

French as a Second Language

**Nine-year Program of Studies
Guide to Implementation —
Grade 4 to Grade 6**

**Alberta
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<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓



A PDF version of this resource is available at
http://www.education.gov.ab.ca/french/FSL/implGuides/4_6/default_EN.asp



Print copies of this resource can be purchased from
the Learning Resources Centre. Order online at
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Suggested Lesson Series

Grade 4 – *Ma famille*

Grade 5 – *Les vêtements*

Grade 6 – *Une alimentation saine*

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Michel Fortier

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The following reference materials were used to write the text on *La baguette* found in the Grade 6 Lesson Series:

Espace pain – http://www.espace-pain-info.com/fiches/fiche_public.php?index=55

La baguette : le pain quintessenciel– <http://louisrecettes.blogspot.com/2006/01/la-baguette-le-pain-franais.html>

Purpose of the guide

Content of the guide

Benefits of learning a second language

Language learning in Alberta

Course sequences available for FSL

PURPOSE OF THE GUIDE

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES GUIDE TO IMPLEMENTATION—GRADE 4 TO GRADE 6 is intended to assist teachers, consultants and administrators in implementing the 2004 FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). It is a **supporting** document that is offered as a starting point for planning and teaching French as a Second Language (FSL).

CONTENT OF THE GUIDE

This guide consists of three sections: nine chapters, 26 appendices and one suggested lesson series for each grade.

Two audio CDs containing recordings of the lists of suggested vocabulary associated with the fields of experience for grades 4 to 6 are also included with this guide to implementation (see **Appendices C and D**).

The guide provides information and suggestions for a range of topics including:

- ▶ implementation of the program of studies
- ▶ planning for instruction to meet the needs of all learners
- ▶ instructional techniques and strategies
- ▶ the use of technology to support second language learning
- ▶ classroom assessment.

Chapter 1 provides a brief introduction to this document, to the benefits of learning a second language as well as to the context for language learning in Alberta. **Chapter 2** follows with an explanation of the design of the Nine-year Program of Studies. Appendices A to D support the content of this chapter. In **Chapter 3** considerations related to the implementation of the program of studies are listed and supported

by Appendices E, F and G. **Chapter 4** addresses the teaching of FSL. Appendices H to J provide further information. In **Chapter 5**, the focus is on various types of and models for planning for instruction. Appendices K to P provide additional useful tools and materials. **Chapter 6** provides suggestions for instructional techniques and strategies related to all of the program of studies components. This chapter is supported by Appendices Q to T. The need to meet the needs of all students is addressed in **Chapter 7** and is followed up by various tools related to differentiating instruction in Appendix U. **Chapter 8** is devoted to the topic of classroom assessment and is accompanied by Appendix V. **Chapter 9** addresses various technologies that can be used to support and enhance second language learning and teaching. Appendices W to Y provide additional information.

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

Related documents

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) is the **primary** reference document and can be accessed at

http://www.education.gov.ab.ca/french/FSL/Programs/nine_year.pdf. It provides an articulated program for grades 4 to 12 and prescribes what students are to learn and what they are able to do by the end of each grade.

The Program Articulation document for grades 4 to 6 is a **supporting** document that presents a scope and sequence for the outcomes within the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12). Its purpose is to illustrate language use for planning and assessment purposes. It can be accessed at <http://www.education.gov.ab.ca/french/FSL/PrArticulation/guide.asp>.

Alberta Education has a Web site that includes a listing of various materials in support of the FSL program of studies. It can be accessed at http://www.education.gov.ab.ca/french/fsl/default_EN.asp.

BENEFITS OF LEARNING A SECOND LANGUAGE

The Government of Alberta believes that language learning provides students with the competitive edge needed to succeed in the global economy. Research findings indicate that the experience of learning a second language can enhance many aspects of learning, including:

- ▶ improved overall school performance
- ▶ improved verbal and nonverbal intelligence, divergent thinking and memory and listening skills
- ▶ improved first language communication skills
- ▶ a deeper understanding of one's own culture and development of positive attitudes towards cultural diversity
- ▶ improved ability to learn additional languages.

The goal for language learning in Alberta schools is to have students communicate and interact in two or more languages. The benefits of knowing another language include:

- ▶ a life-long ability to communicate with more people
- ▶ access to a larger pool of information and broader educational and career opportunities
- ▶ more opportunities to enjoy literature, art, music, theatre, movies, sports and travel.

Use of French worldwide

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

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

LANGUAGE LEARNING IN ALBERTA

In Alberta, French as a Second Language (FSL) refers to a course of study in which the French language is taught as a subject, often between 30 and 40 minutes a day.

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

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

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

Currently, Alberta Education encourages and supports school authorities who choose to implement a language learning requirement

locally by continuing to develop programs of study, learning and teaching resources and assessment materials for a range of languages including French.

COURSE SEQUENCES AVAILABLE FOR FSL

Alberta Education currently has two course sequences for FSL:

- ▶ the nine-year course sequence for students who are beginning their study of French in Grade 4, and who will then continue on in programming at the junior and senior high levels. Students who continue their FSL studies at the high school level will enrol in French 10-9y, French 20-9y and French 30-9y;
- ▶ and the three-year course sequence which is intended for high school students who are beginning their study of French for the very first time. These students would enrol in the following courses: French 10-3y, French 20-3y and French 30-3y.

Hours of instruction in grades 4 to 9

Alberta Education leaves decisions regarding the organization of instruction and allotment of instructional time to local school authorities. However, it is recommended that at least 95 hours per year (e.g., 30 minutes per day) be allotted for learning a second language in grades 4 to 9. This amount of instructional time is thought to be sufficient for the attainment of the learner outcomes as prescribed in the program of studies.

In summary

The learning of a language, such as French, is considered an important component of a student's education. To this end, Alberta Education has developed programs of study and a number of other supporting documents to be used to support the teaching of French. This Guide to Implementation is developed to assist teachers, consultants and administrators as they implement the FSL program of studies in grades 4 to 6.

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

Audience**Learner outcomes****Multidimensional framework****Development of competency****The Experience–Communication component****The Language component****The Culture component****The Language Learning Strategies component****Program articulation**

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

AUDIENCE

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

LEARNER OUTCOMES

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

Outcomes related to information and communication technology are found within this program of studies as well.

Outcomes by grade rather than by developmental stage

Some teachers may be familiar with the French as a Second Language Program of Studies which was implemented in 1991. At that time, learner outcomes were defined within three levels of competency at each of three developmental stages: Beginning level 1, 2, 3; Intermediate level 4, 5, 6; Advanced level 7, 8, 9. The 2004 program of studies defines specific learner outcomes by grade.

MULTIDIMENSIONAL FRAMEWORK

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

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

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

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

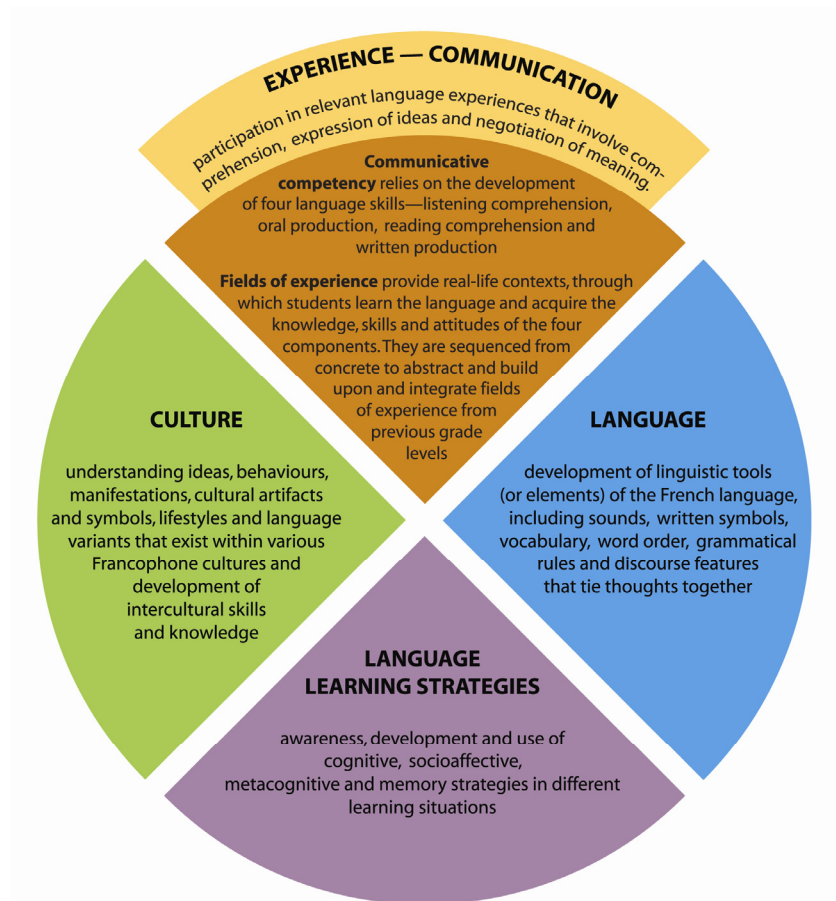


Figure 2.1 The components of the program of studies

DEVELOPMENT OF COMPETENCY

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

Communicative competency

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

Language competency

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

Cultural competency

Cultural competency develops knowledge and understanding that allow students to reflect upon other cultures, with a view to understanding other people and developing their own personalities and identities in preparation for global citizenship. Culture is intertwined with language in the teaching and learning processes.

Sociolinguistic competency

Sociolinguistic competency develops knowledge and understanding related to the appropriateness of language in relation to a context or situation.

Strategic competency

Strategic competency is the development and application of an ever-increasing repertoire of techniques to facilitate learning and, specifically, language learning. Strategies are divided into comprehension and production strategies in three areas—cognitive, socioaffective and metacognitive—as well as memory strategies. Students are made conscious of their strategy use and are encouraged to develop and expand their strategic repertoire through the explicit teaching and modelling of various strategies in different learning contexts.

THE EXPERIENCE— COMMUNICATION COMPONENT

In the program of studies, the Experience–Communication component comprises the language experiences in which students will participate as they learn French. It is during these language experiences that the four language skills are developed.



Figure 2.2 The Experience–Communication component

Fields of experience

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

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

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

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

- ▶ The physical dimension represents survival and physical well-being through fields such as food, sports, health, exercise and safety.
- ▶ The social dimension includes fields such as family, friends, holidays and celebrations, work and school.
- ▶ The civic dimension centres around life in society and includes fields such as consumerism and conservation.
- ▶ The intellectual dimension encompasses the arts, sciences and the media.
- ▶ The leisure dimension focuses on vacations, clubs and associations, outdoor life and travel.

The fields of experience, sequenced from concrete to abstract, increase in complexity from grade to grade. They are prescribed at each grade in a way that allows students to acquire the most basic grammatical concepts and vocabulary first. These fields and subfields are then

reintegrated, expanded and solidified in later grades. Thus, the development of the four language skills is a cyclical and ever-increasing spiral process.

Given that the fields of experience are quite broad in nature, they have been divided into a number of **subfields** that allow the development of smaller, more concise units of language learning. Fields presented at one grade level are reintegrated, expanded and solidified in subsequent grade levels.

▣ *Example:* A student in Grade 4 encounters the field of experience entitled MY CLASSROOM which contains a number of subfields such as classroom interactions, people in the classroom, school and classroom supplies and classroom furniture. In Grade 5, the student finds that this field of experience is expanded to MY ELEMENTARY SCHOOL. Later, in Grade 7, the same aspect is encountered as the field called SCHOOL, which relates to schooling at the junior high level, thus allowing students to bring what they know about school from elementary to junior high so as to further develop their language skills.

Appendix B contains an overview of the fields and subfields of experience identified for grades 4 to 6. Discussion of how teachers can plan to build their instruction within the fields of experience follows in **Chapter 5**.

Four language skills

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

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

- ▶ **Comprehension** involves understanding the main idea(s) and supporting details presented orally or in written texts; i.e., deriving meaning from what is being heard and read.
- ▶ **Production** involves the creation of oral or written messages that are based on the need to express an idea or ideas within a given context or situation and for a particular purpose; e.g., asking to borrow a pencil because one does not have one.
- ▶ The **negotiation process** brings the two sets of skills together as an individual gleans meaning from an oral or written text, interprets what is being understood and reacts to his or her interpretation orally and/or in written form.

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

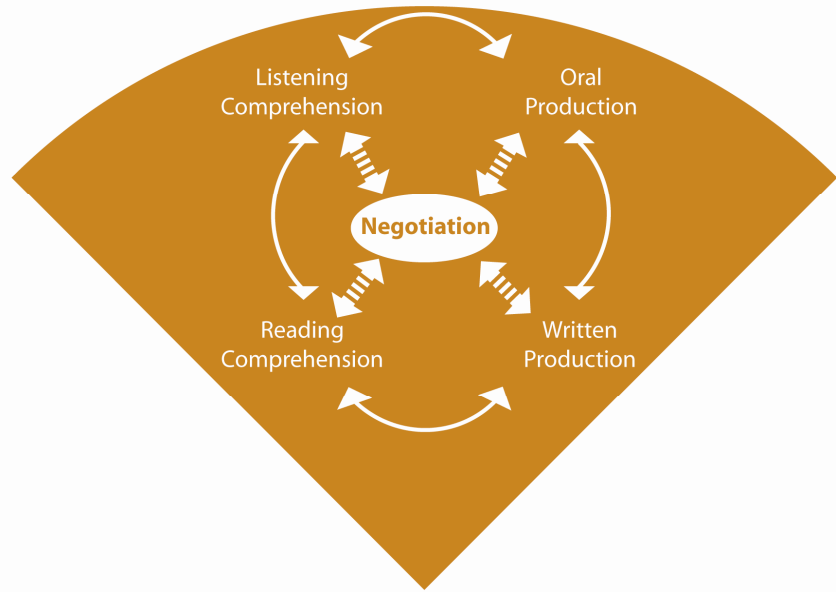


Figure 2.3 The place of negotiation within the four language skills

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

The following questions were considered with regards to communication:

- ▶ What does communication mean?
- ▶ What kinds of communicative needs or intents are generally experienced by students?
- ▶ How can communicative intents be expressed or understood?

A discussion of how teachers support students in the development of all four language skills is found in **Chapter 6**.

THE LANGUAGE COMPONENT

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

This component comprises the linguistic tools or elements students must acquire in order to understand and convey messages in French. These linguistic elements include:

- ▶ pronunciation and intonation – sounds of the language
- ▶ orthography – graphic symbols of the language, including spelling and punctuation
- ▶ vocabulary – lexical items of language
- ▶ grammatical rules that guide effective communication

- ▶ syntax – word order, sentence order and discourse patterns
- ▶ discourse features that tie thoughts together.

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

These questions were considered with respect to language acquisition:

- ▶ What is needed to achieve effective communication in French?
- ▶ What are the key elements of the linguistic code that students need to know and be able to apply?

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

Knowledge and application of concepts

At the elementary level, the language component is divided into knowledge of language concepts, knowledge of vocabulary and application of vocabulary and language concepts. **Figure 2.4** illustrates that both knowledge of language concepts and knowledge of vocabulary support the application of language concepts and vocabulary.

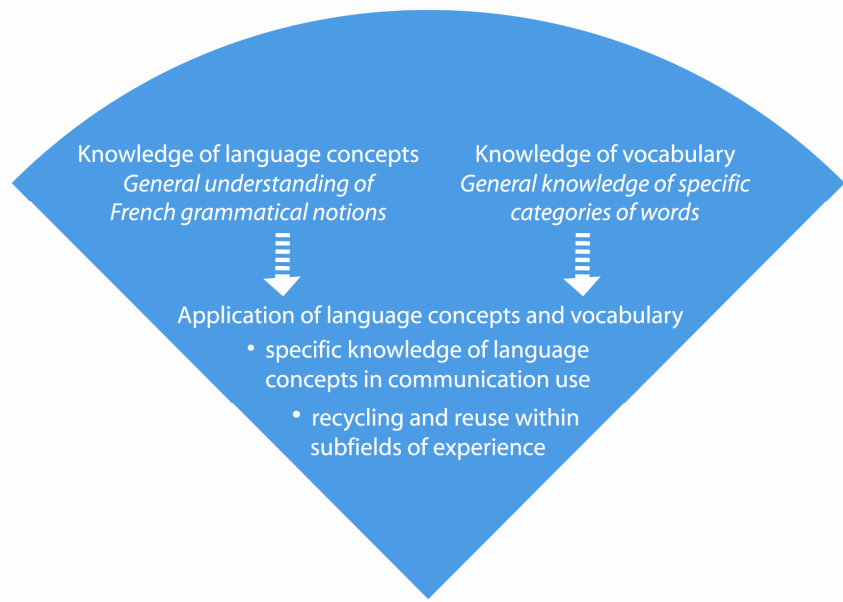


Figure 2.4 The Language component

Knowledge of language concepts

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

understanding of the English language. It also proves beneficial when learning a third or fourth language.

▮ *Example:* All languages have nouns. In French, nouns are always defined by a gender. Gender is not as explicit in English, other than for nouns that are, in and of themselves, engendered, such as man and woman, or nouns that delineate gender in roles, such as waiter and waitress. Knowledge of gender agreement is also not as requisite in English as in French.

Knowledge of vocabulary

Outcomes related to knowledge of vocabulary deal primarily with the vocabulary required to carry out communicative tasks related to the various fields and subfields of experiences outlined for each grade.

Appendix C contains suggested classroom expressions for use by teachers and students.

Appendix D contains lists of suggested vocabulary associated with the fields and subfields of experience for grades 4 to 6. The two audio CDs accompanying this guide to implementation contain recordings of all of this suggested vocabulary.

Application of vocabulary and language concepts

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

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

▮ *Example:* A Grade 4 FSL teacher has presented basic vocabulary and expressions related to the seasons, the months of the year and the weather. When working with the fields of experience WHO AM I? and MY FAMILY the teacher has students add weather and seasons to a discussion of their family and their personal likes and dislikes, e.g., *Est-ce que ton père aime l'été?*

THE CULTURE COMPONENT

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

To assist students in acquiring this knowledge, certain key outcomes—such as recognizing that there are often English equivalents for French

first and last names—have been identified in the program of studies so that students can develop knowledge of sameness. The program of studies includes various aspects of Francophone cultures (e.g., *le Carnaval de Québec*) so that students can become aware of different provincial, national and international Francophone groups and celebrations.

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

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

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

Figure 2.5 highlights the interaction of cultural and sociolinguistic knowledge in the development of cultural competency.

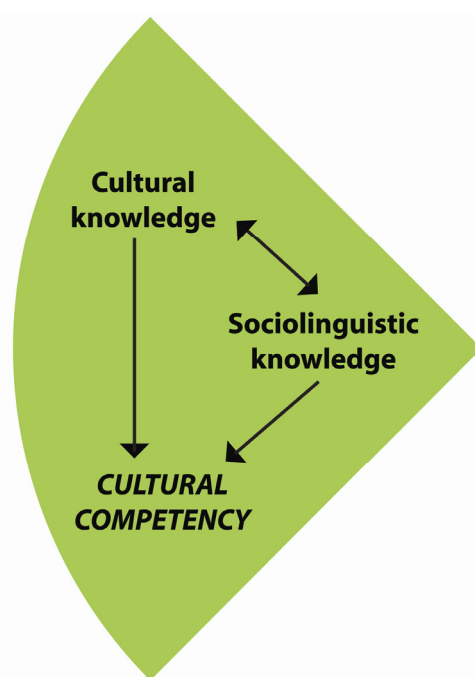


Figure 2.5 Development of the Culture component

To further the development of their cultural knowledge, students are taught explicitly appropriate sociolinguistic conventions, or social rules of the language governing oral and written communications. Age-appropriate sociolinguistic aspects have been incorporated into the

THE LANGUAGE LEARNING STRATEGIES COMPONENT

program of studies so students learn not only how to speak French but also learn to understand and appreciate various Francophone cultures.

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

Figure 2.6 highlights four categories of language learning strategies.

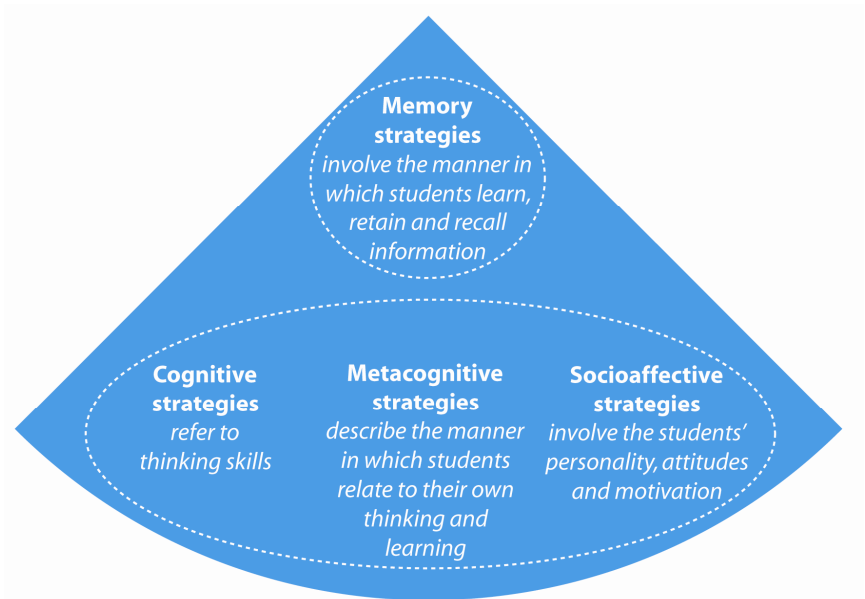


Figure 2.6 Four categories of language learning strategies

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

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

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

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

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

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

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

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

PROGRAM ARTICULATION

Alberta Education has developed a document entitled *French as a Second Language Program Articulation Nine-year Program of Studies – Grades 4 to 6* which can be accessed at www.education.gov.ab.ca/french/FSL/default.asp.

The document's scope and sequence illustrates the progression of learner outcomes by grade. As well, grade level communicative functions (skills and purposes) are identified to make explicit the communicative language use that is already inherent by virtue of the vocabulary and linguistic outcomes defined in the Language component of the program of studies.

The Nine-year Program of Studies is intended to move students along a language continuum from year to year. Therefore, communication between teachers is important. Learning about the degree to which students have achieved the specific outcomes of the grade level they are leaving enables teachers to better articulate a smooth transition from one grade to the next.

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

Learners in Grades 4 to 6

For learners in grades 4 to 6, the intent of the program of studies is to allow young students to:

- ▶ become accustomed to the sounds of French
- ▶ become familiar with the French sound-symbol system
- ▶ develop a level of comfort with the French language
- ▶ communicate simple messages.

The fields of experience are dealt with in an introductory fashion and provide the basis for the development of vocabulary and linguistic elements that are required to use the language in these contexts.

Comprehension skills and oral production skills are emphasized over written production at this level. However, students still engage in written production activities that focus on using words and simple sentences following a model.

Students at this level are able to:

- ▶ name different objects, people and places
- ▶ provide basic information
- ▶ describe people and things in a simple fashion, and
- ▶ ask and answer questions with which they are familiar.

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

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

Learners in Grades 7 to 9

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

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

In grades 7 to 9, students acquire more varied language functions, such as:

- ▶ giving commands
- ▶ providing more detailed information
- ▶ describing in a more elaborate manner

- ▶ giving compliments
- ▶ expressing needs and
- ▶ describing future activities or events.

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

**Learners in Grades
10 to 12**

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

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

Supporting document

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

In summary

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

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

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

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

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10 key principles for implementation

Meaningful language

Comprehension precedes production

Language learning is cyclical

Communication takes precedence over language
knowledge

Language and culture intertwined

Strategies made explicit

Student progress shared

Language for fun and creativity

Parental and community support

Life-long learning

→ *Corresponding Appendices E, F, G*

10 KEY PRINCIPLES FOR IMPLEMENTATION

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

- ▶ Principle 1: Language learning and language use should be meaningful and relate to the experiences and interests of the students.
- ▶ Principle 2: Language comprehension precedes and exceeds language production. Exposing students to a learning environment rich in language supports the development of comprehension and production skills.
- ▶ Principle 3: The successful acquisition of French comes from the opportunity to learn, review, reuse, experiment and expand one's knowledge for communicative purposes.

- ▶ Principle 4: Linguistic elements (or structures) are learned in order to be applied in communicative activities and tasks. The focus is on the activities and the tasks, not on the linguistic elements.
- ▶ Principle 5: Language learning is tied to cultural learning so that students become not only linguistically competent but also culturally competent.
- ▶ Principle 6: Language learning strategies are made explicit for students so that they become more effective and efficient learners of French.
- ▶ Principle 7: Students are informed of their progress and growth on a continuous basis for optimal success in language learning.
- ▶ Principle 8: Language learners are encouraged to be active and creative, to try their best and to use their imagination while having fun learning French.
- ▶ Principle 9: Parental and community support can have a positive influence on the successful implementation of the FSL program of studies.
- ▶ Principle 10: Learning a second language develops additional competencies that students can continue to draw from throughout their lives.

MEANINGFUL LANGUAGE

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

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

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

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

COMPREHENSION PRECEDES PRODUCTION

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

As is the case with first language development, listening comprehension precedes oral production. Likewise, reading comprehension precedes

written production. This implies that students are exposed to a language-rich environment that shows language use in its authentic oral and written forms. To achieve this, within their teaching activities teachers need to allow students to hear and see language used in many contexts and within various forms of text to become accustomed to the many voices and accents of the French language. By doing so, students will be able to pull out ideas they are able to understand before they are asked to use these words and phrases in speech or in writing for their own purposes.

Throughout grades 4 to 12, students will be developing a new linguistic repertoire and are in need of all types of language structures that they do not yet know in French. This includes nouns, verbs, adjectives, adverbs, prepositions and global expressions to use for any number of purposes. In order to ensure that students develop this vast linguistic repertoire, it is vital that they have extensive exposure to the French language. To begin creating an environment rich in opportunities for exposure to language, teachers need to provide students with access to words, phrases and grammatical structures that are naturally heard and read in authentic texts. Some teachers make wall charts of commonly-used or global expressions. Others acquire and display authentic travel and tourism posters. Yet others put on music at the start of class. There are many ways to maximize all possibilities to provide students with models and examples of language for real communicative purposes.

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

Some students might be overwhelmed when feeling bombarded with words and structures they do not initially understand as they might expect themselves to be able to understand everything at the beginning. These students will need to be reassured that they are not expected to understand all the words they encounter at first, that their ability to comprehend will develop over time and that their comprehension will exceed their ability to speak and write in French. However, as they develop their language repertoire, both abilities will grow and expand over time.

Chapter 4 provides suggestions to teachers as to how they can create an effective classroom environment for language learning.

Chapter 6 deals with instructional techniques and strategies that teachers may use when building student comprehension and production skills.

LANGUAGE LEARNING IS CYCLICAL

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

Students require sufficient time and practice in order to be successful in their language development. A linguistic repertoire is developed when elements are sufficiently reviewed, reused and reintegrated along with new learning. Teachers need to plan activities in such a way as to allow students to become aware of what initial knowledge they have and to integrate that knowledge into subsequent learning experiences.

Each field of experience builds on and expands the students’ repertoire and skills as does each language activity and task. Each grade level is a building block for the next and subsequent grades. By introducing one field of experience at a time, teachers can help students see what it is that they already know and what it is that they will need to add to their linguistic repertoire.

Students need a full spectrum of activities that range from very structured to very open-ended. Generally as students progress in their learning, activities become less structured and more open-ended, allowing for a greater degree of experimentation on the part of the learner.

Chapter 5 deals with planning for instruction and includes suggestions on ways to balance activities within a lesson or unit.

COMMUNICATION TAKES PRECEDENCE OVER LANGUAGE KNOWLEDGE

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

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

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

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

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

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

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

Tasks and activities are based on various forms of authentic texts (e.g., a radio weather report, a school announcement, a simple conversation, a poster, an invitation, a booklet). As well, activities and tasks are based on various functions of language (e.g., making a request, describing something, expressing preferences, asking for information) that reflect language use in real-life contexts.

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

The **Suggested Lesson Series** for grades 4 to 6 found after the Appendices of this guide provide materials and instructions for many activities and tasks within the context of three fields of experience.

LANGUAGE AND CULTURE INTERTWINED

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

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

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

STRATEGIES MADE EXPLICIT

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

Students are made aware of different strategies that can be used in their learning of a second language. Students are encouraged to be self-directed learners and are shown how they can select and apply strategies independently.

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

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

STUDENT PROGRESS SHARED

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

Teachers regularly inform students as to how well they are able to understand French and how effectively they are able to communicate their messages. Providing students with feedback about their learning is a key part of the teaching-learning process. It is important to provide a balanced assessment of students' learning by including **assessment for learning, assessment as learning and assessment of learning**. By seeing their progress and success in French, students become more willing to continue developing their language skills while demonstrating a more positive attitude towards language learning in general.

LANGUAGE FOR FUN AND CREATIVITY

Chapter 8 addresses classroom assessment in further detail.

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

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

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

PARENTAL AND COMMUNITY SUPPORT

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

When parents and guardians provide positive support and encourage their children to use the language for personal enjoyment, for example, they can influence their children's motivation and attitudes toward learning languages in general, as well as increase their success in the FSL classroom.

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

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

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

Appendix F contains a sample letter to parents or guardians that teachers may wish to modify for their use when seeking family support and encouragement for students learning French. It contains suggestions for actions that parents and guardians can take to support their children.

It is vital for students' success that they and their parents understand, from the beginning of their study of French, that learning a second language is a skill for life and that it takes a lifetime to become fully competent in a second language. Teachers should nurture and encourage a positive yet realistic attitude toward language learning. Teachers may need to inform parents that native speaker proficiency will not be attained by students learning French in a second language setting involving only 30 minutes a day. The goal for language learning in Alberta is to have students develop the foundation for communication and interaction in two or more languages.

Appendix G provides a summary of program outcomes for grades 4 to 9 that teachers may wish to share with parents and guardians to help them understand the prescribed outcomes. As well, by letting parents and guardians know how classroom activities are intended to support those outcomes and how assessment will take place, teachers build knowledge which encourages student, parent and community participation in and support for the learning of French.

LIFE-LONG LEARNING

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

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

In addition to the language learning strategies component, there are many other desirable competencies that participation in a second language class helps to promote. **Appendix E** makes reference to the *Alberta Framework of Essential Competencies for Working, Learning and Living* which outlines essential competencies related to workplace readiness. Parents, guardians or other individuals may appreciate being shown the connection between various activities that take place in an FSL class and the development of competencies that are seen as desirable from the point of view of employers, in addition to the ability to speak and interact in a second language. These include competencies

related to working with others, communicating ideas, solving problems and thinking creatively.

In summary

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

Chapter 4 examines the many factors that play a role in teaching French as a second language.

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Many contexts for FSL teaching

Successful FSL classroom environment

The program of studies

The teaching approach

The teacher

The students

The classroom environment

The resources, materials and equipment

The school and the wider community

→ *Corresponding Appendices H, I, J*

MANY CONTEXTS FOR FSL TEACHING

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

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

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

* *School Administrator's Guide to Implementing Language Programming*, p. 22, provides information on instructional models for language teaching. The guide is available at www.education.gov.ab.ca/languages/Implement.asp.

SUCCESSFUL FSL CLASSROOM ENVIRONMENT

This chapter outlines some of the key components for a successful FSL classroom environment regardless of teaching context. These key components include the program of studies, the teaching approach, the teacher, the students, the classroom environment, the teaching and learning resources as well as the school and wider community. These components contribute to student success in multiple ways.

THE PROGRAM OF STUDIES

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) does not predicate any one teaching approach or method. However, aspects arising from all three approaches mentioned below form the basis of the underlying philosophy. Pages 4 to 11 of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) illustrate how the four components of the program of studies are integrated such that teaching can, at various times, be centred on the language, the learner and the learning process.

The program of studies guides teachers as they make professional choices and decisions. It is the document they are required to use in order to verify that their own approach to language teaching, or the particular teaching methodology they are planning to use, is comprehensive enough to ensure that all learner outcomes are met throughout the course of the school year.

THE TEACHING APPROACH

Over time, second and foreign language teaching has witnessed a number of teaching **approaches** 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 and are often referred to as **methods**. These methods are also grouped and categorized in many ways.

Materials-focused approaches with language-centred methods

In materials-focused approaches (Mishan 2005, p. 1), learning is primarily centred around spoken or written texts. These approaches include language-centred methods, such as the Audiolingual method, which use preselected, presequenced linguistic structures in form-focused exercises. Language development is seen to be linear and involves conscious effort. It is also intentional rather than incidental (Kumaravadivelu 2003, p. 25). Materials such as graded readers in which new words are restricted in number and are introduced progressively 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 is known as Communicative Language Teaching (CLT) since the 1970s. Effective communication is the goal of language teaching. Texts are used communicatively, which means that they are selected

because of their meaning, not because of the linguistic structures they contain.

Students are taught to perform communicative functions, such as making requests or apologizing in order to express personal meaning. Furthermore, they participate in meaning-focused activities in order to practice 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, it takes into account learners' real-life language use. For this reason, the communicative approach is often described as being learner-centred.

Holistic or post-communicative approaches with learning-centred methods

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

In these methods, language learning is seen as nonlinear and 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. These approaches include Task Based Instruction (TBI) and Content Based Instruction (CBI). Total Physical Response (TPR) may be classified within this group as it focuses on learning through sensory experiences.

Inspired by successes in French immersion programming in Canada, these approaches see language acquisition as occurring incidentally “through motivated receptive language use in meaningful contexts” (Wesche and Skehan 2002, p. 211). 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*).

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 single 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 leave behind prescribed teaching methods to create their own eclectic approach reflect on essential questions related to their teaching practices and their students' learning. The cycle of questions, observations, reflections and actions is an essential component of the creation of new knowledge and is referred to as action research (McRae and Parsons 2007, p. 14).

THE TEACHER

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

Teacher as language and culture model

Elementary school FSL teachers often act as the students' first contact with the French language. By conducting lessons in French, teachers model the correct manner in which the language is used to communicate such things as greetings, leave-takings, giving instructions and praise, and indicating basic classroom routines. In so doing, they also model correct pronunciation and intonation patterns for their students.

Additionally, teachers help their students develop an awareness of the existence of many varieties of French by providing their students with access to a range of French language models, such as speakers of varying ages, socio-cultural groups and geographic origins.

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

In order to support teachers in their role as language models, two audio CDs containing recordings of many of the words and phrases included in **Appendices C** and **D** are included with this guide. As well, **Appendix I** of this guide includes French pronunciation guidelines for teacher, student and parent reference.

Teacher as instructional designer

When teachers design instruction based on sound practices and with the needs of the learners in mind, they are involved in instructional design. The fundamental components of instructional design are:

- ▶ the learner outcomes to be developed and demonstrated
- ▶ the particular needs and characteristics of the students
- ▶ the instructional strategies to be chosen and
- ▶ the methods that will be used to determine the extent to which learning is achieved (Morrison, Ross and Kemp 2001, p. 5).

In planning instruction for a year, unit or lesson, as instructional designers teachers carry out a series of actions based on informed decisions (Morrison, Ross and Kemp 2001, p. 6).

- ▶ Teachers specify the goals for learning as outlined in the program of studies. In FSL, the goals include both knowledge of content and the ability to apply this content through the performance of communicative acts.
- ▶ Teachers inform themselves about the characteristics, needs and interests of their students as these will influence their instructional decision-making.
- ▶ Teachers consider and select a range of language learning tasks based on communicative intents and determine the necessary language elements to enable students to carry out these tasks.
- ▶ Teachers identify, analyze (i.e., break down or pull apart), synthesize (i.e., put together, form a coherent whole) and sequence subject content, in keeping with the program of studies as well as with available resources.
- ▶ Teachers select instructional strategies that allow every student to be successful when it comes to meeting the learner outcomes.
- ▶ Teachers plan strategies and 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 two processes of designing and of implementing instruction become more closely intertwined.

Chapter 6 contains a range of suggested instructional strategies for consideration by teachers.

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 McTigh, 2005, pp. 240–241).

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

Teacher as facilitator

Teachers act as facilitators when they set up learning situations that promote student participation, risk-taking and team-building, and that lead to the development of a growing competency in the students' use of French. Students' language competency develops through opportunities to use the language. It is the role of the teacher to set up learning situations based on authentic communicative tasks, such as seeking out information and/or conveying messages. As facilitator, the teacher selects, devises and sequences activities in such a way that students begin to construct learning for themselves. This may be done, for example, by means of instructional strategies such as the use of limited and structured open-ended questions—*Qu'est-ce que tu préfères, le lait ou le jus?* for example—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.

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

THE STUDENTS

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

Receiving direct instruction

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

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

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

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

THE CLASSROOM ENVIRONMENT

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

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

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

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

- ▶ Reinforce positive student behaviour, praise students' work and teach students to praise classmates in French.
- ▶ Model the respect students are expected to show their classmates.
- ▶ Model the behaviours expected from students before, during and after classroom activities; e.g., finding partners for pair work, listening to signals to end activities.
- ▶ Seek student input when planning or when selecting topics, projects or performance tasks or when developing a shared vocabulary bank for the class.
- ▶ Establish rituals in French, such as the use of morning greetings or indicating movement to and from activity centers and group and individual work spaces.
- ▶ Use a variety of grouping configurations to promote the use of the language by students, such as class choral work, division of class into groups for practice or game purposes, small group work or pair work for practice and communicative activities or language practice.
- ▶ Assign and rotate student jobs related to setting up and putting away materials, collecting papers, etc.
- ▶ Plan classroom meetings at which students sit in a circle to share compliments or goals, to change or assign classroom jobs and to discuss and find solutions for concerns and problems which have been described and placed in a suggestion box in advance of the class meeting (Carrera-Carrillo and Smith 2006, pp. 23–24).
- ▶ Depending on the age of the students, some teachers have students make use of a thinking chair in their classrooms at which they reflect on their behaviours. Similarly, teachers may set up a peace table at which students come to agreements in situations of conflict (Carrera-Carrillo and Smith 2006, p. 24).

Physical environment

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

- ▶ Display posters, images, flags, maps, or any other realia in French.
- ▶ Post common expressions, frequently occurring words, images and words representing new vocabulary.
- ▶ Set up a calendar and weather corner.
- ▶ Regularly change displays involving holiday symbols and decorations.
- ▶ 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.

- ▶ Label or have students label all of the larger pieces of classroom furniture and supplies.
- ▶ 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 library 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.
- ▶ Use masking tape on the floor to create spaces for language use, but be sure to remove it promptly. Create shapes for activities in which students give and follow directions, such as *Assieds-toi dans le triangle. Saute du triangle jusqu'au rectangle*. Fantasy environments, such as rooms of a house or seats in a train or bus, may be marked with tape as well and used as the basis for activities (Curtain and Dahlberg 2004, p. 341).
- ▶ Keep a basket of props, e.g., hats, caps, sunglasses and scarves, handy for students to use when participating in role-play activities.
- ▶ 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 need to maintain a classroom environment in which the French language is prominent. As much as possible, teachers use French to discuss content and to provide instruction. Students engaging in communicative activities related to the four language skills are encouraged to communicate their messages in French, following models provided by the teacher. These messages will be limited or simple as students are just beginning to build their French language competency.

The use of English may be acceptable when intentional and for specific purposes. Prior to using English, however, teachers may consider questions such as these (Curtain and Dahlberg 2004, p. 35):

- ▶ Can I find ways to communicate this idea in French by adding concrete materials, visuals or gestures?
- ▶ Can I simplify the concept or the information or substitute a different concept? Can I break the concept into smaller chunks that the students can already understand?
- ▶ Can I delay this conversation until the students are ready to understand 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?

The use of English is also acceptable where sophisticated content takes precedence over language, such as in discussions related to the components of the program of studies that deal with culture and strategy

use. Teachers may use English for presenting and discussing cultural information when they find that the content is beyond the level of comprehension that the students have developed so far in French.

English may also be preferred in the discussion of language learning strategies when the students do not have the linguistic skills necessary to discuss and reflect on these strategies in French. Likewise, English may be used after grammatical explanations have been provided in French using examples, graphics, charts, arrows and colour for clarification. When helping students to form an understanding of and to talk about grammatical rules, the use of English may facilitate the task.

English may also be appropriate in 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 and rubrics for performance tasks, for example, are often supplied to students in English. As well, English may be used by the students in the assessment of their listening and reading comprehension skills.

▮ *Example:* If a student is asked, *Quel temps fait-il?* and answers, “It’s snowing,” it is obvious he or she has understood the question. Depending on the context of the assessment, the FSL teacher could reply, *Très bien!* and repeat the student’s response in French, i.e., *Il neige*, thus extending the assessment to a teachable moment.

By posting items such as the class schedule, class objectives, helper charts, classroom management expressions as well as other useful global expressions in French, teachers surround themselves and their students with tangible reminders to maintain a target-language rich environment as much as possible (Curtain and Dahlberg 2004, p. 36). **Appendix C** includes a range of classroom expressions teachers can post for teacher and student use in order to become less reliant on English.

Promoting life-long learning

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

Teachers may read documents such as this guide to implementation to further their learning. They may choose to watch French films or listen to a French radio or web broadcast. They may subscribe to a print or digital publication from a specialist council or other similar organization.

They may arrange to visit another FSL classroom or attend workshops, sessions or conferences. They may use the Internet to find and access self-study programs or subscribe to sites that allow them to access Francophone news or entertainment sources.

By sharing some of their learning experiences and challenges with students, teachers 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 instil in students a sense of community and establish the importance of the classroom as an environment in which all members are learners.

THE RESOURCES, MATERIALS AND EQUIPMENT

Successful teaching and learning draws on the availability of high quality resources and materials. Resources include print, audio, visual or multimedia resources, such as classroom charts and posters, audio CDs, DVDs, books, magazines and stories. Materials include supplies, such as paper, scissors, glue, etc., to be used for various projects as well as the necessary components of activities or games. These components can include game supplies, activity sheets, flash cards, visuals, realia, props and costumes. Equipment includes basic instructional tools, such as a blackboard or whiteboard, as well as a range of technologies ranging from the more common, such as an overhead projector and a CD player, to any types of 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
http://www.education.gov.ab.ca/french/fsl/default_EN.asp.

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

📖 *Suggestion:* Curtain and Dahlberg's book, *Languages and Children—Making the Match, Third Edition*, contains many suggestions for materials teachers may already own, have access to or can easily make for use in the languages classroom. The Reference section at the end of this chapter provides the full citation.

Considerations when selecting and using resources

When planning their units or lessons, teachers may develop or access additional supplementary resources or materials, such as authentic documents found via the Internet. In addition to ensuring that the resources chosen reflect the program of studies, teachers in Alberta are

expected to abide by the *Guidelines for Respecting Diversity and Promoting Respect* (RD & PR). **Appendix J** provides an abbreviated list of key resource selection guidelines for teachers to consider.

As well, Policy 3.2.2 in the *Guide to Education* 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://www.education.gov.ab.ca/educationguide/pol-plan/polregs/322.asp>.

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

THE SCHOOL AND THE WIDER COMMUNITY

Successful implementation of the French as a Second Language Program of Studies draws upon support from the school community as a whole and, where possible, from the wider community beyond the school. The French teacher may work with colleagues in the school to plan for extracurricular activities designed to expose a class or an entire school community to Francophone cultures. This can include the organization of a school carnival 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 make use of when communicating about and promoting language programs. It can be accessed at <http://www.education.gov.ab.ca/languages/>.

In summary

Teaching in the FSL classroom involves the interplay of many components, including the program of studies; the teaching approach;

the teacher; the students; the classroom environment; the availability of resources, materials and equipment as well as the support of the school and wider community.

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

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

Chapter 5 addresses many issues related to the planning for instruction. **Appendix H** provides sample reflective questions for 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.

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Types of planning

Foundations for planning

Models for planning language instruction

Planning templates

→ *Corresponding Appendices K, L, M, N, O, P*

TYPES OF PLANNING

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

Year plans

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

- ▶ the importance of being knowledgeable about the program of studies and familiar with this guide to implementation and the resources authorized for use
- ▶ the sequence of fields of experiences as outlined in the program of studies
- ▶ the allowance of a specific number of weeks for the teaching and assessment of each field of experience and its corresponding subfields
- ▶ the introduction of new words and structures in order for students to integrate them into their repertoire
- ▶ the provision for reintegration of learner outcomes over the course of the year
- ▶ the school calendar and timing of holidays and report cards
- ▶ school events and holidays that might provide an impetus for particular types of activities
- ▶ availability of specific technologies within the school at various times of the year.

Unit plans (Lessons series)

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

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

- ▶ current second language teaching approaches that best meet the needs of the learners
- ▶ time allocation
- ▶ available resources and
- ▶ the teacher's personal experiences related to language learning.

When planning at the unit level, teachers need to consider the following:

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

Lesson plans

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

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

When planning lessons, teachers need to consider the following:

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

Appendix K of this guide contains sample year plans for grades 4, 5 and 6. Three **Suggested Lesson Series** are provided at the end of the appendices. These samples and suggestions are intended to illustrate many of the planning considerations in this chapter. They may be adapted and modified by teachers to suit the needs of their learners.

FOUNDATIONS FOR PLANNING

Good planning is grounded in three foundations:

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

Premises built into the program of studies

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

The following premises are built into the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) and can help shape planning for instruction.

- ▶ Language learning is performance-based.
- ▶ Language learning is student-focused.
- ▶ Language learning builds on prior knowledge, including cross-curricular connections.

PERFORMANCE-BASED

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

STUDENT-FOCUSED

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

CROSS-CURRICULAR CONNECTIONS AND PRIOR KNOWLEDGE

The design of the program of studies reinforces prior learning in other subject areas in addition to the acquisition of French. In grades 4 to 6, the language learning strategies component strongly reinforces outcomes from the English language arts program of studies. Concepts related to numeracy, such as shapes, measurements and arithmetical operations from the mathematics program of studies are integrated into FSL. The use of mapping skills and references to cultural information strengthens concepts presented in social studies. The discussion of animal habitats and environmental issues reinforces concepts presented in the science program of studies. Furthermore, the use of technology in the FSL class helps reinforce students' knowledge related to communication and information technologies already being developed in other subject areas.

The learners

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

Teachers' beliefs and assumptions

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

Language acquisition is said to occur, for example, when young children learn or acquire their first language without the benefit of rules

or formal learning. From birth, learners are exposed to rich and varied linguistic and cultural input and 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. Teachers who plan instruction sequentially, for example, will also make a point of exposing their students to as much classroom talk in French as possible to encourage natural language acquisition.

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

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

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

Other factors that influence teachers’ planning

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

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

- ▶ the degree to which teachers’ planning is oriented more toward language “learning” in a formal sense, in that intended learning

outcomes and linguistic content are selected and sequenced in advance, versus the degree to which their planning is oriented toward a more informal “acquisition” of language in which linguistic structures are encountered less sequentially

- ▶ how teachers decide which instructional strategies are best used at which points in the lesson or unit
- ▶ the types of activities and tasks they will incorporate into their planning and the timing and purpose of these activities and tasks
- ▶ the degree to which teachers seek to incorporate activities that allow students to “learn language while doing something else” versus activities that allow students to “learn about language”
- ▶ the degree to which teachers will prepare all materials to be used in class activities versus seeing materials-making as a valid language learning activity for the students themselves
- ▶ how and when teachers will decide to make use of assessment throughout the unit.

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

MODELS FOR PLANNING LANGUAGE INSTRUCTION

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

- ▶ a model which is used in a number of FSL resources developed by Alberta Education and provides teachers with a delineation of steps to carry out while teaching
- ▶ a model which highlights activities related to learning from a student perspective (Woodward 2001)
- ▶ a model which was developed specifically for use in second and foreign language teacher education and which incorporates steps taken by both teachers and students (Bilash 2001).

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

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

Setting the stage

Teachers use various devices to pique the interest of students and to encourage them to learn about a particular feature of the French language or Francophone cultures. Depending on the interests of students, virtually anything can be used as a way to engage students with the topics of an upcoming lesson or unit and 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, sporting equipment, souvenirs, clothing items or a costume in order to highlight an aspect of the coming lesson or unit. The item might be displayed freely or hidden in a bag as a “mystery object” which students may touch and comment on. In this guide, the **Suggested Lesson Series** for Grade 6 begins with activities related to actual grocery items as a means of sparking student interest, while bringing to the forefront prior knowledge and experiences from real life.

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

▣ *Example:* A teacher starts a unit or a lesson with a cartoon, a poster, an invitation, a recipe, a riddle, a nursery rhyme, a quote or a proverb to spark students’ curiosity.

Often, teachers 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 they will be engaged in along the way.

Exposing students to new structures and content

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

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

focus on the object of the intended learning. Resources may include authentic print documents, graphic organizers, photographs, as well as music or audio and video clips.

Since much of the vocabulary related to the fields of experience for grades 4 to 6 is concrete in nature, it can be encountered by students through presentations or activities using actual objects or visuals, such as images, flash cards, transparencies, posters, video clips or, in the case of verbs, pantomiming actions. It is important that students have multiple and varied exposures to the words they are learning. By embedding new vocabulary items in a description or explanation rather than presenting it as an oral list, teachers provide their students with a richer context from which to derive the meaning of a new word.

☞ *Example:* When using a tie to teach the word *cravate*, instead of simply identifying the item, i.e., *C'est une cravate*, a teacher may say *Regardez cette cravate. Ma cravate est belle, n'est-ce pas? Elle est rouge et verte. C'est une vieille cravate de mon père. C'est ma cravate préférée.*

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

- ▶ using gestures, visuals, objects and other items to demonstrate meanings of new words
- ▶ repeating or rephrasing and
- ▶ in the case of text, referring students to embedded cues.

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

Phases of language learning

Language and skill development occur in phases, and at each phase particular actions on the part of the teacher and the student are more appropriate than others. As such, 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 three models mentioned on page 48:

- ▶ encountering
- ▶ noticing

- ▶ internalizing
- ▶ applying and refining
- ▶ transforming and personalizing
- ▶ assessing (*for, as, of*) learning.

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

Encountering phase

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

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

Noticing phase

To get them to notice or develop awareness of the new linguistic structures or target of intended learning, students are guided through a series of activities that are sometimes tied 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 or either/or questions*
- ▶ and 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 dancing. The use of clear visual representations to present the meaning of new words is a commonly-used instructional strategy.

In the case of vocabulary, there are many aspects of word knowledge that students can be guided to notice. These include what a word means, how to say it, how to write it, how the word is used in context and, in some cases, how the parts of the word are put together and how they can be manipulated (Woodward 2001, pp. 77–78). Similarly, there are many aspects related to groups of words that students can be led to notice, including grammatical patterns and interaction patterns or schemata 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.

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 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,

* Chapter 6 describes a questioning sequence that can be used in vocabulary development (see page 79).

such as those that arise from games and oral activities. These allow students to repeatedly assemble and reuse the various linguistic elements in order to help the new learning be transferred into their long-term memory. Often, reflective activities related to learning strategy use will require students to think about and verbalize which memory strategies they find particularly useful for the purpose of internalizing new content. Students will reduce their need to rely on written supports as they begin using the language more and more freely.

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

FREQUENT ENCOUNTERS WITH WORDS

Students need to encounter the various words, structures or conversational schema frequently, 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 the same content to allow students to use and manipulate it in order to internalize it. Some suggestions follow.

Teachers may ask students to:

- ▶ group items into categories or lists such as “things I like and don’t like,” or “things I think I’ll remember and don’t think I’ll remember.”
- ▶ order items alphabetically, or according to size, chronology 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 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 they are engaged in while working with this content. The deeper the personal involvement with and connection to a language item, the more likely it is that students will be able to remember it. Techniques such as those listed below (Woodward 2001, p. 90) may help deepen mental processing when learning a language.

- ▶ Ensure that activities and tasks relate to the fields of experience and subfields and are meaningful to students.
- ▶ Make use of real objects, authentic documents, visuals, interviews with and surveys of children of the same age living in other regions or countries, as well as visitors to the classroom where the opportunity arises, in order to reflect reality beyond the classroom.
- ▶ Provide students with the opportunity to come up with their own examples and explanations and to build their own links and associations with content.
- ▶ Allow class time for students to organize work and make items to be remembered in ways that are meaningful to them.
- ▶ Instead of providing words and meanings for students, have them put in a degree of effort to find the words or definitions for themselves. For example, illustrations for new words to accompany a reading text could be located at the end of the text rather than on the same page so that the student requires a degree of additional effort to seek them out. Expending effort has an impact on the depth of a learners' mental processing (Laufer and Hulstijn 2001, p. 20).
- ▶ Use activities that allow students to apply new learning to their own situation (e.g., guided dialogue journals) or that allow them to get involved in the language (e.g., role play, simulations, personal storytelling).

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

Applying and refining phase With time, students move from guided practice to increasingly independent practice activities in which the skills being developed and the content being learned is applied to similar or novel situations. Often these activities require more than one language skill as well the use of previously-learned content. At this point, students often begin to use ongoing self-assessment and teacher and peer feedback in order to assess and refine their work. Activities and tasks at this stage can include simplified versions of the final performance tasks that will be used for assessment of learning at the end of a particular lesson series. Students are now not only imitating models of language they have been provided with earlier, but also are beginning to compare their work to that shown in the models for the purpose of making further improvements.

Transforming and personalizing phase

In this final phase, students apply their language knowledge to authentic contexts for real purposes. Students have reasons for listening to language as well as for reading and communicating oral or written messages. Usually in this phase, students apply a combination of language skills and incorporate their previous linguistic and cultural knowledge to carry out authentic and meaningful tasks. Language use in this phase is personally meaningful to students and includes creativity and limited spontaneity, while remaining within the range of known and learned structures.

Assessing (*for, as, of*) learning phase

Though it is often mentioned last, assessment occurs throughout the previous phases. Assessment *for* learning helps teachers plan the next steps 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. The three different assessment purposes are discussed in further detail in **Chapter 8**.

Planning with the end in mind

When teachers work with the outcomes of the program of studies, which outlines the end result for student achievement for a given school year, they are in effect planning with the end in mind.

