I CAN SPEAK FRENCH!

Increasing the Oral Proficiency of French Second Language Learners

Strategies and Instructional Practices

> **Note of Appreciation**
>
> *I Can Speak French!* was made possible through the participation of teachers from various regions in Canada representing Core French, Intensive French, and French Immersion programs from elementary through secondary school.

Ce document est également disponible en français.

Contents

Establish French as the language of communication as much as possible for instruction, oral production, and formal and informal interaction in the classroom.

Create a safe, caring learning environment to encourage risk-taking while communicating and interacting in French.

Involve students in frequent daily opportunities to listen, speak, and practise formal and informal language in varied contexts and roles.

Integrate grammar and vocabulary instruction in the context of what students need for purposeful and meaningful communication.

Incorporate action-oriented, communicative, and authentic tasks for learners to apply and further develop their oral language skills as they interact with their peers.

Incorporate timely and descriptive feedback from teacher and peers as well as regular comprehension checks as part of the assessment process.

Use technology as a tool to support language learning and connect with other French speakers.

Introduction

"Strategies and Instructional Practices" is one component of the resource *I Can Speak French!: Increasing the Oral Proficiency of French Second Language Learners* designed to build on current pedagogy in FSL classrooms. FSL educators, both new and experienced, can select from a series of practical, effective language learning strategies and instructional practices to support FSL learners in developing their French oral proficiency (listening and speaking skills).

There exists a synergy among the three main elements of this component: *Oral Communication Strategies, Language Learning Strategies,* and *Instructional Practices*.

The oral communication and language learning strategies focus on helping students gradually develop a repertoire of effective approaches to use in learning to speak French. Teachers play an important role in presenting and modelling these strategies as well as providing ample opportunities for the students to use and reuse them in authentic situations.

The instructional practices are intended to support FSL teachers as they embed effective French language learning instruction in their classroom practice.

Provincial and territorial curricula provide direction and support for the teaching and learning of French in Core French, Intensive French, Extended French, and French Immersion programs. FSL educators with experience in the various programs from regions in Canada contributed input for the language learning strategies and instructional practices presented in this component.

FSL teachers know their students' learning styles and language abilities and use this knowledge to develop engaging and authentic experiences as part of their FSL program. Teachers are encouraged to use the strategies and instructional practices as they are presented here, to adapt, or to extend them to suit their programs and the needs, experiences, and interests of

their learners. Some of the examples presented may not be as relevant for a particular age level or program but they are intended to provide some insight into how to build oral proficiency skills, offer some flexibility for further breaking down steps in the instruction and learning process, and allow for making adjustments to meet student profiles and age groups. As well, they offer a springboard for developing more complex tasks that include additional skills of reading and writing.

"Strategies and Instructional Practices" complements the *Research Compendium* that includes the findings of a research literature review, focusing on second language oral proficiency, and that identifies ten key considerations for building students' oral proficiency. Linguistic, sociolinguistic, and pragmatic competences are integrated into each sample language learning strategy and instructional practice, making important connections to Considerations 4, 5, and 6 in the Research Compendium.

In each language learning strategy and instructional practice, connections with the research are hyperlinked to appropriate sections of the Research Compendium, making evident the connections between research and practice. Each strategy and instructional practice is identified with an icon and a statement that describes the focus of the learning experience that follows.

Teachers are invited to consult the other components of the "I Can Speak French!" resource — the Research Compendium and the Students' Online Conversations — for additional information and support, so that the entire resource serves as a rich source of information and ideas and is an engaging tool to use in their FSL classroom.

Oral Communication Strategies

Oral proficiency refers to the ability to communicate verbally in a functional and accurate manner in the target language, in this case, French.

Oral communication includes:

- *listening* for meaning and demonstrating an understanding of and engagement with the communicated message

- *speaking* to communicate ideas and to interact with others

Listening and speaking are closely connected and both are integral to the oral communication process.

Authentic oral communication includes *reception* (e.g., listening to glean information from the content), *production* (e.g., speaking to share information), and *interaction skills* (e.g., negotiating *meaning*, turn taking, seeking and offering clarification).

Listening Comprehension and Interactive Listening (Reception and Interaction)

French second language learners require ample, daily opportunities to develop their listening and interaction skills.

As a regular part of instruction, teachers can carefully choose a variety of authentic, relevant listening resources of appropriate length and language content, and provide a clearly stated purpose for the listening tasks.

FSL learners develop their *listening comprehension skills* as they gain increased accuracy in understanding the content in an informational exchange. They increase their *interactive listening skills* as they alternate roles as listeners and speakers to exchange information, ideas, and opinions in a social context about things that are personal and relevant to them.

Listening without visual support

Students first listen to a short video about a topic of interest once or twice without the video projected and focus on listening for cognates and familiar words, then they watch the video.

In a group discussion, students identify key content words they recognized and confirm their understanding of the meaning. Next, students identify key content words they missed.

