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French as a Second Language (FSL)

# GRAMMAR IN ACTION

Dimensions of Effective Grammar Instruction within an Action-oriented Approach

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June 2019

A decorative graphic consisting of a grid of geometric shapes. The shapes include triangles, circles, and bow-tie-like forms. The colors used are purple, teal, and grey. The shapes are arranged in a pattern that is roughly rectangular, with some shapes missing or faded, creating a sense of depth and movement. The overall effect is a modern, abstract design.

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## Acknowledgements

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# Introduction

*Do any of the following statements sound familiar?*

**“My students perform very well when I teach and assess grammar concepts one at a time, but they don’t seem to apply their grammatical knowledge when they are speaking or writing.”**

**“I have been focusing on improving my students’ confidence and ability to speak spontaneously, but I am not sure how or when to incorporate grammar instruction to improve the quality of their communication.”**

**“I am working on planning my French course based on action-oriented tasks. I know that grammar is an important part of language learning, but I am not sure how to teach and evaluate it effectively using this approach.”**

Second language teaching is a complex endeavour. While acquiring their maternal languages, students learned key grammatical structures in an implicit manner, through exposure to a variety of models of correct and varied language combinations, and through a great deal of practice and natural refinement of their language skills. In a second language classroom, there are two key differences: students have much less exposure to the target language (and less opportunity to practice), and students are in classes where potentially only the teacher and selected materials serve as language models for new and accurate language structures.

In order to build on skills already acquired in the first language, and to avoid fossilization of errors, it is therefore clear that some explicit teaching is helpful to raise learners’ awareness of grammatical conventions as they learn French as a Second Language (FSL). However, current research suggests that sequential instruction based on linguistic structures is not effective and does not transfer well to the use of such forms for the purpose of communication. Furthermore, current research and policy emphasize the central role of meaningful communication and the socio-cultural aspects of language learning. How, then, does grammar play a role in the development of students’ listening, speaking, reading and writing skills?

In 2014, Rehner’s findings related to Ontario FSL students’ proficiency stated that “there was greatest room for improvement in the contextualized use of grammar across the 3 DELF levels”. Brain research on how languages are learned and educational research on teaching second languages reinforce the need to change the approach for teaching grammar in order to better reflect students’ communicative needs and authentic language use.

The 2013 and 2014 Ontario FSL curriculum policy documents reflect a shift in focus, whereby grammatical concepts are embedded into the activities of Listening, Speaking, Reading and Writing (a change from the previous presentation of grammar concepts in isolation). The specific expectation “*Applying Language Structures*” is gradually added at various points within the speaking and writing expectations of the Core French, Extended French and French Immersion programs, reflecting the developmental nature of language acquisition. Since the implementation of this pedagogical shift, FSL educators have asked how to effectively reflect this *contextualized use* of grammar based on the *developmental readiness* of their students.

This professional learning resource will focus on three critical dimensions of grammar instruction for learners: meaning, use and structure. Referencing developmental levels of language proficiency, it describes differentiated approaches to grammar instruction embedded within the context of meaningful communication in French. Highlights from research are presented to support a deeper understanding of what it means to teach grammar in context and learning samples are intended to support Ontario teachers in incorporating effective grammar instruction into their action-oriented FSL classes.

# What do we mean by “grammar in context”?

## *How is grammar learned in a first language?*

When young children are exposed to speech in their first language, they are learning vocabulary and grammar at the same time. First, their brains recognize an increasing number of sounds and words. Learners continually assign meaning and refine their understanding of these sounds and words, based on the context in which they are heard. Soon they discover that the ways the sounds and words get put together can change their meaning in subtle or dramatic ways. Important early examples of these competences are the rules of word order (syntax), and eventually, features like verb tenses. This resource therefore defines ‘grammar in context’ as:

- learning the sounds and words of a language and what they mean, and
- learning that sounds and words can be put together in different ways, which can change their meaning in different communicative contexts.

## *How is grammar learned in a second language?*

In FSL programs, learners already have an implicit understanding of sounds, words, and syntax (as well as spelling for older students) in their mother tongue. They inevitably transfer their vocabulary and grammar knowledge while they are learning French, whether such transfer is helpful (first and second language rules are similar) or not (if rules are dissimilar). It is important for teachers and learners to pay attention to differences and similarities between languages that the students know. Research-based strategies to deal with negative transfer (when the language rules of a first language are different from the second) are shared later in this resource.

Sousa's (2011) work on the implications for brain research on second language learning reinforces that:

- Increased exposure to spoken language increases learners' ability to innately detect grammar rules that result in meaning;
- Use of concrete images when presenting an abstract topic positively impacts understanding;  
*Hint: grammar rules are very abstract!*
- Second language learners need to know how grammar rules in French are different from their first language\*—for example, by illustrating key differences such as adjective-noun (English), nom-adjectif (Français), or the concept of grammatical gender (which applies to French, but not to English).

This understanding of the basics of grammar instruction leads us to ask questions such as *when* grammatical concepts should be introduced and *how* can they be effectively taught and assessed.

\*note that English is used as an example of a common first language of Ontario students, however many students bring different language assets to the FSL classroom.

# Implications for teaching grammar in context inspired by the CEFR

As the main purpose of learning language is the social act of communication (Ontario Curriculum 2013, p. 9), and since the core premise of communicative language teaching is that “there must be a genuine purpose for language use where the overall emphasis is on the exchange of information and the negotiation of meaning” (Breen & Candlin, 1980 as cited in Millard, 2000), teaching grammar in context involves paying attention not only to form, but also to context and pragmatic use of the language.

In authentic contexts, grammar choices can change or clarify the meaning and function of spoken and written texts. Teaching grammar in context requires that we help learners to understand and pay attention to how meaning, use and structure of our language are interrelated components.

