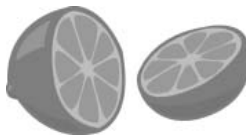
un citron



des fraises (f.)



des framboises (f.)

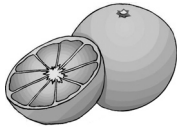


une lime



une mangue

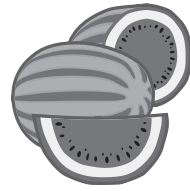
Fruits (suite)



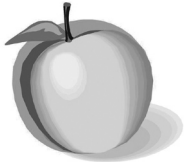
une orange



des pamplemousses (m.)



des melons (m.) d'eau



une pêche



une poire



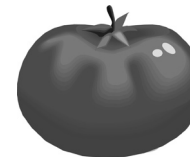
des poivrons (m.)



une pomme



des raisins (m.)

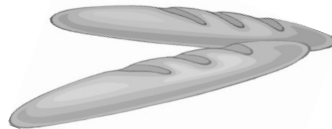


une tomate

Pains



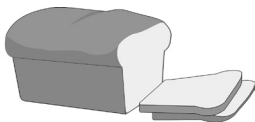
un bagel/un baguel



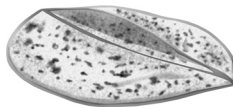
des baguettes (f.)



un croissant



du pain

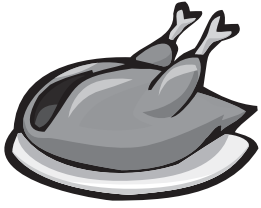


un pain pita

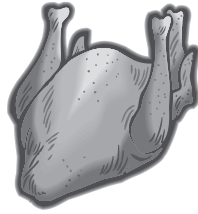


des petits pains (m.)

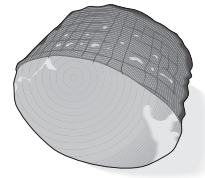
Viande et volaille



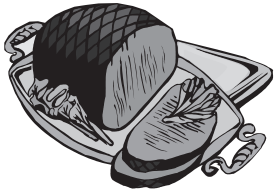
de la dinde



du poulet



du jambon



du rôti de bœuf

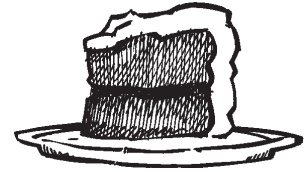
Des expressions de quantité



un panier de fleurs



une tablette/barre de chocolat



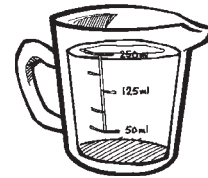
un morceau de gâteau



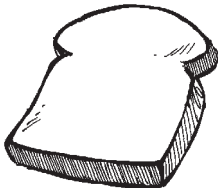
une paire de chaussettes



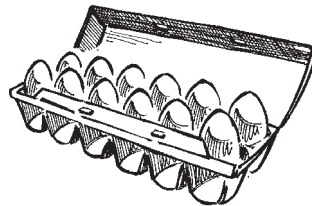
un litre de lait



une tasse de liquide



une tranche de pain



une douzaine d'œufs



une cuiller/cuillère de sucre



un verre de limonade



un sac d'oignons



un kilo de pommes de terre



une bouteille
d'eau minérale



une boîte de soupe



une canette/cannette
de coca



une boîte de
céréale

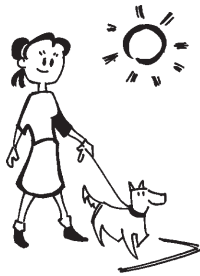
Des expressions météorologiques

Il fait du soleil.
Il fait soleil.



Il fait chaud.

Il fait beau.



Le temps est couvert.
Il y a des nuages.
Il fait des nuages.
Le temps est nuageux.

Il fait frais.



Il neige.

Il y a de la glace.
Il gèle.



Il fait froid.



Il pleut.



la danse



la photographie



l'artisanat



le dessin



l'écriture



les jeux de société



le jardinage



la lecture/les livres



le cinéma/les films



la musique



l'informatique/
les ordinateurs



la peinture



les jeux vidéo



la sculpture



le magasinage



le sport



le théâtre



la couture



les voyages



les collections

Activités d'été



le canotage



l'équitation



le kayak



la natation



le patinage à roues alignées



la pêche



la planche à roulettes



la planche à voile



la plongée libre



le plongeon



le rafting



le ski nautique



le tennis



le vélo de montagne
le vélo tout-terrain



la voile

Activités d'hiver



le patinage sur glace



la pêche sur glace



la planche à neige



la raquette



le ski alpin



le ski de fond



le toboggan

Activités tout au long de l'année



l'escalade



le jogging



la plongée sous-marine

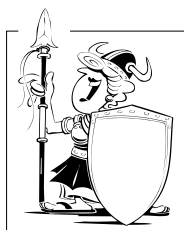


la randonnée pédestre



le tir à l'arc

Les professions et les métiers



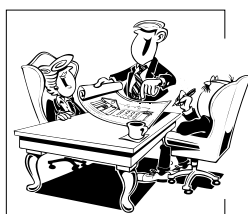
actrice



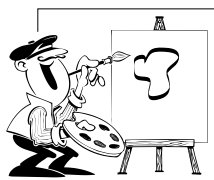
agente de police (policière)



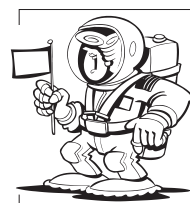
annonceur



architecte



artiste



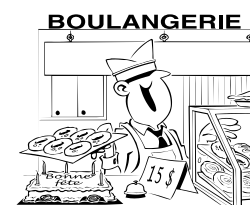
astronaute



bijoutier



boucher



boulangier



caissière



chanteuse



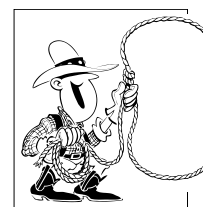
chirurgien



coiffeuse



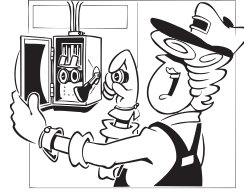
conductrice de locomotive



cow-boy



cuisinier



électricienne



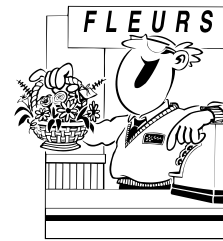
épiciier



factrice



fermier



fleuriste



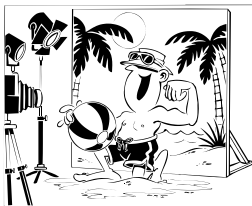
homme d'affaires



infirmière



ingéneure



mannequin



mécanicienne



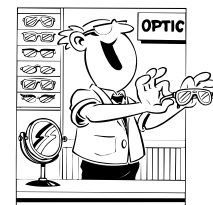
médecin



musicien



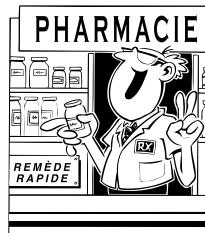
opératrice de saisie de données



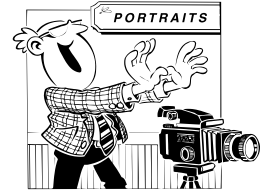
opticien



ouvrière



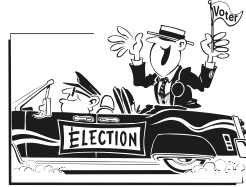
pharmacien



photographe



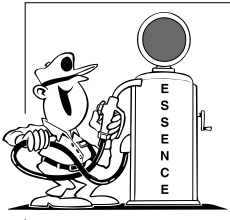
plombier



politicien



pompier



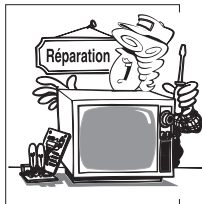
pompiste



professeure



réceptionniste



réparatrice



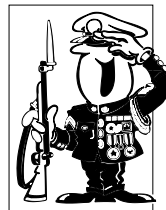
scientifique



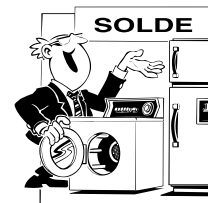
secrétaire



serveur



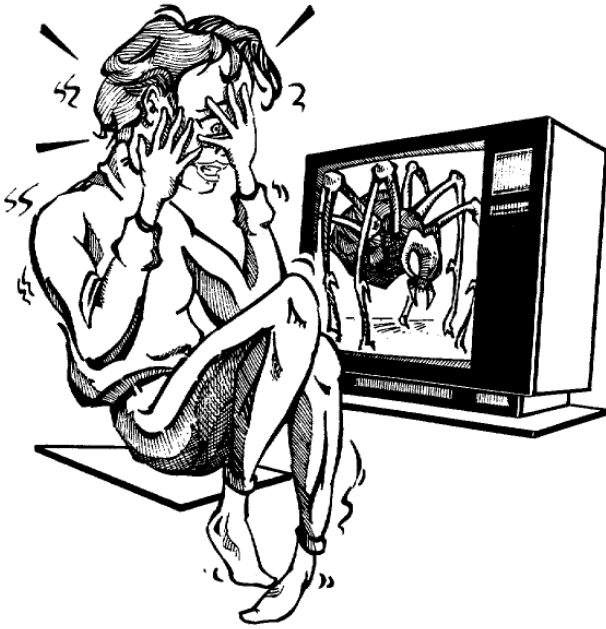
soldat



vendeur

Les sens

Quand j'aime ou je n'aime pas ce que je VOIS, je peux dire :



- Ah, je ne veux plus regarder ce film!
- Aïe, quelle horreur!
- Je ne peux plus tolérer ce film!
- Cet insecte est vraiment laid!
- Ah zut! Je vois encore cet animal!
- Pourquoi faut-il que je visionne ce film?
- Je regarde encore un peu.
- J'aime beaucoup cette image!
- Je veux regarder ce film jusqu'à la fin.
- Cette image est vraiment attrayante!
- Ahh! Enfin, je ne vois rien!

Les verbes normalement associés à la vue :

- regarder = to look at/to watch
- voir = to see
- visionner = to view

Quand j'aime ou je n'aime pas ce que j'ENTENDS, je peux dire :



- Aïe, ça fait mal aux oreilles!
- Quel bruit!
- Oh là là, que c'est fort!
- Ah, que c'est silencieux!
- Que c'est tranquille!
- Tout est calme!

Les verbes normalement associés à l'ouïe :

- écouter = to listen to
- entendre = to hear

Quand j'aime ou je n'aime pas ce que je TOUCHE, je peux dire :



- Ah! ... est froid(e)/chaud(e)!
- Aïe, je suis mouillé(e)!
- Ah! Je sens... sur mon bras!
- Ah, je ne sens rien!

Les verbes normalement associés au toucher :

- palper = to feel something usually in the hands
- ressentir = to feel }
- sentir = to feel }
- toucher = to touch

Quand j'aime ou je n'aime pas ce que je GOÛTE, je peux dire :



- Ah, que c'est bon!
- Quelle boisson délicieuse!
- Mmm, j'aime ça!
- J'adore ça!
- Ah, quel bon goût!
- Uhh, ce n'est pas bon!
- Quelle boisson dégoûtante!
- Uhh, je n'aime pas ça!
- Je déteste les boissons sucrées!
- Uhh, quel mauvais goût!
- Ça n'a pas de goût!
- Cette boisson n'a pas bon goût!

Les verbes normalement associés au goût :

- déguster } to taste
- goûter } to taste
- savourer = to savour

Quand j'aime ou je n'aime pas ce que je SENS, je peux dire :



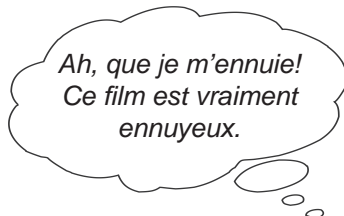
- Ah, que ça pue!
- Ah, ça sent mauvais!
- Quelle odeur désagréable!
- C'est dégoûtant!
- Ah, que ça sent bon!
- Quelle odeur agréable!
- C'est très agréable!

Un verbe normalement associé à l'odorat :

- sentir = to smell

Les sentiments

Quand j'ai des émotions à exprimer



« L'ennui (m.) »

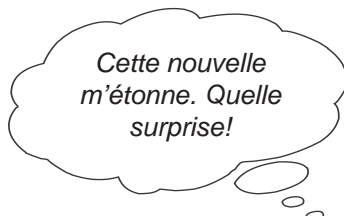


Expressions qui expriment ce sentiment :

- Que je m'ennuie!
- Quelle activité ennuyeuse!
- Que c'est fatigant!

Expressions qui expriment le contraire de ce sentiment :

- Que c'est intéressant!
- Que c'est motivant!
- Ça m'intéresse beaucoup.
- Ceci a vraiment capté mon attention.



« La surprise »
« L'étonnement (m.) »



Expressions qui expriment ces émotions :

- Ah, ça m'étonne!
- Ah, ça me surprend!
- Ah, quelle surprise!
- Je suis étonné(e)!
- C'est surprenant!

Expressions qui expriment le contraire de ces émotions :

- Ça ne me surprend pas.
- Ça ne m'étonne pas.
- Je ne suis pas du tout étonné(e).
- Je ne suis pas surpris(e).

Que je suis
content(e)!
C'est un vrai plaisir
de vous voir.

« La joie », « Le bonheur », « Le plaisir »,
« Le contentement »



Expressions qui expriment ces émotions :

- Quelle grande joie! Quel bonheur!
- Quel grand plaisir! Quel contentement!
- Que je suis content (contente)!
- Que je suis heureux (heureuse)!
- Que je suis joyeux (joyeuse)!
- Ceci m'apporte beaucoup de joie (de bonheur).
- Ceci me rend très joyeux (joyeuse).
- Ceci me rend très heureux (heureuse).

- Ça me fait grand plaisir.

Expressions qui expriment le contraire de ces émotions :

- Ceci ne me plaît pas du tout.
- Ça me rend mécontent(e). Ça m'attriste.
- Ça me rend malheureux (malheureuse).
- Je ne suis pas du tout content(e).
- Je suis tellement malheureux (malheureuse)!
- Que je suis fâché(e)!
- Que je suis triste!

Je ne
sais pas.

« Le doute »
« L'incertitude (f.) »
« La confusion »



Expressions qui expriment ces sentiments :

- Je ne sais pas.
- Je ne suis pas certain(e).
- Je ne pense pas.
- C'est vrai?
- Je ne comprends pas.
- Que je suis confus(e)!

Expressions qui expriment le contraire de ces sentiments :

- Je (le) sais bien.
- Je suis certain(e) ou J'en suis certain(e).
- Je n'ai aucun doute.
- C'est vrai.
- Je comprends bien.
- Je ne doute aucunement de...

J'ai peur.

« La peur »

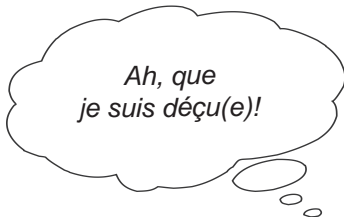


Expressions qui expriment cette émotion :

- Aïe! J'ai peur de...
- Ça me fait peur.
- On m'a fait une peur bleue!

Expressions qui expriment le contraire de cette émotion :

- Je n'ai pas peur de...
- Je suis confiant(e).
- Je suis calme.
- Cela ne me fait pas peur.



« La déception »
« Le mécontentement »



Expressions qui expriment ces sentiments :

- Que je suis déçu(e)!
- Quelle déception!
- Ah, ça me décourage. *ou* Que je suis découragé(e)!
- Que je suis mécontent!

Expressions qui expriment le contraire de ces sentiments :

- Ah, ça m'encourage. *ou* Que je me sens encouragé(e)!
- Que je suis content(e)!
- Que je suis heureux/heureuse!
- Quelle joie!
- Quel bonheur!



« La colère »



Expressions qui expriment cette émotion :

- Grr! Je suis très fâché(e).
- Ça me met en colère.
- Je suis furieux (furieuse). *ou* Ça me rend furieux (furieuse).

Expressions qui expriment le contraire de cette émotion :

- Oh! que je suis heureux (heureuse)!
- Que je me sens calme!
- Que je me sens en paix!



« La tristesse » « Le chagrin » « La peine » « Le mécontentement »



Expressions qui expriment ces sentiments :

- Je suis triste (mécontent(e)).
- J'ai beaucoup de peine (de chagrin).
- Quel malheur!
- Je me sens déprimé(e).
- Quelle tristesse!

Expressions qui expriment le contraire de ces sentiments :

- Que je me sens bien!
- Que je suis heureux (heureuse)!
- Que je suis content(e)!
- Quel bonheur!



« La panique »



Expressions qui expriment cette émotion :

- Aah! Où suis-je?
- Que faire maintenant?
- Qu'est-ce que je vais faire?
- Au secours! Au secours!

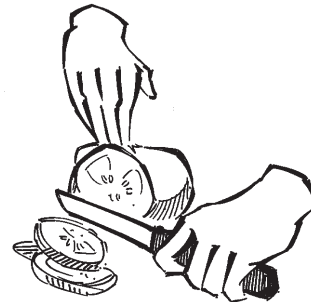
Expressions qui expriment le contraire de cette émotion :

- Tout va bien!
- Que la vie est tranquille/calme!
- Tout est en ordre!

Quelques verbes reliés à la cuisine



battre



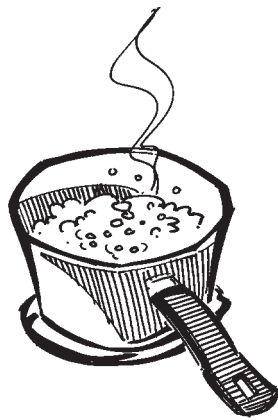
couper ou trancher



façonner



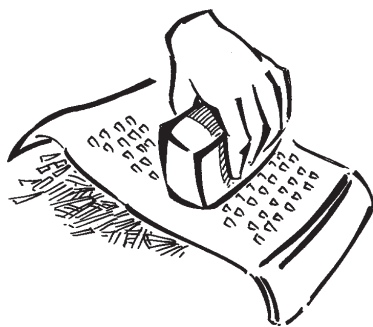
fouetter



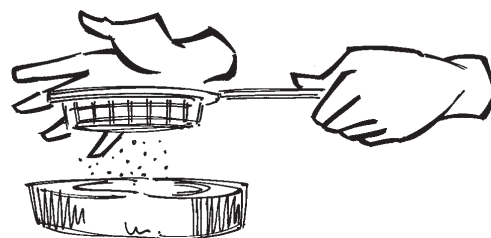
mijoter



pétrir



râper



saupoudrer

Quelques verbes reliés aux routines quotidiennes



se réveiller



se lever



se laver



se raser



se brosser les dents



se peigner/se coiffer



se maquiller



s'habiller



se dépêcher



se déshabiller



se coucher



s'endormir

Les vêtements

Les sous-vêtements et lingerie pour femme



des bas (m.)



un bas-culotte/un collant



un collant



une combinaison-jupon



une culotte



un jupon



un soutien-gorge

Les sous-vêtements pour homme



un caleçon



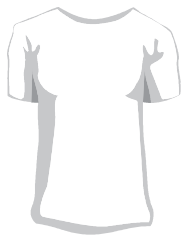
un caleçon boxer



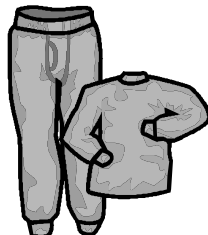
des chaussettes (f.)



un gilet athlétique



un maillot/un t-shirt



des sous-vêtements (m.)
isothermes

Les vêtements d'extérieur



un anorak



un blouson



une cape



un imperméable



un manteau



un parka



un pardessus

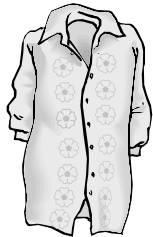


un survêtement



une veste polaire

Les vêtements de nuit



une chemise de nuit/
une robe de nuit (France)



un pyjama



une robe de chambre

Les vêtements principaux



une blouse



un cardigan



un chandail/pull-over
(un pull)/un tricot



une chemise



un chemisier



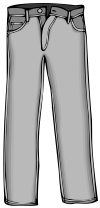
un complet/un costume



un coton ouaté



un gilet



un jean



une jupe



un pantalon



une robe



une salopette



un tailleur



un tailleur-pantalon



un t-shirt/un
tee-shirt



une veste/un blazer



une veste/un veston/
un blazer

Les vêtements d'été



un bermuda



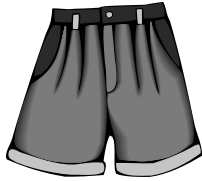
un bikini



un maillot de bain



un maillot de bain



un short

Les accessoires



un bandeau/un serre-tête



un béret



des bottes (f.) de caoutchouc



des bottes de randonnée



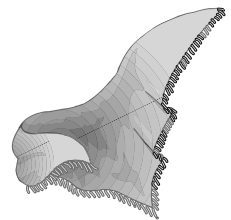
des bottines (f.)



une casquette



une ceinture



un châle



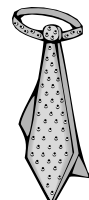
un chapeau



des chaussures (f.)/
des souliers (m.)

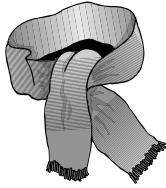


des chaussures (f.)
de sport



une cravate

Les accessoires (suite)



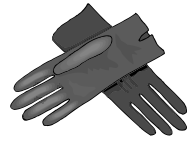
une écharpe/un foulard



des espadrilles (f.)



un fichu



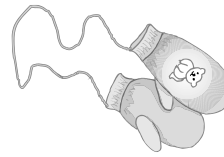
des gants (m.)



des lunettes (f.)



des lunettes de soleil



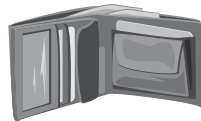
des mitaines (f.)



des pantoufles (f.)



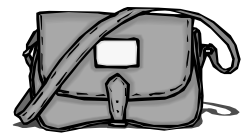
un parapluie



un portefeuille



un porte-monnaie



un sac à main



des sandales (f.)



une serviette



des souliers (m.) à talons hauts



une tuque



une visière

Les bijoux



un anneau



une bague



des boucles (f.)
d'oreilles



un bracelet



une broche



une chaîne



un collier



un collier de perles



une épingle



une montre

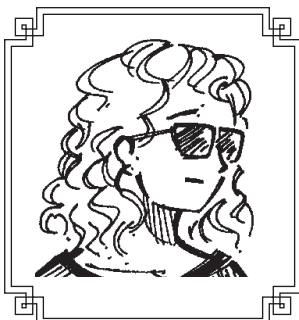


un pendentif

Quelques coiffures



Une coiffure « bob »



Des cheveux bouclés
ou frisés



Des cheveux assez longs
Des cheveux de longueur moyenne



Une coiffure « Mohawk »



Des cheveux longs et raides



Une queue de cheval



Une « banane »



Des cheveux courts et raides



Une « ruche d'abeille »



Une coiffure « Afro »



Une tresse ou une natte

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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 they 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 the online document for the **Guidelines for Recognizing Diversity and Promoting Respect** may do so at <http://education.alberta.ca/media/646277/rdpr.pdf>.

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 Three-year course sequence can be found on the LRC Web site at <http://www.lrc.education.gov.ab.ca/pro/default.html>.

Note that the Alberta catalogue is updated on a regular basis.

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Reflections on the High School FSL Classroom Teacher Professional Practice: Self-assessment Checklist



Name: _____ **Date:** _____

Degree to which I make learning explicit	Yes!	Often	Not yet
I help students understand the learning purpose of each French lesson or series of lessons.			
I encourage students to see mistakes they make in French as valuable learning opportunities.			
I use student errors to gain insight into how my students are thinking and learning.			
I let students know how well they are doing in relation to their previous performance in French.			
I identify students' strengths and advise them on how to develop these further.			

Reflections: _____

Degree to which I promote learner autonomy	Yes!	Often	Not yet
I give students choices and options as to how they may carry out some activities in French class.			
I provide guidance to help students assess their own or others' work.			
I provide guidance to help students assess their own learning.			

Reflections: _____

Adapted from: James, Mary and David Pedder, "Professional Learning as a Condition for Assessment for Learning," in John Gardner (ed.), *Assessment and Learning* (London: Sage Publications, 2006), pp. 27–43.

Degree to which I promote inquiry	Yes!	Often	Not yet
I consult my students about how they learn French most effectively.			
I draw on good practice from colleagues involved in the teaching of languages (in conversations, via the Web, or through professional reading) as a means to further my own professional development.			
I share with others what works in my own French teaching practice.			
I make modifications to my French teaching practice based on published evidence or on insights I gain in conversations with other teachers about elements of their practice.			

Reflections: _____

Degree to which I build collegiality	Yes!	Often	Not yet
I regularly collaborate with other staff members or colleagues when I do my planning in order to benefit from their insights.			
I turn to colleagues for help with a problem.			
I offer colleagues reassurance and support, particularly when it comes to the teaching of French.			
I suggest ideas and approaches for colleagues in other schools to try out in their French classes.			
Colleagues and I discuss openly what and how we are learning.			

Reflections: _____

Degree to which I build life-long learning opportunities	Yes!	Often	Not yet
I can access professional language organizations for assistance.			
I seek out opportunities for professional development in French.			
I seek out opportunities to improve my French.			
I attend conferences in French.			
I attend conferences dedicated to the teaching and learning of second languages.			

Reflections: _____

Possibilities for Distributing Learner Outcomes for Long-range Planning



Learner outcomes in the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES—GRADE 10 TO GRADE 12 can be distributed into individual units in any number of ways; the program of studies is designed to be flexible so as to meet the needs, interests and teaching situations.

This appendix illustrates three ways in which the learner outcomes could be organized into specific units and are meant to be illustrative only. The examples represent the organization of outcomes by contexts, by situation and by special events or celebrations. The division of outcomes has been limited to the language experiences prescribed in the program of studies. Teachers making use of these examples may wish to add other language experiences that relate to the interests and needs of the learners so as to provide ample opportunity for students to reintegrate and reuse the language functions, vocabulary, language structures and the sociocultural, sociolinguistic and cultural knowledge prescribed in the program of studies.

Organization of Outcomes by Contexts and Language Experiences

The first example shows outcomes for French 10–3Y that have been distributed in the following manner: one unit involves language experiences in the personal and occupational contexts; one unit involves the educational context; and three units involve aspects of the public context.

Organization of Outcomes by Situation

The second example shows how outcomes for French 20–3Y can be distributed by situations that may occur in the daily life of a student and within the contexts and language experiences defined for the course. This approach could be chosen to coincide with a continuous storyline found in a particular textbook, a listening comprehension resource or a film series.

Organization of Outcomes by Special Events

The third example provides a listing of various international events and school activities that could occur during the school year in a high school. Depending on which semester the course is offered, a selection of dates could be chosen as a portion of the organizational structure for the French 30–3Y course, for example. This approach is unique in that activities and tasks are built in conjunction with the celebration. Many of the dates are also celebrated in Francophone countries, which provides more authentic contexts for the teaching and learning of French. It is important to note that the Repertoire portion of the program of studies has not been included in this organizational structure; these outcomes will be tied directly to the activities chosen by the teacher.

Organization of Outcomes by Contexts and Language Experiences—Example for French 10–3Y

Unit Title: Unit One—Introducing Myself

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Personal context	<ul style="list-style-type: none"> – describing - themselves (10 C 1.1) - family members (10 C 1.3) - friends (10 C 1.4) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., describing their physical appearance and preferences in activities, sports, colours, etc. (A 1) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<ul style="list-style-type: none"> – use of <i>déterminants définis, indéfinis, possessifs</i> (R 2.1d, R 2.1e) – use of <i>pronoms personnels sujets</i> (R 2.2c) – use of <i>de</i> for possessive form (R 2.3) – question formation with <i>Qui, Comment, Quel, Qu'est-ce que</i> (R 2.4a, R 2.4b) – recognition of questions and statements (R 2.14) – use of regular verbs; e.g., <i>aimer</i> and irregular verbs; e.g., <i>avoir</i> (R 2.5d, R 2.5f) – use of verbal expressions with <i>faire</i>; e.g., <i>faire du sport</i> and <i>avoir</i>; e.g., <i>avoir ... ans</i> (R 2.10c) – use of <i>c'est</i> (R 2.10d) – formation and use of <i>ne... pas</i> (R 2.11a) – use of common adjectives to describe a person (R 2.12d) 	<ul style="list-style-type: none"> – identifying where French is spoken (R 4.1a) – social conventions related to greetings, making introductions, social space (R 3.1) – knowledge of Francophone naming practices; e.g., keeping maiden names, common name choices; common family structures (R 4.1e) – first and last names of Francophones who had an impact on other cultures; e.g., Jeanne d'Arc, Jules Verne, Samuel de Champlain, Yves Saint-Laurent (R 4.1d)
Occupational context	<ul style="list-style-type: none"> – naming occupations of friends and family (C 4.1) 	<ul style="list-style-type: none"> – interpersonal function; e.g., expressing the preferences of family members and friends and asking about others' preferences (A 2) – referential function; e.g., describing their physical appearance, their family and friends' personality traits, identifying their occupations; requesting information about others' families and friends (A 3) – directive function; e.g., using repair functions to sustain communication (A 4) – imaginative function; e.g., brainstorming lists of jobs (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 			

* See Appendix 4 for a listing of strategies related to this category.

Unit Title: Unit Two—My School Day

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Educational context	<ul style="list-style-type: none"> – identifying: <ul style="list-style-type: none"> - classroom supplies and furnishings (10 C 2.1) - areas in the school (10 C 2.4) – expressing preferences related to their course schedules (10 C 2.2) – describing personal routines related to their course schedules (10 C 2.2) – participating in routine classroom interactions (10 C 2.3) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., expressing likes and dislikes of certain school subjects; expressing a need for a certain school supply (A 1) – interpersonal function; e.g., asking a classmate his or her preferences in school subjects; asking questions related to a classmate's timetable (A 2) – referential function; e.g., asking where a certain room is in the school; indicating where an object is located in the classroom (A 3) – directive function; e.g., giving someone directions from one room to another; giving a routine classroom command (A 4) – imaginative function; e.g., creating a new school plan; creating a personal dictionary (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<p>Continued use of :</p> <ul style="list-style-type: none"> – <i>déterminants définis, indéfinis, possessifs</i> (R 2.1d, R 2.1e) – <i>pronoms personnels sujets</i> (R 2.2c) – possessive <i>de</i> (R 2.3) – question formation with <i>Qui, Comment, Quel, Qu'est-ce que</i> (R 2.4 a, R 2.4b) – regular verbs; e.g., <i>aimer, détester</i> and irregular verbs; e.g., <i>avoir, être</i> (R 2.5d, R 2.5f) – <i>c'est</i> (R 2.10d) – formation and use of <i>ne... pas</i> (R 2.11a) – use of common adjectives (R 2.12d) <p>Introduction of:</p> <ul style="list-style-type: none"> – <i>déterminants contractés</i> (R 2.1h) – use of <i>il y a</i> (R 2.10d) – question formation with <i>Où, Combien, Quand, Pourquoi</i> (R 2.4a, R 2.4b) – use of <i>aimer, préférer, devoir</i> + infinitive (R 2.5g, R 2.5h) – use of classroom commands (R 2.8a) – use of prepositional phrases of location (R 2.13a) – use of adverbs of time (R 2.13c) – use of verbal expression <i>j'ai besoin de...</i> (R 2.10c) – use of <i>ne...rien</i> (R 2.11) 	<ul style="list-style-type: none"> – social conventions related to punctuality, gestures (R 3.1) – differences in register (R 3.2) – language variations (R 3.3) – differences in capitalization and punctuation (R 3.4) – knowledge of Francophone schools in Alberta (4.1c) – influential Franco-Albertans and the use of their names for French- and English-language schools (4.1d) – comparison of school calendars in various Francophone regions around the world (R 4.1e) – basic introduction of strategies related to accessing information using information and communication technologies (R 4.2a, R 4.2b)

* See Appendix 4 for a listing of strategies related to this category.

Unit Title: Unit Three—Shopping for Items

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Public context	<ul style="list-style-type: none"> – identifying shopping venues (C 3.1) – participating in routine interactions related to ... <ul style="list-style-type: none"> - purchases of food (C 3.2) - clothing (C 3.2) - school supplies (C 3.2) - personal items such as magazines featuring celebrities (C3.6) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., identifying preferences in food, clothing, school supplies, personal items (A 1) – interpersonal function; e.g., asking about/expressing someone’s preferences in food, clothing, school supplies, personal items; giving someone a compliment on their choice of food, clothing, school supplies, personal items (A 2) – referential function; e.g., requesting information/ providing information about the cost of food, clothing, school supplies, personal items (A 3) – directive function; e.g., asking for advice on/ providing suggestions for food, clothing, school supplies and other personal items (A 4) – imaginative function; e.g., brainstorming a list of shopping items (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12 a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<p>Continued use of:</p> <ul style="list-style-type: none"> – <i>déterminants définis, indéfinis</i> (R 2.1d, R 2.1e) – question formation (R 2.4a, R 2.4b) – use of regular and irregular verbs (R 2.5d, R 2.5f) – formation and use of negative expressions (R 2.11a) – use of common adjectives (R 2.12d) – <i>déterminants contractés</i> (R 2.1h) – use of <i>aimer, préférer, devoir</i> + infinitive (R 2.5g, R 2.5h) – use of verbal expression <i>j’ai besoin de...</i> (R 2.10c) <p>Introduction of:</p> <ul style="list-style-type: none"> – <i>déterminants exclamatifs</i> (R 2.1f) – <i>déterminants partitifs</i> (R 2.1g) – adverbs of quantity (R 2.13e) – use of <i>le futur proche</i> (R 2.6a, R 2.6b) – use of the verbal expression <i>je viens de...</i>(R 2.7a) – use of simple commands related to shopping needs (R 2.8a) – use of <i>je te suggère de, je vous recommande de</i> + infinitive (R 2.8b) – use of <i>vouloir</i> + infinitive (R 2.5g, R 2.5h) – use of <i>je voudrais, j’aimerais</i> (R 2.9a, R 2.9b) – use of <i>je viens de</i> + infinitive 	<ul style="list-style-type: none"> – recognize social conventions used by Francophone speakers; e.g., gestures, greetings, leave-takings (R3.1) – conventions related to formal and informal language use (R 3.2) – written conventions related to prices and currencies (R 3.4b) – identify differences in practices related to making purchases (R 4.1e) – aspects of popular culture in the Francophone world; e.g., shopping habits of Francophone youth; Francophone public figures known in North America through magazines (R 4.1f) – strategies for accessing cultural information (R 4.2a, R 4.2b)

* See Appendix 4 for a listing of strategies related to this category.

Unit Title: Unit Four—Community Events and Services

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Public context	<ul style="list-style-type: none"> – becoming informed about ... - community events and services (C 3.4) - current weather conditions (C 3.3) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., expressing preferences about the weather; expressing a need for a service based on one’s hobbies, sports or activities (A 1) – interpersonal function; e.g., indicating what someone will be doing based on needs or interests (A 2) – referential function; e.g., asking for and providing information on events and services in the community (A 3) – directive function; e.g., giving someone directions on how to get to an event (A 4) – imaginative function; e.g., creating a new event for one’s community (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12 a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<p>Continued use of:</p> <ul style="list-style-type: none"> – question formation (R 2.4 a, R 2.4b) – use of regular and irregular verbs (R 2.5d, R 2.5f) – formation and use of negative expressions (R 2.11a) – <i>déterminants contractés</i> (R 2.1h) – concept of <i>pronoms compléments directs</i> (R 2.2b) – use of <i>vouloir</i> + infinitive (R 2.5g, R 2.5h) as well as use of <i>je voudrais, j’aimerais</i> (R 2.9a, R 2.9b) – use of <i>je te suggère de, je vous recommande de</i> + infinitive (R 2.8b) – use of simple commands (R 2.8a) <p>Introduction of:</p> <ul style="list-style-type: none"> – use of <i>pouvoir, vouloir, aller</i> + infinitive (R 2.5g, R 2.5h) – use of <i>futur proche</i> (R 2.6) – use of verbs with prepositional phrases such as <i>jouer à, jouer de, faire de</i> (R 2.10b) – use of discourse markers (R2.17) 	<ul style="list-style-type: none"> – recognize social conventions used by Francophone speakers; e.g., gestures, greetings, leave-takings (R3.1) – conventions related to formal and informal language use (R 3.2) – identify differences in conventions for punctuation, capitalization, dates and abbreviations (R 3.4b) – development of strategies for interpersonal skills (R 3.5) – identify Francophones who have impacted sports and leisure in Alberta (R 4.1d) – aspects of influential popular Francophone culture related to leisure activities (R 4.1f) – strategies for accessing cultural information (R 4.2a, R 4.2b)

* See Appendix 4 for a listing of strategies related to this category.

Unit Title: Unit Five—People in the Public Eye

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Public context	<ul style="list-style-type: none"> – identifying Francophone public figures; e.g., public officials, sports or entertainment celebrities (C 3.5) – describing a select group of Francophone public figures (C 3.5) – identifying and describing other public figures of interest to students (C 3.5) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., indicating one’s preference for a particular public figure (A 1) – interpersonal function; e.g., asking someone about who their favourite public figure is (A 2) – referential function; e.g., seeking information on and describing public figures (A 3) – directive function; e.g., giving a public figure advice on his/her future career path (A 4) – imaginative function; e.g., imagining the life of a public figure (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12 a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<p>Continued use of:</p> <ul style="list-style-type: none"> – question formation (R 2.4 a, R 2.4b) – use of regular and irregular verbs (R 2.5d, R 2.5f) – formation and use of negative expressions (R 2.11a) – <i>déterminants contractés</i> (R 2.1h) – concept of <i>pronoms compléments directs</i> (R 2.2b) – use of <i>vouloir</i> + infinitive (R 2.5g, R 2.5h) as well as use of <i>je voudrais, j’aimerais</i> (R 2.9a, R 2.9b) – use of <i>je te suggère de, je vous recommande de</i> + infinitive (R 2.8b) – use of simple commands (R 2.8a) – use of <i>pouvoir, vouloir, aller</i> + infinitive (R 2.5g, R 2.5 h) – use of <i>futur proche</i> (R 2.6) – use of <i>je viens de</i> + infinitive – use of verbs with prepositional phrases such as <i>jouer à, jouer de, faire de</i> (R 2.10b) – use of discourse markers (R 2.17) 	<ul style="list-style-type: none"> – conventions related to gestures (R3.1) – recognition of language variations (R 3.3) – development of strategies for interpersonal skills (R 3.5) – identify Francophones who have impacted Alberta historically (R 4.1d) – aspects of influential popular Francophone culture related to leisure activities (R 4.1f) – strategies for accessing cultural information (R 4.2a, R 4.2b)

* See Appendix 4 for a listing of strategies related to this category.