Then, students watch the video and make meaning by gleaning information from visuals and by making connections with what they know about the topic. As they view the video, students listen carefully to find answers to guiding questions posed by the teacher (e.g., "Quel est le message important dans la vidéo?" "Pourquoi est-il important?" "Quels mots est-ce que les gens utilisent dans la vidéo pour communiquer leur message?").

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In small groups, students talk about their responses to the questions and record them for sharing in a larger group. Once students have practice with short video clips, they can repeat the task with videos that are longer in duration.

Listening with visual support and guiding questions

Students listen to and view music videos to familiarize themselves with francophone music – contemporary and older tunes. With their teacher's guidance, students learn about francophone culture, history, and current and historic issues through the music.

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Each student selects two songs, uses listening comprehension strategies to determine the message of each song, and forms an opinion of which one they prefer.

In preparation for the activity, the teacher and students collaboratively develop questions to focus their listening:

- *Quelle chanson préfères-tu? Chanson A ou B?*

- *Pourquoi?*

- *Quel est le message de la chanson?*

- *Comment le sais-tu?*

- *Quels indices as-tu utilisés pour comprendre le message (le vocabulaire, les expressions et les structures grammaticales)?*

- *Que penses-tu de la vidéo?*

- *Peux-tu convaincre ton ami(e) que ton choix est le meilleur?*

Students try to orally convince their peer(s) that their choice is the better of the two songs by drawing from a bank of vocabulary, expressions, and grammatical structures gleaned from the music to express and support their opinion. They also employ previously learned vocabulary and grammatical structures to state and support their opinions about the music.

Interacting with peers as listeners and speakers

Students use precise vocabulary and language structures to describe items related to an identified topic (e.g., the classroom, the school).

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Working in pairs, students take turns listening carefully to each other as they participate in a game format called "*Dos à dos.*"

One student selects a card containing an image and a word, and provides clues using short descriptions for the item. The partner asks a few clarifying questions to determine what the item is. As students' vocabulary and oral language structures expand, they can discuss the function of the object after identifying it.

A variation is that a student selects a card but does not look at the image and must ask questions to seek clarification about the item while listening carefully to others (e.g., a partner, in a triad, or small group).

Interacting with peers using justification, clarification, and summarization of ideas

Students focus on their oral communication skills through active listening and interaction with peers.

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Working in a triad, students discuss familiar and relevant topics suited to their language skills and content knowledge.

To start, one student draws from a set of discussion cards prepared by the teacher and responds to the prompt on the card, giving enough context to justify their answer (three minutes). The second student listens and asks clarifying questions without giving any commentary or feedback (two minutes). The third student summarizes what was shared (one minute).

The task is repeated in three rounds with the members assuming a different role each time.

Spoken Production and Oral Interaction (Production and Interaction)

French second language learners need extensive exposure to comprehensible input in French that is meaningful and relevant to their needs and interests. Students need daily opportunities to speak spontaneously and interact in French in varied, purposeful contexts based on authentic, communicative, action-oriented tasks supported by teacher modelling or presented using a variety of authentic resources.

Teacher scaffolding and modelling of speaking strategies such as adjusting pace, volume, and intonation, and asking questions or rephrasing ideas to clarify meaning, help to support students in developing their oral communication skills.

Using dramatic reading and guiding questions to prompt oral production

Students use a variety of techniques to help them communicate orally such as practising or rehearsing messages with a peer, recording their speaking, and listening to the recording to improve their delivery.

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Students individually select and read a text taken from a variety of choices suited to their age and skill level (e.g., from a literature circle, from a novel being studied in class, a children's book). They rehearse a dramatic reading and then record themselves in their digital portfolios so they can listen to, reflect on, and refine their delivery before presenting their reading to their peers.

Together, the teacher and students develop questions to guide their thinking as they prepare and deliver the presentation of their dramatic reading:

- *Qu'est-ce que le personnage ressentait dans l'extrait (à ce moment précis dans le texte – le contexte)? Que pensait-il? Qu'est-ce qui motive ses émotions?*

- *Comment le personnage de l'histoire se sent-il dans ta lecture?*

- *De quelle manière est-ce que l'intonation et l'emphase de certains mots mettent en évidence les émotions du/des personnage/s?*

- *Dans le cas d'une conversation entre personnages, comment est-ce que votre ton de voix et votre intonation changent entre les personnages? Vous devez prendre en compte les sentiments et les émotions de chaque personnage.*

Depending on the students' language level, the teacher can ask higher level thinking questions to guide them in reflecting on and refining their delivery of the oral presentation:

- *Peux-tu expliquer la mise en contexte de cet extrait?*

- *Quelles sont les émotions illustrées par le(s) personnage(s) dans cet extrait et comment les as-tu mises en évidence?*

- *Quel est ton lien personnel avec cet extrait? Pour quelle(s) raison(s) l'as-tu choisi?*

Using self-reflection before presenting an opinion

Students reflect on their own speaking skills and set goals for themselves.

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Students review and build vocabulary related to a topic. They view models of language structures and markers of formality that are appropriate for the context.