## Critical Dimensions of Grammar Instruction

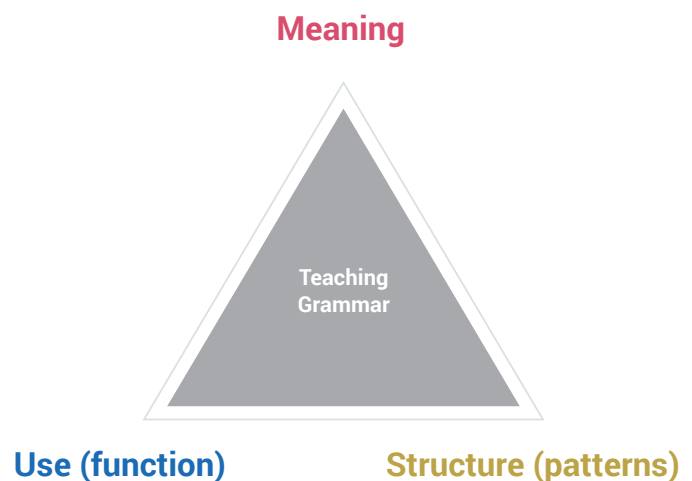
*Consider modeling, questioning and thinking aloud about questions such as:*

*How does grammatical structure contribute to the meaning of a message?*

*How does my use of language change depending on my purpose or my audience?*

*Are there structures that would make my communication more accurate or more compelling?*

*How do grammar choices change/clarify the meaning and function of texts?*





The relationship between these three dimensions of grammatical understanding and the learner's proficiency is important. Beginning second language learners' brains are working hard to recognize and process sounds in order to make meaning. When producing language, they are thinking hard to find words and expressions to communicate their ideas in French. It is not reasonable to expect beginners to build their semantic networks (construct meaning) and make corrections to grammatical structure at the same time. Even more advanced language learners have difficulty simultaneously producing their message while demonstrating grammatical control. In other words, expecting grammatical accuracy during spontaneous language production may negatively impact learner output, especially as a beginner.

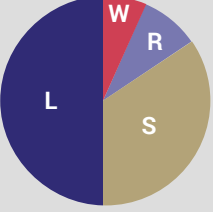
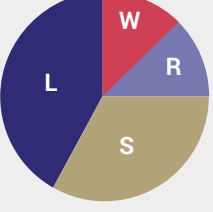
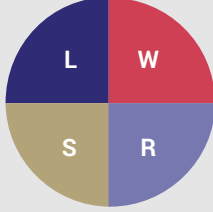
## ***Try This!***

*To simulate the cognitive load of a beginning language learner trying to express ideas and use correct grammatical structures at the same time, try this simulation:*

*In your second language, say 3 sentences about today's weather without using the letter "s".*

***How did it go? Did the extra structural constraint interfere with your fluency, pace or creativity? What strategies or changes to the task would promote greater language risks from the learners? How is this different from strategies that would promote greater language accuracy (grammatical control)?***

The *Common European Framework of Reference for Languages* (CEFR) presents a scale of descriptors for grammatical accuracy, based on learners' proficiency levels. As the CEFR adopts an action-oriented (communicative) approach, these descriptors situate grammatical knowledge within a landscape of linguistic, sociolinguistic and pragmatic competences (see appendix) related to one's ability to use the second language in authentic situations. The chart below makes connections between second language proficiency levels, descriptors in the CEFR, and potential implications for FSL teachers when teaching and assessing grammar within an action-oriented approach.

CEFR Level	Expectations for Grammatical Control	Implications for FSL Teaching
<p><b>Pre-A1 to A1</b></p> 	<p>Learners are exposed to grammar through a variety of language inputs and models.</p> <p>Expectations for grammatical accuracy are often not applicable at these early stages of proficiency.</p>	<p>Learners are introduced to grammar mainly through listening to French expressions and simple communications; they begin to assign meaning to French sounds and words.</p> <p>Explicit focus is on <b>meaning</b> and oral practice; teaching a variety of strategies for learners to develop a basic repertoire of French expressions, to use and re-use in familiar contexts.</p> <p>Learners benefit most from feedback related to <b>meaning</b> (both receptive and productive activities) and their use of language learning strategies.</p>
<p><b>A2 to B1</b></p> 	<p>Learners are still focused on dimensions of meaning and use of French expressions.</p> <p>Systematic grammatical errors are normal.</p> <p>A reasonable degree of accuracy is expected in very familiar contexts.</p> <p>Mother tongue influence persists but should not negate meaningful communication in French.</p>	<p>As learners' banks of familiar words and expressions increase, some explicit teaching or 'noticing' related to familiar <b>structures</b> and patterns is helpful.</p> <p>Learners benefit from feedback during opportunities for controlled language use, as long as it is <b>still connected to meaning and function</b>, for example, in the context of a communicative task.</p>
<p><b>B2</b></p> 	<p>Learners have sufficient vocabulary and grammatical control to communicate with increasing clarity, precision and accuracy.</p> <p>Occasional or minor errors in spontaneous productions or interactions are normal, but do not lead to misunderstanding.</p> <p>Errors can often be corrected in rehearsed situations or in the writing process.</p>	<p>Learners benefit from explicit grammatical instruction targeting areas for improvement related to a communicative need.</p> <p>Meaningful input can be analyzed based on guided induction to <b>increase awareness of structures as it relates to function and meaning</b>.</p> <p>During assessment of student production and interaction, include <b>feedback on grammatical control</b>, especially when students have the opportunity to apply feedback immediately.</p> <p>Provide frequent opportunities to practice in open-ended situations as well as opportunities for self-monitoring and self-assessment.</p>

**L = Listening**   **S=Speaking**   **W=Writing**   **R=Reading**

**Noticing:** When learners “notice” new language, they pay special attention to its form, use and meaning. Noticing is regarded as an important part of the process of learning new language.