Organization of Outcomes by Situation—Example for French 20–3Y

Situation	Language Experiences in the ...	Unit-specific Linguistic Subcomponent of Repertoire	Unit-specific Intercultural Subcomponent of Repertoire
Being invited to a party and meeting new people	Personal Context – interacting with others as it relates to issuing an invitation, accepting or declining an invitation (C 1) – identifying interests (C 1.1)	– review of basic interactions related to Personal Context in French 10–3Y – <i>pronoms compléments d’objet directs et indirects</i> (R 2.2b) – <i>passé récent – venir de</i> (R 2.7a) – verbal expressions such as <i>avoir envie de, parler à/de</i> (R 2.10c) – prepositional phrases, adverbs of location (R2.13a)	– social conventions such as those related to receipt of a gift (R 3.1) – awareness of different regional accents and language variations (R 3.3) – some practices of everyday living in certain Francophone regions (R 4.1e) – aspects of influential popular culture in the Francophone world (R 4.1f)
Getting help with homework	Educational Context – tasks related to school work (C 2.3)	– review of basic interactions related to Educational Context in French 10–3Y – verbal expression <i>être en train de</i> (R 2.10a) – use of negative expressions (R 2.11a)	– social conventions such as those related to requesting assistance (R 3.1) – identifying regions where French is spoken outside of Canada (R 4.1a) – language awareness related to words adopted from other languages, including Aboriginal languages (R 1.2c) – aspects of influential popular culture in the Francophone world (R 4.1f) – some practices of everyday living in certain Francophone regions (R 4.1e)
Arriving late for school	Educational Context – participating in routine interactions with school personnel (C 2.2)	– review of basic interactions related to Educational Context in French 10–3Y – understand and use the imperative mode (R 2.8) – <i>passé composé</i> with frequently used regular verbs (R 2.7b) – <i>pronoms relatifs qui and que</i> (R 2.2c)	– social conventions such as those related to requesting forgiveness (R 3.1)
Taking the bus/train	Public Context – identifying means of public transportation (C 3.3) – participating in interactions related to the use of public transportation (C 3.4)	– review of basic interactions related to Public Context in French 10–3Y – conditional expressions; e.g., <i>j’aimerais</i> (R 2.9a) – prepositional phrases, adverbs of location (R2.13a) – <i>pronoms relatifs qui and que</i> (R 2.2c) – <i>passé composé</i> with frequently used regular verbs (R 2.7b)	– awareness of different regional accents and language variations (R 3.3) – Francophones or French speakers who have had an impact on life in Canada (R 4.1d) – practices of everyday living as it relates to public transport in certain Francophone regions (R 4.1e)

Situation	Language Experiences in the ...	Unit-specific Linguistic Subcomponent of Repertoire	Unit-specific Intercultural Subcomponent of Repertoire
Working at a part-time job	Occupational Context – listing basic tasks related to a part-time job (C 4.1) – interacting with customers (C 4.3)	– review of basic interactions related to Occupational Context in French 10–3Y – <i>déterminants partitifs</i> (R 2.1g) – asking questions (R 2.4a) – use of negative expressions (R 2.11a, b) – comparative and superlative of adjectives (R 2.12b)	– French-language writing conventions; e.g., dates, abbreviations for weight (R 3.4a) – use appropriate formal and informal language based on the situation (R 3.2)
Volunteering at the nursing home	Occupational Context – listing basic tasks related to a volunteer position (C 4.1) – describing minor pain (C 4.3)	– <i>pronoms compléments d’objet directs et indirects</i> (R 2.2b) – <i>passé composé</i> with frequently used regular verbs (R 2.7b) – verbal expressions such as <i>avoir faim, avoir soif, avoir mal, parler à/de</i> (R 2.10c)	– social conventions such as those related to requesting assistance or expressing sympathy (R 3.1) – Francophones or French speakers who have had an impact on life in Canada (R 4.1d) – some practices of everyday living in certain Francophone regions (R 4.1e)
Organizing a special event at school	Educational Context – describing special activities, events or traditions occurring at the school (C 2.1) – participating in routine interactions with school personnel (C 2.2)	– <i>futur proche</i> (R 2.6a) – <i>passé récent – venir de</i> (R 2.7a) – <i>passé composé</i> with frequently used regular verbs (R 2.7b) – verbal expression <i>être en train de</i> (R 2.10a) – understand and use the imperative mode (R 2.8) – verbs with prepositional phrases; e.g., <i>jouer à, jouer de, faire de</i> (R 2.10b) – verbal expressions such as <i>avoir lieu</i> (R 2.10c) – comparative and superlative forms of adjectives (R 2.12b)	– awareness of different regional accents and language variations (R 3.3) – French-language writing conventions; e.g., dates, abbreviations (R 3.4a) – some practices of everyday living in certain Francophone regions (R 4.1e)
Witnessing an accident	Occupational Context – seeking emergency assistance (C 4.2) – describing symptoms (C 4.3)	– concept of verbs followed by <i>à</i> or <i>de</i> such as <i>essayer de, commencer à/de, oublier de, réussir à</i> (R 2.5d) – concept of pronominal verbs; e.g., <i>se sentir, se blesser</i> (R 2.5e) – understand and use the imperative mode (R 2.8) – adverbs of probability (R 2.13e) – use of common conjunctions to link ideas (R 2.17)	– social conventions such as those related to requesting assistance or expressing sympathy (R 3.1)

Situation	Language Experiences in the ...	Unit-specific Linguistic Subcomponent of Repertoire	Unit-specific Intercultural Subcomponent of Repertoire
Getting advice over pizza	Personal Context – describing friendships and relationships (C 1.2) Public Context – purchasing prepared food (C 3.4)	– <i>pronoms compléments d’objet directs et indirects</i> (R 2.2b) – conditional expressions; e.g., <i>pourrais-tu</i> (R 2.9a) – <i>passé composé</i> with frequently used regular verbs (R 2.7b) – concept of verbs followed by <i>à</i> or <i>de</i> such as <i>essayer de, continuer à, oublier de, finir de</i> (R 2.5d) – verbal expressions such as <i>avoir envie de, avoir peur, se faire de</i> (R 2.10c) – adverbs of affirmation and probability (R 2.13e) – directive verbal expressions; e.g., <i>je te suggère de</i> (R 2.8c) – comparative and superlative forms of adjectives (R 2.12b)	– some practices of everyday living in certain Francophone regions (R 4.1e) – aspects of influential popular culture in the Francophone world (R 4.1f)
Taking a visiting relative around town	Public Context – identifying, describing and using leisure and recreation facilities (C 3.1, 3.4) – describing menu offerings at and eating at a kiosk (C 3.2, 3.4) Occupational Context – interacting as a customer (C 4.3)	– conditional expressions, e.g., <i>j’aimerais, je voudrais</i> (R 2.9a) – verbal expressions such as <i>avoir envie</i> (R 2.10c) – verbs with prepositional phrases; e.g., <i>jouer à, jouer de, faire de</i> (R 2.10b) – understand and use the imperative mode (R 2.8) – directive verbal expressions; e.g., <i>je vous recommande de</i> (R 2.8c) – comparative and superlative forms of adjectives (R 2.12b)	– Francophones or French speakers who have had an impact on life in Canada (R 4.1d) – some practices of everyday living in certain Francophone regions (R 4.1e) – aspects of influential popular culture in the Francophone world (R 4.1f)
Picking a restaurant for a family reunion	Public Context – describing menu offerings (C 3.2) Personal Context – describing relationships (C 1.2)	– directive verbal expressions; e.g., <i>je vous recommande de</i> (R 2.8c) – adverbs of affirmation and probability (R2.13e) as well as – incorporation of those linguistic outcomes that have received the least attention or that have provided students with the most challenges	– some practices of everyday living in certain Francophone regions (R 4.1e) – aspects of influential popular culture in the Francophone world (R 4.1f)

Organization of Outcomes by Special Events—Example for French 30–3Y

Approximate Date	Opportunity for Special Events or Project	Possible Related Language Experiences
8 septembre 5 octobre variable variable	Journée internationale de l’alphabétisation Journée mondiale des enseignantes et des enseignants in-school new semester start-up activities library and resource orientation activities	– expressing perspectives on or feelings or emotions about aspects of school life (C 2.3) – identifying French-language speakers or resources within the school community or through the use of the Internet (C 2.1)
26 septembre 21 février 3 ^e lundi de février 15 mai 1 ^{er} octobre 12 juin variable	Journée européenne des langues Journée internationale de la langue maternelle Fête de la famille (en Alberta) Journée internationale des familles Journée internationale des personnes âgées Journée mondiale contre le travail des enfants in-school charity fundraising activities in support of children/families	– describing their childhood (C 1.4) – describing their responsibilities within the home (C 1.3)
31 août 4 octobre 21 novembre 26 novembre variable variable	Journée mondiale du blog Journée internationale des animaux Journée internationale de la télévision Journée mondiale sans achats grands jeux et manifestations sportives (ex., Jeux d’hiver...) in-school events promoting healthy balance of physical and other activities	– identifying and describing their regular daily or weekly routines; e.g., daily access to information and communication technologies; personal preferences in terms of leisure activities (C 1.1)
15 février 20 mars 25 mai 2 juin 5 juin variable	Jour du drapeau national du Canada Journée internationale de la francophonie Journée mondiale de l’Afrique Journée mondiale pour un tourisme responsable et respectueux Journée mondiale de l’environnement Jeux de la Francophonie	– various language experiences in the public context dealing with tourism in Francophone and local communities (C 3)
1 ^{er} octobre 27 mars 18 mai variable	Journée internationale de la musique Journée mondiale du théâtre Journée internationale des musées in-school fine arts events	– comparing the nature, design and availability of public spaces, facilities and/or institutions within one’s own community and selected Francophone communities (C 3.4) – researching and identifying aspects of the arts and popular culture of the Francophone world that have influenced other cultures (R 4.1f)

Approximate Date	Opportunity for Special Events or Project	Possible Related Language Experiences
variable	in-school awareness activities around post-secondary study opportunities	– reflecting on future training or study opportunities (C 2.2)
27 avril 28 avril 1 ^{er} mai	Journée mondiale des adjoints administratifs et secrétaires Journée mondiale sur la sécurité et la santé au travail Journée mondiale du travail	– various language experiences in the occupational context (C 4)
variable	lead up to school graduation ceremonies	– reflecting on their personal image and clothing style preferences (30 C 1.2) – expressing perspectives on or feelings or emotions about aspects of school life (C 2.3)
emerging opportunities	New opportunities may arise throughout the year and become the impetus for unit or lesson planning. For example, a French-language movie might suddenly become very popular, an event related to a French-speaking celebrity might cause an international stir or an event might occur in a Francophone country. These opportunities might be points around which particular course content could be organized.	– language experiences related to needs and interests (C 4)

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Planning Models for Language Instruction and Language Learning

Selected Second Language Instructional Models

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	<p>SET Teacher uses a hook to stimulate student interest.</p>	<p>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.</p>	<p>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.</p>
	<p>PRESENTATION Teacher presents the intended focus of learning to the students. This can include new vocabulary, linguistic elements, cultural information or language learning strategies.</p>		
Noticing	<p>EXPLANATION Teacher plans this teaching phase to meet the needs of the students. It can include inquiry and discovery learning.</p>		
Internalizing			

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)
Applying and refining	<p>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.</p>	<p>REMEMBERING Students carry out activities to process and internalize the language; e.g., manipulate and develop personal connections. (Mental storage)</p>	<p>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.</p>
	<p>INDEPENDENT Teacher facilitates group, pair or individual activities related to the content presented and involving one or more of the four language skills.</p>		
Transforming and personalizing	<p>TRANSFORMATION Teacher provides students with authentic communicative tasks in which they apply new and previously acquired learning using a range of language skills.</p>	<p>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.</p>	<p>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.</p>
	<p>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 <i>as</i> and <i>for</i> learning activities occur throughout the previous phases.</p>		
Assessing learning			

Task-Based Learning Model* (Willis, 1996)

Phases	Activities and Examples
Pre-task Phase	<p>SETTING AND CLARIFYING THE TASK</p> <ul style="list-style-type: none"> ▪ The topic is defined. ▪ Task instructions are clarified. ▪ Brief activities to help students recall or learn useful phrases are carried out. This can include a 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 task such as the one being presented. <p>◆ Example: To prepare students in a French 10–3Y class for a task in which groups of students fill out a course schedule with names of school subjects based on information provided in a print or auditory text, the teacher draws or projects a blank sample schedule. Student input is solicited by the teacher and, based on the information in the text, the teacher together with the students fills in a single column for one day of the schedule. The expressions and phrases that arise are collected and posted for student reference as they carry out a more expanded version of the task themselves.</p>
The Task Cycle— Part 1	<p>DOING THE TASK</p> <ul style="list-style-type: none"> ▪ Students carry out the task to the best of their abilities, which may involve halting and simplified speech and making use of posted sample expressions and phrases. ▪ The teacher encourages the students as needed while engaging in assessment <i>for</i> learning and noting commonly occurring errors that arise in the class as a whole. The teacher targets specific vocabulary and language structures for later follow-up, based on the outcomes of the program of studies. ▪ Where applicable, the teacher adds any new words and/or expressions that arise in specific groups to the posted expressions chart for use by other groups.
The Task Cycle— Part 2	<p>PLANNING TO SHARE THE RESULTS</p> <ul style="list-style-type: none"> ▪ Prior to the groups' sharing of their findings, the teacher may share audio or video recordings of other students presenting reports on similar tasks. ▪ 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. <p>◆ Example: Groups of students in the French 10–3Y class mentioned previously may use statements such as the following when planning to present their results, if such statements have been collected, posted and previously rehearsed.</p> <ul style="list-style-type: none"> – <i>Qui lit la liste de matières pour lundi? Moi. Bon, Unita, tu commences.</i> – <i>Jordon, est-ce que tu lis la liste pour mardi? ...</i> – <i>Qui montre les matières à l'écran pendant que les autres parlent?</i>

*Based on Willis, Jane. *A Framework for Task-Based Learning*. Harlow: UK: Longman. 1996.

Phases	Activities and Examples
The Task Cycle—Part 3	<p>REPORTING ON THE RESULTS</p> <ul style="list-style-type: none"> ▪ The report may be oral or in the form of a visual which is displayed and viewed. <p>◆ Example:</p> <p>Reports by the students in the French 10–3Y class mentioned above may contain statements such as the following, if appropriate sentence starters have been collected, posted and previously rehearsed.</p> <ul style="list-style-type: none"> - <i>L'opinion de notre groupe est la suivante. Le lundi matin, l'élève a un cours de mathématiques, d'éducation physique et de français et un cours de sciences l'après-midi.</i> - <i>Le mardi, la personne a...</i> - <i>Voici la phrase dans le texte... Pour nous, ça indique que le mercredi, l'élève a...</i> <ul style="list-style-type: none"> ▪ The teacher continues to take note of vocabulary and language structures for further follow-up. ▪ After students have presented their spoken reports or circulated and viewed the written reports of other groups, the teacher provides students with brief feedback on the content and form of their reports.
Language Use Focus—Part 1	<p>LANGUAGE ANALYSIS ACTIVITIES</p> <ul style="list-style-type: none"> ▪ The teacher develops and implements language analysis activities based on observations made during the three phases of the task cycle. ▪ The activities are intended to help students identify and process various features of language as it was used during the three phases of the task cycle.
Language Use Focus—Part 2	<p>PRACTICE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Students carry out practice activities using the language features analyzed above.
OPTIONAL	<p>ADDITIONAL TASK</p> <ul style="list-style-type: none"> ▪ Following the task and the language use focus cycles, 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.

Sample Blank Planning Templates

The following types of Planning Templates are available for use and can be modified or adapted for personal use.

Sample Template for Long-Range Planning.....	p. 270
Sample Template for Unit Planning.....	p. 272
Sample Template for a Unit Outline/Lesson Series.....	p. 274
Sample Template for a Unit Plan (Phases of Learning).....	p. 275
Sample Template for a Unit Plan (Day-by-Day Chart).....	p. 276
Sample Template for a Lesson Plan (Step-by-Step Chart).....	p. 277
Sample Template for a Lesson Plan (Teacher and Student Activities).....	p. 278
Using Multiple Intelligence Theory to Select Learning Activities.....	p. 279
Activities Brainstorm (planning with multiple intelligences in mind).....	p. 281
Sample Template for Planning an Activity or a Task.....	p. 282
Example of Planning an Activity or a Task.....	p. 284
Unit Planning Checklist.....	p. 286
Lesson Planning Checklist.....	p. 287
Checklist for Differentiating Instruction.....	p. 288

Sample Template for Long-Range Planning

Teacher: _____ Course: _____ School Year: _____

Month	Unit Focus	Performance Assessment(s)	Resources

Sample Template for Long-Range Planning (continued)

Month	Unit Focus	Performance Assessment(s)	Resources

Sample Template for Unit Planning

Course: _____ Teacher: _____ School Year: _____

Unit Focus/Highlights: _____ Possible start/end dates: _____

 _____ Addressing Learner Diversity: _____

C O N T E X T S	R E P E R T O I R E		
Key Language Experiences	Key Vocabulary	Key Language Structures	Intercultural Knowledge

KEY COMMUNICATIVE ACTS

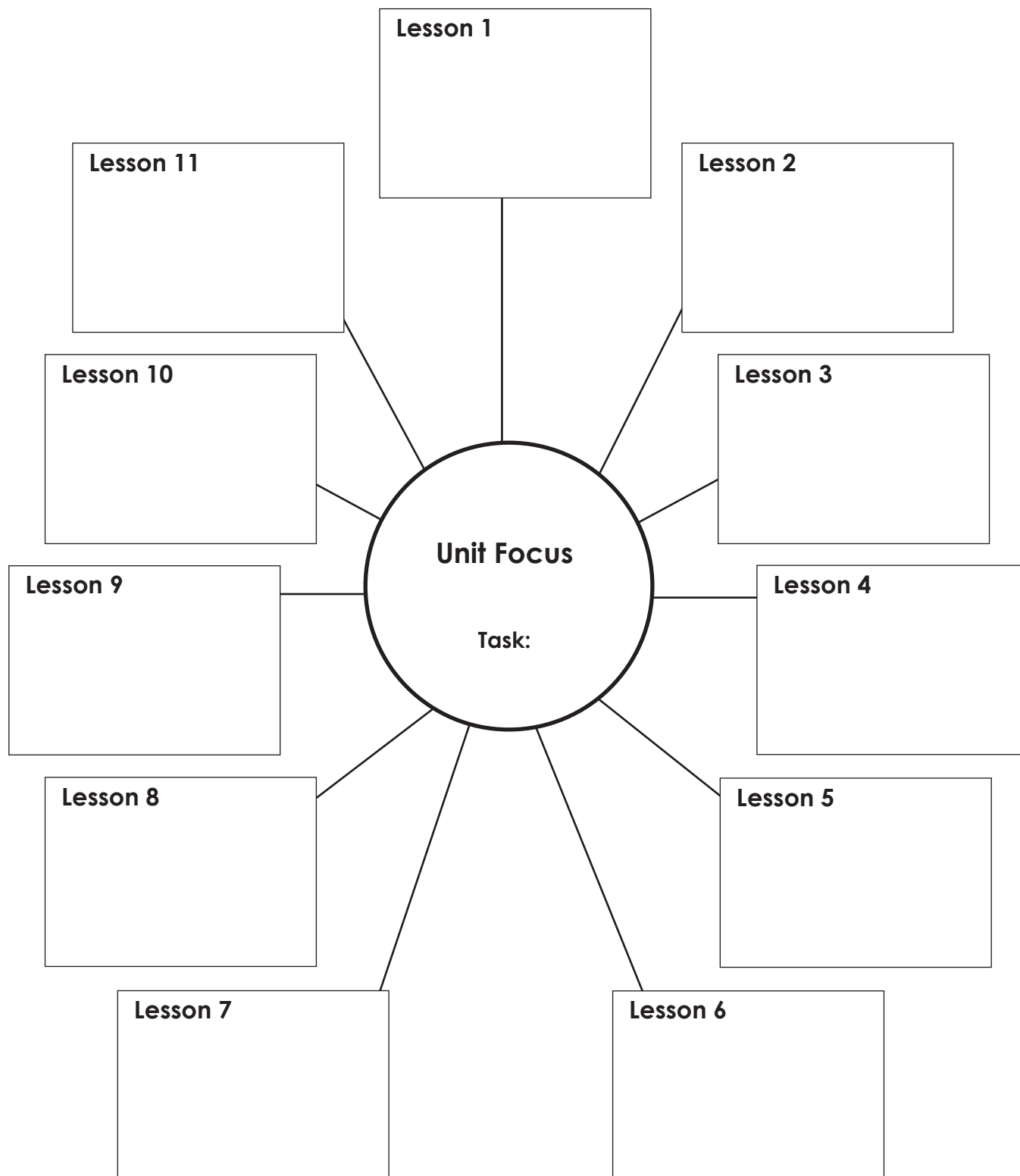
Language Functions Targeted	Major Teaching and Learning Activities	Assessment <i>for/as/of</i> Learning

Key Tasks/Projects: _____

Sample Template for a Unit Outline/Lesson Series

Name of Unit/Lesson Series: _____

Start/End Dates: _____



Sample Template for a Unit Plan (Phases of Learning)

BRAINSTORM OF POSSIBLE CONTEXTS OR LANGUAGE EXPERIENCES						
LEARNER OUTCOMES	PHASES OF LANGUAGE LEARNING [WITH SKILLS] Listening Comprehension [LC]; Reading Comprehension [RC]; Spoken Expression [EX]; Written Expression [WE]					
	ENCOUNTERING	NOTICING	INTERNALIZING	APPLYING and REFINING	TRANSFORMING and PERSONALIZING	ASSESSING (for, as, of LEARNING)
	Day 1					

Sample Template for a Unit Plan (Day-by-Day Chart)

Unit Focus: _____ Dates/Duration: _____

Possible Language Experiences: _____

Task: _____

Day	Outcomes		Teaching and Learning Activities	Resources, Materials	Planning for Diversity	Assessment (for, as, of) Learning
	Language Functions					
	Key Language Structures					
	Intercultural Components					
	Strategies					
	Language Functions					
	Key Language Structures					
	Intercultural Components					
	Strategies					

Sample Template for a Lesson Plan (Step-by-Step Chart)

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) _____ Lesson Number ____ out of ____ Total in Unit

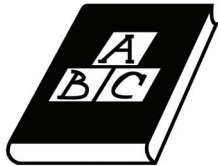



Date _____ Class start time ____ Class end time _____

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 <i>May involve Presentation, Explanation, Guided Practice, Independent Practice, Assessment</i> OR <i>Approaching, Encountering, Noticing, Internalizing, Applying Refining, Personalizing, Transforming, Assessing</i>				
Closure (summary of learning, link to upcoming learning)				

Using Multiple Intelligence Theory to Select Learning Activities

<i>Intelligence</i>	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, tableaux 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

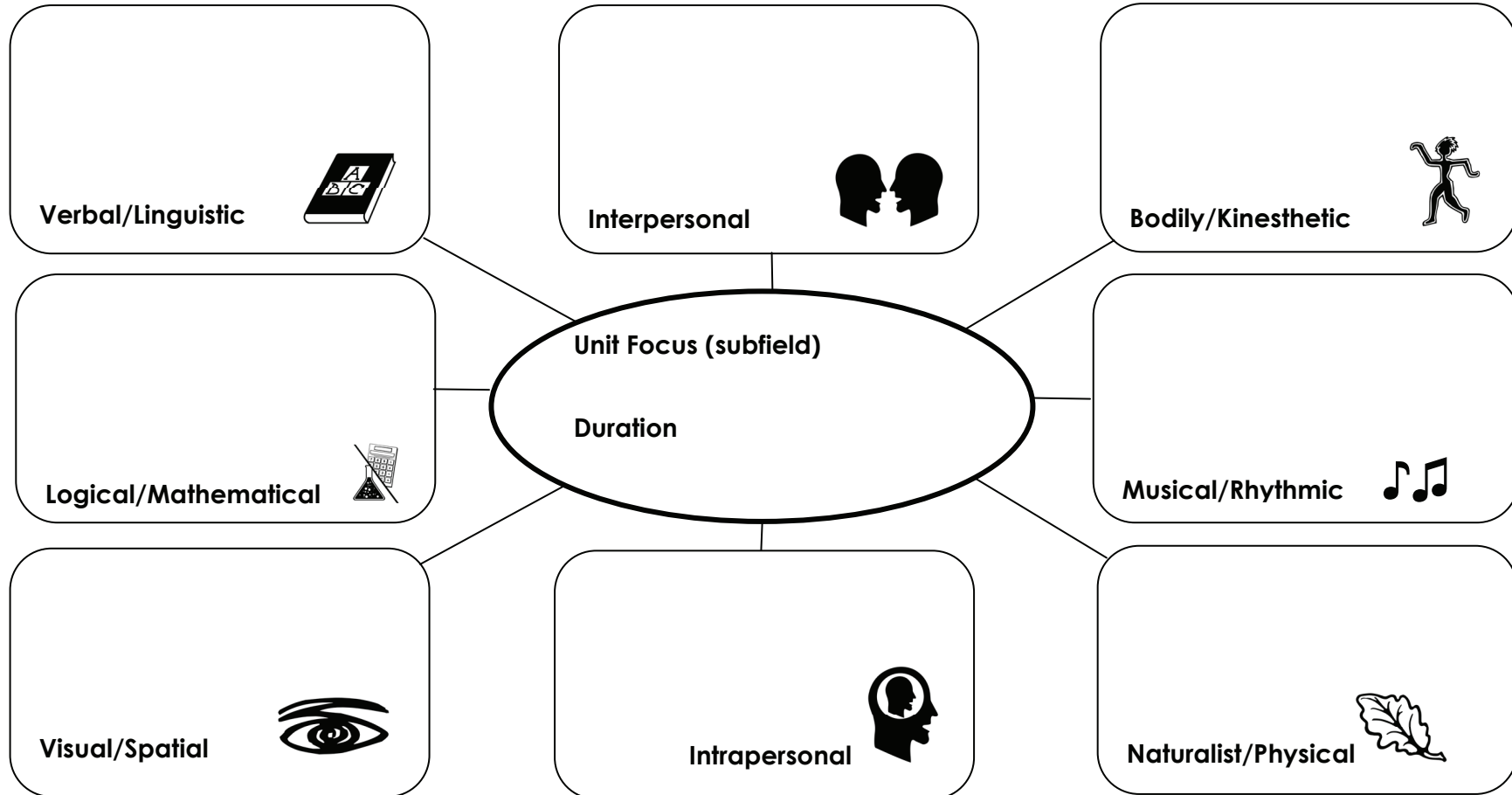
Adapted from Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996) pp. 226-227. Reproduced with permission of the Nebraska Department of Education.

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

Adapted from Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996) pp. 226-227. Reproduced with permission of the Nebraska Department of Education.

Activities Brainstorm Planning Sheet (planning with multiple intelligences in mind)

Performance Task: Students will ...



Sample Template for Planning an Activity or a Task

Unit: _____ Dates/Duration: _____

CONTEXT(S)	RELATED LANGUAGE EXPERIENCES	RELATED LANGUAGE FUNCTIONS		
ACTIVITY OR TASK selected for this unit:				
Students will ...				
Necessary Vocabulary (words/expressions)		<i>New</i>	<i>Needing review</i>	<i>Known</i>
Necessary Language Structures and Discourse Development		<i>New</i>	<i>Needing review</i>	<i>Known</i>

Necessary Intercultural/Cultural Knowledge	<i>New</i>	<i>Needing review</i>	<i>Known</i>

Possible associated Language Learning Strategies	<i>New</i>	<i>Needing review</i>	<i>Known</i>

Necessary authentic text(s) needed as models to support student production			
<p>Visual:</p> <p>Audio:</p> <p>Audiovisual:</p> <p>Print:</p>			

Example of Planning an Activity or Task

Course: French 10–3Y

Unit: Who Am I?

Dates/Duration: 3 weeks

CONTEXT(S)	RELATED LANGUAGE EXPERIENCES	RELATED LANGUAGE FUNCTIONS		
Personal Context	– identifying and describing themselves (C 1.1)	– Personal function: expressing personal preferences (A 1)		
Public Context	– becoming informed about community events and services (C 3.4)	– Interpersonal function: expressing the preferences of someone else (A 2) – Directive function: suggesting an action (A 4)		
ACTIVITY or TASK selected for this unit:				
Students will ...				
<ul style="list-style-type: none"> – prepare a survey of each other’s preferences – present their finding orally – use their findings to make suggestions for leisure activities based on available services in the community 				
Necessary Vocabulary (words/expressions)		<i>New</i>	<i>Needing review</i>	<i>Known</i>
– vocabulary for preferences: food, hobbies, sports (R 1.1)		✓		
– verbs required to indicate preferences: <i>aimer, adorer, détester</i>		✓		
Necessary Language Structures and Discourse Development		<i>New</i>	<i>Needing review</i>	<i>Known</i>
– understand the formulation of questions with <i>est-ce que</i> and different forms of <i>quel</i> (R 2.4a)		✓		
– ask questions, orally and in writing, using <i>est-ce que</i> and the different forms of <i>quel</i> (R 2.4a)		✓		
– understand the concept of <i>les pronoms personnels sujets</i> (R 2.2b)		✓		
– understand the concept of subject and verb agreement in French (R 2.5a)		✓		
– understand concept of conjugation patterns in French (R 2.5b)		✓		
– apply knowledge of the conjugation pattern with regular <i>-er</i> verbs <i>aimer, adorer, détester</i>		✓		
– understand the concept of gender and number in French (R 2.1a)		✓		
– understand the role of <i>déterminants indéfinis</i> and <i>définis</i> and apply this knowledge (R 2.1d)		✓		
– recognize the difference between a statement and a question (R 2.14b)		✓		

Example (continued)

Necessary Intercultural/Cultural Knowledge	<i>New</i>	<i>Needing review</i>	<i>Known</i>
<ul style="list-style-type: none"> – recognize social conventions used by Francophone speakers when interacting with others in familiar situations; e.g., social space (R 3.1) – distinguish, with guidance, between formal and informal language related to the context and the language experiences (R 3.2) – compare and contrast, in English, some practices of everyday living; e.g., preferences of Québécois and French youth in terms of activities (R 4.1f) 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		
Possible associated Language Learning Strategies	<i>New</i>	<i>Needing review</i>	<i>Known</i>
<p>Comprehension Strategies</p> <ul style="list-style-type: none"> – drawing on previous experiences and prior knowledge to make inferences about an oral or written text (<i>make explicit</i>) – using guessing to anticipate what might be heard or read (<i>make explicit</i>) <p>Production Strategies</p> <ul style="list-style-type: none"> – recalling and rehearsing an appropriate set of phrases from the repertoire (<i>make explicit</i>) – role-playing in advance (<i>make explicit</i>) – making a plan, in advance, about how to approach the learning of vocabulary (<i>make explicit</i>) 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		
Necessary authentic text(s) needed as models to support student production			
<p>Visual: Flash cards for vocabulary</p> <p>Audio: Examples of questions related to preferences</p> <p>Audiovisual:</p> <p>Print: Statistics about leisure activities for Québécois and French youth</p>			

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 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?
- planned for communicative acts which involve a wide array of language functions?
- provided opportunities for students to engage in activities that allow them to develop their comprehension and expression skills both orally and in writing?
- included activities that allow students to access and share cultural knowledge about the Francophone world?
- considered which language structures and vocabulary students will need to know and apply in order to successfully carry out the performance task(s) I am selecting?
- planned for appropriate assessment *for* learning, assessment *as* learning and assessment *of* learning techniques?
- considered student needs, interests and abilities as well as issues relevant to their lives in and outside of school as I select appropriate activities?
- considered how to solicit and use student input when choosing and/or designing activities so that students' learning styles, strengths, weaknesses and interests are integrated within a collaborative learning and decision-making process?
- allowed for flexibility and adaptation of the plan in response to student needs and time allocations?
- determined how activities and tasks will be balanced so that all four skills (oral and written comprehension and oral and written expression) are developed and assessed equally over the course of the unit?
- selected performance assessment tasks that are 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, sociocultural and cultural elements can be reviewed and reintegrated in the unit?
- selected interesting, relevant and varied resources to support this unit?
- verified that the activities of the unit and accompanying resources reflect a wide array of learning style preferences?
- 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?
- 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 be assigned as homework?
- decided where and how the lesson plan can be adjusted to accommodate new needs, ideas or information?

Checklist for Differentiating Instruction

In general have I ...

- considered students' individual needs and learning profiles to determine the accommodations, modifications and adaptations necessary for success?

With regard to the selection and scope of outcomes, have I ...

- selected fewer outcomes or made allowances for partial outcomes for some students?
- aligned the planned activities to the level of learner support associated with the outcomes in question?
- decided how students will apply their learning?
- determined what the students will be able to demonstrate as a result of this learning activity?
- decided where and how the lesson plan can be adjusted to accommodate new needs, ideas or information?

With regard to key concepts, have I ...

- identified the key concepts of the unit to be taught and activities used to support these concepts?
- made the key concepts explicit to the students?
- made a clear link between the key concepts being presented and those related concepts that were previously addressed in the course?
- provided opportunities for students to relate the key concepts to their own experiences or understanding?
- incorporated opportunities to allow students to make connections between what they know and what they are learning?
- presented and supported the key concepts, using demonstration, oral, visual and written support as well as illustrative examples?
- highlighted key points of the lesson orally and visually?
- ensured that students have accurately taken notes of each day's key points for future reference?

With regard to planned learning activities, have I ...

- selected appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes?
- selected extension activities that will reinforce and extend learning?
- provided opportunities for students to use different learning modalities; e.g., visual, auditory, kinesthetic, interpersonal, intrapersonal?
- considered how the students will be organized for instruction?
- selected the type of grouping that will be most effective for a particular activity or a particular end goal?
- made decisions about grouping students based on learning profile, interest, readiness or need?
- presented and supported instructions using demonstration, oral and written steps and exemplars of completed assignments?
- broken down assignments or tasks into smaller, more manageable parts?
- given clear, concrete instructions and repeated them where necessary?
- supported written instructions with picture prompts?

- modelled the type of actions or strategies expected of students when they are engaged in the assigned learning activity?
- highlighted directions using a colour-coding system or other type of visual support?
- provided a visual reference of the sequence of key steps in completing the assignment?
- asked students to recall the instructions in sequence or to indicate in some other way that they have understood the directions?
- provided a checklist of assignment parts so that students may monitor their progress through the instructions as they complete the specified steps or tasks?
- audio recorded presentations or directions for playback as needed?
- written assignments and homework on a chart or blackboard?
- ensured that students write down assignments in their agendas?

With regard to resources, have I ...

- decided on the resources that will be used for the learning activity, including oral, print, media texts and community resources?
- determined Web-based supports where helpful; e.g., animated language structures, learning objects, simulations, audio texts?
- considered using a graphic organizer to present information?
- provided an advance organizer for note-taking; e.g., fill-in-the-blank, cloze style?
- located necessary materials and resources to support different learning styles and student needs?
- located or prepared necessary materials and resources to support students with learning difficulties or those working with different reading levels:
 - by highlighting passages of text?
 - by providing an enlarged copy of material?
 - by rewriting materials at a lower reading level?
 - by reformatting handouts and tests to include larger spaces and lines for written responses as necessary?
- ensured that students have the assistive tools and devices required to support their learning style or needs, such as rulers, overlays, recordings, computers, or access to a scribe for major assessments where needed?
- helped students stay on task by employing a cueing strategy?
- checked in with students regularly to ensure that the task is understood and provided feedback and clarification on specific aspects of the assignment?

When it comes to timelines, have I ...

- determined an approximate timeline for the learning activity?
- prepared an assignment sheet with task increments and a timeline to guide students' completion of the assignment?
- considered the pace of the learning activity and the needs of the students?
- determined whether there is a need to compact or extend the study, based on student needs?
- considered ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary?

- provided opportunities for frequent breaks, if necessary?
- provided students with time warnings for task completion?
- extended deadlines for those students who require more time to complete assignments?
- recorded important assignments and test due dates on a master calendar?
- had students write dates for upcoming assignments and tests into their agendas?
- shown students how to plan for longer assignments by back-planning on a calendar?

With regard to assessment, have I ...

- determined the best way for students to demonstrate their learning?
- defined the focus of the assessment and decided not to penalize students for errors related to other matters?
- considered necessary alternate assessment options to accommodate different learning styles, interests or strengths?
- provided assessment options for students to show what they know?
- shared assignment criteria, checklists, standards and exemplars with students?
- selected or developed rubrics, exemplars and checklists to support student assessment?
- provided immediate, specific and constructive feedback?
- emphasized the quality of work and perseverance rather than the quantity of work?
- provided opportunities for student self-reflection and self-assessment?
- shown students how to turn the list of key concepts and other course notes or activity handouts into their own study guide of important skills and concepts?
- shown students how to study for an upcoming test?
- made necessary preparations for alternative testing procedures, timelines, resources and materials for individual students?

With regard to students with specific attention difficulties, have I ...

- provided alternative seating (e.g., near teacher, facing teacher, between well-focused students, away from distractions)?
- provided additional or personal work space (e.g., quiet area, extra seat or table, time-out spot, study carrels)?
- permitted movement during class activities and testing sessions?
- provided oral directions in written form?
- provided checklists to track progress of tasks that are part of long, detailed assignments?
- set time limits for specific task completion?
- checked in with the student regularly to help monitor progress?
- used place markers to allow the student to maintain position better or to focus attention?
- allowed the student to wear noise buffer devices such as head phones to screen out distracting sounds where permitted?

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 *cétille* (*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 *cing*; 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.
- 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 [ɲ] 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 similar to the English sound *ay*. Examples of words containing these combinations or *é* are *écoutez*, *regarder*, *piéd* 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 *moo*. *Vous*, *jour* and *trousse* are examples of the sound [u]. This sound is also represented by *ouè*, as in the question word *ouè*; and *ouê*, as in the word *aout*. 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 *boite* 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 *couleer*, *neuf* and *sœer*.

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 *bâon* and *combion*. 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 *feme* is not pronounced as an [ɛ], but rather as an [a]. Another common example is the word *monsieur*. Phonetically, *monsieur* looks like this: [mɔ̃sjø].

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
- [ʏ] 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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Suggested Activities and Tasks Related to Contexts and Language Experiences



This list is provided as a starting point and is not intended to be prescriptive or limiting. Teachers 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 context and the language experiences found within the context; 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 or models are provided when deemed necessary.