Prior to commencing a unit, teachers determine the performance assessment tasks through which assessment of learning is to occur and directly focus student learning toward this end result. This entails planning unit activities to ensure that students can successfully carry out the performance assessment tasks.

Once a field and subfield of experience are chosen, teachers need to consider authentic forms of language that are generally produced within that subfield, such as typical spoken interactions, print documents and audio-visual texts. As teachers plan the development of their performance assessment task(s), they determine the types of linguistic, cultural and strategic elements that students need to learn in order to be successful when they carry out the culminating performance assessment task(s) of a unit of instruction. These elements, as identified by the teacher in advance, become the basis for the unit, lesson and activity planning process.

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

Culminating tasks—sometimes 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 grammar rules with exercises that concentrate on form and the practice of specific language learning strategies occur as a result of the students' need to know specific elements of the French language in order to accomplish the task effectively later on. In this way, the culminating or performance

assessment task itself provides an organizational framework for specific learner outcomes.

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

Appendix M suggests activities and tasks related to the fields of experience. It includes suggestions for culminating or performance assessment tasks 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 language instruction models listed above, models such as Task-Based Learning (TBL) can be used by teachers who wish to place a task further toward the beginning of a unit. In this case, the linguistic structures and elements that arise as the students carry out the task become the focus of further study once the task has been completed. A similar follow-up task may also be placed at the end of the unit.

Appendix N outlines steps typically involved in Task-Based Learning.

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

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

PLANNING TEMPLATES

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

In summary

Whether planning for a year, a unit, a series of lessons, or single lessons, teachers are cognizant of the foundational role played by the outcomes and premises of the program of studies, the needs and interests of the students as well as their own beliefs and assumptions about language acquisition, learning and teaching. Many teachers, particularly those new to language teaching, may prefer the guidance provided to them by various instructional models. These can outline the teaching and learning

process and illustrate how planning for learning arises with the end in mind such that the language, the skills and knowledge related to authentic and communicative performance assessment tasks are incorporated into planning right from the start. Teachers wishing to experiment and diversify their approach to lesson and unit planning may wish to investigate other approaches to language learning such as Task-Based Learning, for example.

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

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Types of instructional strategies

Teaching within the FIELDS OF EXPERIENCE

Instructional strategies to develop the LANGUAGE SKILLS

Developing the LANGUAGE component

Developing the CULTURE component

Developing the LANGUAGE LEARNING STRATEGIES
component

→ *Corresponding Appendices Q, R, S, T*

TYPES OF INSTRUCTIONAL STRATEGIES

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

In general, instructional strategies may be grouped into three categories, depending on whether the teacher is engaged in direct instruction, 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 may need to be adapted or replaced with others for different learner groups and teaching contexts.

TEACHING WITHIN THE FIELDS OF EXPERIENCE

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

- ▶ make connections to students' prior experience with and interest in aspects of the subfields
- ▶ provide students with tangible materials and hands-on activities related to the subfields; e.g., making or tasting foods, bringing in real clothing items, using authentic neighbourhood maps
- ▶ have students take note of real interactions within a particular subfield occurring in English or other languages within their own lives. Teachers and students then brainstorm in class about what kinds of **conversational schemata** (patterns of interaction) they would need to carry out similar exchanges in French. These can be collected and can become the basis for classroom activities as well as for performance assessment tasks.

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

In the elementary years, especially in Grade 4, students' ability to personalize and create new messages is very limited. By the end of Grade 6, they should be able to participate in somewhat spontaneous interactions with the teacher and their classmates, within the context of familiar fields of experience using memorized structures and familiar linguistic elements. Generally, students in the early stages of language acquisition are not able to sustain unprepared speech and need constant support in the form of teacher questions and prompts. Their replies may consist of one-word utterances or memorized phrases. By the end of Grade 6, students should be able to express a short, prepared message, with few prompts.

▮ *Example:* Grade 6 students could give information about themselves and their families, describe their physical characteristics or that of a pet; or they can specify where various rooms of the school or in their home are located.

INSTRUCTIONAL STRATEGIES TO DEVELOP THE LANGUAGE SKILLS

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

Although they are discussed separately below, the four language skills are generally developed in an interconnected fashion, with one language skill often being a natural extension of the other. Since comprehension generally precedes production, instructional strategies in support of the comprehension skills, i.e., listening and reading comprehension, are discussed first. They are followed by the instructional strategies that can be used to develop the production skills, i.e., oral and written production. However, learning activities and tasks generally require an integration of all four skills. Often, activities can be planned to allow student use of one of the skill areas to provide support for further development in another skill area (Bilash 2007, p. 13). The activities in **Appendix R** demonstrate how the use of some skills serves to further develop other skills.

Developing Listening Comprehension

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

Listening comprehension involves discerning meaning from what has been said, i.e., identifying key ideas and details from an oral text and reacting to them. These oral texts may be interactive, as in the case of a two-way conversation involving the listener and the speaker. Or, the texts may be non-interactive 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 oral production are equal partners in the communication process and both demand a high degree of mental engagement by the student. In combination, they lead to a process of negotiation as illustrated in Figure 2.3, on page 10.

USING PRE-LISTENING, LISTENING AND POST-LISTENING ACTIVITIES

Student comprehension of a listening text is facilitated when teachers incorporate activities prior to (pre-listening), during and after the listening task (post-listening). For example, before hearing a text in which a young person describes his or her bedroom, students may be asked to brainstorm what kinds of things they may expect the speaker to mention with respect to his or her room. 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 list as it is

mentioned by the speaker can help students focus their attention on the listening task while providing them with confidence in their abilities. Post-listening activities in which additional follow-up on the text or topic is undertaken, or in which students are encouraged to reflect on their use of listening strategies, help solidify listening skill development. Post-listening activities often extend 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, even with beginning learners to allow them plenty of opportunities to make links between the context and the auditory message.
- ▶ Focus on concrete and immediate topics when speaking and support the spoken word with gestures, concrete objects, visual images and pantomime.
- ▶ Provide context or background information about any audio text, such as a dialogue on a CD, prior to letting students listen to it.
- ▶ 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. Each student decides to focus his or her attention on listening for the response to one question only.
- ▶ Encourage students to feel at ease and to develop a tolerance for ambiguity when listening to texts, by stressing that not being able to understand all of the information is a natural part of the language learning process.
- ▶ Model for students strategies that could be used when listening to a text for the first time. Teachers may “think out loud” as a way to model listening strategies, using statements such as “I think he said...”; “I noticed that the word had a ... sound in it”; “I wonder if it could be connected to ...” and so on.
- ▶ Encourage students to focus on the information they do understand and to support each other in identifying what they can understand. By allowing students to pool their ideas, teachers help them build confidence as listeners. This process also builds collaboration while modelling how in real-life situations not every person is able to grasp every idea all the time, and people often pool their knowledge.
- ▶ Refrain from the temptation to stop an audio text after every sentence to repeat it at a slower rate.

PROMOTING THE COMPREHENSION OF DETAILS

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

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

- ▶ Have students respond physically to instructions being heard.

☞ *Example:* A teacher planning to teach action verbs decides to use Total Physical Response (TPR) as an instructional strategy in which students are asked to physically demonstrate the meaning of a command or statement made orally.

- ▶ Have students respond to what is heard by drawing or writing.

☞ *Example:* A Grade 4 FSL teacher decides to describe a classroom still life, containing classroom items arranged in a certain way, e.g., *La poubelle est à côté de la table. Le feutre est sur la table.* Students draw the scene as it is being described. Students' comprehension can be verified by having students use their drawings to direct the teacher or another student to physically recreate the scene using items in the room.

☞ *Example:* Students learning numbers or the letters of the alphabet pair up and one partner dictates a number of randomly sequenced letters or numbers that the other partner writes down. Students can hold a race in which they compare which partner has correctly written down more dictated items than the other in the same time frame.

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

☞ *Example:* Students listen to an audio clip about someone's bedroom and are asked to identify the furniture mentioned.

☞ *Example:* Students listen to a long-range weather forecast and are asked to match appropriate weather icons to the days of the week that are mentioned.

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

PROMOTING THE USE OF LISTENING COMPREHENSION STRATEGIES

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

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

- ▶ using their prior experiences and knowledge to help them mentally situate the message being expressed
- ▶ listening for cognates and word families
- ▶ listening for auditory clues such as background noises
- ▶ observing visual clues in the case of multimedia or texts accompanied by illustrations
- ▶ asking for repetition, confirmation or clarification of what is being heard when interacting with a speaker by using expressions such as:

Un instant, ... je ne comprends pas.
Un moment, ... je ne comprends rien.
je n'entends pas bien.

Pourriez-vous... répéter cela, s'il vous plaît?
Peux-tu... le dire de nouveau, s'il te plaît?
parler plus fort,
parler plus lentement,
expliquer cela d'une
autre façon.

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

Appendix C provides a list of useful classroom expressions, such as those mentioned above, that may be posted and practised in the classroom to promote listening strategy use.

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

USING RESOURCES TO DEVELOP LISTENING COMPREHENSION

- ▶ Authentic audio recordings that follow recurring patterns, such as weather reports or sports 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 over time.
- ▢ *Example:* A Grade 5 teacher pairs up with a Grade 7 teacher to have his or her students prepare daily school announcements for the Grade 5 class, using recurring patterns and familiar vocabulary.
- ▶ 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 <http://www.LearnAlberta.ca> for students to view without sound, then to listen to the text without seeing the visuals, while

consulting in pairs to identify pieces of what they have heard. Activities such as these are best used with brief excerpts, not with entire videos.

ASSESSING LISTENING COMPREHENSION

In listening comprehension, students demonstrate what they are able to understand by physical action or in oral or written form. Listening comprehension in a performance-based approach assesses the students' ability to show what they understand and to what degree. In grades 4 to 6, this may simply mean that students respond to teacher questions appropriately. Students may also show comprehension by using gestures and facial expressions; pointing to concrete objects; using physical action such as following a command; or by using 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 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.

Developing Oral Production

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

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

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

Students require ample opportunities to practise basic pronunciation and intonation skills early in the development of their oral production skills. 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 related to their sounds. One cluster is

presented at a time, 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 ma bouche et de dire AAAAH.* 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. This is 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, and the cluster B, C, D, G, P, T, V, because of the “eh” sound. Finally a more difficult “miscellaneous” cluster is presented, H, J, K, Q, R, W, X, Y, Z, before the entire alphabet is reassembled in its correct order.

- ▮ *Example:* A teacher has students working with a partner list all of the words for school supplies they know that have the [o] sound, e.g., *styl^o, bureau, drapeau*. Students prepare the list of words that contain this sound and verify that each word added to the list does include that sound by practising its pronunciation as they select the appropriate words.
- ▮ *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 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 within a section of their binder or notebook called *Les sons en lettres* so students can find and review them.
- ▮ *Example:* A teacher has students chant and clap along with a phrase, statement or question to highlight the French intonation pattern in which the last syllable of certain words or groups of words receives greater stress. *Comment s'aPPELLE ton enseiNANT de mathémaTIQUES? → Eh BIEN, elle s'aPPELLE madame DeschamPLAIN.*
- ▮ *Example:* A teacher provides students with the text of a song that is sung at a relatively slow pace. As the song is played, students cross out letters that they believe the singer did not pronounce: *Dans la jungle, paisible jungle, ce soir le lion s'endort...* This can be used as the basis for a discussion on the existence of silent letters in French. The teacher may 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.

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

▮ *Example:* Students are asked to write five weather words on an index card. As the Inside–Outside 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.

Appendix I of this guide is intended to provide support with pronunciation conventions. Two audio CDs accompany this guide and provide a pronunciation model for most of the suggested vocabulary contained within **Appendices C and D**.

PROVIDING OPPORTUNITIES FOR THE RECALL AND ORAL USE OF WORDS AND PHRASES

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

▮ *Example:* A teacher creates headings for categories of words. Either the teacher or a student holds up a card with a word or expression written on it 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 a pet. Each student makes a statement using the image on the flash card, e.g., *J'ai un chien brun*. 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., *John a un chien brun*. Points can be granted to students who recall the most items.

Developing interactive Listening and Speaking Skills

Learners need frequent opportunities to use language by taking on the 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 requesting clarification or providing feedback to ensure successful communication is required.

Teachers can set up interactive situations in which students spontaneously produce one-word answers or memorized global expressions and, as their skills develop, short phrases or complete sentences. In order to successfully carry out the necessary interactions, students require advanced support. All phrases required as part of a particular interaction, which are often referred to as conversational schemata, need to be introduced and accessible to students as they carry out the interaction. A collection of useful phrases is provided in **Appendix C**.

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 skills in both listening comprehension and oral production.

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

▮ *Example:* A teacher decides to use a scored discussion as an instructional strategy at the end of a series of lessons in which the students have dealt with a topic such as *ma musique préférée* or *le meilleur animal de compagnie*. In a scored discussion, the teacher asks half of the students to sit in circles comprised of five to seven students each. The remaining students stand outside of the circles in a way that allows each one to be an observer of one of the seated students. The teacher provides sentence starters for use by the seated students in their discussions (e.g., *Pour moi, le meilleur animal de compagnie 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 in this phase can also include simulated telephone conversations, having students carry out surveys and having them play a range of games involving structured conversations. In order to help students develop spontaneous language use, teachers can provide students with a series of point form or visual prompts as to the nature of statements expected in an 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)*
- *Salutation pour finir la conversation / Autre salutation*

In pairs, students decide which statements they will use and repeatedly rehearse them orally until they are confident that they can remember the whole interaction and can begin making unrehearsed adaptations.

Teachers may use role-playing 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 fields of experience and subfields; e.g., a lost pet, an invitation to a festival, a first meeting between two people. These role-plays can involve props or puppets, and students act out the scene using 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 within a number of prior activities involving each of the four language skills.

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

ERROR CORRECTION AND ASSESSMENT

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

▮ *Example:* An FSL teacher shares a personal anecdote with students in which 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:* An FSL 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 texts. In the case of prepared oral texts, students have the opportunity to develop their ideas in a coherent and cohesive fashion by following the structure of a particular text type. In this case, written production and oral production become intertwined as the final oral product is dependent on the written product. Students prepare their texts in written form, then present them orally. In these situations, oral production of the text is assessed in terms of the expression used in the voice and correct pronunciation in keeping with linguistic elements typical of these types of text.

PROMOTING ORAL PRODUCTION STRATEGIES

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

Developing Reading Comprehension

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

Once students have encountered sufficient vocabulary in spoken form, they are better able to recognize words from texts and can use them to build meaning from these words as they read.

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

USING PRE-READING, READING AND POST-READING ACTIVITIES

As in the case of listening comprehension, understanding of a reading text is facilitated when students are provided with activities prior to engaging with

a text (pre-reading), during their reading, and after the text (post-reading). The suggestions made for listening comprehension apply equally to reading comprehension.

▮ *Example:* Prior to having them read a description of a family, a teacher has students create a word web or concept map using terms they already know to be associated with family relationships. Later, as they read the text, they are asked to underline specific words that express family relationships. The post-reading activity consists of using the information to correctly sketch the family tree described in the text.

PROMOTING WORD RECOGNITION SKILLS

A number of instructional strategies related to first-language literacy development can be used for FSL. For example, teachers may wish to write frequently-used vocabulary items on cards and display them on the walls of the classroom so that they can be seen by all students.

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. Some beginning readers used for literacy development in French Immersion make use of this type of structure and have been authorized for FSL use. These readers can be found on the Learning Resources Centre Web site at

<http://www.lrc.education.gov.ab.ca/pro/default.html>.

PROMOTING COMPREHENSION AT THE 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 specific details. This can apply to activities which require students to reorder written content sequentially, or match or categorize segments of content, as well as to any other types of tasks outlined in **Appendix O**.

▮ *Example:* A teacher selects a story that has simple sentences and pictures to accompany each sentence. The teacher cuts out the sentences and has students put them in the proper order, either alone or in pairs. Alternatively, a teacher may select a comic-strip style picture sequence and write a simple story to accompany it, using vocabulary and linguistic elements 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 assist students to use graphic organizers to map out their key understandings. Graphic organizers are discussed in greater detail in the section of this chapter related to the development of vocabulary knowledge.

PROVIDING A PURPOSE FOR READING

Giving students a clear purpose for reading often helps orient them as they approach the text.

▮ *Example:* A teacher provides students with a timetable from a child at a Francophone school or from a Francophone country, along with a list of questions for students to answer or a graphic organizer for them to complete based on their comprehension of the timetable. Once pairs of students have gathered the information, they meet with another pair to compare their solutions and brainstorm answers to a follow-up question which relates to the information they have gathered.

▮ *Example:* A teacher prepares or has another class prepare a treasure hunt around the classroom, school or playground. Students must follow written instructions 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.

BUILDING TOWARD INDEPENDENT READING

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 activities (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 containing familiar vocabulary and structures and a predictable plot that can be seen by all students using a shared source (e.g., a big book or book projected on a screen). The teacher begins by checking for prior knowledge on the topic of the text and reintroduces the familiar language by walking students through the illustrations included within the text, or through the use of a graphic organizer. The text is then read aloud by the teacher using exaggerated expression to support comprehension. The teacher may make use of a pointer to help students follow the spot in the text that is being 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 controlling 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 below.
- ▶ **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

* The questioning sequence for vocabulary development described on p. 79 in this chapter may be used with other components of the program of studies, including reading comprehension.

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

Various activities related to first-language reading skill development may be used in second language classes as well. 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 of a higher grade to read simplified French stories to students of a lower grade.

USING LEARNING STRATEGIES TO SUPPORT READING COMPREHENSION

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

Students can learn to:

- ▶ look for cognates and word families as a way to build meaning
- ▶ focus on visual clues such as illustrations, photographs or charts that can help build meaning
- ▶ use the title and subtitles to anticipate ideas that may be presented in the text and to structure their reading
- ▶ use context to predict the types of information or the categories of information they might find
- ▶ use reading strategies they have developed in their first language to help them become better readers

- ▶ underline or highlight what they know in the text to isolate and deal with unknown words
- ▶ use words around the text to figure out what unknown words might mean
- ▶ take educated guess, deduct or infer meaning
- ▶ use the dictionary to search for the meaning of the word if they wish to verify their guess. It is important to note that the use of dictionaries should be limited so that students do not become dependent on dictionaries to comprehend every word.

Written texts with recurring patterns and structures, such as a daily newspaper weather forecast, a weekly list of instore specials, or written school announcements may be studied regularly by students and used to try out a range of reading comprehension strategies.

USING RESOURCES TO PROMOTE READING COMPREHENSION

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

▣ *Example:* After students have taken turns describing a sequence of events orally as the teacher recorded their statements on large chart paper, the class jointly edits the text to ensure that all linguistic elements and print conventions are accurate. The resulting text is referred to as a language experience text (Carrera-Carrillo and Smith 2006, p. 42). What began as a shared writing activity can be used later for a range of reading activities.

▣ *Example:* Students who have just created a greeting card may develop a language text that describes how they will carry out the task, such as *Je découpe un cœur en papier rouge. Je colle des images sur le cœur. J'écris mon message d'amitié sur le cœur. Voilà! C'est une carte de la Saint-Valentin!*

Teachers may also be able to acquire big books or project images of stories to the class and use these reading texts to carry out activities related to modelled reading, shared reading, guided reading and independent reading.

Teachers may obtain subscriptions to publications from Québec, France or other countries that are targeted to French-speaking children. Additionally, they may subscribe to simplified magazines which are targeted specifically to French learners.

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 they recognize. They can be asked to show global comprehension of the text or to read for specific details within their language level.

In the early stages, it is appropriate to formulate questions and accept answers in English to assess reading comprehension. The language needed

Developing Written Production

to ask these questions or the competency required to answer questions in French may add an additional layer of difficulty beyond that of the text.

Written production, like its oral counterpart, is developed in a sequential fashion. In the early phase, students copy words, label, make lists and match words with pictures or symbols. They move gradually to the formulation of simple phrases and then to the autonomous use of language to express ideas.

Written production cannot be separated from reading comprehension. Each of the instructional strategies listed below relies on the students' use of both reading comprehension and written production skills.

USING MODEL TEXTS

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

▮ *Example:* A teacher projects or makes copies of an authentic French language birthday party invitation. As a class, students discuss the different parts of the invitation. The invitation provides students with model phrases and the culturally appropriate and correct format for date and time. The model supports the students in their preparation of their own invitations.

MODELLING THE WRITING PROCESS

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

PRACTICING WRITTEN LANGUAGE

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

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

▮ *Example:* After having students carry out a range of oral practice activities in which they express personal preferences about school subjects, a teacher provides written structures that students can copy and use to express their preferences in writing; e.g., *Moi, j'aime beaucoup le / la / les..., mais je n'aime pas le / la / les...*

▮ *Example:* Students have read and worked with expressions related to physical descriptions. The teacher then provides them with a text structure showing fixed elements of a description to which they add in details unique to themselves. *Je m'appelle _____ et j'ai _____ ans. J'ai les cheveux _____ et les yeux _____. Je porte un / une / des _____ et un / une / des _____.*

- ▶ A teacher may provide students with skeletal sentences which allow them a choice of expressions and which also require personalization with the addition of their own details.

▮ *Example:* Students who have successfully worked with text structures, such as those shown above, are given a skeletal structure such as the following to use in writing about their homes.

*Chez moi, ... il y a un / une / des...
Dans ma maison, ... il n'y a pas de / d' deux, trois... avec...
 nous avons*

This type of language exercise provides students with the basis for creating their own written productions. Many activities or tasks can then be selected to assist students in applying the knowledge gained from written practice. These can include the creation of a range of text forms such as labels for images, posters, e-mails, booklets, written scripts and patterned poems.

USING LEARNING STRATEGIES TO SUPPORT WRITTEN PRODUCTION SKILLS

The program of studies outlines a number of learning strategies that students can use when engaged in written production. One learning strategy that is particularly useful is the use of a written model that students can follow when they produce their own texts. Teachers can guide students through an analysis of model texts in order to clarify for them how they can follow the text structure and use the linguistic elements modelled in order to develop their own messages. This is a process that occurs naturally, and can help students who may be having difficulty in their first language gain new

insight into the importance of analyzing and following models to support their writing.

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

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

The learning strategies self-assessment checklist for students found in **Appendix V** includes the use of written production strategies.

USING RESOURCES TO PROMOTE WRITTEN PRODUCTION

Exposure to authentic texts of varying lengths and difficulty plays a major role in both the development of comprehension and productive skills because they represent language used for real purposes. Likewise, exposure to simplified texts is beneficial for students to help provide repeated encounters with vocabulary and linguistic elements they are learning. Both authentic and simplified texts may contain structures and vocabulary that have not been explicitly taught, and therefore provide students with opportunities to develop a range of language learning skills related to decoding and comprehending text. Repeated exposure to vocabulary and structures that catch students' attention helps them develop a repertoire that is unique to them and from which they can draw in the creation of their own texts as they progress through the grades.

ASSESSMENT OF WRITTEN PRODUCTION

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

DEVELOPING THE LANGUAGE COMPONENT

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

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

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

Knowledge and application of language concepts

Grammar is taught and developed on an “as needed” basis within the context of a given field of experience. Linguistic elements must be constantly reintroduced and reused in order for students to internalize and accurately apply them. This is supported in that teachers ensure students are given ample opportunity to reintegrate these elements as often as possible. In addition, teachers ensure that students are provided with an explanation of how the linguistic element is used. This analytical aspect must be appropriate to the developmental level of the students.

Creative metaphors based on experiences to which students can relate may help them understand the purpose and function of a particular linguistic element. These metaphors may be provided to students in French or in English, depending on their level of listening comprehension. Teachers develop their own repertoire of ways to introduce and explain the various linguistic elements outlined in the program of studies. Teachers are encouraged to develop metaphors or imagery that works for themselves and for their students. The examples provided in **Appendix T** may prove useful to some teachers in some contexts but not to others, and are shared as a courtesy only.

Knowledge and application of vocabulary

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 as well as words and expressions used within the context of entire conversational schemata or commonly-used interaction patterns. **Chapter 5** outlines phases of learning through which students pass as they move from first being exposed to vocabulary items to being able to make use of them independently.

In their planning, teachers are required to ensure that students are given numerous and varied opportunities to engage with new and previously-learned vocabulary. Students need frequent and meaningful encounters with vocabulary through activities and tasks in which they use and reuse vocabulary and thereby integrate it within their personal repertoire. Frequent exposure to and engagement with vocabulary are the key factors in vocabulary development.

A multitude of teaching strategies and activity types has been developed to assist in the teaching of vocabulary. Only a few suggestions follow below or in associated appendices.

USING A QUESTIONING SEQUENCE

Many instructional strategies used in vocabulary development draw on all four skills concurrently as well as on the application of memory strategies. **Figure 6.1** suggests four levels of a questioning sequence that can be used in vocabulary development.

<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 c'est un crayon?</i> ▶ <i>Est-ce que Tyler a un stylo?</i> ▶ <i>Est-ce que M. Fortier enseigne les arts plastiques?</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 M. Fortier enseigne les arts plastiques ou le français?</i> ▶ <i>Est-ce que Mme Li travaille dans son bureau ou dans sa salle de classe?</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? → Cécile</i> ▶ <i>Qu'est-ce que Vincent a? → une gomme à effacer</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>Quelles matières est-ce que tu aimes? → le français et les sciences</i> ▶ <i>Combien d'enseignants est-ce qu'il y a dans notre école? → trente-neuf</i> ▶ <i>De quelle heure à quelle heure est-ce que tu as ton cours de sciences? → de neuf heures à neuf heures trente</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>Comment est ta chambre? → Elle est petite et en désordre.</i> ▶ <i>Où est-ce que le caribou habite? → Il habite dans le Grand Nord.</i>

Figure 6.1 Suggested Questioning Sequence for Vocabulary Development

In the early learning phases, teachers make use of questioning techniques which tend to involve convergent questions or questions to which the students generally know the answers, e.g., *Est-ce que la porte de la classe est jaune ou bleue?* As it becomes evident that students comprehend the meaning of the new words being introduced, teachers may introduce divergent questions; e.g., *Quelle est ta couleur préférée? / Imagine que tu peux changer les couleurs de cette salle de classe ou de ta chambre à coucher. Quelle couleur est-ce que tu vas utiliser pour la porte?* Questions such as these, which do not have correct answers, can be used to create additional opportunities for oral interaction practice between students.

USING OF GRAPHIC ORGANIZERS

Graphic organizers or *organismes 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 and the new linguistic content they are learning in French. Graphic organizers can be useful in assisting with vocabulary development, reading comprehension, cultural comparisons or for use when brainstorming and planning to carry out specific tasks.

▣ *Example:* A teacher makes use of 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.*

▣ *Example:* When having students brainstorm known vocabulary related to animals, a teacher uses a mind map or web (*une toile d'araignée, une carte sémantique, une étoile, une constellation*) to collect student contributions.

USING GAMES

Games allow students to practise, review and reinforce vocabulary while integrating the four language skills. Games may be used at any point within a lesson or a unit. They may be structured to be played as a whole class or in small groups or pairs. Some games such as vocabulary races, scavenger hunts and treasure hunts may be organized to take place outside of the classroom, in accordance with local school field trip policies. Many popular games such as card games, board games or television game shows may be adapted for the purpose of promoting second language development. 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 S**. Many of the activities in **Appendix Q** and **Appendix R** can be perceived by students as games. Useful expressions to support the playing of games are found in **Appendix C**.

DEVELOPING THE CULTURE COMPONENT

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

While examining similarities and differences between cultures, students also become more aware of and further develop their own identities. This is another aim of the culture component. By focusing on similarities and by finding ways to make cultural aspects that may seem

unusual to students familiar to them instead, teachers can help develop the students' level of sociocultural awareness and understanding.

Due to the strong historical Francophone presence within Canada, it is important to address historical as well as contemporary aspects of culture in grades 4 to 6. For example, in Grade 6, students learn about Alberta communities that were founded by Francophones in addition to learning where to locate them on a map of Alberta. Culture is presented as alive and dynamic. Stereotypes or depictions of culture in folkloric terms only are to be avoided.

USING EVENTS AND CELEBRATIONS

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

USING TANGIBLE ARTIFACTS

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

USING OF MEDIA RESOURCES

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

📖 *Example:* A teacher wishes to help students make a personal connection to aspects of Francophone cultures in Canada. Upon hearing of the students' interest in snowmobiling, he decides to have students view a *Minute Historica* on <http://www.LearnAlberta.ca> which features Joseph Bombardier as a child.

DEVELOPING THE LANGUAGE LEARNING STRATEGIES COMPONENT

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

The process of learning to apply learning strategies can be said to include phases similar to the phases of learning described in **Chapter 5** of this guide. Teachers help students encounter and notice the existence and purposes of a particular learning strategy. Students are given opportunities to try it out and reflect upon its value, as well as perhaps to transform elements of the strategy in order to find the best ways to use it on subsequent occasions.

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

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

- ▶ The strategies selected should match the requirements of the learning task. Often, a number of types of strategies could be selected. For example, when teaching vocabulary, teachers may decide to introduce students to cognitive strategies to help them analyze a word, to metacognitive strategies to help them reflect on their learning of the word or to memory strategies to help them find ways to retain and recall words.
- ▶ Teachers should provide opportunities for extensive practice in and reflection about strategy use. Practice and reflection help students to generalize the strategy across a wider range of content areas and situations and to begin applying it independently.
- ▶ The teacher is encouraged to prompt students to use specific strategies at appropriate times. Some students may require explicit prompting to help develop their ability to transfer the same strategy to different but related tasks.

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

Digital resources being developed for access on <http://www.learn.alberta.ca> provide students with opportunities to reflect on learning strategies.

Types of learning strategies

Chapter 2 of this guide outlines four general categories of learning strategies, although learning strategies can be classified in many ways and certain strategies fall into more than one category. **Figure 2.6** illustrates that in the program of studies, language learning strategies have been subdivided into these four categories:

- ▶ cognitive strategies
- ▶ metacognitive strategies
- ▶ socioaffective strategies
- ▶ memory strategies.

PROMOTING STUDENT USE OF COGNITIVE STRATEGIES

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

Cognitive strategies call on students' thinking and reasoning abilities to help them comprehend or produce messages. Suggestions for the presentation and application of one such strategy, **anticipation**, is shared below.

Anticipation is a learning strategy that allows students to transfer their background knowledge from one situation to another by sharing what they know collectively about a given topic and developing predictions related to a topic or situation being dealt with in the FSL class. This strategy is very useful in supporting listening and reading comprehension skills. Students who have more knowledge and experience concerning a particular topic or situation assist those who may not share that same knowledge or experience. Students may derive a sense of satisfaction from verifying their predictions and develop more confidence in their understanding of new audio or written texts.

Teachers can support anticipation by:

- ▶ using an oral stimulus such as a sound, a word or an expression; or with a visual stimulus, such as a picture or a series of illustrations or written words, that is related to the topic at hand
- ▶ eliciting what students already know about a topic to facilitate understanding of an unfamiliar text
- ▶ ensuring active student participation
- ▶ asking skillful leading questions, based on the content of the text and key vocabulary contained in the text
- ▶ having students predict possible content of an entire listening or reading selection or parts thereof

- ▶ providing indicators about the meanings of unknown vocabulary items in the text that may be necessary for better understanding
- ▶ having students check whether their predictions are correct or not.

PROMOTING STUDENT USE OF METACOGNITIVE STRATEGIES

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

Students need to become familiar with a variety of strategies for a variety of purposes, such as understanding messages or memorizing new vocabulary. They then learn to select and apply effective strategies for a given task. Students in grades 4 to 6 are cognizant of and can verbalize a variety of strategies. They require encouragement and assistance to reflect on their learning processes, their learning style preferences and their use of a range of strategies for different purposes.

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

📖 *Example:* Before students engage in a language-learning task, such as learning a tongue twister, reading a short passage or watching a video clip, the teacher tells them that they will engage in the task as they usually do; but that on this particular day the teacher will periodically ask them to stop, think and tell the class about what is happening in their mind as they are carrying out the task. Students stop the task, think silently for a moment about what they are doing to carry out the task and then share their cognitive strategies with the class.

📖 *Example:* Before students in a class begin gathering information about a particular cultural event, the teacher solicits student input to create a chart which tracks what students in the class already know about the event and what they wish to learn about it. After the information has been gathered, the teacher and the students meet again to add what it is that they have learned to the chart. This instructional strategy can be referred to as **KWL** (what we **K**now,

what we **Want** to know and what we have **Learned**) or **SVA** in French (*Ce que nous Savons, Ce que nous Voulons savoir et Ce que nous avons Appris*). Next, the teacher has students identify whether or how the process of charting this knowledge was useful to them in their learning of cultural content.

PROMOTING STUDENT USE OF SOCIOAFFECTIVE STRATEGIES

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

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

The importance of affect in language learning cannot be overestimated. Students should be allowed to feel at ease when mustering the courage to learn a new language. The FSL classroom should be a safe place where risk taking is encouraged and rewarded.

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

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

- ▶ providing opportunities for students to interact with each other on the topic of their learning by using cooperative learning activities such as those shown in **Appendix Q**
- ▶ displaying expressions that students can use to provide encouragement and constructive feedback to one another
- ▶ having students pause and reflect on the benefits of using strategies that require working with others after they participate in peer activities.

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

the expected criteria and results and to be able to judge what is good and what needs improvement.

PROMOTING STUDENT USE OF MEMORY STRATEGIES

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

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

Teachers may support the development of memory strategies by

- ▶ providing coloured paper to support the use of colour coding as a strategy in support of remembering noun gender.
- ▶ embedding time to model and develop strategy use as an integral part of their lesson planning.
- ▶ including time in their lesson plans for the creation of materials needed in support of strategy use.
- ▶ allocating time in class for students to perform or share the strategy activities they have developed.

▮ *Example:* A teacher provides time in class for students to make a set of personal flash cards with the English word on one side and the French word or image on the other. Kinesthetic learners might appreciate flipping through their set of flash cards to test their knowledge before turning cards over to verify their guesses.

▮ *Example:* A teacher decides to have students make personal picture dictionaries in which they illustrate or cut and paste images onto pages to record key concrete nouns. A variation of this activity would be to have small groups of students build specific sections of a class dictionary. The whole class could then contribute to the class dictionary at any time.

▮ *Example:* A teacher has small groups of students develop chants using new words. Students then perform their chants for each other in a mini-concert.

▮ *Example:* A teacher indicates to students that oral repetition is a learning strategy they can use in language learning. The teacher arranges illustrated picture cards, each presenting an image depicting a new word in clusters of four or five. One half of the class is asked to repeat the words following the teacher's model, while the other

half simply watches. Other activities follow. The teacher then displays the picture cards again and students attempt to recall the words orally. A discussion follows as to the likelihood that repeating the words initially helped students learn the words.

HELPING STUDENTS TRANSFER AND APPLY SKILLS FROM PRIOR LEARNING SITUATIONS

Students can be encouraged to use and transfer to a second language situation strategies they already possess. For instance, students already have knowledge of a variety of text forms when they start learning French, either through formal instruction or their experiences outside school. They know what information is contained in toy advertisements, how a calendar page is set up and how a fable is structured. They have learned about root words, prefixes and suffixes in English language arts.

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

▮ *Example:* Students know they can guess at the meaning of an unfamiliar word by examining the root word and prefixes or suffixes. If students see the word *ensoleillé* in conjunction with other information, they can determine, with teacher guidance, that this word is in some way related to the word *soleil*.

Cooperative Learning Strategies

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

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

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

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

In summary

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

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

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

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

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Student diversity**Getting to know the students****Motivating students to learn French****Differentiating instruction****Program planning for differentiation****Specific instructional strategies**→ *Corresponding Appendix U***STUDENT DIVERSITY**

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

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

This chapter briefly introduces characteristics of grades 4 to 6 students as well as those of a small sampling of diverse learner groups, while keeping in mind that each student is unique and comes with a mix of unique learning needs. Furthermore, this chapter provides some suggestions for instructional strategies teachers may consider using, without necessarily needing to create individualized instruction for each student. Rather, by building in student supports—such as clearly written instructions and accessible sources to use as reference, e.g., wall charts

¹ Alberta Education has produced *A Review of the Literature on Second Language Learning* which includes references to research related to special needs students and second language learning as well as to the learning of third or additional languages. It can be accessed at: <http://www.education.gov.ab.ca/languages/LitReview.asp>.

of useful expressions—teachers allow students to differentiate many aspects of instruction for themselves.

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

Alberta Education has developed a number of resources dealing with a wide range of diverse learners in Alberta’s schools. These can be accessed at http://www.education.gov.ab.ca/k_12/specialneeds/resource.asp.

Teachers are encouraged to review these documents so as to become aware of the various supports available to students with different learning needs.

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

Characteristics of grades 4 to 6 students

Students in grades 4 to 6 bring a wide range of abilities and personalities to the classroom while also experiencing, to varying degrees, a period of change and developmental growth.

Students in these grades tend to be open minded, excited about learning and usually willing to try new things. These young learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct and take things apart. However, they need to feel accepted and confident that others support them in their risk-taking, learning and growing.

Grades 4 to 6 students typically prefer active learning and interaction with their peers during learning experiences. Social interaction is also a vital part of students’ social, emotional, intellectual and linguistic development. Students at this age tend to enjoy moving around as they learn, as well as working in groups on projects and presentations. They respond positively to both contrived and real-life contexts and situations. They enjoy integrating their language experience with art, music and drama. They like to engage actively in the process of acquiring language and in constructing, for the most part, their own understanding of how oral and written language works. It is during the grades 4 to 6 period that learners begin to move toward demonstrating a wide range of development in the transition between concrete and abstract thinking.

Self-concept and self-esteem play an important role in student learning. Positive reinforcement, recognition, praise and acceptance by adults and peers all play a role in developing self-esteem. Teachers can also support the developing personal independence of students by allowing them some degree of choice when it comes to classroom activities.

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 beginning students can help boost the morale of students who are struggling to catch up to their Anglophone peers with respect to English language skills. Often, English language learners find themselves at various stages in the acculturation process. Many of the fields of experience in the 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 strategies, or other activities designed to promote active engagement and interaction with others.

Characteristics of students identified with special learning needs

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

Students' special needs can affect language learning in a variety of ways that, in turn, have implications for classroom planning and instruction. For example, some students with special needs may be more hesitant when participating in classroom discussion than others. Some may have difficulty formulating and expressing ideas and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and may benefit from the use of graphic organizers, charts and visual cues.

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

Characteristics of gifted students

Like all other students, each child who is gifted has an individual profile of abilities, needs, intelligences and learning styles.

However, there are a number of general characteristics associated with giftedness which may appear in students at all ability levels but which are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but these tendencies are more predominant and appear at a more extreme level in students who are gifted. **Appendix U** includes a summary of the traits and aptitudes of gifted students and includes examples of the associated behaviours that teachers may wish to consider as they plan for instruction.

Characteristics of 21st century learners

Teachers may use the traits and aptitudes shown in the giftedness table to create a similar profile for other groups of learners in their classes.

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

- ▶ They turn to the Internet for information as their first choice.
- ▶ They are used to receiving information very quickly as well as being able to parallel process and multitask.
- ▶ They prefer to see graphics on a topic before seeing the text.
- ▶ They function best when networked and when able to access information in a sequence of their choice.
- ▶ They have little patience for slow, “step-by-step” logic and instruction.
- ▶ Digital natives often cannot understand expressions and assumptions made by digital immigrants; e.g., when teachers use expressions like “dialing” a number or when they print out a document rather than looking at it on the screen (*ibid.*, pp. 1–3).
- ▶ Digital natives are used to being shapers and creators of information rather than recipients. (Wenmoth 2007).

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

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

GETTING TO KNOW THE STUDENTS

The sooner teachers get to know their students as individuals, the sooner they can ensure that 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:* While students are working on a task they have chosen from an array of possibilities, the teacher may ask them how and why they made their choices in order to have them, as well as their teacher, begin to develop and verbalise an understanding of themselves as unique learners.

- ▮ *Example:* A teacher provides students with a table on which they may fill in various topics, activities, movies, games, etc. that they enjoy. Students then circulate around the classroom to speak to their peers 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., *Bohdan aime le film X 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/she and the students can become aware of and discuss changes in the student's preferences in areas, such as favourite Internet sites, movies or pop artists.
- ▮ *Example:* A teacher hands out a short learning styles survey that includes 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 card each selected to best reflect their own response. 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 include observations or questions related to 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, self-assessment, 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 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).

📖 *Suggestion:* A teacher may take a learning style survey that focuses on multiple intelligences by coding small index cards with the name of every student as well as a coloured dot representing an intelligence to which the student responds strongly. When grouping students for tasks or activities by intelligences, he or she sorts the cards by coloured dots (Blaz 2006, p. 20).

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

MOTIVATING STUDENTS TO LEARN FRENCH

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

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

DEVELOPING STUDENTS' CONFIDENCE

Teachers can:

- ▶ provide regular encouragement and reinforcement of student learning to date
- ▶ celebrate students' successes
- ▶ highlight what students can do in French
- ▶ create a supportive and accepting learning environment
- ▶ encourage the view that mistakes are a natural part of learning
- ▶ make sure students regularly experience success and a sense of accomplishment before tackling more difficult tasks and concepts
- ▶ help students link past difficulties to controllable factors, such as insufficient effort, the use of inappropriate strategies, or confusion about what to do, rather than to lack of ability
- ▶ encourage students to set achievable and specific goals, such as learning 10 new French words every week, and support them in their efforts
- ▶ regularly and publicly celebrate student success.

DECREASING ANXIETY

Teachers can:

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

BUILDING ELEMENTS OF SURPRISE OR INTEREST

Teachers can:

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

ALLOW FOR PERSONALIZATION

Teachers can:

- ▶ personalize tasks and encourage students to do so as well

- ▶ provide students with choices about alternative ways to complete tasks
- ▶ connect the task with things students find satisfying or valuable.

DESIGN INSTRUCTION WITH INTERACTION IN MIND

Teachers can:

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

CONNECT TO REAL WORLD EXPERIENCES

Teachers can:

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

INCREASE STUDENTS’ SENSE OF SATISFACTION

Teachers can:

- ▶ create opportunities for students to produce finished products they can perform or display such as wall charts of what the group has learned
- ▶ celebrate success.

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

DIFFERENTIATING INSTRUCTION

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

The term differentiation embraces a variety of instructional strategies that recognize and support individual differences in learning. Differentiated instruction maximizes learning by considering students’ individual and cultural learning styles, recognizing that some students require adjusted expectations and offering a variety of ways for students to explore content and demonstrate learning, as well as accepting that these different methods are of equal value. With

differentiated instruction, the teacher attempts to create learning situations that match students' current abilities and preferred learning styles, while also stretching students' abilities and encouraging them to try new ways of learning.

Rather than focusing on trying to change people or modify or stop behaviours, the approach of differentiated instruction allows teachers to shift their professional focus to a calculated attempt at changing the environment. This is done to prevent problems, to limit students' opportunities to make poor choices and to model strategies by providing students with opportunities to 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 position of observers of teacher actions to doers, as shown in the following sequence:

- ▶ I do, you watch.
- ▶ I do, you help.
- ▶ You do, I help.
- ▶ You do, I watch (Wilhelm 2001, p.11).

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

Differentiating Content

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

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

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

- ▶ parallel instruction
- ▶ overlapping instruction and
- ▶ additional or remedial instruction.

PARALLEL INSTRUCTION

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels or at varying degrees of difficulty. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using French, but not all are working with the same outcomes.

▮ *Example:* Most of the students in a Grade 6 FSL class are working with activities related to the subfield of experience ENDANGERED ANIMALS that involve a range of question forms as well as adverbs of quality and intensity. Meanwhile, some of the Grade 6 students are working within the same subfield, but with related outcomes outlined in the Grade 5 program of studies such as commonly-used question forms and the negative structure *ne... pas*, because they do not have consistent control over these linguistic elements.

OVERLAPPING INSTRUCTION

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

▮ *Example:* A Grade 4 student with a mild cognitive disability may practise and apply his or her goals of using pictorial symbols to express basic requests within the classroom, while other students use the French words orally to do the same task.

ADDITIONAL OR REMEDIAL INSTRUCTION

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

Differentiating processes

Differentiating processes means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require adapting how

students participate in a learning activity or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal-setting, changing the pace of instruction and using visual and verbal cueing are examples of differentiating processes so that all students can be active participants in the classroom.

Differentiating products

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

Differentiating environments

Differentiating the environment means varying the actual physical and social setting where learning takes place or the conditions under which a student works. The learning environment can be differentiated by changing the actual place where students work, altering the teacher's expectations, allowing flexible time limits, providing opportunities for collaborative learning and giving students opportunities to work alone.

A teacher cannot work one on one with each student all of the time, but by changing the seating arrangements, for example, teachers can help students meet and develop relationships with others from whom they may potentially receive some assistance or the opportunity to share ideas and build independence.

Individualized program planning

Every student who is identified as having special learning needs is required to have an Individualized Program Plan (IPP). This plan, typically coordinated by the student's classroom teacher and the child's parent or guardian, contains information about the student's strengths and needs, current assessment data, any relevant medical history, other services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The FSL teacher is considered a member of the student's learning team and may be asked to participate in planning meetings to discuss how target goals can be addressed in the second language classroom and to provide feedback on the student's needs, strengths and progress.

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

studies, but outcomes related to reading in a second language may be modified.

The IPP also contains recommended accommodations and instructional strategies. An accommodation is a change or alteration in the way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least decrease, the impact a student's special needs may have on his or her learning while giving him or her the same opportunity to succeed as other students. Once a student has been identified with special learning needs, accommodations should be considered in consultation with parents and other teachers to ensure the student can access the outcomes of the program of studies and learn and demonstrate new knowledge to the best of his or her abilities.

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

Making accommodations

The following accommodations are frequently used to support students with special learning needs in grades 4 to 6.

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

Tracking task completion

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

- Example: A teacher provides students with a list of related activities and tasks from which they must select a specific number to be completed by a certain date. To keep track of their progress, at the end of each class students place the date next to the activities they have worked on along with a symbol to signify *J'ai commencé l'activité* or *J'ai complété l'activité*.
- Example: A Grade 6 FSL teacher creates a three by three grid and lists various tasks and activities related to the subfield of experience HEALTHY EATING in each square. Students are instructed to complete one row of activities on the grid, either vertically, horizontally or diagonally, by a specific date. As students are working on a task, the teacher circulates to assess completed work and to mark the squares on the grid with a special stamp pad. Not all pieces of work need to be assessed equally or in an in-depth manner. The teacher chooses to grade holistically and notes specific areas of improvement over time. The activities in the grid can include listening comprehension tasks such as watching a short video clip dealing with food choices, and filling out a related comprehension checklist. They can also include a number of production tasks such as making flash cards of food vocabulary with images on one side and words on the other, making a crossword puzzle using as many food vocabulary items as possible or creating a song or a rap to help someone else remember food-related words and expressions. Another task could be a survey of five classmates regarding their food preferences. One could include the creation of a dialogue at the supper table on the topic of healthy eating in which one partner mimes the actions of both speakers and the other reads the script aloud, followed by related worksheet activities as required.

PROGRAM PLANNING FOR DIFFERENTIATION

Appendix U contains some tools which may be of some assistance to teachers using a differentiated approach to instruction. Teachers may choose to set a goal to work in one area of differentiation at a time and expand their repertoire of instructional strategies related to differentiation in that area before moving to another.

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

STEP 1 – Identify underlying concepts

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

STEP 2 – Choose appropriate instructional strategies

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

- ▶ Present new material in short periods of time, through varied activities.
- ▶ Use materials at a variety of difficulty levels 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.
- ▶ Demonstrate, model or act out instructions.
- ▶ Complete the first example with students.
- ▶ Use a multisensory approach, having students touch, manipulate, hear and smell materials as appropriate.
- ▶ Present concepts in as concrete a way as possible.
- ▶ Use pictures and concrete materials whenever possible.
- ▶ Use different coloured chalk, pens or fonts.
- ▶ Break up information into smaller steps.
- ▶ Provide additional time to preview materials and/or complete tasks.
- ▶ Adapt the level of questioning.
- ▶ Use advance organizers.

STEP 3 – Choose strategies for student practice

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

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

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

SPECIFIC INSTRUCTIONAL STRATEGIES

Strategies for students experiencing difficulties with attention

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

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

Students experiencing difficulties with attention may:

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

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

CREATE STRUCTURE TO FOCUS ATTENTION

- ▶ Provide study carrels, earphones, desks located in a quiet part of the classroom or other physical accommodations to reduce extraneous stimuli.
- ▶ Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- ▶ Limit materials on desks or workspaces.
- ▶ Keep instructional group sizes as small as possible.
- ▶ Limit the number of oral instructions given at any one time and follow up with printed instructions that include visual cues.

REDUCE PROBLEMS WHEN SHIFTING ATTENTION

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

ALLOW TIMES FOR APPROPRIATE MOVEMENT

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

MANAGE THE ENVIRONMENT TO MAINTAIN FOCUS AND MENTAL ENERGY

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

USE LOW-KEY CUES TO CORRECT INAPPROPRIATE BEHAVIOURS

- ▶ Have students design and make reminder cards for listening, focusing and sharing skills.
- ▶ Post the reminders on students' desks and when walking by, point to the reminder.
- ▶ Collaborate with individual students to identify unobtrusive signals or simple physical cues the teacher can use, such as a hand on the shoulder, to remind or indicate to a student that a behaviour is interfering with learning.
- ▶ Use fluorescent file cards with key messages such as "Talk in a low voice" or "Keep working" and if students need reminders, place the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

ENCOURAGE STUDENTS TO ATTEND TO INSTRUCTIONS

- ▶ Enforce a "No pencils in sight" rule during class instruction and discussion times.
- ▶ Teach students to fold over their worksheets so only the directions show. (This physically slows down students and encourages them to attend to directions.)
- ▶ Ask students to repeat directions in their own words to a partner or the teacher.
- ▶ Ask students to work through a few questions and then check their work.
- ▶ Hand out worksheets one at a time when possible.
- ▶ Make a graph for certain tasks, such as work with vocabulary lists, and have students record the number of correct answers versus the number of completed answers. (This may benefit students who might be more focused on quantity than quality.)

Strategies for students experiencing difficulties with memory

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

Students experiencing difficulties with memory may:

- ▶ be unable to remember colours and shapes, despite repeated instruction
- ▶ be unable to recall information, despite extensive studying
- ▶ frequently lose their belongings
- ▶ have problems remembering daily routines, despite regular exposure
- ▶ have problems recalling facts and procedures such as new vocabulary words or verb forms.

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

SUPPORT AND ENHANCE MEMORY SKILLS

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

INTEGRATE MEMORY AIDS INTO EACH LEARNING ACTIVITY

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

PROVIDE MULTISENSORY CUES FOR EASY RECALL OF INFORMATION AND SKILL

- ▶ Teach sound–symbol associations when introducing new vocabulary words by saying the name of the letter, its sound and a familiar word

that starts with that letter while looking at a picture of the word and tracing the letter on the desk, in the air or in a sand tray.

- ▶ Use visual cues such as colour coding, photo and drawing sequences, charts and videos.
- ▶ Use auditory and kinesthetic cues in combination, by linking songs with movement and dance patterns or by linking music and physical routines to fact learning.
- ▶ Incorporate hands-on learning experiences and demonstrations.

SET UP CLASSROOM ROUTINES FOR EASIER ACCESS TO INFORMATION AND MATERIALS

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

TEACH STUDENTS STRATEGIES TO MEMORIZE SPECIFIC PIECES OF INFORMATION

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

Strategies for students experiencing difficulties with reading

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

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

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

HELP STUDENTS LEARN TO VISUALIZE AS THEY READ

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

CREATE EXTRA SUPPORT FOR STUDENTS WITH READING DIFFICULTIES

- ▶ Pair less able readers with competent readers and have them read and complete assignments together.
- ▶ Provide students with picture dictionaries to help them find and remember vocabulary.
- ▶ Photocopy reading material for students with reading difficulties. Use whiteout tape to cover new or difficult words and write simpler or previously learned vocabulary on the whiteout tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar parts of speech.

TEACH STUDENTS SPECIFIC READING STRATEGIES

- ▶ Introduce text content strategies to use before, during and after reading to help students identify, learn and understand ideas in new material. Text content strategies include making connections to previous knowledge or experience, making predictions about what will happen in a text and asking themselves questions about the text.
- ▶ Teach decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to help students break down and decode sentences.
- ▶ Introduce cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking, “Does this make sense to me?”
- ▶ Provide strategies for dealing with unfamiliar vocabulary such as the “Read Around” strategy, in which students skip the word and read to the end of the sentence. Then, they read the whole sentence again, asking themselves what word might fit into the space taken up by the unknown word while looking at the beginning of the word for letter–sound clues and any associated visual cues.

Strategies for students who are gifted

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

in different situations and may exhibit difficulties adjusting emotionally and socially. One of the tools in **Appendix U** highlights traits and characteristics of gifted students.

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

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

USE FLEXIBLE PACING

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

TRY COMPACTING OR TELESCOPING

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

To successfully implement compacting, a teacher may follow these steps:

- ▶ Identify learning objectives for the whole class, according to the program of studies.
- ▶ Pretest the entire class to identify students who would benefit from an opportunity to compact.
- ▶ Plan appropriate alternate activities.
- ▶ Eliminate unnecessary practice and review activities for those students who have mastered the material.
- ▶ Keep accurate records of compacting activities and assessments.

PROVIDE ALTERNATE LEARNING ACTIVITIES

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

Collaborative tasks and cooperative learning

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

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

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

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

In summary

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

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

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

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Why assess

What to assess

Current trends in classroom assessment

Assessing effectively

New assessment practices imply new teaching practices

Sample assessment materials

Assessment instruments and practices

→ *Corresponding Appendix V*

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. Assessment allows teachers to monitor progress, diagnose individual or group difficulties and adjust teaching practices. Assessment can support student motivation when students are provided with ongoing information about their progress as well as with opportunities to set further goals for learning. Sharing the results of assessment with students, parents, other teachers and administrators provides an indication of student progress. All forms of assessment are done with purpose, involve professional decision-making and support learning.

Assessment for giving direction in teaching practices

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.