**Guided induction:** an instructional approach where students are exposed first to a grammar point through a contextualized activity followed by an instructional exchange with how the grammatical pattern functions.

## Levels of Context

It is important to note that contextualization has many levels. Putting French words and phrases into meaningful sentences provides some context, as long as the learner understands the meaning of the entire sentence. Much more context is provided when learners pay attention to grammatical structures within a genuine communication (i.e. based on a real communicative need and/or speech act).

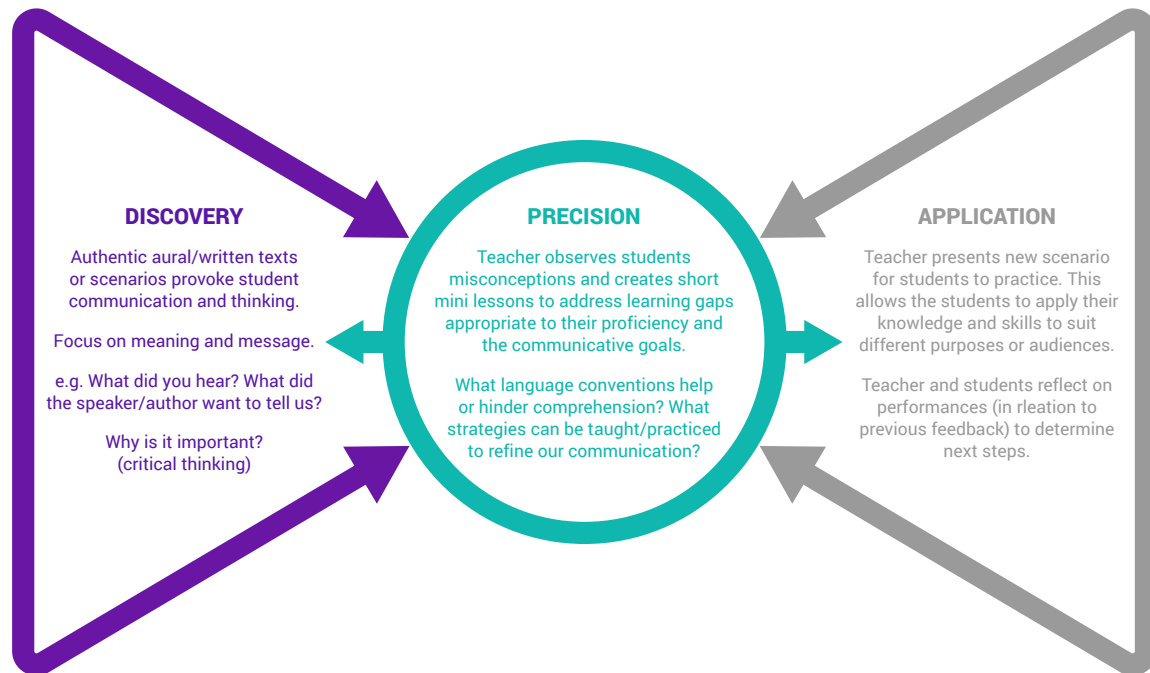
Different levels of context may be useful at different points in a FSL teaching/learning cycle. Consider the following connections between levels of context and the communicative purpose.

*“Language is not spoken at the sentence level, but at the discourse level, where referents are taken from both previous and following sentences, not from individual sentences in isolation”.*

(Brown, 1994)

Level of Context	Communicative Purpose	FSL Examples
<p><b>No context</b> (grammar in isolation)</p> <p>This level is helpful for targeted practice leading to automaticity, especially if the exercise includes only vocabulary that is already well understood. There is little evidence that it helps learners to apply structures in spontaneous communication.</p>	<p>Form is taught at the word, phrase and sentence level.</p>	<ul style="list-style-type: none"> <li>Any written or oral verb conjugations exercise or game; gender and number agreement for nouns, articles, adjectives, etc.</li> <li>Fill in the blank exercises where the subjects used have no relationship between one another (e.g. dictée).</li> </ul>
<p><b>Beginning to create context</b></p> <p>This level maintains a connection between grammatical structures and meaning, however student thinking and feedback tend to focus more on structure than meaning/use.</p>	<p>Sentences are linked through a common, meaningful theme.</p>	<ul style="list-style-type: none"> <li>In a paragraph taken from the social studies, students fill in the blanks to complete verb conjugation.</li> <li>In order to create a timeline for the voyages of Jacques Cartier, students write sentences beside each event in the passé composé.</li> </ul>
<p><b>Deeper context</b></p> <p>Attention can be paid to meaning, use and structure at this level of context, provided all three dimensions are part of the learning and success criteria. The imposed grammatical structures provide targeted practice, but they can lead to artificiality in the communication.</p>	<p>Sentences flow naturally; text resembles natural speech.</p>	<ul style="list-style-type: none"> <li>Students write a thank you card to a francophone friend who had invited them to their birthday party. The teacher gives specific grammar points that the students must use in their response.</li> <li>Students write an email to a friend to tell them that they cannot accept an invitation. They must say why they cannot attend and propose at least one other activity to do. They must use the passé composé and the present tense at least two times.</li> </ul>
<p><b>Full communicative context</b></p> <p>At this level, meaning and purpose are driving the communication, which is necessary in authentic communicative situations. Grammatical structures are applied in service of the communication and not the other way around.</p>	<p>In true communication, there is rarely only one acceptable response. Interlocutors make frequent choices and are usually in an open-ended situation.</p>	<ul style="list-style-type: none"> <li>Students write a response to friend that comes from a francophone country. Grammar improves through individual and group feedback sessions.</li> <li>Students write in a daily journal, choosing appropriate structures based on the ideas they wish to communicate. Through written and individual/group feedback sessions, grammar improves.</li> <li>Learner autonomy and metacognition is of the utmost importance to ensure the attainment of meaning, use and structure within a task.</li> </ul>

# Embedding grammar in context within an action-oriented learning cycle



When planning an instructional cycle or unit, based on a communicative or action-oriented approach, it is helpful to consider three phases of instruction (discovery, precision and application). The dimensions of grammar (meaning, form and use) are interrelated and at play at different points in the cycle. For example, understanding a text brings us to initially focus on meaning. This also supports the learner's short-term memory in order to effectively process the information.