Possible Activities and/or Tasks for French 10–3Y

PERSONAL CONTEXT	
identifying and describing themselves (10 C 1.1)	<p>Students present themselves to two classmates and then report orally on three things they have learned about these two classmates.</p> <p>(Personal, Interpersonal and Referential Functions)</p>
	<p>Students choose from a range of options, such as hair and eye colour, to build an avatar to represent themselves in the learning object posted on <http://www.LearnAlberta.ca> entitled <i>Visite virtuelle</i>, which features a virtual tour of the Alberta Legislature. Once their avatars are complete, students can describe them to each other.</p> <p>(Personal and Imaginative Functions)</p>
	<p>Students write an acrostic poem in which they write the letters of their name vertically. They then select adjectives that can be used to describe themselves. They write the adjectives horizontally so that they intersect with the letters of their names. Alternatively, students can prepare a <i>cinquain</i> or other form of patterned poem about themselves, following a model prepared by the teacher; e.g., <i>Moi; quinze ans; aime la nature et les chats; timide, mais forte; une bonne amie</i>. The poems can be posted anonymously and the students can guess which poem describes which student.</p> <p>(Personal and Imaginative Functions)</p>
sharing personal preferences (10 C 1.2)	<p>Students create a collage or other visual representation of themselves, identifying their physical and personality traits, likes and dislikes. Students write a caption for each item included. Alternatively, students may prepare a visual presentation of themselves using photographs and a multimedia presentation program. They use the visual presentation to talk about themselves as they introduce themselves to others.</p> <p>(Personal and Referential Functions)</p>
	<p>Toward the beginning of the course, students assemble a time capsule in which they include lists of items that are personally meaningful to them or lists of their current favourite songs, games, films, etc. At the end of the term, the time capsule is opened and students examine the lists they have included months earlier. Students classify the items on their list under headings such as <i>Les choses que j'aime encore</i> and <i>Les choses que je n'aime plus</i>. Students then share their findings with others using the expressions <i>Voici la liste de choses que j'aime encore; voici la liste que je n'aime plus</i>.</p> <p>(Personal and Interpersonal Functions)</p>
	<p>Students compare their top five favourite songs with those appearing in a Top 5 list on a French Internet radio broadcast targeted at a teenage audience.</p> <p>(Personal and Referential Functions)</p>
	<p>Students survey classmates on their favourite movies, Web sites, games, video games, etc. and compare the results with those collected by their partner classes or by students in another school.</p> <p>(Personal, Interpersonal and Referential Functions)</p>
	<p>Students bring in music clips representing various styles and periods of music including <i>zydeco</i> (Cajun) and <i>raï</i> (Algerian, popularized in France by Cheb Khaled) and survey the musical preferences of their classmates. Statistical charts such as pie charts or bar graphs can be prepared to illustrate the preferences.</p> <p>(Personal, Interpersonal and Referential Functions)</p>

	<p>Students write resolutions for the coming New Year or new semester using phrases such as <i>Je veux regarder moins de télévision. Je veux faire plus de sport</i>. The teacher collects the statements and returns them to the students at the end of the term, to allow them to review their progress on the resolutions at that time.</p> <p>(Personal Function)</p>
	<p>Students create a mock-up of a Web page or a poster describing their favourite celebrity, team or activity.</p> <p>(Personal and Referential Functions)</p>
<p>identifying, introducing and describing their family members (10 C 1.3)</p>	<p>Students prepare and record a video clip about themselves and their families which could include information such as age, physical and personality traits, likes and dislikes.</p> <p>(Personal and Referential Functions)</p>
	<p>Students prepare an illustrated family album, with descriptions of real or imaginary family members or the families of fictional characters. The albums include references to topics such as likes and dislikes, pets, physical and personality traits.</p> <p>(Personal, Referential and Imaginative Functions)</p>
	<p>As students listen to or read texts in which family relations are described, they draft a family tree in order to map the relations and verify that they have correctly understood the information provided.</p> <p>(Referential Function)</p>
	<p>Students prepare a guest list for a real or imaginary family reunion, stating the name, age and relationship of each person in the family. This can be expanded to include brief descriptors of hair and eye colour as additional details.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students are given the context that they are attending a family reunion. Each student is given a card, prepared by the teacher, with information about who they are in the family. Before beginning the simulation, students think about the kinds of question they might ask a person to whom they are related but do not know anything about. During the simulation, students need to meet at least two family members, remember at least one detail given and report these in a diary entry that begins: <i>Aujourd’hui, j’ai fait la connaissance de... Il/elle...</i></p> <p>(Personal, Interpersonal, Referential and Imaginative Functions)</p>
<p>identifying, introducing and describing their friends (10 C 1.4)</p>	<p>The animation found on <http://www.LearnAlberta.ca> entitled Canada Vignettes—<i>Visages</i> contains line drawings of a range of faces. The animation can be paused and/or images can be printed off and used as the basis for introductory dialogues in which students treat the person in the animation as a friend that is being introduced to another classmate. The same activity can be done with photographs of people taken from magazines or from reputable Internet sites.</p> <p>(Interpersonal and Imaginative Functions)</p>
	<p>Students prepare a card for a member of the class similar to sports cards collected by fans of a particular team—by identifying the students’ eye colour, hair colour, type of hair, height, etc.</p> <p>(Referential Function)</p>

	<p>Students prepare a get-well card for a friend who is in the hospital. Besides wishing him or her well, students prepare a statement indicating why he or she is a special friend. (Interpersonal Function)</p>
	<p>Students prepare a <i>cinquain</i> (patterned five-line poem) for a best friend, in which they mention the friend's name, some descriptors related to the friend's personality and/or physical characteristics, a complement and/or other information about the friendship. e.g., <i>Sylvia/ma meilleure amie depuis la 8^e année/vivace et drôle/avec son beau sourire et ses yeux chaleureux/mon amie pour toujours.</i> (Referential and Imaginative Functions)</p>
EDUCATIONAL CONTEXT	
<p>identifying classroom supplies and furnishings (10 C 2.1)</p>	<p>A number of school and classroom supplies are placed in a knapsack. Students have to guess what items are in the knapsack. (Referential and Imaginative Functions)</p>
	<p>Students prepare a picture dictionary of classroom objects, furniture and school supplies. (Referential Function)</p>
	<p>Students design a real or imaginary classroom and label the furniture and equipment. (Referential and Imaginative Functions)</p>
	<p>Students are given a scenario in which a fire has burned down the wing of the school that contains their classroom. Groups of students create a list of the most essential classroom furnishings and supplies that would need to be replaced. Members of each group report on their list of most essential classroom items. (Referential and Imaginative Functions)</p>
	<p>Students direct each other to set up a display involving various classroom items, using statements such as <i>Mets le livre sur la table, à droite de la gomme à effacer.</i> (Directive Function)</p>
	<p>Students prepare <i>devinettes</i> related to school supply items or for classroom furnishings. For example, <i>Cet outil est disponible en bleu, en noir ou en rouge. On utilise cet outil pour écrire. Qu'est-ce que c'est? Or On place les stylos, les crayons et une gomme à effacer dans cette chose. Qu'est-ce que c'est?</i> (Referential and Imaginative Functions)</p>
<p>expressing preferences and describing personal routines related to their course schedules (10 C 2.2)</p>	<p>Students participate in an oral interview about their school timetable. The questions and replies include the beginning and end time of the school day; e.g., <i>À quelle heure est-ce que l'école commence? L'école commence à .../À quelle heure est ton premier cours? Mon premier cours commence à.../Quels cours est-ce que tu suis ce semestre? J'ai un cours de mathématiques.</i> A second activity using the timetable could include course preferences and personal routines. (Personal and Referential Functions)</p>
	<p>Students make up a series of statements based on a particular authentic timetable from a Francophone region. As a listening comprehension activity, they read these to a partner who must decide if the statement is true or false; e.g., <i>Le lundi matin, j'ai une pause à dix heures et quart. Après la classe de sciences, je vais au gymnase pour la classe d'éducation physique.</i> (Referential Function)</p>

	<p>Students compare their timetable with one from Quebec or France or another Francophone country to find similarities and differences. (Referential Function)</p>
	<p>Working in pairs, students consult an authentic course schedule. Student A indicates the day and time and Student B provides directions as to where in the school Student A should go for that course. (Directive Function)</p>
<p>participating in routine classroom interactions (10 C 2.3)</p>	<p>Students solve a problem involving written clues that allow them to reconstruct a portion of a seating plan for a real or imaginary classroom. Students are divided into groups of four. Each student in the group has different clues that they share with the group in order to recreate the lesson plan. Students use language structures such as <i>Qui est devant...?/Qui est derrière...?/Qui est à côté de...?</i> and <i>Sur ma carte, ça dit : « Savanna est assise entre Michel et Liam. Liam est assis derrière Monique. »</i> (Referential and Imaginative Functions)</p>
	<p>Small groups of students create skits based on typical classroom interactions involving roles such as an imaginary classroom teacher and students carrying out a variety of actions. (Directive and Imaginative Functions)</p>
<p>identifying areas of the school (10 C 2.4)</p>	<p>Students label a real or imaginary school plan and participate in an oral interview about the school. (Referential and Imaginative Functions)</p>
	<p>Students prepare an information booklet of people, activities and subjects taught in their school. The booklet may include the number of students in each class, the number of teachers and other staff members and may compare this with similar information from other Francophone schools in the province. (Referential Function)</p>
	<p>Students prepare <i>devinettes</i> about actual people in the school; e.g., <i>Elle travaille au bureau, mais elle n'est pas la directrice. Qui est-ce?</i> (Referential and Imaginative Functions)</p>
	<p>Students match verbs such as <i>écrire, faire du sport, jouer un instrument de musique, manger, chanter</i> with names of areas in the school where one is most likely to carry out these actions. (Referential Function)</p>
	<p>A teacher prepares or has another class prepare a treasure hunt around the classroom or school. Students must follow written instructions in order to get to each station. A letter is left at each station, which students must discover to build a mystery word. The teacher instructs students to start at different points in the treasure hunt so that only small numbers of students arrive at a given station at one time. (Directive Function)</p>

PUBLIC CONTEXT

identifying shopping venues typically found in a community (10 C 3.1)	<p>Students interview each other about the names and types of different shopping venues they have used in the past month and chart the information in various ways. (Interpersonal and Referential Functions)</p>
	<p>Students make a booklet of their favourite local stores and shops. The booklet may be in the form of a photo-roman, a series of business card-sized telephone book entries, a series of mock-ups for introductory Web pages or other forms chosen by the students or suggested by the teacher. (Referential Function)</p>
	<p>Working in pairs, student A tells student B that he or she is in need of a particular item. Student B then gives advice to student A as to which type of store or shop he or she should visit. (Personal and Directive Functions)</p>
	<p>Using the Internet, students research shopping venues that students of their age go to in another French-speaking part of Canada or in another Francophone country. Students present their findings to the class. (Referential Function)</p>
participating in routine interactions related to purchases of food, clothing, school supplies (10 C 3.2)	<p>Students listen to a series of excerpts of conversations between customers and service personnel to determine in what type of shopping venue the conversation is taking place or which kind of item is being purchased. (Referential Function)</p>
	<p>Students create puppets by gluing images of characters to small paper bags or popsicle sticks. They then plan and perform short scenarios featuring routine interactions between members of the public and various service personnel in the neighbourhood. The characters inquire about someone’s needs, explain their needs and receive advice and direction in order to purchase the required items. (Imaginative, Personal, Interpersonal and Directive Functions)</p>
	<p>Students are given a scrambled text related to a routine shopping interaction and are required to work alone or in pairs to place the text in a logical sequence. (Directive and Imaginative Functions)</p>
becoming informed about current weather conditions (10 C 3.3)	<p>Students listen to weather reports broadcasted over the Internet from various French-language Web sites and record on paper the high for the day (<i>la température maximale</i>), the low for the day (<i>la température minimale</i>) and one or two weather conditions. (Referential Function)</p>
	<p>Using the Corners strategy, students are asked to go to the corner that represents the season in which their birthday falls. Students now ask each other what the weather is typically like on their birthdays; e.g., <i>Généralement, quel temps fait-il le jour de ta fête?</i> Students prepare a summary of the weather conditions for their group and present their findings to the class. (Interpersonal and Referential Functions)</p>

	<p>Students stand in a large circle, each holding an image of a particular weather condition. One by one, students introduce the weather condition to the class. Then the images are hidden and students try to remember which person was holding a picture of which weather condition; e.g., <i>Miriam, chez toi, il fait du vent</i>. The student who has correctly remembered the most statements is declared the winner. If desired, the images are collected, shuffled and handed out for a second round.</p> <p>(Referential Function)</p>
	<p>Students prepare illustrations of prevailing weather conditions together with a related caption for each condition. If applicable, the images may be posted regularly on a school Web site, similar to daily weather bulletins issued by many newspapers.</p> <p>(Referential Function)</p>
<p>becoming informed about community events and services (10 C 3.4)</p>	<p>An information gap activity is created using two copies of a community events calendar. Different information is blanked out on the two copies, creating a version A and a version B. Working in pairs, students ask questions of someone who has the opposite version, in order to fill in all of the missing information.</p> <p>(Referential Function)</p>
	<p>The class is divided into two groups. Each group prepares a list of community events, following a series of information questions provided by the teacher; e.g., <i>Quel est le nom de l'évènement? Où est-ce que l'évènement a lieu? Quand? À l'intention de qui? Quel est le prix d'entrée?</i> Once this is complete, telephone conversations are simulated between the groups in order to gather information about the community events or services in question.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Pairs of students select a community service and sketch a three-frame comic strip featuring the thoughts of one character and the service for which he or she is looking. All of the sketches are posted and viewed by the rest of the class. Students guess which type of service is being referred to in each of the comic strips, based on clues in the images or in the thought bubbles.</p> <p>(Imaginative Function)</p>
	<p>Students are guided in the writing of a language experience text about a call to a community recreation facility. Following student dictation, the teacher writes a text such as the following on large chart paper, providing vocabulary assistance where needed. <i>Je trouve le numéro de téléphone du centre récréatif. Je compose le numéro. Ça sonne. On répond. Je pose ma question. J'écris la réponse. Je remercie la personne. Je raccroche. Voilà, j'ai terminé la tâche!</i> The class jointly edits the text to ensure that all linguistic structures and print conventions are accurate. The resulting text can be used later for a range of reading activities or as a model for activities involving spoken or written expression.</p> <p>(Referential and Imaginative Functions)</p>

identifying and describing selected Francophone public figures; e.g., public officials, sport or entertainment celebrities (10 C 3.5)	The teacher and students collect images of various well-known Francophone figures. These are posted in the classroom with the person’s name and a brief biographical text. (Referential Function)
	Teachers obtain copies of featured stories in French-language publications such as print or online versions of pop culture magazines. Students skim articles to get the general gist of current articles featuring well-known French-speaking or Francophone celebrities. (Referential Function)
	Students pretend to be a certain French-speaking personality and simulate an encounter in which they might discuss their personal preferences or describe their family members. (Interpersonal and Referential Functions)
	On a regular basis, the teacher leads students as they browse through links related to arts and culture news on the Web sites of French-language publications such as <i>Le Devoir</i> , <i>Le Soleil</i> , <i>Le Figaro</i> , <i>Paris Match</i> or <i>Le Nouvel Observateur</i> . As the teacher leads the students through a scan of images, headlines and opening paragraphs of a range of articles, a variety of reading comprehension strategies are modelled. At the end of each session one or two names of contemporary Francophone public figures is added to a running class list. (Referential Function)
	The above task can be continued with the list being used as a basis for role-plays; for example, an imaginary reception dinner party in which students take on the roles of these public figures to carry out simple conversations about their names and interests. (Interpersonal and Imaginative Functions)

OCCUPATIONAL CONTEXT

naming paid or volunteer occupations of friends or family members (10 C 4.1)	Students brainstorm a list of part-time jobs and use the list to survey who has a part-time job and what their hourly wage is. Students present their findings orally. (Personal, Interpersonal and Referential Functions)
	Students listen to descriptions of individuals that include details about both physical appearance and occupation and view related drawings. They select the correct drawing based on details in the description. (Referential Function)
	Students are given a list of common occupations and create categories in order to classify the items on the list; e.g., <i>métier ou profession où on travaille avec des enfants</i> ; <i>métier ou profession où on travaille avec le public</i> ; <i>métier ou profession où on travaille avec les ordinateurs</i> ; <i>métier ou profession où on travaille avec les mains</i> ; <i>métier ou profession où on travaille à l’intérieur</i> ; <i>métier ou profession où on travaille à l’extérieur</i> . (Referential and Interpersonal Functions)
	Students view the photo gallery located on the Web site of Volunteer Alberta. They select images of two people volunteering in different settings. Students create a short imaginary dialogue between the two individuals selected in which they introduce themselves and include one statement about the type of volunteer work they do. (In French 20–3Y, this activity could be expanded to include a brief description of the tasks related to the volunteer position.) (Interpersonal, Referential and Imaginative Functions)

CULTURAL KNOWLEDGE

<p>identifying where French is spoken in Alberta and Canada (10 R 4.1a)</p>	<p>Teachers and students visit a Web site entitled “Francophone Communities Across Alberta,” developed by the Francophone Secretariat of the Government of Alberta. The site is used as a starting point for the creation of a list of Alberta communities with names of French origin. Alternatively, students can consult sections of provincial roadmaps to create the list. They then devise a memory game based on the list of communities.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students visit the Web site of Alberta’s Heritage Community Foundation featuring Alberta’s Francophone Heritage <http://www.abheritage.ca/francophone/fr/background/index.html> to read short descriptions of French-Canadians who arrived in various regions of the province. They write the texts of brief imaginary interviews with some of the individuals mentioned in the text to be read aloud to the class or to be recorded and embedded into student-created multimedia presentations featuring visual materials included on the site.</p> <p>(Interpersonal, Referential and Imaginative Functions)</p>
<p>define, with guidance, what the term <i>la francophonie</i> means (10 R 4.1b)</p>	<p>Toward the beginning of the course, students begin a brainstorm of associations related to the words Francophone, French-speaking, French countries, <i>la francophonie</i>. These four categories could be placed at the centre of a web with students’ ideas radiating out from the centre. Throughout the course, as students are exposed to more ideas and information, they can periodically add new ideas to the web. At the end of the course, they can be asked to write a reflective paragraph (in English) in which they explain what the words at the centre mean to them.</p> <p>(Personal, Referential and Imaginative Functions)</p>
	<p>Students brainstorm the names of international French-speaking singers or athletes who have established careers. Using the Internet as a research tool, students determine in how many countries of the world French-speaking fan clubs of a particular singer or athlete have been set up. This list of countries is then compared to the list of member nations of <i>l’Organisation internationale de la Francophonie</i> to determine the extent of overlap.</p> <p>(Referential Function)</p>
<p>identify and share, mostly in English, factual knowledge of personal interest concerning Francophones in Alberta (10 R 4.1c)</p>	<p>Students browse through a number of the links listed on the Web page of Francophone links hosted by <i>l’Association canadienne-française de l’Alberta</i> in order to get a sense of the number and variety of French-Canadian organizations and institutions in the province.</p> <p>(Referential Function)</p>
	<p>Students are asked to observe areas of their daily lives for a Francophone presence. For example, students who are involved in extracurricular sporting events could pay close attention to whether there are French-speaking players on the opposing team. Students who spend time watching television could take note of what is playing at the same time on a French-language channel. Students who have the opportunity to travel outside of their municipalities could be on the lookout for any evidence of a Francophone presence. On a regular basis as part of a Monday morning start-up routine, for example, students would be asked to report on anything they have discovered over the weekend related to a Francophone presence in Alberta.</p> <p>(Referential Function)</p>

identify, with guidance, Francophone or French-speaking men and women who have had an impact on an aspect of life in Alberta (10 R 4.1d)	<p>Students create mock “business cards” with the names of and basic biographical information about French-speaking Albertans, based on research they do through the use of the Internet, in particular on a site specializing in Alberta’s Francophone Heritage hosted by the Heritage Community Foundation. The teacher may provide names such as <i>Albert Lacombe, Marie-Anne Gaboury, Claudette Tardif, Crystal Plamondon, Alex Mahé, Maurice Lavallée, Laurent Garneau, Catriona Lemay Doan, Léo Piquette, Raymond Lemieux.</i></p> <p>(Referential Function)</p>
	<p>Students use the advanced search feature on the Web site of the <i>Regroupement artistique francophone de l’Alberta (RAFA)</i> in order to find basic biographical information about a range of Francophone artists and performers in Alberta. Students can create mock event posters featuring various artists in order to persuade as many classmates as possible to “buy tickets” for various fictitious concerts or exhibits featuring the artists they have selected.</p> <p>(Referential, Directive and Imaginative Functions)</p>
compare and contrast, in English, some practices of everyday living in certain Francophone regions of interest to students (10 R 4.1e)	<p>Students visit Web sites of Francophone schools and inspect the details regarding the features of rooms and spaces visible in photographs on the sites to compare these with similar areas and spaces in their own schools.</p> <p>(Referential Function)</p>
	<p>Students participate in a “French breakfast” or snack. They then discuss their preferences regarding the tastes of these items.</p> <p>(Personal Function)</p>
	<p>To commemorate <i>le Temps des sucres</i>, students prepare and/or taste dishes featuring maple syrup, such as <i>Tarte à l’érable</i> or <i>Sucre à la crème</i>. They then discuss their preferences regarding the tastes of these items.</p> <p>(Personal Function)</p>
	<p>Students investigate how <i>la fête de la Saint-Nicolas (le 6 décembre)</i> is celebrated in various Francophone countries. Students and teachers may plan ways to commemorate this day in class.</p> <p>(Referential Function)</p>
	<p>The teacher guides the students as they explore the tradition of associating days on the calendar with specific saints.</p> <p>(Referential Function)</p>
identify, with guidance, aspects of popular culture of the Francophone world that have influenced other cultures (10 R 1.4f)	<p>Students create mobiles with words and images reflecting various aspects of Francophone cultural influences. For example, one mobile could focus on French language <i>bandes dessinées</i> of Belgian origin and include names and images of characters such as Hergé’s Tintin, Geluck’s <i>Le Chat</i> and Franquin’s Gaston Lagaffe. Another mobile could feature French culinary terms that are used in English recipes. Permission could be sought to suspend such mobiles to decorate various spaces in the school for occasions such as <i>la Journée internationale de la francophonie (le 20 mars)</i>.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students carry out a research project in which they choose a theme such as food, fashion or music and identify how this theme has influenced popular culture in the Western world.</p> <p>(Referential Function)</p>

Possible Activities and/or Tasks for French 20–3Y

PERSONAL CONTEXT	
identifying and describing their hobbies, interests or collections (20 C 1.1)	<p>Students are provided with fictitious pen pal ads. They are asked to read each ad and choose a pen pal with whom to begin correspondence, based on similarities in terms of interests. Students prepare a letter of introduction to the new pen pal that includes a description of their interests.</p> <p>(Interpersonal Function)</p> <p><i>Note:</i> There are e-pal sites that teachers can access in order to find partner classes, if school jurisdictional policy allows. This activity becomes an authentic exchange.</p>
	<p>Students introduce themselves and their interests to their classmates through their choice of presentation; e.g., audiovisual collage, paper bag puppet show, composing a rap, chant, poem or other form of lyrical presentation. For example, <i>Je m'appelle Andrea. J'aime ceci et j'aime cela. J'aime la musique et le chocolat. J'aime aussi les ananas. J'aime le jour et j'aime la nuit. J'aime toutes les choses qu'on a ici.</i></p> <p>(Personal and Imaginative Functions)</p>
	<p>Students bring three small items from home, one of which is part of a collection of objects that represents a personal or family member's hobby or interest. As one half of the class circulates around the room, the other half places their three objects on a table or desk. The circulating students guess which of the three objects comes from an actual collection and which of the objects are chosen as distracters. As students circulate and make guesses, they may use expressions such as the following: <i>Tiens! Cet objet/Cette carte de hockey fait partie d'une collection personnelle./Impossible! Cet objet ne peut pas faire partie d'une collection personnelle.</i></p> <p>(Interpersonal and Imaginative Functions)</p>
	<p>Students create a shadow portrait by having a partner trace the shadow of their face and then cutting the profile out of a piece of black paper. This is then placed on a poster that also includes statements in which the students describe themselves using language structures they have learned so far. Later in the term, once students have been introduced to a wider range of verbal expressions such as <i>avoir envie de...</i> or <i>avoir peur de...</i>, they return to their profiles and add information.</p> <p>(Personal Function)</p>
describing personal friendships and relationships (20 C 1.2)	<p>The teacher prepares ten statements describing what a friend is or does. For example, <i>Un bon ami ou une bonne amie ne dit jamais la vérité.</i> After reading each statement aloud, the teacher asks <i>Qui est d'accord?/Qui n'est pas d'accord?</i> Students raise their hands according to their opinions.</p> <p>(Personal Function)</p>
	<p>Students simulate a radio talk show on the topic of friendship and relationships in which they call in and describe their ideal friend.</p> <p>(Personal, Referential and Imaginative Functions)</p>
	<p>In groups of four, students select two well-known celebrities who have no connection to each other and prepare a list of reasons why the two could become friends. Students could devise a setting to allow the two personalities to meet for the first time. Students could act out the first meeting of these two people.</p> <p>(Interpersonal, Referential and Imaginative Functions)</p>

interacting with others at social outings (20 C 1.3)	Students learn to sing songs to celebrate classmates' birthdays. (Interpersonal Function)
	Students are divided into groups of four. They are given a card that indicates a typical social setting in which teenagers may find themselves. Students simulate conversations they may have with the members of the group "attending the same social function." (Personal and Interpersonal Functions)
	Students view with the sound turned off, a brief excerpt of a video, in which characters interact with each other in a social setting. In groups of three, students draft a possible audio script to accompany the video. Once all groups have prepared and read their scripts aloud, the excerpt can be played a final time with the audio turned on. Students decide which version of the interaction matches the best and which one they enjoyed the most. (Personal, Referential and Imaginative Functions)
	Students view reproductions of paintings depicting social outings such as <i>Le déjeuner des cantonniers</i> by Auguste Renoir. They select specific characters and write a conversation that could occur. As students read their conversations aloud, their classmates guess which characters were chosen to participate in the interaction. (Interpersonal, Referential and Imaginative Functions)
identifying, introducing and describing their friends (20 C 1.4)	Using a hand puppet or paper bag puppet, students create a "new imaginary friend" whom they introduce to the class. As each student presents his or her "friend," students can ask the "friend" questions about his or her preferences, other friends, and favourite pastimes. (Interpersonal and Imaginative Functions)
	Students write positive statements about each of their classmates. The names of each student can be written at the bottom of a long piece of paper. As the paper is circulated, students write a compliment and fold it over before passing the paper on. The teacher provides model sentences, such as <i>J'aime ton...; Tu es si... Continue de/à....</i> (Interpersonal or Directive Function)
	The teacher provides students with illustrations, comic strips or photographs of people interacting with each other in various ways, as well as a list of common French proverbs. Students are asked to select a proverb that could have a bearing on each of the situations depicted in the images provided. The list could include proverbs such as <i>Entre amis, tous biens sont communs; On connaît 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.</i> (Imaginative Function)
EDUCATIONAL CONTEXT	
describing special activities, events or traditions occurring at their school (20 C 2. 1)	Students prepare oral announcements for school events. (Referential Function)
	Students prepare a school events calendar for the semester that can be posted on the school's Web site or on bulletin boards around the school. (Referential Function)
	Students prepare a poster for an event occurring in the school. (Referential Function)

	<p>Students prepare a plan for an imaginary school-wide “Activity Day,” which includes the date, place, times of activities, type of activities, required clothing and equipment as well as available concession items.</p> <p>(Referential and Imaginative Functions)</p>
<p>participating in routine interactions with school personnel (20 C 2.2)</p>	<p>Students find differences in two similar pictures of the principal’s office.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students are given verbal directions as to how to go to a particular part of the school and meet with a specific teacher. They demonstrate their understanding of these instructions by tracing a route on a map or drawing a sketch in accordance with the directions.</p> <p>(Directive Function)</p>
	<p>Students compare two eyewitness reports about what the same “suspect” was wearing in the main hallway of the school.</p> <p>(Referential Function)</p>
	<p>A student is given a hypothetical situation in which he or she is to meet someone in a Francophone school but does not have the room number where the meeting is to be held. Using an actual floorplan of a school as a reference point, various classmates play the roles of the secretary, janitor, librarian and a cafeteria worker to guide the lost student to his or her destination.</p> <p>(Directive Function)</p>
<p>identifying tasks and responsibilities related to their schoolwork (20 C 2.3)</p>	<p>Using a Venn diagram, students compare their timetables and homework schedules to see commonalities. Then they discuss the types of homework they have and their schedules for completing it.</p> <p>(Interpersonal Function)</p>
	<p>Students are given a list of common directives related to written assignments such as <i>Soulignez, complétez, écoutez, trouvez, retrouvez, jouez, lisez, observez, remplissez, répétez, mettez une croix, exprimez, épelez, créez, cochez, indiquez, faites correspondre à</i> and <i>remettez qqch dans l’ordre</i>. They are also given a list of corresponding objects such as <i>le tableau, le dialogue, l’exercice, la phrase, la grille, la liste, les mots, le texte, l’enregistrement, la case appropriée</i> as well as structures such as <i>en complétant, en lisant, en regardant, en observant, en utilisant, en vous servant de, en vous inspirant de</i>. The teacher helps students to devise instructions for an imaginary activity following a pattern such as <i>Complétez la grille en lisant les mots. Mettez un x dans la case appropriée en écoutant l’enregistrement</i>. Students then learn to use an infinitive structure to ask for help carrying out the directives they have created: <i>Je ne peux pas compléter la grille en lisant les mots. Peux-tu m’aider à mettre un x dans la case appropriée, s’il te plaît?</i></p> <p>(Directive Function)</p>
	<p>Students create their own homework schedules and commit to following them for a week. At the end of one week, they report to a classmate as to the degree of their success by explaining on which days they followed, modelled or abandoned their schedules as well as their reasons for doing so.</p> <p>(Personal Function)</p>

PUBLIC CONTEXT

identifying and recommending leisure and recreation opportunities found in communities (20 C 3.1)	<p>Students create brief video clips featuring one or more leisure or recreation facilities in their town or neighbourhood and indicating what recreational and/or leisure opportunities are available. Alternatively, students could prepare poster-sized ads, mock-ups for an introductory Web page, a series of entries for a brochure prepared by a municipality or even treasure hunt clues related to actual or imaginary facilities.</p> <p>(Referential Function)</p>
	<p>Students investigate a lesser-known sport or game and display images or information that they have collected. These sports can include <i>lacrosse</i>, <i>ringuette</i>, <i>ballon-balai</i>, <i>pétanque</i>. The displays may be shared beyond the classroom.</p> <p>(Referential Function)</p>
	<p>Students use the Internet to access and read an authentic program of a community recreational event such as <i>le Festival du Voyageur</i> in Saint-Boniface, Manitoba. They plan a day's worth of activities for a small group of students who wish to spend an entire day at the festival. The students decide, for example, how much money they would need, what type of clothing they should wear, and which activities they should participate in at which times.</p> <p>(Referential and Imaginative Functions)</p>
describing a range of menu offerings at kiosks and restaurants found in communities (20 C 3.2)	<p>Students describe their personal experiences related to menu choices they have made at local restaurants and kiosks. They provide advice to classmates as to what they would recommend from the menu.</p> <p>(Referential and Directive Functions)</p>
	<p>Using the Internet, students obtain lists of menu offerings at actual kiosks or restaurants in French-speaking communities. These can then be used for role-plays in which some students attempt to place orders while other students refer to the menu to say which items are available at which prices.</p> <p>(Referential Function)</p>
	<p>Using a list of actual menu offerings from a range of venues and a copy of the Canada Food Guide in French, students chart which of the food guide categories are over- and underrepresented in the menu offerings.</p> <p>(Referential Function)</p>
	<p>Students simulate the ordering of a number of food items by reading the items to a partner. The partner keeps track of the foods ordered by making check marks on an order pad or a copy of the actual menu.</p> <p>(Personal and Interpersonal Functions)</p>
	<p>Students prepare a new menu for one of their favourite restaurants.</p> <p>(Referential Function)</p>
identifying means of public transportation found in larger communities (20 C 3.3)	<p>Students survey each other to find out how many trips each student makes in a typical week using which type of transportation. The poll can be carried out later in the semester during another season and the results can be compared.</p> <p>(Referential Function)</p>
	<p>Students are given verbal directions as to how to get from the school to a certain location by bus or by car. They demonstrate their understanding of these instructions by tracing a route on a map or drawing a sketch in accordance with the directions given.</p> <p>(Directive Function)</p>

	<p>Students are given all or a part of a street map of their own or a different municipality. They identify and label the recreational facilities in a particular community and identify all of the possible means of public transportation that would allow someone to start at a given destination and end up at the various recreation facilities in question.</p> <p>(Referential and Directive Functions)</p>
OCCUPATIONAL CONTEXT	
<p>listing basic tasks related to a part-time job or volunteer positions within one's community (20 C 4.1)</p>	<p>Students make up a game for their classmates in which a student is asked to select from a list of four phrases one that does not fit in the group; e.g., <i>Trouvez l'intrus : ranger les produits; balayer le plancher; ramasser les déchets; enlever la neige. Enlever la neige parce que ce n'est pas une tâche à faire à l'intérieur comme les autres tâches.</i></p> <p>(Referential and Imaginative Functions)</p>
	<p>Using an infinitive verb construction, small groups of students list the tasks required in a range of volunteer or paid positions; e.g., <i>on doit aider les personnes âgées, vendre des produits, servir les clients</i>, etc. Students use as many known verbs or phrase combinations as possible in order to express as many tasks as possible before looking up specialized vocabulary in a dictionary.</p> <p>(Referential Function)</p>
	<p>Students create business cards for imaginary people associated with various jobs in an imaginary neighbourhood. The business cards include <i>nom de famille et prénom de la personne; nom de l'entreprise ou édifice; numéro de téléphone; jours et heures d'ouverture; services offerts ou produits principaux; un graphique ou logo qui représente l'entreprise; un message supplémentaire comme « Stationnement libre »; « Ici on parle français »; ou « Ouverts tous les jours, excepté les jours fériés ».</i></p> <p>(Referential and Imaginative Functions)</p>
	<p>A teacher physically demonstrates and names common tasks related to a part-time sales position. Students imitate the action as a whole class. Later, the teacher only calls the actions by name and students continue to demonstrate them physically. <i>Tu dois mettre les boîtes des produits sur la table. Tu dois ouvrir les boîtes. Tu dois sortir les produits. Tu dois ranger les produits. Enfin, tu dois balayer le plancher.</i> The role of caller can be given to a student for a game of <i>Jean dit</i>.</p> <p>(Directive Function)</p>
<p>identifying agencies or organizations in community from whom they can seek emergency assistance (20 C 4.2)</p>	<p>Students create a listing of real or imaginary contact numbers for organizations in the community that provide emergency assistance.</p> <p>(Referential or Imaginative Function)</p>
	<p>Students are provided with a brief list of local emergency contact numbers including telephone numbers for the police, fire and ambulance services; an animal shelter; a poison control centre and others. The teacher reads aloud a possible problem and students respond by writing down the emergency service that they would contact.</p> <p>(Referential Function)</p>

participating in routine interactions related to occupations found within the community (20 C 4.3)	<p>Students are given verbal directions to get to the building of a particular profession; e.g., doctor’s office, optometrist. Students demonstrate their understanding of these instructions by tracing a route on a map or drawing a sketch in accordance with the directions given.</p> <p>(Directive Function)</p>
	<p>Students play a modified version of <i>Jean dit</i> (Simon says) with phrases such as <i>Jean dit, tu as mal au pied droit. Jean dit tu as mal au dos. Tu as mal au bras gauche</i>. As a statement prefaced by <i>Jean dit</i> is called, students touch the body part in question. Students who touch a body part mentioned without the preface <i>Jean dit</i> sit out of the game until another round is played.</p> <p>(Directive Function)</p>
	<p>Students simulate a telephone conversation with a request for emergency medical assistance. Using an inactive or toy cell phone as a prop, two sets of two students brainstorm at each end of the conversation as to how best to carry out the request for help.</p> <p>(Directive and Imaginative Functions)</p>
CULTURAL KNOWLEDGE	
research and identify, in French, regions where French is spoken outside of Canada (20 R 4.1a)	<p>Students are introduced to the Web site of <i>l’Organisation internationale de la Francophonie</i> as well as to the <i>Photothèque</i> located under the <i>Ressources</i> tab. Using the images in the <i>Photothèque</i> as a starting point, students select countries from the Francophone world to research. The students and the teacher can select from a wide range of formats in which to compile and present the results of student research, including the creation of a Web page, a tourist information brochure, a travel poster, a short magazine article, a video clip, a radio advertisement, a formal presentation, etc. Teachers will require students to reference correctly the image and information sources used in their compilation of information.</p> <p>(Referential Function)</p>
	<p>The teacher clears a section of the classroom bulletin board and has students cover it with paper. A world map is projected and traced by students. This map can be used for the duration of the course. As different countries are identified as members of the <i>l’Organisation internationale de la Francophonie</i> over the duration of the course, images, short facts and other elements can be added to the bulletin board.</p> <p>(Referential Function)</p>
define, with guidance, the notion of <i>la francophonie</i> (20 R 4.1b)	<p>Students continue to expand their web of associations on topics related to the words Francophone, French-speaking, French countries and <i>la francophonie</i> which they began in French 10–3Y.</p> <p>(Referential Function)</p>
	<p>Students browse through a number of Web sites hosted by various provincial Francophone organizations across the country. With teacher assistance, they present highlights from each of the organizations whose site they visited. As a class and using English, students discuss the roles that the various organizations play in helping Francophones maintain a unique linguistic identity in Canada. <i>Note:</i> French teachers may wish to check with Social Studies teachers regarding some of the terminology being used in Social Studies class discussions about identity issues.</p> <p>(Referential Function)</p>

identify and share, mostly in English, factual knowledge of personal interest about Francophones within Canada (20 R 4.1c)	<p>In addition to naming entire municipalities after Francophone speakers, Albertans have named communities such as Grandin and Garneau in Edmonton, as well as a range of street names in the Mount Royal neighbourhood of Calgary, after French speakers. Students examine neighbourhood or street maps of Alberta cities and towns to determine how many they can find that appear to be named after Francophones. Students prepare a tourism brochure for the various areas, in which they explain to English-speaking tourists what the individuals in question have contributed.</p> <p>(Referential and Imaginative Functions)</p>
	<p>As students view Web sites of French-Canadian organizations and institutions, they report on their observations to their classmates.</p> <p>(Referential Function)</p>
identify, with guidance, Francophone or French-speaking men and women who have had an impact on an aspect of life in Canada (20 R 4.1d)	<p>Students participate in a jigsaw viewing activity where one half of the class views a video excerpt showing information about a certain aspect of Francophone life while the other half reads an account of the excerpt that purposefully includes different information. Together, students from each group identify what is different in the information they have received.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Pairs of students prepare a one-page profile of a famous French-speaking Canadian to submit as an entry for an imaginary French-Canadian wall of fame or Top 20 contest.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students view the classic story by Roch Carrier about a boy and his hockey sweater (<i>Le chandail par Roch Carrier</i> available on <http://www.learnalberta.ca>). The teacher has students listen for words that are familiar to them and jot them down for a discussion on the types of strategies students used to understand the text. Students prepare mock-ups of collector cards featuring other well-known French-speaking Canadian athletes.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students visit the <i>Encyclopédie de la musique au Canada</i> found within the <i>Encyclopédie Canadienne Historica</i> in the <i>Centre de référence en ligne</i> (accessible on <http://www.Learnalberta.ca>). Students browse through articles on any genre of music in order to locate the names of and information on French-speaking Canadians who have had an impact on the Canadian music scene. Students share their information in an awards-like format.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students visit the <i>Encyclopédie Canadienne Historica</i> in the <i>Centre de référence en ligne</i> (accessible from <http://www.learnalberta.ca>) in order to browse through some of the Ressources interactives such as <i>Le sport au Canada</i>, <i>l'innovation au Canada</i> or <i>l'architecture au Canada</i>. Students may select one or more of the people profiled in these resources for further research. Alternatively, they may prepare questions for any number of classroom games based on the information provided in the brief profiles.</p> <p>(Referential or Imaginative Function)</p>

	<p>Students select an historical or contemporary French-speaking personality to participate in an imaginary reality show in which these personalities explain their contribution to Canada. Students may choose to dress up as the various figures or to have only their voices appear as <i>voix mystères</i>. If the teacher desires and FOIP clearance is obtained, the show can be videotaped and shown at a special event, such as a school open house. Possible names to start with could include <i>Louise Arbour, Jeanne Sauvé, Julie Payette, Louis Riel, Félix Leclerc, Gabrielle Roy, Joseph-Armand Bombardier, Lucille Teasdale, Crystal Plamondon</i> and <i>Roméo Leblanc</i>.</p> <p>(Referential and Imaginative Functions)</p>
<p>compare and contrast, mainly in English, some practices of everyday living in certain Francophone regions of interest to students (20 R 4.1e)</p>	<p>Where available, teachers have students view videoclips related to practices of everyday living in Francophone regions. Alternatively, students can search Web sites providing information to Anglophones on topics such as “Working in France” or “Living in France” to read first-hand accounts by people who have encountered cultural differences from place to place. Students will need to be cautioned against overgeneralizing information. However, such videos or Web sites can serve as a valuable starting point in building students’ sense of intercultural awareness.</p> <p>(Referential Function)</p> <p>Working in pairs, students research and present details related to special commemorative days that are recognized by various communities in Canada, such as <i>la Journée nationale des Autochtones (le 21 juin)</i>. The presentations can be prepared in advance, and can be shared with the class on a date close to the actual commemorative dates occurring throughout the term.</p> <p>(Referential Function)</p> <p>Students investigate how <i>la fête de la Sainte-Catherine (le 25 novembre)</i> was or is celebrated in Canada and in France. Students and teachers may decide to celebrate this day in class by preparing <i>la tarte à mélasse de la Sainte-Catherine</i>, which is similar to taffy. Care must be taken to verify that students are not allergic to ingredients in the recipe.</p> <p>(Referential Function)</p>
<p>research and identify aspects of popular culture in the Francophone world that have influenced other cultures (20 R 1.4f)</p>	<p>Students are given a list of names of Francophones throughout history. Each student looks up the name of one person and provides a brief 2–3 sentence report including birth and death dates and key accomplishments. These are shared with all classmates. Then, in a game of <i>Qui suis-je</i>, each student has the name of an influential person taped to his or her back. Students ask Yes–No questions in order to guess their identities. The list could include names such as <i>Guillaume le Conquérant, Jacques Cartier, Samuel de Champlain, Gustave Eiffel, Napoléon Bonaparte, Joséphine Bonaparte, Jeanne d’Arc, Louis Braille, Louis Pasteur, Marie Curie, Antoine de Saint-Exupéry, Coco Chanel, Jacques Cousteau, Alexandre Dumas, Victor Hugo, Jules Verne, Brigitte Bardot, Gérard Depardieu, Édith Piaf, Charles de Gaulle, Pierre Elliot Trudeau, Luc Plamondon</i> and others.</p> <p>(Referential and Imaginative Functions)</p> <p>Students participate in guided Internet-based activities such as a Web quest on the topic of Famous French People.</p> <p>(Referential Function)</p>