WHAT TO ASSESS

The FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) guides teachers as to 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 within all four components of the program of studies before they are assessed.

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

CURRENT TRENDS IN CLASSROOM ASSESSMENT

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

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

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

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

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

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

... the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in the learning, where they need to go and how best to get there.

(Assessment Reform Group 2001, cited in Gardner 2006, p. 2)

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

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.

(“Rethinking Classroom Assessment with Purpose in Mind—**Assessment for Learning**; **Assessment as Learning**; **Assessment of Learning**,” Western and Northern Canadian Protocol for Collaboration in Education 2006, p. 55)

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.

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 field of experience with which they have been working. The teacher lets the class know which criteria he or she will be focusing on when observing students as they speak with each other. For example, the teacher might observe whether or not students can ask questions and provide answers or whether they can share basic information and communicate words and phrases comprehensibly. The teacher records observations of particular students using a criterion-referenced checklist, similar to ones seen in **Appendices R** or **V**. The teacher uses the results of the observations to determine which kinds of structures or practice need to be worked with further 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 to reflect on why and when a teacher assesses students' progress. 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 observation to modify my instruction, either with this individual 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?

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 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.

When implementing a focus on assessment *as* learning, 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 to achieve deeper understandings of what students know about themselves so that they become better equipped to look at themselves critically and become more effective decision makers *vis-à-vis* their own learning. To achieve this, students need to be trained in the reflective process and shown the importance of becoming aware of their strengths and their challenges so as to improve learning. Structured, modelled practice over time will

provide students with the opportunity to develop the independence they need to monitor their own learning.

Example: Students have learned the names of common school and classroom supplies in French and have prepared a drawing of their own 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 practice their brief presentation before presenting it to a small group of students. Afterwards, the teacher provides students with a reflection sheet similar to one found in **Appendix V**. 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 () prepared a draft ...”; “When I presented, I () made sure to use eye contact, () 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 on their own learning? How can I help them to articulate what has been done well, what needs improvement, and to identify their next steps toward a clear, long-term learning goal?
- ▶ As my students work on a task I have assigned them, do I often encourage them to compare their work in progress with checklists, rubrics or exemplars I have provided for their use?

- ▶ Do I plan for regular—but not too frequent—intervals for students to articulate and show their learning to someone else?

Assessment of learning

Assessment *of* learning focuses on the cumulative results of learning. It involves providing information on student knowledge or performance, in a quantified fashion, as it directly relates 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:* At the conclusion of a unit entitled MY ELEMENTARY SCHOOL, each student takes a turn walking an adult volunteer/guest through the school. The student and the guest stop at various rooms in the school. The student identifies each room or area, mentions the name of the person who typically works there and when relevant, a specific location or room number is given. For example, *Voici la salle de musique. C'est la salle de classe numéro 25. La salle de musique est à côté du gymnase. Monsieur Butler est l'enseignant de musique.* As the student speaks to the guest, he or she also uses a handheld audio recorder to record his or her voice. At the end of the tour, the teacher listens to the recordings and assesses them based on criteria related to the learner outcomes that have been shared with students in advance. The resulting grades are 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 best demonstrate 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 highlight their learning?
- ▶ Since I am checking learning for reporting purposes, how do I know whether the assessment tool 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 particular 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 back with the student as part of more assessment *for* and *as* learning?
- ▶ Are the records I am keeping detailed and accurate enough so I can provide meaningful information to students, parents and others using my notes? Have I included all pertinent information like dates and criteria?

ASSESSING EFFECTIVELY

Teachers can ensure that their methods of assessment are effective by ensuring that they:

- ▶ strive for clarity
- ▶ maintain balance
- ▶ ensure validity and reliability
- ▶ accommodate individual needs and differences.

STRIVING FOR CLARITY

In order to support student success, teachers need to be clear about not only what they want students to do, but what it is they want students to learn. The purpose and key elements of each learning task, as well as each assessment activity, should be identified for students. Expectations can be stated orally but should be backed up in writing so that students have a point of reference at a later time. Furthermore, the availability of 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 structures known to students.

▮ *Example:* Before assigning a project to the class in which students design an imaginary family, the teacher uses magazine pictures or clipart to illustrate a family booklet of an imaginary family that follows the criteria provided to the students. The teacher drafts a sample text that reflects the type of text that can easily be expected of most of the students in the class.

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; i.e., assessment *for*, *as* and *of* learning, while also reflecting a balance between the four components of the program of studies and the four language skills.

Not everything needs to be assessed all the time. There is no obligation to assess each activity completed in class. However, it is essential to be informed of where students are in their learning, what prior knowledge they have and what preconceptions or gaps they may have related to the material that is being taught.

Regular, systematic assessment, along with periodic celebrations of success, encourage students to do their best, to be involved in their learning and to focus their attention on the knowledge they are acquiring and the skills they are developing.

ENSURING RELIABILITY AND VALIDITY

By using many different assessment practices and instruments, teachers provide students and themselves with a better picture of student skills and accomplishments than they would if they limited themselves to the repeated use of a narrow range of instruments.

Reliability comes from cross-referencing the results of a range of assessment instruments and finding that the results of the various pieces of evidence corroborate each other. The combination of practices related to assessment *for* learning, such as anecdotal notes, and assessment *of* learning, such as performance tasks, along with conversations held with students as part of assessment *as* learning allow the teacher to draw reliable conclusions about students' learning.

Just as teachers need to ensure that their assessment processes provide them with enough consistent information to allow for reliability when assessing students' learning, so must they ensure that the assessment tools and processes are valid; i.e., that there is a good match between the intended learning, the tool being used to assess the intended learning and the decisions being made as a result of that instrument's use.

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 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 students and students who have behavioural, intellectual, physical or communication-related exceptionalities may benefit from adjustments to the kind, breadth, depth and pace of assessment provided by the teacher. Adjustments could include a reduction in criteria, an increase in time or additional support. All students benefit when the focus of assessment is on what a student **can** do, rather than on what a student **cannot** do, since assessment should be about growth and progress, not about failure.

NEW ASSESSMENT PRACTICES IMPLY NEW TEACHING PRACTICES

When preparing to implement all three 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 own learning. They may seek ways in which to foster the development of a community of learners within 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 the desire and ability to make learning explicit, promoting learner autonomy, promoting inquiry and working toward building social capital. **Appendix V** 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 V also includes some sample assessment materials that can be used and adapted for a particular classroom context.

Alberta Education has produced a sample of classroom assessment materials for French as a Second Language which can be accessed and downloaded at <http://www.education.gov.ab.ca/french/fsl/ClassAssessment/gr4/guide.asp>.

Although this resource focuses on outcomes specific to the Grade 4 program of studies, teachers of other grades may nevertheless model their assessment instruments after many of the materials included in the document. Additional samples are available within the kits that are being produced for grades 4 and 6.

SAMPLE ASSESSMENT MATERIALS

In the sections that follow, various assessment practices and instruments are associated with one of the three purposes for assessment. An overview is provided in **Figure 8.1**. However, the use of these practices and instruments is 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.

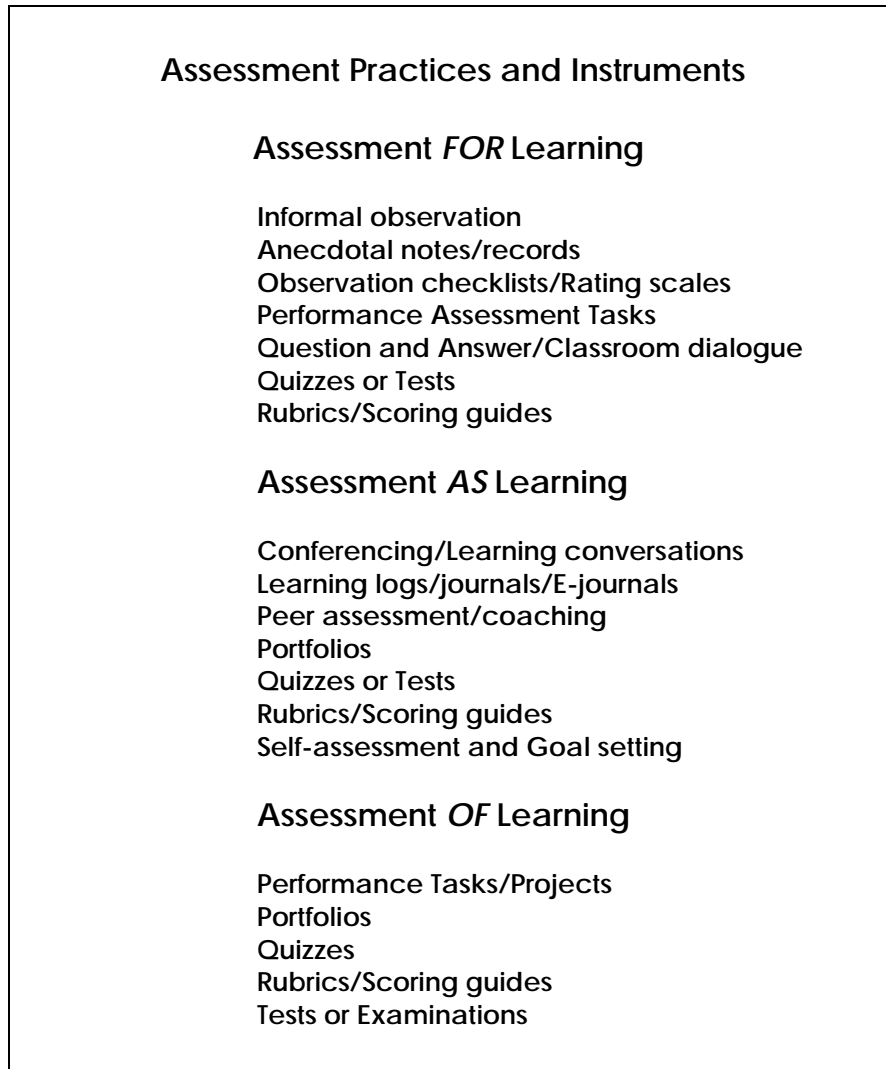


Figure 8.1: Overview of Assessment Practices and Instruments

Practices and instruments related to assessment *FOR* learning

INFORMAL OBSERVATION

- ▶ may be used when assessing the effectiveness of a particular teaching strategy or the progress of an individual or an entire class in relation to learning outcomes. Because this practice is used solely to make adjustments in the instructional plan, no notes or grades are recorded.
- ▶ assists teachers in determining whether and when review is necessary and when it is time to move on to new material.

ANECDOTAL NOTES (also referred to as ANECDOTAL RECORDS)

- ▶ are used for recording specific observations of individual student behaviours, skills and attitudes.
- ▶ are brief, objective and focused on specific outcomes.

- ▶ are usually most accurate if recorded during or immediately following an activity.
- ▶ can be shared with students and parents if they contain information on single 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.

Feb. 6.

Julie K.

- *used phrases from model posted, and was able to rearrange them to suit her purposes*
- *hesitated when finishing 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; or met/not met and allow teachers to indicate the absence or presence of the demonstration of a specific criterion.
- ▶ often include a mixed design: a blend of checklist, rating scale and spaces for additional brief comments to provide information not captured by other means.
- ▶ provide a record of observations over time if the teacher ensures that the dates of the observations are always included.

📖 *Suggestion:* For ease of use, students' names can be entered in a blank copy of the checklist or rating scale according to a seating arrangement frequently used in the classroom or alphabetically by

first name. Then after multiple copies are made, they are ready for use, requiring the teacher only to fill in 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. That way, teachers can focus on a few students each class period when similar activities are underway. The criteria on the checklist could include three to four items from a list such as the following:

- follows directions
- takes risks to communicate
- asks for assistance
- communicates in French as much as possible
- accepts correction as a means of improving
- uses the resources available in the classroom
- works appropriately in groups
- stays on task
- makes connections between knowledge of French and another subject area.

☞ *Suggestion:* The template for a generic analytic rubric included in **Appendix V** can be used or modified as needed.

PERFORMANCE ASSESSMENT TASKS OR CUMULATIVE TASKS

- ▶ are goal-oriented activities in which students construct responses, create products or demonstrate a skill they have acquired. Students are often engaged in the task because of the motivating nature of the task and not only because it serves an assessment purpose.
- ▶ may also be used toward the beginning of a particular unit of study as a way for the teacher and students to become aware of learning needs and to plan subsequent lessons accordingly.

☞ *Example:* A teacher is interested in trying some of the principles of task-based learning in a Grade 5 FSL class. The students are just beginning to work with the field of experience of CLOTHING, and have not yet encountered the names for all the vocabulary items. However, the teacher provides a model for a task involving a conversation between two people deciding which kinds of clothing items to pack for a holiday in a location that has hot weather. In the model, the speakers are limiting themselves to the range of vocabulary at which the students currently find themselves, with the addition of a few new general structures such as, *Je veux prendre cette chose-ci ou cette chose-là*. Working with images of various clothing items, small groups of students briefly try to carry out the task of “packing their suitcase” using any French vocabulary they can recall and apply. When students discover a phrase that they would like to know in French in order to better carry out the task,

they make note of it. In a reporting phase, the groups of students share their list of missing phrases and words with the class. This list will be considered as the teacher plans the remainder of the unit. Toward the end of the unit, students carry out the same task and reflect on the learning that occurred in the interval.

QUESTION AND ANSWER (also referred to as CLASSROOM DIALOGUE)

- ▶ can help teachers determine what students know, understand and can do, while making the learning process more transparent for students if the questions 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 related to raising hands allows all students to have time to think about a question before individuals are called upon to provide responses (*ibid*).
- ▶ help increase student involvement, promote thoughtful reflection and provide teachers with a deeper understanding of their students' level of knowledge if teachers take all answers seriously, whether they are right or wrong (*ibid*).
- ▶ will likely occur in English rather than in French with beginning students as they may not have the necessary vocabulary to express their understandings.

📖 *Example:* A teacher 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 helps them to know that for some teachers, it can take up to a year to integrate this practice meaningfully into their teaching (Black and Wiliam 2006, p. 14).

📖 *Example:* An FSL teacher designs questions to spark student reflection on key concepts related to functions and purpose of language or discovery of cultural aspects and grammatical rules. Students can be allowed pair or small group discussion time prior to sharing their potential answers for questions of this nature. The teacher can follow up thoughtful student responses by meaningful teacher responses as well as challenges in order to help students extend their understanding. The teacher makes mental or written notes after hearing student responses to questions in order to shape directions for subsequent lessons (*ibid*).

QUIZZES or TESTS

- ▶ are dealt with in more detail in the section on assessment *of* learning. However, they can be valuable when it comes to other purposes of assessment, such as assessment *for* learning.
- ▶ can provide students with an opportunity to practise what they know and are able to do in a nonthreatening manner 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.”

📖 *Example:* A teacher uses an analytic rubric to verify how well students were able to complete elements of a task. If the intent is to guide further instruction, this use of a rubric supports assessment *for* learning. Because the students are in the early stages of learning and wide ranges of performance are difficult to define, the teacher uses a three-scale design that includes descriptors rated from 1 to 3, each of which describe 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 V** can be used or modified as needed.

Practices and instruments related to assessment AS learning

CONFERENCING (also referred to as LEARNING CONVERSATIONS or INTERVIEWS)

- ▶ involves purposeful and focused yet relaxed and friendly meetings, or 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 related to critical self-assessment and peer assessment as they learn to reflect on learning.
- 📖 *Example:* As students are preparing for a particular performance task, the teacher facilitates a conference with small groups of students to help them identify which aspects of the task they can already do well and which aspects they wish to identify as an area of growth. As part of the conference, the teacher offers concrete suggestions for improvement.
- 📖 *Example:* In a group conference, students have the opportunity to share their work, to emphasize what they are proud of, and to ask questions. Other participants point out what they like about each student's work and offer suggestions for improvement. Students learn to use feedback about their work to make improvements. Teachers may decide to observe and record anecdotal notes during the group conference.
- 📖 *Example:* A student and a teacher may meet one-on-one to review anecdotal notes made by the teacher on aspects of the student's learning or to 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 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 beginning students and students 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 provides a meaningful context for the students' use of French.

Appendix V 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 related to 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 subfield of experience, such as feeling well/feeling ill, students fill out a peer assessment checklist, 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 within a single 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 into the portfolio helps them examine their progress and 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 relate 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" (BC 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 their use.
- ▶ 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. They 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 which engaged the learner’s time and attention and which 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 “Got it/ Getting it/Don’t get it yet” in order to allow students to reflect on their levels of understanding.

 *Example:* Self-assessment instruments may use metaphors and graphics to illustrate rating scales. For example, using a metaphor of an ice cream cone, two scoops can indicate “I completely understand!” One scoop can mean “I partially understand” and no scoops of ice cream in the cone can imply “I don’t understand.” Likewise, the rating scales can involve the use of French words, such as *Oui! Presque!* and *Pas encore!* to indicate different levels of understanding.

Example: An FSL 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 remember particularly challenging words or phrases, a teacher has students 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.

Practices and instruments related to 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 put multiple skills to use.
- ▶ 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 for an authentic audience.
- ▶ may consist of multiple smaller tasks pertaining to a specific theme or topic within a field of experience.
- ▶ can include simulations or the creation of specific products that have meaning to students beyond their use as part of an assessment process.
- ▶ allow students to create personal meaning.
- ▶ should be designed with the students' age, cultural background and level of cognitive and linguistic maturity in mind. They should be flexible enough and appropriate for every student in the classroom.
- ▶ can help students understand their progress in the development of language competency, if 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 Grade 4 teacher is concluding a unit on an ALBERTA WINTER FESTIVAL as a culminating task. Students are to prepare a radio announcement and a poster indicating when the festival will occur, where and what some of the activities are. The students work in groups, and the group's performance and products are assessed using rubrics, group assessment and self-reflection instruments.

Appendix V includes a checklist that teachers can use when developing performance assessment tasks. Teachers may also make use of the performance assessment tasks suggested in **Appendices K and M** or those included in the *French as a Second Language Classroom Assessment Materials* document available on the Web site at <http://www.education.gov.ab.ca/french/fsl/ClassAssessment/gr4/guide.asp>.

FSL teachers may choose to make use of task development strategies sometimes used by teachers in other content areas, such as the RAFTS writing strategy (Holston and Santa 1985, pp. 456–457). In this instructional strategy, students are given indicators of the role (R), audience (A), format (F), topic (T) and a strong verb with which to start (S). For example, students might be told: You are a custodian [role]. Create a wanted poster [format] addressed to the students of the school [audience] in which you plead [strong verb] with them about the conditions of certain classrooms in the school [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 practiced in class.
- ▶ may relate 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 from the program of studies in order to obtain valid results.

In summary

When planning for effective classroom assessment, teachers begin teaching with the end in mind. Teachers ask themselves which learning outcomes they intend to help students achieve; teach to those outcomes; and 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 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.

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 further develop their own knowledge and skills.

Chapter 9 provides a discussion related to the use of technology in the FSL classroom.

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Language teachers early pioneers of ICT integration

Supporting students with special learning needs

Uses of technology in FSL classes

Accessing authentic language

Gathering Information

Communicating via technology

Creating collaborative communities

Accessing cultural knowledge

Concentrating on specific skills

Meaningful practice in authentic contexts

Creating texts of all types

Expanding critical thinking skills

Exploring virtual realities

Customizing for individual differences

Accessing “Just In Time” support

Receiving feedback on progress

→ *Corresponding Appendices W, X, Y*

LANGUAGE TEACHERS EARLY PIONEERS OF ICT INTEGRATION

Technology can expose teachers and students to authentic contexts for learning. A variety of technologies can also provide students with access to resources, as well as with alternative methods of representing and communicating their knowledge. The use of technology can foster innovation, facilitate dialogue and offer potential for developing new practices in the education and research communities.

The use of technology in the FSL classroom has progressed from large reel-to-reel tape players and state-of-the-art language laboratories to instantaneous access to an abundance of information via the Internet.

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 was what 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.

The purpose of this chapter is to highlight how various technology-based resources available today can support language learning in the FSL classroom. All four components of the FSL program of studies can be supported through the use of available technologies. 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 used at the time of writing might not be current for long. 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.

SUPPORTING STUDENTS WITH SPECIAL LEARNING NEEDS

Students with special learning needs in the FSL class may require assistive technologies to support their learning. Assistive technologies are those media, devices and services that are used to help students overcome barriers to learning and achievement. For example, a student who is blind will need to have learning materials in an alternative format such as Braille or in digital format so that materials can be read aloud by text-to-speech software. Students with physical disabilities who cannot write using pencil and paper may need to use a computer with an alternative keyboard and mouse to communicate what they know. Students with learning disabilities may need additional supports to read print materials, even though they can comprehend the materials in other forms.

Traditionally, assistive technologies have been used with students with special education needs, such as physical, sensory or cognitive disabilities. However, using assistive technologies in the general language learning classroom can benefit a wide variety of students, beyond those for whom the technologies may have initially been intended. References to assistive technologies are included throughout this chapter as well as in **Appendix W**.

USES OF TECHNOLOGY IN FSL CLASSES

Information and communication technologies provide a vehicle for communicating, representing, inquiring, making decisions and solving problems. Outcomes related to the integration of information and communication technologies (ITC) are defined in the NINE-YEAR FRENCH AS A SECOND LANGUAGE PROGRAM OF STUDIES (GRADE 4 TO GRADE 12).

Both teachers and students can benefit from access to technology-based resources as a means of developing students' language skills. In an FSL class in particular, information and communication technologies allow students and teachers to:

- ▶ attain exposure to authentic language
- ▶ gather and analyze information
- ▶ communicate with others by sharing information and resources with people in other places, in a more efficient manner and in real time
- ▶ collaborate with others, 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 and
- ▶ 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.

ACCESSING AUTHENTIC LANGUAGE

Language learners need to access a lot of spoken language in order to develop all of their language skills. Listening comprehension as well as listening strategies are aided by the access opportunities that many types of technology afford students. Cassettes, audio CDs, video recordings or Internet-based audio resources allow learners to access a variety of examples of French spoken for authentic purposes. Using a range of audio resources allows teachers to ensure that their students are exposed to a variety of speakers and voices whose spoken French may differ slightly depending on the origin, age and social class of the speaker. Oral text types, such as weather reports, can serve as models for students' oral production as well.

Depending on the physical arrangement in 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, both in English and in 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 do provide students and teachers with access to models of spoken French in a range of contexts.

Teachers interested in supplementing resources authorized by Alberta Education with authentic language samples, such those found on French Internet radio sites, are encouraged to do so; however, teachers must ensure that these resources are suitable for classroom use and that they align with outcomes in the program of studies. **Appendix J** provides guidelines to consider when selecting additional resources. In particular, **Appendix J** makes reference to the *Guidelines for Recognizing Diversity and Promoting Respect*, which must be followed when resources are chosen for use in the classroom.

GATHERING INFORMATION

The learning of a language is closely tied with 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.

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 Grade 6 FSL class working with the field of experience MY NEIGHBOURHOOD may use a telephone in the classroom to place calls to local businesses and institutions to find out their opening hours. The students can then use the information to create a document in French about the amenities of the 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 *Voila.fr*. Some search engines, such as Google, allow users to set the interface and carry out the search in a range of different languages, including French.

The challenge for language teachers is to help students find information that is commensurate with their reading comprehension level in French.

Alberta teachers and students may access *L’Encyclopédie canadienne* through the Online Reference Centre / *Centre de référence en ligne* which is accessible at <http://www.LearnAlberta.ca>. While this resource is not written for FSL students in particular, it provides them with the opportunity to view authentic texts geared to their Francophone peers.

☞ *Example:* Students in a Grade 5 FSL class dealing with the subfield COMMON WILD ANIMALS view the collection of images and descriptions about *mammifères*, which is available by choosing the *Galleries* option in the section entitled *À la découverte. Les mammifères* are found under the heading *Nature*. Students are asked to identify one key fact presented in the brief description. The information found can be used for a range of purposes; e.g., to create cards for a memory game or to use on place mats, book marks or other projects that could be made to commemorate an event such as World Animal Day (October 4).

Teachers can also use the Internet to gather information related to language teaching and learning. Alberta Education provides a number of Web sites with documentation regarding the teaching and learning of languages. These include a site specifically related to FSL http://www.education.gov.ab.ca/french/fsl/default_EN.asp, as well as a site promoting the teaching and learning of second languages in Alberta: <http://www.education.gov.ab.ca/languages/>.

COMMUNICATING VIA TECHNOLOGY

Language is learned so that people can communicate with each other. In the past, FSL teachers interested in facilitating communication between their students and students in partner classes in other regions or countries had their students prepare audio or video recordings of messages to be sent by mail. Today, teachers may continue to use these methods when communicating with students in locations without access to high speed Internet. Where accessible, a number of technologies allow for much more immediate communication, either between individuals or among or between groups of people.

In the case of many distributed learning environments in which students are working at a distance, all or most of the classroom interactions will

be facilitated through the use of a variety of technologies. In other contexts, some of the technologies mentioned briefly below can be used for specific recurring contacts or one-time communicative projects.

This section addresses technologies that can be used to facilitate communication between teachers and students, between students in separate classes, and between students in remote areas or countries. Alternate uses for these technologies, as well as other examples, can be found for almost any of the points made below. This section is not intended to be exhaustive, but rather illustrative of the variety of ways in which technology can 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 X**.

Where its use does not contravene jurisdictional or school policies, instant messaging or text messaging allows people to interact with each other using text on screen rather than the spoken word. This form of communication can help in the development of decoding skills. However, linguistic accuracy is often neglected due to the inherent immediacy of communication this type of technology affords.

Communication from one to many

WEB SITES and BLOGS

Teachers who find it beneficial for their students to access course and lesson materials via the Internet, particularly those teachers working in a distributed learning environment, often post their lesson content to a dedicated space on the Internet.

Teachers considering posting content to their own dedicated space may be interested in developing their ability to use Web designing 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 (VC)

Teachers teaching in a distributed setting may require videoconferencing 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 video conferencing suites to share information about themselves or class projects.

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 access to language learning at any time and any where. The Canadian Association of Second Language Teachers provides information about podcasting on its Web site <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 video-conferencing.

BLOGS

A blog (or weblog) allows an individual 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 all the French classes in the 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. The teacher verifies in advance that the planned project complies with the *Freedom of Information and Protection of Privacy Act (FOIP)* as well as with jurisdictional technology policies.

SECURE ONLINE COMMUNITIES

An emerging technology that is making it possible to hold discussions in private with a select group of participants is the provision of online communities. At the time of printing of this guide, one such example is called Wikispace; however, as this technology develops further, names and services of such online spaces may change rapidly. Such online communities allow language teachers interested in facilitating written communication between their students and the students in a partner class 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. These tools often do include features that allow for synchronous communication (communication that occurs in real time), such as oral conversations and text messaging, that occurs 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 to share and discuss as a group at the same time. This technology usually requires a fairly high bandwidth along with a certain level of comfort with technology. Reasonable precautions must be taken to ensure that the safety and identity of the participants are not compromised. However, tools such as these facilitate the creation of virtual learning environments that allow for interaction, feedback and exchange of documents between and among students and teachers, in a way similar to learning in a face-to-face environment.

INTERACTIVE WHITEBOARDS

This technology consists of a display panel that can function in many ways, including as an ordinary whiteboard, a projector screen or as a computer projector screen. Users can control the image by touching or writing on the panel. They can also write or draw on the surface, save the image to a computer, print it off or e-mail it to others. Clip-on whiteboard conversion kits, such as Mimio and eBeam, offer some of the same features. Students who cannot use a computer mouse often find they can work better if they have access to this technology.

TRANSMITTING VOICES OVER THE INTERNET

Transmitting live conversations over the Internet can be of special interest to language teachers as it is relatively inexpensive and easy to do. Applications such as Skype allow small groups of teachers and

students to connect with each other or with other speakers of French who have an Internet connection, a microphone and sufficient bandwidth to carry on a conversation in real time. If the parties involved also have access to a digital camera, visual images of the speakers can be transmitted, but this is not a requirement. Because of differences in time zones, connecting with native speakers during school hours might not be possible; however, conversations between students within a school jurisdiction are possible.

VIDEOCONFERENCING

Whether through a state of the art school studio or a personal desktop studio, the use of videoconferencing technology and the associated infrastructure to simulate face-to-face communication is expanding. Whether it is used to connect groups of learners with students in other countries, to broadcast presentations or special events or as the primary means of conducting teacher and student interaction, videoconferencing offers a number of possibilities for language classes.

▣ *Example:* A Grade 6 FSL teacher interested in facilitating a cultural exchange between students in his or her class with Francophone children 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 fête de la Sainte-Catherine*. 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 traditions related to *la fête de la Sainte-Catherine* to share with the partner class. Some multimedia presentations with embedded audio files are shared ahead of time; others, such as the steps of a game or a dance, are shared as part of the festivities via videoconferencing after introductions have taken place. Both classes sing a song to the other group and show off their plates of *la tûre* to each other before the VC session ends. 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.

CREATING COLLABORATIVE COMMUNITIES

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

A teacher can begin simply by 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 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 Grade 5 FSL teachers living in different locations in the province meet at a professional development event. They decide to collaborate in the planning, development and sharing of activities for a unit on animals. One teacher sets up a blog and invites the other three as participants. When decisions need to be taken, one teacher posts a suggestion as well as a response deadline date. If others have an alternate 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

Another resource for teachers interested in communicating and sharing ideas as well as possibly collaborating with colleagues is the many online discussion groups or newsgroups related to language learning available on the Internet. Participants access these and post message 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.

ACCESSING CULTURAL KNOWLEDGE

The NINE-YEAR FRENCH AS A SECOND LANGUAGE PROGRAM OF STUDIES (GRADE 4 TO GRADE 12) identifies a number of Culture outcomes for grades 4 to 6 which involve recognizing French language conventions in texts such as:

- ▶ calendars
- ▶ schedules
- ▶ clothing labels
- ▶ food product information and
- ▶ neighbourhood signs.

These conventions include elements such as:

- ▶ abbreviations for forms of address
- ▶ date and time notation
- ▶ spacing for numbers containing multiple digits
- ▶ abbreviations for cardinal points, streets, avenues
- ▶ metric measurements and
- ▶ the use of Celsius in measuring temperature.

The culture outcomes also include an awareness of how French language accents and characters can be accessed on a computer

keyboard, as well as the existence of French language Internet search engines.

Teachers can make use of French language resources delivered through media such as interactive CD-ROMs or Web sites to illustrate the various cultural conventions mentioned above. By providing students with opportunities to use French language search engines and French keyboard shortcuts, teachers not only help students attain the cultural outcomes they also infuse information and technology outcomes into their lessons.

CONCENTRATING ON SPECIFIC SKILLS

Students are expected to develop skills in listening and reading comprehension as well as in oral and written production. Additionally, students must develop knowledge of vocabulary and language concepts. Various software applications and assistive technologies can support learners as they develop this knowledge and these skills.

LISTENING COMPREHENSION

Some schools use classroom amplification systems, such as sound field systems, to support students with hearing impairments and to reduce teacher vocal fatigue. These systems allow teachers to speak in a normal tone of voice and ensure that all students can hear them clearly, regardless of where in the classroom the students are seated. Classroom amplification also benefits students with behavioural and attention difficulties, as well as students who are learning a second language. These systems enhance students' ability to perceive and understand language in almost all instances.

Cassettes, videos, DVDs and web-based multimedia resources provide students with rich opportunities to develop listening comprehension skills and strategies. When listening to these audio materials, students can refer to teacher-created materials which 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 6**; only a few are included here to illustrate how a range of technologies may be employed to develop this skill.

- ▮ *Example:* As students listen to a recording of a story, a teacher moves silhouettes of characters and objects that are projected on an overhead projector or classroom data projector to accompany and support the actions occurring in the story.
- ▮ *Example:* Students are given the text of a song with blanks for words that are familiar to them. They hear the song a number of times, writing words in the blank as they hear and recognize them. By the time the song has been replayed a number of times and most of the words are filled in, many of the students find themselves singing along with the lyrics.

When watching audiovisual materials such as video clips, film excerpts, commercials, cartoons, etc., language learners have the opportunity to gather meaning from not only the soundtrack but also from clues in the background, the setting and from nonverbal communication (e.g., gestures, facial expressions). Using these kinds of materials, teachers can stop at any time to review or confirm understanding.

📖 *Example:* A teacher shows the class an excerpt from a movie clip with the audio turned off. Groups of students make suggestions and act out what they believe the conversation might have been before the segment is replayed with the audio turned on.

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 W**.

ORAL PRODUCTION

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

The ability to have pairs of students record themselves speaking and listening to their spoken interactions is invaluable when they are learning another language. Pairs of students may follow a skeleton model of a dialogue and, depending on which technologies are available (cassette recorders, voice recording features included in newer operating systems or mobile devices), they prepare audio recordings of these dialogues. The recordings can be reviewed in a conference with the teacher for the purpose of assessment *as* or *for* learning, or they can be shared with peers or parents as a demonstration of what students are able to do with the language.

Developments in voice recognition software will allow students to receive accurate and useful feedback on their pronunciation of isolated words and the use of specific expressions. At the time of publication, some software programs include a rudimentary indicator of pronunciation accuracy that may be of limited use. Whether or not a program provides feedback, however, students benefit from the ability to hear their own voices and to compare their pronunciation with a model, possibly in conjunction with one-on-one conferencing with their teacher.

WRITTEN PRODUCTION

Teachers and students can use word processing software to create and edit text in French. Most word processing programs include a French keyboard setting and features that allows users to type in French, as well as the ability to type on an English keyboard using shortcuts for French accents. **Appendix X** provides some direction to teachers and students wishing to access French characters on a computer keyboard.

Assistive technologies that support learners with written production can prove useful to all students, in addition 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 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 W**. Where available, these technologies may be used by the general class population for support with writing in French.

VOCABULARY DEVELOPMENT

Tools or programs such as Quia, Spellmaster and others that are accessible on the Web allow teachers and students to create learning activities ranging from crossword puzzles to quizzes, games and test banks. A simpler version of the program is 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 Grade 5 FSL class are beginning to work with the field of experience MY HOME. The teacher has shown them how to set up multiple sheets in a spreadsheet application, such as Microsoft Excel. Students enter each new vocabulary item in one column of the spreadsheet with a clip art graphic to illustrate the item in the second column. Students may decide to use the first sheet for words and expressions related to rooms and the structure of the rooms, and the second sheet for objects typically found in various rooms. Over the course of the unit, as students encounter new vocabulary items they enter them accordingly. From time to time, they alphabetize either column in order to print off a fresh copy of all the words they have gathered thus far and use this copy in various ways. Depending on the nature of the content, the context of the

class and the needs of the students, other columns can be added for definitions and examples of sentences in which the words are used.

DEVELOPMENT OF LANGUAGE CONCEPTS

The ability to project visual support when presenting students with new linguistic structures or new information is crucial for the teaching of languages. Teachers may find it useful to have a projection device, such as an overhead projector and/or classroom data projector, when illustrating or having students examine various French language concepts.

Teachers can 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 the previous class can be used 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 X's and O's, that have been modified for use with particular linguistic structures. Some of the activities described in **Appendix S** lend themselves to projection either by means of a multimedia projector or an overhead projector.

MEANINGFUL PRACTICE IN AUTHENTIC CONTEXTS

The various technologies described in this chapter, particularly in the section on communication, can be implemented as a part of the classroom activities and tasks that teachers plan for their students.

Students can simulate interviews, telephone calls and a number of other interchanges while following simple 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 Y** illustrates a number of variations on a single task, each using different available technologies.

CREATING TEXTS OF ALL TYPES

The expanding array of technologies is particularly useful in FSL classes. Both teachers and students are involved in a range of text creation—teachers plan for their students' learning and students create various text types as they develop skills in oral and written production.

FSL teachers may choose desktop publishing programs, multimedia presentation tools or software such as Boardmaker (see **Appendix W**), to create posters, transparencies, board games, certificates, handouts and worksheets: or to create other materials including models of authentic text types, such as menus, tickets and advertisements. Teachers may illustrate and post the necessary linguistic structures including the classroom expressions found in **Appendix C**, that students will use as they carry out activities and tasks.

Students can also use available tools and applications to create a range of document types as they develop and apply their French language skills.

▮ *Example:* Students in a Grade 4 FSL class working with the verbs *aimer, adorer, détester* prepare collages of images using free clip art and a simple desktop publishing program to illustrate their likes and dislikes. The teacher ensures that students learn to correctly reference the source of all of the images they use.

Multimedia presentation tools, such as Powerpoint and Director, allow students to prepare presentations and other types of documents that they can then share with their classmates or a wider audience using communication technologies. The amount of text that students in grades four to six are able to enter for such presentations is limited; 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 designing the layout of 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 correctly referenced. Jurisdictional technology coordinators or other jurisdictional staff working with ICT integration can advise teachers as to local policies on the use of image collections and Web sites in student or teacher work.

District staff may also be able to provide support to teachers as they learn more about the integration of technologies within 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 Grade 5 FSL class working with the field of experience CLOTHING decide to develop a *photoroman* style of story as their unit project. They develop a simple plot that can be illustrated by eight 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 and take pictures using a digital camera. The pictures are then downloaded to the 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 the documents has helped teachers customize and personalize their lesson materials.

▣ *Example:* Students in a Grade 6 FSL class working on the subfield of endangered animals can select one picture from a collection of magazines or Internet-based images showing various wild and endangered animals. A model structure is provided in which the teacher has prepared a sample poem addressing a wild animal which consists of four *pourquoi* questions and one response using *parce que*. Students follow the model to write their own poems. The final copies of the poems may be illustrated with a scanned or photocopied picture of the animal image, citing the source from which the photo was taken, and bound together into a classroom anthology to be read by other students.

EXPANDING CRITICAL THINKING SKILLS

Students who use information and communication technologies while developing their language skills benefit from the opportunity to communicate, inquire, make decisions and solve problems while learning French.

Concept mapping tools, such as Inspiration / Kidspiration, allow students to graphically categorize concepts and visually express thoughts. These can be used by individual students or in small group or whole class settings in a language class.

▣ *Example:* Before starting a project related to the theme of *le Festival du Voyageur*, the Grade 5 FSL teacher uses a digital graphic organizer to guide the students as they list possible questions to gather information about the festival such as *Où est le festival? Quand est le festival? Qu'est-ce qu'on fait au festival? Pourquoi est-ce qu'il y a ce festival?* Over a period of classes, as the students and

teacher find 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 display and share as evidence of learning.

Applications related to the production of spreadsheets and databases, such as Access, Clarisworks and Appleworks, tend to be linked more to math and science classes than to a language course. Yet creative language teachers are finding ways in which to include them in their repertoire of language learning activities as well. One such way can be to use spreadsheets for data gathering activities such as surveys.

▣ *Example:* A Grade 6 FSL class has just completed a survey of students' preferences when it comes to healthy and less healthy foods. Pairs of students enter and sort various pieces of data gleaned from the survey in order to generate and discuss results such as: *Quatorze élèves sur 20 préfèrent les pommes.* or *Soixante-dix pour cent des élèves de notre classe préfèrent les pommes.*

EXPLORING VIRTUAL REALITIES

Students used to playing computer games are familiar with simulations and virtual realities. Research and development of virtual realities for use in language learning is in its early stages. With time, opportunities to explore and make use of this emerging technology may enhance or otherwise impact language learning.

One feature in many virtual reality computer games is the creation of a virtual character or avatar. FSL 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.*

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 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 within 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 visiting the same chat room that they are. 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 gathers and shares information with others.

CUSTOMIZING FOR INDIVIDUAL DIFFERENCES

The use of technology allows teachers to better 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 comes, the presentation is made and no time is lost as students can continue with 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 W provides further information on a number of assistive technologies that may help teachers provide for individual differences within the classroom.

ACCESSING “JUST IN TIME” SUPPORT

A number of tools built into most current software programs, such as the dictionary, spellcheck and grammar check features, allow students to access support with specific words and structures as they are creating texts in French.

While some students may wish to make use of 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.

Auditory learners may benefit from the ability to hear their written drafts being read aloud as they are writing. The assistive technologies listed in **Appendix W** include tools that can make writing audible, as well as others that could be accessed by all students as particular needs arise.

RECEIVING FEEDBACK ON PROGRESS

Teachers make use of applications such as word processing programs and marksheet programs to plan for and keep track of student progress.

Some software programs or online tools, such as Quia, keep track of the numbers of correct answers provided by students as they carry out

particular activities. This form of immediate feedback can be valuable for some learners for the purpose of assessment *as learning*. However, it is not intended as the sole basis upon which student progress is assessed.

More recently, students are becoming able to post examples of their best work, as well as their reflective journals, into electronic portfolios of their own.

Teacher reflections

As teachers make decisions about the use of technologies in their French classrooms, they may consider questions such as these:

- ▶ Do I understand the different types of technologies available to me and my students and do I know how they can be used to enhance or motivate my students?
- ▶ Am I choosing a particular technology because it will enhance and/or facilitate learning for my students?
- ▶ Am I using the appropriate type of technology for what I need my students to do?
- ▶ Am I using technology as a quick fix, add-on or afterthought or am I really 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?

Alberta Education Technology Initiatives

Alberta Education provides a number of Web sites related to learning and technology in Alberta that can be accessed from the Alberta Education homepage found at <http://www.education.gov.ab.ca>. These sites provide links to information regarding safe use of the Internet, policies related to integration of technology, the use of video-conferencing 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.

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://www.education.gov.ab.ca/k_12/specialneeds/ipp.asp.

Additional information on Assistive Technologies for Learning (ATL) is provided on the following Alberta Education Web site page
http://www.education.gov.ab.ca/k_12/specialneeds/atl.asp.

In summary

Technology opens up a range of opportunities for students and teachers both inside and outside of the FSL classroom. The many features inherent in information and communication technologies, as well as in diverse assistive technologies, provide a venue 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 best enhance their students' learning.

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Comparison of FSL Programs of Study: 1991 and 2004

French as a Second Language Program of Studies Beginning Level (ECS-Grade 12) 1991 and French as a Second Language Nine-year Program of Studies (Grade 4 to Grade 12) 2004

Similarities		
<ul style="list-style-type: none"> – both are based on the premise that students learn to communicate by communicating, i.e., the communicative–experiential approach.¹ – both are based on a multidimensional approach², i.e., are based on four dimensions or components: experience–communication; language; culture; language learning strategies called General Language Education in 1991. – both contain fields of experience drawn from five areas of the students’ relationship with their environment. 		
Differences	1991 Program of Studies	2004 Program of Studies
Program	<ul style="list-style-type: none"> • not grade-specific. With the use of proficiency level indicators (Beginning 1, 2, 3, Intermediate 4, 5, 6, Advanced 7, 8, 9) was intended for adaptation to different grade levels, depending on local needs and programming. 	<ul style="list-style-type: none"> • grade-specific. Determines outcomes by grade rather than proficiency levels.
Learner Outcomes	<ul style="list-style-type: none"> • are global, general and specific. • are defined by developmental stages: beginning, intermediate and advanced, with three levels of competency in each stage. 	<ul style="list-style-type: none"> • are general and specific. • are defined by grade level and are linked to general outcomes. Specific outcomes are clearly defined at each grade level. • include information and communication technology outcomes.
Content of Components	<ul style="list-style-type: none"> • Language component requires students to understand and use the linguistic code to fulfill communicative intents in a variety of situations. • Culture component involves identifying concrete facts about the presence of Francophone individuals. 	<ul style="list-style-type: none"> • Language component is divided into Knowledge of Language Concepts; Knowledge of Vocabulary; Application of Vocabulary and Language Concepts. • Culture component is more detailed and includes prescribed sociolinguistic elements.

¹ The communicative–experiential approach to language learning arose out of recommendations of the *National Core French Study* which was commissioned by the Canadian Association of Second Language Teachers to study the following question: If students learn to communicate by communicating, how can we maximize opportunities for communication in the classroom and what then is the role for explicit language teaching?

² The multidimensional approach comprises the four components reflected in this program of studies and arose out of the findings of the National Core French Study. Since the results of the study were published in 1990, the multidimensional approach has been incorporated into FSL programs of study across Canada.

Differences	1991 Program of Studies	2004 Program of Studies
	<ul style="list-style-type: none"> • For each level, five fields of experience are identified around which students are expected to engage in language experiences. • General language education component promotes an awareness of the nature of learning; develops cognitive, socioaffective and metacognitive processes. 	<ul style="list-style-type: none"> • Fields of experience are prescribed for each grade. Subfields are added to each field of experience to ensure consistency of communicative activities and program articulation. Some fields and subfields relate language learning to other subject areas. • Language learning strategies component is expanded to meet the needs of different learners.

Fields and Subfields of Experience by Grade (4 to 12)

Grade 4

1. My Classroom

classroom interactions
people in the classroom
school and classroom supplies
classroom furniture
arithmetic operations
shapes

2. Who Am I?

my age/my birthday
my physical traits
my personality traits
my likes and dislikes

3. My Immediate Family

my immediate family members
their age/birthday
their physical traits
their personality traits
their likes and dislikes
family pets

4. Calendar and Weather*

days of the week
months of the year
seasons
statutory holidays in Canada
weather expressions
seasonal weather

5. Alberta Winter Celebrations

location and date
symbols and activities

Four Holidays and Celebrations*

greetings, symbols and colours
associated with the four holidays
and celebrations

L'Halloween
La Saint-Valentin
La Saint-Patrick
La fête des Mères
La fête des Pères

And other areas of interest

Grade 5

1. My Elementary School

classroom timetable
school personnel
areas inside and outside the
school
healthy school snacks
arithmetic operations

2. Our Friends – The Animals

common farm animals
common wild animals
physical traits of animals
animal habitats

3. Clothes

seasonal clothes
clothing preferences
clothes for different occasions

4. My Home

types of dwellings
rooms in my home
structure of a room
my room

5. Le Festival du Voyageur

location and date
symbols and activities

Four Holidays and Celebrations*

greetings, symbols and colours
associated with the four holidays
and celebrations

Noël
Le jour de l'An
La fête des Rois
Pâques

And other areas of interest

Grade 6

1. My Health and Well-being

healthy eating
expression of feelings and
emotions
feeling well/feeling ill
seasonal sports and physical
activities

2. My Neighbourhood

neighbourhood buildings
people in the neighbourhood
neighbourhood plan
neighbourhood transportation

3. Alberta – My Province

location
landscapes
common wild animals
communities and their festivals
its riches

4. The Environment

natural environments and habitats
dangers to the environment
endangered animals
protection of the environment

5. Le Carnaval de Québec

location and date
symbols and activities

Four Holidays and Celebrations*

greetings, symbols and colours
associated with the four holidays
and celebration

L'Action de grâces
Le jour du Souvenir
La Sainte-Catherine
La fête du Canada

And other areas of interest

* Holidays and celebrations have been identified for each grade from 4 to 9 and are based on holidays historically celebrated by Francophones in Canada. This list is not meant to be exclusive. Discussions of holidays and celebrations in the classroom should continue to reflect and respect the diversity of the students within the classroom as well as within the Francophone world.

Grade 7

1. School

school supplies
school calendar
school plan
school personnel
school subjects
school activities

2. People around Me

classmates
friends
family

3. Weather

weather conditions
climate
Canada's weather
weather folklore/weather
proverbs

Four Holidays and Celebrations*

origins of the four holidays and
celebrations
traditions associated with the four
holidays and celebrations
L'Halloween
La Saint-Valentin
La Saint-Patrick
La fête des Mères
La fête des Pères

And other areas of interest

Grade 8

1. Animals

choice of pets
pet care
animal families
wild animals
animals in zoos
animal adoption

2. Clothing

clothing choices
clothing design
clothing care

3. Food

food and nutrition
food preparation
ethnic cuisine
cuisine of the Francophone world
food and celebrations

Four Holidays and Celebrations*

origins of the four holidays and
celebrations
traditions associated with the four
holidays and celebrations
Noël
Le jour de l'An
La fête des Rois
Pâques

And other areas of interest

Grade 9

1. Sports and Exercise

venues, clothing and equipment
physical and mental traits of
athletes
sporting events
injuries and injury prevention
physical activity and healthy
lifestyles

2. Housing

housing designs
housing plans
home décor
home leisure activities
household chores

3. Community

country life and city life
urban and rural communities
community businesses and
services
community clubs and associations
community events and festivities
French-Canadian communities

Four Holidays and Celebrations*

origins of four holidays and
celebrations
traditions associated with four
holidays and celebrations
Noël
Le jour de l'An
La fête des Rois
La fête nationale du Québec
*Other Francophone holidays and
celebrations*

And other areas of interest

* Holidays and celebrations have been identified for each grade from 4 to 9 and are based on holidays historically celebrated by Francophones in Canada. This list is not meant to be exclusive. Discussions of holidays and celebrations in the classroom should continue to reflect and respect the diversity of the students within the classroom as well as within the Francophone world.

Grade 10

1. Activities

daily
social
cultural
physical

2. Shopping

for goods and services
shopping advice
shopping habits

3. Vacations

Canadian and other travel
destinations
vacation planning
travellers' health and safety

4. Fine Arts

visual arts
performing arts
literary arts

5. Safety (optional)

vehicle safety
personal safety

And other areas of interest

Grade 11

1. Senses and Feelings

exploration of feelings and
emotions
exploration of the senses

2. Close Friends

friendship
social life
conflict resolution

3. Fads and Fashions

past and present
careers in fashion

4. Consumerism

consumer choices
consumer rights and
responsibilities

5. Outdoor Life (optional)

survival skills
outdoor experiences

And other areas of interest

Grade 12

1. World of Work

employability skills
job market

2. Travel and Tourism

tourist information
travel advice
Francophone destinations

3. Role of the Media

radio
television
newspapers
advertising

4. Conservation and the Environment (optional)

issues
problems
solutions

And other areas of interest

Suggested Classroom Expressions

Note: The vocabulary lists included in this appendix and recorded on the corresponding audio CDs are meant as suggestions only and are provided as an illustration of what may typically be taught in an FSL class. They are by no means prescriptive or limiting. Teachers will use the words, phrases and expressions which best suit the needs of their students. **Appendix D** includes suggested vocabulary specifically associated with the fields and subfields of experience for grades 4 to 6. The audio recordings are on Audio CD 1, Tracks 15 – 20 and Audio CD 2, Tracks 1 – 13.

Expressions to Use When Speaking with Individual Students (CD 1, Track 1)

The accompanying audio CD can assist FSL teachers with the pronunciation of the following expressions.

Directives à un seul élève

Accroche ton manteau.
 Donne-moi ça, s'il te plaît!
 Écoute bien, s'il te plaît!
 Efface le tableau, s'il te plaît!
 Enlève ta casquette.
 Fais attention, s'il te plaît!
 Mets ton sac à dos sur le plancher.
 Mets tes bottes/ton manteau.
 Observe bien.
 Ouvre la porte/la fenêtre.
 Parle moins fort, s'il te plaît.
 Parle plus fort, s'il te plaît.
 Parle à ton tour, s'il te plaît.
 Prête attention à ton travail.
 Pose ton crayon sur le pupitre.
 Prends un stylo/un crayon.
 Prends une feuille blanche.
 Range ton pupitre.
 Répète après moi.
 Sors ton livre/Sors ton cahier.
 Va à la page... de ton cahier.
 Va au tableau, s'il te plaît!
 Viens ici, s'il te plaît!
 Où est ton livre?
 Veux-tu distribuer les livres aujourd'hui?

Pour aider un élève

Essaie encore une fois, s'il te plaît!
 Est-ce que je peux t'aider?
 As-tu compris?
 Oui, tu peux aller aux toilettes.
 D'accord.

For managing a student

Hang up your coat.
 Give me that, please!
 Listen, please!
 Erase the board, please!
 Take off your baseball cap.
 Pay attention, please!
 Put your knapsack on the floor.
 Put on your boots/coat.
 Observe.
 Open the door/the window.
 Speak softer, please.
 Speak louder, please.
 Speak in turn, please.
 Pay attention to your work.
 Put your pencil on your desk.
 Take out a pen/a pencil.
 Take out a clean piece of paper.
 Clean up your desk.
 Repeat after me.
 Take out your book/workbook.
 Turn to page... in your workbook.
 Go to the board, please!
 Come here, please!
 Where is your book?
 Do you want to distribute the books today?

For assisting a student

Try one more time, please!
 Can I help you?
 Did you understand?
 Yes, you can go to the washroom.
 O.K.

Expressions to Use when Speaking to the Class as a Whole (CD 1, Track 2)

Directives à la classe

Allumez les lumières!
Apportez...!
Asseyez-vous, s'il vous plaît!
Attendez...!
Commencez maintenant!
Copiez...!
Dépêchez-vous!/Vite, vite.
Écoutez bien, s'il vous plaît!
Écrivez votre nom sur la feuille, s'il vous plaît!
Éteignez les lumières!
Faites attention!
Levez-vous, s'il vous plaît!
Mettez-vous en rang.
Notez les mots-clés.
Ouvrez vos livres à la page 22, s'il vous plaît!
Organisez-vous!
N'oubliez pas vos devoirs pour demain.
Parlez moins fort!
Parlez plus fort!
Posez votre crayon sur le pupitre.
Prenez un stylo/un crayon.
Prenez des notes.
Rangez vos affaires avant de partir.

Regardez-moi, s'il vous plaît!
Remettez-moi votre travail, s'il vous plaît!
Répétez encore une fois, s'il vous plaît!
Retournez à vos pupitres!
Silence, s'il vous plaît!
Venez ici, s'il vous plaît!

Qui veut distribuer les livres aujourd'hui?
Qui a la réponse?
Qui peut prêter un crayon à Jared?
Qui a besoin de plus de temps pour finir?
Qui a fini son travail?

Expressions de temps

Il nous reste cinq minutes avant la récréation.
Vous avez... minutes pour faire...
C'est l'heure de partir.
Une minute, s'il vous plaît!

Pour les activités de participation active

Bougez!
Changez de place!
Claquez des doigts!
Courez!
Dansez!
Marchez!

For managing the classroom

Turn on the lights.
Bring...!
Sit down, please!
Wait...!
Start now!
Copy...!
Hurry up!/Hurry, hurry.
Listen, please!
Write your name down on the paper, please!
Turn off the lights!
Pay attention, please!
Stand up, please!
Line up.
Jot down (the) key words.
Open your books to page 22, please!
Get organized!
Do not forget your homework for tomorrow.
Speak softer, please!
Speak louder, please!
Put your pencil on your desk.
Take out a pen/a pencil.
Jot down some notes.
Organize your things before leaving.