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In a class discussion, students talk about a topic of interest (e.g., how the world can address preserving the environment).

Then, they watch a short video recorded by the teacher that models how to express an opinion about the topic in French. (The teacher's model response is not a polished presentation and is just above the students' speaking level).

Guided by teacher questioning, students talk about what they noticed about the video. *(Réponses possibles : la voix était assez forte pour être entendue, une opinion a été exprimée clairement, une raison a été fournie afin de comprendre l'opinion, le message était clair, l'enseignant(e) s'exprimait en phrases complètes).*

To give students some ideas for responding with an opinion, they discuss the topic in small groups. After the teacher has provided sufficient scaffolding of learning, students prepare an oral opinion on the topic and practise it with a partner.

In a designated quiet space, students individually record their opinions on a video recording device. After the teacher previews the videos, the class views the videos and discusses the responses.

To make this an ongoing learning experience, the teacher generates a list of questions with students and posts one question a week to which they can record their response orally.

Using focus questions during oral communication with peers

Students determine the intent of a message through exposure to new vocabulary and language structures.

During whole class viewing and discussion of age and skill level appropriate advertisements that are found in authentic resources (e.g., newspapers, magazines, television ads), students identify the messages and audiences.

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Students focus their discussion by responding to questions such as:

- *Qui est ciblé par la publicité (l'auditoire)?*

- *Qu'est-ce qu'elle essaie de convaincre l'auditoire d'acheter ou de faire?*

- *Est-ce que la publicité est convaincante? Explique pourquoi ou pourquoi pas.*

- *Quelle est ta réponse à la publicité?*

- *Qu'est-ce qu'une publicité nécessite afin d'attirer ton attention et t'inciter à acheter ou à utiliser le produit ou le service?*

To practise their oral interaction skills, students collaborate with a partner or in small groups to create advertisements and present them to a larger audience to convince others about the product or service. They respond to questions posed by their audience.

This learning experience could be expanded beyond the classroom as a media fair – with the "advertisers" and the potential "customers" asking and answering questions.

Adjusting the pace, volume, and intonation for presenting a message

Students use vocabulary and language structures learned from previous class discussions about a topic to prepare an oral argument.

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After students discuss a topic of interest that suits their age and skill level, they decide on a position — pro or con — and prepare oral arguments to defend their position in a debate (e.g., an outline of points to cover, key words on reference cards).

During the debate, students demonstrate their interactive speaking skills while formulating an appropriate response (e.g., using appropriate turn-taking strategies, using appropriate body language, adjusting their pace, volume, and intonation, clarifying their intended message). They practise their interactive listening skills while hearing the arguments from their peers (e.g., focusing on the speaker's intended meaning, seeking clarification).

After the debate, students take time to reflect on their listening and speaking skills as well as on their use of strategies.

Language Learning Strategies

To build oral proficiency in French, research indicates that FSL teachers must *explicitly* teach language learning strategies (cognitive, metacognitive, and socio-affective) to assist their students to problem solve, monitor their understanding, and become more autonomous learners (Oxford, 2017).

Successful French second language learners use a number of strategies to learn, practise, and apply language skills more effectively in authentic, relevant contexts. Teacher modelling should name the strategies in French using simple terms, discuss their use, and provide some examples (e.g., *faire des inférences, faire un sommaire, répondre aux idées et aux opinions des autres d'une manière polie et respectueuse, développer la confiance en soi*). This gives learners a common language to communicate how and why they choose specific strategies to complete a task. Learners should be shown how to evaluate which of their current strategies are most and least effective in their own learning and should be encouraged to try new strategies to identify those that best suit their needs.

FSL learners should have multiple opportunities to practise applying them in shared, guided, and independent learning experiences. Progressively, they will be able to select the most effective strategies for a given task, observe and monitor them, reflect on their use and effectiveness, and then set goals for improvement. Over time, their use of language learning strategies will become more complex and learners will be more effective, motivated, and autonomous in their FSL learning.

Cognitive Strategies

Cognitive strategies place an emphasis on the direct manipulation of the language itself, such as remembering information and understanding or producing messages in French. These strategies also focus on meaning.

FSL learners use a number of comprehension strategies (e.g., inferencing, predicting, making connections) and production strategies (e.g., organizing, summarizing, rehearsing, repeating) to help them understand the message. They identify cognates (words that have similar forms and meanings in French and English) and *faux amis* (words that resemble English words but do not have the same meaning in French).

Using questioning to understand a message in an audio text

Students use comprehension strategies to understand a message.

Students listen to a short video (without the visuals) on a topic they are studying and, in groups, orally answer questions about the main idea, familiar vocabulary and expressions, cognates, and *faux amis*. If necessary, they listen to the recording again, pausing it to answer similar questions orally.

Next, students view the short video with the visuals and answer additional comprehension questions by making inferences.

While engaging in the task, students make notes about any new or unknown vocabulary, about connections to their personal experience and interests, or about predictions based on what they hear and see. Students can refer to these notes during small and whole group discussions about the video.