Possible Activities and/or Tasks for French 30–3Y

PERSONAL CONTEXT	
identifying and describing their regular daily routines (30 C 1.1)	<p>Students prepare survey questions for their classmates, partner classes or others in the school community regarding people’s daily routines. These may include questions about extracurricular involvements, household chores, homework completion, etc.</p> <p>(Referential Function)</p>
	<p>Students create a children’s story based on the routine activities of a child, such as getting dressed, combing one’s hair, brushing one’s teeth, eating breakfast.</p> <p>(Imaginative Function)</p>
	<p>Students select a well-known public figure or cartoon character and prepare an imaginary interview with this figure in which surprising details about the person’s daily routine are revealed. The interviews are shared with the class, possibly in the context of a late night talk show.</p> <p>(Referential and Imaginative Functions)</p>
reflecting on their personal image and clothing style preferences (30 C 1.2)	<p>Students ask a partner what types of clothes he or she wears for the different seasons and for special occasions and activities.</p> <p>(Personal and Interpersonal Functions)</p>
	<p>Students prepare a written list of all the items in their wardrobe. The teacher writes on the board the following categories: <i>Je garde cet article./Je n’aime plus cet article</i>. Students draw a line beside the list of clothing and then indicate whether they will keep the item or not. Once students have completed this step, students brainstorm as a class what they can do with the items; e.g., <i>Je donne cet article à un organisme de charité</i>. The teacher writes the ideas on the board. Students then select from the board the actions they will take for each item they no longer want and write out a personal list of actions.</p> <p>(Personal Function)</p>
	<p>Students visit the French-language Web site of Library and Archives Canada to search for links to pages of historic catalogues, such as the Eaton’s Catalogue, in order to express their preferences regarding catalogue pictures of clothing in Canada over the decades. Alternatively, students can visit Web sites showing contemporary clothing and discuss their preferences.</p> <p>(Referential and Personal Functions)</p>
	<p>Students choose from a range of options, including clothing choices, to build an avatar to represent themselves in the learning object posted on <http://www.LearnAlberta.ca> entitled <i>Visite virtuelle</i>, which features a virtual tour of the Alberta Legislature. Once their avatars are complete, students can describe them to each other.</p> <p>(Referential and Imaginative Functions)</p>
<p>Students bring family photographs depicting the clothing of past decades to the class. Additionally, the teacher seeks student help in compiling digital slide show of “retro” clothing. Without going into great detail, students discuss their reactions to some of the clothing shown in the images collected.</p> <p>(Referential and Personal Functions)</p>	

	<p>Students role-play a situation in which a person is clothes shopping by telephone. One student has his or her back turned to a collection of clothing items that another student is trying to sell.</p> <p>(Referential, Directive and Imaginative Functions)</p>
<p>describing their responsibilities within the home (30 C 1.3)</p>	<p>Students are given a list of rooms in the house and find ways to classify them. Possible starters for classifications can be provided, such as <i>L'endroit où on peut... (ex., manger); l'endroit où il y a accès à... (ex., l'eau).</i></p> <p>(Referential Function)</p>
	<p>Students make up a game for their classmates in which a student is asked to select from a list of four words one that does not fit in the group; e.g., <i>Trouvez l'intrus : la cuisine, le plancher, le salon, la salle à manger. C'est le plancher parce que c'est une partie d'une pièce.</i></p> <p>(Referential and Imaginative Functions)</p>
	<p>In groups of four, students share what their responsibilities are at home. As they are sharing, they create a list of the responsibilities that are common to the group. Then, as a group they decide which responsibilities are reasonable and which ones they no longer wish to do. Students can be given sentence starter such as ... <i>(Faire son lit) est une tâche raisonnable. Pourtant, je ne veux plus faire la vaisselle.</i></p> <p>(Personal and Interpersonal Functions)</p>
	<p>Using a housing plan that is projected on the wall, students write a series of clues that are used to locate where an imaginary character is carrying out a particular household chore. Students use their clues with a partner who has to guess the location of the character.</p> <p>(Imaginative Function)</p>
	<p>Students use the imperative mode to create a list of chores for all members of a real or imaginary family.</p> <p>(Directive Function)</p>
<p>describing their childhood (30 C 1.4)</p>	<p>Students make a rough sketch of craft projects or other gifts that they remember having made or purchased for special occasions such as Mother's or Father's Day, Valentine's Day or Christmas. Students include information about the purpose of the gift, the intended recipient as well as their age at the time. The sketches can be posted for viewing by the class. As students circulate to view the sketches, they may try to guess at the identity of the gift giver. Alternatively, as students view the sketches they may look for one that inspires them to write a poem following a provided pattern or structure.</p> <p>(Personal or Imaginative Function)</p>
	<p>Students discuss commercials or television shows they remember from their childhood. In small groups, they prepare to videotape themselves re-enacting excerpts of scenes from these shows or advertisements.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students create a memory box; they bring items of personal significance in a box and present to their classmates the meaning behind each item.</p> <p>(Personal Function)</p>

EDUCATIONAL CONTEXT

identifying French-language speakers or resources within the school community or through the use of the Internet (30 C 2.1)	<p>With permission from the school administration, teachers poll the school staff (or the larger parent community) as to which of its members are fluent in French or have a Francophone heritage and which staff members would be willing to meet with students for a brief interview about their heritage or their language-learning history. If such individuals are willing and available, students arrange a time to meet with the staff members to ask them a few questions in English or in French. Students then prepare reports to the class on the individuals they interviewed.</p> <p>(Interpersonal and Referential Functions)</p>
	<p>Teachers introduce students to the types of French-language online reference materials that are available to them for school and home use, such as the Online Reference Centre at the Web site of <i>l'Office de la langue française</i>. Using expressions found in Appendix 6 of this guide, students prepare a dialogue between two students who are using the computer to carry out a brief search for information using one of these resources.</p> <p>(Referential Function)</p>
reflecting on their future training or study opportunities (30 C 2.2)	<p>Students search the Internet for postsecondary institutions that offer their choice of career in French and present their findings to the class.</p> <p>(Referential Function)</p>
	<p>In pairs, students ask each other questions about their future education plans.</p> <p>(Personal and Interpersonal Functions)</p>
	<p>Given a list of real or imaginary young people and their interests and aptitudes, together with a flowchart outlining opportunities for postsecondary study or training, students advise each of the people on their list as to an appropriate career path.</p> <p>(Referential, Directive and Imaginative Functions)</p>
	<p>Students fill in a printout of an application form from an actual French-language postsecondary institution in order to experience filling in forms in French.</p> <p>(Referential Function)</p>
expressing their perspectives on or feelings or emotions about aspects of school life (30 C 2.3)	<p>In groups of four, students indicate what they like and dislike about school, or they relate an event that occurred in or at school. Each group explains to the class the key ideas expressed by the members of the group.</p> <p>(Interpersonal and Referential Functions)</p>
	<p>Students view animations on www.learnalberta.ca such as <i>Porte à porte</i>, which deals with bullying, or <i>Venue de loin</i>, which deals with an immigrant child who struggles to express her needs in a new school setting. Students sequence simple written statements provided to them in advance to align these with key events in the stories. The animations could spark further discussions on various aspects of life at school.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students brainstorm the kinds of things that they write in English in a yearbook to express sentiments regarding school friendships and school memories. They then plan entries that they could write in French in someone's actual yearbook or in the context of a simulated yearbook-signing activity.</p> <p>(Interpersonal and Imaginative Functions)</p>

PUBLIC CONTEXT

identifying, describing and recommending tourist destinations within one’s own community as well as in selected Francophone communities (30 C 3.1)	<p>Groups of students receive identical copies of a large blank neighbourhood plan and identical cards that include names of buildings, businesses, leisure facilities, or tourist attractions. Each group decides where all of the buildings, facilities and attractions should be placed in the neighbourhood plan and presents their decisions to the class.</p> <p>(Referential, Directive and Imaginative Functions)</p>
	<p>The teacher reads some descriptions of the features of various tourist attractions in their area. Students draw the scenes as they are being described. Students then describe their drawings to each other to determine whether they have comprehended the key details. Where the students’ drawings differ, the teacher’s description is read another time.</p> <p>(Referential Function)</p>
	<p>In groups of four, students read an authentic travel brochure from a Francophone country and identify key ideas that they can use to convince another group that this is the best destination to visit. Each group is given a different travel brochure to read. To convince fellow students, the following sentence starter could be used: <i>... est le meilleur endroit à visiter parce que...</i></p> <p>(Referential and Directive Functions)</p>
discussing weather conditions associated with the geography and seasonal climate of selected tourist destinations (30 C 3.2)	<p>Students set up multiple sheets in a spread sheet application in order to keep track of various categories of information related to selected tourist destinations. One page can be devoted to seasonal weather while others track currencies, flight costs, names of hotels, etc. Once this information is complete, students can role-play conversations between a travel agent and a customer with regards to vacation planning by drawing from data in their spreadsheets.</p> <p>(Referential and Directive Functions)</p>
	<p>Using yearly summer and winter temperature averages students role-play conversations in which travelers decide which destination to visit at which time of the year.</p> <p>(Referential and Imaginative Functions)</p>
participate in typical travel interactions (30 C 3.3)	<p>Students simulate interactions such as calling a French-language travel agency to book a trip to a Francophone destination; asking for travel information from a travel bureau in a Francophone region; describing a piece of lost luggage to a baggage handler in a French-speaking airport.</p> <p>(Referential and Imaginative Functions)</p>
	<p>Students create an advertising campaign on the part of a Francophone destination in order to attract more tourists.</p> <p>(Referential, Directive and Imaginative Functions)</p>
	<p>Working in pairs, students create a step-by-step list of instructions directed at a person who has never taken public transit in a Francophone destination. The list includes every detail, including preparing the fare amount, entering the vehicle, placing the money in the fare box, etc. As one student reads the directions aloud, the other student follows them in order to determine if any steps were missed.</p> <p>(Directive and Imaginative Functions)</p>

comparing the nature, design and availability of public spaces, facilities, and/or institutions within one's own community and selected Francophone communities (30 C 3.4)	Students use the Internet to locate a map showing a neighbourhood plan of a French-speaking community similar in size to their own community. In groups of four, they identify the buildings and public spaces available. Then using a Venn diagram, they compare and contrast the information they have gathered on the French-speaking community with their own. Students discuss their findings with the class. (Referential Function)
	Students examine street maps of large French-speaking cities to determine the number and types of public spaces available to pedestrians such as squares, markets, parks and walking streets in the downtown core. This can be compared to the number of similar spaces in urban centres in Alberta. Students come up with reasons to explain the similarities and the differences. (Referential Function)
OCCUPATIONAL CONTEXT	
reflecting on their personal inventory of skills and aptitudes in relation to possible jobs or careers (30 C 4.1)	Students participate in a memory game. Standing in a circle, each student holds a flash card related to a particular job-related skill or ability. Each student makes a statement claiming to possess the skill on the card; e.g., <i>Je peux taper très vite. Je peux bien dessiner. J'écoute très bien les autres.</i> While they are listening to all of the statements, the students attempt to make mental connections between the person and the skill or ability. Then, students hide their cards and volunteers are asked to remember who said what; e.g. <i>Mike peut taper très vite. Pinder peut bien dessiner. Samar écoute très bien les autres.</i> Points can be granted to students who recall the most items. (Referential Function)
	Students use a French-language aptitude test to identify their strengths and their weaknesses. Using the test, they prepare a written description of their skills and attitudes. The students are provided with sentence starters that they can use to describe their personal skills and aptitudes in writing: e.g., <i>Selon le test, je peux.../Je suis fort(e) en....</i> (Personal and Referential Functions)
	Students analyze job advertisements from Québec and France for similarities and differences in the expressions used. (Referential and Directive Functions)
	In order complete their inventory of skills and abilities, students reflect on questions such as <i>Quelles sont mes matières préférées à l'école? Quelles sortes de projets est-ce que je préfère entreprendre? Est-ce que je préfère travailler seul, avec des jeunes enfants, des personnes âgées ou des personnes de mon âge? Quelles sortes de compliments est-ce que je reçois de temps en temps? Quels sont les milieux de travail que je n'aime pas – le travail à l'intérieur, à l'extérieur, le travail routinier, intensif, etc. Lesquels de mes traits de personnalité sont les plus positifs? Les moins positifs? Lesquels dois-je améliorer?</i> Based on their responses, and using known French expressions, they prepare a job advertisement that caters to their set of skills and aptitudes. (Referential and Imaginative Functions)
identifying steps related to job seeking (30 C 4.2)	Students are put into groups of four and brainstorm a list of steps that a person seeking employment could follow. The lists could be used to simulate a student going to a guidance counsellor for job-seeking advice. (Interpersonal, Directive and Imaginative Functions)

	<p>Students create a list of step-by-step recommendations for the process that should be followed in order to find a full-time job. The list can be drafted in the imperative or expressed as a series of infinitive verbs similar to the steps of a recipe.</p> <p>(Directive and Imaginative Functions)</p>
	<p>An out of order list of steps involved in job seeking is given to students who must put the steps in the correct order.</p> <p>(Referential and Imaginative Functions)</p>
<p>participating in routine interactions related to job searching (30 C 4.3)</p>	<p>Students are divided into pairs. Student A receives an envelope with questions and Student B receives an envelope with possible answers. Student A pulls a question from the envelope and Student B must find an answer to the question. When Student B thinks that he or she has found a suitable answer, he or she reads the answer. Student A determines if the answer is appropriate or indicates that it is not a possible answer; or that he or she requires further information. The students work through all of the questions and answers. When all the questions have been answered, the students reconstruct their question-answer sequence again and then share their results with another group to determine if they obtained similar results. As a class, students now put the questions and answers into the form of a simulated job interview.</p> <p>(Interpersonal, Referential and Imaginative Functions)</p>
	<p>Students read through authentic job advertisements and select a job that interests them. Students write an introduction letter using a model. They share their letter with a classmate who will provide feedback on the content.</p> <p>(Personal and Imaginative Functions)</p>
CULTURAL KNOWLEDGE	
<p>research and identify, in French, regions where French is spoken outside of Canada (30 R 4.1a)</p>	<p>Students create simple questions and answers about different aspects of regions where French is spoken outside of Canada. These questions can be used as the basis for a range of question-and-answer games to be played in small groups or as a whole class throughout the term.</p> <p>(Referential and Imaginative Functions)</p>
	<p>In preparation for an imaginary session of <i>les Jeux internationaux de la francophonie</i>, students draw names of participating countries. As the official communications officers for the country they have chosen, they prepare a poster that includes information about the capital city, the population figures as well as the sports in which the country will participate.</p> <p>(Referential and Imaginative Functions)</p>
<p>share a personal understanding of what <i>la francophonie</i> means to them (30 R 4.1b)</p>	<p>Small groups of students are provided with scrap paper and the prompt to draw a tree to represent their understanding of <i>la francophonie</i>. Using the knowledge they have gained over the three courses, they are to determine what information they would use as the roots, the trunk and the branches. Before the final draft of their metaphorical drawing is complete, students are encouraged to share their understandings with other students so as to gain insight into their view of <i>la francophonie</i>.</p> <p>(Imaginative Function)</p>

identify and share, mostly in English, factual knowledge of personal interest about Francophones living outside of Canada (30 R 4.1c)	Students research and compare practices related to the celebration of <i>Carnaval</i> or <i>Mardi gras</i> in a range of Francophone regions around the world. (Referential Function)
	Students choose a topic of interest related to the Francophone world. Using the Internet and other available audiovisual and print resources, students search for information that would be of interest to their peers. Using this information, they create a crossword puzzle. They share their crossword puzzles with other students to obtain feedback. (Referential and Imaginative Functions)
identify, with guidance, Francophone or French-speaking men and women who have had an impact on an aspect of life in French-speaking regions outside of Canada (30 R 4.1d)	A teacher selects a story composed of relatively simple sentences, as well as accompanying pictures, that retells the life of a well-known Francophone personality such as <i>Gustave Eiffel</i> , <i>Jacques Cousteau</i> , the <i>Montgolfier</i> brothers or <i>Pierre</i> or <i>Marie Curie</i> . The sentences of the story are cut up and given to students to reconstitute the text, either alone or in pairs. (Referential and Imaginative Functions)
	Students research which Francophone personalities have been included on French, Swiss, Belgian or Canadian stamps. Students are divided into groups of four to six. Each group selects five names from the list and decide which stamp value will be assigned to each name. Students present to the class their choice of names and the reasons for their choices. (Referential and Imaginative Functions)
compare and contrast, mainly in French but sometimes in English, some practices of everyday living in certain Francophone regions of interest to students (30 R 4.1e)	Students compare Easter decorations and traditions typically found in Canada with those of other places and discover, for example, that in France it is the bells returning home from Rome that bring chocolate for the children. (Referential Function)
	Students compare winter celebrations in Canada with a range of Francophone countries; e.g., the clothing of images representing <i>le père Noël</i> and <i>saint Nicolas</i> . (Referential Function)
	Students compare their childhood traditions for a range of festivals, including French traditions for <i>la fête des Rois</i> . If desired, some of the traditions can be reenacted in class. For example, recipes for the traditional <i>galette</i> can be found on the Internet. Volunteers may prepare the recipe and bring it to the class. A dried bean (which represents a king or queen) can be placed inside the dough before the <i>galette</i> is baked. The person who finds the bean in his or her piece is declared the king or queen for the day. An allergy alert should be shared with parents in advance. (Personal and Referential Functions)
	Throughout the term, pairs of students prepare an information sheet for a special international day. On their assigned day, the pair provides a brief presentation of the day as well as a copy of their information sheet to members of the class. A number of Web sites list a range of internationally declared days such as <i>la journée internationale des familles (le 3 mai)</i> , <i>la journée mondiale de l'environnement (le 5 juin)</i> , <i>la journée internationale du sommeil (le 21 mars)</i> . (Referential Function)

research and identify aspects of the arts and popular culture in the Francophone world that have influenced other cultures (30 R 1.4f)	Students visit the Web sites of various museums in Francophone countries to discover names of and works by well-known artists. A site such as videomuseum.fr is a possible point of departure. (Referential Function)
	Students interested in <i>le Cubisme</i> , an artistic movement that arose in France, examine photographs of cubist artwork that can be accessed through Internet; notably, mobiles by Alexander Calder and sculptures by Isamu Noguchi, both of whom worked in France. Students can then prepare their own art object and have classmates describe what they see. (Referential and Imaginative Functions)
	Students select from the fields of food preparation, dance, fashion or politics to determine which terminology has made its way into these fields from the French language. Each group prepares a list of common French words that have migrated to English and shares the list with the rest of the class. (Referential Functions)
	Students write and present short sketches (<i>saynètes</i>) of interactions that could occur if historical French-speaking artists or other figures could participate in typical events today. (Interpersonal and Imaginative Functions)

Selection of Classroom Games and Activities

The games and activities that are included in this appendix target mostly listening comprehension and spoken expression, as well as the knowledge and development of vocabulary and discourse elements. They have been described in the context of a face-to-face teaching situation. Depending on the vocabulary chosen, many of the activities can be used to support learner outcomes other than the ones indicated.

Often a game or activity that is successful in one context may not work in another. The instructions provided here are purely illustrative. Teachers are invited to modify and adapt these instructions to meet the needs of their learners.

Some of the games and 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 in using the language.

In order to provide support and promote student success, the following points should be kept in mind:

- Games and activities need to be planned for and incorporated into lesson planning. They are not as effective if they are disconnected from learning and teaching activities already underway in the unit.
- The language and discourse elements needed to play the game or carry out the activity should have been taught beforehand.
- Student volunteers can be asked to demonstrate the steps and structures involved in the games or activities prior to involving the entire class.

Appendix 6 contains vocabulary and suggested expressions for cooperative work, game playing and oral interaction which could be posted in the room for student reference as they carry out the games or activities.

This appendix includes instructions for large group or whole-class activities as well as small group or pair work.

CONCENTRATION

This game, like the English version, involves clapping hands and snapping fingers and can be used with thematic vocabulary. Students start by tapping their desks twice, then clapping twice and then snapping their fingers. Words are only called out when the fingers are snapped. This can be done as a class or organized by rows so that rows can monitor each other's answers. Rows or individual students are eliminated if they give a wrong answer or if they say the words out of rhythm. For example, the teacher can start by saying the word *matières* and pointing to a student at random, who must then name a school subject. This student, in turn, points to another student and he or she must name a different school subject. The game continues until all school subjects are named or all students are eliminated.

DEVINE

This game is modelled on the game show “Win, Lose or Draw.” The class is divided into two teams. A student from one team is given a word or a phrase that he or she must draw for his or her team. The team must then guess the word or phrase in a set amount of time. The team receives a point if the answer is correct. Once a team surpasses the predetermined time allotment and has not identified the word or phrase, the other team has an opportunity to confer and provide one guess at the drawing. If the answer is correct, the team receives the point. Alternatively, the words and phrases can be acted out silently (*Les charades*).

JEAN DIT

This simple game is based on the English game “Simon Says.” It is an excellent way to practise comprehension of vocabulary, such as action verbs and prepositions. For example, the teacher starts out by saying, “*Jean dit, devant*” and students must show the position with their hands. If students show the incorrect position, they sit down. The game continues with the teacher randomly interchanging between “*Jean dit*” (and the name of the preposition) and just the preposition. In the latter case, if students show the position without hearing “*Jean dit*,” they must sit down. The game ends when there is one student left standing.

JEU DU PENDU

This is the French equivalent of “Hangman.” Blank spaces for each letter of a mystery word or phrase are drawn for all to see. If a student guesses a letter correctly, it is filled in. For each incorrect letter guessed, one additional element is added to create a drawing of a hanging stick person. The aim is to guess the complete word before the stick man is complete. This game can be played in pairs or as a class. It is an excellent way to review vocabulary and word order of simple sentences.

JE VOIS QUELQU'UN/QUELQUE CHOSE QUI

This game is the French version of “I Spy.” Pairs take turns describing a person or an object to their partner by mentioning one clue at a time, such as colour, size or position, until the partner is able to guess the person or object in question. The person guessing may use only Yes–No questions.

LE GRAND PRIX

Students make an alphabetical list of ten vocabulary items related to the language experience they are working on. They also write each of the ten items on a small, separate slip of paper. Students keep their list and hand the ten slips of paper to the teacher. The teacher mixes all the slips together and then begins pulling out one slip at a time and reading the word aloud. As the teacher reads the words, students who have the word included on their lists check it off. The person who checks off all of his or her ten words calls out, *J'ai gagné le Grand Prix!*

LA GYMNASTIQUE EN ÉQUIPE

The class is organized into teams of four or five students. Each team selects a captain. The teams take turns going to the front of the classroom to carry out the commands given by the team captain. The team captain will combine a command selected from Column I with a word or expression from Column II.

Column I	Column II	
<i>Levez...</i>	<i>la tête</i>	<i>l'épaule</i>
<i>Baissez...</i>	<i>les cheveux</i>	<i>le cou</i>
<i>Cachez...</i>	<i>les yeux</i>	<i>le(s) genou(x)</i>
<i>Touchez...</i>	<i>le nez</i>	<i>la jambe</i>
<i>Bougez...</i>	<i>la bouche</i>	<i>le pied</i>
	<i>le bras</i>	<i>la main droite</i>
	<i>le dos</i>	<i>la main gauche</i>

All movements should be done correctly by the whole team in order for a point to be awarded. If one team member does not do the right movement at the right time, the team loses that point. Each captain calls out five commands. The team that makes the highest number of correct movements wins the game.

LOTO

This game is a form of “Bingo” in which students make up their own game cards, based on the thematic vocabulary presented. Students can paste in pictures of the words, draw them or write words in the boxes. Either the teacher or a student can be the caller and decide what formation (e.g., straight line, X, full card) is needed for the *Loto*.

MÉMOIRE (MEMORY)

Groups of students are seated around a table. Cards are placed on the table face down. Each set of cards contains two matching items, i.e. duplicate images, an image card and a corresponding word card. One at a time, students turn over two cards with the intention of locating a pair of matching cards. As they turn the cards over, they state the corresponding words or phrases in French. Cards that do not match are turned face down once again. A student who finds a matching set removes that set and tries a second time before it is the next person’s turn.

LE PING PONG DES PHRASES

Each member of the class prepares a list of ten sentence starters known to the class, such as *Comment...; Je m'appelle...; Est-ce que je peux boire...; Quel âge....* The class is divided into two teams that sit or stand in rows. The first person in team A “serves” a sentence starter. The first person in team B replies with a suitable ending for that sentence within five seconds and then “serves” another sentence starter to the next person in team A. If someone is unable to reply, he or she may gesture to the next person in the row to provide an ending for the sentence starter given by the opposing team. If the next person also is unable to reply within five seconds, the opposing team scores a point and “serves” a new sentence starter. The game is played until one team reaches a total of 21 points or until there are no unused sentence starters left.

TABLEAUX HUMAINS

With the exception of one student chosen as a timekeeper, the rest of the class is divided into two large teams or several smaller teams of at least five players each. Cards are prepared, each containing a sentence that can lend itself to illustration using pantomime or a frozen tableau. The sentences must be written using known vocabulary only. A student from one team draws a sentence card from the deck and shares with two other team members only so that they can create a frozen scene to illustrate its meaning. The remaining team members guess the complete sentence being shown. The time keeper notes the number of seconds it took for the team to guess correctly. If the team members cannot guess, other teams volunteer to guess in their place; however, no times are recorded for them. Once the sentence has been guessed correctly, a student from the next team draws a sentence card.

A time limit is decided for the entire game; e.g., ten minutes. At the end of the time limit, the team with the least number of seconds recorded by the timekeeper has won. *Des phrases bizarres* (strange sentences) are permissible as long as they contain known vocabulary; e.g., *J'ouvre ma tête. Je mange le pupitre.*

VA À LA PÊCHE (GO FISH)

This game may be used with playing cards that depict vocabulary items related to the language experience being studied. Each group of four to six students receives a set of cards that contains either two or four cards using the same image. Each player receives five or six cards. The rest of the cards are stacked face down on the table. Students hold the cards they have received in such a way that the other players cannot see them. Students take turns asking another player whether he or she has a particular card. If the answer is yes, the card requested must be given to the person asking. This person now has a pair of cards and lays the pair down separately, before requesting another card. If the answer is no, the person responding uses the phrase *Va à la pêche* to indicate that the person requesting should take a card from the top of the stack of cards on the table. Each pair is worth one point. The players play until no player has any remaining cards.

VINGT QUESTIONS (TWENTY QUESTIONS)

In this game, one student thinks of an object and the other students can ask up to 20 Yes–No questions in order to determine the identity of the object. One guess is the equivalent of one question.

LES X ET LES O (TIC-TAC-TOE)

For this game, the squares are drawn on the board or a transparency. Pictures, *devinettes* or questions related to the themes are asked. The class is divided into two teams, one side representing X and the other O. The teacher or a student poses the question to one side of the class. If they give the correct answer, they indicate where the X or the O is to be placed. The game continues until a side wins or until there is no other possible way of winning. For variation, students can be grouped into pairs or fours and develop their own questions.

DO WE THINK ALIKE?

A pair activity

In this activity students are provided with a master list of words related to a particular language experience or a collection of images of items for which they know the words. Individually, students select six to ten words to write on a slip of paper next to the numbers one to six (or ten). Without looking at each other's lists, students ask their partners questions to determine whether they have any items in common and whether or not they assigned the same number to the same item.

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information—seeking and providing information.																				
Language Skills Practised	READING COMPREHENSION: understanding the meaning of the items on a master list WRITTEN EXPRESSION: writing out an individual list of items from a master list LISTENING COMPREHENSION: understanding the meaning of the items shared on one's list SPOKEN EXPRESSION: sharing the items selected in order to verify similarities in the lists																				
Key Specific Outcomes Addressed (A 3) (10 C2.1) (10 R 1.3a) (10 R 2.4a)	<p>Language Experience Any context and language experience</p> <p>Repertoire Vocabulary related to the language experience; pronunciation of known words; questions formed with <i>est-ce que</i>; appropriate forms of the verb <i>avoir</i></p> <p>Strategies Collaborate with others; take risks; use models; ask for clarification; encourage others</p>																				
Prerequisite Language Elements	Students must be familiar with the numbers 1–10, with all of the vocabulary items on the master list and with language structures that allow for discussion of similarities and differences.																				
Possible Phrases or Structures	<p>– <i>Qu'est-ce que tu as pour le numéro quatre?</i></p> <p>– <i>J'ai un/une... Et toi?</i></p> <p>– <i>Moi aussi!/Pas moi, j'ai un/une...</i></p> <p>– <i>Moi, j'ai un/une... pour le numéro quatre.</i></p> <p>– <i>Alors, nous avons deux choses en commun, le... et la...</i></p>																				
Time	Approximately 3–4 minutes per round, depending on the length of the list. Students may decide to redo the activity by making new lists with the same partner, or a signal may be given for everyone to find a new partner and carry out the activity again.																				
Materials	A list of words or collection of images to choose from. Scrap paper for making the lists.																				
Preparation and Set Up	Prepare a list of words or a collection of images, ensuring that students are familiar with each item. Prepare, post and review a list of possible phrases to be used as required.																				
Possible Assessment Instrument	<p>Rating Scale. The teacher may choose a few students and a few criteria upon which to focus; for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">Activity:</td> <td>Date:</td> </tr> <tr> <td colspan="4">Scale: 1 = with difficulty 2 = with some difficulty 3 = with no difficulty</td> </tr> <tr> <td style="text-align: center;">Name</td> <td style="text-align: center;">is able to ask questions</td> <td style="text-align: center;">is able to provide answers</td> <td style="text-align: center;">keeps the conversation going</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Activity:			Date:	Scale: 1 = with difficulty 2 = with some difficulty 3 = with no difficulty				Name	is able to ask questions	is able to provide answers	keeps the conversation going								
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DIRECT A PUZZLE

A training activity for pair work

Students are divided into pairs. Student A of each pair of students receives an envelope containing a complete image, the same image cut up into 10–12 puzzle pieces and a puzzle placement frame. Student A gives the cut up puzzle pieces to Student B without allowing Student B to see the complete image. Using the puzzle placement frame, Student B attempts to assemble the puzzle with verbal guidance from Student A. Before starting the task, Student A ensures that all the puzzle pieces are lying in the correct direction before Student B tries to place them. To begin, Student B places a single puzzle piece in the centre of the puzzle frame and slides it along in the direction indicated by Student A until Student B is instructed to stop and position the piece. Student A continues to provide Student B with instructions until the puzzle is completed.

Main Language Functions Used	DIRECTIVE FUNCTION: Language used to direct, influence and manage one's or other's actions—giving directions.
Language Skills Practised	LISTENING COMPREHENSION: following oral instructions SPOKEN EXPRESSION: giving oral instructions in order to complete the puzzle
Key Specific Outcomes Addressed (A 4) (10 R 2.13a) (10 R 2.8a)	<p>Language Experience Any context and language experience depending on the image used <i>Note:</i> Students are using <i>ceci</i> for each piece of the puzzle. There is no need to know vocabulary related to what is in the image.</p> <p>Repertoire Vocabulary associated with prepositions of place, such as <i>à droite, à gauche, en haut, en bas</i>; the expression <i>Va...!</i>; the command <i>Continue...</i>; <i>Arrête!</i>; approval and praise (e.g., <i>C'est bien/ Continue!!Super!</i>); correct pronunciation for known words</p> <p>Strategies Collaborate with others; take risks; use models; ask for clarification; encourage others</p>
Prerequisite Language Elements	Very few. This activity can be completed with very few language structures.
Possible Phrases or Structures	<ul style="list-style-type: none"> – <i>Mets ceci plus haut/plus bas... continue, continue... Arrête!</i> – <i>Mets ceci plus à droite/à gauche... continue, continu. Arrête!</i> – <i>Comme ça?</i> – <i>Oui, c'est correct!/Non, continue plus...</i> – <i>Bravo!</i>
Time	Approximately 5–10 minutes, depending on the complexity of the image and the number of pieces. If a second set of images/puzzle pieces is available, partners can switch roles and play again.

Materials	<p>Select a moderately complex image in black and white or colour. (If the image contains a single obvious subject only it could be assembled without the need for oral directions, thus defeating the purpose of the activity. If the image is too complex students may revert to English to try and build the puzzle.) The puzzle frame should mark the borders of the completed image. Both the completed image and the puzzle frame may contain letters across the top and numbers down the side to provide students with some orientation like in the game of Battleship. In addition, the puzzle frame can contain the necessary phrases to support oral interaction as well as being posted in the room for reference. Each pair of students receives an envelope containing a puzzle frame, one complete image and an image cut into pieces.</p>																								
Preparation and Set Up	<p>Prepare the contents of the envelopes. Post around the classroom the expressions needed by the students to give commands or praise during the activity.</p> <p>You may need to stress to students that what counts is not the speed at which the puzzle is assembled, but rather that both partners challenge themselves to complete the puzzle without resorting to English.</p>																								
Additional Notes	<p>This activity may be used even when students are not familiar with the use of French for partner work. Analogies such as the following can be helpful to illustrate for students the importance of trying to use only French as much as they can.</p> <p>“Imagine you are floating in a swimming pool that is all French. The phrases given here are something you can take hold of, like the flotation devices in the pool. The sides of the pool represent the English language. See how long you can stay in the water with your flotation devices before you need to get to the side of the pool for help.”</p>																								
Possible Assessment Instrument	<p>Rating scale. The instrument allows for focusing on particular students as you circulate in the classroom.</p> <table border="1" data-bbox="418 1121 1463 1409"> <tr> <td colspan="2">Date:</td> <td colspan="2">Activity:</td> </tr> <tr> <td colspan="4">Scale:</td> </tr> <tr> <td>1 = not yet</td> <td>2 = with some hesitation</td> <td colspan="2">3 = yes</td> </tr> <tr> <td>Name</td> <td>is able to give appropriate directions</td> <td>is able to follow directions</td> <td>Comments</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Date:		Activity:		Scale:				1 = not yet	2 = with some hesitation	3 = yes		Name	is able to give appropriate directions	is able to follow directions	Comments								
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Possible Alternative Activity	<p>Prior to having pairs of students work at assembling puzzles as described above, an image (on transparency film) may be cut up and the puzzle frame projected on an overhead projector. A small group of students has access to the complete image. The remaining students each get one cut up puzzle piece. One by one, they place their pieces on the projector and receive verbal directions from the small group of students. This continues until the image is completed.</p>																								

DRAW A BOOKSHELF

A pair activity

This is an information gap activity in which each partner has some information that is unknown to the other. Each student draws two blank bookshelves consisting of three shelves each. Referring to a master list of items provided by the teacher, each student selects nine items from the master list and draws them in one of the bookshelves. Then, each student finds a partner. Without looking at their partner's drawing, all students ask and answer questions about the contents of their partners' bookshelf. As they do so, they sketch each of their partner's items in the place indicated. Once they have finished, they view each other's drawings in order to see if all items are in the correct places.

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information—asking for information and providing information.											
Language Skills Practised	<p>SPOKEN EXPRESSION: asking for the position of an item; indicating where an item is located on a shelf</p> <p>LISTENING COMPREHENSION: identifying the location of the item by drawing it in the place indicated</p>											
Key Specific Outcomes Addressed (A 3) (10 R 2.1d) (10 R 2.13a) (10 R 2.14c)	Language Experience	Classroom supplies; furniture; etc.										
Prerequisite Language Elements	Repertoire	Vocabulary for the item; use of indefinite and definite articles; questions formed with intonation and <i>est-ce que</i> ; prepositions of place; correct pronunciation for known words										
Possible Phrases or Structures	Strategies	Focus attention; use models; ask for clarification; indicate if a speaker was not understood; take risks; encourage others.										
Time	Students must be familiar with all of the items on the master list; with the use of <i>être</i> and <i>se trouver</i> ; with the use of <i>il/elle</i> as a personal subject pronoun; and simple phrases/questions to identify the location of items.											
Time	<p>– <i>Est-ce que tu as un/une... dans ton étagère?</i></p> <p>– <i>Non, et toi?</i></p> <p>– <i>Moi non plus.</i></p> <p>– <i>Oui, il/elle se trouve.../Oui, c'est...</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><i>en haut à gauche</i></td> <td><i>en haut au centre</i></td> <td><i>en haut à droite</i></td> </tr> <tr> <td><i>au centre à gauche</i></td> <td><i>au centre/ en plein milieu</i></td> <td><i>au centre à droite</i></td> </tr> <tr> <td><i>en bas à gauche</i></td> <td><i>en bas au centre</i></td> <td><i>en bas à droite</i></td> </tr> </table> <p>– <i>Ici?</i></p> <p>– <i>Oui, c'est ça./Non, en bas, au centre...</i></p> <p>– <i>As-tu fini? Oui/Non, pas encore.</i></p> <p>– <i>Regarde, le/la... est...</i></p> <p>– <i>C'est correct./Ce n'est pas correct.</i></p>			<i>en haut à gauche</i>	<i>en haut au centre</i>	<i>en haut à droite</i>	<i>au centre à gauche</i>	<i>au centre/ en plein milieu</i>	<i>au centre à droite</i>	<i>en bas à gauche</i>	<i>en bas au centre</i>	<i>en bas à droite</i>
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Time	Approximately 15 minutes.											

Materials	For students new to pair work, the teacher may prepare a sheet showing the two blank bookshelves as well as the master list of items from which the students are to choose. Alternatively, students may simply draw a rapid sketch of a bookshelf on loose-leaf; e.g., a grid of nine squares.																																
Preparation and Set Up	Post and review the necessary structures prior to having students start the activity in pairs.																																
Additional Notes	<p>Some students take a lot of pride in precise drawings, which slows down the activity. They may need to be encouraged to limit themselves to a rough sketch. Other students may be nervous about what they perceive to be their own poor drawing skills. Teachers may need to reassure them that a rough sketch will do and that no one other than their partners will see the drawings.</p> <p>Any set of nouns representing items that are simple to draw may be used; e.g., school supplies, basic food, clothing items.</p>																																
Possible Assessment Instrument	<p>Students carry out a self-assessment. After they have compared their drawings, students may reflect on their abilities to explain the locations of the items as well as to understand the instructions given by their partner.</p> <table border="1" data-bbox="418 814 1476 1329"> <thead> <tr> <th data-bbox="418 814 1040 852">Name:</th> <th colspan="3" data-bbox="1045 814 1476 852">Date:</th> </tr> <tr> <th data-bbox="418 858 943 940">Criteria</th> <th data-bbox="948 858 1117 940">Easily</th> <th data-bbox="1122 858 1312 940">After repeating a few times</th> <th data-bbox="1317 858 1476 940">Not very well</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 947 943 1018">I was usually able to tell my partner where to put things.</td> <td data-bbox="948 947 1117 1018"></td> <td data-bbox="1122 947 1312 1018"></td> <td data-bbox="1317 947 1476 1018"></td> </tr> <tr> <td data-bbox="418 1024 943 1096">I was usually able to understand what my partner told me.</td> <td data-bbox="948 1024 1117 1096"></td> <td data-bbox="1122 1024 1312 1096"></td> <td data-bbox="1317 1024 1476 1096"></td> </tr> <tr> <td data-bbox="418 1102 943 1173">I was able to ask my partner to repeat things if I needed to.</td> <td data-bbox="948 1102 1117 1173"></td> <td data-bbox="1122 1102 1312 1173"></td> <td data-bbox="1317 1102 1476 1173"></td> </tr> <tr> <td colspan="4" data-bbox="418 1180 1476 1226"></td> </tr> <tr> <td data-bbox="418 1232 1117 1278">I drew all of my partner's items in the right place.</td> <td data-bbox="1122 1232 1312 1278"></td> <td data-bbox="1317 1232 1414 1278">YES</td> <td data-bbox="1419 1232 1476 1278">NO</td> </tr> <tr> <td data-bbox="418 1285 1117 1329">My partner drew all of my items in the right place.</td> <td data-bbox="1122 1285 1312 1329"></td> <td data-bbox="1317 1285 1414 1329">YES</td> <td data-bbox="1419 1285 1476 1329">NO</td> </tr> </tbody> </table>	Name:	Date:			Criteria	Easily	After repeating a few times	Not very well	I was usually able to tell my partner where to put things.				I was usually able to understand what my partner told me.				I was able to ask my partner to repeat things if I needed to.								I drew all of my partner's items in the right place.		YES	NO	My partner drew all of my items in the right place.		YES	NO
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Possible Extension Activity	Working in pairs or alone, students write one sentence for each of the items on their shelves; e.g., <i>Le ballon est en haut, à gauche.</i>																																
Possible Alternative Activity	Students may work in groups of four. Pairs of students work together to prepare the drawings and then discuss them with another pair.																																

GUESS WHO I AM THINKING OF

A pair or small-group activity

In this activity, a collection of coloured images of people’s faces are numbered and posted for all to see. In pairs or in small groups, one student selects an image without telling the others which one he or she has in mind. The partner (or the rest of the group members) uses Yes–No questions to guess which image the first student has selected. Students try to use the fewest number of questions to guess which image is selected (similar to the game *Vingt questions* described previously).