Look at me, please!
Hand in your work, please!
Repeat again, please!
Return to your desks!
Quiet, please!
Come here, please!

Who would like to distribute the books today?
Who has the answer?
Who can lend Jared a pencil?
Who needs more time to finish?
Who has finished?

Time-related expressions (CD 1, Track 3)

We have five minutes left before recess.
You have... minutes to...
It's time to go.
One moment, please!

For physical participation activities (CD 1, Track 4)

Move!
Change places!
Snap your fingers!
Run!
Dance!
Walk!

Sautez!
Tapez des mains!
Tournez à droite!
Tournez à gauche!
Tournez en rond!

Pour les activités d'arts plastiques

Collez...!
Coloriez...!
Découpez...!
Dessinez...!
Peignez...!
Tracez...!

Pour affirmer l'effort

Bravo!
Bon effort!
Bon travail!
Excellent!
Fantastique!
Félicitations!
Formidable!
Magnifique!
Parfait!
Quel beau travail!
Quelle bonne idée!
Super!
Très bien!
Très bien fait!

Pour regrouper les élèves/pour faire du travail en équipe

Choisissez la/le secrétaire de votre groupe.
Dans votre groupe, qui est la/le chef du groupe?
Décidez qui va faire quoi.
Décidez qui sera la chronométreuse/
le chronométreur.
Faites une évaluation de votre travail de groupe.
Mettez-vous en groupe de...
Qui veut être la rapporteuse/le rapporteur?
Trouvez un partenaire.

Expressions de politesse

Merci mille fois.
Il n'y a pas de quoi.
Je t'en prie./Je vous en prie.

Expressions pour s'absenter

À lundi.
À la prochaine.
À tout à l'heure.
À tantôt.

Jump!
Clap your hands!
Turn to the right!
Turn to the left!
Turn around in circles!

For art project work (CD 1, Track 5)

Glue...!
Colour...!
Cut out...!
Draw...!
Paint...!
Trace...!

For praising student work/confirming student work (CD 1, Track 6)

Bravo!
Good effort!
Good work!
Excellent!
Fantastic!
Congratulations!
Great!
Superb!
Perfect!
What nice work!
What a good idea!
Super!
Well done!
Good job!

For grouping students/for cooperative learning situations (CD 1, Track 7)

Choose a secretary for your group.
Who is your group leader?
Decide who will do what.
Decide who will be the timekeeper.

Evaluate your group work.
Put yourself in groups of...
Who wants to be the reporter?
Find a partner.

Courtesy words (CD 1, Track 8)

Thanks a million.
You're welcome.
You're welcome.

Leave-taking expressions (CD 1, Track 9)

See you on Monday.
Until next time.
See you later.
See you soon.

À la fin de l'année scolaire

Youpi, nous sommes en vacances!

Expressions pour le travail en groupe

J'ai une idée.

Je ne comprends pas.

Je suis d'accord.

Je ne suis pas d'accord.

Je ne sais pas.

Répétez, s'il vous plaît.

Fais ta part, s'il te plaît!

Parle moins fort, s'il te plaît!

Parle à ton tour, s'il te plaît!

Écoute bien, s'il te plaît!

Fais attention, s'il te plaît!

Essaie encore une fois, s'il te plaît!

Expressions de politesse

S'il te plaît.

S'il vous plaît.

De rien.

Bienvenue. (au Canada français)

Pardon, monsieur.

Excusez-moi, madame.

Expressions d'encouragement

Quelle bonne idée!

J'aime ton idée.

Bien!

Bravo!

Excellent!

Fantastique!

Parfait!

End of the school year (CD 1, Track 10)

Hurrah! We're on vacation!

Useful expressions for student group work (CD 1, Track 11)

I have an idea.

I don't understand.

I agree.

I don't agree.

I don't know.

Repeat, please!

Do your part, please!

Speak softer, please!

Talk in turn, please!

Listen, please!

Pay attention, please!

Try again, please!

Polite words (CD 1, Track 12)

Please.

Please.

You're welcome.

You're welcome.

Sorry, sir.

Excuse me, madam.

Words of encouragement (CD 1, Track 13)

What a good idea!

I like your idea.

That's great!

Bravo!

Excellent!

Fantastic!

Perfect!

Suggested Computer Vocabulary (CD 1, Track 14)

Les composantes de l'ordinateur

le clavier

l'écran (m.)

un disque dur

un lecteur de cédérom

un microphone

un moniteur

une souris

un tapis de souris

Les parties du clavier

la barre d'espacement

la touche de retour

une touche

la touche majuscule

Components of a computer

keyboard

screen

hard drive

CD-ROM reader/player

microphone

monitor

mouse

mouse pad

Components of a keyboard

space bar

return key

key

shift key

Les périphériques

un appareil numérique
une barre d'alimentation
un caméscope numérique
un haut-parleur
une imprimante
un manche à balai
un numériseur/un scanner
un vidéoprojecteur
une webcaméra

Mots reliés au stockage de l'information

un cédérom (CD-ROM)
une disquette
un DVD

Autres mots reliés à l'informatique

a commercial (arobas)
une adresse de courrier électronique
un bogue
un courriel
le courrier électronique
les données
une étiquette
en ligne
un fichier
un fichier joint, une pièce jointe
une icône
un logiciel
un mot de passe
le traitement de texte

Verbes reliés à l'informatique

clavarder
cliquer
coller
couper
démarrer
fusionner
imprimer
naviguer
relancer
sauvegarder, enregistrer
télécharger

Mots reliés à Internet

une adresse URL
une barre de défilement
un bavardoir/un salon de clavardage
un fournisseur de services Internet
un hyperlien
la recherche

Peripherals

digital camera
power bar
digital video camera
speaker
printer
joystick
scanner
projector
Web cam

Words related to data storage

CD-ROM
disk
DVD

Other words related to computer use

at-sign (@)
e-mail address
a bug
e-mail message
e-mail
data
label
online
file
attached file
icon
software program
password
word processing

Verbs related to using ICT

to chat
to click
to paste
to cut
to start up
to merge
to print
to navigate
to restart
to save
to download

Words related to using the Internet

a uniform resource locator (URL)
scroll bar
chat room
Internet service provider
hyperlink
research

une page d'accueil
un site Web

home page
Web site

Additional Expressions for Student Group Work or for Games and Activities (not on CDs)

Pour déterminer le tour

C'est à qui?
C'est à toi/à moi.
C'est à ton tour/à mon tour.
Au suivant.

Pour partager les matériaux

Passe-moi..., s'il te plaît.
le dé
les cartes
Merci/De rien.

Pour compter des points

J'ai un point!
J'ai une paire!
Combien de points as-tu?

Après un jeu

J'ai gagné!/On a gagné!
Tu as gagné.
Tu triches!!!
Bien joué!

Pour encourager quelqu'un

Allez!/Vas-y!
Chouette!
Super!
Oh là là!
Incroyable!
Bien fait!
C'est correct./C'est juste.
C'est ça.
C'est bon.

Pour aider quelqu'un

Peut-être que c'est meilleur comme ça...
... va avec...
Je pense/je crois que c'est...

Pour critiquer quelqu'un

Ce n'est pas (comme) ça!
Tu as oublié!
Ah! zut!
C'est horrible!

To take turns

Whose turn is it?
It's your turn/my turn.
It's your turn/my turn.
Next.

To share materials

Pass me ... please.
the die
the cards
Thank you/You're welcome

To count points

I have a point!
I have a pair!
How many points do you have?

After a game

I won!/We won!
You won!
You're cheating! (You're not playing fair!)
Good game!

To encourage someone

Go! Start!
Sweet! (colloquial)
Great!
Wow!
That's amazing!
Well done!
That's correct.
That's right.
That's good.

To help someone

Maybe it's better like this ...
... goes with ...
I think that it is ...

To express critique

It's not that/like that!
You forgot!
Aw, darn!
That's horrible!

Pour emprunter ou prêter quelque chose

Je n'ai pas de...

J'ai seulement un/une...

Peux-tu me prêter ton/ta...?

Puis-je emprunter ton/ta...?

Peux-tu me donner un/une...?

Peux-tu me passer un/ une...?

S'il te plaît, laisse-moi utiliser ton/ta...!

Oui, bien sûr!

D'accord!

Le/la voici.

Merci beaucoup!

Je t'en prie.

Non, absolument pas!

Non, j'ai besoin de mon/ma...

Désolé(e), je n'ai pas de...

Pour échanger quelque chose

Veux-tu échanger ta feuille de papier avec moi?

Voulez-vous échanger des cartes avec nous?

To borrow or lend something

I don't have a/any ...

I only have one ...

Can you lend me your ...?

Can I borrow your ...?

Can you give me a ...?

Can you pass me a ...?

Please let me use your ... !

Yes, certainly!

OK!

Here it is.

Thank you very much!

You are welcome.

No, absolutely not!

No, I need my ...

Sorry, I don't have a/any ...

To exchange items

Do you want to exchange papers with me?

Do you want to trade cards with us?

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Suggested Vocabulary Associated with the Fields of Experience

Note: The vocabulary lists included in this appendix and recorded on the corresponding audio CDs are meant as suggestions only. They are provided as illustrations of what may typically be taught in an FSL class at each grade level in relation to each field of experience. They are by no means considered prescriptive or limiting. Teachers will use the words, phrases and expressions which best suit the needs of their students. Appendix C includes vocabulary of a more general nature.

Grade 4 corresponds with Audio CD 1, Tracks 15 – 20

Grade 5 corresponds with Audio CD 2, Tracks 1 – 6

Grade 6 corresponds with Audio CD 2, Tracks 7 – 13

Vocabulaire suggéré pour la 4^e année (CD 1, Tracks 15 – 20)

MA SALLE DE CLASSE
(CD 1, TRACK 15)

Interactions

Bonjour!

Salut!

Comment ça va?

Comment vas-tu?

Comment allez-vous?

Ça va bien./Ça va très bien./Ça va mal./Ça va très mal./Pas mal.

Comme ci, comme ça!

Comment t'appelles-tu?/Tu t'appelles comment?

Et ton nom?

C'est quoi ton nom?

Mon nom est...

Je m'appelle...

Au revoir, madame.

Au revoir, monsieur.

Bonsoir!

À demain!

À bientôt!

Bonne fin de semaine!/Bon week-end!

Je vous présente...

Je te présente...

Voici mon amie Rachelle.

Voilà Peter, un camarade de classe.

Les expressions de politesse

s'il vous plaît

s'il te plaît

merci

merci beaucoup/merci bien

excusez-moi

excuse-moi

pardon

de rien

Des expressions reliées à la routine de la classe

Est-ce que je peux aller aux toilettes?/Puis-je aller aux toilettes?

Est-ce que je peux emprunter...?

Est-ce que je peux boire de l'eau?

Est-ce que je peux tailler mon crayon?

Est-ce que vous pouvez m'aider, s'il vous plaît?

Est-ce que nous avons des devoirs?

Répétez, s'il vous plaît.

Encore, s'il vous plaît.

Je ne comprends pas.

Les principales personnes dans la salle de classe

un aide-enseignant/une aide-enseignante

un ami/une amie

un/une camarade de classe

un directeur/une directrice

un directeur adjoint/une directrice adjointe

un/une élève

un enseignant/une enseignante

un parent/une parente

un professeur/une professeure

Expressions/questions utiles

Qui est à la porte?

→ C'est la directrice.

→ C'est le directeur adjoint.

Sandy, c'est un garçon ou une fille?

→ Une fille.

Combien de garçons avons-nous dans la salle de classe?

→ Dix.

Et de filles?

→ Neuf.

Les objets dans la salle de classe/Les objets 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

un classeur

une chaise/des chaises

de la craie/des craies

le drapeau canadien

un écran

une étagère

une fenêtre

un globe terrestre

un lecteur de disques compacts

un lecteur de DVD
une horloge
un magnétophone
un magnétoscope
un ordinateur
une porte
une poubelle
un pupitre/des pupitres
un rétroprojecteur
un tableau/un tableau blanc/un tableau noir/un tableau vert
une table/des tables
un taille-crayon
un téléphone
un téléviseur

Les fournitures scolaires dans mon sac à dos

un bâton de colle
une boîte à lunch
un cahier d'exercices
une chemise
des ciseaux (m. pl.)
un crayon
un crayon de cire/des crayons de cire
des crayons de couleur
un classeur à attaches/une reliure à attaches
les devoirs (m. pl.)
une gomme à effacer
une feuille de papier/des feuilles de papier
un feutre/des feutres
un livre/des livres
une règle
une reliure à anneaux/un cartable
un stylo/un stylo rouge/un stylo bleu/un stylo noir
un taille-crayon
une trousse de crayons
une vidéo

Expressions/questions utiles

Qu'est-ce qu'il y a dans ton sac à dos?

→ Il y a cinq stylos, deux livres et une gomme à effacer.

Qu'est-ce qu'il y a dans ton pupitre?

→ Il y a...

Dans ta trousse de crayons?

→ Il y a...

Où est le taille-crayon?

→ À côté du bureau de M. Blackstone.

Où sont les cahiers d'exercices?

→ Sur l'étagère, derrière le pupitre de Bill.

Combien de crayons est-ce que tu as?

→ J'ai trois crayons.

Les nombres de zéro à soixante-neuf

0	zéro un deux trois quatre cinq six sept huit neuf	40	quarante quarante et un quarante-deux quarante-trois quarante-quatre quarante-cinq quarante-six quarante-sept quarante-huit quarante-neuf
10	dix onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf	50	cinquante cinquante et un cinquante-deux cinquante-trois cinquante-quatre cinquante-cinq cinquante-six cinquante-sept cinquante-huit cinquante-neuf
20	vingt vingt et un vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf	60	soixante soixante et un soixante-deux soixante-trois soixante-quatre soixante-cinq soixante-six soixante-sept soixante-huit soixante-neuf
30	trente trente et un trente-deux trente-trois trente-quatre trente-cinq trente-six trente-sept trente-huit trente-neuf		

Les opérations arithmétiques

divisé par (\div)

égale/égalent (=)

font (=)

moins ($-$)

multiplié par/fois (\times)

plus (+)

l'addition

la soustraction

la multiplication

la division

Expressions/questions utiles

Combien font 12 plus 5?

→ 17

Combien font 5 multiplié par 5?

→ 25

Trente plus quinze font quarante-cinq.

→ $(30 + 15 = 45)$

Deux fois deux font quatre.

→ $(2 \times 2 = 4)$

Quarante moins quinze font 25.

→ $(40 - 15 = 25)$

Quatre multiplié par six égale 24.

→ $(4 \times 6 = 24)$

Vingt divisé par 5 égale 4.

→ $(20 \div 5 = 4)$

Les formes à deux dimensions (formes bidimensionnelles)

un carré

un cercle

un losange

un ovale

un parallélogramme

un rectangle

un triangle

Les formes à trois dimensions (formes tridimensionnelles)

un cône

un cube

un cylindre

un prisme rectangulaire/une boîte

une pyramide

une sphère

Les symboles dans un jeu de cartes

le carreau

le cœur

le joker

le pique

le trèfle

le roi de cœur

la dame de pique
le valet de trèfle

Expressions/questions utiles

De quelle forme est ta gomme à effacer?

→ Elle a la forme d'un rectangle.

De quelle forme est l'horloge?

→ Elle a la forme d'un cercle.

De quelle forme est la boîte de papiers-mouchoirs?

→ Elle a la forme d'un cube.

Combien mesure ta gomme à effacer?

→ Elle mesure 6 cm./Elle mesure 60 mm.

Quelle carte de jeu as-tu?

→ J'ai un deux de cœur.

Les couleurs de base

une couleur

le beige

le blanc

le bleu

le brun

le gris

le jaune

le noir

l'orange

le rose

le rouge

le vert

le violet

Expressions/questions utiles

C'est ton livre?

→ Oui, c'est mon livre.

À qui est ce stylo?

→ C'est le stylo de Dawn.

Qu'est-ce que c'est?

→ C'est un livre.

Qui est-ce?

→ C'est mon ami Joey.

→ C'est madame Brown, la directrice de l'école.

De quelle couleur est ton stylo?

→ Il est bleu.

→ Bleu.

QUI SUIS-JE?
(CD 1, TRACK 16)

Les parties du corps

la bouche

un bras/les bras

les cheveux (blonds, bruns, noirs, roux)

le corps

le cou

un doigt/des doigts

le dos
une épaule/les épaules
le genou/les genoux
la jambe/les jambes
la main/les mains
le nez
une oreille/les oreilles
un pied/les pieds
la tête
le visage
les yeux (m. pl.) (bruns, bleus, gris, verts)

Les traits physiques

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

Les traits de personnalité

aimable
actif/active
amusant/amusante
brave
calme
comique
content/contente
drôle
énergique
gentil/gentille
honnête
indépendant/indépendante
intelligent/intelligente
intéressant/intéressante
nerveux/nerveuse
patient/patiente
poli/polie
réservé/réservée
timide
sociable
sportif/sportive
sympathique (sympa)

Les préférences de passe-temps

J'aime...
– écouter de la musique.
– danser.
– dessiner.
– faire de la bicyclette.
– faire du ski (alpin/de fond).
– jouer avec mes amis/amies.

- jouer d’un instrument de musique.
- jouer au football/au hockey/au soccer.
- jouer aux jeux vidéo.
- lire. /faire de la lecture.
- regarder la télévision/les films.
- patiner.

Expressions/questions utiles

Quel âge as-tu?

→ J’ai neuf ans.

Tu as neuf ans?

→ Non, j’ai dix ans.

C’est quand ton anniversaire?

→ C’est le 8 décembre.

Comment es-tu?

→ Je suis gentille, honnête et sympathique.

→ J’ai les yeux bleus et les cheveux bruns.

Quelle(s) couleur(s) aimes-tu?

→ J’aime le rouge et le noir.

→ J’adore le bleu.

Quelles sont tes couleurs préférées?

→ L’orange et le jaune.

→ Mes couleurs préférées sont le violet et le rose.

Quelle(s) couleur(s) est-ce que tu n’aimes pas?

→ Le vert et le gris.

→ Je déteste le vert et le gris.

Quels sont tes passe-temps préférés?

→ J’aime écouter de la musique, regarder la télévision et jouer au hockey.

MA FAMILLE IMMÉDIATE
(CD 1, TRACK 17)

Les membres d’une famille

une famille
 une belle-mère
 un beau-père
 un cousin
 une cousine
 un demi-frère
 une demi-sœur
 un frère
 un frère adoptif
 une sœur adoptive
 une grand-mère
 un grand-père
 des jumeaux/des jumelles
 un oncle
 une mère
 un père
 une sœur
 une tante

Les animaux de compagnie

un canari
un chat/une chatte/un chaton
un cheval
un chien/une chienne/un chiot
un cochon d'Inde/un cobaye
un gecko
une gerbille
une grenouille
un hamster
un hérisson
un lapin
un lézard
un perroquet
un poisson
un poisson rouge
un oiseau
un serpent
une tortue

Expressions/questions utiles

Comment s'appelle ton père?

→ Mon père s'appelle...

→ Il s'appelle...

Quel âge a ton frère?

→ Il a 15 ans.

C'est quand son anniversaire?

→ C'est le 18 mars.

Comment est ton frère?

→ Il est grand. Il a les yeux bleus et les cheveux blonds.

→ Il est sportif. Il est aimable.

Quels sont les passe-temps de ta mère?

→ Elle joue au soccer.

→ Elle joue d'un instrument de musique.

→ Elle écoute de la musique.

Quelles sont les couleurs préférées de ta sœur?

→ Elle aime le brun et le blanc.

As-tu un animal de compagnie?

→ Oui, j'ai un chat.

→ Non, mon frère est allergique aux chats.

→ Non, mes parents détestent les animaux.

Quelle sorte d'animal de compagnie as-tu?

→ J'ai un chien.

Comment est-il?

→ Il est noir et blanc. Il est féroce.

Comment s'appelle-t-il?

→ Il s'appelle Rusty.

Quel âge a ton chien?

→ Il a huit ans.

**LE CALENDRIER ET
LA MÉTÉO**
(CD 1, TRACK 18)

Les jours de la semaine

un jour
une semaine
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Les mois de l'année

un mois
un an
une année
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre

Les jours fériés au Canada

Le premier lundi du mois de septembre – la fête du Travail
Le deuxième lundi du mois d'octobre – l'Action de grâce
Le 11 novembre – le jour du Souvenir
Le 25 décembre – Noël
Le 26 décembre – le lendemain de Noël
Le 1^{er} janvier – le jour de l'An
Le Vendredi Saint
Le lundi de Pâques
Le 1^{er} juillet – la fête du Canada

Les saisons

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

Expressions/questions utiles

Quelle est la date aujourd'hui?
→ Aujourd'hui, c'est le 4 octobre.
Quelle est la date aujourd'hui?
→ C'est le jeudi 10 novembre 2005.

Quel jour est-ce?

→ Aujourd'hui, c'est lundi.

Quel mois est-ce?

→ C'est le mois de septembre.

Quelle saison est-ce?

→ C'est l'été.

Le temps et la température

le temps

Il fait beau.

Il fait chaud.

Il fait soleil. /Il fait du soleil. (France)

Il fait du vent./Il vente./Il y a du vent.

Il fait froid.

Il fait mauvais.

Il fait frais.

Il pleut.

Il neige.

Il y a des nuages.

Il y a un orage.

Il y a une tempête de neige.

la température

un degré Celsius (1 °C)

Expressions/questions utiles

Quel temps fait-il?

→ Il fait beau.

→ Il vente.

→ Il neige.

Quel temps fait-il en automne?

→ Il fait frais.

Et en hiver?

→ En hiver, il fait froid.

Et au printemps? Et en été?

Quelle est la température maintenant?

→ Il fait -10 °C.

Quelle est la température maintenant?

→ La température est de 18 °C.

Quelle est ta saison préférée?

→ J'aime l'été.

Pourquoi?

→ Il fait beau.

→ Il fait chaud.

Quelle saison préfères-tu?

→ Je préfère le printemps.

Pourquoi?

→ Je joue au soccer.

**UNE FÊTE HIVERNALE
EN ALBERTA**
(CD 1, TRACK 19)

Expressions utiles

La date de cette fête hivernale est le.../La date de cet évènement hivernal est le...

Cette fête a lieu le.../Cet évènement a lieu le...

Cette fête a lieu le.../Cet évènement a lieu à...

Pour cette fête/cet évènement, il y a une mascotte. Elle s'appelle...

Le symbole de cette fête/Le symbole de cet évènement est... (un flocon de neige, un bonhomme de neige).

On fête l'hiver!

Il y a une fête d'hiver ici.

Comme activités/évènements, il y a...

- une danse.
- une parade.
- du maquillage pour les enfants.
- de la tire.
- des promenades en calèches.
- des courses de motoneiges.
- un concours de sculptures sur glace.
- un tournoi de hockey/de curling...
- une cabane à sucre.

**LES FÊTES ET
LES CÉLÉBRATIONS
POSSIBLES**
(CD 1, TRACK 20)

L'Halloween

Couleurs associées à la célébration
le noir et l'orange

Symboles associés à la célébration

- un chat noir
- une chauve-souris
- une citrouille
- un costume d'Halloween
- un fantôme
- la pleine lune
- une maison hantée
- une sorcière
- un squelette
- un vampire

Souhaits/vœux associés à la célébration
Joyeuse Halloween!

La Saint-Valentin

Couleurs associées à la célébration
le rouge, le blanc et le rose

Symboles associés à la célébration

- une boîte de chocolats
- un bouquet de fleurs
- Cupidon
- un cœur (brisé)
- une carte de Saint-Valentin
- une fleur/des fleurs
- une rose rouge

Souhaits/vœux associés à la célébration
Joyeuse Saint-Valentin!
Je t'aime.

La Saint-Patrick

Couleurs associées à la célébration

le vert et le blanc

Symboles associés à la célébration

un arc-en-ciel

un farfadet/un « leprechaun »

un pot d'or

un trèfle à quatre feuilles

Souhais/vœux associés à la célébration

Joyeuse Saint-Patrick!

La fête des Mères

Couleurs associées à la célébration

le jaune, le rose, le blanc et le violet

Symboles associés à la célébration

un cadeau

une carte pour la fête des Mères

une fleur/des fleurs

Souhais/vœux associés à la célébration

Bonne fête des Mères!

La fête des Pères

Couleurs associées à la célébration

le vert, le bleu et le rouge

Symboles associés à la célébration

un cadeau

une carte pour la fête des Pères

une cravate

Souhais/vœux associés à la célébration

Bonne fête des Pères!

Quelques prépositions et locutions prépositives

à côté de

dans

devant

derrière

entre

sous

sur

voici

voilà

Des verbes utiles

adorer

aimer

avoir

danser

détester

discuter

écouter

être

fêter

faire
jouer à
jouer de
lire
mesurer
parler
peser
regarder
s'appeler

Vocabulaire suggéré pour la 5^e année (CD 2, Tracks 1 to 6)

In addition to vocabulary presented in Grade 4, the following vocabulary items may be added to the students' language repertoire.

MON ÉCOLE ÉLÉMENTAIRE (CD 2, TRACK 1)

Les matières scolaires

une matière scolaire
l'anglais (m.)
les arts plastiques (m. pl.)
l'éducation physique (f.)
les études religieuses (f. pl.)
les études sociales (f. pl.)
le français
les mathématiques (f. pl.)
la musique
la santé (f.)
les sciences (f. pl.)

Les parties de la journée

l'après-midi (m.)
aujourd'hui
demain
hier
le jour
le matin
le midi
la nuit
le soir

L'heure

Il est une heure.
Il est deux heures.
Il est trois heures.
Il est quatre heures.
Il est cinq heures.
Il est six heures.
Il est sept heures.
Il est huit heures.
Il est neuf heures.
Il est dix heures.
Il est onze heures.
Il est midi.
Il est minuit.
Il est une heure cinq.
Il est deux heures dix.
Il est trois heures quinze./Il est trois heures et quart.
Il est quatre heures vingt.
Il est cinq heures trente./Il est cinq heures et demie.
Il est six heures trente-cinq./Il est sept heures moins vingt-cinq.
Il est sept heures quarante-cinq./Il est huit heures moins le quart.
Il est sept heures cinquante-cinq./Il est huit heures moins cinq.

Expressions/questions utiles

Quelle heure est-il?

→ Il est dix heures moins le quart.

→ Il est neuf heures quarante-cinq.

À quelle heure est-ce que vous avez votre cours de sciences le lundi?

→ À neuf heures trente.

À quelle heure est la récréation?

→ À 10 h 15.

À quelle heure est-ce que nous prenons le dîner?

→ À midi.

À quelle heure est-ce que l'école commence?

→ À huit heures quarante.

À quelle heure est-ce qu'elle finit?

→ À trois heures quinze.

Quand est-ce que tu as ton cours de musique?

→ Le matin.

Le personnel de l'école

un agent d'administration/une agente d'administration

un/une bibliothécaire

un conseiller/une conseillère

un/une concierge

un infirmier/une infirmière

une secrétaire

un technicien en informatique/une technicienne en informatique

Les aires à l'intérieur et à l'extérieur de l'école

le bureau principal

la bibliothèque

la salle auxiliaire

la cafétéria

la cuisine

la cour de récréation

le corridor

l'entrée principale

le gymnase

l'infirmerie (f.)

le laboratoire des ordinateurs

la salle de musique

la salle des enseignants

la salle de classe de... (M. Létourneau, M^{me} Tremblay, de la première année, de la deuxième année*)

le terrain de jeux

* The use of the phrase *la salle de classe de la deuxième année* implies that there is a single grade two class in the school whereas the phrase *la salle de classe de deuxième année* implies that one of several grade two classrooms are in the school.

Expressions/questions utiles

Comment s'appelle l'enseignant de musique?

→ Monsieur Nash.

→ Madame Lalonde est l'enseignante de français.

Qui est ton enseignant d'arts plastiques?

→ C'est madame Williams.

Comment est madame Williams?

→ Elle est jeune.

→ Elle est sympathique.

Où est-ce que madame Simpson enseigne?

→ Dans le gymnase.

Où se trouvent les toilettes des garçons?

→ À côté de la salle de musique.

Où se trouve le gymnase?

→ Devant la bibliothèque.

Les goûters sains

un (de l') ananas

des arachides (f.)

une banane/des bananes

le (du) beurre d'arachide

le (du) brocoli

une carotte/des carottes

le (du) céleri

un (du) concombre

un craquelin/des craquelins

de l'eau (f.)

une fraise/des fraises

le (du) fromage

le (du) granola

une grappe de raisins

le (du) jus d'orange/de pomme

le (du) lait

des noix (m.)

une orange

un pamplemousse

une pomme

une tomate

des raisins

des raisins secs

un sandwich à...

le (du) yogourt

Expressions/questions utiles

Est-ce que le chocolat est un goûter sain?

→ Non, ce n'est pas nutritif.

Quels goûters sont nutritifs?

→ Les raisins secs.

→ Les fruits frais.

→ Les légumes.

Est-ce que tu prends un goûter à la récréation?

→ Non.

Pourquoi?

→ Je n'ai pas faim à la récréation.

→ Oui.

Qu'est-ce que tu prends comme goûter à la récréation?

→ Je bois du jus d'orange.

→ Je mange une pomme.

Ta camarade de classe n'apporte pas un goûter nutritif. Qu'est-ce que tu peux suggérer à ta camarade de classe comme goûter?

→ Du fromage, un sandwich au jambon, des noix.

Qu'est-ce que tu as comme goûter aujourd'hui?

→ J'ai une pomme.

→ Je n'ai pas de goûter.

Qui peut partager son goûter avec John?

→ Moi. J'ai une grappe de raisins.

Les nombres de soixante-dix à mille

70 soixante-dix
soixante et onze
soixante-douze
soixante-treize
soixante-quatorze
soixante-quinze
soixante-seize
soixante-dix-sept
soixante-dix-huit
soixante-dix-neuf

80 quatre-vingts
quatre-vingt-un
quatre-vingt-deux
quatre-vingt-trois
quatre-vingt-quatre
quatre-vingt-cinq
quatre-vingt-six
quatre-vingt-sept
quatre-vingt-huit
quatre-vingt-neuf

90 quatre-vingt-dix
quatre-vingt-onze
quatre-vingt-douze
quatre-vingt-treize
quatre-vingt-quatorze
quatre-vingt-quinze
quatre-vingt-seize
quatre-vingt-dix-sept
quatre-vingt-dix-huit
quatre-vingt-dix-neuf

100 cent
cent un
cent deux...
deux cents
trois cents
quatre cents
cinq cents
six cents
sept cents
huit cents
neuf cents
neuf cent quatre-vingt-dix-neuf

1000 mille

**NOS AMIS –
LES ANIMAUX**
(CD 2, TRACK 2)

Les principales catégories d’animaux

les animaux de compagnie
les animaux de la ferme
les animaux sauvages

Les principaux animaux de la ferme

un âne
un canard
une chèvre
un cochon
un coq
un cheval
un dindon
un mouton
une oie
une poule
un taureau
une vache

Les animaux sauvages les plus communs

une autruche
un cerf
un chameau
un écureuil
un éléphant
une girafe
un gorille
un hippopotame
un kangourou
un hibou
un insecte (une abeille, une araignée, une mouche, un moustique, un papillon)
un lézard
un léopard
un lion
un lièvre
un oiseau
un ours
un poisson
un serpent
un singe
un tigre
un zèbre

Les parties du corps d’un animal/d’un oiseau

une aile/des ailes
un bec
des bois (m.)
un cou
une crinière
un dos
une écaille/des écailles

une griffe/des griffes
une langue
des moustaches (f. pl.)
un museau
une oreille/des oreilles
une patte
un pelage
une plume
une queue
une tête
un tronc
les yeux

Les habitats des animaux

un arbre
les bois (m.)
une branche
le désert
l'eau fraîche (f.)
l'eau salée (f.)
la forêt
une forêt tropicale
un lac
un marécage
les montagnes
un nid
l'océan (m.)
la prairie
les prés
la rivière
la savane
une tanière

Adjectifs pour décrire les animaux ou les parties de leur corps

actif/active
agile
calme
comique
court/courte
curieux/curieuse
exotique
féroce
flexible
formidable
fort/forte
grand/grande
gentil/gentille
gros/grosse
intelligent/intelligente
intéressant/intéressante
lent/lente
long/longue

mignon/mignonne
mystérieux/mystérieuse
petit/petite
rapide
silencieux/silencieuse
timide

Expressions/questions utiles

Quel est ton animal de la ferme préféré?

→ Le taureau.

Pourquoi?

→ Il est fort.

Quelles sont les principales parties du corps d'une vache?

→ Des pattes, une longue queue, des cornes, un grand corps.

De quelle couleur est la vache?

→ Elle est brune.

→ Elle est blanche avec des taches noires.

Quel est ton animal sauvage préféré?

→ Le singe.

Pourquoi?

→ Il est comique.

Comment est le hibou?

→ Il est mystérieux, intelligent.

Quelles sont les principales parties du corps d'un éléphant?

→ Des pattes, un tronc, une grande tête, une petite queue/une courte queue, un gros corps.

Où est-ce que l'éléphant habite?

→ Dans la savane ou dans une forêt tropicale.

→ Il habite dans une forêt tropicale ou dans la savane.

Où est-ce que l'oiseau habite?

→ Dans un arbre, dans un nid, sur une branche.

LES VÊTEMENTS (CD 2, TRACK 3)

Les vêtements de base

un anorak
une blouse
un chandail
des chaussettes (f. pl.)
une chemise
un collant
un costume
un coton ouaté
un imperméable
un jean
une jupe
un kangourou
un maillot de bain
un manteau
un pantalon
un parka (Québec)/une parka (France)
un pull-over
un pyjama

une robe
une salopette
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

Adjectifs pour décrire les vêtements

à la mode
beau/bel/belle
chaud/chaude
chic
confortable
court/courte
décontracté/décontractée
léger/légère
long/longue
nouveau/nouvel/nouvelle

Expressions/questions utiles

Qu'est-ce que tu aimes porter à l'école?

→ Des jeans*, une longue chemise et des chaussures de sport.

Qu'est-ce que tu aimes porter les fins de semaine?

→ Un survêtement.

* Note : *un jean* and *des jeans* are both correct.

Qu'est-ce que tu portes en été?
 → Je porte un short et un t-shirt.

Qu'est-ce que tu portes quand il fait froid?
 → Des mitaines, une tuque, un anorak, une écharpe et des bottes d'hiver.

Qu'est-ce qu'on porte pour jouer au soccer?
 → Un short, un chandail, des chaussettes et des chaussures de sport.

Qu'est-ce que tu portes pour le souper de Noël?
 → Je porte une blouse blanche, une courte jupe bleue avec un collant bleu.

Aujourd'hui, c'est la Saint-Patrick. Qu'est-ce que tu portes?
 → Un pantalon vert avec un t-shirt vert.

Qu'est-ce que le père Noël porte?
 → Il porte un costume rouge et blanc, des bottes noires et une tuque rouge et blanche.

MA MAISON
 (CD 2, TRACK 4)

Les types d'habitation

un appartement
 un appartement en copropriété
 un immeuble d'appartements
 une maison
 une maison en rangée
 une maison mobile

Les pièces d'une maison/d'un appartement

une buanderie
 un bureau
 une chambre à coucher
 une cuisine
 une entrée
 une salle à manger/une salle à dîner
 une salle de bains
 une salle de jeux
 une salle familiale
 un salon/une salle de séjour/un séjour
 un sous-sol

Les principales composantes d'une pièce

une fenêtre
 un mur
 un plafond
 un plancher
 une porte

Les objets dans une chambre à coucher d'un/d'une élève

une affiche
 un animal en peluche/des animaux en peluche
 des bibelots (m.)
 un bureau
 une chaise
 une commode

un coussin
une étagère/une bibliothèque
un fauteuil
une horloge
une lampe
un lit
un miroir
un ordinateur
une photo de...
un radio-réveil
des rideaux (m.)
des stores (m.)
une table de chevet/une table de nuit
un tapis

Adjectifs pour décrire une maison/une pièce/un appartement

beau/bel/belle
clair/claire
confortable
grand/grande
joli/jolie
nouveau/nouvel/nouvelle
petit/petite
renouvelé/renouvelée
sombre

Expressions/questions utiles

Dans quel type d'habitation habites-tu?

→ J'habite dans un appartement.

Combien de pièces est-ce qu'il y a dans ta maison?

→ Il y a huit pièces.

Combien de chambres à coucher est-ce qu'il y a dans ta maison?

→ Deux. Une pour moi et l'autre pour mes parents.

Qu'est-ce que tu as dans ta chambre à coucher?

→ J'ai un petit lit, un bureau, un ordinateur, des affiches, une photo de mon amie Amy et des animaux en peluche.

De quelle couleur est ta chambre à coucher?

→ Elle est jaune. Pourquoi? J'aime le jaune.

As-tu des rideaux ou des stores dans ta chambre?

→ J'ai des rideaux. De quelle couleur? Ils sont bleus.

Est-ce que ta chambre à coucher est grande ou petite?

→ Elle est grande.

Qu'est-ce qu'il y a aux murs?

→ Il y a des affiches de mes chanteurs préférés.

→ Il y a des affiches de mes joueurs de hockey préférés.

C'est quoi les mesures de ta chambre à coucher?

→ Ma chambre mesure 3 mètres sur 3 mètres et demi.

Partages-tu ta chambre avec quelqu'un?

→ Non, j'ai ma chambre à moi./Oui, je partage ma chambre avec ma sœur Monica.

Décris-moi ta chambre.

→ Dans ma chambre, il y a un lit simple, des animaux de peluche, un bureau et une chaise. À côté de mon lit, il y a une table de nuit. Sur le plancher, il y a un tapis rond. Il est vert.

**LE FESTIVAL
DU VOYAGEUR**
(CD 2, TRACK 5)

Expressions utiles

La date de ce festival est du 10 au 19 février*.

Ce festival a lieu au mois de février.

Cette fête/cet évènement a lieu dans le quartier Saint-Boniface de Winnipeg (au Manitoba).

Les symboles de ce festival sont le voyageur et la ceinture fléchée.

Comme activités, il y a.../Comme évènements, il y a...

- des cérémonies d’ouverture.
- un parc du voyageur.
- des sculptures sur neige.
- des spectacles de musique et de danse.
- un fort historique à visiter.
- un magasin de traite.
- le Concours de violon et de gigue.
- le Bal du Gouverneur.
- le Festin du Bourgeois (un souper-théâtre).
- une cabane à sucre.
- des maquillages pour les enfants.

C’est quand le Festival du Voyageur?

→ C’est du... au... février.

Dans quelle ville est-ce que ce festival se déroule?

→ À Winnipeg, dans le quartier francophone Saint-Boniface.

Qu’est-ce qu’on fait au Festival du Voyageur?

→ On participe aux cérémonies d’ouverture. On fait la visite du Fort Gibraltar. On regarde les sculptures de glace. On achète des souvenirs.

Quelles sortes de souvenirs y a-t-il?

→ Il y a des tuques, des ceintures fléchées, des t-shirts et des casquettes avec le logo du festival.

À quelle heure est-ce que les cérémonies d’ouverture commencent?

→ À sept heures du soir.

Qu’est-ce qu’un voyageur porte?

→ Une chemise, un pantalon, une ceinture fléchée, une tuque et des bottes noires.

**LES FÊTES ET
LES CÉLÉBRATIONS
POSSIBLES**
(CD 2, TRACK 6)

Noël – le 25 décembre

Couleurs associées à la célébration

le blanc, le bleu, le doré, le rouge et le vert

Symboles associés à la célébration

l’arbre de Noël

le bas de Noël

un cadeau/les cadeaux

une canne de Noël

une carte de Noël

* À noter que les dates de ce festival changent d’une année à l’autre, mais il se déroule quand même au mois de février.

la crèche de Noël
une décoration de Noël/les décorations de Noël
une étoile/des étoiles
la neige
le père Noël
Souhais/vœux associés à la célébration
Joyeux Noël!

Le jour de l'An – le 1^{er} janvier

Couleurs associées à la célébration

Il n'y a pas de couleurs associées à cette célébration.

Symboles associés à la célébration

une carte de vœux
des confettis (m.)
un chapeau/des chapeaux
une crécelle/des crécelles
une flûte/une trompette en papier

Souhais/vœux associés à la célébration

Bonne et Heureuse Année!

La fête des Rois – le 6 janvier

Couleurs associées à la célébration

Il n'y a pas de couleurs associées à cette célébration.

Symboles associés à la célébration

la couronne
la fève
les Rois mages
la galette des Rois/le gâteau des Rois

Souhais/vœux associés à la célébration

Il n'y a pas de souhaits/vœux associés à cette célébration.

Pâques

Couleurs associées à la célébration

le blanc, le jaune, le rose et le violet

Symboles associés à la célébration

une brebis/des brebis
un canard/des canards
une croix
le lapin de Pâques
les lys
un mouton/des moutons
un œuf
un panier de Pâques
un poussin/des poussins

Souhais/vœux associés à la célébration

Joyeuses Pâques!

Expressions/questions utiles

Quelle est la date de Noël?

→ C'est le 25 décembre.

Quelles sont les couleurs associées à Pâques?

→ Le blanc, le jaune, le rose et le violet.

Quels sont les symboles associés à la fête des Rois?

→ La couronne, la fève, les Rois mages et la galette des Rois/le gâteau des Rois.

Qu'est-ce qu'on dit aux gens à Noël?

→ Joyeux Noël!

Vocabulaire suggéré pour la 6^e année (CD2 – Tracks 7 to 13)

The following vocabulary items may be added to the students' language repertoire that was developed in grades 4 and 5.

**MA SANTÉ ET
MON BIEN-ÊTRE**
(CD 2, TRACK 7)

Des aliments de base

le bacon
un bagel
le (du) beurre
le (du) beurre d'arachide
un biscuit/des biscuits
du bœuf
des céréales chaudes
de la confiture
un cornichon/des cornichons
des céréales froides
de la crème glacée
un croissant
de la dinde
des fruits de mer
du gâteau
un hamburger
du ketchup
du jambon
de la moutarde
de la mayonnaise
un œuf
du pain
des pâtes (f. pl.)
un petit pain
de la pizza
du poisson
du porc
du pouding
du poulet
du riz (m.)
une rôtie/des rôties
une salade de fruits
une saucisse
un saucisson
de la viande

Les fruits

un abricot/des abricots
un avocat/des avocats
un cantaloup/des cantaloups
une cerise/des cerises
une citrouille/des citrouilles
un kiwi/des kiwis
une mangue/des mangues
un melon d'eau/des melons d'eau
une papaye/des papayes

une pêche/des pêches
une poire/des poires
un poivron rouge/des poivrons rouges
un poivron vert/des poivrons verts
une prune/des prunes
une tomate/des tomates

Les légumes

une betterave/des betteraves
un champignon/des champignons
un chou/des choux
un chou-fleur/des choux-fleurs
des haricots verts/jaunes (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 friandises

un bonbon/des bonbons
du chocolat
des croustilles (f. pl.)
de la gomme à mâcher
du maïs soufflé
des noix

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 groupes alimentaires

Au Québec

les produits céréaliers
les légumes et les fruits
les produits laitiers
les viandes et les substituts

En France

le groupe marron (les produits céréaliers)
le groupe vert (les légumes et les fruits)
le groupe rouge (les viandes, les poissons et les œufs)
le groupe bleu (les produits laitiers)
le groupe rose (les produits sucrés et leurs dérivés)

Les repas

Au Québec

le déjeuner

le dîner

le souper

En France

le petit-déjeuner

le déjeuner

le dîner

Expressions/questions utiles

Est-ce que tu prends le déjeuner avant d'aller à l'école?

→ Oui.

→ Non.

Pourquoi est-ce que tu ne prends pas de déjeuner le matin?

→ Je n'ai pas faim.

→ Je n'ai pas le temps le matin.

Qu'est-ce que tu manges pour le déjeuner?

→ Des céréales chaudes et du jus d'orange.

Qui mange un sandwich au jambon à midi?

→ Moi.

Qu'est-ce que tu as dans ta boîte à lunch?

→ J'ai une pomme, du lait, un sandwich au poulet et des biscuits.

Quelle est ta boisson préférée?

→ Le lait.

Quels sont tes fruits préférés?

→ Les pommes, les oranges et les pêches.

À quelle heure est-ce que tu prends le souper chez toi?

→ À six heures trente.

→ À six heures et demie.

Est-ce que tu manges beaucoup de fruits?

→ Non, je mange peu de fruits.

→ Oui, j'adore les fruits.

Des expressions reliées aux sentiments et aux émotions

Je suis content aujourd'hui./Je suis contente aujourd'hui.

Je suis fâché./Ma mère est fâchée contre moi.

Je donne un cadeau à mon ami. Mon ami est heureux./Mon amie est heureuse.

Je suis triste.

Quand il pleut, comment te sens-tu?

→ Endormi(e).

→ Fatigué(e).

→ Paresseux (paresseuse).

→ Triste.

→ Déprimé(e).

→ Malheureux (malheureuse).

Quand il fait beau, comment te sens-tu?

→ Fantastique.

→ J'ai beaucoup d'énergie.

Des expressions reliées à l'état physique

J'ai chaud./Mon ami a chaud.

J'ai froid./Nous avons froid.

J'ai soif./Les élèves ont soif.

J'ai faim./Tout le monde a faim!

J'ai beaucoup d'énergie aujourd'hui./Je n'ai pas d'énergie.

Tu es fatigué(e) aujourd'hui?

→ Oui, je suis très fatigué(e).

J'ai un examen aujourd'hui. Je suis nerveux./Je suis nerveuse.

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

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

J'ai mal à un 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 une 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.

Expressions/questions utiles

Comment te sens-tu aujourd'hui?

→ Très bien./Pas très bien.

Pourquoi? Je suis malade.

→ J'ai mal à la tête.

Tu es tombé sur la glace. Où as-tu mal?

→ J'ai mal au dos.

As-tu des allergies?

→ Non, mais ma sœur a des allergies.

→ Oui, je suis allergique aux noix.

Les sports

le badminton

le baseball

le basket-ball

le cyclisme

le ballon chasseur (dodgeball)

l'équitation

le football

le golf

la gymnastique

le hockey

le karaté

la natation

le patin à roues alignées

le patinage

la planche à neige

la planche à roulettes

le soccer
le volley-ball
le ski alpin
le ski de fond

Les activités physiques

les billes
le cache-cache
le chat perché
le cheval
la danse
la marelle
la pêche
le saut à la corde

Les activités

le club 4-H
un jeu vidéo
un jeu de société
les guides
les scouts

Expressions/questions utiles

Quel est ton sport préféré?

- Le volley-ball.
- J'aime le soccer.

À quel sport joues-tu en automne?

- Je joue au soccer.

Quels sports préfères-tu?

- Je préfère les sports d'équipe.
- Je préfère les sports individuels.

Quels sports pratiques-tu en hiver?

- Je fais du ski de fond.
- Je joue au soccer intérieur.

Quelles activités physiques est-ce que tu aimes faire?

- J'aime sauter à la corde.
- J'aime faire du ski.
- J'aime monter à cheval.
- J'aime faire de la natation.

Quelles activités physiques est-ce que tu n'aimes pas faire?

- Je n'aime pas jouer au basket-ball.
- Je n'aime pas sauter à la corde.
- Je n'aime pas jouer à cache-cache.

Quelles activités fais-tu après l'école?

- Je participe aux réunions des scouts.
- Je participe aux réunions des guides.
- Je joue au baseball.
- Je vais à ma classe de danse.
- Je joue du piano.
- Je fais du tae kwon do.

MON VOISINAGE
(CD 2, TRACK 8)

Les bâtiments de mon voisinage

un aréna
une banque
un bâtiment
une bibliothèque
un bureau de poste
un café
un centre de loisirs/un centre récréatif
un centre commercial
une clinique médicale
un club vidéo
un dépanneur
une école
une église
un foyer pour les personnes âgées
un garage
une garderie
un hôpital
un jardin zoologique/un zoo
un magasin de...
un musée
une patinoire
une piscine
une pharmacie
un poste de police
un poste de pompiers
un restaurant
un restaurant rapide
un terrain de jeux
un terrain de sport
un stade
une station-service
un supermarché

Les moyens de transport dans mon voisinage

une auto/une voiture
un autobus
une bicyclette
la marche (à pied)
le métro
une moto
une motoneige
un scooter
un taxi

Les gens de mon voisinage

un agent de police/une agente de police
un avocat/une avocate
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 de la ville/une conseillère de la ville
un dentiste/une dentiste
un électricien/une électricienne
un facteur/une factrice
un fermier/une fermière
un infirmier/une infirmière
un maire/une mairesse
un mécanicien/une mécanicienne
un médecin/une médecin
un ouvrier/une ouvrière
un pharmacien/une pharmacienne
un plombier/une plombière
un pompier/une pompière
un pompiste/une pompiste
un réparateur/une réparatrice
un serveur/une serveuse
un vendeur/une vendeuse
un vétérinaire/une vétérinaire

Le plan de mon voisinage

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

Les points cardinaux et les points intermédiaires

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

Expressions/questions utiles

Quelles sortes de bâtiments est-ce qu'il y a dans ton voisinage?

→ Il y a deux églises, un poste de pompiers, un club vidéo, un dépanneur et une station-service.

Est-ce que tu habites une avenue ou une rue?

→ J'habite une avenue.

Quelle est ton adresse? J'habite 11050, rue MacKenzie.

Par rapport à ta maison, où se trouve l'école?

→ Dans le nord-est./Au nord de ma maison./Loin de ma maison./Près de ma maison.

Est-ce que tu habites près d'un dépanneur?

→ Oui, il est à une rue de ma maison.

→ Non, il est loin de ma maison. Il est à deux kilomètres de ma maison.

Comment vas-tu à l'école?

→ Je prends l'autobus (écolier).

→ J'y vais à pied.

→ Ma mère me conduit à l'école.

→ J'y vais à bicyclette.

Quelles sortes d'emploi ont tes voisins?

→ M. Sosnowski est électricien.

→ M^{me} Sosnowski est infirmière.

Quelle sorte d'emploi ont tes parents?

→ Mon père est vendeur.

→ Ma mère ne travaille pas.

**MA PROVINCE –
L'ALBERTA**
(CD 2, TRACK 9)

Son emplacement géographique

Ses voisins – les provinces et les territoires du Canada

la Colombie-Britannique

la Saskatchewan

le Manitoba

l'Ontario

le Québec

le Nouveau-Brunswick

la Nouvelle-Écosse

l'Île-du-Prince-Édouard

Terre-Neuve-et-Labrador

le Nunavut

les Territoires du Nord-Ouest

le Yukon

Ses voisins du sud

les États-Unis

le Montana

Ses paysages

Conglomérations des habitants

une capitale

un village

une ville

une grande ville

une petite ville

Le relief

un cours d'eau

les coulées

un lac

un parc national

un parc provincial

une rivière

une vallée

Les principales masses d'eau en Alberta

- le lac Athabasca
- le lac Lesser Slave
- la rivière Athabasca
- la rivière Saskatchewan Nord
- la rivière Saskatchewan Sud
- la rivière de la Paix

Les zones géographiques

- le Bouclier canadien (Canadian Shield)
- les contreforts
- la forêt boréale
- la forêt-parc
- les montagnes Rocheuses
- la prairie

Ses principaux animaux/oiseaux sauvages

- une antilope
- une bernache du Canada
- un bison
- un castor
- un cerf de Virginie
- une chèvre de montagne
- un chien de prairie
- un corbeau
- un cougar
- un coyote
- un écureuil
- un élan d'Amérique
- un faucon
- un geai bleu
- un hibou
- un grizzly
- un lièvre
- un loup
- un lynx
- une mouffette
- un mouflon
- un orignal
- un ours noir
- une pie
- un porc-épic
- un renard
- un rouge-gorge
- un wapiti

Ses richesses

L'agriculture

- le bétail
- l'élevage (m.)
- l'industrie laitière (f.)
- la polyculture

Les ressources et produits naturels

le blé
le calcaire
le canola
les céréales (f.)
le charbon
le ciment
les diamants (m.)
l'eau (f.)
l'énergie hydroélectrique (f.)
l'industrie énergétique (f.)
le fer
les forêts (f.)
le gaz naturel
le gravier
le grès
l'or (m.)
le pétrole
les pierres précieuses (f.)
les produits agricoles (m.)
le sable
le sel
une ressource naturelle
les ressources renouvelables
les ressources non renouvelables
les ressources minières
les ressources forestières
les ressources hydroélectriques

Autres richesses

les vastes espaces
les produits pétrochimiques
le tourisme

Expressions/questions utiles

L'Alberta a beaucoup de richesses naturelles.
C'est une belle province.
Il y a beaucoup d'habitants en Alberta.
Elle a ses montagnes Rocheuses, ses vastes espaces et ses beaux animaux sauvages.
Il y a des lacs et des forêts en Alberta.
Edmonton est la capitale de l'Alberta. Elle se trouve au centre de la province.
Falher est un petit village francophone. Il se trouve dans le nord de l'Alberta.
Leduc se trouve au sud d'Edmonton. C'est une petite ville de l'Alberta.
Où se trouve l'Alberta?
→ Entre la Colombie-Britannique et la Saskatchewan./Au nord de l'État du Montana aux États-Unis./Dans l'Ouest canadien.
Quelle est la capitale de l'Alberta?
→ C'est Edmonton.

Quelle est la plus grande ville de l'Alberta?

→ C'est Calgary.

Quelle ville présente le *Stampede* au mois de juillet?

→ C'est la ville de Calgary.

Nomme quelques-unes des richesses de l'Alberta.

→ Il y a l'élevage de bétail, le pétrole, le canola, le charbon et le tourisme. En Alberta, on trouve beaucoup de pétrole.

→ En Alberta, il y a beaucoup de gaz naturel.

Nomme quelques animaux sauvages qui se trouvent en Alberta.

→ Il y a des castors, des bisons, des couguars et des ours noirs.