Once students have sufficient practice with short video clips, they can repeat the cognitive process when listening to and watching longer videos.

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Using inferences, prior knowledge, and predictions to make sense of a message

Students make sense of a short message that is relevant to their interests, and examine their own use of language structures in a recorded conversation.

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The teacher reads the passage aloud as the class follows along with the message displayed on an interactive white board. Students, guided by the teacher, look for familiar and unfamiliar language structures and record them for reference as they make sense of the passage.

Students record their conversation as they talk in pairs about what information and understanding they get from the passage, by inferencing and using their background knowledge about the topic.

Then, they listen to their recording to examine their use of grammatical structures, noting how accurately they used the language and where they can improve. Students make revisions, rehearse, and record themselves speaking again and re-examine how they used the language structures.

Finally, students reflect on their use of language structures to make meaning and build accuracy and complexity in their oral communication.

Metacognitive Strategies

With frequent opportunities for reflecting on and discussing their learning in French more broadly, FSL learners develop a range of strategies and improve their awareness of the importance of using strategies for successful language learning.

Self-assessment supports metacognition. It is focused on a student's own performance or work and how it relates to specific criteria and next steps for improvement. Students learn self-assessment skills that they can use to reflect on whether the strategies they are using are effective or whether they need to try new ones, and to set goals for improving their language skills. When provided with frequent opportunities to review their efforts throughout the learning process, students can become more motivated as they see their language learning progress. A portfolio is a useful tool for FSL learners to track their work and progress over time. Evidence of learning can include audio, video, or paper samples of their efforts.

Peer assessment also supports metacognition. When students have occasions to work with different partners, they practise and learn from each other. They can see how their peers interpret their work and compare it with models provided by the teacher.

Using thinking and reflection on previously learned language strategies to understand a message

Students learn new language learning strategies which are explicitly taught and identified by name as they engage in a listening comprehension task.

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Students listen to an audio recording three times to understand the message, using different comprehension strategies each time. While listening to the recording the first time, students employ a strategy

that they are familiar with and already use (e.g. making connections). While listening for a second and third time, they try strategies that are new to them (e.g. using cognates, inferencing).

As students reflect on their French language learning, they describe orally how it felt to try new strategies, which strategies they like best and why, which strategies helped them most to understand the message, which strategies they need additional practice with, and what strategies they may like to try next to improve their listening comprehension and oral production.

Some students might benefit from having prompts to guide their responses (e.g., *quelque chose dont je suis fier(ère), quelque chose que j'ai appris, quelque chose que je veux améliorer, je pense que..., je veux essayer...*).

Using self-assessment to monitor progress of learning language

Students use self-assessment skills to reflect on their language skills and to set goals for improvement.

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Students begin a personal digital portfolio for recording orally a profile of themselves (e.g., what they like and dislike, their habits, and their activities). Periodically, students add a recording of themselves talking about topics they are learning about in class or the tasks/activities they are engaged in.

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Students compare the latest recording with the previous one, answering orally questions such as:

- *Qu'est-ce que j'améliore dans mes habiletés langagières orales? (Réponses possibles : Je m'exprime oralement en français maintenant. J'améliore mes habiletés en compréhension d'écoute).*

- *Comment est-ce que je fais des améliorations? Qu'est-ce que je fais afin d'améliorer mes habiletés?*

- *Qu'est-ce qui me rend fier(ère)? (Réponses possibles : Je prends des risques, je comprends et j'acquiers du nouveau vocabulaire et des nouvelles structures langagières, j'améliore ma précision en français).*

- *Qu'est-ce que je peux encore améliorer? Comment je sais si c'est quelque chose que je peux améliorer?*

- *Quelles sont mes prochaines étapes? Quel est mon plan d'amélioration pour le prochain enregistrement? Qu'est-ce qu'il me faut pour mettre ce plan en action?*

By comparing their previous recording with their last one, students notice improvements in their ability to communicate more effectively orally, strengthening their confidence and positive attitude towards learning French.

Socio-affective Strategies

Socio-affective strategies enhance cooperation and assist students in regulating their emotions, motivations, and attitudes as they learn French through interacting with others during oral communication tasks (e.g., in role plays, demonstrations, small group and whole class discussions and sharing). Students use multiple social strategies during collaborative learning tasks (e.g., sharing knowledge and information, responding to others' ideas and opinions politely and respectfully, taking turns, fulfilling specific roles as group members). They also use social strategies in their daily interactions with peers (e.g., interacting appropriately and respectfully, encouraging peers, showing empathy and compassion). Using these strategies, students build their confidence, are motivated to communicate, and cultivate positive attitudes towards learning French.

Using various interactive models of feedback to improve learning French

As students learn to accept, respond to, and offer oral feedback politely and respectfully they build their confidence and increase their perseverance in learning French.

The teacher and students co-create a learning goal such as: "J'apprends à offrir une rétroaction orale d'une manière respectueuse et polie." and talk about what this might look and sound like. Examples are recorded and posted for reference.