Depending on the proficiency level and prior knowledge, the grammar structures may also be noticed implicitly or explicitly in this phase. Over time, accuracy (and avoidance of error fossilization) can be supported by frequent use of authentic French texts or prompts, and by ensuring that students have frequent opportunities to make sense of the sounds (phonics) and rhythms (prosody) of communication in French.

Based on observations and conversations in the discovery phase, the teacher will determine which linguistic skills warrant targeted instruction in the precision phase. Direct instruction and refinement of sub-skills in the precision phase (e.g. through a mini lesson, targeted practice, or self-correction for advanced learners) support the linguistic development and refinement necessary to prepare the student for successful completion of the final action-oriented task. In the application phase, this vocabulary and grammar practice is re-connected to the purpose, audience and format of their task.

Although presented sequentially in this resource, the context of a learning cycle (e.g. the complexity of the learning goals and/or the performance task) may require revisiting or cycling back through different phases to reinforce and deepen student learning and skill development.

Understanding that skills will continue to evolve throughout a grade-level and/or course, it should be expected that targeting a variety of linguistic, socio-linguistic and pragmatic competencies over time will lead to overall improvements in student proficiency. By embedding intentional grammatical instruction related to each task, teachers ensure that new skills are always put into use in a timely and realistic manner.

*“When implemented well, formative assessment can effectively double the speed of student learning.”*

(William, 2007)

# Learning Cycle\* Sample :

## Parler au téléphone

\*À réaliser lors d'une série de leçons

**Cycle** : « Laissez-moi un message »

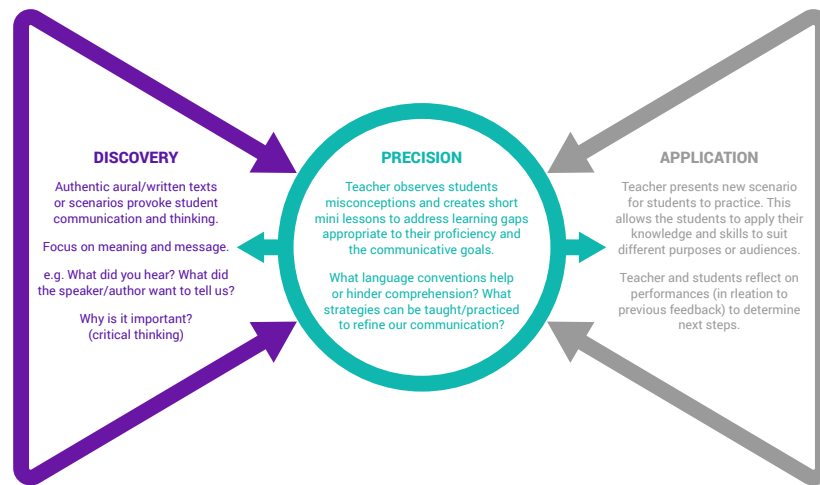
**Objectif** : Réagir à une invitation laissée sur un répondeur.

**Actes de paroles** : Inviter/offrir : refuser, accepter, remercier (CECR A1/A2)

Attentes du programme-cadre	B1 : Speaking to Communicate
Contenus d'apprentissage	B1.1 Using Oral Communication Strategies B1.2 Producing Oral Communications B1.4 or B1.5 Applying Language Structures (From Grade 9-12 only)

Critères d'évaluation : l'élève peut ...

- communiquer un message pour accepter ou refuser une invitation
- choisir du vocabulaire/des expressions appropriés pour son intention et pour son destinataire



## Learning Cycle

### Discovery phase

**Mise en situation :** Robert a reçu un message de sa mère sur son répondeur. Avant qu'elle ne rentre à la maison, elle lui demande de compléter plusieurs tâches. Robert a déjà accepté une invitation pour aller au cinéma avec son ami. Robert la rappelle et il tombe sur sa boîte vocale. Que devrait-il dire?

#### Stratégies :

- Ensemble, vous allez déterminer quelle réplique vous ferez au déclencheur.
- Écouter plusieurs exemples de messages laissés sur des répondeurs à boîte vocale et déterminer quel message correspond à quelle voix et à quel scénario.
- Écouter plusieurs dialogues et déterminer le cadre du scénario afin de relier le contexte au message.
- Comment créer un message clair? Quel vocabulaire ou quelle tournure de phrase aideront à construire un message compréhensible?

### Precision phase

#### OBSERVATION

- L'enseignant observe que les élèves ont de la difficulté à exprimer ou à reconnaître l'heure.

#### MINI-LEÇONS

- L'enseignant demande aux élèves de réécouter/relire les messages de la phase de découverte et de surligner les expressions reliées à l'heure.
- L'enseignant et les élèves créent les référentiels ensemble (listes de nouveau vocabulaire, tournures de phrases utiles).
- Les élèves (en dyades/en triades) se servent des référentiels afin de répondre au message.

#### CONVERSATION

- L'enseignant circulera pour donner de la rétroaction à chaque groupe assurant qu'ils produisent des réponses compréhensibles et logiques.

### Application Phase

Présenter un scénario actionnel aux élèves pour qu'ils enregistrent leurs propres messages individuels.