Nomme quelques festivals en Alberta.

→ À Saint-Isidore, il y a le Carnaval d'hiver en février.

→ À Edmonton, il y a le festival du patrimoine en août.

→ À Jasper, il y a un festival d'hiver au mois de janvier.

→ Au mois de mai, il y a un festival « Le printemps à la ferme » à Red Deer.

L'ENVIRONNEMENT

(CD 2, TRACK 10)

Les milieux et les habitats naturels

l'air (m.)

l'atmosphère (f.)

le bois

la couche d'ozone

l'eau (f.)

un écosystème

un étang

une forêt

une forêt tropicale

le Grand Nord

un habitat

la mer

les montagnes (f.)

les prés (m.)

l'océan (m.)

une rivière

la terre

Les menaces à l'environnement

le bruit

les déchets domestiques (m.)

les déchets industriels

les déchets toxiques

les déchets de papier

les dépotoirs (m.)

la déforestation

la destruction des habitats naturels

l'effet de serre (m.)

les émissions toxiques (f.)

l'explosion démographique (f.)

la fumée

les ordures (f.)

les pesticides (m.)

le pétrole

les pluies acides (f. pl.)
la pollution
les polluants (m.)
le réchauffement de la planète
la surpêche

Les animaux menacés d'extinction

la baleine à bosse
le bison d'Amérique
le castor
le chimpanzé
le couguar/le puma
le crocodile
le dauphin
l'écureuil roux (m.)
l'éléphant d'Asie (m.)
le faucon pèlerin
le gorille
le guépard
l'hyène (f.)
le jaguar
le koala
le loup gris
le lynx
le macaque japonais
le manchot empereur
le mouflon des montagnes Rocheuses
l'orang-outang (m.)
l'ours polaire/blanc (m.)
le panda
le pélican blanc
le renard roux
le requin blanc
le rhinocéros noir
le tigre
le zèbre

À noter que cette liste changera d'une année à l'autre.

La protection de l'environnement

un bac de recyclage
un composteur
les produits recyclables tels que les bouteilles en plastique, les
bouteilles en verre, les canettes (f.) en aluminium, les journaux, le
papier, le verre
les produits verts
le symbole de recyclage
composter
conserver
jeter
éliminer
pêcher

planter
recycler
réduire
respecter
réutiliser
utiliser

Expressions/questions utiles

Les êtres humains font du tort à l'environnement.

Il faut protéger l'environnement.

Il faut recycler les articles usagés.

L'écosystème de ____ est menacé par la pollution.

Où est-ce que l'ours polaire habite?

→ Dans le Grand Nord.

→ Dans l'Arctique.

Nomme quelques animaux menacés d'extinction.

→ Le chimpanzé, le koala, l'éléphant d'Asie et le tigre.

Pour quelles raisons sont-ils menacés?

→ La déforestation, la destruction des habitats naturels, l'explosion démographique.

Qu'est-ce qu'il faut faire pour protéger l'environnement?

→ Il faut respecter les habitats des animaux.

→ Il faut conserver l'énergie.

→ Il faut réutiliser les plastiques.

→ Il faut recycler les journaux, le papier et les cannettes en aluminium.

→ Il faut planter des arbres.

→ Il faut pêcher moins de poissons.

→ Il faut réduire les déchets toxiques.

→ Il faut travailler ensemble pour protéger l'environnement.

Qu'est-ce que tu fais pour protéger l'environnement?

→ J'utilise les vêtements de mon frère aîné.

→ Je conserve l'énergie.

→ Je recycle le journal.

→ Je réutilise le papier recyclé.

Qu'est-ce que vous faites pour protéger l'environnement?

→ Nous jetons nos déchets dans la poubelle.

→ Nous plantons des arbres avec le Club 4-H.

→ Nous compostons nos ordures.

→ Nous respectons les habitats des animaux sauvages.

LE CARNAVAL DE QUÉBEC (CD 2, TRACK 11)

Expressions utiles

La date de ce festival est du 27 janvier au 26 février*.

Ce festival a lieu au mois de février.

Cette fête/cet évènement a lieu dans la ville de Québec (au Québec).

Le symbole principal de ce festival est le Bonhomme Carnaval.

* À noter que les dates de ce festival changent d'une année à l'autre, mais il se déroule quand même entre la fin janvier et le début du mois de février.

Comme activités il y a.../Comme évènements, il y a...

- un spectacle d'ouverture;
- le rafting sur neige;
- un défilé;
- des jeux hivernaux pour les enfants;
- des spectacles de musique et de danse;
- une course de canots;
- un jeu de soccer géant;
- des glissades;
- le Bal de Bonhomme;
- l'International de sculpture sur neige;
- les sculptures de glace;
- une cabane à sucre;
- un spectacle de fermeture.

C'est quand le Carnaval de Québec?

→ C'est du... au... février.

Dans quelle ville est-ce que ce festival se déroule?

→ À Québec.

Qu'est-ce qu'on fait au Carnaval de Québec?

- On participe aux défilés de nuit.
- On fait la visite du palais (de glace).
- On regarde les sculptures sur neige.
- On achète des souvenirs.
- On chante des chansons du Carnaval.
- On assiste aux soirées spectacles.
- On fait des promenades en carrioles.
- On mange des queues de castors.
- On boit du chocolat chaud.
- On s'amuse.

Quelles sortes de souvenirs y a-t-il?

→ Il y a des tuques, des ceintures fléchées, des t-shirts et des casquettes avec le logo du festival.

À quelle heure est-ce que les cérémonies d'ouverture commencent?

→ À sept heures du soir.

→ À dix-neuf heures.

Qu'est-ce que le Bonhomme Carnaval porte?

→ Une ceinture fléchée, une tuque et des chaussures blanches.

Comment s'appellent les personnages colorés qu'on trouve au Carnaval?

→ Ils s'appellent les Knuks.

Que font-ils au Carnaval?

→ Ils font rire les gens.

→ Ils divertissent les gens.

**LES FÊTES ET
LES CÉLÉBRATIONS
POSSIBLES**
(CD 2, TRACK 12)

L'Action de grâces – le deuxième lundi du mois d'octobre

Couleurs associées à la célébration

le brun, le jaune et le rouge

Symboles associés à la célébration

une corne d'abondance

un dindon

une dinde

une prière

une tarte à la citrouille

Souhais/vœux associés à la célébration

Bonne fête de l'Action de grâces!/Bonne journée de l'Action de grâces!/Je te souhaite une agréable fête de l'Action de grâces!

Le jour du Souvenir – le 11 novembre

Couleurs associées à la célébration

le noir et le rouge

Symboles associés à la célébration

une couronne commémorative

un coquelicot

les croix blanches

les drapeaux

Souhais/vœux associés à la célébration

N'oublions pas!

Le Canada se souvient.

La Sainte-Catherine – le 25 novembre

Couleurs associées à la célébration

le jaune et le vert

Symboles associés à la célébration

les bonbons

une catherinette

un chapeau

les jeux

la tire

Souhais/vœux associés à la célébration

« Coiffer Sainte-Catherine! » (Se dit aux femmes de 25 ans ou plus qui sont encore célibataires.)

La fête du Canada – le premier juillet

Couleurs associées à la célébration

le blanc et le rouge

Symboles associés à la célébration

le drapeau canadien

les feux d'artifice

l'hymne national

Souhais/vœux associés à la célébration

Bonne fête, Canada!

Expressions/questions utiles

Quelle est la date de la fête de la Sainte-Catherine?

→ C'est le 25 novembre.

Quelles sont les couleurs associées à l'Action de grâces?

→ Le brun, le jaune et le rouge.

Quels sont les symboles associés au jour du Souvenir?

→ Un coquelicot, une couronne commémorative, les croix blanches et les drapeaux.

Qu'est-ce qu'on dit pour la fête du Canada?

→ Bonne fête, Canada!

**LES ADVERBES
DE QUANTITÉ ET
D'INTENSITÉ**
(CD 2, TRACK 13)

assez
beaucoup
bien
moins
peu
plus
trop

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Contributions of the FSL Program of Studies to Workplace Readiness

The *Alberta Framework of Essential Competencies for Working, Learning and Living* (Alberta Learning 2001) lists minimum essential workplace competencies in order to help in the preparation of students for the workplace. The framework can be ordered from the Alberta Government's Learning Resources Centre at <http://www.lrc.education.gov.ab.ca>.

What follows are brief correlations of aspects of the Nine-year FSL Program of Studies with various dimensions of the Framework of Essential Competencies.

- **Interacting and Communicating–Working with Others:** the FSL program of studies promotes learning communication strategies, showing support for others, learning to respect others, and working effectively in small groups.
- **Interacting and Communicating–Communication Skills:** the FSL program of studies provides students with strategies that cross over, draw from and further expand skills they have developed in the English language, such as extrapolating meaning from texts, listening and reading attentively, preparing presentations, understanding text structure, taking notes and preparing to write and revise texts.
- **Building Personal Capacity–Managing Transitions:** at the high school level, the FSL program of studies supports exploration of questions related to career exploration and adapting to change.
- **Planning and Managing–Thinking:** the FSL program of studies supports and promotes the development of thinking skills related to finding information, identifying a problem and finding solutions. Students are also encouraged to develop creative thinking skills as they learn to develop ideas and to elaborate on these skills through the use of another language.
- **Using Data and Computer Technology–Numeracy:** the FSL program of studies reinforces skills in the domain of numeracy through specific outcomes in the elementary grades that are reinforced in grades 7 to 12.
- **Using Data and Computer Technology–Computer Technology:** the domain of computer technology is addressed through outcomes related to computer operations and the use of application tools for research purposes.

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Introductory Letter to Parents and Guardians

Bonjour!

Your child has begun French as a second language (FSL) class this year as part of the elementary programming in our school. We are looking forward to an exciting year of learning French.

Your support and encouragement are key to your child's motivation and positive attitude towards learning French. Even if you do not speak French, you can help by taking an interest in your child's progress and encouraging activities that enhance language learning.

Here are a few ways in which you can help your child:

- Ask your child to talk to you about his or her FSL learning experiences and progress. Speak positively to your child about the value of language learning.
- Create opportunities for your child to practise his or her language skills. For example, include bedtime reading and dinnertime conversations in the family's daily routine.
- Bring French into your home easily and inexpensively. Borrow French books, including comic books, from the library. Subscribe to a French magazine. These are available for all ages and suit many interests.
- Watch French television programs – cartoons, hockey games, quiz shows and news broadcasts. Videos, board games, computer software and the Internet can also provide a variety of French language experiences.
- Take part in local Francophone cultural opportunities such as plays, concerts and festivals. They can be fun for the whole family and they provide an opportunity for your child to experience French in a social setting.
- Celebrate your son or daughter's success in learning French!

I would be pleased to talk to you about the French program and answer any questions you may have. Your child's language adventure in French is just beginning!

Un gros merci!

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Summary of Program Outcomes – Grades 4 to 12

In Alberta, French as a Second Language (FSL) is a nine-year course sequence in which the French language is taught as a subject. Each year, the goals of the course are to develop students' communication skills in French and to encourage students to acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world.

Grade 4

The Grade 4 course is designed so that students can ...

- ▶ understand basic information related to their classroom, their classmates, their families, their pets, the calendar, the weather, an Alberta winter festival and certain holidays and celebrations.
- ▶ talk about their classroom and who their classmates are.
- ▶ talk about their family and themselves, their likes and dislikes.
- ▶ name a variety of holidays and celebrations, including a local winter festival, and identify the date of these holidays and celebrations as well as the symbols related to them.
- ▶ describe different weather conditions based on the day, the month or the season.
- ▶ label school supplies, classroom objects, holiday symbols, calendars, weather pictures.
- ▶ give reasons for learning a second language.
- ▶ experience aspects of French language and culture in their immediate environment.
- ▶ sing songs that are typically French.
- ▶ develop and use language learning strategies that will help them improve their learning of French.

Grade 5

The Grade 5 course is designed so that students integrate the knowledge and skills they acquired in Grade 4, while expanding their language use further. By the end of the year students can ...

- ▶ understand basic information related to their school, domestic and wild animals, everyday clothing, their home, a Manitoba Francophone winter festival and certain holidays and celebrations.
- ▶ talk about their school, the type of clothes they wear for different occasions and different seasons, their home and their bedroom in particular.
- ▶ describe different animals and animal habitats.
- ▶ talk about activities, symbols and the location of *le Festival du Voyageur* (a Manitoba Francophone winter festival).
- ▶ label a plan of their school, the main body parts of an animal, holiday symbols, a plan of their home and bedroom.
- ▶ write simple descriptions about their school, their clothes, their home or room, or a celebration.
- ▶ explain the different ways that they can come into contact with Francophone cultures outside of the school, such as watching French television or using the Internet.
- ▶ identify elements of French language and culture in their immediate environment, such as bilingual labels on clothing items.
- ▶ recognize certain abbreviations used in French such as h for hour.
- ▶ develop and use language learning strategies that will help them improve their learning of French.

Grade 6

The Grade 6 course is designed so that students integrate the knowledge and skills they acquired in Grades 4 and 5, while expanding their language use so they can ...

- ▶ understand basic information related to their health and well-being, their neighbourhood, Alberta, the environment, a Québec winter festival and certain holidays and celebrations.
- ▶ talk about healthy eating, physical activities to stay healthy, their neighbourhood, different environments and protecting the environment.
- ▶ describe Alberta in terms of its landscapes, its communities and its cultural and natural resources.
- ▶ talk about activities, symbols and the location of *le Carnaval de Québec* (a Francophone winter festival in Québec City).
- ▶ identify the date, symbols, greetings and typical colours associated with a variety of holidays and celebrations.
- ▶ label neighbourhood plans and maps.
- ▶ write simple descriptions about healthy eating, their neighbourhood, the environment, Alberta and *le Carnaval de Québec*.
- ▶ state that Canada is a bilingual country and that our national anthem is sung in both languages.
- ▶ identify different Francophone communities in Alberta.
- ▶ name at least two different Francophone winter festivals.
- ▶ recognize topographical abbreviations used in French, such as N for north and av. for avenue.
- ▶ develop and use language learning strategies that will help them improve their learning of French.

Grade 7

The Grade 7 course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 6, while expanding their language use so they can ...

- ▶ understand the main idea(s) or isolated details in oral and written texts dealing with familiar topics such as school subjects and school activities, weather and climate, friends and families, origins and traditions of certain holidays and celebrations.
- ▶ describe their school subjects, school plan, school personnel and school activities.
- ▶ describe their classmates, friends and families.
- ▶ describe weather conditions and climates for different parts of the province as well as other parts of Canada.
- ▶ describe the origins and traditions of four different holidays or celebrations.
- ▶ ask and answer questions about their school, their classmates, friends and family, Canadian weather and climate and about holidays and celebrations.
- ▶ give directions related to their school plan.
- ▶ indicate their preferences in terms of school subjects, school activities, friends and weather.
- ▶ recognize that French language education is available in Alberta and in other provinces and territories.
- ▶ do research on different Francophone cultures that relate to their schooling, their families, their holidays and their celebrations using French language search engines.
- ▶ become familiar with expressions such as those used to describe the weather and contrast and compare them with English expressions.
- ▶ compare and contrast the way of life of different Francophone cultures so as to gain an appreciation of these cultures.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate such as addressing people using formal and informal language and using rules governing writing addresses and telephone numbers in French.

- ▶ develop and use language learning strategies so as to become more effective and efficient learners of French.

Grade 8

The Grade 8 course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 7, while expanding their language use further. By the end of the year they can ...

- ▶ understand the main ideas and some isolated details in oral and written texts dealing with familiar topics such as choice of pet and pet care, animal adoption, clothing design and choices, clothing care, nutrition, food preparation, ethnic cuisine, food and celebrations.
- ▶ name such things as different animals for adoption or in zoos, clothing styles and types of cuisine.
- ▶ describe in some detail such things as animals in zoos, clothing choices, nutritional choices and food preparation.
- ▶ describe the origins and traditions of four holidays or celebrations in addition to those covered in previous grades.
- ▶ explain, in some detail, such things as how to care for clothes or how to follow a recipe or make a meal.
- ▶ ask and answer questions related to such things as choice of pet, choice of clothing and choice of cuisine.
- ▶ give instructions or advice on such things as clothing care or food preparation.
- ▶ express preferences on such things as choice of pet or ethnic cuisine.
- ▶ give someone a compliment on such things as clothing choice, hair style or on an oral or written presentation.
- ▶ recognize and understand how the French language has evolved and continues to evolve.
- ▶ recognize and appreciate regional differences in the French language.
- ▶ talk about Francophone cultures in terms of their views on animals, their clothing choices, their eating patterns and their ways of celebrating certain holidays and festivities.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate, such as the abbreviations and symbols for measurement, currency symbols and spacing of numbers and certain punctuation marks.
- ▶ continue to develop and use language learning strategies so as to become more effective and efficient learners of French.

Grade 9

The Grade 9 course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 8, while expanding their language use so they can ...

- ▶ understand the main idea(s) and some details related to the main idea(s) in oral and written texts dealing with familiar topics such as sporting events, sports injury and prevention, housing designs and plans, home leisure activities, urban life and rural life, community events and festivities.
- ▶ name things such as different sporting events, venues and equipment and Francophone communities.
- ▶ describe in some detail such things as the mental and physical traits of athletes, physical activities and healthy lifestyles, housing designs, country life and city life.
- ▶ describe the origins and traditions of four holidays or celebrations in addition to those covered in previous grades.
- ▶ give detailed directions to a certain business or service in a community.
- ▶ explain, in some detail, such things as the equipment requirements of a certain sport, housing plans and the businesses and services available in a given community.

- ▶ ask and answer questions about such things as injury prevention, household chores, French-Canadian communities or holiday traditions.
- ▶ give advice on such things as home décor or community clubs and associations.
- ▶ express preferences on such things as sporting events, housing designs or urban or rural life.
- ▶ give compliments on such things as one's housing plan.
- ▶ name trades or professions for which knowledge of French is useful or an asset.
- ▶ identify Francophone communities at the local, provincial, national and international levels.
- ▶ do research on Francophone communities and reflect upon their way of life so as to better appreciate these communities.
- ▶ access appropriate Web sites in French to gain an appreciation for different Francophone cultures.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate, such as how buildings, streets and monuments are named in French; the appropriate abbreviations and symbols for measurement, for example, km and m²; and the conventions used for informal letters.
- ▶ continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

Grade 10 – French 10 – 9y

The French 10 – 9y course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 9, while expanding their language use so they can ...

- ▶ understand the main idea(s) and some related details in oral and written texts dealing with familiar topics such as daily, physical, cultural and social activities, advice and habits related to shopping for goods and services, vacation planning within Canada and elsewhere, and the visual, literary and performing arts.
- ▶ name things such as typical goods and services available locally, types of vacations or movies, as well as components and processes related to the use of information and communication technologies.
- ▶ describe, in some detail, such things as options for leisure activities in one's area.
- ▶ explain, in some detail, such things as options for entertainment or travel.
- ▶ ask and answer questions about such things as shopping habits and travel experience.
- ▶ give advice on such things as shopping, personal safety, or choosing a form of entertainment.
- ▶ express preferences on such things as leisure activities, shopping habits.
- ▶ identify aspects of Francophone history, literature or arts that are of personal interest.
- ▶ use authentic sources, such as vacation guides or tourism videos, to seek out information about Francophone cultures.
- ▶ compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various Francophone cultures to gain an appreciation for different Francophone cultures.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate when seeking information formally and informally, orally and in writing.
- ▶ continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

Grade 11 – French 10 – 9y

The French 20 – 9y course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 10, while expanding their language use so they can ...

- ▶ understand the main idea(s) and related details in oral and written texts dealing with familiar topics such as feelings, emotions, friendship, fads and fashion, consumer rights and outdoor experiences.
- ▶ name things such as different senses, careers in fashion, consumer choices, marketing strategies and characteristics of a close friend.

- ▶ describe in some detail such things as a close friendship, feelings and emotions, the clothing look of a particular time period and a possible customer complaint.
- ▶ give advice on such things as resolving a conflict with a friend, or on rights and responsibilities of a consumer.
- ▶ express preferences on such things as fashion and shopping.
- ▶ give compliments on such things as one's clothing and hairstyle.
- ▶ compare and contrast aspects of their own way of life with that of individuals or groups from various Francophone cultures to gain an appreciation for these cultures.
- ▶ access information about Francophone cultures using information and communication technologies and authentic sources, e.g., fashion magazines and consumer information pamphlets.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate for the writing of informal letters, business letters and newspaper articles.
- ▶ continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

Grade 12 – French 30 – 9y

The French 30 – 9y course is designed so that students integrate the knowledge and skills they acquired in grades 4 to 11, while expanding their language use so they can ...

- ▶ understand the main idea(s) and related details in oral and written texts dealing with familiar topics such as the media, the world of work, travel and tourism.
- ▶ name things such as different job search techniques, types of media, Francophone tourist destinations and environmental problems.
- ▶ describe in some detail such things as participation in a job interview, one's personal employability skills and a travel itinerary.
- ▶ give advice on such things as overseas travel, responding to an advertisement for a job, or submitting an opinion to a media outlet.
- ▶ express preferences on such things as potential future jobs or travel opportunities, media choices or advertisements.
- ▶ compare and contrast aspects of their own way of life with that of individuals or groups from various Francophone cultures to gain an appreciation for these cultures.
- ▶ access information about Francophone cultures using information and communication technologies and authentic sources.
- ▶ explore stereotypical thinking as a barrier to global understanding.
- ▶ demonstrate knowledge of language conventions that are culturally appropriate for beginning and closing presentations and speeches.
- ▶ continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

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Reflections on the FSL Classroom Environment

Teachers may choose to use reflection questions on aspects of their teaching practice such as those included in this appendix when planning their professional development. The *School Administrator's Guide to Implementing Language Programming* contains an example of a teacher professional development plan for teacher consideration. This document can be accessed at <http://www.education.gov.ab.ca/languages/Implement.asp>.

REFLECTING ON THE TEACHING APPROACH

When I plan for instruction ...

- do I select instructional strategies based on one particular methodology or do I draw from a range of approaches?
- am I using observation as a means to identify which instructional strategies are best suited to my particular group of students?
- how does my knowledge of the teaching and learning process grow as I observe and reflect on my students, my actions and the learning that takes place?
- do I have beliefs based on my past experiences as a language learner regarding various second language teaching approaches or methodologies? Do these beliefs impact choices I make when selecting instructional strategies today?
- do I engage in continued professional development in areas or related to current approaches to language teaching?

REFLECTING ON THE PROGRAM OF STUDIES

When I plan for instruction ...

- do I use the program of studies as a means to verify that the approaches to language teaching I am using are comprehensive enough to ensure that all of the learner outcomes are met?

REFLECTING ON THE ROLE OF THE TEACHER

When I provide modelling of the French language ...

- do I model correct pronunciation and language use?
- do I use French consistently and extensively?
- do I encourage students to do the same?
- do I use gestures, facial expressions, visuals, illustrations and concrete objects as much as possible to get meaning across?
- do I use explicit error correction in activities that focus on accuracy, yet provide other means to address errors in activities that focus on communication?
- do I ensure that students have the opportunity to listen to a variety of French voices?

- are there any actions I can take to increase the amount of French language students are exposed to in my class?
- do I share an enthusiasm for the French language and culture by exposing students to authentic texts such as Web sites that provide audio/video of people in action, as well as humorous and creative texts such as songs, poems or tongue twisters which they can be encouraged to sing, recite or say aloud?

When I provide modelling of Francophone cultures ...

- do I effectively integrate culture into my classes so that my students understand how integral culture is to language?
- do I provide opportunities to help students develop positive attitudes towards cultural diversity?

When I plan for and design instruction ...

- do I make reference to the current FSL program of studies in my planning?
- how do I balance the need to focus on the content prescribed in the program of studies with the needs of the individual students in my class?
- do I provide opportunities for communication in French through meaningful and purposeful activities that simulate real-life situations and that allow students to develop their skills?
- do I select instructional strategies that meet the needs of my students while being commensurate with the outcomes of the program of studies?
- do I ensure that questions used and tasks developed reflect a range of thinking skills appropriate to the needs of students as well as the learner outcomes?
- do I ensure that activities and tasks are designed and adjusted to address a wide range of learning styles?
- do I identify which instructional strategies I can implement to ensure that all learners are successful with all of the learner outcomes?
- do I make links to prior learning?
- do I make the purpose of new learning explicit?
- do I anticipate students' needs and ensure that the necessary supports for activities (e.g., charts with potentially useful phrases) are prepared in advance?
- do I plan for opportunities for learning to be summarized at regular intervals (e.g., at the end of class or the end of a unit)?
- do I ensure that the assessment strategies I have selected reflect the teaching strategies I will use?
- do I ensure that criteria for assessment are grounded in the program of studies?

When I facilitate learning ...

- do I ensure that students encounter a rich variety of language activities in which they use their skills and knowledge?
- do I ensure that time devoted to listening, speaking, reading and writing is balanced in keeping with the students' needs and abilities as well as with the outcomes to be achieved?
- do I select and use instructional techniques based on my habits and preferences or do I select them specifically with different learning outcomes in mind?

- do I explicitly teach, model and provide opportunities for students to apply and reflect on language learning strategies?
- do I determine which concepts I believe are most effectively and efficiently learned through explicit teaching and which are best learned if students have an opportunity to explore and reflect on them instead?
- do I provide regular opportunities for students to reflect on their learning, set and modify their own goals for learning and engage in other assessment *as* learning activities?
- do I regularly use assessment *for* and assessment *of* learning and confer with students on the results?
- do I ensure that instructions and criteria for assessment activities are clearly stated and understood by students in advance?
- do I solicit and draw from student input when planning lessons?
- do I display French word walls or other resources that students can access freely as they participate in classroom activities?
- do I identify which kinds of additional supports my students need in order to take a greater responsibility for their learning?
- do I acknowledge which aspects of my teaching practice are currently teacher-centred and could be changed in order to allow for greater student involvement and independence?

REFLECTING ON THE ROLE OF THE STUDENTS

When I plan and carry out my lessons ...

- do I structure activities to allow students to encourage each other to remain on task, to develop independence and to take responsibility for their learning?
- do I encourage students to summarize their knowledge?
- do I encourage students to apply and extend their knowledge in personal ways, possibly including role-playing, acting, miming, drawing, painting, sculpting, writing, photographing, creating models or other representations of knowledge?
- do I encourage students to contribute to shared resources such as a shared vocabulary bank or collection of useful conversational schema?
- do I support student questioning and engage students in inquiry-based learning?

REFLECTING ON THE CLASSROOM ENVIRONMENT

When I create, maintain and change the social climate ...

- how do I sustain a positive climate for learning French while maintaining student conduct?
- do I model, encourage and enforce respectful behaviour?
- do I show motivation and enthusiasm?
- do I celebrate student learning?
- do I use variety in student groupings?

- do I implement student-centred activities after ensuring that prior modelling and development of the necessary skills has occurred, and that the necessary supports are in place?
- do I provide students with frequent and genuine praise in French?
- do I encourage plenty of smiling, laughter, singing and applause as a means of creating and maintaining a positive learning environment?
- do I build student confidence by ensuring that activities are designed to enable all students to be successful?
- do I engage in discussions with students about their ideas and feelings related to language learning?
- do I establish a climate in which students feel accepted, at ease and comfortable taking risks?
- how do my beliefs about students and learning impact the choices I make?
- how do I model my own pursuit of learning to my students?

When I create, maintain and change the physical environment ...

- do I create a physical environment that reflects the French language and the diverse Francophone cultures?
- do I create a language-rich environment including, for example, French posters, signs, books, brochures, magazines, labels, calendars, etc.?
- do I display student work and change bulletin boards frequently?
- do I allow for movement and student interaction during and between games, songs and activities in keeping with the purpose of the activities?
- are there steps I can take to ensure the classroom is physically conducive to learning, e.g., by arranging furniture or by controlling the temperature and the noise level?

When I consider the use of French and English in the classroom ...

- what was the role of English versus the target language in the classroom when I was learning the language myself?
- how do my experiences shape my beliefs and practices when I decide when to use French or English in the course?
- do I consider the nature of the content to be discussed when deciding which language to use at any given time?

When I promote life-long learning ...

- do I share my curiosity and discoveries related to language and culture with my students?
- do I demonstrate to students how I reflect on what I know and what I need to know?
- do I encourage students to identify their knowledge needs and to develop strategies to fill them?

REFLECTING ON RESOURCES, MATERIALS AND EQUIPMENT

When selecting and working with resources, materials and equipment ...

- do I use a variety of authentic and adapted print and nonprint materials?

- do I use technology to facilitate and enhance teaching and learning?
- do I incorporate multimedia equipment, e.g., CD or DVD player, VCR and monitor, overhead projector, computer and digital projector?
- do I have beliefs based on my past experiences as a language learner regarding the roles that different types of classroom materials and resources (e.g., text books, audio tapes, video materials, worksheets) had in my learning? Do these beliefs impact choices I make when selecting resources and materials today?
- do I identify and incorporate suitable French video clips, music, radio or web-based broadcasts into my classroom activities?
- do I make reference sources available to students (e.g., French only and French-English dictionaries, visual dictionaries)?
- do I use textbooks as tools, not as the program of studies?
- do I provide students with opportunities to listen to or read a variety of adapted and authentic French texts?
- are there constraints within which my teaching takes place (e.g., time constraints, financial limitations, timetabling) which impact the decisions I make when choosing materials and resources for my FSL classroom?

REFLECTING ON THE SCHOOL AND THE WIDER COMMUNITY

When working as a community to support the study of French ...

- what kinds of opportunities can we create to promote an understanding of aspects of Francophone cultures in my classroom as well as the rest of the school community?
- which communication tools already exist within our school (bulletin boards, newsletters, daily announcements) that can be used as a way to educate students, staff and visitors about the value of studying French specifically and of languages in general?

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French Pronunciation Guide

Even though there are 26 letters in the French alphabet, there are actually more sounds than there are letters; some sounds occur when vowels or consonants combine. In the following explanation, the symbols in square brackets [] indicate the way these sounds are represented in a dictionary. The pronunciation rules are based on standard practice; they do not, however, account for variations in pronunciation found in different Francophone regions of the world and for variations within these regions.

CONSONANTS

Most of the consonants in French are pronounced in much the same way as they are in English. These consonants are: *b, d, f, k, l, m, n, p, q, t, v, x, y* and *z*. The remaining consonants are pronounced according to the vowels that follow them.

- c** The letter *c* is pronounced in two ways, depending on what vowel follows it. When *c* is followed by an *e* or an *i*, it is pronounced [s], like in the words *certain* and *ciseaux*. A soft *c* also occurs with the use of the *cédille* (*ç*), like in the words *garçon* and *leçon*. When *c* is followed by an *a*, an *o*, an *u* or 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
chau <u>d</u>	chaude
françai <u>s</u>	française
toléran <u>t</u>	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 [z]	sept ◌heures [t]	neuf ◌ans [v]
deux ◌enfants [z]	il ◌y a [l]	cinq ◌hôtels [k]

VOWELS

There are five letters in French – *a, e, i, o* and *u* – that, as single letters or as a combination of letters, create vowel sounds.

The [a] sound

The [a] sound is represented by the letter *a*, as in *madame*; by *à*, as in the preposition *à*; and by *â*, as in the word *bâton*.

The [i] sound

The sound [i] is represented by the letter *i*, as in *ici*, the letter *y*, as in *bicyclette*, or *î*, as in the word *île*.

The sounds [o] and [ɔ]

The sound [o] can be represented by the letter *o* when it appears before a silent consonant or at the end of a word, as in *moto*, or *ô* as in *hôtel*, or by a combination of letters like *au*, as in *auto*, *aux*, as in *auxquels*, or *eau*, as in *bureau*. The letter *o* also has an open *o* sound [ɔ]. This *o* is known as the open *o*, because the mouth tends to be more open than when pronouncing the pure *o*. This sound usually occurs in the middle of words, such as, *octobre* and *costume*.

The [y] sound

The [y] sound is represented by the letter *u*, as in *tu*, and *û*, as in the word *sûr*. The [y] sound in French is made by moving the lips forward and rounding them. This sound is difficult for English speakers because the English [y] is formed with less rounded lips.

Three sounds for the letter e

There are three sounds for the letter *e*; its pronunciation depends on its position in a word and whether or not it has an accent. The pure *e* vowel sound [ə] appears at the end of one syllable words, such as *le*, *de* and *je*, or when it is at the end of the first syllable in a word containing more than one syllable, like in the words *premier* and *devant*. This sound is also made when the *e* appears at the end of the word and is preceded by *tr*, as in the words *fenêtre* and *mettre*.

The [e] sound is represented by the combinations *ez*, *er*, *ed*, *et* or *é* and is equivalent to the English sound *ay*. Examples of words containing these combinations or *é* are, *écoutez*, *regarder*, *pied* and *et*.

The open *e* sound [ɛ] is represented in a number of ways: by an *e* followed by a consonant, such as in the word *êtes*, or by a combination of consonants, like in the words *est* and *sept*; by *è*, found in words such as *père* and *mère*; and by *ê*, found in words *même*, *être* and *fête*. The

open *e* is also found in the vowel combinations of *ei* and *ai*, like in the words *treize*, *neige*, *anglais* and *français*. When *e* is followed by a double consonant or two consonants, the [ɛ] sound is made, like in the words *appelle*, *lettre* and *merci*. When *e* is preceded by a consonant like *f* in *chef*, *c* in *gréc* 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 *où*, as in the question word *où*, and *oû*, as in the word *août*. The *ou* combination can also form a [w] sound. This sound occurs when the mouth is moving from a [u] position to another vowel sound. It comes out as a puff of air like in the English *h*. This sound is found in words such as *oui* and *jouer*.

oi, oî, oy

The *oi* or *oî* combination creates a [wa] sound and is heard in words such as *boîte* and *voîci*. *Oy* can also generate this sound, like in the word *voyage*.

eu, or œu

The combination *eu* is pronounced two ways, depending on its position. When *eu* is in the last syllable of a word ending in *eu*, *eut* or *eux*, or when it is found before a final *se*, it is pronounced [ø]. *Bleu*, *veut*, *deux* and *photocopieuse* are examples of words where *eu* is pronounced as [ø]. When *eu* or *œu* are followed by a consonant, these vowel combinations are pronounced [œ], like in the words *couleur*, *neuf* and *sœur*.

ui

The vowel combination *ui* makes a [ɥ] sound, like in the words *puis*, *suis* and *nuit*.

Nasal Vowels

When a vowel combines with either an *m* or an *n*, it becomes a nasal vowel. This means that the vowel sound resonates in the nasal cavity. The nasal sound [ã] is represented by the combinations *am* and *an*, like in the words *champ* and *ans*. This same nasal sound is also represented by the combinations *em* and *en* and is found in words like *temps* and *centre*. The nasal sound [ɛ̃] is represented by the vowel combinations *im*, *in*, *ain* and *aim* in words like *impossible*, *printemps*, *maintenant* and *faim*. The vowel sound [jɛ̃] is made when the vowels *ie* and *n* combine to form *ien*. This sound is found in words such as *bien*, *chien* and *combien*. *On* and *om* form the nasal vowel [ɔ̃], like in the words *bâon* and *combombien*. The [œ̃] sound is formed when *um* or *un* combine in words like *parfum* and *lundi*.

Note: When *ain* and *aim* are followed by a vowel, these combinations no longer form a nasal vowel, such as in the words *mexicaine* and *aimable*.

Exceptions

There are, however, exceptions to the above rules. For example, the *e* in the word *femme* is not pronounced as an [ɛ], but rather as an [a]. Another common example is the word *monsieur*. Phonetically, *monsieur* looks like this: [mɔsjø].

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
- [ɥ] suis, nuit, lui
- [ɑ̃] champs, ans, temps, centre
- [ɛ̃] informatique, maintenant, faim
- [jɛ̃] bien, technicien, combien
- [ɔ̃] bâton, crayon, administration

[œ] lundi, un, parfum
[w] oui, jouer
[wa] boute, vouci, vouyage

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 an online document on the **Guidelines for Recognizing Diversity and Promoting Respect** may do so at http://www.education.gov.ab.ca/k_12/curriculum/ResDev.asp.

To assist teachers in selecting resources or materials for supplementary use, the following criteria may be used:

- ▶ 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.

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Sample Year Plans – Grades 4 to 6

The sample year plans provided on the following pages are intended as illustrative examples that demonstrate how the outcomes of the FRENCH AS A SECOND LANGUAGE NINE-YEAR PROGRAM OF STUDIES – GRADE 4 TO GRADE 12 can be sequenced over the course of a 10-month school year. They provide an overview of possible unit content without specifying day-to-day activities. These sample year plans can provide a springboard for unit and daily lesson planning.

The Sample Year Plans are organized as a table and define outcomes related to **Application of Language** and **Culture** as well as **Sample Performance Tasks** with each **Field** and **Subfield of Experience**.

Sample Year Plan — Grade 4

Please refer to the Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
September/ October/ November/ December	MY CLASSROOM <ul style="list-style-type: none"> welcome to French class classroom interactions people in the classroom arithmetic operations shapes 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> greetings, leave-takings and introductions expressions of self identification (e.g., <i>Je m'appelle...</i> / <i>Mon nom est...</i>) politeness state of being approval or praise classroom routines and interactions important people in the classroom questions and expressions related to state of being (e.g., <i>Comment ça va?</i>/<i>Ça va bien.</i>) the alphabet third person singular of <i>mesurer</i> numbers 0 to 69 arithmetic operations (+, -, x, ÷) selected two and three dimensional shapes 	<ul style="list-style-type: none"> Identify reasons for learning a second language and, more specifically, French. Recognize that learning another language and developing knowledge about other cultures is a life-long learning process. Recognize elements of Francophone cultures in the classroom. Demonstrate awareness of the characteristics of greetings, leave-taking expressions and addressing people. State that <i>tu</i> and <i>vous</i> are used to address people in specific social situations. Recognize that there are equivalents in French for common English first names. Identify French songs, nursery rhymes or counting rhymes that are French, such as <i>Un, deux, trois, nous irons au bois.</i> 	<ul style="list-style-type: none"> Guess the meaning of an unknown word or expression. Use visual and auditory clues. Identify cognates. Repeat a new word or expression silently or aloud. Participate willingly in French language learning experiences. Tolerate ambiguity. Focus attention on the activity to be carried out. Collaborate with others to build confidence and share information. 	<ul style="list-style-type: none"> Choose a French first name, make a name tag, introduce oneself using the French name, and spell it out using correct pronunciation. Memorize and recite a <i>comptine</i> related to numbers. Reflect, orally or in a journal, in English, why it is important to learn another language such as French, and learn about French-speaking people. Create and present, orally, a person or object made of geometric shapes.

Sample Year Plan — Grade 4

Please refer to the Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> • Appropriate articles • The expression <i>il y a</i> • Correct pronunciation of French names, greetings, leave-taking expressions, classroom routines and interactions and the letters of the alphabet 			
	<ul style="list-style-type: none"> • school supplies • classroom supplies and furniture 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – elementary student school supplies – elementary classroom supplies and furniture – basic colours – measurement • Questions, e.g., <i>Est-ce que... / Qu'est-ce que c'est? / Où est / sont...? / Combien mesure ta gomme à effacer?</i> • Appropriate articles • The structure <i>C'est...</i> • The prepositions <i>voici</i> and <i>voilà</i> • The prepositions of position and place (e.g., <i>dans, sous, sur</i>) 	<ul style="list-style-type: none"> • Identify examples of French used in the immediate environment. • Recognize that the metric unit of measurement was a French invention. • Identify the abbreviations for <i>mètre, centimètre</i> and <i>millimètre</i> as being <i>m, cm</i> and <i>mm</i>. 	<ul style="list-style-type: none"> • Develop a plan, in English, to complete a class project. • Represent meaning by using mental images, illustrations, or graphic representations. • Repeat a word, an expression, a pattern, a presentation, etc. silently or aloud. • Repeat a new word saying the letters or syllables that make up the word. • Use models to create a similar text. • Create a rhyme or a song to help remember vocabulary, expressions or grammatical rules. • Take the risk to say or write something in French. 	<ul style="list-style-type: none"> • Design a classroom and label the furniture and equipment. • Create a picture dictionary of classroom furniture and school and classroom supplies. • Create a list of classroom objects and their measurements. • Use a free online word search generator to create a word search puzzle on classroom objects. • Present, orally, the school supplies and quantity of supplies one has in one's backpack. • Ask and answer questions about the

Sample Year Plan — Grade 4

Please refer to the Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> • Possessive adjectives <i>mon, ma</i> and <i>mes</i> • First and second person singular of the verb <i>avoir</i> • Third person singular of <i>mesurer</i> • Correct pronunciation of school and classroom supplies, classroom furniture and measurement 		<ul style="list-style-type: none"> • Activate prior knowledge and experiences. 	<p>measurement of different classroom objects.</p>
	<p>CALENDAR</p> <ul style="list-style-type: none"> • days of the week • months of the year • dates • seasons • statutory holidays in Canada 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – the days of the week – the months of the year – written number words 1 to 31 – dates and seasons – the names of Canadian statutory holidays – the names of traditional holidays (e.g., <i>la Saint-Valentin</i>) – common holiday symbols 	<ul style="list-style-type: none"> • Recognize that calendars in France typically display Monday as the first day of the week. • Demonstrate awareness of the characteristics of the date, days of the week and months of the year (e.g., capitalization, ordinal vs. cardinal numbers, word order). • Identify the abbreviation for <i>premier</i> (<i>1^{er}</i>). 	<ul style="list-style-type: none"> • Combine new learning of vocabulary with previously learned vocabulary. • Practise a word, an expression or a grammatical pattern. • Activate prediction skills based on previous knowledge or experience. • Verify predictions. • Ask the speaker to explain what was said. • Ask the speaker to spell out or draw the unknown word. 	<ul style="list-style-type: none"> • In groups of 12, prepare a calendar with appropriate illustrations, marking special dates and events. • Answer trivia questions about the calendar.

Sample Year Plan — Grade 4

Please refer to the Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> • Questions, e.g., <i>Quelle est la date aujourd'hui? / Quel jour est-ce? / C'est quand la Saint-Valentin? / Quelle est la date de la Saint-Valentin?</i> • The ordinal number, <i>premier</i> • Possessive adjectives, <i>mon, ma</i> and <i>mes</i> • Correct pronunciation of days of the week, months of the year, dates and seasons 		<ul style="list-style-type: none"> • Indicate to the speaker that the message was not understood. 	
October	HOLIDAYS AND CELEBRATIONS <ul style="list-style-type: none"> • <i>L'Halloween</i> 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – greetings, colours and symbols associated with <i>l'Halloween</i> – the date of <i>l'Halloween</i> • Correct spelling of words related to <i>l'Halloween</i> 	<ul style="list-style-type: none"> • Recognize that <i>l'Halloween</i> is also celebrated in French-speaking regions of Canada. 	<ul style="list-style-type: none"> • Use physical actions in conjunction with new vocabulary. • Ask for clarification of a task before beginning. • Collaborate with others. • Prepare a draft of the message. • Seek assistance from the teacher or a peer. 	<ul style="list-style-type: none"> • Create an illustrated Halloween counting booklet. • Create a word mobile of Halloween symbols.

Sample Year Plan — Grade 4

Please refer to the Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
September to June	WEATHER <ul style="list-style-type: none"> weather expressions seasonal weather 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> common weather expressions expressions of temperature The question, <i>Quel temps fait-il?</i> Correct pronunciation of weather expressions 	<ul style="list-style-type: none"> Demonstrate awareness of measurement of temperature, in degrees Celsius. 	<ul style="list-style-type: none"> Activate prior knowledge and experiences. Ask the speaker to speak more slowly. Encourage classmates using expressions of approval and praise. 	<ul style="list-style-type: none"> Draw a weather picture to send to a newspaper. Write a caption for the picture. Create seasonal illustrations of weather conditions and present them orally. Keep a written record of daily high and low temperatures for one week to determine the average highs and lows for the week.
January/February	WHO AM I? <ul style="list-style-type: none"> my age, my birthday my physical traits my personality traits my likes and dislikes 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> age birthday parts of the body physical and personality traits likes and dislikes Correct pronunciation of words related to age, physical and personality traits and preferences First person singular of the verbs <i>être</i>, <i>avoir</i>, <i>aimer</i> and <i>détester</i> 	<ul style="list-style-type: none"> Identify how age is expressed in French. Recognize that the song “Happy Birthday” varies from culture to culture. Recognize that word processing programs are available in French. 	<ul style="list-style-type: none"> Associate a gesture, a symbol or an illustration with a message. Repeat a new word silently and associate it with an image. Use repetition. Ask questions to clarify understanding. Ask the speaker to repeat the message. Use facial expression or mime to get the message across. 	<ul style="list-style-type: none"> Create a poster or PowerPoint presentation with photos/illustrations and captions about oneself, one’s age, birthday, physical and personality traits, likes and dislikes. Identify the age, birthday, physical and personality traits, likes and dislikes of a student from an audio recording.

Sample Year Plan — Grade 4

Please refer to the Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> The expression <i>avoir... ans / J'ai 9 ans.</i> 		<ul style="list-style-type: none"> Articulate understanding of Knowledge of Language Concepts. 	<ul style="list-style-type: none"> Answer questions about one's birthday and the season in which one's birthday falls.
February	HOLIDAYS AND CELEBRATIONS <ul style="list-style-type: none"> <i>La Saint-Valentin</i> 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> expressions of affection, greetings, colours and symbols associated with <i>la Saint-Valentin</i> the date of <i>la Saint-Valentin</i>. Correct pronunciation of words related to <i>la Saint-Valentin</i> 	<ul style="list-style-type: none"> Recognize that Valentine's Day is celebrated in European and Canadian Francophone communities. 	<ul style="list-style-type: none"> Read instructions thoroughly before beginning a task. Use models to create a similar text. Use checklists to verify the work. 	<ul style="list-style-type: none"> Create a Valentine's Day greeting card for a special person following a model.
March	HOLIDAYS AND CELEBRATIONS <ul style="list-style-type: none"> <i>La Saint-Patrick</i> 	<ul style="list-style-type: none"> Vocabulary related to : <ul style="list-style-type: none"> greetings, symbols and colours associated with <i>la Saint-Patrick</i> the date of <i>la Saint-Patrick</i> Correct pronunciation of words related to <i>la Saint-Patrick</i> 	<ul style="list-style-type: none"> Recognize that Saint Patrick's Day is celebrated in French-speaking regions of Canada. 	<ul style="list-style-type: none"> Activate prior knowledge and experiences. 	<ul style="list-style-type: none"> Create a booklet of things that are green.

Sample Year Plan — Grade 4

Please refer to the Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
January, February or March	ALBERTA WINTER CELEBRATIONS <ul style="list-style-type: none"> an Alberta Winter Celebration 	<ul style="list-style-type: none"> Vocabulary associated with the celebration, its location and the date of the celebration. Correct pronunciation of known words related to the celebration. 	<ul style="list-style-type: none"> Recognize that <i>la Cabane à sucre</i> is a Francophone celebration brought to Alberta by <i>les Québécois</i>. 	<ul style="list-style-type: none"> Repeat a new word saying the letters or syllables that make up the word. Predict what information a text may contain. Activate first language listening and reading skills. Use repetition. 	<ul style="list-style-type: none"> Read a program of a winter celebration and name, orally, the activities, their dates and their times.
April/May/June	MY IMMEDIATE FAMILY <ul style="list-style-type: none"> my immediate family members their likes and dislikes their physical traits their personality traits their age/birthday family pets 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> immediate family members their age their likes and dislikes their physical and personality traits family pets qualitative adjectives numbers 0 to 69 Appropriate articles The expression <i>il y a</i> The expression <i>Je n'ai pas de...</i> Possessive adjectives <i>ton, ta, tes</i> Singular forms of the verbs <i>aimer</i> and <i>détester</i> 	<ul style="list-style-type: none"> Demonstrate awareness of the names given to common pets in French (e.g., <i>Fifi</i>). Demonstrate awareness that in France and in Belgium, dogs born in the same year are required, by law, to have names that start with the same letter. 	<ul style="list-style-type: none"> Use reference materials, e.g., expressions posted in the classroom. Take the risk to listen to or read a new text in French. Guess the meaning of an unknown word or expression. Identify cognates. Identify word families. Use repetition. Practice a word, an expression, or a grammatical pattern. Ask questions to clarify or verify that a message has been understood. Find a different way of conveying a message. 	<ul style="list-style-type: none"> Create and record a video clip about oneself and one's immediate family. Create an illustrated family album with short descriptions of family members. Create cartoons of family members, including their physical and personality traits, and write captions about them. Create a poster for a lost pet. Survey 12 classmates about their pets and pet preferences. Prepare a written account of the survey results, e.g., <i>neuf</i>

Sample Year Plan — Grade 4

Please refer to the Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> Singular and third person plural forms of the verbs <i>avoir</i> and <i>être</i> The prepositions <i>voici</i> / <i>voilà</i> Questions, e.g., <i>Est-ce que tu as...?</i> / <i>Comment es-tu?</i> / <i>Comment s'appelle ton père?</i> Correct pronunciation of known words 		<ul style="list-style-type: none"> Develop a plan to complete a project. Use checklists to verify the work Reflect on and articulate, in English, what they have learned and can demonstrate in French. Create a rhyme or a song to help remember vocabulary, expressions or grammatical rules. Focus attention on the required information. Focus attention on what is known rather than on what is unknown. Practise a word, an expression, or a grammatical pattern. 	<p><i>élèves sur douze aiment les chiens; six élèves sur douze ont un chat.</i></p> <ul style="list-style-type: none"> Interview a classmate on his/her family or on an imaginary famous family and then orally present his/her findings to his/her classmates.
May/June	<p>HOLIDAYS AND CELEBRATIONS</p> <ul style="list-style-type: none"> <i>La fête des Mères</i> <i>La fête des Pères</i> 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> greetings and symbols associated with the celebrations the date of these celebrations Correct pronunciation of words related to the celebrations 	<ul style="list-style-type: none"> Recognize that in France <i>la fête des Mères</i> is celebrated on the last Sunday in May and that <i>la fête des Pères</i> is celebrated the third Sunday of June. 	<ul style="list-style-type: none"> Repeat a new word saying the letters or syllables that make up the word. Represent meaning by using mental images, illustration or graphic representations. Prepare a draft of the message. 	<ul style="list-style-type: none"> Make a decorated gift box for a family member, filling it with items or pictures and words. Present the contents of the box orally. Prepare and decorate a gift certificate for mom

Sample Year Plan — Grade 4

Please refer to the Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
					<p>or dad or guardian, choosing from model sentences that describe what you are going to do to help him or her.</p> <ul style="list-style-type: none"> • Create an acrostic poem, using the mother or father's name and <i>ma mère</i> or <i>mon père est...</i> or <i>mon gardien est...</i>

Sample Year Plan — Grade 5

(Please refer to Program of Study for the complete text of all outcomes.)

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
September/ October/ November	<p>MY ELEMENTARY SCHOOL</p> <ul style="list-style-type: none"> classroom timetable arithmetic operations 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> the school day and time of day, e.g., <i>le matin, pendant la récréation, l'après-midi</i> expressions of time, using the 12-hour clock elementary school subjects numbers to 1000 written number words, from 32 to 100 arithmetic operations (basic facts) to 100 The question, <i>Quelle heure est-il?</i> Singular forms of the verbs <i>aimer</i> and <i>détester</i> The negative structure <i>ne... pas</i> Correct pronunciation of vocabulary related to the time of day, school day and numbers 	<ul style="list-style-type: none"> Demonstrate awareness of the abbreviation for hour (<i>h</i>). Identify that the terms a.m. and p.m. are not used in French to express before noon and after noon. Demonstrate awareness of the spacing of four digit numbers. Recognize elements of Francophone cultures in the school. 	<ul style="list-style-type: none"> Guess the meaning of an unknown word or expression. Use visual and auditory clues. Identify cognates. Identify word families. Use repetition. Participate willingly. Tolerate ambiguity. Collaborate with others. Use models to create similar text. Find a different way of conveying a message. Ask the speaker to repeat the message, to explain what was said, or to speak more slowly. Create a rhyme or a song to help remember vocabulary, expressions or grammatical rules. 	<ul style="list-style-type: none"> Create a class timetable for your binder, using the computer. Participate in an oral interview about your timetable and favourite school subjects. Read a school timetable from a Francophone region or country and compare it, in English, with the class timetable. Create and present, orally in small groups, a skill testing question that involves numbers. Create a word search or other puzzle, with numbers up to 100, using the computer.

Sample Year Plan — Grade 5

(Please refer to Program of Study for the complete text of all outcomes.)

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
	<ul style="list-style-type: none"> school personnel 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> school personnel classroom equipment student and classroom supplies polite expressions, greetings and leave-taking expressions All forms of the verbs <i>avoir</i> and <i>être</i> Singular forms of the verbs <i>faire</i>, <i>étudier</i>, <i>travailler</i> and <i>parler</i> <i>De</i> + noun to indicate possession (<i>La secrétaire de M^{me} Fortin est M^{me} Dupont.</i>) Correct pronunciation of known words 	<ul style="list-style-type: none"> Demonstrate awareness of the abbreviation for <i>Monsieur</i>, <i>Madame</i> and <i>Mademoiselle</i>. Recognize that the French accents are accessible on a French keyboard or through the use of specific computer commands. 	<ul style="list-style-type: none"> Take the risk to listen to or read a new text in French Find a different way of conveying a message Take the risk to say or write something in French Read instructions thoroughly and ask for clarification before beginning a task. Develop a plan, in English, to complete a class project. Combine new learning of vocabulary with previously learned vocabulary. 	<ul style="list-style-type: none"> Create a school personnel list, including subjects taught and/or their role in the school, e.g., teacher aid, principal, custodian. Take an adult on a tour of the school, indicating orally the name of the room, what class is taught in the room and the name of the teacher; or, use a map of the school.
	<ul style="list-style-type: none"> areas inside and outside the school 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> rooms and areas inside and outside the school Prepositions of place Singular forms of the verbs <i>se trouver</i> and <i>aller</i> 	<ul style="list-style-type: none"> Compare areas inside and outside one's own school with similar areas in schools in other Francophone areas. 	<ul style="list-style-type: none"> Guess the meaning of an unknown word or expression. Associate a gesture, a symbol or an illustration with a message. 	<ul style="list-style-type: none"> Prepare an information booklet of people, activities, location of activities and school subjects at your school.