The teacher presents a scenario and models the feedback process with several students. In small groups, students talk about possible feedback responses for sharing with the class.

As further practice of this new learning, students work with a partner to respond to the learning goal, "J'apprends à accepter la rétroaction d'autres personnes et à l'utiliser pour améliorer mes habiletés

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langagières en français." They take turns as the one offering the feedback and the one accepting the feedback for various scenarios.

Students reflect on their learning by considering questions such as: "Qu'est-ce qu'il me faut pour m'exercer à offrir une rétroaction? ", "Pourquoi est-il difficile d'accepter la rétroaction? ", "Comment la rétroaction m'aide-t-elle à améliorer mes habiletés langagières en français? "

Using listening and viewing to cultivate a purpose for learning French

Students engage in learning about the diversity of francophone cultures and develop an appreciation of the language while listening to and viewing authentic francophone resources.

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Students listen and react to commercials that are age, language level, and content appropriate, and/or view and listen to music videos, vlogs, or online videos to help them understand that they share interests and experiences with francophone youth from around the world.

Students consider and discuss similarities and differences between the cultures and the level of language (formal or informal) used in the resources. Possible questions to guide their thinking:

- *Quels liens personnels as-tu faits avec les expériences des autres?*

- *Selon toi, pourquoi est-il important d'apprendre des aspects de la culture d'une autre communauté?*

- *Pourquoi est-il important d'utiliser des salutations et des expressions justes quand tu parles?*

- *Comment modifies-tu tes stratégies de prise de parole selon la situation?*

To further cultivate a positive attitude towards learning to communicate in French, FSL learners should have opportunities to interact orally with French speakers from outside their classroom.

The teacher invites French-speaking guests from the community to visit the class and talk with the students about a topic that is age-level appropriate and connected to real-life situations or events. Prior to the visit, students develop questions for each guest and during the visit, they take turns asking the questions.

As a further opportunity to interact with a French speaker, students conduct a virtual interview with a French-speaking expert (e.g., an astronaut, a scientist, an artist, a writer) and then share some highlights of the conversation with their peers.

Instructional Practices

Instructional practices are techniques or approaches used by teachers to help students be actively engaged in the learning process and become independent learners. They are the "how," and the content is the "what" in the teaching-learning process.

Teachers have a variety of instructional practices in their repertoire thus giving them flexibility to differentiate instruction in order to meet the needs, interests, and learning styles of learners. These practices are adapted for each class or group of learners based on teachers' knowledge of their students.

Effective instructional practices used across the range of FSL programs and grade levels lay the foundation for increasing the oral proficiency of French second language learners.

Establish French as the language of communication as much as possible for instruction, oral production, formal and informal interaction in the classroom

Establishing French as the language of communication is important in an FSL classroom (e.g., all forms of oral communication occur in French — teacher-student, student-teacher, and student-student). Whether students are in Core French, Intensive French, or French Immersion programs, they need many opportunities to develop confidence in their abilities to interact orally in French from the beginning of their language learning experiences.

The teacher models correct language structures and vocabulary and provides supports and scaffolding as students practise using French in their conversations, interactions with peers, and during learning tasks.

> ! *During class conversation, the teacher invites students to reflect on and discuss in French their interests, activities, likes and dislikes, and current experiences.*

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Teacher modelling of vocabulary and language structures begins with asking students relatively simple questions such as "Comment ça va et pourquoi?" and, over time moving to more complex ones such as "Qu'est-ce que tu aimes faire avec tes amis après l'école? Où? Avec qui? Pourquoi?"

The teacher also invites the students to ask these questions of her/him, modelling various responses.

After extensive modelling with the class and participating in guided short conversations, students move on to having short "partner chats." Each partner asks and responds to questions, paying attention to expressing meaning through the use of one or more of the following elements:

- *specialized vocabulary items (e.g., broaching a topic requiring vocabulary from a particular theme addressed in class)*

- *specific grammatical structures (e.g., holding a conversation, initially using a single tense and later moving to other verb tenses and knowing when to use the appropriate tense)*

- *features of targeted pragmatic functions (e.g., greeting, apologizing to, or complimenting a partner during the chat)*

- *markers of particular levels of formality (e.g., conversing informally as friends or more formally as in an interview)*

As an extension, the partners introduce each other after a chat whereby one student describes the other person's likes, hobbies, or activities to a group or whole class. This provides students with an opportunity to use "il/elle."

> (!) ***The teacher engages students in conversational norms such as turn taking, asking for clarification, expressing their agreement or disagreement.***

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The teacher projects a photo or image so that it is easily seen by all students. The image should support a theme or subject matter being studied and be in a context relevant to the students.

Initially, students work with a partner to talk about the image in French and, in a larger group, share their conversation, using a question or statement. The vocabulary and sentence structures resulting from this sharing can be recorded (e.g., on an anchor chart) for student reference.

The same image can be used over a number of days to support vocabulary building, sentence structures, and phonemic awareness.

Before the partners engage in further conversation about the image, the teacher models pronunciation of the vocabulary and sentence structures that they can use.