« Vous venez de recevoir une invitation d'un ami pour aller au cinéma samedi soir. Vous ne pouvez pas y aller à cause d'une sortie familiale et vous voulez offrir vos excuses. Vous voulez aussi proposer une autre option pour pouvoir aller au cinéma ensemble une autre fois. Laissez un message pour votre ami. »



# Learning Cycle\* Sample :

## Repérer l'infox (la fausse information)

\*À réaliser lors d'une série de leçons

**Cycle :** « La réalité ou la fiction ? »

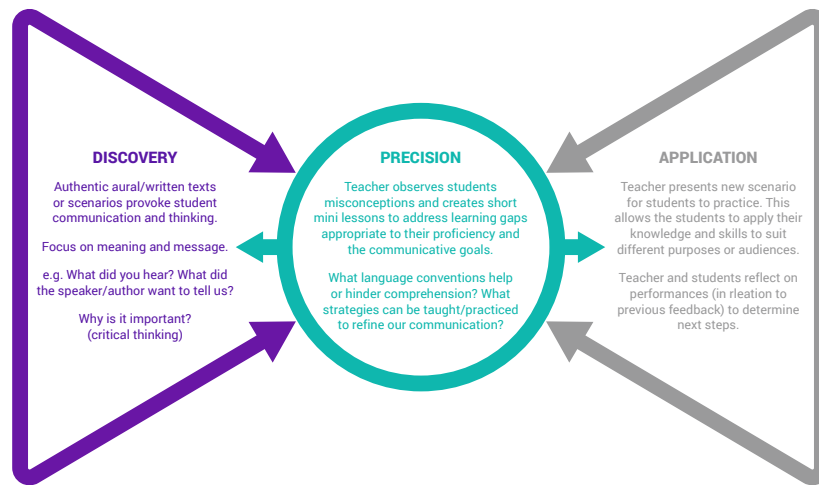
**Objectif :** Réagir à un article de presse afin d'attribuer son opinion

**Actes de parole :** Exprimer des certitudes/le doute; exprimer une opinion (CECR B1)

Attentes du programme-cadre	D1: Purpose, Audience, and Form
Contenus d'apprentissage	D1.2 Writing in a Variety of Forms D1.4 Applying Language Structures

Critères d'évaluation : l'élève peut ...

- exprimer un point de vue, une opinion après avoir lu un bref texte.
- justifier son point de vue/opinion pour distinguer la différence entre la réalité et la fiction.
- écrire une lettre suivant les règles de politesse qui incite la publication de l'opinion.



## Learning Cycle

### Discovery phase

#### Contexte :

Tu viens de lire un article au sujet d'une mamie qui roulait à 160km/h dans une très petite voiture en France. Elle a été poursuivie par les gendarmes (la police nationale de la France) pour l'arrêter.

Questions à investiguer pour déterminer la compréhension du scénario parmi les élèves :

- Est-ce que tu trouves que cette histoire est réelle ou fictive?
- Est-ce qu'il y a un âge où on devrait retirer le permis de conduire?
- Comment penses-tu que les médias canadiens aborderaient un tel sujet?

Écouter les élèves afin de déterminer la façon dont ils expriment leurs opinions.

Déterminer s'ils emploient des stratégies de justification.

### Precision phase

#### OBSERVATION

- L'enseignant observe que les élèves n'emploient pas d'expressions pour exprimer et justifier leurs opinions.

#### MINI-LEÇONS

- L'enseignant montre aux élèves des vidéos dans lesquelles des expressions d'opinions et des justifications sont présentées.
- Suivant ce modèle, les élèves expriment leurs opinions sur les vidéos présentées et ils discutent en dyades afin de pratiquer la justification des opinions.
- Encourager la classe à lire plusieurs articles et à partager leurs opinions avec la classe à l'oral en valorisant la précision et l'amélioration de leur message.

#### CONVERSATION

- L'enseignant souligne l'importance de varier les expressions d'opinion.
- L'enseignant renforce que la précision du vocabulaire a une grande incidence sur le message selon l'objectif de la communication.

### Application Phase

Présenter un scénario actionnel aux élèves pour qu'ils écrivent leur réaction à l'article déclencheur.

« Vous venez de lire un article que vous vous questionnez sur l'authenticité du message. Vous prenez la décision d'écrire une lettre au rédacteur en chef du journal quotidien de votre ville en lui questionnant sur la décision d'avoir publié un tel article. Vous lui présentez les points que vous questionnez ainsi que votre réaction au sujet. »

# Learning Cycle Sample : Interdisciplinaire et intégré

**Cycle:** « Les voix non-représentées »

**Objectif :** Reconnaître les voix qui dominent et celles qui ne se trouvent pas dans les textes authentiques utilisées dans la classe d'histoire.

**Actes de paroles :**

- S'informer sur les personnes; décrire et caractériser des personnes; décrire les relations entre des personnes (**CECR A2**)
- Décrire les relations entre des personnes, le portrait d'une personne (**CECR B1**)

Programme	French Immersion/ Extended French	History Grade 7
Attentes du programme-cadre	C1: Reading Comprehension	A2 : Inquiry use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS: Historical Thinking - Historical Perspective)
Contenus d'apprentissage	C1.1 Using reading comprehension strategies C1.2 Reading for meaning C1.5 Responding to and Evaluating Media Text	A2.2 Gather and organize information from a variety of primary and secondary sources A2.5 Evaluate evidence and draw conclusions about perspectives

**Critères d'évaluation : l'élève peut ...**

- employer les concepts de la pensée historique afin de déterminer quelles sont les voix non-représentées.
- identifier et employer les stratégies de lecture avant, pendant et après la lecture.
- poser des questions ouvertes et variées pour répondre aux « Sample Questions\* » et « Framing Questions\* » du programme cadre: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2018).

## Learning Cycle

### Discovery phase

L'enseignant présente plusieurs extraits authentiques aux élèves (ex. manuels scolaires, sites Web, etc.).