Sample Year Plan — Grade 5

(Please refer to Program of Study for the complete text of all outcomes.)

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> • Questions, e.g., <i>Combien de...? / Qu'est-ce que...? / Où se trouve(nt)...? / Comment...? / Qui...? / Où est / sont...?</i> • Correct pronunciation of known words 		<ul style="list-style-type: none"> • Activate prior knowledge and experiences. • Repeat a word, an expression, a pattern, a presentation, etc., silently or aloud. • Take the risk to say or write something in French 	<ul style="list-style-type: none"> • Label a school plan and participate in an oral interview about the school. • Create and label a plan of the ideal elementary school. • Write an e-mail talking about one's school, e.g., how many teachers there are, where different rooms are located.
	<ul style="list-style-type: none"> • healthy school snacks 	<ul style="list-style-type: none"> • Vocabulary related to : <ul style="list-style-type: none"> – names of healthy and preferred school snacks • Singular forms of the verbs <i>aimer, détester, boire</i> and <i>manger</i> • Question, <i>Qu'est-ce que...? / Quel est...?</i> • The negative structure, <i>ne... pas</i> • Correct pronunciation of known words related to school snacks 	<ul style="list-style-type: none"> • Identify a variety of ways for enhancing contact, directly or indirectly, with people of Francophone origin. • Identify, with teacher assistance, what constitutes a snack for elementary students in France as well as when and where elementary students in France typically eat snacks. 	<ul style="list-style-type: none"> • Identify cognates. • Activate prior knowledge and experiences. • Activate prediction skills. • Verify predictions. • Use repetition. • Participate willingly. • Use models to create similar text. • Practice a word, an expression, or a grammatical pattern. 	<ul style="list-style-type: none"> • Create a brochure, illustrating and identifying healthy school snacks. • Write, based on a model, an e-mail to a class in France asking what they typically have for a snack on a school day and when and where they eat it. • Survey classmates for appropriate snacks and snack preferences.

Sample Year Plan — Grade 5

(Please refer to Program of Study for the complete text of all outcomes.)

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
			<ul style="list-style-type: none"> Recognize that food products sold in Canada have/contain information and instructions in at least two languages— French and English. 	<ul style="list-style-type: none"> Use reference materials, e.g., expressions posted in the classroom. Ask the speaker to repeat the message, to explain what was said, or to speak more slowly. Use a checklist to verify the work. Reflect on and articulate what they have learned and can demonstrate. Articulate their understanding of Knowledge of Language Concepts. 	
November/ December	<p>OUR FRIENDS – THE ANIMALS</p> <ul style="list-style-type: none"> common farm animals common wild animals physical traits of animals animal habitats 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> categories of animals common farm animals common wild animals animal anatomy (e.g., <i>les pattes, le bec, la queue</i>) physical traits of animals animal habitats colours 	<ul style="list-style-type: none"> Seek out information about young Francophone children’s animal preferences. 	<ul style="list-style-type: none"> Use visual and auditory clues. Identify cognates. Use physical action in conjunction with new vocabulary. Activate prior knowledge and experiences. Activate first language listening and reading skills. 	<ul style="list-style-type: none"> Create a counting book/rap on farm animals. Participate in a stuffed animal parade and present one’s animal. In groups, prepare and present an animal <i>devinette</i>.

Sample Year Plan — Grade 5

(Please refer to Program of Study for the complete text of all outcomes.)

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> • Singular forms of the verb <i>habiter</i> • Singular forms of the verb <i>être</i> ou <i>avoir</i> • Correct pronunciation of vocabulary related to animals and animal habitats 		<ul style="list-style-type: none"> • Predict what information a text may contain. • Verify predictions. • Tolerate ambiguity. • Repeat a word, an expression, a pattern, a presentation, etc., silently or aloud. • Ask the speaker to repeat the message, to explain what was said, or to speak more slowly. • Seek assistance to clarify instructions, word meanings, etc. • Collaborate with others. 	<ul style="list-style-type: none"> • Present, orally, information about a wild animal related to its size, anatomy, where it lives and physical traits. • In small groups, present, orally, a short story about an animal using Readers' Theatre.
December	HOLIDAYS AND CELEBRATIONS <ul style="list-style-type: none"> • <i>Noël</i> 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – greetings, symbols and colours associated with <i>Noël</i> – the date of the celebration • Correct pronunciation of words related to <i>Noël</i> 	<ul style="list-style-type: none"> • Seek out key words on French language Internet sites related to <i>Noël</i>. 	<ul style="list-style-type: none"> • Ask questions to clarify that a message has been understood. • Prepare a draft of the message. 	<ul style="list-style-type: none"> • Create a word web of the sights, sounds and smells of Christmas. • Create a Christmas card with one's wishes for the world.

Sample Year Plan — Grade 5

(Please refer to Program of Study for the complete text of all outcomes.)

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
January	HOLIDAYS AND CELEBRATIONS <ul style="list-style-type: none"> • <i>Le jour de l'An</i> • <i>La fête des Rois</i> 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – greetings and wishes associated with <i>le jour de l'An</i> – the date of this celebration – symbols associated with <i>la fête des Rois</i> – the date of this celebration • Correct pronunciation of words related to <i>le jour de l'An</i> and <i>la fête des Rois</i> 	<ul style="list-style-type: none"> • Seek out key words on French language Internet sites related to <i>le jour de l'An</i> and <i>la fête des Rois</i>. 	<ul style="list-style-type: none"> • Associate a gesture, a symbol or an illustration with a message. • Take the risk to listen to or read a new text in French. • Tolerate ambiguity. • Focus attention on what is known and ignore what is unknown. • Use models to create similar text. 	<ul style="list-style-type: none"> • Create a calligram (i.e., concrete poetry) for a word related to <i>le jour de l'An</i> or <i>la fête des Rois</i>.
January/ February/ March	CLOTHES <ul style="list-style-type: none"> • seasonal clothing • clothing preferences • clothes for different occasions 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – clothing items and basic accessories – seasons and weather expressions – the names of holidays and celebrations – colours • Possessive adjectives, <i>son, sa</i> and <i>ses</i> 	<ul style="list-style-type: none"> • Recognize that clothing labels in Canada are available in at least two languages—French and English. • Identify French language clothing catalogues using the Internet. 	<ul style="list-style-type: none"> • Guess the meaning of an unknown word or expression. • Represent meaning by using mental images, illustrations, or graphic representations. • Combine new learning of vocabulary with previously learned vocabulary 	<ul style="list-style-type: none"> • Present clothing items, orally, using dressed paper dolls. • Identify clothing words in a catalogue. • Create an illustrated chart of suitable clothing for different weather conditions for someone who has arrived from another country.

Sample Year Plan — Grade 5

(Please refer to Program of Study for the complete text of all outcomes.)

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> • Singular forms of the verbs <i>porter</i>, <i>aimer</i> and <i>préférer</i> • Negative structure <i>ne... pas</i> • Question, e.g., <i>Qu'est-ce que...?</i> • Correct spelling of vocabulary related to clothing, basic accessories, seasons, weather and holidays and celebrations 		<ul style="list-style-type: none"> • Repeat a word, an expression, a pattern, a presentation, etc., silently or aloud. • Identify word families. • Activate first language listening and reading skills. • Predict what information a text may contain. • Verify predictions. • Collaborate with others. • Focus attention on the activity to be carried out. • Ask questions to clarify understanding. • Encourage classmates using expressions of praise. • Create a rhyme or a song to help remember vocabulary, expressions or grammatical rules. 	<ul style="list-style-type: none"> • Create a catalogue of seasonal clothing and clothing for special occasions. • Design and present, orally, a clothes closet for each season or for your favourite season.
February	LE FESTIVAL DU VOYAGEUR <ul style="list-style-type: none"> • location and date • symbols and activities 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – <i>Le Festival du Voyageur</i> 	<ul style="list-style-type: none"> • Use authentic documents, e.g., the Internet to identify information on <i>le Festival du Voyageur</i> 	<ul style="list-style-type: none"> • Identify cognates. • Use repetition. • Activate first language listening and reading skills. • Predict what information a text may contain. 	<ul style="list-style-type: none"> • Draw and label <i>un voyageur</i> and his costume. • Sing traditional <i>voyageur</i> songs from memory.

Sample Year Plan — Grade 5

(Please refer to Program of Study for the complete text of all outcomes.)

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> – location and date, symbols and activities of <i>le Festival du Voyageur</i> • Appropriate forms of the verbs <i>aller, jouer, faire, participer à, regarder</i> and <i>porter</i> • Question: <i>Qu'est-ce que...? / Quelle est la date du Festival du Voyageur?</i> • Correct pronunciation of vocabulary related to <i>le Festival du Voyageur</i> 		<ul style="list-style-type: none"> • Verify predictions. • Represent meaning by using mental images, illustrations, or graphic representations. • find a different way of conveying a message 	<ul style="list-style-type: none"> • Create a poster to indicate the date and place of <i>le Festival du Voyageur</i> and the time of the opening ceremonies. • Ask questions about what one can do at the <i>Festival du Voyageur</i>.
March or April	<p>HOLIDAYS AND CELEBRATIONS</p> <ul style="list-style-type: none"> • <i>Pâques</i> 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – greetings, symbols and colours associated with <i>Pâques</i> – the date of the celebration • Correct pronunciation of words associated with <i>Pâques</i> 	<ul style="list-style-type: none"> • Seek out key words related to <i>Pâques</i> on French language Internet sites. 	<ul style="list-style-type: none"> • Use reference materials, e.g., expressions posted in the classroom. • Ask questions to clarify understanding. • Ask the speaker to spell out an unknown word. 	<ul style="list-style-type: none"> • Create an Easter greeting card. • Create a vocabulary mobile with Easter symbols.
April/ May/June	<p>MY HOME</p> <ul style="list-style-type: none"> • types of dwellings 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – main types of dwellings 	<ul style="list-style-type: none"> • Recognize that French accents are accessible on a French keyboard or 	<ul style="list-style-type: none"> • Represent meaning by using mental images, illustrations, or graphic representations. 	<ul style="list-style-type: none"> • Create a drawing of one's room and present it to the class.

Sample Year Plan — Grade 5

(Please refer to Program of Study for the complete text of all outcomes.)

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
	<ul style="list-style-type: none"> rooms of my home structure of a room my room 	<ul style="list-style-type: none"> the interior structure of a room the main rooms of a home furnishings in a student's room Prepositions of place Possessive adjectives, <i>mon, ma</i> and <i>mes</i> Verbs, <i>habiter, se trouver, avoir</i> and <i>être</i> Prepositions of place The expression <i>Il y a...</i> Correct pronunciation of vocabulary related to types of dwellings, rooms of the house, the structure of a room and basic bedroom furnishings 	<p>through specific computer commands.</p>	<ul style="list-style-type: none"> Take the risk to listen to or read a new text in French. Ask questions to clarify that a message has been understood. Focus attention on the required information. Find a different way of conveying a message. Use facial expressions or mime to get the message across. 	<ul style="list-style-type: none"> Narrate a video clip of one's room or home. Create and label a drawing of one's home, using a computer drawing program. Build a diorama or Lego-built model of your home and describe it orally. Describe, orally, your room and have a partner draw and label it according to the description provided. Send a voice mail to a friend describing where the furniture is placed in the room.

Sample Year Plan — Grade 6

Please refer to Program of Study for the complete text of all outcomes.

Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
September/ October/ November	MY HEALTH AND WELL-BEING <ul style="list-style-type: none"> healthy eating 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> basic food items the food groups the names of nutritious foods meals and meal times Adverbs of quantity and intensity Singular forms of the verbs <i>manger</i>, <i>préférer</i>, <i>détester</i> and <i>aimer</i> Question forms, e.g., <i>Qu'est-ce que... / Quel(s) / Quelle(s) est / sont...? / Quand?</i> The expression, <i>Il faut</i> + infinitive Correct pronunciation of words related to healthy eating 	<ul style="list-style-type: none"> Seek out information about Francophone food choices from authentic sources. Identify the difference in the number of food groups in Canada (4) and in France (6). Recognize that searches can be done on the Internet using French language search engines. Identify the difference between the names and times of meals in Québec and France. 	<ul style="list-style-type: none"> Guess the meaning of an unknown word or expression. Use visual and auditory clues. Identify cognates. Identify word families. Participate willingly. Tolerate ambiguity. 	<ul style="list-style-type: none"> Create a visual of three balanced meals, based on the “Canada Food Guide,” and present it, orally, to small groups of classmates. Plan a meal for a special occasion and describe the menu items orally. Interview a classmate on his or her food preferences. Describe one’s family meal times during the week and on the weekend.
	<ul style="list-style-type: none"> expression of feelings and emotions feeling well, feeling ill 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> feelings and emotions expressions of physical state expressions of health parts of the body The expression <i>avoir mal</i> 	<ul style="list-style-type: none"> Recognize that subject area content can be learned in French. 	<ul style="list-style-type: none"> Collaborate with others. Focus attention on the activity to be carried out. Develop a plan to complete a class project. Repeat a new word or 	<ul style="list-style-type: none"> Simulate a visit to the doctor/dentist/ a 911 call. Create an illustrated mood catalogue that identifies what makes you happy, sad, tired

Sample Year Plan — Grade 6

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Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<p>à...</p> <ul style="list-style-type: none"> The expressions, <i>Ça me donne...</i> / <i>Je me sens...</i> Correct pronunciation of words related to feelings, emotions and well-being 		expression, silently or aloud.	<p>or angry.</p> <ul style="list-style-type: none"> Create an emotions and colours booklet that identifies which emotions are associated with which colours. Create a weather/mood poster that describes the impact of weather conditions on one's mood.
	<ul style="list-style-type: none"> seasonal sports and physical activity 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> the seasons sports and physical activities Singular forms of the verbs <i>jouer à</i>, <i>faire de</i>, <i>préférer</i>, <i>aimer</i> and <i>détester</i> Correct pronunciation of words related to seasonal sports and activities 	<ul style="list-style-type: none"> Use the Internet to search for sport and physical activity preferences for young Francophone children. 	<ul style="list-style-type: none"> Repeat a word, an expression, a pattern, a presentation, etc., silently or aloud. Use models to create similar text. Take the risk to say or write something in French. Activate prior knowledge and experiences. Combine new learning of vocabulary with previously learned vocabulary. Practise a word, an expression, or a grammatical pattern. 	<ul style="list-style-type: none"> Complete a chart about a sport or activity that describes the season(s) it takes place, where it is typically done and some of the clothing and/or equipment used. Describe, orally, a sport or activity, the season(s) it takes place, where it is typically done and some of the clothing needed. Interview a classmate

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Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
					<p>about his or her sport and physical activity preferences.</p> <ul style="list-style-type: none"> • Prepare a report of classmates' sport and physical activity preferences.
October	<p>HOLIDAYS AND CELEBRATIONS</p> <ul style="list-style-type: none"> • <i>L'Action de grâces</i> 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – greetings, symbols and colours associated with <i>l'Action de grâces</i> – the date of the holiday • Correct pronunciation of words related to <i>l'Action de grâces</i> 	<ul style="list-style-type: none"> • Use the Internet to verify if <i>l'Action de grâces</i> is celebrated in other Francophone countries. 	<ul style="list-style-type: none"> • Activate prediction skills based on previous knowledge and experience. • Verify predictions. 	<ul style="list-style-type: none"> • Fill a cornucopia with harvest products and seasonal foods. Identify the items orally. • Prepare an oral presentation, including visuals, that describes 10 persons and/or things for which one is thankful.
November	<p>HOLIDAYS AND CELEBRATIONS</p> <ul style="list-style-type: none"> • <i>Le jour du Souvenir</i> 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – symbols (e.g., <i>la guerre, la paix, les soldats, les coquelicots</i>) and colours associated with <i>le jour du Souvenir</i> – expressions of gratitude – the date of the holiday 	<ul style="list-style-type: none"> • Use the Internet to verify if <i>le jour du Souvenir</i> is celebrated in other Francophone countries. 	<ul style="list-style-type: none"> • Prepare a draft of the message. • Represent meaning by using mental images, illustrations or graphics. 	<ul style="list-style-type: none"> • Create a word mobile of symbols that are significant to the celebration.

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Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> Correct pronunciation/spelling of words related to <i>le jour du Souvenir</i> 			
November	HOLIDAYS AND CELEBRATIONS <ul style="list-style-type: none"> <i>La Sainte-Catherine</i> 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> greetings, symbols and colours associated with <i>la Sainte-Catherine</i> the date of the celebration Correct pronunciation of words related to <i>la Sainte-Catherine</i> 	<ul style="list-style-type: none"> Participate in making <i>la tire</i>. 	<ul style="list-style-type: none"> Use physical actions in conjunction with new vocabulary. Participate willingly. 	<ul style="list-style-type: none"> Describe, orally, the taste of <i>la tire</i> and indicate if one likes it or not.
December/ January	MY NEIGHBOURHOOD <ul style="list-style-type: none"> neighbourhood buildings people in the neighbourhood neighbourhood plan neighbourhood transportation 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> neighbourhood buildings trades and professions of people in the neighbourhood a basic plan of a neighbourhood common means of neighbourhood transportation cardinal and intermediate points 	<ul style="list-style-type: none"> Identify examples of businesses in the students' neighbourhood or school neighbourhood that use French in their names Demonstrate awareness of the abbreviation for <i>rue (r.)</i> and <i>avenue (av.)</i>. Recognize elements of Francophone cultures in the community (e.g., a French restaurant, a police officer who can speak French and English). 	<ul style="list-style-type: none"> Indicate to the speaker if the message was not understood. Ask the speaker to repeat the message. Seek assistance to clarify instructions, word meaning, etc. Collaborate with others. Activate prior knowledge and experiences. Associate a gesture, a symbol or an illustration with a message. 	<ul style="list-style-type: none"> Answer questions about how one gets to different places in one's community. Ask and answer questions about a classmate's neighbourhood (e.g., <i>Est-ce qu'il y a un dépanneur dans ton voisinage? / Où est le dépanneur?</i>).

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Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> The questions, <i>Comment...? / Qu'est-ce qu'il y a...? / Est-ce qu'il y a...? / Où est / sont?</i> Prepositions and prepositional phrases Singular forms of the verbs <i>habiter / aller en / aller à, travailler chez, à</i> and <i>dans un / se trouver une</i> Correct pronunciation of known words Possessive adjectives <i>mon, ma, mes, ton, ta, tes</i> 	<ul style="list-style-type: none"> Demonstrate awareness of the abbreviations for the cardinal and intermediate points (e.g., <i>N./N.-O.</i>). 	<ul style="list-style-type: none"> Repeat a new word silently and associate it with an image. 	<ul style="list-style-type: none"> Simulate a conversation on the street about where different places are located in the neighbourhood. Draw and label a neighbourhood or small town plan with essential buildings and services. Create a booklet that illustrates and identifies methods of transportation used to travel to places in one's community.
February	LE CARNAVAL DE QUÉBEC <ul style="list-style-type: none"> location and date symbols and activities 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> the location, date, symbols and activities related to <i>le Carnaval de Québec</i> Singular forms of common –er verbs (e.g., <i>participer à, commencer, regarder, patiner, danser</i>) The structure <i>Il faut + infinitive</i> 	<ul style="list-style-type: none"> Demonstrate awareness that carnival celebrations are held in many Francophone and other communities around the world. Identify the names of two Francophone winter celebrations in Canada. Use the Internet to navigate the web site of <i>le Carnaval de Québec</i>. 	<ul style="list-style-type: none"> Read instructions thoroughly and ask for clarification of a task before beginning. Tolerate ambiguity. Focus attention on what is known and ignore the unknown. Ask the speaker to explain what was said, to repeat the message, to spell or draw the unknown word or to speak more slowly. 	<ul style="list-style-type: none"> Present, orally, a list of the top five activities that one can see or do at <i>le Carnaval de Québec</i>. Sing a song from <i>le Carnaval de Québec</i> Web site. Survey students' preferences for the activities available at <i>le Carnaval de Québec</i>.

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Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> Correct pronunciation of words related to <i>le Carnaval de Québec</i> 	<ul style="list-style-type: none"> Watch a video, DVD on a <i>Carnaval d'hiver</i> 	<ul style="list-style-type: none"> Use facial expression or mime to get the message across. Read instructions thoroughly before beginning a task. 	<ul style="list-style-type: none"> Create an illustrated poster for <i>le Carnaval de Québec</i>, including dates, location and activities.
March/ April	ALBERTA – MY PROVINCE <ul style="list-style-type: none"> location landscapes common wild animals communities and their festivals its riches 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> Alberta's geographical location cardinal and intermediate points, e.g., <i>dans le sud de l'Alberta</i> Alberta's landscapes Alberta's common wild animals location of Alberta's communities and their festivals Alberta's riches (e.g., <i>le pétrole, le gaz naturel, l'agriculture, les paysages, les lacs, les montagnes</i>) numbers to 1 000 000. Possessive adjectives <i>mon, ma</i> and <i>mes</i> 	<ul style="list-style-type: none"> Demonstrate awareness of: <ul style="list-style-type: none"> the spacing in four- to six-digit numbers (e.g., 15 500) the spacing between sets of digits in seven-digit numbers (e.g., 1 000 000). Identify two predominantly Francophone communities in Alberta and their locations. Recognize elements of Francophone cultures in the community/province. Recognize that subject area content can be learned in French. 	<ul style="list-style-type: none"> Predict what information a text may contain. Activate first language listening and reading skills. Represent meaning by using mental images, illustrations or graphic representations. Use repetition. Articulate their understanding of Knowledge of Language Concepts. 	<ul style="list-style-type: none"> Make a short French oral presentation about Alberta, including visuals, to a Grade 4 class. Prepare a video clip of one's community to share with another Alberta school. Present, orally, a short vignette on a town or city that describes its population, landscapes, geographical location and festivals. Create and present a puzzle map of Alberta, indicating regions, major cities and some Francophone communities.

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Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> The expression <i>il y a</i> Appropriate forms of the verbs <i>se trouver</i> (e.g., <i>Grande Prairie se trouve dans le nord-ouest de l'Alberta</i>) Appropriate forms of the verbs <i>avoir, être</i> and regular <i>-er</i> verbs Correct pronunciation/spelling of known words 	<ul style="list-style-type: none"> Recognize the word <i>ville</i> as a marker of a Francophone settlement, e.g., Bonnyville. 		<ul style="list-style-type: none"> Create a booklet that presents aspects of the the community or the province where the students live. Create an illustrated flyer or poster outlining the benefits of living in Alberta.
May/ June	THE ENVIRONMENT <ul style="list-style-type: none"> natural environments and habitats dangers to the environment endangered animals protection of the environment 	<ul style="list-style-type: none"> Vocabulary related to: <ul style="list-style-type: none"> the environment the natural environment and habitats dangers to the environment endangered animals protection of the environment The structure <i>il faut + infinitive</i> The verb <i>protéger</i> 	<ul style="list-style-type: none"> Use the Internet to identify endangered animals using French language Web sites. 	<ul style="list-style-type: none"> Take the risk to listen to or to read a text in French. Use reference materials. Ask questions to clarify or verify that a message has been understood. Use physical actions in conjunction with new vocabulary. Create a rhyme or a song to help remember vocabulary, expressions or grammatical rules. Focus attention on what is known and ignore the unknown. 	<ul style="list-style-type: none"> Create a brochure on an endangered animal, its habitat and the cause of its endangerment. Create a brochure on some causes of pollution and three do's and don'ts for everyone. Present, orally, where different endangered animals live. Simulate an interview with an endangered animal.

Sample Year Plan — Grade 6

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Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none"> • Appropriate forms of the verbs <i>avoir, être, habiter</i> and other regular <i>-er</i> verbs • Adverbs of quantity and intensity (e.g., <i>beaucoup, peu, trop, plus</i>) • Questions, e.g., <i>Est-ce que...? / Qu'est-ce que...? / Où...? / etc.</i> • Possessive adjectives <i>son, sa</i> and <i>ses</i> • Correct pronunciation of known words related to the environment • Negative expression <i>ne... pas</i> 			<ul style="list-style-type: none"> • Create a TV/radio ad on how to protect the habitat of an endangered animal—from the animal's point of view. • Identify animals common to Alberta from an audio recording, e.g., someone saw animals in the country and describes them but does not know what they are. • Survey students as to their recycling habits.
June	HOLIDAYS AND CELEBRATIONS <ul style="list-style-type: none"> • <i>La fête du Canada</i> 	<ul style="list-style-type: none"> • Vocabulary related to: <ul style="list-style-type: none"> – greetings, symbols and colours associated with <i>la fête du Canada</i> – the date of the celebration – the expressions of time, using the 12-hour clock • Appropriate forms of the verb <i>parler</i> 	<ul style="list-style-type: none"> • State, in French, that Canada has two official languages—English and French: <i>Au Canada, on parle anglais et français.</i> • Identify that the Canadian National anthem can be sung in English, in French or in a combination of both languages. 	<ul style="list-style-type: none"> • Focus attention on the required information. • Repeat a new word saying the letters or syllables that make up the word. • Reflect on and articulate, in English, what they have learned and can demonstrate in French. 	<ul style="list-style-type: none"> • Celebrate Canada Day with a red and white birthday cake and by reciting/singing <i>Ô Canada</i> in both English and French. • Create a poster announcing the Canada Day events in one's community.

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Month	Fields/Subfields of Experience	Application of Language	Culture	Language Learning Strategies	Sample Performance Tasks
		<ul style="list-style-type: none">• Correct pronunciation of known words associated with <i>la fête du Canada</i>	<ul style="list-style-type: none">• Identify an historical fact about the Canadian National anthem.• Demonstrate awareness of the abbreviation of hour (<i>h</i>).		<ul style="list-style-type: none">• Prepare a radio announcement of events being held in one's community.

Selected Models for Second Language Lesson/Unit Planning and Instruction

Phases of language learning	Blended Teaching Framework (Teacher-Focused)	Four Stages in Language Lessons (Woodward 2001) (Student-Focused)	Bilash Success-Guided Language Instructional Model (Bilash 2001) (Teacher- and Student-Focused)
Encountering	<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>
	Noticing		
Internalising	<p>EXPLANATION Teacher plans this teaching phase to meet the needs of the students. It can include inquiry and discovery learning.</p>	<p>NOTICING Students note details, i.e., the sound, form and meaning of new language by making lists, charts, gestures, mnemonics. (Physical storage)</p>	<p>GETTING IT Students engage in short specific activities planned by teachers to help them clarify the new input while focusing on one skill at a time, e.g., choral repetition, yes/no questions, circling a verb ending.</p>

Applying and refining	GUIDED PRACTICE Teacher directs whole class activities, based on content previously presented and explained. These relate to one or more of the four language skills.	REMEMBERING Students carry out activities to process and internalize the language, e.g., manipulate and develop personal connections (Mental storage)	USING IT Students engage in activities involving combinations of input, in which they become gradually more self-reliant and reduce their need to refer to wall charts and other supports. Multiple activities, including pair work, develop all four skills.
	INDEPENDENT Teacher facilitates group, pair or individual activities related to the content presented and involving one or more of the four language skills.		
Transforming and personalizing	TRANSFORMATION Teacher provides students with authentic communicative tasks in which they apply new and previously acquired learning using a range of language skills.	USE AND REFINEMENT Students recall and use language, make generalizations and transfer to new situations, e.g., face-to-face interactions, restating, modifying text, creating new texts, taking tests and reflecting on learning.	PROVING IT Students engage in activities in which they produce personalized and spontaneous language. Teachers plan all previous steps after having determined what the “final product” or “cumulative tasks” will be. The “proving it” activities are based on authentic forms of language and include all four skills.
	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 all throughout the previous phases.		
Assessing learning			ASSESSMENT Occurs throughout the cycle and includes student self-assessment (assessment <i>as</i> learning) as well as teacher assessment (assessment <i>for</i> and <i>of</i> learning).

Suggested Activities and Tasks by Field and Subfield of Experience

Note: 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. Additional online activities related to these fields of experience as well as to language learning strategies are being developed. As they are completed they will be available at <http://www.learnalberta.ca>.

Grade 4

MY CLASSROOM	
Classroom interactions	Students solve a problem based on illustrations depicting typical classroom interactions that accompany phrases such as <i>Bonjour!</i> / <i>Au revoir!</i> / <i>Comment ça va?</i> / <i>Comment allez-vous?</i> / <i>Voici mon amie Rachelle.</i> / <i>Voilà Peter, un camarade de classe.</i> Each illustration has been separated from the associated phrase and students determine which phrase is associated with which illustration.
	The animation found on www.LearnAlberta.ca entitled <i>Canada Vignettes – 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 people introduce themselves to each other for the first time.
People in the classroom	The teacher uses a blank seating plan to identify who is sitting where in the classroom, or students create a new seating plan in pairs by asking questions such as <i>Qui est devant...?</i> / <i>Qui est derrière...?</i> / <i>Qui est à côté de...?</i>
School and classroom supplies and furniture	Students prepare and label a drawing of their backpack and all the materials they have in it.
	Students create a visual containing a number in words and digits and an illustration of a corresponding number of items, using common classroom supplies or furniture; e.g., the numeral 8 with the word <i>huit</i> surrounded by eight flags.
	Students design a classroom and label the furniture and equipment.
	Students prepare a booklet of things that are blue, green, yellow, etc.
	Students prepare a picture dictionary of classroom objects, furniture and school supplies.
	Students present their classroom to a visitor.
	Students construct an illustrated cube and label classroom items and equipment.
Arithmetic operations	Students create a French board game or a game show for their classmates that contains questions related to arithmetic operations.
Shapes	Students prepare and present, orally, a figure of a person or object made of geometric shapes to the class; e.g., <i>Voici un cercle. C'est la tête.</i>

	<p>Students create manipulatives representing various shapes in a range of colours and sizes. They prepare a series of directives, such as <i>Mets le carré jaune sur le cercle rouge</i>, for a classmate who hears the directive and positions the manipulatives accordingly.</p> <p>Students identify geometric shapes found in various pieces of art. They then create their own artwork using the shapes to create an object in the classroom. Some photographs of artwork using geometric shapes can be found on the Internet, notably mobiles by Alexander Calder and sculptures by Isamu Noguchi, both of whom worked in France. Geometric forms are also used in Arabesque, an element of Islamic art, as well as in <i>le Cubisme</i>, an artistic movement that arose in France.</p>
WHO AM I?	
My age and my birthday	If appropriate, students survey their classmates to find out the date of everyone's birthday. A copy of the list is posted in the classroom. Each week or month, all students with an upcoming birthday are recognized in some way, such as with a greeting card or by singing a birthday song in French.
	Students create small crafts that can be used as gifts by following simple written directions. If appropriate, the teacher provides the birthdays of various school staff members. Students may greet the staff member with a ceremony that includes singing a birthday song in French and giving one of the crafts as a gift.
	Students can learn the portion of the song <i>Gens du pays</i> used in Québec when celebrating birthdays in class.
My physical traits	Students create and perform variations of the song Head and Shoulders, Knees and Toes: <i>Tête, épaules, genoux, orteils, genoux, orteils, genoux, orteils. Tête, épaules, genoux, orteils. Yeux, nez, bouche, oreilles.</i>
	Students prepare a card for a member of the class, similar to sports cards collected by fans of a particular team, by identifying the student's eye colour, hair colour, type of hair, height and weight.
	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 www.LearnAlberta.ca entitled <i>Visite virtuelle</i> that features a virtual tour of the Alberta Legislature. Once their avatars are complete, students can describe them to each other.
My personality traits	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 and write those horizontally, intersecting with the letters of their names.
My likes and dislikes	Students prepare a decorated "Me" box containing items of interest and personal meaning. They then show their boxes to small groups of classmates, pointing out the various items selected.
	Toward the beginning of the year, 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 year, the time capsule is opened and students examine the lists they included months earlier. Students classify the items on their list under headings such as <i>J'aime ça encore</i> and <i>Je n'aime plus ça</i> .
	Students compare their top five favourite songs with those appearing in a Top 5 list on a French children's Internet radio broadcast.

	Students survey classmates on their favourite toys, games, video games, DVDs and compare the results with those collected by their partner classes or by students in another school.
	Students bring in music clips representing various styles and periods of music including <i>zydeco</i> (Cajun) and <i>rai</i> (Algerian, popularized in France by Cheb Khaled) and survey the musical preferences of their classmates. This can be planned to coincide with <i>La fête de la musique, le 21 juin</i> .
Who am I?	Students create a collage or other visual representation of themselves and their physical and personality traits, likes and dislikes. Students write a caption for each item included.
	Students prepare a <i>cinquin</i> or other form of patterned poem about themselves, following a model prepared by the teacher, e.g., <i>moi; dix ans; aime la glace 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.
	Students interact with a digital learning object for young children entitled <i>Je suis unique</i> found on www.LearnAlberta.ca .
	Students prepare a visual presentation of themselves using photographs and a multimedia presentation program. They use the visual presentation to talk about themselves.

MY IMMEDIATE FAMILY

Describing family members	Students prepare and record a video clip about themselves and their families which would include the subfields of age, physical and personality traits, likes and dislikes.
	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 subfields such as likes and dislikes, pets and physical and personality traits.

CALENDAR AND WEATHER

Days, months, seasons	Students write out the names of the 12 months. For each month they embed a graphic reflecting a special day within the letters of the word. For example, a student may draw a fish over the letter 'l' in <i>avril</i> to represent <i>le poisson d'avril</i> (April Fool's Day.)
Special days and events including statutory holidays	Students prepare and present a calendar page including special days and events and appropriate illustrations. Students create questions for classmates to respond to while listening to calendar presentations.
	The teacher guides students as they explore the tradition of associating days on the calendar with specific saints.
	Pairs of students prepare to introduce special international days to the rest of the class throughout the year. 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> . Special days within Canada can be recognized as well, including <i>la journée nationale des Autochtones (le 21 juin)</i> .
	Students make various seasonal crafts and projects by following simplified instructions prepared in French.

Weather	Students prepare illustrations of prevailing weather conditions as well as a related caption. If applicable, the images may be posted regularly on a school website, similar to daily weather bulletins issued by many newspapers.
	Students listen to weather reports broadcasted over the Internet from various French-language Web sites and record on paper thermometers the high (<i>la température maximale</i>) and the low (<i>la température minimale</i>) for the day.
ALBERTA WINTER CELEBRATIONS	
Location, date, symbols, activities	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> .
	Students prepare a poster in French to announce a winter festival in their area indicating the date, location, a few activities and using symbols to portray the festival.
FOUR HOLIDAYS AND CELEBRATIONS	
Any holiday or celebration	Students make a bookmark with a holiday greeting to give away.
	Students create a “shape book” for different holidays and celebrations, e.g., they create booklets in the form of a tree or a heart (grade 4/5).
L'Halloween	Groups of students follow simple instructions in French to create different simple Halloween crafts, e.g., a paper bag pumpkin, a pipe cleaner skeleton. The finished projects are used for decorations in other parts of the school or as the basis for a “Show and Tell” activity in which each group shows off its creation to the rest of the class.
La Saint-Valentin	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 ...</i>
La Saint-Patrick	Students make and hang up a word mobile of items they can locate in the classroom or school that are green.
La fête des Mères/ la fête des Pères	Students follow simple instructions in French to make craft projects to give as gifts for a special person in their lives, perhaps someone who has no children of his or her own but who has had an impact on the students' lives. Students present the finished products to their classmates before taking them home as gifts.
AND OTHER AREAS OF INTEREST	

Grade 5

MY ELEMENTARY SCHOOL	
Classroom timetable	Students participate in an oral interview about their timetable. The questions and replies include the beginning and end time of school, e.g., <i>L'école commence à..., finit à...</i>
	Students create a timetable for their binders.
	Students compare their timetable to one from Québec, France, or another Francophone country or from a partner school.
School personnel	Students prepare an information booklet of people, activities and subjects taught in their school. They may include the number of students in class, number of teachers and other staff members and compare this with similar information from other Francophone schools.
	Students make up riddles or guessing games about actual people in the school, e.g., <i>Elle travaille au bureau, mais elle n'est pas la directrice. Qui est-ce?</i>
Areas inside and outside the school	Students label a school plan and participate in an oral interview about the school.
	Students visit Web sites of Francophone schools, examine details regarding the features of rooms and spaces visible in the photographs on the sites, and compare these with similar areas in their own schools.
	Students participate in a guided Internet-based activity entitled <i>Où est Sophie</i> that has been posted by the Canadian Association of Second Language Teachers (CASLT) at this Web site: http://www.caslt.org/teachers/actvites.htm .
Healthy school snacks	Students select and prepare three healthy snacks using illustrations and labels, and glue them on paper plates.
	Students make and share fruit kabobs following phrases and expressions that have been shared in advance such as <i>Je voudrais un morceau d'ananas. / J'aime l'ananas. C'est sucré.</i>
	Students participate in a "French breakfast" or snack such as a <i>baguette</i> with Nutella™, <i>chocolat chaud</i> and <i>croissants</i> .
Arithmetic operations	Students prepare and perform brief sketches (<i>saynètes</i>) in which they play the role of imaginary characters learning or using simple arithmetic operations.
OUR FRIENDS THE ANIMALS	
Common farm animals, wild animals	Students participate in a stuffed animal parade and present their animals. Alternatively, a pet parade may be set up in which each stuffed animal has a number attached and students describe them from a distance using questions such as <i>Quel animal est grand, sauvage, gros et intelligent?</i>
	Students create a book for younger readers in which an illustration of an animal is found on the back of each page, with a brief description on the front. Readers guess which animal is being described before turning the page.
	In groups, students prepare and present animal riddles (<i>devinettes</i>), e.g., <i>Il est un grand animal. Il a deux grandes oreilles et une petite queue. Quel animal est-ce?</i>

	Students view the animation entitled <i>Dîner intime</i> available at www.learnalberta.ca to identify the various animals that appear in the segment. The animation may be stopped so that students can suggest statements to express the thoughts of the various animals in the story.
Physical traits of animals	Students devise imitations of television game shows using questions related to animal facts.
	Students prepare a poster or announcement for a lost or missing pet.
	Students adapt well-known French or English action songs to illustrate common animal movements or sounds. For example, students can propose verses to the tune of “The Wheels on the Bus Go Round and Round,” such as <i>Le petit canard fait quack, quack quack...</i> , accompanied by a motion of the hand to resemble an opening and closing beak.
Animal habitats	Students visit the Web site of the <i>Biodôme de Montréal</i> and investigate the five different ecosystems displayed there. As a class, they create a display of the <i>Biodôme</i> with each group using paper cut-outs of animals.
	Students visit the children’s Web site of the World Wildlife Federation and interact with digital activities found there in French, including activities within a section on endangered animals.
CLOTHES	
Seasonal clothes and clothing preferences	Students visit the French language Web site of Library and Archives Canada in order 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.
	Students prepare a fashion show starring their favourite toys, such as action figures or stuffed animals.
Clothes for different occasions	Students prepare a catalogue of clothing for special occasions.
	Students view the classic story by Roch Carrier about a boy and his hockey sweater (<i>Le chandail par Roch Carrier</i> available on www.learnalberta.ca). The teacher has students listen for words that are familiar to them and has them jot them down for a discussion on the types of strategies used by students to understand the text.
MY HOME	
Types of dwellings	Students create a word mobile using vocabulary related to different types of dwellings.
	Students use the Internet to locate maps showing neighbourhood plans of various municipalities in French-speaking regions of the world. They then guess which types of dwellings might be found at those locations and use a tool, such as Google Earth, to confirm their guess.
Rooms in my home	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>Là, où on peut...</i> (e.g., <i>manger</i>); <i>Là, où il y a accès à...</i> (e.g., <i>de l’eau</i>).

Structure of a room	If one is available, a toy doll house can be brought into the classroom. A spider or another type of insect may be drawn on a removable adhesive label. Small groups of students take turns placing the spider in various locations such as on the wall, floor or ceiling of a room while their peers keep their backs turned and attempt to guess the spider's location using yes/no questions only. Alternatively, pairs of students may use an image of the side view of a house to mark the spider's location in pencil and then have partners guess the location.
My room	Students use images cut out of catalogues or magazines to create a collage of what might be found in the bedroom of a character they read about in a story or a saw in a video.
LE FESTIVAL DU VOYAGEUR	
Location, date, symbols, activities	Teachers may select or adapt a range of activities described in the <i>Guide pédagogique</i> that was developed for <i>le Festival du Voyageur</i> in Saint-Boniface, Manitoba and that can be found on the festival Web site.
	Students read an authentic festival program accessed on the Internet and choose a day's worth of activities. They 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.
FOUR HOLIDAYS AND CELEBRATIONS	
Any holiday or celebration	Students make bookmarks with holiday greetings to give away.
	Students make a greeting card for a particular holiday or celebration.
	Students create a "shape book" for different holidays and celebrations; e.g., they create booklets in form of a tree or a heart (grade 4/5).
Noël	Students compare the clothing of images representing <i>le père Noël</i> and <i>Saint Nicolas</i> from a range of countries.
	Students prepare greeting cards and/or simple seasonal crafts to show to their classmates prior to giving them as gifts to individuals within the school or in the local neighbourhood.
Le jour de l'An	Students write their resolutions for the coming year using phrases such as <i>Je vais passer moins de temps devant la télévision. Je veux faire plus de sport.</i> The teacher collects the statements and returns them to the students in June to allow them to review the resolutions half way through the year.
La fête de Rois	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 becomes the king or queen for the day and is given a paper crown to wear in class. An allergy alert should be shared with parents in advance.
Pâques	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.
AND OTHER AREAS OF INTEREST	

Grade 6

MY HEALTH AND WELL-BEING	
Healthy eating	Students create three tasty, balanced meals and snacks based on the Canada Food Guide (<i>le Guide alimentaire canadien</i>).
	Students plan a balanced meal for a real or imaginary special occasion.
	Students write and illustrate a picture story about food preferences that can be shared with younger students.
	Students record all of the foods and beverages they consume during a typical day or period of days. They then rate their own nutrition.
	Students participate in a guided Internet-based activity entitled <i>Une visite au supermarché</i> that has been posted by the Canadian Association of Second Language Teachers at this Web site: http://www.caslt.org/teachers/actvites.htm .
Expression of feelings and emotions	Students prepare a “mood catalogue” by listing each emotion and illustrating the events that typically make them feel sad, happy, tired, angry.
	Students create an illustrated “feelings and emotions” dictionary. Illustrations can be taken from clip art or image collections, or involve emoticons.
Feeling well and feeling ill	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. Appendix S explains the game in further detail.
Seasonal sports and physical activities	Students prepare a seasonal sports and activity booklet for someone from another country or another region of Canada who is planning a visit to Alberta. The booklet includes references to appropriate seasonal clothing.
	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 meal and snack times.
	Students prepare a poster and schedule of activities for an imaginary summer sports camp dedicated to a sport or form of recreation of their choice.
	Students create a mock-up of a web page or a poster promoting their favourite athlete, team or activity.
	Students investigate a lesser-known sport or game and display images or information that they have collected. These sports can include <i>la crosse, ringuette, ballon-balai, pétanques</i> . The displays may be shared beyond the classroom.
MY NEIGHBOURHOOD	
Neighbourhood buildings	Students create brief video clips featuring various buildings in their town or neighbourhood.
	Students make a booklet of their favourite local restaurants.
People in the neighbourhood	Students create puppets out of socks, paper bags or popsicle sticks and plan and perform typical interactions occurring between members of the public and various service personnel in the neighbourhood. Alternatively, first time encounters between different people can be performed, e.g., <i>un dentiste rencontre un mécanicien. Bonjour, monsieur, comment allez-vous? Où travaillez-vous?</i>

	Students create business cards for imaginary people associated with various buildings in an imaginary neighbourhood. The business cards include <i>noms de famille et prénom du propriétaire; nom de l'entreprise ou édifice; numéro de téléphone; jours et heures d'ouverture; services ou produits principaux; un graphique ou logo; un message supplémentaire comme « Stationnement libre »; « Ici on parle français, » ou « le... pour tout le monde. »</i>
Neighbourhood plan	Groups of students receive identical copies of a large blank neighbourhood plan and identical cards that include names of buildings and businesses, or of the business cards made by students described in the previous activity. Each group decides where all of the buildings should be placed and presents their decisions to the class.
Neighbourhood transportation	Students poll 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 year during another season and the results compared.
ALBERTA - MY PROVINCE	
Location, landscapes, riches	Students prepare and present a map of Alberta with a legend, including geographical regions, major towns and cities and the different resources available in the different regions.
	Students participate in or create a game based on Alberta's geography.
	Students view any or all of three brief videos dealing with Alberta's Badlands available at http://www.learnalberta.ca/ when entering the following titles as search terms: Joseph Tyrrell; <i>les dinosaures; les cheminées des fées</i> . With the teacher's assistance, students take note of words they recognize because of their similarity to cognates in English.
Common wild animals	Students make up a game for their classmates in which a student is asked to select one word from a list of four words that does not fit within the group (e.g., <i>Trouver l'intrus : un coyote, un renard, un faucon, un grizzly. Réponse : C'est le faucon; c'est un oiseau et non un animal comme les autres.</i>)
Communities and their festivals	Students prepare a mock-up for a Web site on various community festivals in Alberta.
	Students write and present short sketches (<i>saynètes</i>) of interactions that could occur if imaginary characters came to a particular community festival.
THE ENVIRONMENT	
Natural environments and habitats	Students select a particular animal, bird or insect and carry out some research into its typical habitat in order to create a travel poster addressed to other animals to visit that particular habitat. The poster can be accompanied by a brief presentation using phrases such as <i>Je suis un/une... J'habite dans un/une... près d'un/une... Je passe les nuits dans un/une... En été, les températures chez moi sont entre... et... degrés Celsius. Je vous invite de venir visiter ma région si vous aimez... Mais attention aux...!</i>
	Teachers may consult the Web site of <i>Service canadien de la faune</i> or a Web site called <i>Faune et flore du pays</i> to gather information on this field of experience.

Endangered animals, dangers to and protection of the environment	Students prepare a brochure on an endangered animal, its habitat and include two warning signs the animal could post for people coming near its habitat.
	Students complete digital activities related to endangered animals on the children's site of the World Wildlife Federation.
	Students visit a feature on the Web site of Parks Canada that allows for 3D exploration of the habitat of endangered animals.
	Students participate in a guided Internet-based activity on the topic of endangered animals posted on the Canadian Association of Second Language Teachers at this Web site: http://www.caslt.org/teachers/actvites.htm .
LE CARNAVAL DE QUÉBEC	
Location, date, symbols, activities	Students read an authentic festival program accessed on the Internet and choose a day's worth of activities. They decide, for example, how much money they would need, which activities they should participate in and at which times.
	Teachers may select or adapt activities described in the <i>volet scolaire</i> that can be accessed at the carnival Web site.
FOUR HOLIDAYS AND CELEBRATIONS	
Any holiday or celebration	Students make a bookmark or a greeting card with a particular holiday or celebration greeting.
	Students prepare a brief description of a particular holiday or celebration that is meaningful to them, providing the name, date of the holiday/celebration and colours and/or symbols associated with this holiday or celebration to prepare as a class holiday/celebration book.
L'Action de grâces	Students write and illustrate four thank-you cards to deliver to classmates, school personnel, family or community members thanking them for some past assistance or encouragement. Students prepare the message in French first and include an English version, if necessary.
Le jour du Souvenir	Students create shoebox dioramas of a Remembrance Day scene using coloured construction paper as well as other materials, labelling the key symbols and providing the name of the celebration and the date. The dioramas may be prepared in advance of November 11 and be displayed in places throughout the school and/or local community.
La Sainte-Catherine	The teacher and the students may celebrate this day by preparing <i>la tire à la mélasse de la Sainte-Catherine</i> which is similar to taffy. Teachers will need to verify that the students are not allergic to ingredients in the recipe.
La fête du Canada	Students prepare a poster/radio announcement advertising Canada Day events in their community.
AND OTHER AREAS OF INTEREST	

Steps Carried Out in Task-Based Learning*

PRE-TASK PHASE

- ▶ The topic is defined.
- ▶ Task instructions are clarified.
- ▶ Brief activities to help students recall or learn useful phrases are carried out. This can include a teacher having students carry out a demonstration of an abbreviated version of the task.
- ▶ The teacher may share audio recordings of other groups of students carrying out a task such as the one being used.

▮ *Example:* To prepare students in a Grade 5 FSL class for a task in which groups of students fill out a school schedule with names of school subjects, based on information provided a text, the teacher draws or projects a blank sample schedule. He or she solicits student input to jointly fill out a single column for one day, based on their own school 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.

Appendix O lists a range of tasks for consideration.

THE TASK CYCLE – PART 1 – DOING THE TASK

- ▶ The students carry out the task to the best of their abilities, which may involve halting and simplified speech, making use of posted sample expressions and phrases.
- ▶ The teacher encourages the students as needed while engaging in assessment *for* learning, taking note of commonly occurring errors that arise in the class as a whole. The teacher targets specific linguistic elements for later follow-up based on the outcomes of the program of studies.
- ▶ Where applicable, the teacher adds additional expressions and phrases that arise in specific groups to the posted chart of expressions for use by other groups.

THE TASK CYCLE – PART 2 – PLANNING TO SHARE THE RESULTS

- ▶ The teacher may share audio 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.

▮ *Example:* Groups of students in the Grade 5 FSL 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.

- *Qui lit la liste de matières pour le lundi? Moi. Bon, Aminta, tu commences.*
- *Jonathan, est-ce que tu lis la liste pour mardi?...*
- *Qui montre les matières à l'écran quand les autres parlent?*

* Based on Willis, Jane. *A Framework for Task-based Learning*. Harlow, UK: Longman. 1996.

THE TASK CYCLE – PART 3 – REPORTING ON THE RESULTS

- ▶ The report may be oral or in the form of a visual which is displayed and viewed.
- ▣ *Example:* Reports by the students in the Grade 5 FSL class mentioned above may contain statements such as the following, if appropriate sentence starters have been collected, posted and previously rehearsed.
 - *L’opinion de notre groupe est la suivante. Le lundi matin, l’élève a un cours de mathématiques, d’éducation physique, de français et un cours de sciences l’après-midi.*
 - *Le mardi, l’élève a...*
 - *Voici la phrase dans le texte... Pour nous, ça indique que le mercredi, la personne a...*
- ▶ The teacher continues to take note of linguistic structures for further follow-up.
- ▶ After students have presented their spoken reports or circulated and viewed the written reports, the teacher provides students with brief feedback on the content and form of their reports.

THE LANGUAGE USE FOCUS – PART 1 – LANGUAGE ANALYSIS ACTIVITIES

- ▶ The teacher develops and implements language analysis activities based on observations made during the task cycle.
- ▶ The activities are intended to help students identify and process various features of language as it was used during the steps of the task cycle.

THE LANGUAGE USE FOCUS – PART 2 – PRACTICE ACTIVITIES

- ▶ Students carry out practice activities using the language features analyzed above.

OPTIONAL – ADDITIONAL TASK

- ▶ Following the task cycle and the language use focus, students may be given the opportunity to carry out a similar task with other students or to develop a similar task for others to carry out.

Types of Tasks

In *A Framework for Task-based Learning* (Harlow, UK: Longman, 1996), Willis lists a number of types of tasks. The list that follows can provide teachers with ideas for a range of activities regardless of the approach to lesson and unit planning they choose.