As students continue their discussion, their focus shifts from meaning, to accuracy, to complexity of the language they use.

Create a safe, caring learning environment to encourage risk-taking while communicating and interacting in French

A learning environment that is inclusive, accepting, and caring encourages learners to fully participate and take risks in speaking French. Such a learning environment celebrates student success, incorporates words of encouragement *(les mots d'encouragement)* to congratulate each other, and uses "can do/je peux" statements to foster a positive approach for students learning to speak French.

Well-established classroom routines and expectations provide structure and a sense of security for students to attempt new challenges, to make errors while speaking or listening, and to feel empowered to engage in more spontaneous interactions in French, leading to increased fluency.

> **!** *The teacher provides encouraging and positive feedback so students feel their efforts are valued and they are more willing to take risks and make errors while learning.*

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The teacher and students co-create an "encouraging" word wall or anchor chart with connections to class norms and expectations that would include respect and kindness (e.g., *bon effort, félicitations, bon travail, intéressant, fantastique, excellent, bien fait, excitant, impressionnant*).

As they identify phrases related to encouragement, the teacher places emphasis on linguistic elements (e.g., pronunciation, cognates, difference between adjectives and adverbs), sociolinguistic elements (e.g., choosing forms of encouragement that are appropriate for the context and interlocutor), and pragmatic elements (e.g., how to give a compliment, how to respond to a compliment).

To further practise their language skills, students add a rationale to support their encouraging comment (e.g., instead of a simple *bon effort* they respond with "C'est un bon effort parce que...").

Additional reference charts can include 'can do' statements (e.g., "Je peux encourager mon ami" or "Je peux dire pourquoi j'aime quelque chose.").

❗ *The teacher provides opportunities for students to get to know one another by responding to questions.*

Initially, the teacher poses a question, (e.g., "Quelle est ta collation préférée?") and models a response, (e.g.,"Ma collation préférée est..."). The teacher invites students to respond to the question, using familiar vocabulary and language structures.

As students are comfortable speaking French with their classmates, they can rotate through stations with a partner or in small groups to talk about a statement posted there. Possible statements:

- *Décris une activité préférée que tu aimes faire dans tes temps libres.*

- *Dis trois vérités et un mensonge à propos de toi-même.*

- *Si tu pouvais visiter plusieurs endroits dans le monde, où irais-tu?*

- *Les camarades de classe qui m'aident le plus sont ceux qui...*

Involve students in frequent daily opportunities to listen, speak, and practise formal and informal language in varied contexts and roles

In the early stages of language learning, students listen as they attempt to comprehend and then communicate a message. FSL learners develop their oral language production through the use and reuse of the language that leads first to improved fluency, and later to higher accuracy and improved use of vocabulary. As students use this process in similar and different situations during oral production and interaction tasks, they are better able to internalize vocabulary and grammatical structures. Oral task repetition in similar and varied contexts helps students build oral fluency, speed, and flow, and they improve their attempts at self-correction and demonstrate greater confidence in using French. Teachers embed the explicit teaching of high frequency vocabulary and language structures necessary for communication in meaningful scenarios and real-life situations.

> ! *The teacher provides frequent opportunities for students to use and re-use French to communicate as part of their daily learning experiences.*

Consideration 2

Consideration 8

Consideration 9

Consideration 10

The teacher projects an image that supports a theme or subject matter being studied in class and that is meaningful to the students. As a class, the teacher and students identify vocabulary and language structures needed to talk about the image.

With a partner, students use the vocabulary and language structures discussed in class to talk about anything they notice about the image. Then, in the whole group, students choose to share a word, a question, or a sentence in French. The teacher writes the appropriate vocabulary words around the image to act as an ongoing reference for subsequent tasks.

Using the same image and routine over several days, the teacher models a sentence structure that could be used to discuss the image

and notes any errors that could be corrected through effective modeling. For example, if students say words or use a sentence structure incorrectly in French, the teacher can model a brief correct example. In the process, teachers also explicitly focus on social and pragmatic language conventions that are appropriate to the context.

Then, working with a partner, students discuss something related to the image (e.g., a fact they know or a question they have). A few students share their thinking and the teacher adds any new vocabulary and phrases to the posted image.

The teacher provides daily opportunities for students to listen and practise their oral language with a partner, and in small and large groups. By repeating this routine over several days, the focus shifts from meaning, to accuracy, to complexity.

Integrate grammar and vocabulary instruction in the context of what students need for purposeful and meaningful communication

French second language learners should be increasingly exposed to spoken language that includes a broad range of vocabulary, accents, and expressions in French that they can use to listen and to speak in authentic situations. Initially, they learn high frequency words and phrases presented in context. As they use and reuse words and phrases in different situations related to their life experience, students deepen their understanding, and over time, use them independently with confidence. Teachers continuously model a variety of ways to express the same idea and help students expand their vocabulary moving from simple to more sophisticated terms.