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information—seeking information.
Language Skills Practised	LISTENING COMPREHENSION: using information given to ask questions SPOKEN EXPRESSION: asking questions in order to identify the person
Key specific outcomes addressed (A 3) (R 2.4) (R 2.12)	<p>Language Experience Describing people in the educational, personal, public or occupational contexts</p> <p>Repertoire Vocabulary related to physical traits; formation of adjectives; questions formed with <i>est-ce que</i>; use of <i>il</i> or <i>elle</i> and the appropriate form of <i>avoir</i> or <i>être</i>; correct pronunciation for known words</p> <p>Strategies Focus attention; use models; ask for clarification; participate willingly; take risks; use facial expressions and mime to get a message across</p>
Prerequisite Linguistic Elements	Students must be familiar with vocabulary related to personal appearance (eye colour, hair colour, and length). Students may wish to draw on adjectives such as tired, sad, good looking, etc. or to ask for additional vocabulary to describe distinguishing features (e.g., freckles, scars, glasses); questions using <i>est-ce que...</i> or intonation.
Possible Phrases or Structures	<ul style="list-style-type: none"> – <i>Je vois quelqu’un qui a des yeux bruns/verts/bleus/noirs...</i> – <i>C’est un garçon/une fille/un homme/une femme?</i> – <i>Pardon? Répète ta question avec « est-ce que », s’il te plaît?</i> – <i>D’accord. Est-ce que c’est un homme?</i> – <i>Oui./Non.</i> – <i>Est-ce qu’il/elle a des cheveux longs/courts/raides/bouclés/frisés/bruns/noirs/blonds/gris, etc.?</i> – <i>Oui./Non.</i> – <i>Est-ce qu’il/elle est jeune/âgé(e)/beau/belle/triste, etc.?</i> – <i>Oui./Non.</i> – <i>Est-ce qu’il/elle a des lunettes/la peau bronzée/des taches de rousseur/une cicatrice, etc.?</i> – <i>Oui./Non.</i> – <i>Est-ce le numéro...?</i> – <i>Oui./Non.</i> – <i>Alors, j’ai la réponse en... questions (seulement). C’est à toi maintenant de deviner. Je vois quelqu’un qui...</i>
Time	Approximately 10–15 minutes depending on how many images there are to select from, how similar or different these are from each other and how many times students switch roles and repeat the activity.
Materials	At least 10 but no more than 20 full-size coloured images, numbered clearly.

Preparation and Set Up	<p>Select, laminate, number and post suitable images.</p> <p>Post and review necessary vocabulary before having a pair of students model the activity for the class.</p>																												
Additional Notes	<p>Pairs or groups of students need to be quite close to the images to see eye colour and other details. This activity may be set up as one station for some students to go to while others in the class are working on other activities.</p>																												
Possible Assessment Tool	<p>Students carry out a self-assessment. After students have had several turns, both as the person leading the activity and as the person guessing the identity, they may reflect on their abilities to ask questions and draw conclusions.</p> <table border="1" data-bbox="418 575 1481 1071"> <thead> <tr> <th data-bbox="418 575 1078 625">Name:</th> <th colspan="3" data-bbox="1083 575 1481 625">Date:</th> </tr> <tr> <th data-bbox="418 625 1078 705">Criteria</th> <th data-bbox="1083 625 1214 705">All the time</th> <th data-bbox="1219 625 1351 705">Some of the time</th> <th data-bbox="1356 625 1481 705">Not all</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 705 1078 785">I was able to ask my questions clearly so that my partner could understand me.</td> <td data-bbox="1083 705 1214 785"></td> <td data-bbox="1219 705 1351 785"></td> <td data-bbox="1356 705 1481 785"></td> </tr> <tr> <td data-bbox="418 785 1078 865">I was able to formulate questions to obtain the information I needed.</td> <td data-bbox="1083 785 1214 865"></td> <td data-bbox="1219 785 1351 865"></td> <td data-bbox="1356 785 1481 865"></td> </tr> <tr> <td colspan="4" data-bbox="418 865 1481 915"></td> </tr> <tr> <td data-bbox="418 915 1214 995">I could ask less than 10 questions to guess my partner's mystery person.</td> <td data-bbox="1219 915 1351 995">YES</td> <td data-bbox="1356 915 1481 995">NO</td> <td data-bbox="1083 915 1214 995"></td> </tr> <tr> <td data-bbox="418 995 1214 1071">My partner could ask less than 10 questions to guess my mystery person.</td> <td data-bbox="1219 995 1351 1071">YES</td> <td data-bbox="1356 995 1481 1071">NO</td> <td data-bbox="1083 995 1214 1071"></td> </tr> </tbody> </table>	Name:	Date:			Criteria	All the time	Some of the time	Not all	I was able to ask my questions clearly so that my partner could understand me.				I was able to formulate questions to obtain the information I needed.								I could ask less than 10 questions to guess my partner's mystery person.	YES	NO		My partner could ask less than 10 questions to guess my mystery person.	YES	NO	
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Possible Extension Activity	<p>Students select an image from the collection and use it as a starting point for a written assignment (e.g., acrostic poem, wanted ad).</p> <p>If images used are those of celebrities in the Francophone world, further discussion about them can occur following this activity.</p>																												
Possible Alternative Activities	<p>Instead of using posted magazine pictures or pictures from other sources, each student could be asked to sketch the face of a teacher/administrator in the school (someone might double check that not everyone selects the same person). Along with their drawing, students may be asked to write a one-paragraph description without using the name of the person drawn. Then the activity can be carried out as described above.</p> <p>Additionally, assuming the images are suitable and the teachers consent, a contest may be created whereby the images and their descriptions are posted in a school hallway. Passing students (or guests at a parent-teacher evening) may be encouraged to match the image and description with the name of the teacher.</p>																												

PICK AN IDENTITY

A pair activity

Students are provided with several options from which to construct a fake identity. Then, in pairs, they use Yes/No questions to guess their partner's identity in as few guesses as possible. This activity can also be done with the whole class or within a larger group.

Main Language Functions Used	<p>INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain/sustain, and/or change interpersonal relations—establishing common ground with others.</p> <p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information—seeking and providing information.</p>												
Language Skills Practised	<p>READING COMPREHENSION: understanding the elements in the identity component grid to make personal choices</p> <p>SPOKEN EXPRESSION: asking questions to inform guessing</p> <p>LISTENING COMPREHENSION: using information in responses provided to continue guessing</p>												
Key Specific Outcomes Addressed (A 2) (R 2.4a) (R 2.5) (R 2.10c) (R 2.15)	<p>Language Experience Describing people in the personal, educational, public or occupational contexts</p> <p>Repertoire Vocabulary related to likes and dislikes; age; personality traits; questions formed with <i>est-ce que</i> or intonation; forms of <i>avoir, être, aimer, adorer, détester</i>; correct pronunciation of known words</p> <p>Some of the identities can reflect famous Francophone people; use of <i>tu</i> or <i>vous</i> depending on the situation</p> <p>Strategies Activate prediction skills; take risks; use models; ask for clarification</p>												
Prerequisite Linguistic Elements	Students must be familiar with the structure of Yes–No questions (<i>Est-ce que</i> or intonation) and the appropriate forms of address.												
Possible Phrases or Structures	<p>– <i>Est-ce que tu t'appelles...?/T'appelles-tu...?</i></p> <p>– <i>Pardon?/Est-ce que tu peux le répéter, s'il te plaît?</i></p> <p>– <i>Oui./Non.</i></p> <p>– <i>Est-ce que tu es...?/Es-tu...?</i></p> <p>– <i>Est-ce que tu as... ans?./As-tu... ans?</i></p> <p>– <i>Est-ce que tu aimes le/la/les...?/Aimes-tu le/la/les...?</i></p> <p>– <i>Etc.</i></p>												
Time	Approximately five minutes, depending on the number of times students choose to switch between the role of the unknown person and the guesser.												
Materials	<p>A grid showing three to four categories for the fake identities as well as four to five options for each category. The categories can be given in the form of questions to provide maximum student support.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Tu t'appelles...?</th> <th style="width: 33%;">Tu es de...?</th> <th style="width: 33%;">Tu aimes...?</th> </tr> </thead> <tbody> <tr> <td>Names of famous personalities known by students</td> <td>Montréal Edson La Nouvelle-Orléans</td> <td>le hockey les frites l'été</td> </tr> <tr> <td></td> <td>Pincher Creek</td> <td>la neige</td> </tr> <tr> <td></td> <td>Vancouver</td> <td>le bleu</td> </tr> </tbody> </table>	Tu t'appelles...?	Tu es de...?	Tu aimes...?	Names of famous personalities known by students	Montréal Edson La Nouvelle-Orléans	le hockey les frites l'été		Pincher Creek	la neige		Vancouver	le bleu
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Preparation and Set Up	Project or hand out the grid showing the options for each category. Have the class review sample questions. Have a pair of students model the activity prior to starting the activity with the whole class.
Possible Assessment Instrument	This activity progresses too quickly to assess in detail. You may wish to circulate and make mental notes of which students appear to be very hesitant or in need of assistance with the formulation of questions. This information can be used for further follow up at another time.
Possible Extensions	Once both members of a pair of students have guessed each other's identities, they may find another pair and have that pair guess again (perhaps switching to the use of the third person; e.g., <i>Est-ce qu'il s'appelle...?</i>).
Possible Alternatives	The identities may be based on characters that students have encountered in a text they have recently read or in a video clip they have recently seen.

CONVERSATION CARDS

A whole-class conversation game

Students each receive a small card with an image representing something they like, have or plan to do. The set of cards includes duplicates of each card. Students are to use French in order to find the person who has received the duplicate image of their card. This simulates finding someone who coincidentally likes, has or is planning to do the same thing. Once students have found the person with the duplicate card they attempt, as a pair, to maintain a conversation about the topic shown by the image for as long as they can or until the teacher calls for a stop to the activity. Students may make up imaginary facts about their interests, possessions or plans.

Main Language Functions Used	INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain, sustain, and change interpersonal relations—establishing common ground.
Language Skills Practiced	SPOKEN EXPRESSION: asking and answering questions LISTENING COMPREHENSION: using information in responses provided to find one's partner and continue the conversation
Key Specific Outcomes Addressed (A 2) (R 2.4a) (R 2.5) (R 2.10c) (R 2.15) (R 2.17)	<p>Language Experience This activity can be tied to any context and language experience</p> <p>Linguistic Components Vocabulary related to likes and dislikes; questions formed with <i>est-ce que</i> or intonation; forms of <i>avoir</i>, <i>être</i>, <i>aimer</i>, <i>adorer</i>, <i>détester</i>; correct pronunciation of known words</p> <p>Strategies Take risks; use models; collaborate with others</p>
Prerequisite Linguistic Elements	Students must be familiar with some basic Yes–No and information question structures such as <i>Quel sport est-ce que tu aimes?</i> in addition to all of the nouns and verbs represented in the images on the cards.
Possible Phrases or Structures	<p>– <i>Bonjour, est-ce que tu as...?/Est-ce que tu aimes...?/Est-ce que tu fais ... aujourd'hui?</i></p> <p>– <i>Non./Non, pas aujourd'hui./ J'ai.../J'aime.../Je fais.../etc.</i></p> <p>– <i>Je cherche quelqu'un qui a/aime/fait...</i></p> <p>– <i>Désolé(e)! Ce n'est pas moi. Bonne chance. Au revoir!</i></p> <p>– <i>Oui! J'ai.../J'aime.../Je fais...</i></p> <p>– <i>Quelle coïncidence! Moi aussi! Je... aussi!</i></p> <p>– <i>Ah oui? Comment...?</i></p> <p>Depending on the topic shown in the images, if possible, provide model questions to allow students to carry on the conversation.</p>
Time	Approximately 5–7 minutes, depending on the size of the class. Allow one minute maximum for the pair conversation at the end of the activity. When students return the cards, shuffle and redistribute them to allow students to repeat the activity as often as desired. After a few repeats, the time for the pair conversation can be expanded to two or more minutes, depending on the language capacity of the students.

Materials	A set of small cards with duplicates of all images, enough that each student in the class will receive one card. The images can represent any of vocabulary previously taught and that relates to language experiences with which students are familiar.																
Preparation and Set Up	<p>Make or procure small cards with images. If reusing a set of cards, ensure that all duplicates are present before handing out a set to avoid a situation in which a student receives a card that has no duplicate.</p> <p>Post possible phrases or necessary language structures so that they are visible during the activity and review them with the class prior to beginning the activity.</p>																
Additional Notes	Teachers may need to stress that students are not to peek at each other's cards, but rather to keep them hidden so that French is used to find the mystery partners.																
Possible Assessment Instrument	<p>Reverse anecdotal notes. As students circulate around the room, note what students are able to do by writing their names under descriptors such as the following.</p> <table border="1" data-bbox="418 690 1404 1146"> <thead> <tr> <th data-bbox="418 690 867 732">Date:</th> <th data-bbox="872 690 1404 732">Activity:</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 739 867 781"></td> <td data-bbox="872 739 1404 781"><i>Students who appear quite fluent; show little hesitation in using French.</i></td> </tr> <tr> <td data-bbox="418 787 867 829"></td> <td data-bbox="872 787 1404 829"></td> </tr> <tr> <td data-bbox="418 835 867 877"></td> <td data-bbox="872 835 1404 877"><i>Students who show some success and some hesitation in using French.</i></td> </tr> <tr> <td data-bbox="418 884 867 926"></td> <td data-bbox="872 884 1404 926"></td> </tr> <tr> <td data-bbox="418 932 867 974"></td> <td data-bbox="872 932 1404 974"><i>Students who appear to be struggling and need more support/practice in French in conversational settings.</i></td> </tr> <tr> <td data-bbox="418 980 867 1022"></td> <td data-bbox="872 980 1404 1022"></td> </tr> <tr> <td data-bbox="418 1029 867 1071"></td> <td data-bbox="872 1029 1404 1071"></td> </tr> </tbody> </table>	Date:	Activity:		<i>Students who appear quite fluent; show little hesitation in using French.</i>				<i>Students who show some success and some hesitation in using French.</i>				<i>Students who appear to be struggling and need more support/practice in French in conversational settings.</i>				
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Possible Extension Activity	Pairs of students report orally on the imaginary facts they created over the course of their pair conversation.																

THE WHO'S WHO GAME

A pair conversation game

Students are each given a card with coloured images of individuals or groups of people. The images must be large enough for details such as hair and clothing colour to be noted. Duplicate cards are handed out to students who then use French to find the person who has received the duplicate image of their card. Students reveal their cards once they are confident that they have encountered the person with the duplicate image. If the images are duplicates, the pair of students begins to make up imaginary facts about the people on their card (e.g., their names, where they live, what they like or do not like).

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information—seeking and providing information.
Language Skills Practised	LISTENING COMPREHENSION: understanding the meaning of information provided by others SPOKEN EXPRESSION: asking questions and providing responses
Key Specific Outcomes Addressed (A 3) (R 2.4a) (R 2.5) (R 2.10c) (R 2.15) (R 2.17)	<p>Language Experience Describing people in the personal, educational, public or occupational context</p> <p>Repertoire Vocabulary related to physical traits and to clothing; formation of adjectives; question formation; appropriate forms of the verbs <i>être</i>, <i>avoir</i> and <i>s'appeler</i>; expressions used for opening, sustaining and closing conversations</p> <p>Strategies Focus attention; use models; ask for clarification; participate willingly; take risks; use facial expressions and mime to get a message across</p>
Prerequisite Linguistic Elements	Students must be familiar with some Yes–No and information question structures and with vocabulary used for describing people.
Possible Phrases or Structures	<ul style="list-style-type: none"> – <i>Bonjour! Combien de personnes sont dans ta photo?</i> – <i>Il y a trois/quatre personnes dans ma photo.</i> – <i>Combien d'hommes/de femmes/de filles/de garçons sont dans ta photo?</i> – <i>Il y a 1, 2, 3... dans ma photo.</i> – <i>Pardon! Je cherche... Merci!</i> – <i>Bon, il y a 1, 2, 3... dans ma photo aussi!</i> – <i>De quelle couleur sont les cheveux de ces personnes?</i> – <i>Une femme a les cheveux bruns et l'autre a...</i> – <i>Qu'est-ce qu'ils portent?</i> – <i>L'homme porte une chemise vert pâle. Une femme porte une blouse rose et l'autre femme porte un chapeau de soleil.</i> – <i>Exactement! Nous avons la même photo.</i> – <i>Quel âge ont-ils, penses-tu?</i> – <i>La fille a peut-être 12 ans.</i> – <i>Fais voir ton image! Oui, nous avons les mêmes images.</i> – <i>Bon. Comment est-ce qu'ils s'appellent?</i> – <i>Doug, Bob et Amanda.</i> – <i>Non, je préfère Aiden, Michel et Thalia.</i> – <i>J'ai une idée. La fille ressemble à ma sœur. Elle s'appelle Natasha.</i> – <i>Bonne idée. Son nom peut être Natasha.</i> – <i>Etc.</i>

Time	Approximately ten minutes, depending on the size of the class. Allow two minutes maximum for the pair conversation at the end of the activity. If desired, have volunteers report on the names and imaginary facts they have established jointly for the people in their image. Have students return the cards. Shuffle and redistribute them to repeat the activity once or twice more. The time frame for the pair conversation can subsequently be extended depending on the language capacity of the students.																				
Materials	Duplicate sets of matching picture cards in colour, showing the same images of various people, one card per student in the class. The images may be taken from magazine pictures (if duplicates are available) or printed from online sources. If the people are engaged in activities, the vocabulary to identify the activities should be known to the students in French. Gender, approximate age and colours of clothing and hair colour should be clear and easily identifiable.																				
Preparation and Set Up	<p>Make or procure duplicate cards with coloured images. If reusing a set of cards, ensure that all duplicates are present before handing out a set to avoid a situation where a student receives a card that has no duplicate.</p> <p>Explain the activity to students in order to solicit questions that could be asked to provide student support. Post suggested vocabulary or expressions so that they are visible during the activity. Have a pair of students demonstrate the activity. Then review all vocabulary and expressions again as a class, prior to handing out cards to students.</p>																				
Additional Notes	You may need to stress that students are not to peek at each other’s cards, but rather to keep them turned inward so that they must use French to find their mystery partner(s).																				
Possible Assessment Instrument	<p>Reverse anecdotal notes. As students circulate around the room, note what students are able to do by writing their names under descriptors such as the following.</p> <table border="1" data-bbox="418 1123 1463 1585"> <thead> <tr> <th data-bbox="418 1123 776 1165">Date:</th> <th data-bbox="776 1123 1463 1165">Activity:</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 1165 776 1207"></td> <td data-bbox="776 1165 1463 1207"><i>Students who appear quite fluent; show little hesitation in formulating questions.</i></td> </tr> <tr> <td data-bbox="418 1207 776 1249"></td> <td data-bbox="776 1207 1463 1249"></td> </tr> <tr> <td data-bbox="418 1249 776 1291"></td> <td data-bbox="776 1249 1463 1291"></td> </tr> <tr> <td data-bbox="418 1291 776 1333"></td> <td data-bbox="776 1291 1463 1333"><i>Students who show some success and some hesitation in formulating questions.</i></td> </tr> <tr> <td data-bbox="418 1333 776 1375"></td> <td data-bbox="776 1333 1463 1375"></td> </tr> <tr> <td data-bbox="418 1375 776 1417"></td> <td data-bbox="776 1375 1463 1417"></td> </tr> <tr> <td data-bbox="418 1417 776 1459"></td> <td data-bbox="776 1417 1463 1459"><i>Students who appear to be struggling and need more support/with question formation.</i></td> </tr> <tr> <td data-bbox="418 1459 776 1501"></td> <td data-bbox="776 1459 1463 1501"></td> </tr> <tr> <td data-bbox="418 1501 776 1543"></td> <td data-bbox="776 1501 1463 1543"></td> </tr> </tbody> </table>	Date:	Activity:		<i>Students who appear quite fluent; show little hesitation in formulating questions.</i>						<i>Students who show some success and some hesitation in formulating questions.</i>						<i>Students who appear to be struggling and need more support/with question formation.</i>				
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	<i>Students who appear to be struggling and need more support/with question formation.</i>																				
Possible Extension Activity	<p>If the images used reflect people in the Francophone world, a further discussion about them could occur upon completion of the activity.</p> <p>Student pairs could write and submit a short description that includes the facts that they imagined about the people in their picture.</p>																				

**Possible
Alternative
Activity**

Have students sit in pairs and provide two different pictures per pair, placing them face down. On signal, one student flips one picture over and begins to talk about all of the details shown, trying to mention each one before the time is up. After 30 seconds, signal for the second student to flip the second picture over and to talk about it. After 30 seconds, call for an end to the descriptions. Now have the pairs of students decide who was able to describe more of the details. Pairs can receive new pictures and each time limit can then be extended by a further thirty seconds.

HOT POTATO QUESTIONS

A whole-class question/answer practice game

Students are seated 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 can be 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 questions or impromptu adaptations of known questions.

Main Language Functions Used	<p>INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain/sustain and/or change interpersonal relations—establishing common ground with others.</p> <p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: understanding questions being asked</p> <p>SPOKEN EXPRESSION: providing answers to questions; asking additional questions</p>
Key Specific Outcomes Addressed (A 2) (A 3) (R 2.4) (R 2.5) (R 2.11)	<p>Language Experience Can be used as a review of any questions within any context or language experience</p> <p>Repertoire Question formation; use of verbs; negation</p> <p>Strategies Focus attention; use models; ask for clarification; participate willingly; take risks; use facial expressions or mime to get a message across</p>
Prerequisite Linguistic Elements	Students must be familiar with basic Yes–No and information question structures and the associated responses.
Possible Phrases or Structures	<ul style="list-style-type: none"> – <i>Michelle, quel âge as-tu?</i> – <i>Quinze ans. John, quelle heure est-il?</i> – <i>Dix heures et demie. Lisa, est-ce que tu as un chat?</i> – <i>Non, j’ai un chien. Daniel, est-ce que tu aimes le hockey?</i> – <i>Oui, beaucoup. Justine, quel temps fait-il aujourd’hui?</i> – <i>Il pleut. Cecilia, est-ce que tu vas au cinéma avec Martin?</i> – <i>Non, pas du tout! Allan, quand est-ce que tu vas au gymnase?</i> – <i>Ce soir. Lianne, ...</i>
Time	Approximately five minutes, depending on the size of the class and the range of questions students know so far.
Materials	A soft stuffed toy, ball or rolled-up sock.
Preparation and Set Up	Explain the activity to students and solicit possible questions that could be asked as well as their answers. Post suggested questions so that they are visible during the activity. You may have a pair of students demonstrate the activity and then review as a class all questions again prior to determining who asks the first question.

Additional Notes	<p>If you are not passing an actual stuffed item to represent the hot potato, encourage students to “throw questions” to students in other parts of the room 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 <i>vous</i> form.</p> <p>A rule can be added that a question which was just asked cannot be immediately reused.</p>
Possible Assessment Tool	<p>This activity progresses too quickly to assess in detail. You may wish to make mental notes of which students appear very hesitant to use French or need assistance when being asked questions, for further follow-up at another time.</p>
Possible Extension Activity	<p>This activity may be used in preparation for an interview simulation between imaginary people, celebrities or other characters using the questions asked.</p>
Possible Alternative Activity	<p>Write or type up a page of suitable questions in large-size 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 must 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.</p>

FLASH CARD MEMORY GAME

A whole-class vocabulary game

Students stand in a circle and each holds one full-size image depicting a vocabulary item related to the context and language experience under study. One after the other, each student makes a statement about the item in the image. For example, in a discussion about personal hobbies and collections, a student might make the following claim based on a handed out image: *J'ai une collection d'animaux en peluche. Voici mon chat noir.* Meanwhile, as each student makes a statement about the image he or she has in hand, the rest of the students try to remember who is holding which image. Once all statements are heard, the students hide the images. Student volunteers try to collect points by stating who has what image; e.g. *Meaghan a une collection d'animaux en peluche. Austin collectionne des mini-voitures.* For each correct statement, they receive the image that they have remembered. Once all images have been recalled and points are counted, the images can be collected, shuffled and redistributed for subsequent rounds.

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information—processing information.
Language Skills Practised	LISTENING COMPREHENSION: listening to and remembering statements made by others SPOKEN EXPRESSION: providing information about the image; identifying who has which item
Key Specific Outcomes Addressed (A 3) (R 1.1) (R 2.1) (R 2.2) (R 2.5)	<p>Language Experience Can relate to any language experience</p> <p>Repertoire Vocabulary related to nouns from any language experience; the verb <i>avoir</i>; verbs related to likes and dislikes or any other verb that is appropriate to the images provided; appropriate use of indefinite and/or definite articles</p> <p>Strategies Focus attention; use association to remember; combine new learning with previously learned vocabulary; encourage and praise classmates</p>
Prerequisite Linguistic Elements	Students must be familiar with the vocabulary items depicted in the images; the use of <i>je</i> ; third personal singular with familiar verbs.
Possible Phrases or Structures	<p>Depending on the vocabulary in the images, student statements may vary. Here is a sampling of possible statements they could make.</p> <p>– <i>J'ai/j'aime/je veux/je déteste un/une/des/le/la/les...</i> – <i>Je pense que/je crois que... a/aime/veut/déteste un/une/des/le/la/les...</i> – <i>C'est correct./Ce n'est pas correct.</i> – <i>Tu as un point. Voici la carte.</i> – <i>Merci, je continue...</i> – <i>Qui a gagné?</i></p>
Time	Approximately seven minutes, depending on the number of participants.
Materials	Full-page images of vocabulary items under study (magazine pictures, printed from the Internet, etc.) possibly laminated, one for each participant in the activity.
Preparation and Set Up	Call for 2–3 student volunteers to demonstrate the activity prior to having the whole class carry it out.

Additional Notes

This game may be a springboard for a lesson about the use of memory strategies. After one round, students may enter into a discussion about how they chose to remember who had which item. Various strategies may be suggested and can be collected and discussed; e.g., alliteration with the name of the student and the word, visual or kinesthetic association or some kind of mnemonic. You may want to make reference to the list of generated strategies in subsequent classes to support student development of memory strategies.

If the images represent verbs, this activity could be used to practise various verb tenses as well.

Possible Assessment Instrument

Student self-reflection on expanding the range of memory strategies.

Name:	Date:
I tried to associate the person with the picture by ...	
—	
—	
This helped me remember _____ (number) out of _____ (total number) pictures.	

Possible Extension Activity

Students can make or you can prepare cards with words pertaining to family relationships, which students can hold up along with their image. A student named Meaghan with an image of a black cat and a card saying *grand-mère* might then say: *Ma grand-mère a un petit chat noir en peluche*. Recalling one or both facts can then be rewarded with one or two points. A student who claimed *La mère de Meaghan a un chat noir* would get the black cat card only and would receive just one point.

SHARING TELEPHONE NUMBERS

A whole-class or large-group activity

Students each receive or devise an imaginary telephone number. Students take turns asking someone else what his or her telephone number is and this person answers out loud to the class. As the telephone numbers are given, students take note of the names and numbers in order to prepare their own list. Students may ask for the numbers to be repeated more slowly, more loudly, etc. if needed. Once all the numbers have been shared out loud, the teacher, who has been recording telephone numbers for a master list, projects/uncovers the list so that students can check the accuracy of their own lists. A few student volunteers are chosen to “place” a call by saying someone’s telephone number out loud. The whole class listens to the conversation for as long as the caller and call recipient can sustain it. After two or three “telephone calls” have taken place in front of the whole class, pairs of students “call” each other at the same time.

Main Language Functions Used	<p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information—seeking and providing information.</p> <p>INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain, sustain, and change interpersonal relations—establishing and sustaining common ground with others.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: using knowledge of numbers in order to identify a person’s telephone number; understanding greetings, questions being asked and salutations used in a conversation</p> <p>SPOKEN EXPRESSION: providing a telephone number aloud; asking and answering questions over the telephone</p>
Key Specific Outcomes Addressed (A 2) (A 3) (R 1.1) (R 2.4) (R 2.11) (R 2.15) (R 2.17)	<p>Language Experience The topics of the conversations can relate to any language experience currently under study</p> <p>Repertoire Question formation; vocabulary used when requesting repetition and clarification; negation; discourse markers</p> <p>Formation of telephone numbers may reflect conventions in other Francophone countries.</p> <p>Strategies Activate prior knowledge; focus attention; use models; ask for clarification; participate willingly; take risks; ask the speaker to repeat or clarify</p>
Prerequisite Linguistic Elements	<p>Numbers 0–9 (if using a Canadian format for telephone numbers) or numbers 0–99 (if using an international format); greetings, states of being and salutations; basic question and answer formats; hesitation markers such as <i>euh, bon, un instant, attends/attendez</i> for use when placing the simulated telephone call</p>

<p>Possible Phrases or Structures</p>	<p><i>For requesting the telephone number</i></p> <ul style="list-style-type: none"> – <i>Isabelle, quel est ton numéro de téléphone, s’il te plaît?</i> – <i>C’est le quatre, zéro, trois, quatre, deux, sept, neuf, deux, deux, sept.</i> – <i>Est-ce que tu peux le répéter, s’il te plaît?</i> – <i>Est-ce que tu peux parler plus lentement, s’il te plaît?</i> – <i>Est-ce bien le quatre, zéro, trois, quatre, deux, sept, neuf, deux, deux, sept?</i> <p><i>For beginning the conversation</i></p> <ul style="list-style-type: none"> – <i>Je fais l’appel maintenant. Je compose le quatre, zéro, trois, quatre, deux, sept, neuf, deux, deux, sept. Dring, dring, dring...</i> – <i>Allô, ici Isabelle Leblanc. C’est qui à l’appareil?</i> – <i>Isabelle, c’est moi, Allan.</i> – <i>Bonjour, Allan. Comment ça va? ...</i> – <i>Bien. Isabelle, est-ce que tu veux regarder le match de hockey ce soir?</i> – <i>Non, je préfère le basketball. Et toi? ...</i> <p><i>For concluding the conversation</i></p> <ul style="list-style-type: none"> – <i>Je regrette. Je dois te quitter maintenant. Au revoir.</i> – <i>Au revoir! À la prochaine fois!</i>
<p>Time</p>	<p>Approximately eight to ten minutes, depending on the size of the class, to ask and record all telephone numbers. Allow 30 seconds to one minute for each demonstration telephone call prior to having pairs of students call each other. The length of the calls may vary depending on the range of vocabulary and language structures the students already know. Prior to beginning the calls, you may want to have students brainstorm possible topics or questions that can be discussed.</p>
<p>Materials</p>	<p>If handing out telephone numbers, provide each student with a small card written in the appropriate format (single digits for Canada that include the area code and the seven-digit telephone number, double digits such as 55-55-22-33-44 for France).</p>
<p>Preparation and Set Up</p>	<p>Post expressions for the sharing of telephone numbers so that they are visible during the activity. You may also want to solicit and post suggested questions and structures so students can use them during their telephone calls.</p>
<p>Additional Notes</p>	<p>Toy telephones, cell phones, etc. could be used as props.</p> <p>All seven-digit telephone numbers should start with 555 to avoid creating telephone numbers that actually exist.</p>
<p>Possible Assessment Instrument</p>	<p>If assessment of students’ comprehension of the telephone numbers is to occur, it can be done quickly. Provide students with a set of small flash cards: one with the word <i>Oui</i> written on it and the other with <i>Non</i>. Ask students to hold up the card that indicates whether they believe they were able to record all of the telephone numbers correctly. Next, have them verify their numbers with a partner and make any necessary corrections to their phone lists. Now ask them to show the card that best represents their results. Scan the room to note how many students demonstrated difficulty and use this information to follow up on a review of numbers.</p>

THE NAME GAME

A whole-class or large-group activity

Students mill around the classroom as music is playing. When the music stops, each student positions him or herself in front of another person and provides this person with personal or factual information such as their name, their age and something they like or dislike. 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. This student is introduced only once. This is important as students will need to keep in mind who has been introduced and who 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, *Je vous présente Fred. Il a 17 ans. Il adore les sports d'équipe, mais il n'aime pas les entraînements.* The activity is over when all classmates have been introduced.

Main Language Functions Used	<p>INTERPERSONAL FUNCTION: Language used to socialize, i.e. to form, maintain, sustain, and change interpersonal relations—establishing and sustaining common ground and expressing the preferences of someone else.</p> <p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information—providing information.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: understanding personal information imparted by someone else</p> <p>SPOKEN EXPRESSION: providing someone with personal information such as one's name, age and likes and dislikes</p>
Key Specific Outcomes Addressed (A 2) (A 3) (R 1.1) (R 2.4) (R 2.5) (R 2.11) (R 2.18) (R 3.1)	<p>Language Experience The topics of the conversations can relate to any language experience currently under study</p> <p>Repertoire The appropriate verb forms for <i>avoir</i> and <i>être</i>, regular <i>-er</i> verbs such as <i>aimer</i>, <i>détester</i>, <i>adorer</i>, <i>jouer à</i>, <i>faire de</i>, vocabulary related to the topic under study</p> <p>Use of appropriate sociolinguistic conventions such as the expressions used for indicating one's age and greetings</p> <p>Strategies Collaborate with others to exchange information and communicate messages</p>
Prerequisite Language Elements	<p>Greetings; expressions for introducing oneself; knowledge of the conjugation forms for the personal subject pronouns <i>je</i>, <i>il/elle</i> and the verb being used; the expression <i>Je vous présente...</i></p>
Possible Phrases or Structures	<p>To introduce oneself <i>– Bonjour, je m'appelle.../ Salut, mon nom est...</i> <i>– J'ai... ans. J'adore les sports d'équipe. Je n'aime pas les entraînements.</i></p> <p>To introduce someone else <i>– Je vous présente...</i> <i>– Il/elle... ans. Il/elle adore les sports d'équipe, mais il/elle n'aime pas les entraînements.</i></p>
Time	<p>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 they can be introduced over a few class periods for the sake of time and interest.</p>

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	<p>You may need to model the presentation before beginning.</p> <p>As a variation, students can be provided with information cards that indicate who they are. They must now transform this information from the third-person singular form to the first-person singular form.</p>
Possible Assessment Instrument	Use a checklist with a list of student names and mill around the classroom as the students are exchanging information to identify outcomes that are being attained. Specific Repertoire or Strategic outcomes can be used for criteria. An example of a possible assessment checklist can be found in Appendix 17 .

BIRTHDAYS

A whole-class or large-group activity

Students line up according to their birthday. The teacher indicates the head of the line by stating, *La queue commence par la personne qui a le 1^{er} janvier comme anniversaire et ainsi de suite*. Students place themselves in line by asking the question *C'est quand ton anniversaire?* or by asking *Quelle est la date de ton anniversaire?* and the opposing student provides an answer and places him or herself in the line accordingly. Once they have formed a line, the teacher asks students to form a circle and state their birthday in order to check if they are in the appropriate place. Once students are in the circle and in the right position, the teacher can conduct a review of relevant vocabulary such as the weather conditions, clothing patterns or business services.

Main Language Functions Used	<p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information—seeking and providing information.</p> <p>DIRECTIVE FUNCTION: Language used to direct, influence and manage one's own or others' actions—providing instructions.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: listening to the question asked in order to be able to provide an answer and place oneself in line appropriately</p> <p>SPOKEN EXPRESSION: asking and answering questions related to the date of one's birthday</p>
Key Specific Outcomes Addressed (A 3) (A 4) (R 1.1) (R 2.4) (R 2.5) (R 2.13) (R 2.18)	<p>Language Experience Language experiences related to the personal context</p> <p>Repertoire Vocabulary related to numbers, the months of the year, and the prepositions <i>devant, derrière, avant, en arrière</i>, appropriate formulation of the date in French</p> <p>Strategies Focus attention; ask the speaker to repeat or clarify</p>
Prerequisite Language Elements	Students must be able to formulate appropriate questions to ask a person's birth date and/or provide the correct date when asked.
Possible Phrases or Structures	<ul style="list-style-type: none"> – <i>C'est quand ton anniversaire?</i> – <i>Je ne comprends pas. Répète la question, s'il te plaît.</i> – <i>Quelle est la date de ta fête?</i> – <i>Ah oui! C'est le premier mars.</i> – <i>D'accord. Tu es devant Amir. Son anniversaire est le vingt-cinq février.</i> – <i>Merci</i> – <i>Quelle est la date de ta fête?</i> – <i>C'est le 30 juin.</i> – <i>Bon, tu es derrière moi. Ma fête est le cinq mai.</i>
Time	Approximately 10 to 15 minutes, depending on the size of the class.
Materials	None, unless this activity is used for organizing students before the beginning of another activity.

**Preparation
and Set Up**

Space should be made available in the classroom for students to move around and place themselves accordingly. The necessary phrases or structures needed to interact should be posted for student use during the activity.

Additional Notes

This activity may be used prior to commencing the cooperative learning strategy Inside–Outside Circles for a change of pace.

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. **Transparency No. 1/Transparent n° 1** (French version of the same transparency) at the end of this appendix may be used to stimulate discussion about what it means to be a member of a cooperative group.
- Teach routines for getting into groups quickly and quietly, gathering materials, determining group roles and asking for assistance.
- Teach the appropriate French vocabulary for cooperative group work. **Appendix 6** includes expressions that students can use.
- Start cooperative group work in pairs to familiarize students with expectations for active participation.
- 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.
- 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 in 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 (*froid/chaud*)
 - synonyms (*aride/sec*)
 - homonyms (*mer/mère*)
 - word associations (*élèves/enseignant*)
 - first and last names (*Lucien/Bouchard*)
 - 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
 - directions
 - vocabulary items related to themes, such as clothing, seasons, weather expressions
 - 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, equalizes 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*)—praises contributions made by group members
- reporter (*le/la porte-parole ou le rapporteur/la rapporteuse*)—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: blue = coach, red = reporter, yellow = praiser and green = secretary.

- To assign roles randomly, teachers may announce roles according to certain criteria.

◆ **Example:**

A teacher announces roles as follows: The praiser is the oldest member of the group. The timekeeper is the group member wearing the brightest clothing. The materials monitor has the most cousins. The timekeeper has the most syllables in his or her name.

REVIEWING EXPRESSIONS AND PHRASES TO USE IN GROUP WORK

Teachers often 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. The phrases included in **Appendix 6** may be posted as a starting point and expanded further by the students and the teacher before, during and after the activity or task is completed.

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. Twelve strategies are described in this appendix, followed by transparencies that can be used in support of each.

CORNERS/*QUATRE COINS* (Cooperative Learning Transparency No. 2/*Transparent n° 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 opinion 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 PUBLIC CONTEXT related to current weather conditions, a French 10–3Y teacher places a different picture of a weather condition in each corner of the room; e.g., a picture showing that it is snowing, another one in which it is raining. Students are asked to select the corner that identifies their least favourite weather condition. In the corner, using the weather condition depicted, students ask each other the question, *Quelles activités est-ce que tu aimes faire quand...?* Each corner keeps track of the answers given and one member reports them; for example, *Quand il pleut, Amy aime lire des romans d’amour. Quand il pleut, Nathan aime jouer aux billards.*

NUMBERED HEADS TOGETHER/TÊTES NUMÉROTÉES (Cooperative Learning **Transparency No. 3/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 orally.

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 body parts, French 20–3Y students are asked a question such as *On utilise cette partie du corps pour écrire. Quelle partie est-ce?* In their groups, they come up with the answer. The teacher calls *la personne numéro trois*. One student from each group stands up to provide the answer on behalf of the group.

THINK – PAIR – SHARE/RÉFLEXION – PAIR – ÉCHANGE (Cooperative Learning **Transparency No. 4/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:**

A French 20–3Y teacher asks students the question: *Quel style de vêtements recommandez-vous pour une personne qui est de petite taille et qui a les cheveux châtain et les yeux vert clair?* 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.

SUMMARY PAIRS/LECTURE EN TANDEM (Cooperative Learning **Transparencies Nos. 5 and 6/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 weaker reader. Between them they determine who is student A and who is student B. Student A reads the first sentence aloud and student B summarizes or paraphrases the main idea of the sentence just read. Together, the students discuss the idea presented and clarify the meaning of what was just read. Student B then reads the second sentence and student A paraphrases or summarizes the idea contained in that sentence. The process continues until the end of the text. Reading may be done either orally or silently.

ROUND ROBIN/TOURNOI À LA RONDE (Cooperative Learning **Transparency No. 7/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, in turn and in a circular fashion, each student orally contributes an idea.