1. LISTING: Students produce a complete list or mind map by brainstorming or fact finding.	
	<ul style="list-style-type: none"> – international words found in a French song or on a French Web site – buildings found in a neighbourhood – foods found in a refrigerator – animals found in a forest – characteristics of a celebrity <p>As a follow up task, students can devise a memory game using the list.</p>
2. ORDERING AND SORTING: Students order and sort information ...	
by sequencing	<ul style="list-style-type: none"> – put the days of the week into the correct order <p>As a follow up task, students can devise a “spot the missing item” task.</p>
by ranking	<ul style="list-style-type: none"> – the best healthy snacks to sell at school – the most useful clothes to pack on a camping trip – the most useful school supplies to donate to a charity <p>As a follow up task, after hearing the report from each group, the class as a whole may wish to reach consensus.</p>
by categorizing	<ul style="list-style-type: none"> – read short informational texts and fill in information gathered from the text into a partially completed table – read various statements on a similar topic, such as practices related to preserving the environment and determine if one agrees or disagrees or is undecided <p>Students in each group present and justify their completed table to the whole class.</p>
by classifying	<ul style="list-style-type: none"> – find three ways to classify a list of clothing – find five ways to group the foods one eats on a given day – find ways to classify a list of animals, by size or habitat for example <p>As a follow up task, students can devise a “find the odd one out” activity.</p>
3. COMPARING: Students compare two sets of data ...	
by matching	<ul style="list-style-type: none"> – listen to or read descriptions of characters from a story one has read or viewed and identify which description matches which character – listen to or read descriptions of people, animals, classrooms or foods and

	<p>pick one of four drawings that fits the description</p> <ul style="list-style-type: none"> – follow and carry out instructions, such as tracing a route on a map or drawing a sketch <p>As a follow up task, students can design similar tasks with their own data, e.g., a description of their own house.</p>
by finding similarities	<ul style="list-style-type: none"> – compare two eye-witness reports about what the same “suspect” was wearing – compare two versions of a recipe for <i>la tire</i> – compare different ways of celebrating the same holiday in various countries – compare school timetables from various locations to see commonalities
by finding differences	<ul style="list-style-type: none"> – find the differences in two similar pictures – Jigsaw viewing: one half of the class sees a video excerpt while the other half reads an account of the excerpt that deliberately includes different information. Together students from each group identify what is different in the information they have.
<p>4. PROBLEM SOLVING: Students find and evaluate a solution to a problem by analyzing real or hypothetical situations, by reasoning and by making decisions. Starting points can include ...</p>	
short puzzles	<ul style="list-style-type: none"> – classic logic problems adapted for use in the FSL class such as <i>Voici le gâteau d’anniversaire de Matéo. À sa fête, il y a Matéo, sa grand-mère, son cousin Luc et cinq autres personnes. Combien de lignes droites est-ce que Matéo doit tracer sur la surface du gâteau pour être certain que chaque personne reçoit un morceau de gâteau de la même taille?</i>
hypothetical or experienced real-life problems	<ul style="list-style-type: none"> – fitting eight items of furniture into a small room – providing clothing advice for a specific season or weather condition – planning a healthy menu for three meals for someone with an allergy to dairy products
incomplete or scrambled stories, poems, reports	<ul style="list-style-type: none"> – a short story, poem or cartoon strip that has been read in a previous class may be copied once for each small group and cut into sections. Students use clues in the story as well as their memory of the text to put the pieces into the correct sequence <p>As a follow-up activity, the solutions arrived at in each group may be shared with and voted on by the class as a whole.</p>
<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 to share aspects of their own experience in a limited way. Starting points can include ...</p>	
reflective questions	<p>For example:</p> <ul style="list-style-type: none"> – <i>As-tu peur de certains types d’animaux ou d’insectes?</i>

survey questions	<p>For example:</p> <ul style="list-style-type: none"> – <i>Quelle est ta matière préférée?</i> – <i>Est-ce que tu manges des légumes? Souvent. Des fois. Jamais.</i>
a storyline in a video clip or reading text	<p>For example, a Grade 6 FSL class dealing with the subfield of feelings and emotions may view a video clip involving someone’s emotional state, such as <i>Venue de Loin</i> available on www.LearnAlberta.ca, and respond to statements written in advance by the teacher on behalf of the main character.</p>
<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>	
concrete creations or experiments	<ul style="list-style-type: none"> – make a model, diorama or a craft following simple instructions provided – prepare a snack – paint a picture following an audio or written prompt <p>As a follow-up activity, students in each group follow and adapt a brief list of prepared statements that describe the steps they undertook in order to share their results.</p>
creative writing and similar activities	<ul style="list-style-type: none"> – write a poem, song, story, dialogue script, play or advertisement based on what was read or seen in class, following a model written with the range of vocabulary and structures known by the students – dress up and put on a brief show, or take photos to illustrate a short <i>photoroman</i> style of story, following models provided and containing known vocabulary and structures
social investigations	<ul style="list-style-type: none"> – to commemorate <i>la journée internationale des personnes âgées</i> (October 1st), students may prepare and carry out an interview with an older person in their family or community on known topics such as likes and dislikes, favourite foods, games or animals. While the interviews themselves may take place in a language other than French, the students can prepare profiles on their interview partners in French, which may be shared with the class and posted within the school as long as permission to do so has been secured. – Class twinning projects involving multiple contacts over the school year through e-mail and other means of communication may involve a range of creative tasks.
<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 and provide a contribution to others in the school or community who are involved in the production of various forms of media. Where applicable, teachers will need to seek parental permission and adhere to the provisions of the <i>Freedom of Information and Protection of Privacy Act</i> (FOIPPA). These tasks may involve ...</p>	

displays	<ul style="list-style-type: none"> – Students may set up a public display, in a location such as the school or a municipal building, to reflect an aspect of what they are studying, such as a seasonal holiday.
	<ul style="list-style-type: none"> – If students have prepared models or dioramas as part of their study of animals, habitats, and the environment (Grades 5 and 6), they may prepare an exhibit of their creations to be displayed in a local museum or other public place.
Print	<ul style="list-style-type: none"> – Students may provide brief contributions to regular or special issues of school or community newsletters or newspapers, or create a short newsletter to be distributed to French-speaking residents of a local nursing home, where applicable. – Students may design and write a simplified leaflet for French-speaking visitors to a school or a community.
multimedia	<ul style="list-style-type: none"> – Students may provide contributions to a French-language radio broadcast such as singing a Christmas song or reading a Mothers' Day poem. – In collaboration with students in higher grades, classes may create simple advertisements for upcoming events in the school or in the community, or may create other short video clips for public use.

Sample Blank Planning Templates

The following types of Planning Templates are available for use and can be modified or adapted for personal use:

Year Plan	pp. 288 and 289
Long Range Plan	p. 290
Unit Plan Overview (Web)	p. 291
Unit Content Chart (planning with the end in mind)	p. 292
Activities Brainstorm (planning with multiple intelligences in mind)	p. 293
Lesson Series/Unit Outline (Day-by-Day Web)	p. 294
Lesson Series/Unit Planning (Day-by-Day Chart)	p. 295
Lesson Series/Unit Planning Chart (Phases of Learning)	p. 296
Lesson Plan (Step-by-Step Table)	p. 297
Lesson Plan (Teacher and Student Activities)	p. 298
Unit Planning Checklist	p. 299
Lesson Planning Checklist	p. 301

Sample Template for a Year Plan

Grade Level(s) _____ School Year: _____ Teacher(s) _____					
	September	October	November	December	January
Field(s) of Experience (Units)					
Key Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment <i>for, as, of</i> Learning					

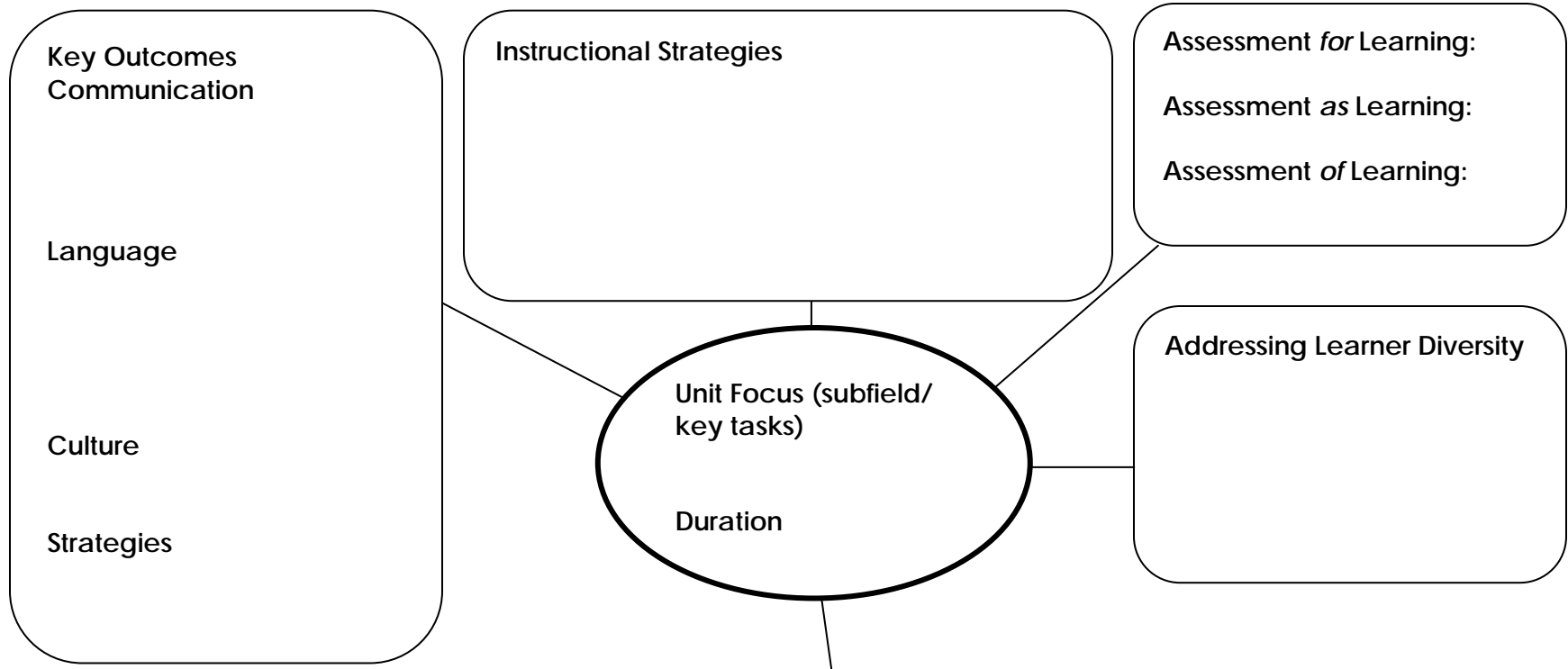
Sample Template for a Year Plan

Grade Level(s) _____ School Year: _____ Teacher(s) _____					
	February	March	April	May	June
Field(s) of Experience (Units)					
Key Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment <i>for, as, of</i> Learning					

Sample Template for a Long Range Plan









Grade(s) _____ School Year _____ Teacher _____	
Unit Focus Duration Unit Description Key Outcomes	Unit Focus Duration Unit Description Key Outcomes
Unit Focus Duration Unit Description Key Outcomes	Unit Focus Duration Unit Description Key Outcomes

Sample Template for a Unit Plan Overview (Web)



Possible Student Activities

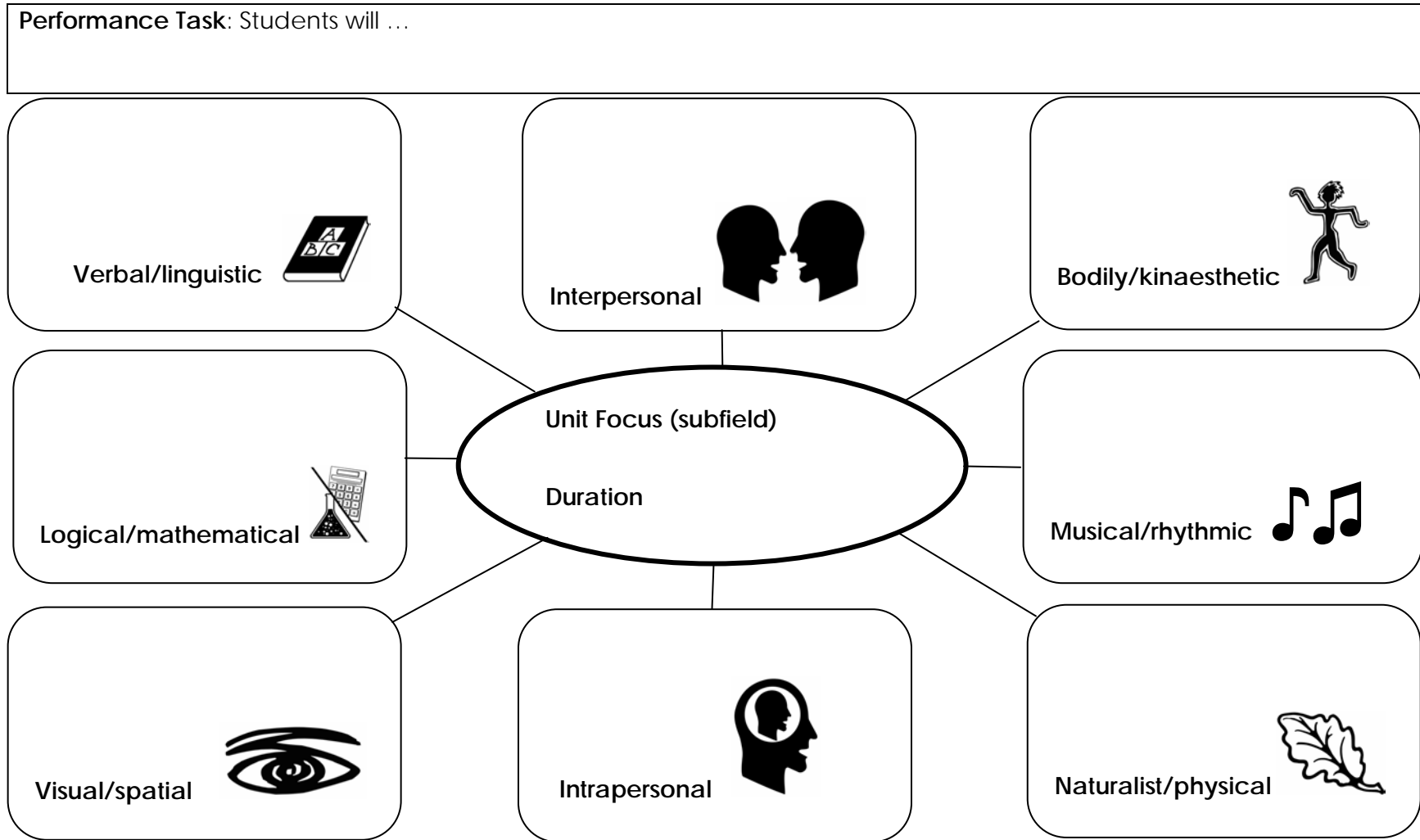
Checking the balance - How many activities appeal strongest to which type of learner?

							
Verbal/ linguistic	Logical/ mathematical	Visual/ spatial	Bodily/ kinaesthetic	Musical/ rhythmic	Inter- personal	Intra- personal	Naturalist / physical

Unit Content Chart (planning with the end in mind)

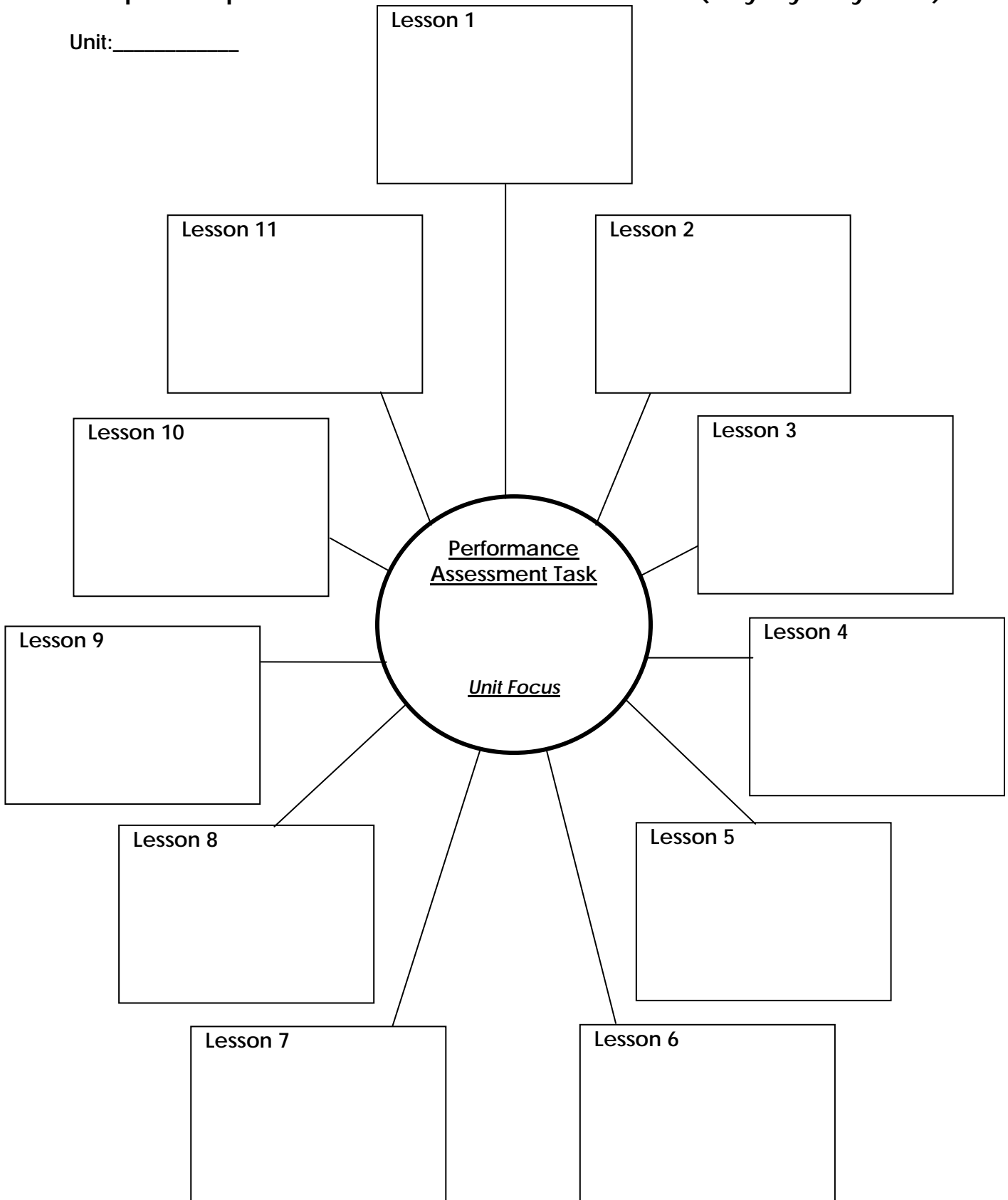
Unit Focus: _____		Dates/Duration: _____		
OUTCOMES:	Possible related language experiences	Possible related performance assessment tasks		
Field of Experience and related subfield(s)				
Communication Outcomes Listening Comprehension (LC) Reading Comprehension (RC) Oral Production (OP) Written Production (WP)				
Language Outcomes				
Culture Outcomes				
PERFORMANCE TASK selected for this unit: Students will ...				
Necessary Vocabulary (words, phrases, schemata)		New	Need review	Known
Necessary Linguistic Elements (grammatical structures)				
Necessary authentic text(s) as models for student production				
Visual: Audio: Audio/visual: Print:				
Necessary Cultural Knowledge				
Possible Associated Language Learning Strategies				

Activities brainstorm (planning with multiple intelligences in mind)



Sample Template for a Lesson Series/Unit Outline (Day-by-Day Web)

Unit: _____



Sample Template for Lesson Series/Unit Planning (Day-by-Day Chart)

Field of Experience: _____ Subfield: _____						
Possible Contexts for Language Experiences: _____						
Focus for this Lesson Series/Unit: _____						Dates/Duration: _____
Day		Outcomes	Teaching and Learning Activities	Resources, Materials	Planning for Diversity	Assessment (<i>for, as, of</i>) Learning
1	Skills					
	Key Linguistic Elements					
	Culture					
	Strategies					
2	Skills					
	Key Linguistic Elements					
	Culture					
	Strategies					
3	Skills					
	Key Linguistic Elements					
	Culture					
	Strategies					

Sample Template for Lesson Series/Unit Planning Chart (Phases of Language Learning)*

BRAINSTORM OF POSSIBLE CONTEXTS	– – –					
LEARNER OUTCOMES	PHASES OF LANGUAGE LEARNING [WITH SKILLS]: Listening Comprehension [LC]; Reading Comprehension [RC]; Oral Production [OP]; Written Production [WP]					
	ENCOUNTERING	NOTICING	INTERNALIZING	APPLYING and REFINING	TRANSFORMING and PERSONALIZING	ASSESSING (for, as, of LEARNING)
	Day 1					

* See the Overview of the Suggested Lesson Series (Grade 6) for an example of a completed template.

Sample Template for a Lesson Plan (Step-by-Step Table)

Date: _____ Lesson Topic: _____ Number in sequence: _____ Duration: _____				
Learning Outcomes	Activity	Time	Procedure (Step by Step)	Materials/Resources

Sample Template for a Lesson Plan (Teacher and Student Activities)

Class(es) _____ Teacher _____				
Date _____ Class start time _____ Class end time _____				
Lesson number _____ out of _____ total in unit, leading to performance assessment task: _____				
Learner Outcomes			Plan for Diversity	
Prerequisite Knowledge, Skills, Strategies and Attitudes			Preliminary Matters (Announcements, etc.)	
	Time	Teaching Strategy	Student Activity	Resources
Introduction, set, link to previous learning				
Activity Sequence <i>May involve:</i> <i>Presentation,</i> <i>Explanation,</i> <i>Guided Practice,</i> <i>Independent Practice,</i> <i>Assessment</i> <i>OR</i> <i>Approaching,</i> <i>Encountering,</i> <i>Noticing,</i> <i>Internalizing,</i> <i>Applying</i> <i>Refining,</i> <i>Personalizing,</i> <i>Transforming,</i> <i>Assessing.</i>				
Closure, summary of learning, link to upcoming learning				

Unit Planning Checklist

Have I ...

- selected the outcomes I wish to focus on in this unit and considered how these relate to the outcomes in previous and upcoming units?
- determined the main ideas and key concepts that the unit is to contain in order to support a gradual expansion of student understanding and skill development?
- included a variety of instructional strategies, as well as language experiences and activities, while considering students' continued language development?
- considered which linguistic elements students will need to know and apply in order to successfully carry out the performance task(s) I am selecting?
- planned for appropriate assessment *for* learning, assessment *as* learning and assessment *of* learning strategies?
- considered student needs, interests and abilities, their learning experience in other subject/areas and the relevance of this unit to students' lives outside school?
- considered how to solicit and use student input when choosing and/or designing activities so that students' learning styles, strengths, challenges and interests are integrated into the learning and collaborative decision-making process?
- provided opportunities for students to engage in activities that allow them to develop skills in comprehension, production and negotiation, both orally and in writing?
- determined how listening, reading, speaking and writing activities and tasks will be balanced so that all four skills are developed and assessed equally and appropriately over the course of the unit?
- selected a performance assessment task that is based on authentic uses of language and planned many and varied practice opportunities related to all the components of the task to ensure student success?
- considered how previously-learned vocabulary, grammatical and sociolinguistic elements as well as cultural knowledge can be reviewed and reintegrated in the unit?

Have I ...

- included factual information on Francophone cultures at the local, provincial, national or international levels in keeping with the field(s) of experience developed in this unit?
- included the teaching of appropriate sociolinguistic conventions based on the performance task chosen?
- selected interesting, useful and varied resources to support this unit?
- allowed for flexibility and adaptation of the plan in response to student needs?
- ensured that I planned for a variety of small and large group activities throughout the unit including pair, trio, quad and other types of groupings?
- verified that the activities of the unit reflect a wide array of learning style preferences?
- determined how previously-developed language learning strategies can be expanded on within 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 within the lesson?
- determined how to maximize active participation in the classroom?
- determined how to differentiate instruction and modify or adapt activities depending on student needs, interests and differing rates of acquisition?
- considered which strategies to select in order to motivate students and to provide a link to previous and upcoming learning?
- determined which cooperative learning strategies to select for use in small group or pair activities?
- determined which independent tasks could possibly be assigned as homework?
- decided where and how the lesson plan can be adjusted to accommodate new needs, ideas or information?
- integrated an assessment *for, as or of* learning procedure to assess my students' progress?

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Cooperative Learning Strategies

PREPARING STUDENTS FOR COOPERATIVE GROUP WORK

In order for students to gain maximum benefit and enjoyment from cooperative group work, teachers using cooperative learning strategies need to ensure that students are familiar, in advance, with all expectations for behaviour, participation and use of French. Often students are introduced to smaller activities and provided with modelling and support before larger, more complex cooperative learning strategies are used.

To prepare students for work in cooperative groupings, teachers carry out steps such as the following:

- ▶ Set expectations for appropriate behaviour in cooperative groups. **Transparency No. 1** 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 C** includes expressions that students can use.
- ▶ Start cooperative group work in pairs to familiarize students with expectations related to 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 within the allotted time. Students require opportunities to practice 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 organising 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 (*petit / grand*)
 - synonyms (*aride / sec*)
 - homonyms (*mer / mère*)
 - word associations (*école / enseignant*)
 - first and last names (*Marie / Curie*)
 - holiday greetings (*Joyeux / Noël*)
 - one half of a shape or a picture.
- ▶ To organize groups randomly, have students simply number off or draw names, shapes, puzzle pieces, playing cards or toothpicks out of a bag or hat. The matching process can also be used with categories such as:
 - month of one's birthday
 - cities
 - provinces
 - vocabulary items related to fields of experience or subfields already learned, such as 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, green = praiser and yellow = 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 C** 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 (Cooperative Learning **Transparency No. 2**)

This strategy is one way for students to express opinions and to hear different points of view expressed by their classmates. It helps to develop openness about differences in opinions and respect for others.

To begin, the teacher announces what each corner of the room represents. Actual objects or pictures can be placed in each corner to facilitate recognition. The teacher asks a predetermined question. Students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and, with a number of partners, discuss their answers. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

▮ *Example:* In the field of experience, **OUR FRIENDS—THE ANIMALS**, the teacher places a picture of a specific habitat in each corner of the room. Students select a habitat to work with. Depending on the number of students in each corner, one or more groups are formed to deal cooperatively with questions or activities related to each of the habitats.

NUMBERED HEADS TOGETHER (Cooperative Learning **Transparency No. 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 studied the cardinal points and the map of Alberta, Grade 6 FSL students are asked a geography question such as *Où se trouve le lac Lesser Slave?* In their groups they come up with the answer, *au nord de l'Alberta*. The teacher calls *la personne numéro trois*. One student from each group stands up to provide the answer on behalf of the group. More geography questions of this type could be asked until the names of major water bodies, geographical zones and major cities have been reviewed.

THINK–PAIR–SHARE (Cooperative Learning **Transparency No. 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. Finally, each pair of students shares their answers with the class.

▮ *Example:* A Grade 5 FSL teacher asks students the question *Qu'est-ce qu'on porte les fins de semaine?* 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 to the question 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 (Cooperative Learning **Transparencies Nos. 5 and 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 (Cooperative Learning **Transparency No. 7**)

The purpose behind this strategy is to provide students with an opportunity to share ideas, express opinions and create spoken text in a quick and efficient fashion. Students are divided into groups of four. When the signal to begin is given, each student contributes an idea, orally, in a circular fashion.

▮ *Example:* Students are grouped into fours and are asked to name the 12 months of the year. The first student would start by saying *janvier*. The next student would follow by saying *février*, and so on, until all 12 months have been named. Then, each student could name his or her favourite month of the year by saying, *Mon mois préféré est juin*.

ROUND TABLE (Cooperative Learning **Transparency No. 8**)

This strategy is similar to the Round Robin strategy, but it is carried out in written form. Using this strategy, students may create short poems or stories collaboratively.

▮ *Example:* After having studied descriptive adjectives for physical and personality traits in the unit *Ma famille*, Grade 4 FSL students write a *cinquain* poem that describes an ideal older brother or sister. One piece of paper and a pencil are distributed to each group of four. The first student in each group writes down the first name of an imaginary sibling and passes the paper and pencil to the second student. This student writes down three adjectives to describe the ideal brother or sister and passes the paper and pencil to the third student. He or she writes down a sentence about a sibling and passes the paper and pencil to the fourth group member who now writes another descriptive adjective. Jointly, the students think of a final fifth statement to close the *cinquain*. 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 (Cooperative Learning **Transparency No. 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. 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, following a Round Robin strategy.

▮ *Example:* Students in a Grade 5 FSL class ask each other questions about their bedrooms, e.g., *De quelles couleurs sont les murs? Est-ce que tu as un ordinateur dans ta chambre? Est-ce que tu as des animaux en peluche?* Then, students take turns sharing what they learned about their partner's room with the whole group.

BRAINSTORM CAROUSEL (Cooperative Learning **Transparency No. 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 Brainstorming 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 rotated until it returns to the original group. The use of a different colour felt marker per group allows participants to effectively see the origin of the ideas on each chart. Depending on the classroom context, students may circulate to charts that have been posted in various parts of the room rather than remaining seated and circulating the chart paper.

▮ *Example:* Students in a Grade 6 FSL class working with the subfield of PHYSICAL ACTIVITIES are divided into five groups. Five sheets of paper are circulated at the same time. Each sheet has a different weather condition written on it, e.g., *Il pleut. / Il fait froid. / Il fait chaud. / Il vente. / Il neige.* Students write down the sports or activities they are able to do during the type of weather condition indicated on each sheet of paper. Once their original chart is returned to each group, students carry out a culminating activity with the activities listed.

FOCUS TRIO (Cooperative Learning Transparency No. 11)

This strategy allows students to use brainstorming to anticipate or predict the content of a presentation (e.g., an audio or video segment, a 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 language.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or to write questions they think will be answered. When they hear the presentation or read the text, students verify their predictions and write down any new information they find interesting. After having heard the presentation or read the text, students in each group discuss their predictions and the new information they noted. A class discussion may follow.

▮ *Example:* An FSL teacher visits the youth site of *Radio-Canada* to find an audio segment on a topic of current interest to students related to a field or subfield of experience they are currently studying. After selecting a short segment, the teacher decides to apply the focus trio strategy with the class prior, during and after playing the segment.

INSIDE–OUTSIDE CIRCLE or PARALLEL LINES (Cooperative Learning Transparency No. 12)

This strategy actively involves all students at one time. It can be used to get acquainted with classmates, to share new information, to verify comprehension or to review concepts or structures. This strategy supports vocabulary and grammar practice within 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 Grade 4 FSL teacher decides to use the inside-outside circle strategy in order for students to practise using the names of the letters of the alphabet. 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 Grade 6 FSL teacher has students use the inside-outside circle strategy to survey each other on their eating habits within the context of the subfield HEALTHY EATING. Each student in the inside circle asks a different question and keeps a running count of the answers provided by the students of the outside circle. Questions can include: *Est-ce que tu prends le déjeuner avant d'aller à l'école? / Est-ce que tu manges beaucoup de fruits? / Qu'est-ce que tu manges à midi?*

JIGSAW (Cooperative Learning Transparency No. 13)

This strategy provides students with the opportunity to work as a team to comprehend a small portion of oral or written information. This strategy is especially useful for decreasing the fear of understanding 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, students 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 Grade 6 FSL teacher who has gathered information on a range of Alberta landscapes decides that each zone will be a topic for an expert group to learn about and present back to the base groups. In their expert groups, the students are provided with a text that describes the particular zone for which the group is responsible, as well as a list of key questions such as *Cette zone se trouve dans quelle région de la province? Quels sont les animaux sauvages communs à cette zone? Quelles sont les villes principales de cette zone?* 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 zone assigned to the group.

▮ *Suggestion:* To facilitate the logistics of this activity when using 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.

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 le gâteau au chocolat* or *Je déteste les mathématiques*. 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 one half of the students in the class to each write their names 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'habite une ferme.* / *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.

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, discuss any answers that are not the same and 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.

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.

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.

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.

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.

Summary Pairs

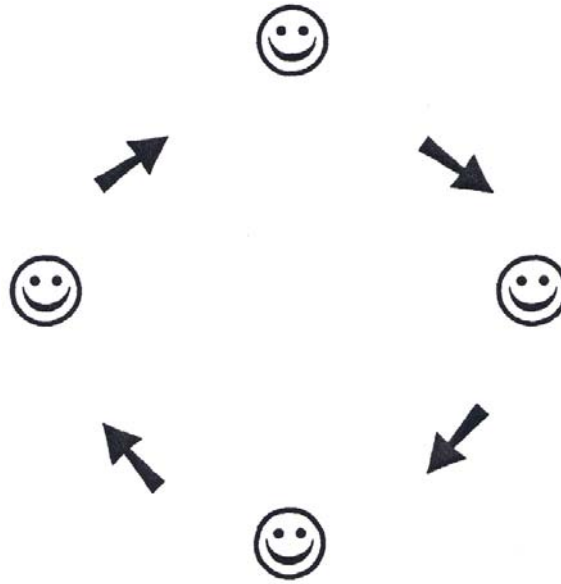
(Silent Reading)



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.

Round Robin

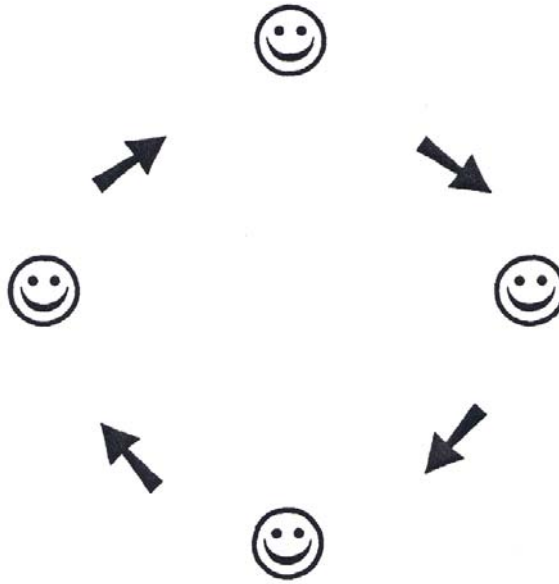
1. Contribute an idea, verbally, to the group discussion, in a systematic fashion.



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.

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.

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.

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.

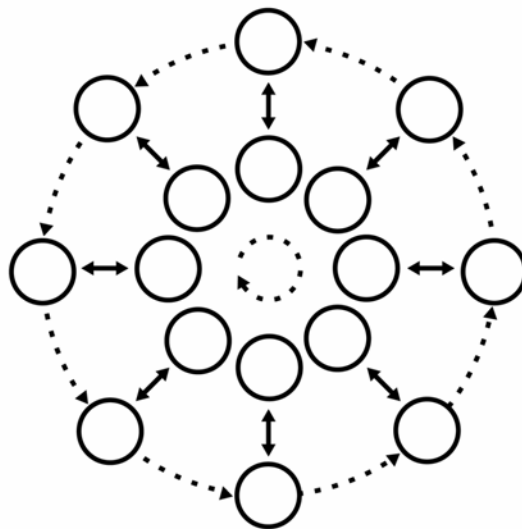
Focus Trio



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.

Inside–Outside Circle or Parallel Lines

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.



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.

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Suggested Activities to Promote Oral Interaction

The focus of these activities is to promote student oral production. However, in carrying out these activities, students will use other skill sets to support their oral production skills. Brief instructions for preparation and set up of each activity are included, as well as possible processes that can be followed and assessment instruments that can be used. Depending on the vocabulary and the particular structures chosen, many of the activities included here can be used with grades other than those indicated. The instructions are provided as suggestions only and written with a face-to-face classroom setting in mind. Teachers can adapt and modify them to suit their students' needs as well as their particular teaching contexts.

Some of the activities allow for “winning” or “losing”; however, as far as the teacher is concerned, winning or losing is not as important as using French to interact.

In order to provide support and promote student success, the following points should be kept in mind:

- ▶ These activities need to be planned for and incorporated into lesson planning.
- ▶ The language elements needed to carry out the activity should be posted for student reference at all times.
- ▶ Student volunteers can be asked to demonstrate the steps and structures involved in the activity prior to involving the whole class.

Appendix C contains vocabulary and suggested expressions for cooperative work, game playing and oral interaction. There can be posted permanently in the room for student reference as they carry out activities such as the ones described here.

This appendix provides descriptions of pair activities, small group activities and some whole-class activities.

DO WE THINK ALIKE?

A pair activity

In this activity, students are provided with a master list of words related to a particular field of vocabulary (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 others' lists, students speak with their partners to determine whether they have any items in common and if they have both assigned the same item to the same number.

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.
Language Skills Practised	READING COMPREHENSION: selecting a number of items from a list WRITTEN PRODUCTION: making individual lists ORAL PRODUCTION: sharing the items selected in order to verify similarities in the lists
Key Specific Outcomes Addressed (for example in Grade 4)	<p>Experience Classroom supplies; furniture; shapes; pets; etc.</p> <p>Language Vocabulary; pronunciation; questions formed with <i>est-ce que</i>; forms of <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: numbers 1 – 10, all of the vocabulary items on the master list, linguistic structures that allow for discussion of similarities and differences.
Possible Phrases/ Structures	<ul style="list-style-type: none"> – <i>Qu'est-ce que tu as pour le numéro quatre?</i> – <i>J'ai un/une..., et toi?</i> – <i>Moi aussi! Pas moi, j'ai un/une...</i> – <i>Moi, j'ai un/une... pour le numéro quatre.</i> – <i>Alors, nous avons deux choses en commun, le... et la...</i>
Time	Approximately 3–4 minutes per round, depending on the length of the list. Students may decide to relaunch the activity making new lists with the same partner, or the teacher may give a signal for everyone to find a new partner and start the activity again.
Materials	A list of words or collection of images to choose from. Scrap paper for list-making.
Preparation and Set Up	The teacher prepares a list of words or a collection of images, with which students are familiar. The teacher also prepares, posts and reviews the list of possible phrases to be used.

**Possible
Assessment
Instrument**

Rating Scale. The teacher may choose a few students and a few criteria upon which to focus, for example:

<i>Date:</i>		<i>Activity:</i>	
<i>Scale:</i> <i>1 = with difficulty 2 = with some difficulty 3 = with no difficulty</i>			
<i>Name</i>	<i>Is able to ask questions</i>	<i>Is able to provide answers</i>	<i>Keeps the conversation going</i>

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 another's actions.
Language Skills Practised	LISTENING COMPREHENSION: following oral instructions ORAL PRODUCTION: giving oral instructions in order to complete the puzzle
Key Specific Outcomes Addressed	<p>Experience Any field or subfield of 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 of anything in the image.)</p> <p>Language Vocabulary associated with prepositions of place, such as <i>à droite</i>, <i>à gauche</i>, <i>en haut</i>, <i>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!</i> <i>Continue!</i> <i>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 linguistic phrases.
Possible Phrases/ 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, continue... Arrête!</i>– <i>Comme ça?</i>– <i>Oui, c'est correct! / Non, continue encore...</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 or puzzle pieces is available, partners can switch roles and play again.

Materials

The teacher selects 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 jointly try to 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 the students with some orientation like in the game of Battleship). The puzzle frame can also contain the necessary phrases to support oral interaction (in addition to having them 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.

Preparation and Set Up

The teacher prepares the contents of the envelopes and posts the necessary phrases needed to give commands or praise around the classroom.

The teacher may stress to the 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 the use of English.

Additional Notes

This activity may be used when students are not familiar with the use of French for partner work, regardless of grade level. 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.

“Imagine you are in a swimming pool floating all in French. The phrases given here are something you can take hold of, like the floatation devices in the pool. The sides of the pool are the English language. See how long you can stay in the water with your floatation devices before you need to get to the side of the pool for help.”

Possible Assessment Instrument

Rating Scale. The teacher focuses on particular students as they circulate past the teacher.

<i>Date:</i>		<i>Activity:</i>	
<i>Scale:</i>			
<i>1 = not yet</i>		<i>2 = with some hesitation</i>	<i>3 = yes</i>
<i>Name</i>	<i>Is able to provide directions</i>	<i>Is able to follow directions</i>	<i>Comments</i>

Possible Alternative Activity

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.

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 partners' items in the place indicated. Once they have finished, they view each others' 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.									
Language Skills Practised	ORAL PRODUCTION: asking for the position of an item; indicating where an item is located on a shelf LISTENING COMPREHENSION: identifying the location of the item by drawing it in the place indicated									
Key Specific Outcomes Addressed	<p>Experience Classroom supplies; furniture; shapes; pets; etc.</p> <p>Language 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.</p> <p>Strategies Focus attention; use models; ask for clarification; indicate if a speaker was not understood; take risks; encourage others.</p>									
Prerequisite Language Elements	Students must be familiar with all of the items on the master list as well as the use of <i>être</i> and <i>se trouver</i> , the use of <i>il/elle</i> as a personal subject pronoun, in addition to simple phrases/questions to identify the location of items.									
Possible Phrases/Structures	<ul style="list-style-type: none"> – <i>Est-ce que tu as un/une... dans/sur ton étagère?</i> – <i>Non, et toi?</i> – <i>Moi non plus.</i> – <i>Oui, il/elle se trouve... / Oui, c'est...</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>en haut, à gauche</i></td> <td style="padding: 2px;"><i>en haut, au centre</i></td> <td style="padding: 2px;"><i>en haut, à droite</i></td> </tr> <tr> <td style="padding: 2px;"><i>au centre, à gauche</i></td> <td style="padding: 2px;"><i>au centre / en plein milieu</i></td> <td style="padding: 2px;"><i>au centre, à droite</i></td> </tr> <tr> <td style="padding: 2px;"><i>en bas, à gauche</i></td> <td style="padding: 2px;"><i>en bas, au centre</i></td> <td style="padding: 2px;"><i>en bas, à droite</i></td> </tr> </table> <ul style="list-style-type: none"> – <i>Ici?</i> – <i>Oui, c'est ça./Non, en bas, au centre...</i> – <i>As-tu fini? Oui./Non, pas encore.</i> 	<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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<i>en bas, à gauche</i>	<i>en bas, au centre</i>	<i>en bas, à droite</i>								

	<ul style="list-style-type: none"> – <i>Regarde, le/la... est...</i> – <i>C'est correct./Ce n'est pas correct.</i> 																												
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, e.g., a grid of nine squares.																												
Preparation and Set Up	The teacher posts and reviews 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 items, 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 and to understand their partner.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"><i>Name:</i></th> <th colspan="3" style="width: 50%;"><i>Date:</i></th> </tr> <tr> <td></td> <th style="width: 25%;"><i>Easily</i></th> <th style="width: 25%;"><i>After repeating a few times</i></th> <th style="width: 25%;"><i>Not very well</i></th> </tr> </thead> <tbody> <tr> <td><i>I was usually able to tell my partner where the items were located.</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>I was able to understand what my partner told me.</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>I was able to ask my partner to repeat things if I needed to.</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2"><i>I drew all of my partner's items in the right place.</i></td> <td style="text-align: center;"><i>YES</i></td> <td style="text-align: center;"><i>NO</i></td> </tr> <tr> <td colspan="2"><i>My partner drew all of my items in the right place.</i></td> <td style="text-align: center;"><i>YES</i></td> <td style="text-align: center;"><i>NO</i></td> </tr> </tbody> </table>	<i>Name:</i>	<i>Date:</i>				<i>Easily</i>	<i>After repeating a few times</i>	<i>Not very well</i>	<i>I was usually able to tell my partner where the items were located.</i>				<i>I was able to understand what my partner told me.</i>				<i>I was able to ask my partner to repeat things if I needed to.</i>				<i>I drew all of my partner's items in the right place.</i>		<i>YES</i>	<i>NO</i>	<i>My partner drew all of my items in the right place.</i>		<i>YES</i>	<i>NO</i>
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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 in **Appendix S**).

Main Language Functions Used	REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.
Language Skills Practiced	LISTENING COMPREHENSION: using information given to ask questions ORAL PRODUCTION: asking questions in order to identify the person
Key Specific Outcomes Addressed	<p>Experience People in the classroom (Grade 4); family members (Grade 4); people in the school (Grade 5); people in the neighbourhood (Grade 6).</p> <p>Language Vocabulary related to physical traits (grade 4); formation of adjectives (grade 5); 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 of known words.</p> <p>Culture Appropriate forms of address, e.g., <i>monsieur</i>, <i>madame</i></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 Language 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 (freckles, scars, glasses, etc.); questions using <i>est-ce que...</i> or intonation
Possible Phrases/ 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 les 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>

	<ul style="list-style-type: none"> – <i>Est-ce qu'il/elle porte des lunettes/a la peau bronzée/a 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	Select, laminate, number and post suitable images. Post and review necessary vocabulary before having a pair of students model the activity for the class.																												
Additional Notes	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 come to while others in the class are doing other activities.																												
Possible Assessment Instrument	<p>Students carry out a self-assessment. After they have had several turns, both as person leading and person guessing, students may reflect on their abilities to ask questions and draw conclusions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"><i>Name:</i></th> <th colspan="3" style="text-align: center;"><i>Date:</i></th> </tr> <tr> <td></td> <th style="text-align: center;"><i>All of the time</i></th> <th style="text-align: center;"><i>Some of the time</i></th> <th style="text-align: center;"><i>Not at all</i></th> </tr> </thead> <tbody> <tr> <td><i>I was able to ask my questions clearly so that my partner could understand me.</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>I was able to put together questions to get the information I needed.</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td><i>I usually guessed my partner's mystery person with less than 10 questions.</i></td> <td></td> <td style="text-align: center;"><i>YES</i></td> <td style="text-align: center;"><i>NO</i></td> </tr> <tr> <td><i>My partner usually guessed my mystery person with less than 10 questions.</i></td> <td></td> <td style="text-align: center;"><i>YES</i></td> <td style="text-align: center;"><i>NO</i></td> </tr> </tbody> </table>	<i>Name:</i>	<i>Date:</i>				<i>All of the time</i>	<i>Some of the time</i>	<i>Not at all</i>	<i>I was able to ask my questions clearly so that my partner could understand me.</i>				<i>I was able to put together questions to get the information I needed.</i>								<i>I usually guessed my partner's mystery person with less than 10 questions.</i>		<i>YES</i>	<i>NO</i>	<i>My partner usually guessed my mystery person with less than 10 questions.</i>		<i>YES</i>	<i>NO</i>
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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 the images used are those of celebrities in the Francophone world, further discussion about them can occur following the activity.</p>																												

**Possible
Alternative
Activities**

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 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.

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.

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 may be done within a larger group or whole class.

Main Language Functions Used	<p>INTERPERSONAL FUNCTION: Language used to socialize, i.e., to form, maintain/sustain, and/or change interpersonal relations.</p> <p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.</p>
Language Skills Practised	<p>READING COMPREHENSION: understanding the elements in the identity components checklist to make personal choices</p> <p>ORAL PRODUCTION: asking questions to inform guessing</p> <p>LISTENING COMPREHENSION: using information in responses provided to continue guessing</p>
Key Specific Outcomes Addressed	<p>Experience People in the classroom (Grade 4), family members (Grade 4), people in the school (Grade 5), animals (Grade 5), people in the neighbourhood (Grade 6)</p> <p>Language 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, detester</i>; correct pronunciation of known words</p> <p>Culture Some of the identities can reflect famous Francophone persons; 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 Language 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/ Structures	<ul style="list-style-type: none"> – <i>Est-ce que tu t'appelles...? / Tu t'appelles...?</i> – <i>Pardon? / Est-ce que tu peux le répéter, s'il te plaît?</i> – <i>Oui./Non.</i> – <i>Est-ce que tu es...? / Tu es...?</i> – <i>Est-ce que tu as... ans? / Tu as... ans?</i> – <i>Est-ce que tu aimes le/la/les...? / Tu aimes le/la/les...?</i> – <i>Etc.,</i>

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	A grid showing possible 3–4 components for the fake identities, as well as 4–5 options for each. The components may already be shown as questions for maximum student support.																		
	<table border="1"> <thead> <tr> <th>Tu t'appelles...?</th> <th>Tu es de...?</th> <th>Tu aimes...?</th> </tr> </thead> <tbody> <tr> <td><i>Names of famous</i></td> <td>Montréal</td> <td>le hockey</td> </tr> <tr> <td><i>characters known</i></td> <td>Paris</td> <td>les frites</td> </tr> <tr> <td><i>by students</i></td> <td>La Nouvelle-Orléans</td> <td>l'été</td> </tr> <tr> <td></td> <td>Pincher Creek</td> <td>la neige</td> </tr> <tr> <td></td> <td>Vancouver</td> <td>les vaches</td> </tr> </tbody> </table>	Tu t'appelles...?	Tu es de...?	Tu aimes...?	<i>Names of famous</i>	Montréal	le hockey	<i>characters known</i>	Paris	les frites	<i>by students</i>	La Nouvelle-Orléans	l'été		Pincher Creek	la neige		Vancouver	les vaches
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Preparation and Set Up	The teacher projects or hands out the grid showing the options for each identity component. The teacher has the class review sample questions. He or she also has 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. For further follow-up at another time teachers may circulate and make mental notes of which students appear very hesitant and need assistance with the formulation of questions.																		
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, i.e., <i>Est-ce qu'il s'appelle...?</i>).																		
Possible Alternatives	The identities may be based on characters encountered in a text the students have read or in a video clip they have seen recently.																		

CONVERSATION CARDS

A whole-class conversation game

Each student receives a small card with an image representing something students like, have, or plan to do. The set of cards includes duplicates of each card. Students are to use French only 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	<p>INTERPERSONAL FUNCTION: Language used to socialize, i.e., to form, maintain/sustain, and/or change interpersonal relations.</p> <p>PERSONAL FUNCTION: Language used to express personal thoughts, needs and beliefs.</p>
Language Skills Practised	<p>ORAL PRODUCTION: asking and answering questions</p> <p>LISTENING COMPREHENSION: using information in responses provided to find partner and then to continue the conversation</p>
Key Specific Outcomes Addressed	<p>Experience This activity can be tied to any field of experience.</p> <p>Language Vocabulary related to likes and dislikes; 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>Strategies take risks; use models; collaborate with others</p>
Prerequisite Language Elements	<p>Students must be familiar with some basic yes/no questions and information question structures such as <i>Quel sport est-ce que tu aimes?</i> and with all of the nouns and verbs represented in the images on the cards.</p>
Possible Phrases/ Structures	<ul style="list-style-type: none"> – <i>Bonjour, est-ce que tu as...?/Est-ce que tu aimes...?/(Est-ce que tu fais... aujourd’hui?)</i> – <i>Non. (Non, pas aujourd’hui). J’ai.../J’aime.../Je fais..., etc.</i> – <i>Je cherche quelqu’un qui a/aime/fait...</i> – <i>Désolé(e)! Ce n’est pas moi. Bonne chance. Au revoir!</i> – <i>Oui ! J’ai.../J’aime.../Je fais...</i> – <i>Quelle coïncidence! Moi aussi! Je... aussi!</i> – <i>Ah oui? Comment...?</i> <p>Depending on the topics shown in the images, provide model questions to allow students to carry on the conversation if possible.</p>

Time	Approximately 5–7 minutes, depending on the size of the class. The teacher allows one minute maximum for the pair conversation at the end of the activity. Students return the cards, and the teacher shuffles and redistributes 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 linguistic level 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 field of vocabulary that students have learned.																					
Preparation and Set Up	<p>The teacher makes or procures small cards with images. If reusing a set of cards used previously, the teacher ensures 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>The teacher posts possible phrases/structures so that they are visible during the activity and reviews 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 their mystery partner(s).																					
Possible Assessment Instrument	<p>Reverse anecdotal notes. As students circulate around the room, the teacher may consider making notes of student names under descriptors such as the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"><i>Date:</i></th> <th colspan="2"><i>Activity:</i></th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2"><i>Students who appear quite fluent; show few hesitations in using French.</i></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td colspan="2"><i>Students who show some success and some hesitation in using French.</i></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td colspan="2"><i>Students who appear to be struggling and need more support/practice in French/in conversational settings.</i></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Date:</i>	<i>Activity:</i>			<i>Students who appear quite fluent; show few hesitations 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

Each student is 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 have been handed out and students are to use French only in order to find the person who has received the duplicate image of their card. Only once students are confident that they have encountered the person with the duplicate image should they show each other their cards. If the images are duplicates, the pair of students begins making up imaginary facts about the people in the image (e.g., their names, where they live, what they like, etc.).

Main Language Functions Used Primarily	<p>REFERENTIAL FUNCTION: Language used to seek, gather, process and impart information.</p> <p>INTERPERSONAL FUNCTION: Language used to socialize, i.e., to form, maintain/sustain, and/or change interpersonal relations.</p>
Language Skills Practised	<p>LISTENING COMPREHENSION: listening to information provided by others</p> <p>ORAL PRODUCTION: asking questions and providing responses</p>
Key Specific Outcomes Addressed	<p>Experience People in the classroom, family members (Grade 4); people in the school (Grade 5); people in the neighborhood (Grade 6)</p> <p>Language Vocabulary related to physical traits (Grade 4); clothing (Grade 5); formation of adjectives (Grade 5); 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 Language Elements Possible Phrases/ Structures	<p>Students must be familiar with some yes/no and information question structures and with vocabulary used for describing people.</p> <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 noirs et l'autre femme a...</i> – <i>Qu'est-ce qu'ils portent?</i> – <i>L'homme porte une chemise jaune. Une femme porte une blouse bleue et l'autre femme porte un chapeau de soleil.</i> – <i>Exactement! Nous avons la même photo.</i>

	<ul style="list-style-type: none"> – <i>Quel âge ont-ils penses-tu?</i> – <i>La fille a peut-être 10 ans.</i> – <i>Fais voir ton image! Oui, nous avons les mêmes images.</i> – <i>Bon. Comment s'appellent-ils?</i> – <i>Doug, Bob et Amanda.</i> – <i>Non, je préfère Aiden, Michel et Thalia.</i> – <i>J'ai une idée. Elle s'appelle Natasha.</i> – <i>Bonne idée. La fille s'appelle Natasha.</i> – <i>Etc.</i>
Time	<p>Approximately 10 minutes, depending on the size of the class. The teacher allows 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. Students return the cards and the teacher shuffles and redistributes them to repeat the activity once or twice. The time frame for the pair conversation can subsequently be extended depending on the linguistic level of the students.</p>
Materials	<p>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, they should be ones that students know how to say in French. Gender, approximate age and colours of clothing and hair colour should be identifiable.</p>
Preparation and Set Up	<p>The teacher makes or procures duplicate cards with coloured images. If reusing a set of cards used previously, the teacher ensures 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>The teacher explains the activity to students and solicits possible questions that could be asked. The teacher also posts suggested phrases/structures so that they are visible during the activity. The teacher can have a pair of students demonstrate the activity, and can review all phrases again as a class, prior to handing out cards to students.</p>
Additional Notes	<p>Teachers 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 need to use French to find their mystery partner(s).</p>

Possible Assessment Instrument

Reverse anecdotal notes. As students circulate around the room, the teacher may consider making notes of student names under descriptors, such as the following:

<i>Date:</i>	<i>Activity:</i>	
	<i>Students who appear quite fluent; show few hesitations 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/practice with question forms</i>	

Possible Extension Activities

Student pairs may be asked to write and submit a short description that includes the imaginary facts that they determined about the people in their picture.

If the images reflect people in the Francophone world, further discussion about them can occur following the activity.

Possible Alternative Activity

The teacher may have students sit in pairs and provide two different pictures per pair, placing them face down. At a 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, the teacher signals for the second student to flip the second picture over and to talk about it. After 30 seconds, the teacher (or a student timekeeper) calls for an end and in pairs, students decide who was able to describe the most number of details. Pairs can receive new pictures and the time limit can be extended in 30-second increments.