Grammatical concepts, language structures, and vocabulary should be embedded into language learning experiences within the context of meaningful communication in French. Teaching grammar and vocabulary in context in FSL programs requires attention to form and the pragmatic use of language. Teachers model correct language structures and vocabulary and provide multiple opportunities for rehearsed practice as well as spontaneous oral communication.

As they participate in oral communication tasks appropriate for their age, experiences, and language level, students understand how meaning, use, and structure of language are interconnected elements.

> ❗ *The teacher models the relevant vocabulary and language structures during a discussion of a topic explored with the students (e.g., clothing, weather, sports) or about their interests.*

Consideration 2

Consideration 8

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Consideration 10

Students communicate information orally by sharing details about the chosen topic. They interact by using complete sentences to ask and answer questions and to describe or explain preferences.

Initially, to support students' vocabulary development, the teacher prepares and posts images/words that students need to talk about the topic (e.g., For clothing: *un chandail, un maillot de bain, des souliers*). The teacher models the structure (e.g., "Je porte une robe et des sandales.").

Then, the teacher poses a question (e.g., "Qu'est-ce que tu vas porter au match de hockey ce soir?") and encourages students to choose different articles of clothing to answer with: "Je vais porter _____." In small or large groups, students practise the language structure by asking their peers: "Qu'est-ce que tu vas porter?"

Depending on the topic, students learn and use different language structures needed to express themselves accurately in French (e.g., when planning a trip to a francophone city, they use the preposition *'à'* followed by the name of a place, e.g., "J'apporte mon pantalon bleu à Montréal.")

Incorporate action-oriented, communicative, and authentic tasks for learners to apply and further develop their oral language skills as they interact with their peers

When students participate in purposeful, collaborative learning tasks based on their interests, they have a context in which they can take risks to communicate in French and try new, increasingly complex language.

Throughout the learning cycle, the teacher scaffolds new language structures for students to use and practise when communicating with each other (e.g., structured and unstructured discussions, guided role-plays, problem solving, answering questions).

Within the context of a purposeful task (e.g., solving a problem, fulfilling an obligation, reaching a goal), students develop their French-language skills and actively participate in spontaneous oral communication as they collaborate, make decisions, and support each other.

> **!** *The teacher guides students as they plan and participate in a learning task in which they speak French in an authentic communicative situation.*

Consideration 1

Consideration 2

Consideration 8

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Consideration 10

Following is an example in which the teacher guides students as they plan and prepare for a class trip to a francophone city.

As a class, identify two francophone cities students might visit. Working in two groups, students find information about French cultural places to visit in these cities. Each group prepares a list of the cultural venues they would like to visit and orally presents it to the other group.

Share the information that the students gathered with a representative from a French excursion company and invite them to make a presentation in French that provides more details. Students

interact with the guest using the oral language skills they built as they prepared for the occasion.

After the presentation, each group compares the costs, logistics, and other details and presents an argument for their preferred option to the teacher and other group.

The class, with the teacher, decides which city they will visit and prepares an itinerary.

In preparing for the class trip, students have many opportunities to become familiar with vocabulary related to the event (e.g., music, food, artists, restaurants) as well as salutations and expressions commonly used during the trip.

As an example, using the newly learned vocabulary and language structures related to restaurants, students take turns choosing food items they would like to eat from menus written in French. They look at some of the menus and observe and discuss how they are organized, identify new vocabulary, and practise proper pronunciation. Students then move into small groups and take turns ordering items from a menu. The teacher circulates to support and observe.

This learning task can be extended to preparing a packing list for the trip, a list of ways to raise money for their trip, and suggested activities they would like to do during their free time while on the trip.

Incorporate timely and descriptive feedback from teacher and peers as well as regular comprehension checks as part of the assessment process

Descriptive feedback that is connected to learning goals helps students make adjustments to improve their language learning. Feedback should be timely, specific, explicit, and non-judgmental. The teacher's ongoing feedback provides precise information about what the student is doing well, what needs improvement, and what specific steps the learner can take to improve. The teacher conducts frequent assessments by observing and listening to students' daily oral production and develops tasks to gather evidence of the learning.

Using their self-assessment, students see how their performance compares to the success criteria. They reflect on their progress, on next steps, and on strategies used to build their oral language skills.

Students also benefit from feedback given by their peers. Through teacher modelling, students learn how to provide appropriate descriptive feedback to their peers.

! *The teacher guides students in developing a learning goal and success criteria for a task in French.*

Consideration 1

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Consideration 8

Consideration 10

The teacher invites students to speak spontaneously for a short duration (1-2 minutes), about something they find relevant to their own interests and experiences (e.g., students introduce and talk about themselves, their families, preferences, activities). After they speak, they answer questions asked by their classmates or the teacher.