◆ **Example:**

Students are grouped into fours and are asked the following question: *Quelles étapes peut-on suivre pour se trouver un emploi?* The first student starts by saying, *chercher un emploi dans le journal*. The next student follows by saying, *lire des offres d'emploi*, and so on, until all the necessary components have been named. Next, the students could recreate the list by saying, *Pour se trouver un emploi, on peut....*

ROUND TABLE/TABLE RONDE (Cooperative Learning **Transparency No. 8/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:**

After having studied different hobbies or interests, French 20–3Y students write a *cinquain* poem that describes favourite pastimes. One piece of paper and a pencil are distributed to each group of four. The first student in each group writes down a hobby or an interest (e.g., *la lecture*) and passes the paper and pencil to the second student. This student writes down three words related to the pastime (e.g., *les romans, les poèmes, les articles de journaux*) and passes the paper and pencil to the third student. He or she writes down a sentence about the pastime (e.g., *J'aime beaucoup lire.*) and passes the paper and pencil to the fourth group member who now writes a word that sums up the poem (e.g., *Fantastique!*) Jointly, the students think of a final fifth statement to close the *cinquain* (e.g., *Un bon passe-temps relaxant*). They then pass the paper around one more time to locate and correct any errors they may find. The poems can then be read aloud or displayed for other groups to read.

THREE-STEP INTERVIEW/ENTREVUE EN TROIS ÉTAPES (Cooperative Learning **Transparency No. 9/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 30–3Y class ask each other questions about the Francophone travel destination they have just finished researching; e.g., *Comment s'appelle la région ou le pays francophone que tu as étudié? Que penses-tu de ce pays ou de cette région? Aimerais-tu visiter ce pays ou cette région? Pourquoi?* Students then take turns sharing what they learned about their partner's destination with the whole group.

BRAINSTORM CAROUSEL/REMUE-MÉNINGES EN ROND (Cooperative Learning **Transparency No. 10/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 within 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 20–3Y, working with the language experience related to menu offerings, are divided into five groups. Five sheets of paper are circulated at the same time. Each sheet has the name of a different restaurant written on it; e.g., *La Crêperie bretonne/El sombrero/Mangeons vite/Le palais chinois /La petite Italie*. Students write down a menu item that comes to mind based on the name of the restaurant; for example, under the restaurant name *Mangeons vite* students could write *les hamburgers, les hot-dogs*. Once their original chart is returned to each group, students carry out a culminating activity in which their responses are used to carry out oral interactions using the lists as menus.

**FOCUS TRIO/PRÉDICTIONS EN TROIS (Cooperative Learning Transparency No. 11/
Transparent n° 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:**

A French 10–3Y teacher visits the Web site of *Radio-Canada* to find an audio segment on a topic related to one of the language experiences currently under study, such as weather reports for regions of Canada. 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.

**INSIDE–OUTSIDE CIRCLES/LES CERCLES INTÉRIEURS ET EXTÉRIEURS (Cooperative
Learning Transparency No. 12/*Transparent n° 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 which 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 20–3Y teacher decides to use the Inside–Outside Circle strategy as a review activity for students at the beginning of the course. The purpose is to have students practise introducing themselves while using the letters of the alphabet to spell out their first and last names. Students forming the inside circle ask their partner the question, *Comment t'appelles-tu?* and students forming the outside circle provide their name and spell it out loud.

◆ **Example:**

A French 30–3Y teacher has students use the Inside–Outside Circle strategy to survey each other on their choice of clothing. 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 *Qu'est-ce que tu aimes porter en fin de semaine?/Est-ce que tu aimes porter du bleu marine?/Aimes-tu porter des t-shirts à manches courtes ou à manches longues? Quel style de jeans aimes-tu porter?*

**JIGSAW/STRATÉGIE CASSE-TÊTE (Cooperative Learning Transparency No. 13/
Transparent n° 13)**

This strategy provides students with the opportunity to work as a team to comprehend a small portion of oral or written information. It 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 gathered 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 30–3Y teacher has gathered a number of articles on interview techniques and decides that each article 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 certain interviewing techniques for which the group is responsible as well as a list of guiding questions such as *Quels sont les éléments clés d'un bon entretien? Quelles sortes de questions sont posées?* 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 techniques found in their text. As a follow-up activity, the class can discuss the techniques, and those who already have a part-time job can relate their interview experiences.

◆ **Example:**

To facilitate the logistics of this activity when using a written text, the teacher may photocopy each piece of information on a different colour of paper and make as many copies as there are base groups.

PLACEMAT/NAPPERON (Cooperative Learning Transparency No. 14/Transparent n° 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 that is 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, either in a clockwise or counter-clockwise fashion. Once all of 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 them decide which answers are common to all four squares.

◆ **Example:**

As a means of focusing students on their future career plans, a French 30–3Y teacher chooses the Placemat strategy to have students activate prior knowledge before a class discussion on the subject. The teacher asks the following question: *Qu'est-ce qu'il faut considérer avant de choisir une institution postsecondaire?* The teacher models a possible answer, such as *Il faut penser aux coûts*, and writes on the board: *les coûts des études*. Students now write their responses to the question in their corresponding square. A possible placemat could look like this:

<p>Mon nom : Anita</p> <ul style="list-style-type: none"> • où se trouve l'école • accès au programme désiré 	<p>Mon nom : Josh</p> <ul style="list-style-type: none"> • les types de programmes offerts
<p>Mon nom : Mikael</p> <ul style="list-style-type: none"> • le choix de programmes • la possibilité d'une bourse 	<p>Mon nom : Nahla</p> <ul style="list-style-type: none"> • les visites chez le vétérinaire • les coûts • la possibilité d'une bourse

Notre groupe pense qu'il faut considérer le programme.

GRAFFITI POSTERS/AFFICHES GRAFFITI (Cooperative Learning Transparency No. 15/*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 of 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 10–3Y teacher decides to use the Graffiti strategy with a unit pertaining to SERVICES AVAILABLE IN THE COMMUNITY. Each group is given a different question related to the community services. For example, one group could be given a question about what services are available, where these services are provided, etc. 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.

STRATEGIES FOR PROMOTING TEAM BUILDING

The following suggested activities are intended to provide opportunities for students to become acquainted with one another and to build trust and respect for each other. These activities may be done in French once students have developed their vocabulary base.

PEAS IN A POD (Things in Common)

- The teacher divides the students into groups of three or four.
- One sheet of chart paper and a different-coloured felt marker are distributed to each group.
- The groups discuss what they have in common. As soon as consensus is reached on one particular point, the group records the point on the chart paper.
- After five to seven minutes, each group passes the chart paper clockwise to another group. These group members now circle what they have in common with the other group.
- The charts are posted and reviewed as a class.

ME TOO! ME NEITHER!

- The students are divided into groups of four.
- Ten pennies are distributed to each student.
- One paper cup is distributed to each group.
- The teacher asks students to number off, from one to four.
- Student One makes a statement about a like or a dislike. For example, *J'aime jouer au badminton.* or *Je n'aime pas les mets épicés.* Alternating turns, Students Two, Three and Four put a penny in the cup if they like or dislike the same thing as Student One. These students must also state *Moi aussi!* or *Moi non plus!* according to the initial statement made by Student One.
- Student Two then makes a statement and the students who share the same experience contribute a penny. Those who do not share the experience do not contribute.
- Students Three and Four each take a turn making a statement, with the other group members reacting to the statements accordingly.
- The activity continues until one student in the group runs out of pennies.

SNOWBALLS

- The teacher asks each student in one half of the class to write his or her name on a piece of paper from the recycling box, to crumple the paper into a ball and to throw the balls into a pile.
- The teacher asks the remaining half of the students to select a ball and to find the person whose name appears on the paper.
- The students find out five interesting facts about the person they selected.
- The students take turns presenting their classmates.

FACT OR FICTION?

- The teacher asks the students to write down three statements about themselves: two that are true and one that is false. For example, *J'aime le baseball./J'ai une amie chilienne./J'ai cinq frères.*
- In small groups, the students read out the statements and have the group members try to guess which of the three statements is false.

PROMOTING EQUAL PARTICIPATION WITHIN A GROUP

When implementing small group work or cooperative learning strategies, teachers often find that one person may dominate the group or that no one wants to take responsibility for leading the group. To alleviate these problems, the following strategies can be implemented.

TALKING CHIPS

The purpose of this strategy is to promote turn-taking and equal participation among group members during an activity. This strategy is useful for activities related to giving opinions, organizing information and making decisions. In terms of classroom management, it is also useful because, at a glance, the teacher can see how well students are participating in the activity.

Depending upon the complexity of the activity, each member of the group is given one to four chips of a different colour. When a group member wants to speak, he or she places a chip in the centre of the table to indicate that he or she has something to say. Once a student has used up all of his or her chips, he or she cannot speak until the other members of the group have exhausted their chips. When all of the chips are in the centre, they are redistributed and the students start the process again.

SPEND A LOONIE

The purpose of this strategy is to provide students with a mechanism for making decisions when options are offered. This strategy is particularly useful when tasks need to be divided among groups, as in the case of a class project.

Each group is provided with as many envelopes as there are options. For example, students could be asked to choose from writing tasks that include a *cinquain*, a free verse poem or a haiku. In this case, each group receives three envelopes. Students label each envelope with a different option. Each student is given four tokens, each representing 25 cents. Students spend their money by choosing two options. They can spend 75 cents on their favourite option and 25 cents on their second choice. If they have difficulty deciding between two options, they can spend 50 cents on each of their two favourites. Once all of the group members have placed their money in the envelopes, the money from each envelope is counted. The group's choice is determined by the envelope that contains the most money.

PROMOTING PEER COACHING

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 within the context of a large and diverse classroom. The following strategies illustrate ways in which a teacher can take advantage of the learning that happens 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, during the course of the exercise.

PEER EDITING OR PEER TUTORING

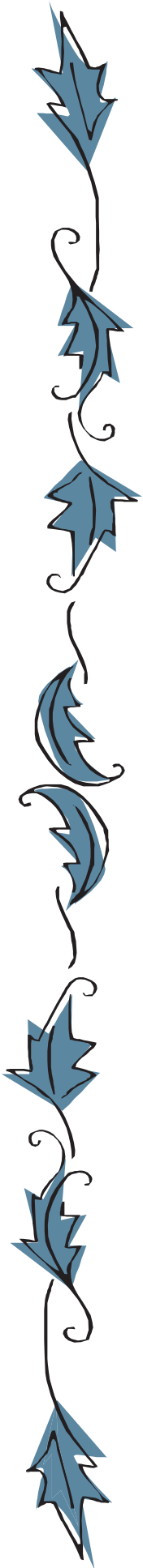
Peer editing or peer tutoring can be used with any oral or written production task. These strategies allow students to work together and to benefit from the expertise that each has gained in his or her study of French. It is important, however, to pair students in such a way that abilities and personalities 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.



When working in a

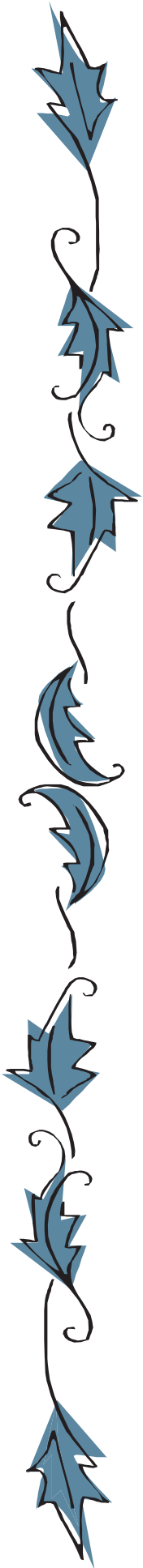
Group,

Respect others,

Offer help and encourage others,

Use soft voices,

Participate and share together.



Travailler en

Groupe veut dire...

Respecter les autres.

Offrir de l'aide aux autres.

Utiliser un ton doux en parlant.

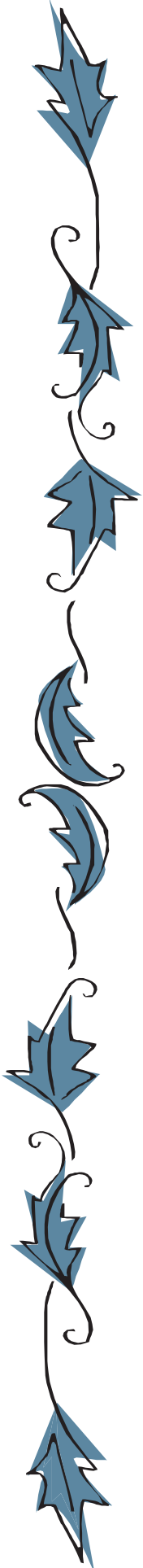
Participer à l'activité en échangeant des idées.

Encourager les autres lors de l'activité.

Corners

1. Listen as the teacher announces the corners.
2. Listen to the question.
3. Think about the question.
4. Formulate your answer.
5. Write down the corner number.
6. Go to the designated corner.
7. Pair up to share your answer.
8. Pair up and share answers in new pairs **or** paraphrase answers in new pairs.
9. Select a spokesperson to share answers with the spokesperson from another corner or with the class.
10. Be prepared to paraphrase ideas from other corners.

Quatre coins

- 
1. Écoutez votre enseignant(e) 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.

Numbered Heads Together

1. Number off, from one to four.
2. Listen carefully to the question.
3. Discuss and determine the correct answer as a group, and ensure that everyone knows the answer.
4. When the teacher calls a number, raise your hand to respond if you are the numbered student.

Têtes numérotées

1. Donnez-vous un numéro de un à quatre.
2. Écoutez attentivement la question posée.
3. Discutez en groupe de la réponse possible et, ensemble, décidez quelle est la réponse correcte. Assurez-vous que tout le monde connaît la réponse.
4. Quand votre enseignant(e) annonce un numéro, levez la main et donnez la réponse du groupe si c'est votre numéro.

Think – Pair – Share

1. Think

- Think about the question or topic privately.
- Formulate an answer individually.

2. Pair

- Discuss your answer with a partner.
- Listen carefully to your partner's answer.
- Create a new answer through discussion.

3. Share

- Share your responses with the class.

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.

Summary Pairs (Oral Reading)

1. Student A – Read the first bit of information aloud.
2. Student B – Summarize or paraphrase the information while Student A listens.
3. Students A and B – Discuss and verify the information.
4. Student B – Read the next bit of information while Student A listens.
5. Student A – Summarize or paraphrase the information while Student B listens.
6. Students A and B – Discuss and verify the information.
7. Alternate roles until the text is finished.

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.

Summary Pairs (Silent Reading)

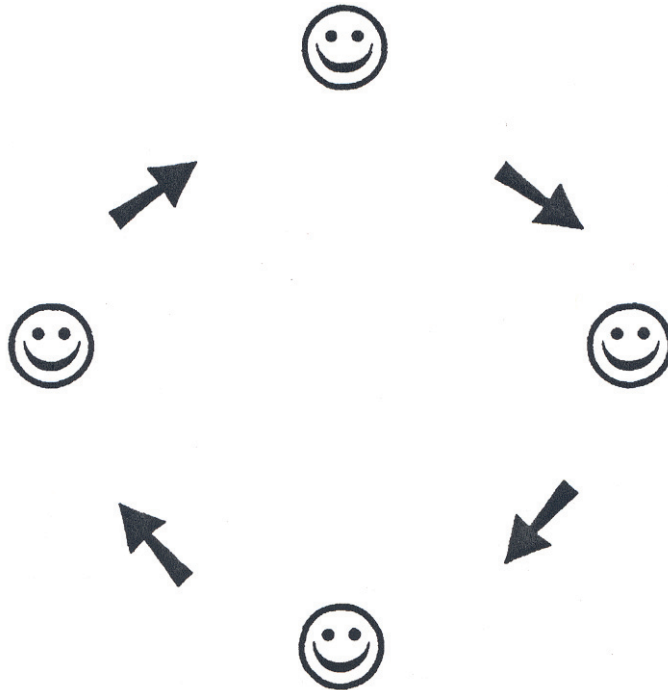
1. Students A and B – Read the first section of information silently.
2. Student A – Summarize or paraphrase the information while Student B listens.
3. Students A and B – Discuss and verify the information.
4. Students A and B – Read the next section of information silently.
5. Student B – Summarize or paraphrase the information while Student A listens.
6. Students A and B – Discuss and verify the information.
7. Alternate roles until the text is finished.

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.

Round Robin

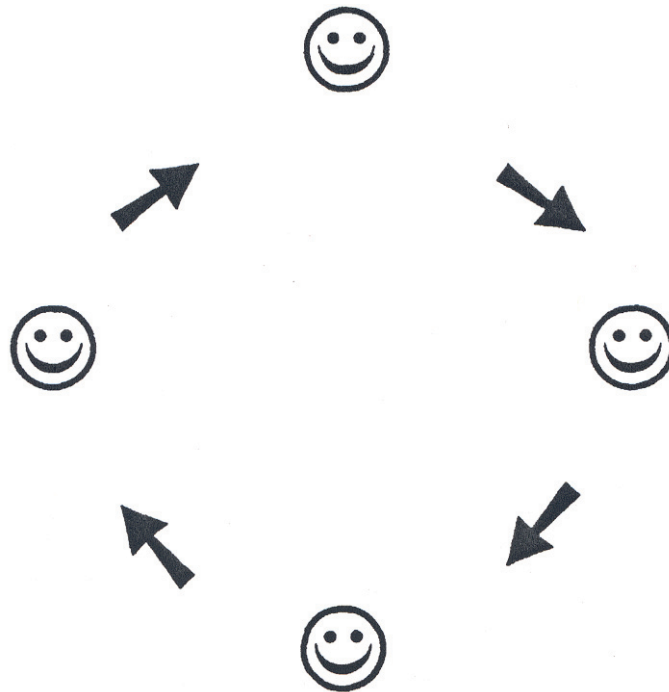
1. Contribute an idea, verbally, to the group discussion in a systematic fashion.



2. Listen carefully to contributions made by other group members.
3. Be prepared to summarize or paraphrase for the class all ideas presented by group members.

Tournoi à la ronde

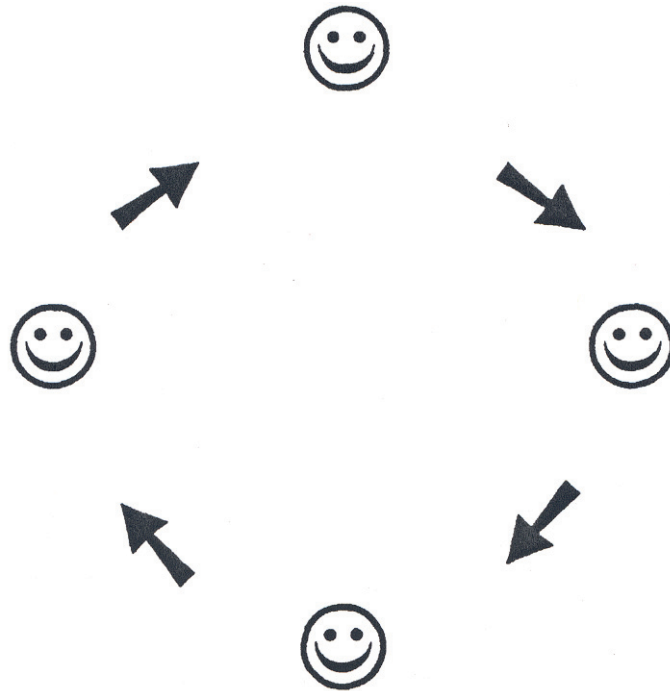
1. De façon systématique, contribuez oralement une idée à la discussion du groupe.



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.

Round Table

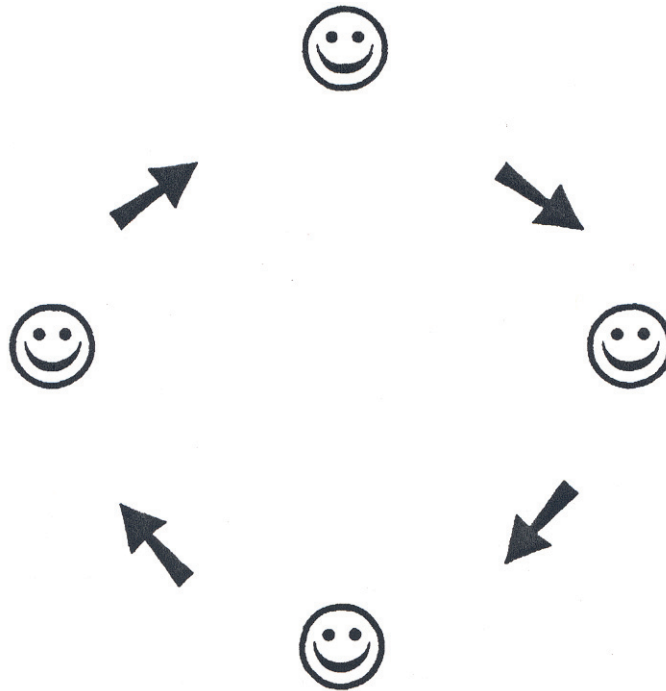
1. Contribute an idea, in writing, to the group recording sheet in a systematic fashion.



2. Read carefully the contributions made by other group members.
3. Be prepared to summarize or paraphrase for the class all ideas contributed by group members.

Table ronde

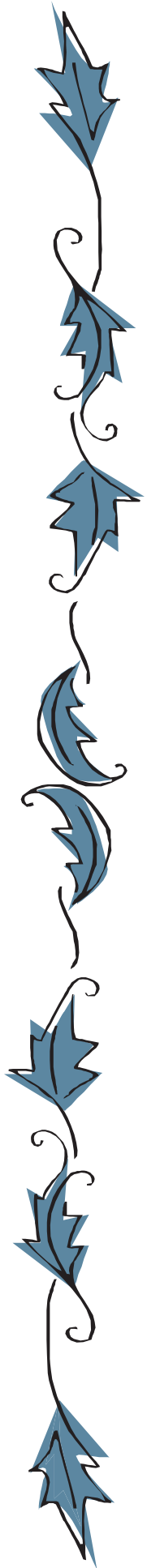
1. De façon systématique, contribuez une idée par écrit sur la feuille du groupe.



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.

Three-step Interview

1. Interview your partner.
2. Reverse roles.
3. In teams of four, share what you learned in the interview in Round Robin fashion.



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.

Brainstorm Carousel

1. In home groups, brainstorm and record ideas on the assigned topic for ____ minutes.
2. Pass your sheet clockwise to the next group.
3. Read the ideas on the sheet received, continue brainstorming and record new ideas.
4. When the original sheet returns to the home group, each group ...
 - reads
 - discusses
 - summarizes
 - presents its ideas.

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.

Focus Trio

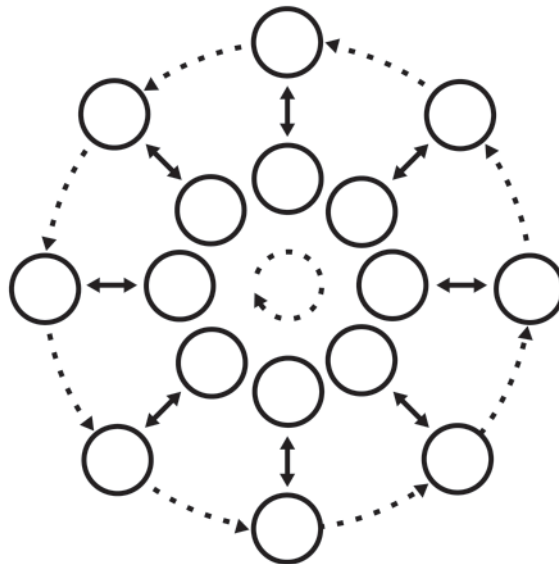
1. In groups of three, summarize what you already know about the topic.
2. Brainstorm and record questions about the presentation that will follow.
3. During the presentation, note answers to your formulated questions as well as new information.
4. After the presentation, discuss the answers and new information.
5. Share your information with the class.

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.

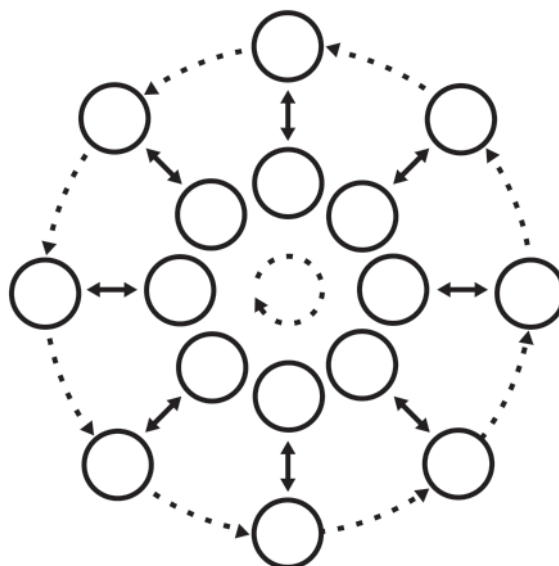
Inside–Outside Circles

1. Listen carefully to the announced topic or question.
2. Think about the topic or question.
3. Formulate your ideas.
4. Stand in the designated circle or line.
5. Share your ideas with the person facing you.
6. Listen for the signal to stop.
7. Rotate or move the number of positions stated by the teacher.
8. Share your ideas with your new partner.



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(e).
8. Échangez votre réponse avec un nouveau ou une nouvelle partenaire.



Jigsaw

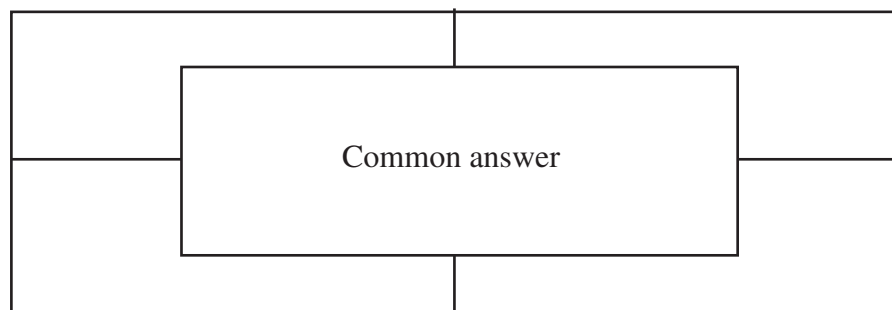
1. Read or listen to the assigned material in base groups.
2. Meet with same-numbered partners from other groups to discuss the material.
3. In these expert groups, prepare and practise presenting the material.
4. Present the material to base group members.
5. Answer questions about your part of the assigned material.

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.

Placemat

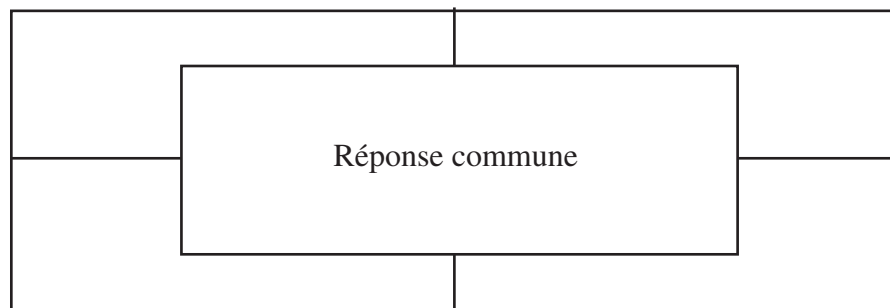
1. Think about the question asked.
2. Think about your answer to the question.
3. Write your answer to the question in the square facing you on the placemat.
4. Ensure each group member has finished writing an answer before moving on to the next step.
5. Once each member of the group or pair has finished filling in his or her square, read silently all answers by moving the placemat either clockwise or counter-clockwise as indicated by your teacher.
6. Once all answers have been read and discussed, arrive at a common answer.



7. One member of the group writes the common answer in the middle square.
8. Share your answer with the class.

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(e).
6. Une fois les réponses lues et discutées, il faut arriver à une 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.

Graffiti Posters

1. In your group, think about the question.
2. As a group, discuss possible answers to the question.
3. Decide what your group answer to the question will be and designate one member to write it down.
4. Now, pass your paper to another group.
5. Read the question on this paper and discuss your answer.
6. Designate another member to write the group answer down and pass the paper to another group.
7. Repeat the process until your original paper comes back to your group.
8. Read all of the ideas contributed by other groups.
9. Decide what information you will present and how you will present it.
10. Prepare a brief summary of the key ideas and present it to the class.

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.

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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 assist in activating prior knowledge, helps students to gather new information and illustrate the link between certain ideas and information coming from one or more sources. They can be used to launch a context, a language experience or an activity. They also can be used to build on other language activities in support of language skill development.

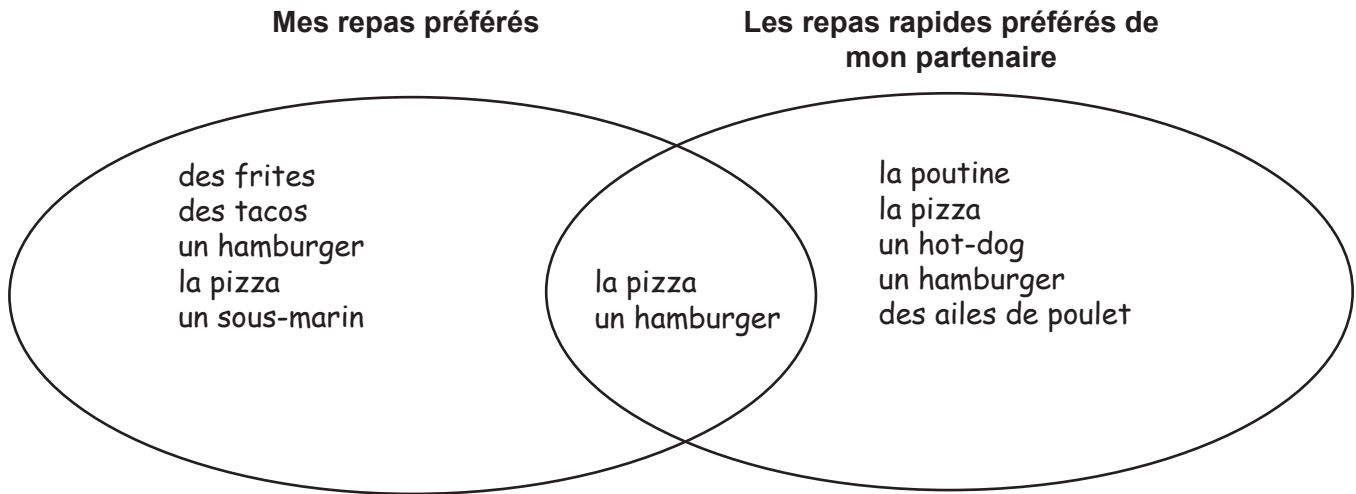
Different graphic organizers serve different purposes and their configurations are many. When choosing a particular graphic organizer, it is important to consider: 1) the purpose behind its use (e.g., organize, categorize, compare, evaluate information), 2) the language requirements needed to maximize linguistic benefits and 3) its utility in further language activities, especially since almost all graphic organizers essentially 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 which can be used with students who are beginning learners of French.

- *Un 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 are studying food preferences in French 10–3Y. As a way to begin surveying students’ fast-food eating habits, the teacher decides to use a Venn diagram to solicit their favourite fast foods. They first fill out the circle pertaining to themselves and then write their partner’s answers in the opposite circle. Together they compare the results and write their similarities in the centre circle. Their Venn diagram might look like this:



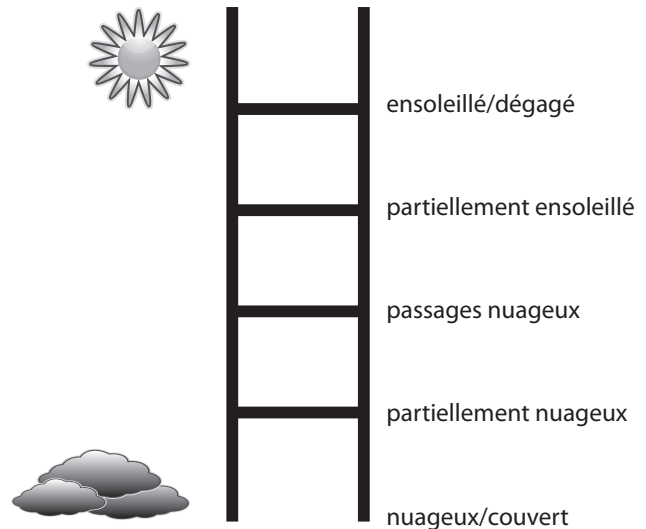
Students would then use the common points to create a survey of when, where and how often students eat these particular fast food items.

- *Une échelle* (ladder) or *un continuum* (continuum) may be used to show degrees of difference within a group of related terms. This type of organizer allows for vocabulary expansion in addition to requiring students to use their sequencing skills.

◆ **Example:**

Students in French 10–3Y are given the following instructions with regard to a vocabulary acquisition exercise related to weather conditions: *Mettez les mots suivants qui décrivent l’état du ciel en ordre sur l’échelle selon les illustrations données.*

ensoleillé/dégagé
nuageux/couvert
passages nuageux
partiellement nuageux
partiellement ensoleillé



- *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 are studying the eating habits of the French and the Québécois in French 20–3Y. To assist them in making cultural comparisons, the teacher provides students with the following chart.

Pays à contraster	La France	Le Québec
Éléments recherchés		
Termes pour les repas du matin		
Termes pour les repas de l'après-midi		
Termes pour les repas de la soirée		

EXAMPLE OF STUDENT WORK:

Pays à contraster	La France	Le Québec
Éléments recherchés		
Termes pour les repas du matin	- <i>Le petit-déjeuner</i>	- <i>Le déjeuner</i>
Termes pour les repas de l'après-midi	- <i>le déjeuner</i>	- <i>le dîner</i>
Termes pour les repas de la soirée	- <i>le dîner</i>	- <i>le souper</i>

The extension activity would require students to research when these meal times typically occur. This could be followed by a discussion about when students typically have their meals during the school week.

- *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:**

To assist students in comparing and contrasting what friends have in common, they first carry out an activity involving cartoon characters. In this case, students compare the characters *Fred et Arthur* (Fred and Barney) from the television series *Les Pierrafeu* (The Flintstones).

	Fred Caillou	Arthur Laroche
Quels sont leurs traits physiques?	<ul style="list-style-type: none"> - <i>grand</i> - <i>gros</i> - <i>gros nez</i> - <i>cheveux noirs, raides, courts</i> - <i>grands yeux noirs</i> 	<ul style="list-style-type: none"> - <i>petit</i> - <i>gros</i> - <i>gros nez</i> - <i>cheveux blonds, raides, courts</i> - <i>petits yeux noirs</i>
Quels sont leurs traits de personnalité?	<ul style="list-style-type: none"> - <i>sociable</i> - <i>travailleur</i> - <i>indiscipliné</i> - <i>impatient</i> - <i>intolérant</i> - <i>irresponsable</i> - <i>imprudent</i> 	<ul style="list-style-type: none"> - <i>patient</i> - <i>généreux</i> - <i>modeste</i> - <i>calme</i> - <i>sociable</i> - <i>travailleur</i> - <i>tolérant</i> - <i>imprudent</i>
Quels sont leurs passe-temps préférés?	<ul style="list-style-type: none"> - <i>jouer aux quilles</i> - <i>faire partie du club de Buffalos</i> - <i>regarder la télévision</i> 	<ul style="list-style-type: none"> - <i>jouer aux quilles</i> - <i>faire partie du club de Buffalos</i>
Qu'est-ce qu'ils font comme tâches ménagères?	<ul style="list-style-type: none"> - <i>tondre la pelouse</i> - <i>faire la vaisselle de temps en temps</i> 	<ul style="list-style-type: none"> - <i>tondre la pelouse</i> - <i>faire la vaisselle</i> - <i>faire la cuisine de temps en temps</i>
Est-ce qu'ils aiment faire les tâches ménagères?	<i>Il déteste faire les tâches ménagères.</i>	<i>Il semble aimer faire les tâches ménagères.</i>

Students now use the information to compare how the two characters are similar and different. The next step would be to determine why the characters are friends by using the sentence starter, *Ils sont des amis parce que...* The extension activity could have students choose a close friend and carry out the same comparison process, followed by a discussion with a partner about their findings.

- *Une grille en T* (T-chart) can be used to compare similarities and differences between two things. It can also serve as a vocabulary builder in which categories are written on one side of the column and words that belong to that category are written on the opposite side. The following is an example of the latter.

◆ **Example:**

Noël

décorations	<ul style="list-style-type: none"> • des boules • des guirlandes • des étoiles • des lumières • des canes de Noël • le gui • le houx de Noël
couleurs	<ul style="list-style-type: none"> • le rouge • le vert • le blanc • le doré/l'or
nourriture	<ul style="list-style-type: none"> • la dinde • la tourtière • la bûche de Noël • le pain d'épices

personnes

- le père Noël
- Marie
- Joseph
- l'enfant Jésus
- les Rois mages
- les bergers

traditions

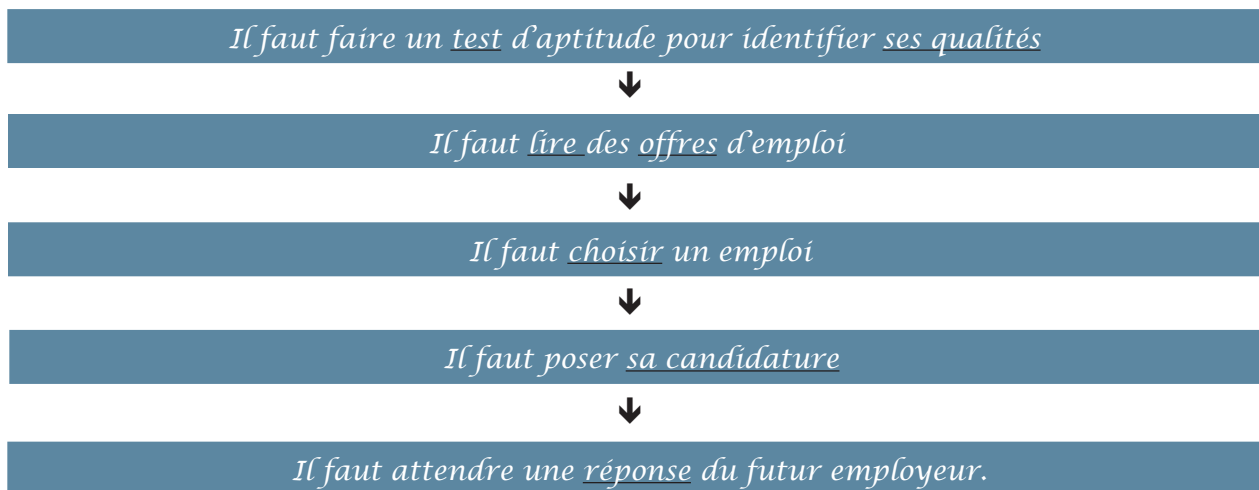
- décorer l'arbre de Noël
- échanger des cadeaux
- aller à la messe de minuit
- se réunir en famille
- chanter des chansons de Noël

- *Un schéma en chaîne* (chain diagram) allows students to gather information in a sequential fashion. This type of graphic organizer is useful in identifying main events in chronological order or steps in a procedure. The chain can be composed of three to six vertical squares or, for the purpose of summarizing the key events in a story, composed of three chains in which the categories of “beginning,” “middle” and “end” may be used.

◆ **Example:**

Students in French 30–3Y are working on the language 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 in obtaining a job may be. Students are given a list of steps out of order and rearrange them, underlining key words used in the decision-making process. The following is an example of what students might be able to produce in a guided situation.