Afin de déterminer la compréhension de ces textes, l'enseignant pose des questions d'enquête aux élèves :

- Quelles sont les voix représentées?
- Remarquez-vous qui n'a pas la voix?

L'enseignant peut se référer au programme cadre de l'Ontario : Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2018) et adapter les questions suivantes :

#### \*Framing Questions (pp. 144-145) :

- Why might different people view the same event in different ways?
- Why is it important to consider various perspectives when analysing events or issues?

#### \*Sample Questions (pp. 147-148):

- "Why would the diaries and letters of expelled Acadians be a good source on their experiences and perspectives? What other sources could you consult to investigate the perspectives of other groups on the expulsion?"
- "What do these paintings reveal about the subject? About the perspective of the artist? Given the information you have found in your other sources, do you think the depiction in this painting is accurate?"
- "What did you find out about how different individuals and groups in Quebec viewed the shift in power to Britain?" "What have you learned from looking at this event from different perspectives? Do you think all the perspectives are equally valid? Why or why not?"

### Precision phase 1

- L'enseignant observe que les élèves ont de la difficulté à comprendre le passé simple dans les documents authentiques. Ceci nuit leur capacité de bien comprendre le texte.

#### MINI-LEÇONS

- L'enseignant demande aux élèves de travailler en pairs afin de dégager les idées principales et de surligner les verbes qui leur posent des problèmes de compréhension.
- En triades, les élèves essaient de déterminer le sens des verbes au passé simples sans utiliser un soutien.
- Les élèves décodent d'une façon inductive que si on enlève la terminaison du verbe, on peut trouver un participe passé du passé composé.
- L'enseignant fournit un passage à trou ou les élèves ajoutent le passé composé pour créer un sens au message.

#### CONVERSATION

- L'enseignant circule pour déterminer comment bien les élèves ont pu reconnaître leurs problèmes de compréhension et qu'ils savaient quoi faire s'ils n'ont pas compris le message. L'enseignant est en mesure de déterminer les prochaines étapes si les élèves peuvent contribuer à une discussion des voix non-représentées.

## Application Phase 1

Présenter un scénario actionnel aux élèves :

**En examinant des textes authentiques de notre classe d'histoire, nous remarquons qu'il manque la voix de certains groupes. Nous prenons la décision de communiquer avec le conservateur du Musée canadien de l'histoire afin de demander accès aux artefacts authentiques qui montrent des points de vue non représentés.**

Pour compléter cette tâche – l'enseignant guide les élèves vers les critères suivants afin de s'assurer qu'ils comprennent l'importance des compétences communicatives :

Considération : Enseignant	Critères pour les élèves
Compétence pragmatique	<ul style="list-style-type: none"> <li>• Connaître les conventions d'une lettre formelle</li> </ul>
Compétence sociolinguistique	<ul style="list-style-type: none"> <li>• Adapter leur registre selon le destinataire</li> </ul>
Compétence linguistique	<ul style="list-style-type: none"> <li>• Utiliser les temps de verbe appropriés pour obtenir un résultat à une demande</li> <li>• Présenter une demande claire expliquant un court délai et comment l'expédier à l'école</li> </ul>

Full Communicative Context : La classe écrit une lettre au conservateur du Musée canadien de l'histoire en utilisant la stratégie de l'écriture partagée afin d'avoir accès aux documents authentiques qui démontrent les points de vue non représentés.

## Precision Phase 2

La classe reçoit une lettre de la part du conservateur du musée, disant que leur demande n'est pas réalisable. Cependant, la classe a reçu un lien vers le centre de ressources qui peut les guider vers la bibliothèque et les archives du musée.

### OBSERVATION

L'enseignant détermine que les élèves ont besoin de revoir la stratégie de lecture employée. L'enseignant offre aux élèves de nouveau des textes authentiques avec de nouvelles voix et leur demande de poser des questions d'enquêtes. L'enseignant va déterminer :

- comment les élèves gèrent leur compréhension en employant les stratégies déjà apprises
- comment les élèves forment des questions de compréhension littérale et des questions d'inférence sur les textes offerts
- la capacité des élèves de répondre aux « Framing Questions » et aux « Sample Questions » trouvées dans la phase de découverte

### MINI-LEÇON

L'enseignant revoit les structures d'une question.

En utilisant les textes authentiques fournis par l'enseignant, les élèves créent des questions de compréhension basées sur les mots « qui, quoi, ou, quand, comment, combien, pourquoi ».

\*\*La grammaire est utilisée au service de l'attente de *History A2 : Inquiry*

### CONVERSATION

Lors des interactions entre l'enseignant et les élèves, l'enseignant détermine si les questions les ont aidés à trouver les points de vue exprimés dans les documents.

## Application Phase 2

Ayant complété les mini-leçons de ce cycle, les élèves sont prêts à présenter en triades les points de vue représentés dans les textes authentiques ainsi que les voix non représentées. Ils expliquent comment les concepts de la pensée historique les ont aidés à évaluer les perspectives historiques.