Before students engage in the task, the teacher and students develop a learning goal in French (e.g., "J'apprends à me présenter") and co-create success criteria. The teacher asks guiding questions that help to generate the criteria. The success criteria are expressed in

student-friendly language and include positive statements to help build their confidence in speaking in French. Possible success criteria for the above learning goal could be stated as:

Pour me présenter, je peux :

- *parler de moi-même (nom, âge, description, caractéristiques)*

- *répondre à des questions personnelles*

- *utiliser une banque de mots et d'expressions reliés à la situation*

- *utiliser des structures langagières simples (si c'est approprié)*

The teacher records evidence of students' oral production and uses it to provide descriptive feedback that includes strengths, areas for improvement, and next steps (e.g., *contenu de la présentation, choix du vocabulaire, utilisation des conventions sociolinguistiques appropriées pour le public, capacité de poser des questions, capacité de répondre à des questions, application des structures langagières dans la communication*).

> **!** ***With a focus on oral proficiency, the teacher observes and listens to students' ongoing oral interactions as they gather evidence for assessing their French-language learning.***

Consideration 1

Consideration 7

Consideration 9

Consideration 10

In pairs, students interact spontaneously on a familiar topic of interest (e.g., movies, sports, music) with some preparation time (2 minutes) to organize their thoughts on the selected topic or to develop some questions that relate to it. During the conversation, one partner speaks on the selected topic for 2 minutes and the other listens and then asks questions. They reverse roles and repeat the task.

Before engaging in this interactive oral task, the teacher and students create a learning goal in French (e.g., "Je peux interagir avec quelqu'un sur un sujet familier."). The teacher poses questions to guide students' thinking as they co-construct success criteria. The success criteria are expressed in student-friendly language, and

include positive statements to help build students' confidence in interacting orally in French with their peers. Success criteria for the above learning goal could be stated as:

Pour interagir avec quelqu'un sur un sujet familier, je peux :

- *parler d'un sujet familier qui m'intéresse*

- *poser des questions simples et montrer que j'ai compris la réponse*

- *répondre à des questions reliées au sujet*

- *utiliser les formules de politesse pour interagir*

- *utiliser une banque de mots et d'expressions simples reliés au sujet*

- *utiliser des structures langagières simples (si c'est approprié pour le niveau)*

The teacher records evidence of student oral interaction and uses it to provide descriptive feedback that includes strengths, areas for improvement, and next steps.

Using a similar process, the teacher and students can create a learning goal and success criteria for listening.

Use technology as a tool to support language learning and to connect with other French speakers

Teaching and learning French as a second language can take place beyond the classroom to motivate students while supporting the development of their oral language skills. Students are connected through the use of digital technologies, interactive multimedia resources, digital learning resources, e-learning modules, tools for communication and networking, and social networks that make learning relevant, personalized, and engaging. Teachers can engage students by involving them in using multiple tools to explore and create a variety of messages for different audiences.

The integration of information and communication technology (ICT) in the FSL classroom requires careful planning, selection of appropriate tools, and reflection in order to strengthen learners' language skills. It is critical for teachers to be aware of school and board/district policies with regard to the appropriate use of technology as part of the learning process (e.g., online safety, fire walls, tech support, student access).

! *The teacher guides students as they prepare for an oral presentation.*

Consideration 1

Consideration 2

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Consideration 10

By preparing ahead of time for an oral presentation, students can alleviate the stress of speaking in front of an audience and be proud of what they create.

Teachers guide their students in selecting the appropriate technology tools to use in demonstrating their thinking and language learning. As part of their preparation, students use software applications (e.g., Flipgrid, Vocaroo) where they choose appropriate visual images and narrate the information, or they tell their story by creating animated characters who speak.

They listen to this recording of their own voice and compare their pronunciation and use of language structures and vocabulary to that of a previously learned model (e.g., teacher modelling and scaffolding of how to talk to an audience).

Then, they record their presentation again, making adjustments to their tone, pronunciation, and use of language structures.

When they are comfortable, they make their oral presentation to an audience (e.g., large or small group of their peers, another class).

! *Engaging students in virtual oral conversations with French speakers provides an appealing way for them to share information while practising their French oral language skills.*

Consideration 1

Consideration 7

Consideration 9

Consideration 10

In preparation, the teacher and students determine the purpose for their virtual conversation (e.g., engaging in casual conversation with French-speaking peers in another region, talking about a topic they are studying, sharing an opinion on an issue, doing a project together).

Depending on the age and knowledge level of the students, the teacher reviews appropriate linguistic elements (e.g., vocabulary and grammatical structures), sociolinguistic elements (e.g., markers of formality/informality), and pragmatic elements (e.g., greetings, leave-takings).

Students use digital tools to find information they would like to share during their virtual conversation. They then select a way to present the information to their partner or class online.

Guided by the teacher, students prepare questions to guide their conversation. Before connecting with online peers, students rehearse in pairs. One student shares information or asks a question while the other student listens attentively and responds. They reverse roles and repeat the process.

The virtual conversation could involve a number of stages. During the first interaction, students could get to know one another (e.g., share information about themselves and their interests), and set a context for subsequent conversations (e.g., talking about a current social or environmental concern). During a second conversation, students talk about the previously identified topic and decide on a plan for action (e.g., involve people in their school or community). In another conversation, the students can share the results and reflect on their efforts together.