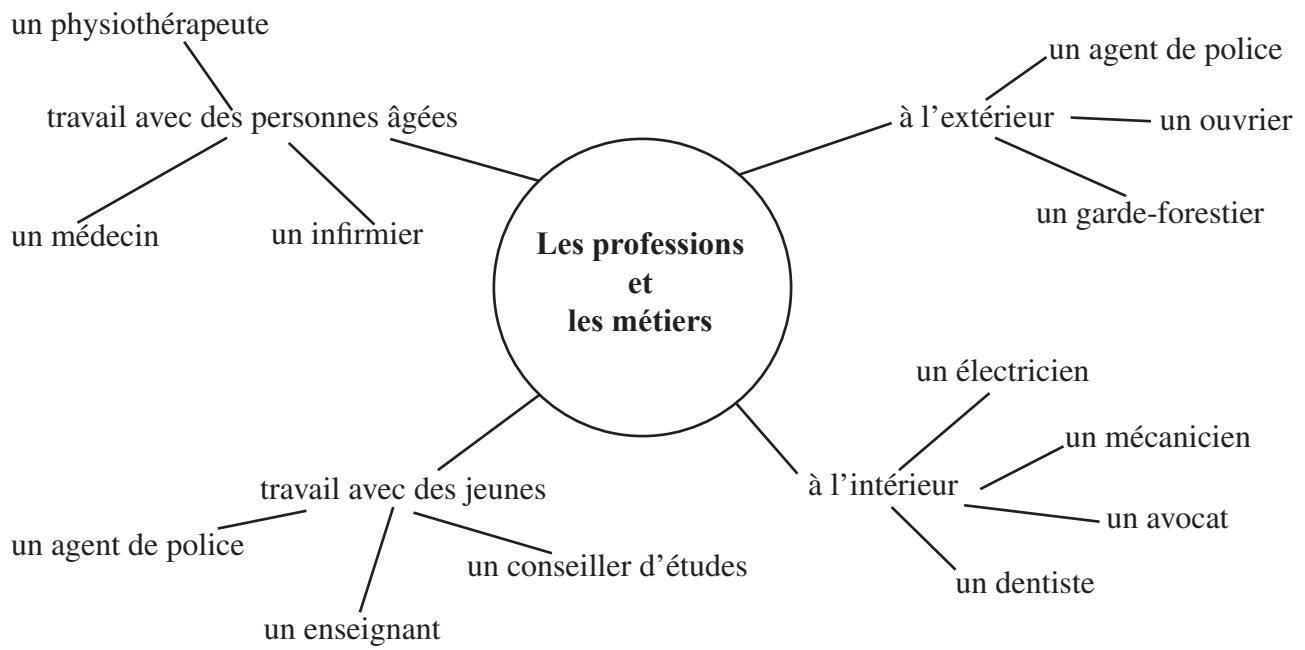
Les étapes pour se trouver un emploi



- *Une toile d'araignée* (word web) can be used to illustrate various topics around a central focus. Word webs may be used for brainstorming ideas as well as for developing vocabulary.

◆ **Example:**

To help students learn vocabulary related to jobs, a French 10–3Y teacher provides students with a word web that contains different categories of jobs. As students learn the names of these jobs, they write them down under the appropriate category. The following graphic organizer illustrates what this might look like.



Note: The use of the masculine form is for ease of space. Teachers could have students replicate the web with the feminine form. A discussion on how this feminization process has evolved in Québec and France could follow.

Reference Sources:

<<http://www.carla.umn.edu/cobalrt/modules/strategies/gorganizers/index.html>>

<<http://www.enchantedlearning.com/graphicorganizers/>>

Selected Assessment Instruments— Blank Templates

Assessment *as* Learning

Learning Strategies Self-assessment Checklist for Students	p. 400
Suggested Sentence Starters for Learning Journals	p. 404
Pair Checklist for a Task	p. 405
Reflecting on a Task, Project or Presentation	p. 406

Assessment *for* Learning and Assessment *of* Learning

Generic Observational Rating Scale (for interactive oral activities)	p. 407
Generic Observational Rating Scale (for group activities)	p. 408
Teacher Feedback Sheet (for Listening Comprehension)	p. 409
Teacher Feedback Sheet (for Reading Comprehension)	p. 410
Example of a Rubric to Assess Spoken Expression	p. 411
Example of a Rubric to Assess Written Expression	p. 412
Teacher Rating Scale for a Performance Task (Done in Pairs)	p. 413
Generic Analytic Rubric for the Language Skills	p. 414
Teacher Checklist for Performance Task Development	p. 416
Example of a Listening Comprehension Performance Task—French 10–3Y	p. 417
Student Materials	p. 417
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Example of a Spoken Expression Performance Task—French 20–3Y	p. 424
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Example of a Reading Comprehension Performance Task—French 30–3Y	p. 432
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Example of a Written Expression Performance Task—French 10–3Y	p. 445
Student Materials	p. 445
Teacher Materials	p. 450

Learning Strategies Self-assessment Checklist for Students

Name: _____ Date: _____

Check off each box that applies to you.

Comprehension Strategies

PREPARING TO UNDERSTAND A LISTENING OR READING TEXT IN FRENCH

- I make predictions about the text I am going to listen to or read.
- I identify a specific purpose for listening or reading and only pay attention to sections related to that purpose.
- I prepare myself in advance for a listening or reading activity by making a list of questions or an advance organizer to focus my listening or reading.
- I draw on my prior knowledge and previous experiences to make inferences about the content of the text.
- I use guessing to anticipate what I might hear or read.

DURING THE LISTENING OR READING ACTIVITY

- I use cues like word markers, context, intonation, patterns, etc. to infer what unknown words might mean.
- I use cues related to textual relationships such as text types and knowledge of text structure to infer possible relationships between ideas in the text.
- I use cues like prepositions, conjunctions, discourse markers to infer possible relationships between ideas in the text.
- I use visual supports like illustrations, charts, gestures or facial expressions to understand the meaning of what I am looking at or reading.
- I generate my own sketches, charts or graphic organizers as I hear or read the information in order to help me build my own understanding of the content.
- I turn to others for assistance once I have realized that I cannot understand something on my own.
- I use resources such as charts, lists, dictionaries once I have realized that I cannot understand something on my own.
- I fast-forward the recording or skim ahead to determine whether later content will provide support for the sections I was having difficulty understanding.

REFLECTING ON MY ABILITY TO UNDERSTAND FRENCH

- I reflect on how accurate I am at predicting the content of a listening or reading text.
- I keep track of which strategies seem to support my understanding and learning of French.
- I encourage myself so as not to be anxious about confronting something I have never heard or read before in French.
- I try to be positive about learning new things in order to increase my chances of being successful.
- I focused my attention on the task at hand and on what I already knew.
- I set goals to improve my understanding of oral and written French.
- I set goals for the completion of listening and reading activities.

Learning Strategies Self-assessment Checklist for Students (continued)

Production Strategies

PLANNING IN ADVANCE FOR SPOKEN OR WRITTEN EXPRESSION

- I determine the purpose of the task to be carried out.
- I take note of key words in the instructions so as to focus my attention on what I need to do.
- I divide the task into subtasks.
- I brainstorm ways to develop my message.
- I examine models that are provided to support me in the development of my own message.
- I record myself speaking or find other ways to rehearse the phrases I plan to use.
- I consciously identify what I know about the topic in advance.

EXPRESSING MY ORAL OR WRITTEN MESSAGE

- I ask for confirmation that I am being understood.
- I ask for clarification if I feel that I am encountering difficulties understanding or making myself understood.
- I ask others for help when I have difficulties making myself understood.
- I use reference materials like charts, posters, lists or dictionaries to help me find the words I need to get my message across.
- I find other ways to express myself if I feel I am not being understood.
- I use what I have learned in class to form my own messages.
- I verify my message with the assistance of another classmate or a checklist to ensure that my message is complete and understandable.

REFLECTING ON MY ABILITY TO EXPRESS MYSELF ORALLY OR IN WRITTEN FORM

- I keep track of which strategies seem to support my ability to speak or write messages in French.
- I encourage myself so as not to be anxious about saying or writing something in French.
- I listen to myself while I am speaking to ensure that I am using correct pronunciation and if not, I correct myself.
- I compare my written work with other models to ensure my message is accurate and correct my mistakes when I can.
- I set goals to improve my speaking and writing abilities in French.

Strategies for Vocabulary Development

LEARNING, RETAINING AND RECALLING VOCABULARY

- I repeat new words, phrases or expressions silently or aloud.
- I group new words or associate them with sounds or mental images to help me remember them.
- I look for patterns and relationships by using root words, suffixes and prefixes I find in new words.
- I make my own word lists and/or put words into context for myself.
- I make my own flash cards so I can move words around.
- I develop different ways to help myself remember the new words.
- I use a dictionary to gather information on new words.
- I look for ways to increase my vocabulary in French.

Learning Strategies Self-assessment Checklist for Students (continued)

- I find opportunities to use vocabulary I already know in new situations.
- I practise spelling new words frequently to help me remember them.
- I quiz myself on new words to help me remember them.
- I look for opportunities to try out a new word or expression with other people.

IMPROVING MY VOCABULARY USE

- I imitate sounds or intonation patterns out loud or silently.
- I try to discriminate the sounds in new words and practise saying them so I will be able to add the word to my repertoire.
- I recognize my spelling errors and practise spelling these words to improve my written work.

MANAGING MY OWN LANGUAGE LEARNING

- I take responsibility for planning, monitoring and evaluating my success in learning new words in French.
- I make a plan as to how I am going to approach the learning of new vocabulary and remember it.
- I keep a record of my reflections on learning, such as a collection of self-assessment tools, to see my progress in French.

Strategies for Language Learning and Intercultural Concepts

ACQUIRING NEW KNOWLEDGE

- I try to link new knowledge I have acquired in French with something I already know in English.
- I make my own notes to help me understand something new and remember it.
- I figure out where or how this new knowledge fills a gap in my previous understanding.
- I create a mental summary of new information for my own understanding.
- I create my own tools (mnemonics, visualizations, sketches, lists, flash cards, tables, etc.) to help me understand and remember new language structures or cultural information.
- I try to find patterns, make relationships or devise a mental rule to help me figure out the meaning or use of new knowledge.
- I explain newly acquired information to myself or to someone else.
- I find a meaningful context in which to place this new knowledge.
- I experiment with the new language structures to see how well I can use them.
- I experiment with new oral and written conventions soon after learning them.
- I find opportunities to apply new knowledge as soon as possible.

ACCESSING, ORGANIZING AND SHARING KNOWLEDGE

- I clarify for myself why I am gathering information.
- I prepare guiding questions to help me in my search for information.
- I establish criteria for determining how reliable and relevant the information is.
- I use French-language search engines to increase my chances of finding relevant cultural information.
- I consider what my audience's needs, interests and abilities are for the information I want to share.
- I work with others to solve problems.
- I try to contribute successfully to group activities.

Learning Strategies Self-assessment Checklist for Students (continued)

- I apply steps related to prewriting (gathering ideas, researching, planning and organizing) before I start preparing my message.
- I determine what my main ideas are and then try to organize, categorize and sequence them before adding details.
- I try to revise my text (rereading text, moving sections around, rewriting the text, finding alternatives for individual words or phrases) to improve my message.
- I try to correct my text by locating and addressing errors in grammar, pronunciation, spelling or punctuation.
- I ask a classmate to confirm that my draft presentation is clear.
- I provide feedback to others as a way of expanding my own learning.
- I explain or present to others my understanding of new knowledge (language structures, social interactions, language conventions, cultural information).

REFLECTING ON MY LEARNING OF NEW KNOWLEDGE AND MY INTERACTIONS WITH OTHERS

- I take note of how others are influenced by what I say and what I do.
- I reflect on the perspectives of others and on the similarities and differences between theirs and mine.
- I use self-assessment tools or my own reflective ability to assess my progress.
- I can determine how I learn best and try to find ways to optimize my learning.
- I try to be positive about learning new things.
- I recognize that making mistakes in French is a part of learning the language.
- I find ways to learn from my mistakes.
- I quiz myself orally or in writing to determine how well I am remembering and using what I am learning.
- I plan how I will accomplish a task, then focus on the task and ensure that it is completed.
- I reflect on my learning and consider ways to improve my effectiveness in the future.

OTHER STRATEGIES THAT WORK FOR ME

Suggested Sentence Starters for Learning Journals

IN RELATION TO POINTS IN A LESSON

At the beginning of the lesson

What questions do I have from yesterday?

Two important points from yesterday's discussion ...

In the middle of the lesson

What do I want to know more about?

How is this like something else I have learned?

Is this easy or difficult for me? Why?

At the end of the lesson

Something I heard that surprised me ...

How can I use this outside of class?

AS A FOLLOW-UP TO A PARTICULAR LEARNING EXPERIENCE

Looking back on the experience

What activities did we do?

What did I learn?

How does what I learned in class relate to the world outside of class?

Looking inside

What did I like or dislike about the learning experience?

How do I feel about what I learned?

What questions or concerns do I have about something we did in class?

Looking forward

What would I like to learn more about?

What goal could I set for myself?

How might what I learned help me in the future?

Pair Checklist for a Task

Generic, to be customized by including task-specific criteria

Names: _____ Date: _____
_____ Task: _____

In preparing the draft for our _____ we	YES	NO
▶ used a planning page _____	<input type="radio"/>	<input type="radio"/>
▶ indicated the _____	<input type="radio"/>	<input type="radio"/>
▶ included the _____	<input type="radio"/>	<input type="radio"/>
▶ included a _____	<input type="radio"/>	<input type="radio"/>
▶ identified a number of _____	<input type="radio"/>	<input type="radio"/>
▶ verified the spellings of words we used _____	<input type="radio"/>	<input type="radio"/>



Pair Checklist for a Task

Generic, to be customized by including task-specific criteria

Names: _____ Date: _____
_____ Task: _____

In preparing the draft for our _____ we	YES	NO
▶ used a planning page _____	<input type="radio"/>	<input type="radio"/>
▶ indicated the _____	<input type="radio"/>	<input type="radio"/>
▶ included the _____	<input type="radio"/>	<input type="radio"/>
▶ included a _____	<input type="radio"/>	<input type="radio"/>
▶ identified a number of _____	<input type="radio"/>	<input type="radio"/>
▶ verified the spellings of words we used _____	<input type="radio"/>	<input type="radio"/>

Reflecting on a Task, Project or Presentation

Name: _____ Date: _____

Activity or Task: _____

Getting ready:

To create my message, I:

- followed a model.
- prepared a draft.
- had a partner read over my draft and make suggestions.
- proofread carefully, checking against statements in my notes or posted around the room.

To practise my presentation, I:

- read it out loud to myself, trying not to look.
- read it to myself in front of the mirror at home.
- read it to other people I know.

Presenting:

When I presented, I:

- made sure to use eye contact.
- spoke clearly.
- checked if everyone could hear and understand me.

Looking back:

What went well? _____

What got in my way? _____

What will I do the same way next time? _____

What will I do differently next time? _____

Generic Observational Rating Scale (for interactive oral activities)

Observation Date Range: from _____ to _____

Criteria*	1. demonstrates comprehension of key points in message 2. expresses oral messages using known vocabulary (10–3Y); some variation (20–3Y) or a variety of structures (30–3Y) 3. applies appropriate language structures 4. uses correct pronunciation of known words 5. uses appropriate communication strategies								
Name	Criteria no. ____			Criteria no. ____			Criteria no. ____		
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO

Circle one: WE = With Ease WH = With Hesitation NO = Not Observed

*Select possible criteria; maximum three per observation. Names are filled in as you circulate. The observation is completed over the course of several class periods and each time students engage in a similar interactive activity.

Generic Observational Rating Scale

(for group activities)

Observation Date Range: from _____ to _____

Criteria*	<ol style="list-style-type: none"> 1. follows directions; stays on task 2. contributes, collaborates, shows respect for others 3. uses opportunity to experiment with new knowledge 4. accepts correction as a means of improving 5. uses the resources available in the classroom 6. finds ways to get his or her message across 					
Name	Criteria no. ____	Criteria no. ____	Criteria no. ____	Criteria no. ____	Criteria no. ____	Criteria 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
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	OO OM NO	OO OM NO	OO OM NO	OO OM NO	OO OM NO	OO OM NO
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	OO OM NO	OO OM NO	OO OM NO	OO OM NO	OO OM NO	OO OM NO
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	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

Circle one: OO = Observed Once OM = Observed More than Once NO = Not Observed

*Select possible criteria; maximum three per observation. Names are filled in as you circulate. The observation is completed over the course of several class periods and each time students engage in a similar interactive activity.

Teacher Feedback Sheet
(for Listening Comprehension)

Generic, to be customized by including task-specific criteria

Names: _____ **Date:** _____

Listening Task: _____

- Fantastique!** You were able to correctly identify **all** of the details named in the audio text.
- Très bien!** You were able to correctly identify **almost all** of the details named in the audio text.
- Bien!** You were able to correctly identify **most of** the details named in the audio text.
- Assez bien!** You were able to correctly identify **half** of the details named in the audio text.
- Attention!** You were able to correctly identify **fewer than** _____ details named in the audio text.



Teacher Feedback Sheet
(for Listening Comprehension)

Generic, to be customized by including task-specific criteria

Names: _____ **Date:** _____

Listening Task: _____

- Fantastique!** You were able to correctly identify **all** of the details named in the audio text.
- Très bien!** You were able to correctly identify **almost all** of the details named in the audio text.
- Bien!** You were able to correctly identify **most of** the details named in the audio text.
- Assez bien!** You were able to correctly identify **half** of the details named in the audio text.
- Attention!** You were able to correctly identify **fewer than** _____ details named in the audio text.

Teacher Feedback Sheet
(for Reading Comprehension)

Generic, to be customized by including task-specific criteria

Names: _____ **Date:** _____

Reading Task: _____

- Bravo!** You were able to _____ all of the _____ according to _____
- Bien!** You were able to _____ most of the _____ according to _____
- Assez bien!** You were able to _____ some of the _____ according to _____
- Attention!** You were not able to _____ any of the _____ according to _____



Teacher Feedback Sheet
(for Reading Comprehension)

Generic, to be customized by including task-specific criteria

Names: _____ **Date:** _____

Reading Task: _____

- Bravo!** You were able to _____ all of the _____ according to _____
- Bien!** You were able to _____ most of the _____ according to _____
- Assez bien!** You were able to _____ some of the _____ according to _____
- Attention!** You were not able to _____ any of the _____ according to _____

Example of a Rubric to Assess Spoken Expression*

Name: _____		Date: _____	
Task:			
Criteria	Excellent Work!	Good Work!	Requires More Work!
Content of the message	You included all of the required elements in your ...	You included most of the required elements in your ...	You included less than half of the required elements in your ...
Use of vocabulary	You used the correct vocabulary for ... consistently.	You used the correct vocabulary for ... most of the time.	You used the correct vocabulary for ... inconsistently.
OR	OR	OR	OR
Use of expressions for naming and identifying	You used a variety of expressions related to ...	You used ... [<i>number range, e.g., two to three</i>] expressions related to ...	You used ... [<i>number range, e.g., one</i>] expression related to ...
Understanding of and use of [<i>language element(s)</i>]	You demonstrated consistent understanding of when to use ... and when to use ...	You demonstrated understanding of when to use ... and when to use ... most of the time.	You demonstrated that you do not understand when to use ... and when to use ...
Knowledge of and reference to Francophone [<i>cultural element where applicable</i>]	You identified ...	You identified ... with some hesitation.	You could not identify ...
Recognizing Strategy Use [<i>applicable where students are given opportunity to reflect on strategy use</i>]	Upon completion of your oral task, you were able to identify... [<i>number</i>] strategies that you used.	Upon completion of your oral task, you required some prompting to identify strategies you used.	Upon completion of your oral task, you were not able to identify any strategies that you used.

* Generic, to be customized by including task-specific criteria

Example of a Rubric to Assess Written Expression

Generic, to be customized by including task-specific criteria

Name(s): _____		Date: _____		
Task: _____				
Criteria	4	3	2	1
Required content	All elements are clearly present and easily understood.	Almost all of the elements are present and easily understood.	Most of the elements are present and easily understood.	Few of the elements are present or comprehensible.
Knowledge and use of vocabulary	Used a variety of words appropriate to the task to convey the message.	Used a number of words appropriate to the task to convey the message.	Used a limited number of words appropriate to the task to convey the message.	Used words that were not appropriate to the task.
Understanding of and use of <i>[[language element(s)]</i>	Correctly used a variety of language elements in the production of the task.	Correctly used a number of language elements in the production of the task.	Correctly used a limited number of language elements in the production of the task.	Used few language elements correctly in the production of the task.
Spelling	Consistently spelled all known words used in the task correctly.	Some minor spelling errors were made but did not impede understanding of the words.	Generally spelled known words correctly. Some inconsistencies did not impede understanding of the words.	Numerous spelling errors impeded understanding of the words and the message.
Neatness	Writing is legible. Substantial effort was put into the visual presentation.	Writing is legible. Effort was put into the visual presentation.	Writing is somewhat legible. Some effort was put into the visual presentation.	Writing is illegible. Little effort appears to have been put into the visual presentation.
Identification of strategy use	You have identified a variety of strategies that you used to produce the written task.	You identified some strategies that you used to produce the written task.	You required some assistance to identify strategies used for the written task OR the strategies you used seem to lack variety.	Very few strategies were used in the production of this task OR you were not able to identify any strategy use.

Teacher Rating Scale for a Performance Task (Done in Pairs)

Name of Task:			
Names of Students:			
Date:			
Criteria	Successfully	With some success	Unsuccessfully
In the course of completing the task, the students were able to ...			
express their written message by ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
demonstrate an understanding of vocabulary associated with ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the appropriate definite/indefinite article with associated vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spell known words appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
add elements that reflect a Francophone presence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use resources to verify their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work collaboratively as a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speak in French as much as possible during the planning stage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Generic Analytic Rubric for the Language Skills

Name: _____

Date: _____

Task: _____

Criteria Outcome	Beginning to Develop Skills (1)	Developing Skills (2)	Showing Strong Skills Development (3)	Suggestions for similar activities/ tasks for the coming year
Listening Comprehension	You demonstrated understanding of a few of the spoken keywords or expressions that are familiar to you.	You demonstrated understanding of most of the spoken keywords or expressions that are familiar to you.	You demonstrate full understanding of the spoken keywords and expressions that are familiar to you.	
Reading Comprehension	You demonstrated understanding of a few of the written keywords or expressions that are familiar to you.	You demonstrated understanding of most of the written keywords or expressions that are familiar to you.	You demonstrate full understanding of the written keywords and expressions that are familiar to you.	
Oral Production	What you say in French is not yet clear. Many of the required language elements are missing but you are beginning to see how to make use of a model to say something on your own. Your message is often difficult to understand because of many errors in: <ul style="list-style-type: none"> <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> pronunciation/intonation. 	What you say is generally clear . A few of the required elements are missing in the message, or repeated often, but one can understand what you are trying to express. Your message contained several errors in: <ul style="list-style-type: none"> <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> pronunciation/intonation. 	You clearly expressed many ideas. 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 studied in class. The few errors you do make relate to: <ul style="list-style-type: none"> <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> pronunciation/intonation. 	

Note: Teachers will select only those outcomes that are applicable to the task.

Generic Analytic Rubric for the Language Skills (continued)

Criteria Outcome	Beginning to Develop Skills (1)	Developing Skills (2)	Showing Strong Skills Development (3)	Suggestions for similar activities/tasks for the coming year
Written Production	<p>You are beginning to understand and use words in the model that can be substituted to create your version of a message.</p> <p>You can use some words related to the topic as well as some of the required language elements. Your message is often difficult to understand because of too many errors in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> spelling or writing conventions. 	<p>Parts of your message are complete and individualized. Others are a straight copy of the model.</p> <p>You can use different words and phrases related to the topic as well as many of the required language elements. While your message is generally comprehensible, it contains several errors in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> spelling or writing conventions. 	<p>You can express a simple message by following a model and substituting your own words to create simple, concrete and comprehensible sentences in French.</p> <p>You can use several different words and phrases related to the topic as well as all of the required language elements appropriately. The few errors you do make relate to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> word choice <input type="checkbox"/> sentence structure <input type="checkbox"/> use of grammar rules <input type="checkbox"/> spelling or writing conventions. 	

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.	<input type="checkbox"/>	<input type="checkbox"/>
the title of the performance tasks matches the description.	<input type="checkbox"/>	<input type="checkbox"/>
the description of the task matches the instructions.	<input type="checkbox"/>	<input type="checkbox"/>
the instructions are written one step at a time.	<input type="checkbox"/>	<input type="checkbox"/>
the instructions are clear.	<input type="checkbox"/>	<input type="checkbox"/>
the instructions are precise.	<input type="checkbox"/>	<input type="checkbox"/>
a model is provided for the student when necessary.	<input type="checkbox"/>	<input type="checkbox"/>
the description and the instructions are distinct from each other.	<input type="checkbox"/>	<input type="checkbox"/>
the criteria being assessed correspond to the task instructions.	<input type="checkbox"/>	<input type="checkbox"/>
the task itself is appropriate for the outcomes being assessed.	<input type="checkbox"/>	<input type="checkbox"/>
it is clear which language skills are being assessed.	<input type="checkbox"/>	<input type="checkbox"/>
an estimated time frame needed to successfully carry out the assessment has been included.	<input type="checkbox"/>	<input type="checkbox"/>
the time frame is realistic.	<input type="checkbox"/>	<input type="checkbox"/>
all required materials have been listed.	<input type="checkbox"/>	<input type="checkbox"/>
the assessment instruments to be used are included and explained.	<input type="checkbox"/>	<input type="checkbox"/>
the choice of assessment instruments is appropriate for the task.	<input type="checkbox"/>	<input type="checkbox"/>
the descriptive words and comments included in the assessment instruments are appropriate for the students and the task; e.g.: – <input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>Not Yet</i> OR <input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i> OR <input type="checkbox"/> <i>Met</i> <input type="checkbox"/> <i>Not Met</i> – <i>You were able to identify _____ out of _____ items.</i> – <i>Bravo! Your description was complete and well presented!</i>	<input type="checkbox"/>	<input type="checkbox"/>

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

Se renseigner sur la météo

Directives pour l'élève

Performance Task Description

The provincial French radio station is holding a contest during *La Semaine de la francophonie* for students studying French as a second language. The prize is a trip for four to a Francophone destination of one's choice. Students have to listen to weather clues during the day to identify the season being described. You decide to participate in the contest by filling in the form provided to your school.

Instructions

1. On the answer sheet (*Feuille de réponses*), predict the kind of information you might hear in the clues.
2. Listen to your teacher read out each clue. Circle the illustration that best represents the information given.
3. Answer the reflection question at the bottom of the answer sheet.
4. Share your answers with a partner by asking each other the question, *Le numéro _____ c'est quelle saison?*
5. Fill out the Pair Assessment form.
6. Hand in your *Feuille de réponses* and your Pair Assessment form to your teacher, who will assess your listening comprehension abilities.

Feuille de réponses

Nom : _____

Mes prédictions : _____

Encerclez l'illustration qui représente le mieux l'information donnée.

**Devinette
n° 1**



**Devinette
n° 2**



**Devinette
n° 3**



**Devinette
n° 4**



**Devinette
n° 5**



**Devinette
n° 6**

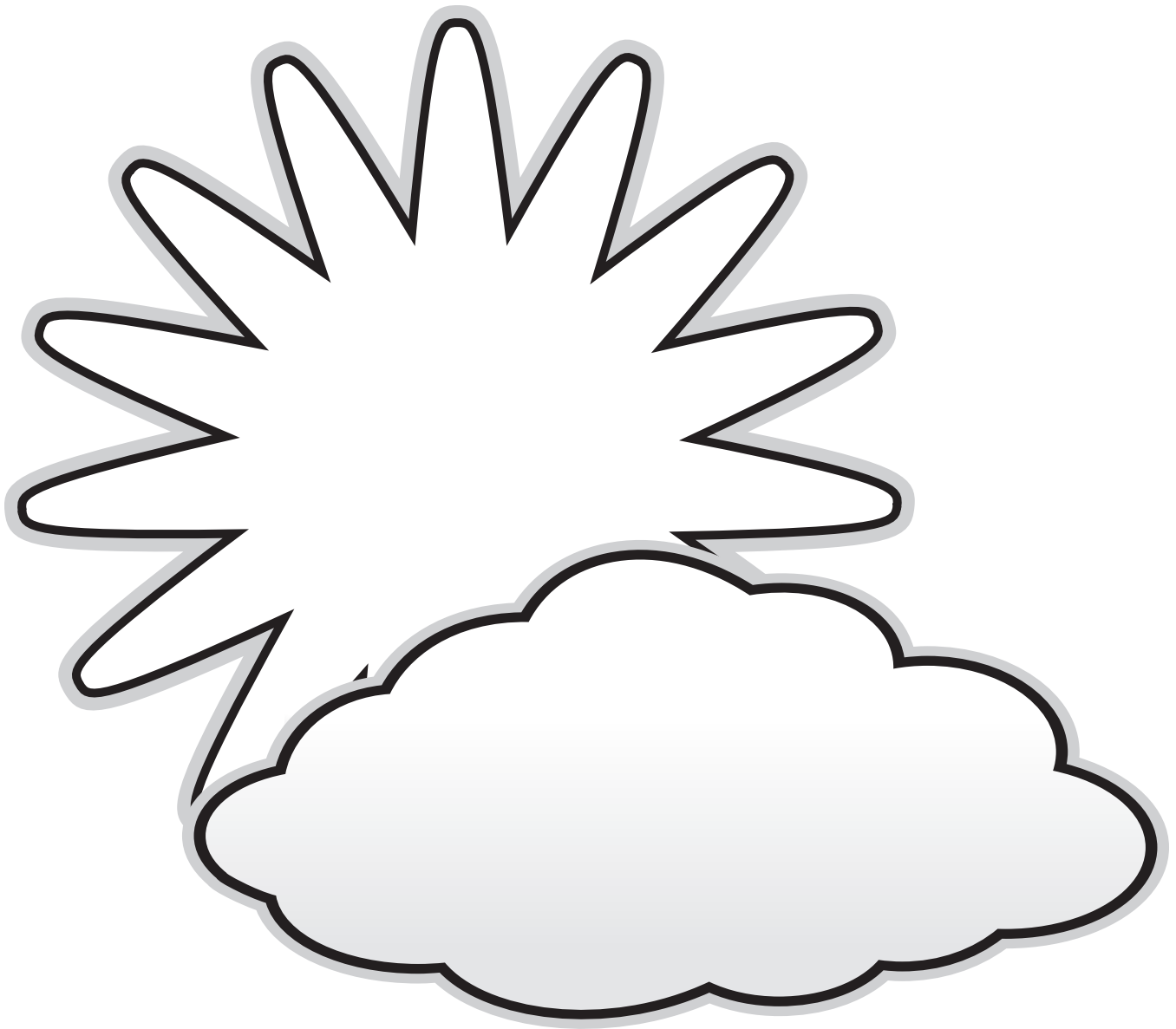


How did your predictions help you understand the information given? _____

Pair Assessment

Names: _____ Date: _____

In the sun, explain how well you did as a pair in identifying the seasons. In the cloud, write what you will do as a pair the next time you have to listen to a similar text.



Se renseigner sur la météo Teacher Information Page

Performance Task Description

The provincial French radio station is holding a contest during *La semaine de la francophonie* for students studying French as a second language. The prize is a trip for four to a Francophone destination of one's choice. Students have to listen to weather clues during the day to identify the season being described. You decide to participate in the contest by filling in the form provided to your school.

Component	Specific Outcomes Assessed
Context – Public	
	<i>Students will understand and express in French orally or in written form, a variety of messages related to ...</i>
LANGUAGE EXPERIENCE	– becoming informed about current weather conditions (10 C 3.3)
Communicative Acts	
	<i>Students will receive, process and/or express in French in familiar contexts, orally or in written form, ...</i>
REFERENTIAL FUNCTION (listening comprehension)	simple, concrete messages using known vocabulary and taught language structures in order to gather and process information related to weather (10 A 3)
Strategies for Communication	
	<i>Students will ...</i>
COMPREHENSION STRATEGIES	↪ identify and develop, with guidance, the use of a variety of listening comprehension strategies to facilitate and enhance understanding: – making predictions about the oral text about to be encountered (10 A 6)
METACOGNITIVE STRATEGIES	↪ monitor and reflect on their communicative abilities, with guidance (10 A 8)
Repertoire	
WORD KNOWLEDGE	<i>Students will, orally or in written form ...</i> understand words related to weather—numbers 0 – 69, months of the year, seasons, weather expressions, temperature, basic colours and questions—in a structured and guided situation (10 R 1.1)
QUESTIONS	understand the formulation of question with inversion (10 R 2.4a)
SOCIAL CONVENTIONS	recognize social conventions (measurement of temperature in degrees Celsius) used by Francophone speakers when interacting in familiar situations (listening to weather reports)

Time Frame:

To be completed after two classes of instruction on weather expressions and seasonal weather (approximately 160 minutes).

Materials:

- Listening Comprehension Text

Teacher Assessment Tools:

- Listening Comprehension Feedback (to assess student's listening comprehension)

Student Assessment Tools:

- Student Answer Sheet (to assess student's listening comprehension and strategy use)
- Pair Assessment form (to assess student's strategy use)

Alternative Assessment Task

Provide students with the written descriptions and have them draw the season based on the description. New assessment tools will need to be developed for this task.

Se renseigner sur la météo Listening Comprehension Text

Devinette n° 1

Le soleil brille. Il fait très chaud. La température est de 30 °C. Quelle saison est-ce?

Devinette n° 2

Les feuilles sont rouges, orange et brunes. Il fait frais. Il fait 6 °C. C'est quelle saison?

Devinette n° 3

La neige tombe constamment. Il y a une tempête de neige. Il vente et la température est de -25 °C. Quelle saison est-ce?

Devinette n° 4

Le ciel est noir. Il y a du vent. L'orage commence. Il pleut abondamment. C'est le mois d'août. Quelle saison est-ce?

Devinette n° 5

Le soleil brille, mais il fait froid! Il fait -35 °C. C'est quelle saison?

Devinette n° 6

Il y a des nuages et il vente, mais il n'y a plus de neige! La température est de 10 °C. C'est le mois d'avril. Quelle saison est-ce?

Se renseigner sur la météo Listening Comprehension Feedback

Name: _____ Date: _____

- Fantastique!* You were able to match correctly **all six** of the clues with the illustrations.
- Très bien!* You were able to match correctly **five** clues out of the six with the illustrations.
- Bien!* You were able to match correctly **four** clues out of the six with the illustrations.
- Assez bien!* You were able to match correctly **three** clues out of the six with the illustrations.
- Plus d'effort!* You were able to match less than **three** of the clues correctly with the illustrations.

Other Observations:

✂ -----

Se renseigner sur la météo Listening Comprehension Feedback

Name: _____ Date: _____

- Fantastique!* You were able to match correctly **all six** of the clues with the illustrations.
- Très bien!* You were able to match correctly **five** clues out of the six with the illustrations.
- Bien!* You were able to match correctly **four** clues out of the six with the illustrations.
- Assez bien!* You were able to match correctly **three** clues out of the six with the illustrations.
- Plus d'effort!* You were able to match less than **three** of the clues correctly with the illustrations.

Other Observations:

Donner des directives pour se rendre quelque part dans l'école

Directives pour l'élève

Performance Task Description

A group of exchange students from Québec is coming to your school and will spend time in your morning classes. Your principal has asked you to be prepared to give these students directions orally for getting from class to class based on your timetable. You are to meet the exchange students at the front entrance of your school.

Instructions

1. Use your class notes to review how directions are given in French.
2. Using your timetable, choose one day of the week.
3. Using your school floor plan, find the school's main entrance and the end point, which is the first class of the chosen day.
4. Think about how you will give the visiting students directions from the school entrance to the first class.
5. Read the following model to assist you in preparing your directions: *Vous êtes ici. Aujourd'hui, c'est mardi. Vous allez à la classe de mathématiques. Tournez à gauche. Allez tout droit. Voilà la salle de classe numéro 125, la classe de mathématiques.*
6. Using the planning page (*Feuille de planification*), write down your directions for the first class. You will indicate where the students are and where they will be going next and give at least two directional statements as to how to get there.
7. Prepare directions for the next three classes. Indicate the name of the class they are currently in, where they are going next and give at least two directional statements as to how to get there.
8. When you have finished, read your directions to a partner, who will follow them on a copy of your school's floor plan. Your partner will use the Peer Assessment form to provide you with feedback on your work.
9. Using your partner's feedback, make any changes you think might be necessary to improve your work.
10. When you have made your changes, practise your directions so that you are able to present them without reading them.
11. When you are ready, indicate to your teacher that you are ready to give your directions. Your teacher will assess your oral work.
12. Using the Self-assessment form, reflect on how well you were able to carry out the task.

Donner des directives pour se rendre quelque part dans l'école

Feuille de planification

Nom : _____ Date: _____

Premier ensemble de directives : Vous êtes _____

Deuxième ensemble de directives : Vous êtes _____

Troisième ensemble de directives : Vous êtes _____

Quatrième ensemble de directives : Vous êtes _____

Peer Assessment

Mon nom : _____ Date : _____

Je donne de la rétroaction à : _____

You were able to ...	Oui	Non
- indicate that the students are at the school's main entrance.		
- indicate what the first class of the day is.		
- provide appropriate directions to get from the school's main entrance to the first class.		
- identify the starting point of the first class.		
- indicate what the next class is.		
- provide appropriate directions to get from the first class to the second class.		
- identify the starting point of the second class.		
- indicate what the next class is.		
- provide appropriate directions to get from the second class to the third class.		
- identify the starting point for the third class.		
- indicate what the next class is.		
- provide appropriate directions to get from the third class to the fourth class.		
- pronounce your words correctly so I could understand you.		

Something I really liked about your work is:

A suggestion for improving your work is:

Self-assessment

Nom : _____ Date: _____

For this task, I was able to ...	with no trouble	with some trouble	not at all
- use my school plan to help me prepare my message.			
- indicate the location of the exchange students.			
- indicate the first class of the day.			
- provide appropriate directions to get from one classroom to the next.			
- use appropriate vocabulary for naming the school subjects.			
- use appropriate vocabulary for giving directions in the school.			
- use <i>la feuille de planification</i> to help me organize my thoughts.			
- use my classmate's feedback to improve my message.			
- pronounce my words correctly when I presented my directions.			
- use appropriate intonation when I presented my directions.			
Thinking back, I should have			
Next time I carry out a similar task, I will			

Donner des directives pour se rendre quelque part dans l'école

Teacher Information Page

Performance Task Description

A group of exchange students from Québec is coming to your school and will spend time in your morning classes. Your principal has asked you to be prepared to give these students directions orally for getting from class to class based on your timetable. You are to meet the exchange students at the front entrance of your school.

Component	Specific Outcomes Assessed
Context – Educational	
	<i>Students will understand and express in French, orally or in written form, a variety of messages related to ...</i>
LANGUAGE EXPERIENCE	– participating in routine interactions with school personnel (20 C 2.2)
Communicative Acts	
	<i>Students will receive, process and/or express in French in familiar contexts, orally or in written form, ...</i>
DIRECTIVE FUNCTION (spoken and written expression)	messages using known vocabulary and some variation in taught language structures, but still expressed one at a time, to direct, influence and manage their or another's actions (20 A 4)
Strategies for Communication	
	<i>Students will ...</i>
PRODUCTION STRATEGIES	<ul style="list-style-type: none"> ↪ select and use, with guidance, a variety of speaking and writing strategies to support the expression of messages (20 A 7): <ul style="list-style-type: none"> – collaborating with others to practise or review oral or written messages – copying or imitating words, expressions, sentence patterns or text structures from other media that can serve as models
METACOGNITIVE STRATEGIES	<ul style="list-style-type: none"> ↪ monitor and reflect on their communicative abilities, with guidance (20 A 8): <ul style="list-style-type: none"> – focusing attention on the spoken or written task – assessing one's performance after completing the task
Repertoire	
	<i>Students will, orally or in written form ...</i>
WORD KNOWLEDGE	understand and use words related to school subjects, numbers, the names of rooms in the school and giving directions, in modelled, structured and guided situations (20 R 1.1)
PRONUNCIATION	use correct pronunciation for familiar words and approximate correct pronunciation for unfamiliar words using knowledge of sound–symbol associations (20 R 1.3a)

VERBS	<ul style="list-style-type: none"> – apply knowledge of conjugation patterns of irregular verbs in the present tense in modelled, structured and guided situations; e.g., <i>être</i> and <i>aller</i> (20 R 2.5b) – understand the formation of the imperative mode with frequently used verbs (20 R 2.8a) – apply knowledge of the imperative mode formation in modelled, highly-structured and guided situations (20 R 2.8b)
WORD AND SENTENCE ORDER	apply knowledge of word order at the phrase and simple or compound sentence level using familiar vocabulary and commonly used sentence patterns in modelled, structured and guided situations (20 R 2.18a)

Time Frame:

To be completed after students have worked with giving directions using the imperative mode, the appropriate forms of the verb *être* and *aller* and after reviewing vocabulary related to school subjects and the names of classrooms (approximately 240 minutes of instruction).

Materials:

- copy of school plan
- copy of class/student timetable

Teacher Assessment Tools:

- Strategy Observations Checklist (to assess students' strategy use)
- Teacher Rating Scale (to assess student's spoken and written expression)

Student Assessment Tools:

- *Feuille de planification* (to assess student's planning skills)
- Peer Assessment form (to assess peer's oral reading)
- Self-assessment form (to assess student's perception of planning process and success in carrying out the task)

Strategy Observation Checklist

Date: _____

Criteria: Student is able to Student Pair	focus attention on the required information		collaborate with others to practise or review oral or written messages		Comments
	OUI	NON	OUI	NON	

Teacher Rating Scale

Name: _____ Date: _____

CRITERIA

You were able to ...