# Considerations for Teaching Grammar within an Action-oriented Approach:

- Remember that modeling of correct structures, rehearsed practice and spontaneous communication opportunities in French are all important to reinforce high-frequency expressions and structures. The goal is for high frequency language to become part of unconscious, automatic thought patterns in both productive and receptive language use.
- When noticing and teaching grammatical structures, use as much authentic communication as possible, such as texts and excerpts of messages that had a real purpose and audience. Although it is very tempting to break down language into sentences, then into words, then into endings, in order to highlight grammatical patterns and structures more easily, too much of this approach risks the separation of meaning and structure in learners' brains. Grammatical structures in isolation serve no communicative purpose. Teaching grammar at the discourse level (i.e. keeping grammar expectations connected to the quality of a message and the goal of an action-oriented task) makes it more likely that learners will be able to access and apply the grammatical concept in future communications.
- Open-ended communication (providing choices between alternatives) provides more opportunities for student thinking and reasoning. The more connections the learner can make between meaning, structure and use of a language form, the more likely the concept will enter her long-term memory. Authentic communication rarely has only one "right" structure. Consider authentic communications as opportunities to ask questions and notice connections between meaning, use and structure.
- Consider a balance between deductive and inductive logic. Deductive (rule-based) logic is helpful in the context of mini-lessons to isolate a common misconception, especially for more proficient FSL learners. The greater the general vocabulary and language knowledge the brain has already acquired, the more efficient rules can be to help the brain organize the information. Inductive reasoning (using context to make meaning and connect with form) is very promising for learners with less language proficiency and is more likely to lead to long-term concept attainment.
- Introduce explicit metalinguistic teaching to avoid fossilization of errors and increase accuracy. This can be accomplished through reflection, analysis or comparison (e.g. reflecting on communicative intent vs. results; comparing first-language and second language; generalizing from one communicative situation to another). Note that reflection on language structure remains anchored in the communicative purpose (e.g., coherence of message, goal of interaction, completion of transaction, response to a need) and that there are multiple ways to construct effective communication.

# Appendix A: Instructional strategies

Participants from a collaborative inquiry share their experience in the application of these practices. The following table highlights how these strategies were adapted by Ontario teachers to support learning grammar in context.

Instructional strategy	Teacher reflection
<p><b>Think-Pair-Share (penser – jumeler – partager):</b> <i>An instructional strategy in which students individually consider and issue/problem (in this case through concept attainment) and then discuss their ideas with a partner. (beginning to create context)</i></p> <p>The teacher provided the students with a variety of excerpts of text which necessitate an opinion statement. These excerpts represent a variety of text forms and registers. The students are provided with cards with a variety of opinion statements written on them and a variety of text forms in with a blank representing where the opinion statement would be included.</p> <p>Once the students feel that they have placed all the opinion statements in the correct excerpt so the message and register aligns, they meet with a partner to share their understanding and discuss the reason of their choice.</p>	<p>« J’ai créé un ensemble de cartes roses indiquant les énoncés d’opinion puis des cartes bleues avec les extraits de textes. En équipe de deux, chaque élève garde entre les mains une carte rose et il écoute son partenaire lire à haute voix ce qui est écrit sur la carte bleue.</p> <p>Ils discutent du choix, puis on donne 1 point pour une bonne réponse et 2 points à celui qui peut la justifier selon l’exemple.</p> <p>Cette activité est très engageante, mais surtout à force de répéter la compétence linguistique. »</p>
<p><b>Cloze passage</b> <i>a passage of text with some words omitted. Students complete cloze passages to demonstrate comprehension, knowledge of the subject matter, and proficiency with specific items of grammar, vocabulary, or spelling. (beginning to create context)</i></p> <p>The teacher provides a copy of the text read aloud to the students. Based on the observations of the linguistic developmental need, the teacher removes these elements from the sample text and has the students construct meaning based on what they have heard. The teacher will place the students in pairs to compare their work and then solicit responses from the class as a whole. The students will correct their responses based on corrections provided by the teacher.</p>	<p>« Au lieu de remplir les tirets avec la bonne forme du verbe au subjonctif ou à l’indicatif selon le contexte, on avait demandé aux élèves de compléter les phrases d’une façon logique en utilisant le vocabulaire étudié.</p> <p>P. ex. : Pour être plus écolo, il est essentiel que...</p> <p>Pour résoudre le réchauffement climatique, je crois que notre gouvernement...</p> <p>Répondez à l’invitation de ton ami(e). Vous aimeriez y aller mais vous ne pouvez pas parce que vous avez beaucoup à faire. Utilisez le subjonctif pour parler de vos obligations. »</p> <p><b>Cet exemple montre l’évolution du « début de la création d’un contexte » à un « contexte plus approfondi ».</b></p>

**Guided Writing/Écriture Modelée:** *A demonstration by the teacher of how to perform a task or use a strategy. Students copy the teacher in order to learn the modelled processes and skills. Modelling may include thinking aloud, to help students become aware of the processes and skills involved. (beginning to create context)*

The teacher joins the students at one of the four stations and asks them prompting questions regarding the intended focus. The teacher, without providing answers, draws attention to certain elements within the text to support their understanding.

By providing a further example (see teacher voice), the teacher is able to target the misconception of the student, in a context that might be better understood.

« J'ai continué à faire beaucoup de travail à l'oral et j'ai essayé de parler de mes propres expériences, en employant le vocabulaire et les verbes appropriés. Je voulais que les élèves continuent d'entendre de bons exemples. »

**Learning Portfolio :** *a document in which students reflect on their learning, on the strategies and skills that helped them in particular situations. Students will curate a collection of self-selected examples of work to demonstrate the efforts, progress and aspects of descriptive feedback given over time. (Full communicative context)*

The teacher provides a structure where students can journal their progress in the context of the descriptive feedback received on different linguistic developmental needs. Each learning portfolio will reflect the individual needs, goals and next steps of the student.

The approach of having students curate their own correction and logging it into a learning portfolio within the context of a task completed, affords the student the ability to see how the linguistic competence can be transferred to new contexts.