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 is passed around (not thrown) from student to student as questions are asked and answered as quickly as possible. Alternatively, students can gesture that they are indeed throwing an imaginary hot potato (as they “throw” a question) to someone across the room. In this case, no actual object is used. The purpose is to practise the ability to think, ask and respond quickly, using known 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.</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>ORAL PRODUCTION: providing replies to questions; asking questions</p>
Key Specific Outcomes Addressed	<p>Experience Can be used as a review of questions within any particular field of experience</p> <p>Language Question formation</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 Language Elements	Students must be familiar with basic yes/no and information question structures and the associated responses.
Possible Phrases/ Structures	<ul style="list-style-type: none"> – <i>Michelle, quel âge as-tu?</i> – <i>Onze ans. Yannick, quelle heure est-il?</i> – <i>Dix heures et demie. Lisa, est-ce que tu as un chien ?</i> – <i>Non, j’ai un chat. Daniel, est-ce que tu aimes le hockey?</i> – <i>Oui, beaucoup. Justine, quel temps fait-il aujourd’hui?</i> – <i>Il neige. Cecilia, est-ce que tu écoutes la musique de...?</i> – <i>Non, pas du tout! Allan, quand est-ce que tu joues au soccer?</i> – <i>Ce soir. Lianne,...</i>
Time	Approximately 5 minutes, depending on the size of the class and the range of questions students know so far.
Materials	A soft stuffed toy or ball

Preparation and Set Up	<p>The teacher explains the activity to students and solicits possible questions that could be asked as well as their answers.</p> <p>The teacher posts suggested questions so that they are visible during the activity. The teacher may have a pair of students demonstrate the activity, then may review all questions again as a class prior to determining who asks the first question.</p>
Additional Notes	<p>If not passing an actual stuffed item to represent the hot potato, the teacher can 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 the teacher instead of to another student, they would be expected to use an appropriate form of address.</p> <p>A rule can be added that a question that was just asked cannot be immediately reused.</p>
Possible Assessment Instrument	<p>This activity progresses too quickly to assess in detail. Teachers may make mental notes of which students appear very hesitant and need assistance when being asked questions, for further follow-up at another time.</p>
Possible Extension Activity	<p>This activity may be followed by preparation for a role-play of an interview between imaginary people, celebrities or other characters (with puppets, dress-up clothes, magazine pictures glued to popsicle sticks, etc.).</p>
Possible Alternative Activity	<p>The teacher may write or type up a page of suitable questions in a large-size print. Students sit or stand in rows of equal length. Each row receives one copy of the page of questions, possibly laminated or placed in plastic sheet protectors for durability. The first person in each row receives a copy of the page of questions. At a given signal, the first person selects a question to read out loud 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 a question. In this way, the page travels to the end of the row. When the last person has received the page he or she needs to go to the person at the front of the row to ask a question. The first row to receive an answer to the last person's question is declared the winning row.</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 from the field of experience being studied. One after the other, each student makes a statement about the item in the image (e.g., *J'ai un grand lion brun.*). Meanwhile, 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 (e.g., *Meaghan a un lion. Austin a un tigre.*). 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.
Language Skills Practised	LISTENING COMPREHENSION: listen to and remember statements made by others ORAL PRODUCTION: express own statement; guess who has which item
Key Specific Outcomes Addressed	<p>Experience Can relate to any field of experience.</p> <p>Language Vocabulary related to any field of experience; the appropriate forms of <i>avoir</i>; the appropriate use of <i>un, une</i> or <i>des</i>; describing words</p> <p>Strategies Focus attention; use association to remember; combine new learning with previously learned vocabulary; encourage and praise classmates</p>
Prerequisite Language Elements	Students must be familiar with the vocabulary items depicted in the images; the use of <i>je, il</i> and <i>elle</i> with familiar verbs; appropriate forms of <i>avoir</i> ; the appropriate use of <i>un, une</i> or <i>des</i> ; adjectives.
Possible Phrases/ Structures	Depending on the vocabulary in the images, student statements may vary. <ul style="list-style-type: none"> – <i>J'ai/j'aime/je veux/je déteste un/une/des/le/la/les...</i> – <i>Je pense que/je crois que... a 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>
Time	Approximately seven minutes, depending on the number of participants.
Materials	Full-page images of vocabulary items being studied (magazine pictures or printed off 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 as to 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, some kind of mnemonic, etc. The teacher may make reference to the list generated in subsequent classes to support student development of memory strategies.

Possible Assessment Instrument

Student self-reflection on expanding range of memory strategies.

<i>Date:</i>	<i>Name:</i>
<i>I tried to associate the person with the picture by</i>	
–	
–	
<i>This helped me remember _____ (number) out of _____ (total number) pictures.</i>	

Possible Extension Activity

Students can make (or the teacher can prepare) cards with words related to family relationships which students can hold up along with their image. A student named Meaghan with an image of a lion and a card saying *grand-mère* might then say: *Ma grand-mère a un grand lion brun*. Recall of one or both facts can then be rewarded with one or two points. A student who claimed *La mère de Meaghan a un lion* would get the lion card only (i.e., one point).

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A Selection of Commonly-used Classroom Games

FSL teachers may find many ideas for classroom games when speaking with colleagues, reading second-language teaching journals or Web sites, or by looking at both older and newer textbooks. Only a few are shared in this appendix to illustrate their use in the development of vocabulary knowledge and the development of the four language skills.

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 other 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 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 only use yes/no questions.

LE GRAND PRIX

Students make an alphabetical list of ten vocabulary items related to the field or subfield of experience they are studying. 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 which 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 or 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 ça...; Je m'appelle...; Est-ce que je peux boire...; Combien font deux...; 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 is also 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 HUMAINES

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 lends itself to illustration using pantomime or as 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. A 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.*

TIC TAC TO

For this game, the squares are drawn on the board or on 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.

VA À LA PÊCHE (GO FISH)

This game may be used with playing cards that depict vocabulary items related to a field or subfield of experience being learned. 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

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.

A Selection of Visual or Auditory Mnemonics to Support Knowledge of Language Concepts

Teachers may use a range of strategies to help their students understand language concepts. Some teachers may find that visual or auditory imagery or mnemonics can be helpful to students. A few suggestions are included here as a starting point should teachers choose to make use of them. The English translation is provided below the French explanations for information purposes only.

- *L'accent aiguë, c'est comme une personne qui fait le geste de "thumbs up" et dit "Hurray! Yeah!" parce que l'accent donne le son « eh ».*

This accent is written upwards, like a “thumbs up” gesture to accompany the words “Hurray!” or “Yeah!”

- *La différence entre **ou** pour “or” et **où** pour “where” c'est l'accent qui fonctionne comme le doigt d'une personne qui pointe la direction d'en bas. C'est la même chose avec les accents sur les mots comme **là** et **voilà**, un doigt pointe dans une direction spécifique. Sans ces accents, ces mots veulent dire autre chose.*

The difference between the words **ou** for “or” and **où** for “where” is that when there is a downward accent, like someone pointing toward a location, the meaning of the word relates to locations. It is the same thing for **là** and **voilà**. Think of a hand or finger pointing out a direction. Without the accent, words can mean different things.

- *Le e à la fin du mot **une** et à la fin des adjectifs à la forme féminine, c'est une sorte d'accessoire féminin. Il est important que tous les noms féminins et leurs articles et adjectifs correspondants aient le même look féminin.*

The *e* at the end of the word *une* and at the end of the feminine forms of adjectives is a kind of feminine accessory. It is important that all feminine nouns and their articles and adjectives match and follow the same feminine style or “look.”

- *Les mots comme **le, la, les, un, une, des, mon, ton, ses, etc.** avec les noms sont comme les étiquettes sur les boîtes d'un produit. Quelle sorte d'information est-ce que je trouve sur une étiquette d'une boîte de spaghetti, par exemple?*

Words like *le, la, les, un, une, des, mon, ton, ses, etc.*, that come with each noun are like labels on food cans. What information can I find written on the label of a can of spaghetti, for example?

Examples of student answers:

- What's inside.
- Where it is from.
- The name of the company.
- How nutritious it is.
- How much there is,
- etc.

Quelle sorte d'information est-ce que le mot qui accompagne un objet ou une personne me donne?


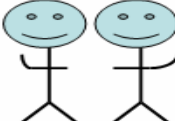
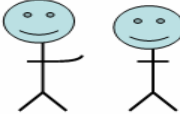

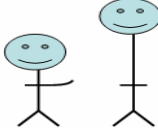
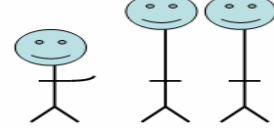
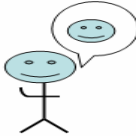
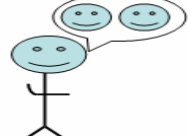
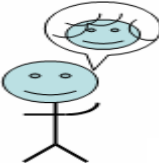
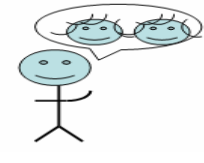
What kinds of information do the label words that accompany nouns provide?

- Whether there is one or more than one.
- Whether it is masculine or feminine.
- Whether it is a specific one or just any one.
- Whether it belongs to or is related to someone.

Alors, si on utilise un mot qui n'est pas correct, c'est comme mettre une étiquette de tomates sur une boîte de spaghetti. Cela donne une information qui n'est pas correcte.

So if you use the wrong article with a noun, that would be like putting a tomato can label on a can of spaghetti. It would provide the wrong information.

- *Les pronoms sujets personnels, on les utilise pour signaler trois sortes de conversations ou discussions distinctes : Je peux parler de moi-même, je peux parler à une personne ou je peux parler de quelqu'un. Chaque fois, je me réfère à une personne ou à plusieurs personnes.*
Personal pronouns are used to signalize three distinct types of conversations or discussions. I can talk about myself. I can talk to someone. Or I can talk about someone. Each time I do so, I refer to one person alone or to more than one person.

<i>Je parle...</i>	<i>à une seule personne ou d'une seule personne</i>	<i>aux ou à plusieurs personnes</i>
<u><i>de moi-même</i></u>	<i>je</i> 	<i>nous</i> 
<u><i>à quelqu'un</i></u>	 <i>tu</i>	 <i>vous</i>
	 <i>vous</i>	 <i>vous</i>
<u><i>de quelqu'un</i></u>	 <i>il</i>	 <i>ils</i>
	 <i>elle</i>	 <i>elles</i>

Note: Program of Studies outcomes for Grade 5 and Grade 6 require students to be able to identify both the singular and plural personal subject pronouns. Grade 4 outcomes refer to singular forms only, with the exception that students must recognize the need to use *vous* in specific social situations.

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Various Instruments Related to Differentiated Instruction

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Accommodations to Consider when Lesson Planning p. 362
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Charting Intellectual Characteristics and Behaviours (blank chart) p. 367

Accommodations and Adaptations to Consider When Differentiating Instruction

As teachers design learning activities, they should consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations necessary for success.

Key Concepts

- Identify the key concepts of the learning activity.
- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Incorporate opportunities to make connections between what the students know and what they are learning.

Outcomes

- Determine outcomes students can reasonably accomplish.
- Select fewer outcomes, partial outcomes or outcomes from a different grade level, if necessary.
- Determine what the students will be able to demonstrate as a result of this learning activity.
- Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

Learning Activities

- Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.
- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities, e.g., visual, auditory.
- Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions.
- Provide a visual reference of the sequence of key steps for completing the assignment.
- Provide a checklist of assignment parts for students to self-monitor as tasks are completed.
- Support written instructions with picture prompts or highlight directions using a colour-coding system.
- Tape record directions or lectures for playback.
- Repeat instructions.
- Have students recall instructions in sequence.

- Model and demonstrate to ensure understanding of directions.
- Highlight key points of the lesson, orally and visually.
- Check in with students regularly to ensure task understanding and to provide feedback and clarification on specific aspects of the assignment.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on a chart or blackboard. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.
- Consider how the students will be organized for instruction and select the type of grouping that will be most effective (e.g., partner, small group, large group).
- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on learning profile, interest, readiness or need, depending on the end goal.

Resources

- Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.
- Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- Consider using a graphic organizer to present information.
- Prepare resources to assist students with learning difficulties.
- Rewrite materials at a lower reading level.
- Provide an advance organizer for note-taking; e.g., fill-in-the-blank, cloze style.
- Highlight passages of text.
- Reformat handouts and tests, as necessary. For example, provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print or increase spacing between lines of print.
- Determine Web-based supports (e.g., simulations).
- Ensure that students have the assistive tools and devices required to support their learning style or needs:
 - highlighters, calculators, post-it notes, ruler, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
 - a copy of the lecture notes
 - enlarged or reduced text
 - scribe
 - tape recording
 - picture prompts
 - manipulatives
 - overlays
 - computers.

Timelines

- Determine an approximate timeline for the learning activity.
- Determine whether there is a need to compact or extend the study, based on student interest or needs.
- Consider the pace of the learning activity and the needs of the students.
- Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- Prepare an assignment sheet with task increments and a timeline to guide students' completion of the assignment.
- Provide opportunities for frequent breaks, if necessary.
- Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.

Assessment

- Decide what evidence will show whether the students have achieved the outcomes.
- Determine the best way for students to demonstrate their learning.
- Provide assessment options for students to show what they know.
- Make necessary preparations for alternative testing procedures, resources and materials.
 - Does the student need:
 - a tape recording of the assignment or test?
 - a scribe to write down his or her ideas or answers?
 - the assignment or test questions read aloud?
 - a time extension?
 - fewer questions?
- Record important assignments and test due dates on a master calendar and have students transpose these dates into their agendas.
- Show students how to plan for longer assignments by back-planning on a calendar.
- Show students how to study for an upcoming test.
- Provide students with a study guide of important skills and concepts.
- Determine the focus of the assessment.
 - For example, if students are to be assessed on their understanding of content, students should not be penalized for spelling errors or missing punctuation.
- Select or develop rubrics, exemplars and checklists to support student assesment.
- Provide immediate, specific and constructive feedback.
- Emphasize the quality of work and perseverance, rather than the quantity of work.
- Provide opportunities for student self-reflection and self-assessment.
- Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- Share assignment criteria lists, checklists, standards and exemplars with students.

Academic/Instructional Accommodations (by Special Learning Need)

Name _____ School _____ Grade _____ Date _____ Completed by _____

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine & Gross Motor Difficulties
<ul style="list-style-type: none"> <input type="checkbox"/> Use less difficult/alternative reading material <input type="checkbox"/> Reduce amount of reading required <input type="checkbox"/> Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets) <input type="checkbox"/> Set time limits for specific task completion <input type="checkbox"/> Enlarge text of worksheets and reading materials <input type="checkbox"/> Extend time to complete tests and assignments <input type="checkbox"/> Use large print editions of tests <input type="checkbox"/> Read test items aloud to student <input type="checkbox"/> Read standard directions several times at start of exam <input type="checkbox"/> Record directions <input type="checkbox"/> Use assistive technology (e.g., optical character recognition system, books on tape/CD, screen readers) 	<ul style="list-style-type: none"> <input type="checkbox"/> Reduce volume of work <input type="checkbox"/> Break long-term assignments into manageable tasks <input type="checkbox"/> Extend time for completing assignments <input type="checkbox"/> Offer alternative assignments <input type="checkbox"/> Allow student to work on homework while at school <input type="checkbox"/> Allow alternative methods of data collection (e.g., tape recorders, dictation, interviews, fact sheets) <input type="checkbox"/> Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing) <input type="checkbox"/> Waive spelling, punctuation and paragraphing requirements <input type="checkbox"/> Accept keyword responses, instead of complete sentences <input type="checkbox"/> Use assistive technology (e.g., word processor, spell-check device, grammar-check device, text-to-speech software) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide alternative seating <ul style="list-style-type: none"> – near teacher – facing teacher – at front of class, between well-focused students and away from distractions <input type="checkbox"/> Provide additional or personal work space (e.g., quiet area for study, extra seat or table, time-out spot, study carrels) <input type="checkbox"/> Permit movement during class activities and testing sessions <input type="checkbox"/> Provide directions, in written form, <ul style="list-style-type: none"> – on board – on worksheets – copied in assignment book by student <input type="checkbox"/> Set time limits for specific task completion <input type="checkbox"/> Extend time to complete tests and assignments <input type="checkbox"/> Allow student to take breaks during tests <input type="checkbox"/> Use multiple testing sessions for longer tests <input type="checkbox"/> Use place markers, special paper, graph paper or writing templates to allow student to maintain position better or to focus attention <input type="checkbox"/> Provide cues, e.g., arrows and stop signs on worksheets and tests <input type="checkbox"/> Provide a quiet, distraction-free area for testing <input type="checkbox"/> Allow student to wear noise buffer device, such as head phones, to screen out distracting sounds <input type="checkbox"/> Provide checklists for long, detailed assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a written outline <input type="checkbox"/> Provide directions in written form (e.g., on board, on worksheets, copied in assignment book by student) <input type="checkbox"/> Provide a specific process for turning in completed assignments <input type="checkbox"/> Provide checklists for long, detailed assignments <input type="checkbox"/> Read and discuss standard directions several times at the start of exams <input type="checkbox"/> Provide cues, e.g., arrows and stop signs on worksheets and tests <input type="checkbox"/> Allow student to use reference aids (e.g., dictionary, word processor, vocabulary cue card) 	<ul style="list-style-type: none"> <input type="checkbox"/> Use assistive and adaptive devices (e.g., slant boards/desktop easels) to display written material <ul style="list-style-type: none"> – pencil or pen adapted in size or grip diameter – alternative keyboards – portable word processor <input type="checkbox"/> Set realistic and mutually agreed-upon expectations for neatness <input type="checkbox"/> Reduce or eliminate the need to copy from a text or board <ul style="list-style-type: none"> – provide copies of notes – permit student to photocopy a peer's notes – provide carbon/NCR paper to a peer to allow a duplicate copy of notes to be made <input type="checkbox"/> Extend time to complete tests and assignments <input type="checkbox"/> Alter the size, shape or location of the space provided for answers <input type="checkbox"/> Accept keyword responses, instead of complete sentences <input type="checkbox"/> Allow student to type answers or to answer orally, instead of in writing

Source: Calgary Learning Centre, Calgary Alberta. Reproduced with permission of the Calgary Learning Centre.

Accommodations to Consider when Lesson Planning

Name _____ School _____ Grade _____ Date _____ Completed by _____

Methods of Instruction (general structure or content of lesson)

- Vary amount of material to be learned
- Vary amount of material to be practised
- Vary time for practice activities
- Use advance organizers
- Cue student to stay on task, e.g., private signal
- Use student cueing (e.g., facilitate the student providing cues to the teacher)
- Repeat directions or have student repeat directions
- Shorten directions
- Pair written instructions with oral instructions
- Use computer-assisted instruction
- Use visual aids in lesson presentation
- Other _____

Task/Response

- Reduce or substitute required assignments
- Adjust level of in-class assignments to academic level
- Break long-term assignments into shorter tasks
- Adjust amount of copying
- Use strategies to enhance recall, e.g., cues, cloze
- Provide student with a copy of notes
- Accept dictated or parent-assisted homework assignments
- Provide extra assignment time
- Permit student to print
- Provide a student buddy for reading
- Other _____

Materials

- Modify text materials (e.g., add, adapt, substitute)
- Make materials self-correcting
- Highlight important concepts, information and/or passages
- Use a desktop easel or slant board to raise reading materials
- Prepare recordings of reading/textbook materials and tasks
- Provide an extra textbook for home use
- Allow use of personal word lists and cue cards
- Increase use of pictures, diagrams and concrete manipulators
- Break materials into smaller task units
- Increase print size in photocopying
- Use daily homework assignment book
- Other _____

Organization for Instruction

- The student works best:
- In large group instruction
 - In small group instruction
 - When placed beside an independent learner
 - With individual instruction
 - With peer tutoring
 - With cross-aged tutoring
 - Using independent self-instructional materials
 - In learning centres
 - With preferential seating
 - With allowances for mobility
 - In a quiet space, within the classroom
 - Other _____

Reinforcement Systems

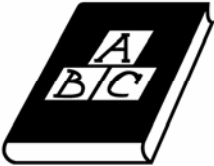
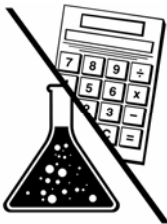


- Provide immediate reinforcement
- Give verbal praise for positive behaviour
- Use tangible reinforcers
- Send notes home
- Complete progress charts
- Allow special activities
- Instruct student in self-monitoring, e.g., following directions, raising hand to talk
- Other _____

Assessment and Testing





- Adjust the test appearance (e.g., margins, spacing)
- Adjust the test design (e.g., T/F, multiple choice, matching)
- Adjust to recall with cues, cloze and word lists
- Vary test administration (e.g., group/individual, open book, make-up tests)
- Record test questions
- Select items specific to ability levels
- Vary amount to be tested
- Give extra test time
- Adjust readability of test
- Allow recorded reports for essays and/or long answers
- Read test questions
- Allow use of a scribe or a reader
- Allow oral exams
- Other _____

Adapted from Alberta Education, *Teaching Students with Learning Disabilities, Book 6 in the Programming for Students with Special Needs* series (Edmonton, AB: Alberta Education, 1996), pp. LD.74-LD.75.

Using Multiple Intelligence Theory to Select Learning Activities

<i>Intelligence</i>	Students learn best by:	Planning questions for teachers	Learning aids and activities
<p>Verbal / Linguistic</p> 	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
<p>Logical / Mathematical</p> 	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 Forcing relationships Outlining
<p>Visual / Spatial</p> 	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
<p>Bodily / Kinesthetic</p> 	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 Development of Education, 1996, pp. 226-227. Reproduced with permission of the Nebraska Department of Education.

Charting Intellectual Characteristics and Behaviours of Gifted Students (example)

This chart has been filled in using examples of students who are gifted. Teachers may wish to use a similar chart to identify behavioural examples of other types of students in order to guide their planning.

Trait or Aptitude	Behavioural Examples of Students who are Gifted
Advanced Intellectual Achievement	<ul style="list-style-type: none">• Takes great pleasure in intellectual activity.• Has high aspirations.• Easily grasps new ideas and concepts, and understands them more deeply than same-aged peers.• Easily memorizes facts, lists, dates and names.• Enjoys playing challenging games and making elaborate plans.• Appears bored or impatient with activities or people.
Motivation and Interest	<ul style="list-style-type: none">• Requires little external motivation to follow through on work that initially excites.• Demonstrates persistence in pursuing or completing self-selected tasks in and out of school.• Develops interests independently.• Has unusual or advanced interests in a topic or activity, but may move quickly from one activity or interest to another.• Asks a lot of questions—one after another.• Asks tough questions about abstract ideas like love, relationships and the universe.• Has a great deal of energy and may need constant stimulation.
Problem-solving Ability	<ul style="list-style-type: none">• Thinks logically, given appropriate data.• Uses effective, often inventive strategies for recognizing and solving problems.• Devises or adopts a systematic strategy to solve problems and changes the strategy if it is not working.• Reasons by analogy; that is, compares an unknown and complex process or scenario to a familiar one, e.g., design and build a robotic arm to function as a human arm.• Extends prior knowledge to solve problems in new situations or applications.• Creates new designs and inventions.• Shows rapid insight into cause-and-effect relationships.

Trait or Aptitude

Behavioural Examples of Students who are Gifted

Verbal Proficiency

- Talks early and pronounces words correctly from the start.
- Develops a large and advanced vocabulary and uses complex sentence structures.
- Makes up elaborate stories.
- Enjoys memorizing and reciting poems and rhymes.
- Teaches himself or herself to read.
- Easily and spontaneously describes new experiences and explains ideas in complex and unusual ways.

Logical Thinking

- Enjoys counting, weighing, measuring and categorizing objects.
- Loves maps, globes, charts, calendars and clocks.
- Prefers his or her environment to be organized and orderly.
- Gives or demands logical, reasonable explanations for events and occurrences.
- Comes up with powerful, persuasive arguments for almost anything.
- Complains loudly if he or she perceives something as unfair or illogical.

Creativity

- Comes up with new ideas and concepts on his or her own and applies them in creative and interesting ways.
- Uses materials in new and unusual ways.
- Has lots of ideas to share.
- Creates complicated play and games, or adds new details and twists to stories, songs, movies and games.
- Responds to questions with a list of possible answers.
- Escapes into fantasy and appears to have trouble separating what is real from what is not.
- Goes off in his or her own direction, rather than following instructions.
- Spends a lot of time daydreaming or thinking, which may be perceived as wasting time.
- Makes up elaborate excuses or finds loopholes to evade responsibility for his or her own behaviours.

Charting Intellectual Characteristics and Behaviours (blank chart)

Trait or Aptitude	Behavioural Examples of Students who/with
Intellectual Achievement	•
Motivation and Interest	•
Problem-solving Ability	•
Verbal Proficiency	•
Logical Thinking	•
Creativity	•
Other	•

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Selected Assessment Instruments

Assessment *AS* Learning – Instruments for Student Self-assessment

Learning Strategies Self-Assessment Checklist for Students..... p. 370
 Suggested Sentence Starters for Learning Journals..... p. 371
 Pair Checklist for a Task p. 372
 Reflecting on a Task, Project or Presentation p. 373

Assessment *FOR* Learning and Assessment *OF* Learning

Generic Observational Rating Scale (for interactive oral activities)..... p. 374
 Generic Observational Rating Scale (for group activities)..... p. 375
 Teacher Feedback Sheet (for Listening Comprehension) p. 376
 Teacher Feedback Sheet (for Reading Comprehension) p. 377
 Example of an Oral Production Rubric p. 378
 Example of a Written Production Rubric p. 379
 Teacher Rating Scale for a Performance Task (Done in Pairs)..... p. 380
 Generic Analytic Rubric for the Language Skills p. 381
 Teacher Checklist for Performance Task Development..... p. 383

Teacher Self-Assessment

Teacher Professional Practice: Self-Assessment Checklist..... p. 384

Note: Teachers can access additional assessment materials developed for FSL by Alberta Education in the Classroom Assessment Materials document available on the FSL Web site <http://www.education.gov.ab.ca/french/fsl/>.

Learning Strategies Self-Assessment Checklist for Students

Name: _____ Date: _____

Check off each box that applies to you.

Listening Strategies

- I use my personal experiences to make predictions about what I might hear.
- I use the situation to make predictions.
- I check my predictions to make sure they are correct.
- I use the situation to help me understand the message.
- I look at people's gestures and expressions to add to my understanding.
- I listen for words I know.
- I listen to the way people speak and their tone of voice.
- I listen the first time to get the general idea about the message.
- I listen the second time to understand more details about the message.
- I ask questions if I don't understand what is being said.

Speaking Strategies

- I use models to help me create my message.
- I use repetition of words and expressions, either silently or aloud, to practise my message.
- I use my knowledge of similar situations to formulate my message.
- I find a different way to communicate my message if it is not understood by someone else.
- I use facial expressions or mime to get the message across.
- I ask for help if I cannot get my message across.

Reading Strategies

- I look at the pictures to get an idea about what is happening.
- I look at the pictures and background to help me understand the meaning.
- I look for titles or subtitles to guide my reading.
- I look for words I already know in French.
- I look for words that are similar to English words.
- I look up difficult words in the dictionary.
- I read to get the general idea.
- I read again to understand the details.

Writing Strategies

- I use available resources such as dictionaries, word lists and verb charts.
- I use models to help me write my message.
- I use new words and expressions.
- I make a rough copy.
- I use a checklist to make sure I have included everything I am supposed to have in the message.
- I use the dictionary to check my spelling.
- I make corrections to my work.
- I write a good copy of my work.

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?

Is this easy or difficult for me? Why?

At the end of the lesson

Something I heard that surprised me ...

How could 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 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 differently next time? _____

What will I do the same way next time? _____

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 match **all** of the clues with the illustrations.
- Très bien!** You were able to correctly match _____ clues out of _____ with the illustrations.
- Bien!** You were able to correctly match _____ clues out of _____ with the illustrations.
- Assez bien!** You were able to correctly match _____ clues out of _____ with the illustrations.
- Attention!** You were able to correctly match **fewer than** _____ clues out of _____ with the illustrations.

✂-----

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 match **all** of the clues with the illustrations.
- Très bien!** You were able to correctly match _____ clues out of _____ with the illustrations.
- Bien!** You were able to correctly match _____ clues out of _____ with the illustrations.
- Assez bien!** You were able to correctly match _____ clues out of _____ with the illustrations.
- Attention!** You were able to correctly match **fewer than** _____ clues out of _____ with the illustrations.

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 an Oral Production Rubric

Generic, to be customized by including task-specific criteria

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.
<i>OR</i>	<i>OR</i>	<i>OR</i>	<i>OR</i>
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 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.

Example of a Written Production Rubric

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 [language element(s)]	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 In the course of completing the task, the students were able to ...	Successfully	With some success	Unsuccessfully
express simple written messages 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 Skill(s) (1)	Developing Skill(s) (2)	Showing Strong Skill(s) Development (3)	Suggestions for similar activities/tasks or 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	<p>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:</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"/> pronunciation/intonation 	<p>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:</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"/> pronunciation/intonation 	<p>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:</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"/> pronunciation/intonation 		

Note: Teachers will select only those outcomes that are applicable to the task.

<p>Written Production</p>	<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"/> Yes <input type="checkbox"/> Not Yet OR <input type="checkbox"/> Yes <input type="checkbox"/> No OR <input type="checkbox"/> Met <input type="checkbox"/> Not Met – You were able to identify _____ out of _____ items. – Bravo! Your description was complete and well presented!	<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

Teacher Professional Practice: Self-Assessment Checklist

(based on James and Pedder [2006])*

Name: _____ Date: _____

To what degree I make learning explicit	Yes!	Often	Not yet
I help students understand the learning purpose of each French lesson or series of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage students to see mistakes they make in French as valuable learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use student errors to gain insight into how my students are thinking and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let students know how well they are doing in relation to their previous performance in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify students' strengths and advise them on how to develop those further.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections: _____

To what degree 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide guidance to help students assess their own or others' work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide guidance to help students assess their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections: _____

To what degree I promote inquiry	Yes!	Often	Not yet
I consult my students about how they learn French most effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I draw on good practice from colleagues involved in the teaching of languages (in conversations, via the Web, or professional reading) as a means to further my own professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I share what works in my own French teaching practice with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make modifications to my French teaching practice based on published evidence or insights I gain in conversations with other teachers about elements of their practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections: _____

* Mary James 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.

To what degree 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I turn to colleagues for help with a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I offer colleagues reassurance and support, particularly when it comes to the teaching of French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I suggest ideas and approaches for colleagues in other schools to try out in their French classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues and I discuss openly what and how we are learning to enhance our teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflections: _____

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Assistive Technologies to Support the Learning of FSL

There are many programs which are traditionally seen as specialized or assistive technology 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.

Accessing French Characters, Accents and Symbols with Microsoft Office™

There are many options for accessing French characters, accents and symbols, and these differ depending on which operating systems, applications, or devices are being used. The options presented in this appendix are limited to Microsoft Office™ used with an English-language keyboard. These options include:

- ▶ inserting symbols using the Insert Menu
- ▶ pasting in symbols using the Character Map
- ▶ using keyboard shortcuts
- ▶ using numerical codes or shortcuts
- ▶ adding a French-language setting and making use of an onscreen keyboard for reference.

Using the “Insert Symbol” Drop-down Menu

Students and teachers may follow these steps when inserting characters or symbols needed in French.

- ▶ When working on a document, click on the “Insert” tab at the top of the screen to open a drop-down menu.
- ▶ Select “Symbol” to open a chart of symbols, including accented characters.
- ▶ Scroll down to locate the necessary symbol (vowel plus accent or *la cédille*) and then double click on it.
- ▶ The symbol should appear in the current document.
- ▶ Recently-used symbols are found at the bottom of the symbol screen, as are the numerical codes or shortcuts.

Using the Character Map

The Character Map can be found by clicking on the “Start” tab and selecting “All Programs,” then “Accessories” and “System Tools.” Students and teachers using the character map follow almost the same steps as those listed for inserting symbols; however, the chosen character or symbol must be pasted into the document. This can be done by clicking on “Select” and “Copy” and then using a shortcut for the paste command, i.e., pressing down the “Ctrl” key and the “V” key simultaneously and pasting the symbol into the document.

Using numerical codes or shortcuts to access French characters and symbols

When working with an English language keyboard, students and teachers may choose to use a combination of the “Alt” key and various combinations of numbers in order to create characters, symbols and accents 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
Û	0220
cédille	
ç	0231
Ç	0199
guillemets	
«	0171
»	0187
symbole de l’Euro	
€	0128

Adding a French-language Setting

The steps listed below may be followed in order to add a French-language setting to a computer using an English-language keyboard. These instructions are not meant to be comprehensive and are shared as a broad line of information only.

The assistance of the school’s technology coordinator may be required to complete the process. In the case of networked computers, additional network-wide setting changes may be required.

- ▶ Click on “Start” and select “Control 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.



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Accessing French Characters, Accents and Symbols with Microsoft Office™

There are many options for accessing French characters, accents and symbols, and these differ depending on which operating systems, applications, or devices are being used. The options presented in this appendix are limited to Microsoft Office™ used with an English-language keyboard. These options include:

- ▶ inserting symbols using the Insert Menu
- ▶ pasting in symbols using the Character Map
- ▶ using keyboard shortcuts
- ▶ using numerical codes or shortcuts
- ▶ adding a French-language setting and making use of an onscreen keyboard for reference.

Using the “Insert Symbol” Drop-down Menu

Students and teachers may follow these steps when inserting characters or symbols needed in French.

- ▶ When working on a document, click on the “Insert” tab at the top of the screen to open a drop-down menu.
- ▶ Select “Symbol” to open a chart of symbols, including accented characters.
- ▶ Scroll down to locate the necessary symbol (vowel plus accent or *la cédille*) and then double click on it.
- ▶ The symbol should appear in the current document.
- ▶ Recently-used symbols are found at the bottom of the symbol screen, as are the numerical codes or shortcuts.

Using the Character Map

The Character Map can be found by clicking on the “Start” tab and selecting “All Programs,” then “Accessories” and “System Tools.” Students and teachers using the character map follow almost the same steps as those listed for inserting symbols; however, the chosen character or symbol must be pasted into the document. This can be done by clicking on “Select” and “Copy” and then using a shortcut for the paste command, i.e., pressing down the “Ctrl” key and the “V” key simultaneously and pasting the symbol into the document.

Using numerical codes or shortcuts to access French characters and symbols

When working with an English language keyboard, students and teachers may choose to use a combination of the “Alt” key and various combinations of numbers in order to create characters, symbols and accents 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
Û	0220
cédille	
ç	0231
Ç	0199
guillemets	
«	0171
»	0187
symbole de l’Euro	
€	0128

Adding a French-language Setting

The steps listed below may be followed in order to add a French-language setting to a computer using an English-language keyboard. These instructions are not meant to be comprehensive and are shared as a broad line of information only.

The assistance of the school’s technology coordinator may be required to complete the process. In the case of networked computers, additional network-wide setting changes may be required.

- ▶ Click on “Start” and select “Control 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.”

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Variations on One Class Project Depending on Available Technologies

A Grade 6 FSL class is working with the field of experience MY NEIGHBOURHOOD and in particular with the subfield NEIGHBOURHOOD PLAN.

CD or VCR player

Students view images or listen to audio clips that reflect various buildings or facilities in a neighbourhood. The video or audio recording is paused and students position themselves as a pantomime or a human tableau to reflect what they hear or the 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 may choose an imaginary building or facility in an imaginary neighbourhood and determine a name, address, type of service or product, and opening hours for that particular location. Students use chat or instant messaging to contact two other students and seek information about each of their buildings or facilities.

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 country. They also visit Web sites of specific towns that list key businesses and facilities, e.g., swimming pool. Students look for specific information such as hours of operation, addresses, telephone numbers. Students then simulate telephone calls to the various buildings and 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? Quel service ou produit offrez-vous?*

Computer with projector and access to images/photographs of neighbourhood buildings or facilities

Pairs of students are each assigned one building or facility. They prepare either a dialogue of someone asking for directions to the building in question or a dialogue that could possibly occur within the building, such as an interaction between a clerk and a customer. Alternatively, they could prepare a short advertisement about the building and its opening hours or features. 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 make brochures, signs or posters for various buildings or facilities in a particular neighbourhood that highlight actual or imagined opening hours, names of proprietors (where applicable), and the main activities or services that occur in each building. These can be printed off and attached to a large stretch of wall that has simple lines drawn on it to represent neighbourhood streets.

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 buildings in a particular neighbourhood. These can highlight opening hours and main activities that occur or services that are offered in each building or facility. 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 linked 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 building or facility in the neighborhood and dresses up in clothing that relates to that location; e.g., sportswear for the recreation facility, a white apron the bakery, etc. These pictures are used to enhance some of the other projects described in this list, such as for posters or brochures that briefly describe the facility, its name, address, services, opening hours, etc. Care must be taken that the 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 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 services, such as Skype

Students prepare questions designed to seek information of interest to students and, with the teachers' assistance, contact Francophone businesses or facilities in a Francophone community to collect information on actual names, addresses, products 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 buildings 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: *Les établissements de santé; Les établissements pour les loisirs; Les établissements d'éducation; Les bâtiments dans lesquels on habite; Les établissements de transport*. 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 natural areas, but no buildings, along with the same list of neighbourhood buildings/facilities that must be located in the neighbourhood. 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 neighbourhood 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 buildings or facilities in their neighbourhood 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 within their building or facility, or they produce and record brief commercials for their selected buildings or facilities. 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. the brochures, 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 used to plan, carry out, and share project/partner work. 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 simulating interactions with different people who work in the neighbourhood.

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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 7)
articulation	In reference to a program of studies, this refers to organizing the learning plan to flow smoothly from one year to the next. (Chapter 2)
assistive technologies	Those media, devices and services that are used to help students overcome barriers to learning and achievement. (Chapter 9)
assessment as learning	An instructional strategy to help students gain an understanding of the learning process. See formative evaluation . (Chapter 8)
assessment of learning	Used to determine to what extent students can demonstrate the prescribed learner outcomes. See summative evaluation . (Chapter 8)
assessment for learning	Used to help teachers understand learner needs and characteristics and to plan for learning while informing students of their own growth. See formative evaluation . (Chapter 8)
authentic texts	Oral or written texts that are produced and used by speakers of the language for purposes in everyday life, e.g., a radio weather report, a school announcement, a conversation, an invitation, an advertisement. (Chapter 3)
backward design	Planning for instruction with the end learning goals in mind. In language classes, this includes determining the performance assessment tasks first and directly focusing student learning toward this goal. The types of linguistic, cultural and strategic elements that students need to learn in order to successfully carry out the performance assessment task become the focus of instruction. (Chapter 5)
blended model	See delivery model .
brain-based learning	A theory of learning based on research related to the operations of the brain. It includes instructional strategies that capitalize on the brain's ability to search for meaning and perform several activities at once. (Chapter 5)

classroom environment	A setting in which learning takes place. The classroom environment consists of both the social climate, which relates to expectations for behaviours and interactions, as well as the physical environment, which relates to the manner in which teachers arrange their classroom or their web presence. (Chapter 4)
coaching	A type of instructional strategy which complements direct instruction and facilitation. Teachers provide feedback and guidance to students as they carry out practice activities and work on tasks or projects. (Chapter 4)
cognates	Words in two or more languages that are derived from the same source/origin, have auditory or visual semblance, and have the same meaning. (Chapter 6)
cognitive learning strategies	Thinking skills which include techniques such as guessing, practising, using models and applying rules. (Chapters 2, 6)
communicative competency	The ability of a learner to use his or her knowledge of context, language functions, vocabulary, grammatical rules, culture and sociolinguistic elements to understand and/or express a message. (Chapter 2)
communicative task	An activity carried out with a specific outcome in mind in which the emphasis is on expressing meanings rather than on producing specific language forms. (Chapter 3)
components	Four interdependent dimensions within the Nine-Year FSL Program of Studies: Experience–Communication, Language, Culture, Language Learning Strategies (Chapter 2)
comprehension	A process that involves negotiating the meaning of the main idea(s) and supporting details presented orally or in written texts, i.e., deriving meaning from what is being heard and/or read. (Chapter 2)
constructivism	An understanding of learning as a process in which learners build their own understandings and construct their own knowledge by building on both prior experiences and knowledge gained firsthand through new explorations. (Chapter 5)
context	The broad language purpose for which students acquire linguistic and cultural knowledge that is applied to real-life communicative use, such as ordering a meal, requesting information, etc. See situation . (Chapter 2)

cooperative learning	An instructional strategy in which students work in small groups or pairs to carry out activities or complete tasks or projects. Tasks are structured so that each group member or partner contributes to the completion of the task. Success is based on the performance of the group or pair rather than on the performance of individual students. (Chapter 6)
culture	The behaviours and beliefs of a community of people whose history, geography, institutions and commonalities are distinct and distinguish them, to a greater or lesser degree, from all other groups. An individual can simultaneously be associated with a range of such communities given different aspects of commonality, based on age, interests or place of residence. An important element of a people's way of life is their means of communicating amongst themselves. (Chapter 2)
cultural competency	The development of knowledge and understanding that allows students to reflect upon other cultures, with a view to understanding other people and developing their own personalities and identities in preparation for global citizenship. (Chapter 2)
cumulative / culminating task	See performance assessment task .
deep marking	Detailed, descriptive, thoughtful, criteria-referenced comments provided by the teacher on student projects in order to help the student set goals for future learning. (Chapter 8)
delivery model	The manner in which a program or course is delivered to students; e.g., the face-to-face model is one in which students are taught directly by a teacher. In a virtual model, also known as distance or distributed learning, a teacher at a base site offers instruction to students at other sites through the use of a range of communication technologies. In a blended model, classroom or specialist teachers teach students in a classroom setting, making use of available technologies to support instruction. (Chapter 4)
differentiated instruction	A variety of instructional strategies that recognize and support individual differences in learning. Differentiated instruction recognizes that some students require adjusted expectations as well as the opportunity to explore curriculum content and demonstrate learning in different ways. Teachers can elect to differentiate the content, processes, products or environment of classroom instruction depending on students' learning needs. (Chapters 5, 7)

digital immigrants	Those individuals who have not grown up with access to computers and the Internet and who are learning the language and culture of technology use much like immigrants to a new country. (Chapter 7)
digital natives	The generation of people who have grown up with an unprecedented volume of interactions with technology such that it could be said that they are native speakers of the language related to technology and its use. (Chapter 7)
digital resources	Learning resources that have been developed for access on a computer, such as interactive learning activities found on some Web sites. (Chapter 9)
direct instruction	A group of instructional strategies which complements facilitation and coaching. It includes providing demonstration or modelling of a particular linguistic structure, short explanations or mini-lectures and questioning techniques. (Chapter 4)
discourse features	Those elements within a text that help one make links between thoughts. (Chapter 2)
distributed learning environment	Where learners and teachers are working at a distance, their classroom interactions may be facilitated through the use of a range of technologies. See also delivery model . (Chapter 9)
experience–communication component	The language experiences in which students will participate as they learn French. It is during these language experiences that the four language skills are developed. (Chapter 2)
facilitation	A group of instructional strategies that complements direct instruction and coaching. Teachers set up learning situations to promote student participation, risk-taking, team-building and to allow students to begin to construct meaning for themselves. (Chapter 4)
fields of experience	That component of the program of studies which provides the contexts for communicative activities. Fields of experience represent different dimensions of students’ relationship with their surroundings, are prescribed for each grade and are sequenced from concrete to abstract. (Chapter 2)
formative evaluation	The informal and daily type of assessment used while learning is occurring. In this guide, the term has been replaced by the terms assessment for learning and assessment as learning . (Chapter 8)

functions of language	The uses for or purposes of language, which are related to the types of meaning that language can carry. In this program of studies, the functions are implicit within the four skills and the language structures defined in the Language component. Activities and tasks are based on functions of language, such as making a request, describing something, expressing preferences or asking for information. (Chapter 3)
general outcomes	Broad statements that define results students are expected to achieve in the course of their language learning experiences. (Chapter 2)
global expression	A statement or a question that may contain linguistic elements that students will not be aware of until another grade level, but that is required for a particular communicative situation. Students memorize the statement or question; e.g., <i>Comment t'appelles-tu?</i> is memorized since students in Grade 4 do not need to know how to form inversion questions, or that <i>s'appeler</i> is a reflexive verb. (Chapter 3)
graphic organizers	Visual representations that can illustrate the relationship of various concepts or components of a concept to each other; e.g. continuums, ladders, word webs or concept maps. (Chapter 6)
grammatical rules	Conventions of language use related to the structure of phrases or statements that form part of the linguistic code. In this program of studies, such rules are expressed in terms of Language Concepts and are not taught discretely, but rather as an integral part of student communication for meaningful purposes. (Chapter 2)
information gap activities	Activities in the language class in which one student has information that is needed by the other for a particular purpose. (Chapter 6)
input	Refers to those elements of the target language to which students are exposed and can include words, phrases and expressions used orally by speakers, within written texts, or through nonverbal means of communication. In this guide, the term also refers to the content associated with the learner outcomes to which students are exposed in the course of their learning, as well as the learning strategies being modelled. (Chapter 5)
instructional design	Planning for instruction is based on sound practices and with the learners' needs in mind. Instructional design includes an analysis of learner outcomes, student characteristics, instructional strategies and methods chosen to assess learning. (Chapter 4)
instructional strategies	Instructional strategies are the techniques and activities teachers use to help students become independent learners. They can be described as falling into the three broad categories: direct instruction, facilitation and coaching. (Chapter 6)

intonation	The stress and pitch of spoken language. For example, the statements <i>Ça va?</i> <i>Ça va</i> ; <i>Ça va!</i> are each expressed with different intonation. (Chapter 2)
language acquisition	The manner in which language is learned incidentally in an unstructured environment, as a by-product of everyday living. It can also refer to the sum total of the student’s language learning experience and includes both incidental and instructed learning. (Chapters 3, 5)
language awareness	An understanding of the purposes for language as well as of the similarities and differences between the language being learned and other languages already known. (Chapter 2)
language experience texts	Texts that are written as a shared writing activity by teachers and students in which a sequence of experienced events is described. (Chapter 6)
language competency	The acquisition of linguistic tools needed to understand and convey authentic messages. (Chapter 2)
language concepts	Linguistic elements and grammatical notions, such as the existence and use of articles or verbs, which students are expected to articulate in their own words and apply in communicative situations. (Chapter 2)
language learning	Intentional learning of a language, generally within a classroom context involving structure, stated outcomes, time constraints and the use of learning strategies. This is in contrast to language acquisition which may refer to incidental learning only. (Chapters 3, 5)
language skills	Listening comprehension, oral production, reading comprehension, and written production, all of which fall under the communication portion of the experience–communication component, within the multidimensional framework underlying the Nine-Year FSL Program of Studies. These are the skills needed to understand and produce messages. (Chapter 2)
listening comprehension	A skill whereby the listener actively seeks out, processes and makes use of particular information presented in an auditory form. It involves discerning meaning from what has been said, i.e., identifying key ideas and details from an oral text and reacting to them. This skill is the cornerstone of language development. (Chapter 6)
learning strategies	Specific techniques, actions, steps or behaviours students use to aid and enhance their learning. (Chapters 2, 6)

linguistic elements/ structures	The tools needed in order to understand and convey messages in a language. They include pronunciation, intonation, orthography, vocabulary, grammatical rules, syntax and discourse features. (Chapter 2)
linguistic repertoire	Linguistic structures and elements that students internalize and then use to understand and/or communicate a message. (Chapter 3)
materials	Materials include supplies, such as paper, scissors, glue, etc., to be used for various activities and tasks, as well as the necessary components of activities or games. See also resources . (Chapter 4)
memory strategies	Techniques such as repetition, visualization, the use of mnemonics and others that are used to learn, retain and recall information. (Chapter 2)
mental storage	Processing and internalizing content for recall. As they are learned, items move from physical storage to mental storage. See also physical storage . (Chapter 5)
metacognitive learning strategies	Techniques used in learning that relate to thinking about and reflecting on the learning process. These strategies include planning, monitoring and assessing one's own learning. (Chapters 2, 6)
metalanguage	Vocabulary used to talk about and analyze the structure of a language, using terms such as noun, adjective and verb. (Chapter 2)
mnemonic	A memory aid. (see Appendix T for example)
multidimensional framework	The structure around which the FSL program of studies has been developed and which consists of four interdependent dimensions or components of language learning. (Chapter 2)
multiple intelligence theory	A theory that suggests that individuals exhibit various types of intelligences and may hold varying levels of ability in each. (Chapter 7)
negotiation process	The intersection point between comprehension and production skills, in which an individual gleans meaning from an oral or written text, interprets what is understood and reacts to his or her interpretation orally and/or in written form. (Chapter 2)
oral production	The skill involving the use of speech to express language, starting with a more mechanical repetition of sounds, words or expressions and moving toward the creation of prepared and spontaneous oral messages in more open-ended communicative situations. (Chapter 6)

orthography	Graphic symbols of the language including spelling and punctuation. (Chapter 2)
performance assessment task	A communicative task that is carefully designed in the assessment <i>for</i> or <i>of</i> learning. It may be comprised of several discrete activities. (Chapters 3, 8)
phases of language learning	A list of incremental steps involved in language learning that includes Encountering, Noticing, Internalizing, Applying and Refining, Transforming and Personalizing, Assessing (<i>for, as, of</i>) Learning. These phases of learning are recursive and cyclical rather than linear. (Chapter 5)
physical storage	The creation and use of lists, word cards, tables, scales, mind maps, flowcharts, posters, gestures or mnemonics and any other means to aid in noticing and learning aspects of word knowledge. As the learner progresses through the phases of learning, the need for physical storage is replaced by mental storage. See also mental storage . (Chapter 5)
production	The creation of oral or written messages that are based on the need to express an idea or ideas, within a given context or situation and for a particular purpose. (Chapter 2)
RAFTS	An instructional strategy that can be used in the framing of tasks and that involves determining a role, an audience, a format, a topic, as well as a strong verb. (Chapter 8)
RD PR	Guidelines for Recognizing Diversity (RD) and Promoting Respect (PR) that are used when examining instructional materials to determine the extent to which they foster understanding and respect for all groups and individuals. (Chapter 4)
reading comprehension	A skill whereby the reader seeks out information from a print text for a specific reason. This skill involves deciphering and decoding written symbols, as well as constructing and interpreting meaning from the printed word and/or any associated visual clues. (Chapter 6)
realia	Tangible artifacts from the target culture, including posters, images, flags, maps, product packaging, bus ticket stubs, brochures, shopping bags, etc. These can be used to provide a classroom environment rich in language and cultural stimuli as well as material for use with many activities and tasks. (Chapter 4)

resources	Those print, audio, visual, multimedia and other 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 4)
role-playing activities / simulations	In language learning, activities in which participants experience a particular interaction while representing a specified character type. Role-plays are generally more simple, brief and flexible than are simulations which can be lengthier and more complex. (Chapter 6)
savoir	Knowledge; in this case, of language concepts and vocabulary, i.e., the Language component of the program of study. (Chapter 2)
savoir apprendre	In the case of this program of studies, learning about learning as it relates to the individual student, i.e., the Language Learning Strategies component. (Chapter 2)
savoir-être	In the case of this program of studies, the awareness of different ways of living or being in the various Francophone cultures, i.e., the Culture component. (Chapter 2)
savoir-faire	Application; in this case, of language concepts and vocabulary through the use of the communication skills as outlined in the Experience–Communication component of the program of studies. (Chapter 2)
schemata / conversational schemata	Patterns of interaction used when carrying out exchanges in a particular language. (Chapter 6)
search engine	Software that allows a user to search the Internet using keywords. (Chapter 9)
second language instructional models	Models that map out steps or phases to be considered when planning to teach a language. They provide terms for and insights into various aspects of the teaching and learning process and can be expressed from a teacher’s or a student’s perspective. (Chapter 5)
situation	The language purpose for which students acquire specific linguistic and cultural knowledge that is applied to real-life communicative use, such as ordering a meal in a restaurant versus ordering a meal in a fast-food outlet. See context . (Chapter 2)

socioaffective learning strategies	Techniques used when learning that include collaboration with others, tolerating ambiguity and taking risks to communicate. The use of techniques such as these is closely tied to a student’s personality and attitudes toward learning. (Chapters 2, 6)
sociolinguistic competency	Knowledge and understanding related to the appropriateness of language in a given context or a situation. This includes sensitivity to differences in register, or degrees of formality; variations in language; nonverbal communication; and idiomatic expressions. (Chapter 2)
sound–symbol correspondence	The correlation between the visual representation of a symbol, such as a single letter or an accented letter, with its auditory equivalent in a language. (Chapter 2)
specific outcomes	Definition of results students are to demonstrate in terms of knowledge, skills and attitudes at the end of each grade. (Chapter 2)
staffing model	The manner in which school administrators may choose to staff their FSL program; e.g., with a classroom teacher or a specialist FSL teacher. (Chapter 4)
strategic competency	The development and application of a repertoire of techniques to facilitate learning and, specifically, language learning. (Chapter 2)
subfields of experience	Smaller, more concise units of language learning within broader fields of student experience, as identified by the program of studies. (Chapter 2)
summative evaluation	Assessment used at the end of a sequence of learning for reporting purposes. In this guide, the term has been replaced by the term assessment of learning . (Chapter 8)
syntax	The order of elements, such as words or phrases, within a sentence or text. (Chapter 2)
task-based learning (TBL)	A model used in the teaching and learning of a language in which a task is placed further toward the beginning of a unit than is usually the case in other instructional models. In this case, the linguistic structures and elements that arise as the students carry out the task become the focus of further study once the task has been completed. (Chapter 5)
teacher effectiveness	A field of research related to teacher competence that examines systematic teaching procedures and their impact on student achievement. (Chapter 5)

teaching approach	A way of conceptualizing teaching and learning based on understandings of the nature of learners and of the content to be taught. In this guide, language teaching approaches are described as falling into three groups: materials-focused, communicative and humanistic approaches. (Chapter 4)
teaching method	Prescribed classroom practices and carefully-structured materials used to teach content and develop skills, e.g., the audiolingual method. (Chapter 4)
Total Physical Response (TPR)	An instructional strategy in which students are asked to physically demonstrate the meaning of a command or statement made orally. (Chapter 6)
virtual model	See delivery model .
vocabulary	Lexical elements of a language; i.e., words, phrases and expressions. Any utterances that carry meaning, such as <i>Euh...</i> , are also included as vocabulary. (Chapter 2)
written production	A skill involving the ability to move from copying words or listing words to the ability to formulate simple phrases and, later, use language to express ideas. Instructional strategies such as patterned writing may be used to help students develop this skill. (Chapter 6)