With ease

Satisfactorily

Not Yet

- indicate that the students are at the school's main entrance.
- indicate what the first class of the day is.
- provide appropriate directions to get from class to class.
- use appropriate vocabulary for naming the school subjects.
- use appropriate vocabulary for giving directions in the school.
- use appropriate numbers or names for the classrooms.
- use the correct forms for the verbs *être* and *aller*.
- use correct pronunciation for known words.
- use correct order in simple sentences.
- use models to create a similar text.
- organize your ideas using schemata.

●	_____	●	_____	●
●	_____	●	_____	●
●	_____	●	_____	●
●	_____	●	_____	●
●	_____	●	_____	●
●	_____	●	_____	●
●	_____	●	_____	●
●	_____	●	_____	●
●	_____	●	_____	●
●	_____	●	_____	●
●	_____	●	_____	●

Comments:

Lire les offres d'emploi Directives pour l'élève

Performance Task Description

You are interested in participating in a work exchange program in Québec so you can practice the French you have learned thus far and learn more about the people of Québec. In order to participate, you need to find a job. You decide to look at a couple of job advertisements to become familiar with the language used to describe the required skills.

Instructions

1. Before you look at the job advertisements, complete the prereading section of the **Reflection on My Learning** form.
2. Read the advertisements on the page entitled *Offres d'emploi*. Using the page entitled *Grille d'analyse*, identify the categories of information that you found in each document by checking off the appropriate box. Under the column *Évidence*, write down the French words or expressions that support your understanding.
3. Share your answers for one of the job advertisements with a classmate.
4. As a pair, fill out the form for the **Pair Assessment of the Reading Task**.
5. Assess your entire reading experience using the **Reflection on My Learning** form.
6. Hand in the **Reflection on My Learning** form, the *Grille d'analyse* for both job advertisements and the form for the **Pair Assessment of the Reading Task** to your teacher, who will assess your overall reading comprehension.

Reflection on My Learning

Name: _____ Date: _____

Prereading

1. Write down what you already know about the categories of information that are found in job advertisements in English. _____

2. Do you expect to find the same information in French-language job advertisements? Yes No Explain your answer. _____

Postreading

1. How did thinking about what you already know about job advertisements in English help you identify similar content in French? _____

- Were your predictions correct? Yes No
2. Were you surprised by your predictions? Yes No
 3. How do you think that predicting the type of content that you may find in a written text can help you better understand French? _____

 4. How did sharing your answers to *Offre d'emploi n° 1* with a classmate help you with your understanding of the advertisement? _____

 5. Overall, how satisfied were you with your ability to read and understand the job advertisements in French?
 Very satisfied Satisfied Somewhat satisfied Not satisfied at all
 6. Complete the following statements.
The easiest part of the task was _____
The hardest part of the task was _____

Offres d'emploi

Offre d'emploi n° 1

SUPER T

Saint-Léonard est à la recherche d'un(e)

VENDEUR/VENDEUSE

CHARCUTERIE, FROMAGE ET POISSON

Vous planifiez et coordonnez les activités du service de façon à atteindre les objectifs de vente et de rentabilité.

En plus de posséder un diplôme secondaire, vous avez de 3 à 5 ans d'expérience pertinente. Le bilinguisme est un atout. Si vous croyez posséder les qualifications requises, veuillez nous faire parvenir votre curriculum vitae, avant le **18 septembre**.

Pour plus d'information sur notre entreprise, veuillez visiter la page Web suivante:
<http://www.supermarcheT.ca>

Super T
Service des Ressources humaines
7475, rue Turcotte
LaSalle, H8N 1X3

*N.B. : Seules les personnes retenues pour une entrevue recevront une réponse.
Nous favorisons la promotion de l'équité en matière d'emploi.*

Offre d'emploi n° 2

les chaussures Leader dans le domaine de la

GIARDINO chaussure de mode, avec plus

de 120 magasins, Giardino

recherche :

RESPONSABLE DE MAGASIN

Responsable de la qualité du service et garant(e) de l'image de marque de l'entreprise, vous mettez tout en œuvre pour satisfaire la clientèle : accueil privilégié, ambiance chaleureuse, valorisation constante des produits, gestion personnalisée du stock, recrutement et animation de votre équipe de vente. Vous possédez une première expérience réussie de direction de magasin ou d'adjoint(e), où vous avez pu développer dynamisme, autonomie et sens commercial. Salaire à négocier. Si vous répondez à ces critères, faites parvenir votre CV et votre lettre d'accompagnement au :

Service des Ressources humaines
Chaussures Giardino
2105, rue du Jardin
Montréal (Québec) H3C 2T9

ou par courriel au : emploi@chaussuresgiardino.com

Giardino respecte le principe de l'équité en matière d'emploi.

— L A M O D E E S T À V O S P I E D S. —

Grille d'analyse

Nom : _____ Date : _____

Pour chaque offre d'emploi, coche la catégorie si tu as trouvé l'information qui correspond à cette catégorie. Puis dans la colonne nommée *Évidence*, écris les mots ou expressions qui appuient ta compréhension.

Offre d'emploi n° 1

Catégorie d'information	Évidence
<input type="checkbox"/> Nom de la compagnie	_____
<input type="checkbox"/> Logo	_____
<input type="checkbox"/> Expérience requise	_____
<input type="checkbox"/> Formation nécessaire	_____
<input type="checkbox"/> Genre de poste	_____
<input type="checkbox"/> Description du poste	_____
<input type="checkbox"/> Description de la compagnie	_____
<input type="checkbox"/> Lieu de travail	_____
<input type="checkbox"/> Condition de l'embauche	_____
<input type="checkbox"/> Adresse de la compagnie	_____
<input type="checkbox"/> Numéro de téléphone	_____
<input type="checkbox"/> Numéro de télécopieur	_____
<input type="checkbox"/> Nom de la personne-ressource	_____
<input type="checkbox"/> Habiletés/qualités recherchées	_____
<input type="checkbox"/> Façon de présenter sa demande	_____
<input type="checkbox"/> Numéro du concours	_____
<input type="checkbox"/> Salaire	_____
<input type="checkbox"/> Contact avec le/la candidat(e)	_____
<input type="checkbox"/> Remerciements	_____
<input type="checkbox"/> Équité en matière d'emploi	_____
<input type="checkbox"/> Site Web	_____
<input type="checkbox"/> Courriel	_____

Offre d'emploi n° 2

Catégorie d'information	Évidence
<input type="checkbox"/> Nom de la compagnie	<hr/>
<input type="checkbox"/> Logo	<hr/>
<input type="checkbox"/> Expérience requise	<hr/>
<input type="checkbox"/> Formation nécessaire	<hr/>
<input type="checkbox"/> Genre de poste	<hr/>
<input type="checkbox"/> Description du poste	<hr/>
<input type="checkbox"/> Description de la compagnie	<hr/>
<input type="checkbox"/> Lieu de travail	<hr/>
<input type="checkbox"/> Condition de l'embauche	<hr/>
<input type="checkbox"/> Adresse de la compagnie	<hr/>
<input type="checkbox"/> Numéro de téléphone	<hr/>
<input type="checkbox"/> Numéro de télécopieur	<hr/>
<input type="checkbox"/> Nom de la personne-ressource	<hr/>
<input type="checkbox"/> Habiletés/qualités recherchées	<hr/>
<input type="checkbox"/> Façon de présenter sa demande	<hr/>
<input type="checkbox"/> Numéro du concours	<hr/>
<input type="checkbox"/> Salaire	<hr/>
<input type="checkbox"/> Contact avec le/la candidat(e)	<hr/>
<input type="checkbox"/> Remerciements	<hr/>
<input type="checkbox"/> Équité en matière d'emploi	<hr/>
<input type="checkbox"/> Site Web	<hr/>
<input type="checkbox"/> Courriel	<hr/>

Pair Assessment of the Reading Task

Name: _____ Date: _____

Partner Name: _____

We shared answers to: Offre d'emploi n° 1 Offre d'emploi n° 2

CATEGORIES OF INFORMATION

- We had identified all of the same categories out of the 22 categories of information in the chart.
- We had identified almost all of the same categories out of the 22 categories of information in the chart.
- We had identified most of the same categories out of the 22 categories of information in the chart.
- We had identified less than half of the same categories out of the 22 categories of information in the chart.

EVIDENCE

- We had identified the same information for each category in the chart that we had in common.
- We had identified almost the same information for each category in the chart that we had in common.
- We had identified most of the same information for each category in the chart that we had in common.
- We did not identify or we had little of the same information for each category in the chart that we had in common.

Check off each box that is pertinent to your experience as a pair.

We found the sharing of information: insightful useful not very useful

We found that sharing the information:

- gave us more confidence in our understanding of French
- did not give us more confidence in our understanding of French.

Other Observations: _____

Lire les offres d'emploi Teacher Information Page

Performance Task Description

You are interested in participating in a work exchange program in Québec so you can practice the French you have learned thus far and learn more about the people of Québec. In order to participate, you need to find a job. You decide to look at a couple of job advertisements to become familiar with the language used to describe the required skills.

Component	Specific Outcomes Assessed
Context – Occupational	
LANGUAGE EXPERIENCE	<p><i>Students will understand and express in French, orally or in written form, a variety of messages related to ...</i></p> <ul style="list-style-type: none"> – participating in routine interactions related to job searching; e.g., reading employment advertisements (30 C 4.3)
Communicative Acts	
REFERENTIAL FUNCTION (reading comprehension)	<p><i>Students will receive, process and/or express in French in familiar contexts, orally or in written form, ...</i></p> <ul style="list-style-type: none"> – messages using familiar vocabulary and a variety of taught language structures in order to seek, gather, process and impart information on mostly familiar topics, but sometimes on unfamiliar topics (30 A 3)
Strategies for Communication	
	<i>Students will ...</i>
COMPREHENSION STRATEGIES	<ul style="list-style-type: none"> ↪ select and use, independently, a variety of listening comprehension strategies to facilitate and enhance understanding (30 A 6): <ul style="list-style-type: none"> – making predictions about the written text about to be encountered – drawing on previous experiences and prior knowledge to make inferences about the text
METACOGNITIVE STRATEGIES	<ul style="list-style-type: none"> ↪ monitor and reflect on their communicative abilities independently (30 A 8): <ul style="list-style-type: none"> – revisiting predictions made when planning for comprehension and determining how accurate they were – consciously identifying what one knows about the topic being read – evaluating what worked or did not work in understanding a written text
Repertoire	
WORD KNOWLEDGE	<p><i>Students will, orally or in written form ...</i></p> <p>understand French words, phrases or expressions and interjections related to personality traits, skills and abilities and terminology related to the world of work, specifically to job advertisements, in modelled, structured, guided situations and sometimes nonguided situations (30 R 1.1)</p>

Time Frame:

To be completed after students have reviewed vocabulary related to personality traits and abilities and worked with vocabulary related to job advertisements (approximately 560 minutes of instruction).

Materials:

- examples of English job advertisements

Teacher Assessment Tools:

- Answers for the reading task
- Teacher Feedback form (to assess student's reading comprehension)
- Teacher Strategy Observation Checklist (to assess student's strategy use)

Student Assessment Tools:

- *Grille d'analyse* (to assess student's comprehension of the job advertisements)
- Reflection on my Learning form (to assess student's reflections on learning)
- Pair Assessment of the Reading Task form (to assess pair's comprehension of one of the job advertisements)

Possible Extension Activity

Have students compare job advertisements from various Francophone countries to determine the similarities and differences. This could be followed by a comparison with English job advertisements.

Grille d'analyse – Réponses

Nom : _____ Date : _____

Pour chaque offre d'emploi, coche la catégorie si tu as trouvé l'information qui correspond à cette catégorie. Puis dans la colonne nommée *Évidence*, écris les mots ou expressions qui appuient ta compréhension.

Offre d'emploi n° 1

Catégorie d'information	Évidence
<input checked="" type="checkbox"/> Nom de la compagnie	<i>Super T</i>
<input checked="" type="checkbox"/> Logo	<i>Super T</i>
<input checked="" type="checkbox"/> Expérience requise	<i>3 à 5 ans d'expérience pertinente</i>
<input checked="" type="checkbox"/> Formation nécessaire	<i>diplôme secondaire</i>
<input checked="" type="checkbox"/> Genre de poste	<i>Vendeur/vendeuse – Charcuterie, fromage et poisson</i>
<input checked="" type="checkbox"/> Description du poste	<i>Planifier et coordonner les activités de service</i>
<input type="checkbox"/> Description de la compagnie	
<input checked="" type="checkbox"/> Lieu de travail	<i>Saint-Léonard</i>
<input type="checkbox"/> Condition de l'embauche	
<input checked="" type="checkbox"/> Adresse de la compagnie	<i>7475, rue Turcotte, La Salle, H8N 1X3</i>
<input type="checkbox"/> Numéro de téléphone	
<input type="checkbox"/> Numéro de télécopieur	
<input type="checkbox"/> Nom de la personne-ressource	
<input checked="" type="checkbox"/> Habilités/qualités recherchées	<i>le bilinguisme</i>
<input checked="" type="checkbox"/> Façon de présenter sa demande	<i>faire parvenir un curriculum vitae</i>
<input type="checkbox"/> Numéro du concours	
<input type="checkbox"/> Salaire	
<input checked="" type="checkbox"/> Contact avec le/la candidat(e)	<i>Seules les personnes retenues pour une entrevue recevrons une réponse</i>
<input checked="" type="checkbox"/> Remerciements	
<input checked="" type="checkbox"/> Équité en matière d'emploi	<i>Nous favorisons la promotion de l'équité en matière d'emploi</i>
<input type="checkbox"/> Site Web	<i>http://www.supermarcheT.ca</i>
<input type="checkbox"/> Courriel	

Offre d'emploi n° 2

Catégorie d'information	Évidence
<input checked="" type="checkbox"/> Nom de la compagnie	<i>Les chaussures Giardino</i>
<input checked="" type="checkbox"/> Logo	<i>Image des chaussures</i>
<input checked="" type="checkbox"/> Expérience requise	<i>expérience réussie de direction de magasin ou d'adjoint(e)</i>
<input checked="" type="checkbox"/> Formation nécessaire	
<input checked="" type="checkbox"/> Genre de poste	<i>Responsable du magasin</i>
<input checked="" type="checkbox"/> Description du poste	<i>responsable de la qualité du service – accueil privilégié, ambiance chaleureuse, valorisation des produits, gestion du stock, recrutement et animation de l'équipe de vente</i>
<input checked="" type="checkbox"/> Description de la compagnie	<i>leader dans le domaine de la chaussure de mode avec plus de 120 magasins</i>
<input type="checkbox"/> Lieu de travail	
<input type="checkbox"/> Condition de l'embauche	
<input checked="" type="checkbox"/> Adresse de la compagnie	<i>2105, rue du Jardin, Montréal (Québec) H3C 2T9</i>
<input type="checkbox"/> Numéro de téléphone	
<input type="checkbox"/> Numéro de télécopieur	
<input type="checkbox"/> Nom de la personne-ressource	
<input checked="" type="checkbox"/> Habilités/qualités recherchées	<i>dynamisme, autonomie et sens commercial</i>
<input checked="" type="checkbox"/> Façon de présenter sa demande	<i>faites parvenir un CV et une lettre d'accompagnement</i>
<input type="checkbox"/> Numéro du concours	
<input type="checkbox"/> Salaire	
<input type="checkbox"/> Contact avec le/la candidat(e)	
<input type="checkbox"/> Remerciements	
<input checked="" type="checkbox"/> Équité en matière d'emploi	<i>Giardino respecte le principe de l'équité en matière d'emploi</i>
<input type="checkbox"/> Site Web	
<input checked="" type="checkbox"/> Courriel	<i>emploi@chaussuresgiardino.com</i>

Teacher Feedback on Understanding of Job Advertisements

Name: _____ Date: _____

Criteria: You were able to ...	identify the categories of information for				provide appropriate evidence of understanding			
	<i>Offre d'emploi n° 1</i>		<i>Offre d'emploi n° 2</i>		<i>Offre d'emploi n° 1</i>		<i>Offre d'emploi n° 2</i>	
Catégories d'information	OUI	NON	OUI	NON	OUI	NON	OUI	NON
Nom de la compagnie								
Logo								
Expérience requise								
Formation nécessaire								
Genre de poste								
Description du poste								
Description de la compagnie								
Lieu de travail								
Condition de l'embauche								
Adresse de la compagnie								
Numéro de téléphone								
Numéro de télécopieur								
Nom de la personne-ressource								
Habilités/qualités recherchées								
Façon de présenter sa demande								
Numéro du concours								
Salaire								
Contact avec le/la candidat(e)								
Remerciements								
Équité en matière d'emploi								
Site Web								
Courriel								
Observations								

Overall Impression

- Fantastique!*** You were able to demonstrate full understanding of the information in the two job advertisements by identifying all of the categories of information contained in both advertisements and by providing accurate evidence.
- Très bien!*** You were able to demonstrate almost full understanding of the information in the two job advertisements by identifying almost all of the categories of information contained in both advertisements and by providing accurate evidence to support the categories that you did identify.
- Bien!*** You were able to demonstrate that you understood most of the information in the two job advertisements by identifying most of the categories of information contained in both advertisements and by providing accurate evidence to support the categories that you did identify.
- Plus d'effort!*** You were able to demonstrate that you understood some of the information in the two job advertisements. However, you were only able to identify less than half of the categories of information contained in both advertisements and the evidence you did provide was sometimes inaccurate and/or sometimes incomplete.

Suggestions for Improvement:

Teacher Strategy Checklist

Date: _____

Student is able to:	make predictions about the written text about to be encountered		draw on previous experiences and prior knowledge to make inferences about the text		consciously identify what he or she knows about the topic being read		revisit predictions made when planning for comprehension and determine how accurate they were		evaluate what worked or did not work in understanding a written text	
	Attempted	Not attempted	Attempted	Not attempted	Attempted	Not attempted	Attempted	Not attempted	Attempted	Not attempted
Student's Name										

Composer un cinquain Directives pour l'élève

Performance Task Description

The Student Council is sponsoring a contest during School Spirit Week. To enter the contest, students need to write a poem about a classmate who is a friend. You decide to enter, because you have a friend whom you would like to have recognized.

Instructions

1. Look at the structure of a *cinquain* and the example provided.
2. Using your vocabulary resource list, choose the information you want to use in your *cinquain*.
3. Prepare a draft of your *cinquain*.
4. Verify that you have spelled your words correctly and that you have followed the format of a *cinquain*.
5. Share your *cinquain* with a partner who will use the Peer Assessment Form to provide you with feedback on your poem.
6. Use your classmate's feedback to make any necessary changes to your poem. Then write your poem on the contest form (*Formulaire du concours*). Make sure you fill out all portions of the form.
7. Assess how well you feel you carried out this task by using the Self-rating Scale form.
8. Hand in your draft, your completed contest form, your Self-rating Scale form and your Peer Assessment form to your teacher, who will provide an assessment of your work.

Modèle pour le cinquain

le prénom du/de la camarade de classe

trois	traits	de personnalité
une phrase qui décrit deux de ses traits physiques		
une phrase qui décrit deux choses qu'il/elle aime (sports, activités, matières)		
son nom de famille		

Christine,

honnête, patiente, responsable.

Elle a les yeux bleus et les cheveux bruns.

Elle aime le volley-ball et le ski.

Labonté

Peer Assessment

My Name: _____ Date: _____

I am giving feedback to: _____

You were able to ...	Yes	No
• indicate the first and last name of the classmate you chose to describe.		
• identify three of his or her personality traits.		
• describe two of his or her physical features.		
• identify two things he or she prefers.		
• make appropriate adjectival agreements.		
• spell your words correctly.		
• follow the pattern of a <i>cinquain</i> poem.		
Something I really liked about your poem: 		
A suggestion for improving your poem: 		

To verify your work, I used the following references: _____

Formulaire du Concours

**Prends ta plume et écris un CINQUAIN
sur un ou une de tes camarades de classe!**

Sois CRÉATIF/CRÉATIVE!

Nom : _____ **Âge :** _____

Date : _____ **Année scolaire :** _____

Self-rating Scale

Name: _____

Date: _____

CRITERIA

I used ...

1

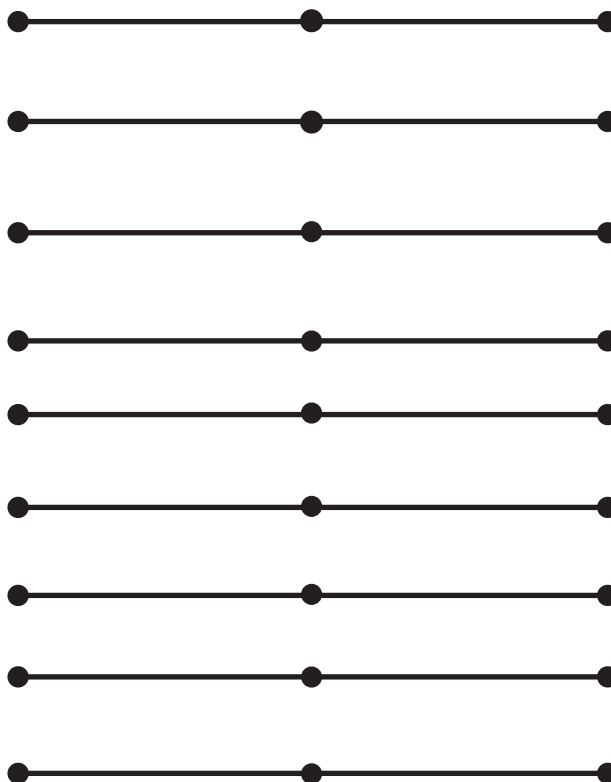
3

5

with difficulty

with ease

- my knowledge of French words related to personality traits to describe my friend
- my knowledge of French words related to physical traits to describe my friend
- my knowledge of French words related to preferences to identify my friend's preferences
- my knowledge of subject and verb agreement
- my knowledge of noun–adjective agreement with the adjectives I chose
- my knowledge of the order in which words are used in French
- a model to help me write my own poem
- resource materials to ensure I spelled my words correctly
- my peer's feedback to revise and improve the quality of my poem



The easiest part of this task was _____

The hardest part of this task was _____

If I were to do this task again, I would _____

Composer un cinquain

Teacher Information Page

Performance Task Description

The Student Council is sponsoring a contest during School Spirit Week. To enter the contest, students need to write a poem about a classmate who is a friend. You decide to enter because you have a friend whom you would like to have recognized.

Component	Specific Outcomes Assessed
Context—Personal	
	<i>Students will understand and express in French, orally or in written form, a variety of messages related to ...</i>
LANGUAGE EXPERIENCE	– identifying, introducing and describing their friends (10 C 1.4)
Communicative Acts	
	<i>Students will receive, process and/or express in French in familiar contexts, orally or in written form, ...</i>
REFERENTIAL FUNCTION (written expression)	– simple, concrete messages using known vocabulary and taught language structures in order to seek, gather, process and impart very basic information on familiar topics (10 A 3)
IMAGINATIVE FUNCTION	– simple, concrete messages using known vocabulary and taught language structures for simple aesthetic or imaginative purpose in relation to familiar topics (10 A 5)
Strategies for Communication	
	<i>Students will ...</i>
PRODUCTION STRATEGIES	↪ identify and develop, with guidance, a variety of speaking and writing strategies to support the expression of messages (10 A 7): <ul style="list-style-type: none"> – copying or imitating words, expressions, sentence patterns or text structures from other media that can serve as models – collaborating with others to practise or review oral or written messages – revising and correcting the final version of a text
METACOGNITIVE STRATEGIES	↪ monitor and reflect on their communicative abilities, with guidance (10 A 8): <ul style="list-style-type: none"> – assessing one’s performance after completing the task
Repertoire	
	<i>Students will, orally or in written form ...</i>
WORD KNOWLEDGE	understand and use taught French words, phrases or expressions and interjections related to, personality traits, physical features and preferences, in modelled, structured and guided situations (10 R 1.1)
ORTHOGRAPHY	develop knowledge of sound–symbol correspondences to spell familiar vocabulary correctly (10 R 1.4)

VERBS	<ul style="list-style-type: none"> – understand the concept of subject and verb agreement in French (10 R 2.5a) – apply knowledge of conjugation patterns of regular verbs in the present tense in modelled, highly-structured and guided situations; e.g., <i>aimer, adorer, détester</i> (10 R 2.5d) – apply knowledge of conjugation patterns of irregular verbs in the present tense in modelled, highly-structured and guided situations; e.g., <i>avoir, être</i> (10 R 2.5f) – understand the formation of the imperative mode with frequently used verbs (10 R 2.8a)
ADJECTIVES	use knowledge of gender and agreement rules for adjectives in modelled, highly-structured and guided situations (10 R 2.12d)
WORD AND SENTENCE ORDER	apply knowledge of word order at the phrase and simple or compound sentence level using familiar vocabulary and commonly used sentence patterns in modelled, highly-structured and guided situations (10 R 2.18b)

Time Frame:

To be completed after students have worked with vocabulary related to physical and personality traits and preferences, and with appropriate forms of the verb *être, avoir* and regular *-er* patterned verbs (approximately 560 minutes of instruction).

Materials:

- list of words related to personality traits, physical traits and preferences

Teacher Assessment Tools:

- Teacher Rating Scale (to assess student's written expression)

Student Assessment Tools:

- Peer Assessment form (to assess peer's comprehension of the poem)
- Self-rating form (to assess student's perception of success in carrying out the task)

Teacher Rating Scale

Name: _____ Date: _____

Criteria: You were able to ...	Successfully	With some success	Unsuccess- fully
• indicate the first and last name of your classmate			
• identify three of your classmate's personality traits			
• describe two of your classmate's physical features			
• identify two of your classmate's preferences			
• make appropriate adjectival agreements			
• spell your words correctly			
• use the correct word order for your two sentences			
• follow the pattern of a <i>cinquain</i> poem			
• use your classmate's feedback to improve your poem			
Comments:			

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 and a Windows operating system. 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 that 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
Û	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
cétille	
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 Panels,” 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.”

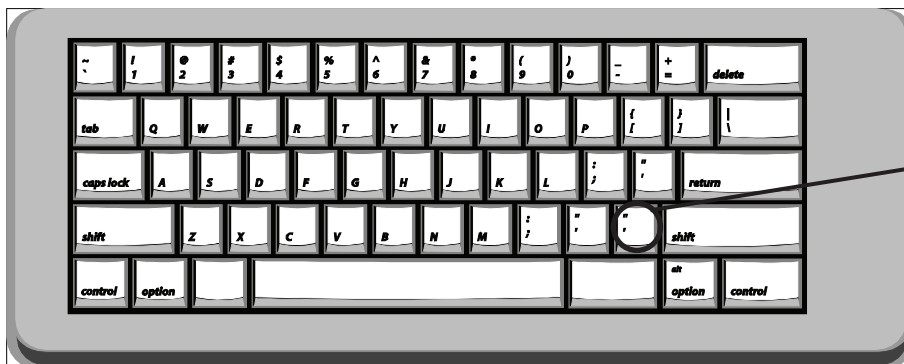
Using the On-Screen Keyboard to locate Keys

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



Pushing this key will give the é as per the On-screen Keyboard.

Actual Keyboard

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Different Technologies for Different Purposes

This appendix provides a listing of different Assistive Technologies that are available to students with special education learning needs. These technologies can, however, be used in an FSL classroom to enhance the acquisition of the language by making certain adaptations to how they are used.

The other portion of the appendix provides an example of how different types of technologies can be used for a particular class project. The example is for French 10–3Y.

Assistive Technologies to Support the Learning of FSL

There are many programs that are traditionally seen as a specialized or assistive technology but that, 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 into 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) into 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 that is 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 the 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.

Variations on one class project, depending on available technologies

The purpose of this section is to demonstrate how different technologies can be used to support and carry out the same language experience. In this case, a French 10–3Y class is working with the public context, specifically with language experiences related to identifying shopping venues typically found in the community (10 C 3.1) and routine interactions related to the purchases of items such as food, clothing, and school supplies (10 C 3.2).

CD or VCR player

Students view images or listen to audio clips that take place in various types of shopping venues in a neighbourhood such as an open-air produce market, high-end clothing boutique, or fast-food kiosk. The video or audio recording is paused and students position themselves in a pantomime or a human tableau to reflect what they hear or see occurring as typical interactions taking place at each location.

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, each student chooses an imaginary shopping venue in an imaginary

neighbourhood and determines a name, address, types of products sold and opening hours for that particular location. Students use chat or instant messaging to contact two other students and to seek information related to each of their shopping venues.

Computer with Internet access

Pairs of students visit Web sites that show maps of towns in a particular region of the province or of a Francophone region or country. They also visit Web sites of specific towns that list key shopping venues. Students look specifically for information such as hours of operation, addresses and telephone numbers. Students then simulate telephone calls to the businesses in which someone is asking questions like *Quelle est votre adresse? Est-ce que c'est près de...? Quelles sont les heures d'ouverture? Quels produits vendez-vous?*

Computer with projector and access to images/photographs of shopping venues

Pairs of students are each assigned one local shopping venue in a particular Francophone town or city. They present a dialogue that could occur in the shopping venue, such as an interaction between a clerk and a customer. Alternatively, they could prepare a short television advertisement about the shopping venue and its opening hours. Once all of the dialogues or advertisements are prepared, students present them to the class against the backdrop of the projected image.

Computer with research tools such as a French-English dictionary accessible either on a school server, on a CD or online

Students verify vocabulary, spelling, and pronunciation of unfamiliar words they wish to use in the development of their projects.

Computer with word processing and desktop publishing applications and a printer

Students are divided into groups of four and are assigned a French town or city to visit virtually. Students visit the official tourist Web site for models of signs or posters for various shopping venues in the assigned town or city. Students then make signs or posters for various shopping venues in a particular French town or city. These documents could highlight actual or imagined opening hours, names of proprietors (where applicable) and the main products sold in each venue. These can be printed off and attached to large stretch of wall on which simple lines are drawn to represent neighbourhood streets in the French town or city.

Computer with word processing and desktop publishing applications, microphones and access to a Web server space

Students make simple brochures, signs or posters for various shopping venues in a particular neighbourhood. These can highlight opening hours and main activities that occur or services that are offered in each location. Students plan and record short sound clips to attach to the digital files of their brochures or posters as hyperlinks. A line drawing of a neighbourhood is created and placed in a secure space on a school or jurisdiction Web server. Icons are placed where each building should go. Upon clicking on the icon, visitors to the space are hyperlinked to the students' brochures or posters. An additional hyperlink allows the visitors to hear each student's audio recording as well.

Digital camera or 35 mm film camera and scanner

Each student selects a particular shopping venue and dresses up in clothing appropriate to that location; e.g., sports wear for a sporting goods store, a white apron for the bakery, etc. These pictures are used to enhance some of the other projects described in this list, such as for the posters or signs that briefly describe the facility, its name, address, products, opening hours, etc. Care must be taken to ensure that terms of the *Freedom of Information and Protection of Privacy Act* are respected.

E-mail

Students are paired with members of a partner class in another high school. In preparation for an actual, virtual or imaginary visit by one class to the other, students from the visiting school use e-mail to gather information about the destination school's neighbourhood.

Fax/telephone/computer with e-mail or access to Voice Over Internet capabilities, such as Skype

Students prepare questions designed to seek information of interest to them and, with the teacher's assistance, contact Francophone businesses or facilities in a Francophone community to collect information on actual names, addresses, products and/or services, hours of operation, etc.

Multiple computers with concept mapping software such as Inspiration/Kidspiration

Small groups of students use the software to classify various neighbourhood shopping venues to create a graphic organizer, such as a semantic map or web. To start the students on the task, teachers could suggest categories such as *Endroits où acheter les aliments*; *Endroits où acheter les vêtements*; *Endroits où acheter les produits en papier*; *Endroits où acheter les choses pour la voiture*. Each group saves and subsequently presents their completed graphic organizer to the class for comparison.

Overhead projector

Students work in groups of three to five. Each group receives a copy of the same simple neighbourhood plan that contains only streets and natural areas, but no buildings, along with a list of neighbourhood shopping venues that are located in the community. The members of each group decide jointly where each item on the list should be located and neatly label the chosen spot. All completed neighbourhood plans are copied onto transparencies. During the next class period, students in each group present their plan. Other groups think of two positive comments to share after each presentation.

Scanner

Students collect pictures, business cards, flyers, sales receipts, etc., relating to shopping venues in their community and scan them. Parts of the resulting digitized versions of the collected items, such as images, can be used to enhance projects mentioned elsewhere in this list if sources are credited where applicable.

Videocamera

Students film role-plays of typical interactions that occur in a particular shopping venue, or they produce and record brief commercials for their venue. Commercials can be played to an audience from another class, which rates them for their "effectiveness."

Videoconferencing (VC)

If VC is being used to connect two classes, one class can present its projects, i.e., signs, posters, conversations, advertisements, etc. "live" to members of the other class.

Webcam

If students are collaborating on these projects at a distance, Web-based cameras can be the method through which project/partner work is planned, carried out and shared. Care must be taken 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.

Whiteboards can also be used to develop vocabulary or sample expressions that can be used in interactions with different people working in the various shopping venues.

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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 4)
action-oriented approach	Approach to language learning in which the learner has a purpose for communicating and uses a function or functions of language to accomplish this purpose. (Chapter 1)
assistive technologies	Those media, devices and services that are used to help students overcome barriers to learning and achievement. (Chapter 6)
assessment as learning	An instructional strategy used to help students gain an understanding of the learning process. See formative evaluation . (Chapter 5)
assessment of learning	Used to determine to what extent students can demonstrate the prescribed learner outcomes. See summative evaluation . (Chapter 5)
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 5)
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)
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, and the physical environment, which relates to the manner in which teachers arrange their classroom or their Web presence. (Chapter 2)
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 2)

Note: The chapter in parentheses indicates when the term was first mentioned.

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 1)
communicative act	The process whereby a function of language is combined with a language skill or language skills for the purpose of communicating a message. (Chapter 1)
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 5)
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 1)
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	That component of the program of studies which defines the different communicative acts. Contexts represent different dimensions of a student's relationship with his or her surroundings and are prescribed for each course. (Chapter 1)
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 3)
cultural knowledge	Refers to the acquisition of facts related to a culture in terms of its behaviours, beliefs and everyday practices in order to gain an appreciation of the way of life of members of that culture. (Chapter 1)
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 culture is their means of communicating amongst themselves. (Chapter 1)
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 5)
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. (Chapter 5)

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 4)
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 4)
digital resources	Learning resources that have been developed for access on a computer, such as interactive learning activities found on some Web sites. (Chapter 6)
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 2)
discourse elements	Language elements such as conjunctions or adverbs of time that help make links between ideas. (Chapter 2)
expression	The creation of spoken or written messages that are based on the need to express an idea or ideas, within a given context and for a particular purpose. (Chapter 1)
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 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 5)
functions of language	The uses for or purposes of language, which are related to the types of meaning that language can carry. Activities and tasks are based on functions of language, such as making a request for information, describing something, expressing preferences or asking for assistance. See Appendix 3 for the categories of functions of language. (Chapter 1)
general outcomes	Broad statements that define results students are expected to achieve in the course of their language learning experiences. (Chapter 1)
global expression	A statement or a question that may contain linguistic elements of which students will not be aware until another course but that is required for a particular communicative act. Students therefore memorize the phrase, statement or question; e.g., students in French 10–3Y will learn questions such as <i>Quelle heure est-il?</i> ; <i>Quel temps fait-il?</i> ; <i>Qui est-ce?</i> ; without having to learn that these questions are inverted. (Chapter 2)
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 3)

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 1)
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 2)
instructional strategies	The techniques and activities teachers use to help students become independent learners. These strategies can be described as falling into the three broad categories: direct instruction, facilitation and coaching. (Chapter 2)
intercultural competence	Refers to the ability to understand and/or to communicate a message successfully with speakers of another language while respecting their beliefs, values and customs. (Chapter 1)
intonation	The stress and pitch of spoken language. For example, the statements <i>Ça va? Ça va; Ça va!</i> are each expressed with different intonation. (Chapter 3)
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. (Chapter 1)
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 1)
language experience	A specific communicative act within a particular context that commonly occurs in real life and that requires the development of certain aspects of the repertoire (vocabulary, social interaction patterns, discourse development, sociolinguistic awareness and cultural knowledge) in order to carry out a communicative task. (Chapter 1)
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 3)
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 apply in order to communicate a comprehensible message. (Chapter 3)

language learning	Intentional learning of a language, generally in 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. (Chapter 1)
language skills	Listening comprehension, spoken expression, reading comprehension, and written expression; the skills needed to understand, process and produce messages in French. (Chapter 1)
learner support	Refers to the amount of support given by the teacher or other learning materials to assist the students in developing their understanding of messages and communicating their own. This support moves from guided to unguided and from modelled to autonomous. (Chapter 1)
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 1)
learning strategies	Specific techniques, actions, steps or behaviours students use to aid and enhance their learning. (Chapter 1)
linguistic elements/ language structures	The tools needed in order to understand and convey messages in a language. They include vocabulary, grammatical rules, pronunciation, intonation, orthography, word order, sentence patterns and discourse elements. (Chapter 1)
linguistic repertoire	Linguistic patterns and elements that students internalize and then use to understand and/or communicate a message. (Chapter 3)
materials	Materials include supplies (e.g., paper, scissors, glue), audio and visual components in addition to printed materials that are used for various games, activities and tasks. See also resources . (Chapter 1)
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. (Chapter 1)
mnemonic	A memory aid. (Chapter 5)
multiple intelligence theory	A theory that suggests that individuals exhibit various types of intelligences and may hold varying levels of ability in each. (Chapter 4)
negotiation	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 1)
orthography	Graphic symbols of the language including spelling and punctuation. (Chapter 1)

performance assessment task	A communicative task that is carefully designed in the assessment <i>for</i> or <i>of</i> learning. It may be comprised of several discrete activities. (Chapter 3)
phases of language learning	A list of incremental steps involved in language learning that comprises Encountering, Noticing, Internalizing, Applying and Refining, Transforming and Personalizing, Assessing (<i>for, as, of</i>) Learning. These phases of learning are recursive and cyclical rather than linear. (Chapter 3)
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 the 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)
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 5)
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 1)
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 2)
repertoire	Is comprised of two subcomponents: the <i>linguistic</i> subcomponent made up of vocabulary, language structures and the development of discourse elements and the <i>intercultural</i> subcomponent made up of sociocultural interactions, cultural knowledge and sociolinguistic awareness. These subcomponents are used by learners as they understand and communicate their and others' messages. Chapter 1)
resources	Those print, audio, visual, multimedia and other texts 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 2)
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 3)
schemata/conversational schemata	Patterns of interaction used when carrying out exchanges in a particular language. (Chapter 3)
search engine	Software that allows a user to search the Internet using keywords. (Chapter 5)

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 in terms of either a teacher or a student perspective. (Chapter 5)
social interaction patterns	Refers to the patterns found in everyday spoken and written exchanges. These are social in nature; e.g., upon meeting someone in the hallway, there is an oral exchange of greetings, a question related to the state of being of each speaker, a response given to the question and a leave-taking expressed. (Chapter 1)
sociocultural interactions	Refers to the communicative activities that are embedded within a cultural context and where a common language is used to understand and communicate messages. (Chapter 1)
sociolinguistic awareness	Refers to a conscious awareness of the social conventions—for things such as gestures, appropriate social distances, expressing the time and date—that are defined and used by a particular group. These sociolinguistic features are what distinguish the members of a particular culture. (Chapter 1)
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 3)
specific outcomes	Definition of results students are to demonstrate in terms of knowledge, skills and attitudes at the end of each course. (Chapter 1)
spoken expression	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 1)
strategic competency	The development and application of a repertoire of techniques to facilitate learning and, specifically, language learning. (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 5)
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 1)
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 holistic approaches. (Chapter 1)
teaching method	Prescribed classroom practices and carefully structured materials used to teach content and develop skills; e.g., the audiolingual method. (Chapter 2)

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 2)
vocabulary	Lexical elements of a language; i.e., words, phrases and expressions. Any utterances that carry meaning, such as <i>Euh...</i> , are also included as vocabulary. (Chapter 1)
written expression	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)