« Au fur et à mesure que leur connaissance augmentait, j'ai commencé à simplement signaler l'erreur avec un fluo, avec peut-être une idée du genre d'erreur. J'ai dû accorder du temps pour la révision et j'ai dû les motiver (quel était le lien avec leur performance en communication). De plus, ils avaient un livret où ils pouvaient garder des traces de leurs progrès. J'ai fait des entrevues individuelles où ils m'ont montré leurs corrections et leur journal de rétroaction descriptive. Ils m'ont montré leurs progrès et ils ont évalué leurs forces et faiblesses comme écrivains, ainsi que les prochaines étapes pour continuer à progresser. Maintenant, ils se préparent pour leur examen et je leur ai dit que c'est en regardant leurs textes et la rétroaction qu'ils pourront étudier. »

**mentor text/ un texte référence :** *High-quality, well-written texts that can be used by teachers to introduce students to a strategy, literacy device, and/or text feature. Students can refer to mentor texts when they need to remember how to apply or to recall a literacy device or text feature. Any text form can be a mentor text, as long as it is well crafted and meets the intended learning goals. (Deeper context)*

The teacher can also adapt the approach of using authentic mentor texts to include one that is written in their voice. This approach through gradual release of responsibility will provide the appropriate support that students may require as they move from demonstration, shared demonstration, guided practice and independent practice.

« Avec mes élèves, on a regardé plusieurs modèles ensemble. Je leur ai même écrit un exemple et je le leur ai donné pour en retirer la règle (convention linguistique). Une fois la règle comprise, on continuait avec la rédaction de la production écrite. »



**Dictogloss:** *An activity in which a short text is read aloud at a normal speed to students. The students take down the key words/ideas and then attempt to reconstruct the passage from their general understanding of the gist of the text and from their notes. The task of reconstructing the text in their own words requires students to focus consciously on their knowledge of the content and the relationship between ideas and words. The activity also involves small-group interaction wherein students pool their key words and understanding of grammatical concepts to complete the task. (Deeper context)*

The teacher noticed that his students had a difficult time understanding the sequence of events due to a confusion of the past tense and the need for the future tense in a response.

The teacher chooses a similar text of a recorded message. Students are placed in groups of three. The teacher reads the text slowly while the students jot down their understanding. In triads, the students reconstruct the message heard onto a chart paper and post it on the wall. The students complete a gallery-walk to read what their classmates have constructed and decide which one closely resembles the model provided by the teacher. The teacher re-reads the text and the class confirms their understanding.

The teacher now has multiple versions of student collaborative work to assess what linguistic development is necessary.

« ... j'ai donné à la classe une histoire qui utilisait les deux temps (le passé composé et l'imparfait). Je leur ai d'abord demandé de le lire une première fois afin de le comprendre, la deuxième fois, je leur ai demandé de surligner tous les verbes au passé composé, ensuite la même étape avec une autre couleur pour l'imparfait. Nous avons ensuite discuté des suites qui se répètent et POURQUOI ils pensaient que tel verbe était choisi. ... J'ai renforcé cela avec l'utilisation de DICTOGLOSS quand je leur ai raconté une histoire sur mon moment le plus embarrassant. Pour renforcer ces concepts, les élèves ont ensuite écrit leur moment le plus embarrassant en utilisant à la fois le passé composé et l'imparfait. »

# Appendix B : Synthèse des compétences langagières : adapté du CECR 5.2 (p.86- 101)

<b>Compétences linguistiques</b>	<b>Définition</b> <ul style="list-style-type: none"> <li>• <b>Lexicale</b> (p. ex. vocabulaire)</li> <li>• <b>Grammaticale</b> (p. ex. éléments grammaticaux)</li> <li>• <b>Sémantique</b> (p. ex. sens des mots)</li> <li>• <b>Phonologique</b> (p. ex. identification et manipulation des sons, malgré l'influence de la langue maternelle)</li> <li>• <b>Orthographique</b> (p. ex. écrire de façon correcte)</li> <li>• <b>Orthoépique</b> (p. ex. l'orthographe ne nuit pas à la prononciation... je suis aller/allé)</li> </ul>	<b>L'élève peut...</b> <ul style="list-style-type: none"> <li>• utiliser le vocabulaire qu'il connaît (<b>lexicale</b>)</li> <li>• prononcer de façon correcte à partir d'un texte écrit (<b>orthoépique</b>)</li> <li>• écrire de façon correcte (<b>orthographique</b>)</li> <li>• utiliser l'imparfait de l'indicatif efficacement dans son texte (<b>grammatical</b>)</li> </ul>
<b>Compétences sociolinguistiques</b>	<b>Définition</b> <ul style="list-style-type: none"> <li>• <b>Relations sociales</b> (p. ex. formalité)</li> <li>• <b>Politesse</b> (p. ex. formes d'adresse)</li> <li>• <b>Sagesse populaire</b> (p. ex. expressions idiomatiques)</li> <li>• <b>Registres</b> (p. ex. familier, standard, formel, soutenu)</li> <li>• <b>Dialecte et accent</b> (p. ex. formes lexicales culturelles adaptées ... faire des courses / magasiner)</li> </ul>	<b>L'élève peut...</b> <ul style="list-style-type: none"> <li>• utiliser la langue dans des contextes différents selon le niveau de formalité approprié à la situation (<b>relations sociales – registres</b>)</li> <li>• utiliser : merci, bonjour et de s'il vous plaît convenablement quand il s'exprime (<b>politesse</b>)</li> <li>• utiliser/connaître des formes lexicales culturelles adaptées (ex., le parking/le stationnement) (<b>dialecte et accent</b>)</li> </ul>
<b>Compétences pragmatiques</b>	<b>Définition</b> <ul style="list-style-type: none"> <li>• Discursive (p. ex. organisation des phrases)</li> <li>• Fonctionnelle (p. ex. développer un message cohérent, exprimer un message clair)</li> </ul>	<b>L'élève peut...</b> <ul style="list-style-type: none"> <li>• ordonner des phrases en séquences pour produire un tout cohérent (<b>discursive</b>)</li> <li>• développer une argumentation dans un texte écrit (<b>fonctionnelle</b>)</li> <li>• parvenir à un consensus sur des moyens à régler un problème (<b>fonctionnelle</b>)</li> </ul>

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