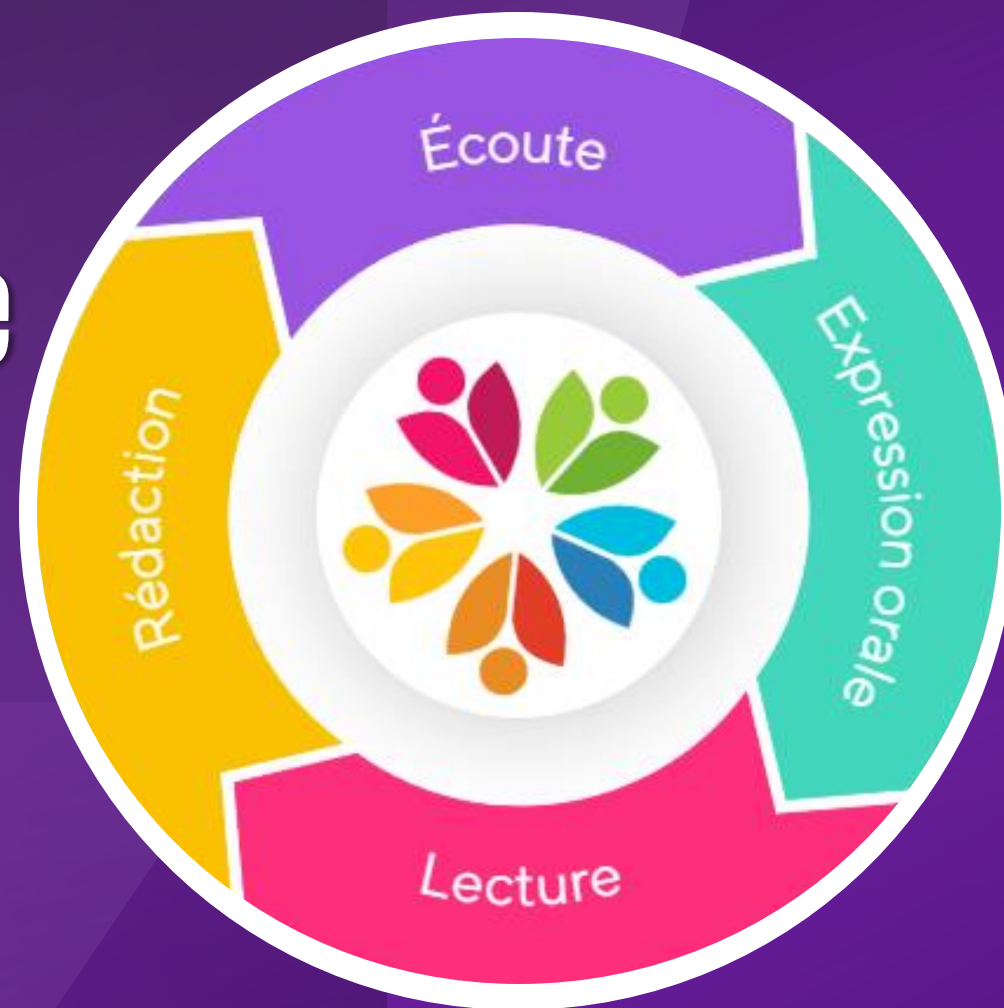


CEFR, the Literacy Cycle and the importance of oral communication



Core French: CEFR inspired practices

FSL Virtual Learning Series #3

Land Acknowledgement

The Region of Durham exists on lands that the Michi Saagiig Anishinaabeg inhabited for thousands of years prior to European colonization. These lands are the traditional and treaty territories of the Nations covered under the Williams Treaties, including the Mississaugas of Scugog Island First Nation, Alderville First Nation, Hiawatha First Nation, Curve Lake First Nation, and the Chippewa Nations of Georgina Island, Beausoleil and Rama.

We honour, recognize, and respect Indigenous Peoples as rights holders and stewards of the lands and waters on which we have the privilege to live. In our efforts towards reconciliation, we continue to build and strengthen relationships with First Nations, as well as the large Métis communities and growing Inuit communities here in Durham. We commit to learning from Indigenous values and knowledge, building opportunities for collaboration, and recognizing that we are all connected.



Christina Demaray

French Facilitator, Durham District School Board

Teacher Experience

- 20 years teaching
- Core French & French Immersion
- Canadian & International experience
- Lead Teacher writer for Inclusive Gr.9 writing team

Curriculum Leadership

- FSL AQ writer & Instructor
- Teacher Writer for TVO
- DELF Formatrice
- ANL Level 1 Certified



Vision and Goals for French as a Second Language – Core, Extended, and Immersion, Grades 1 to 12

Vision

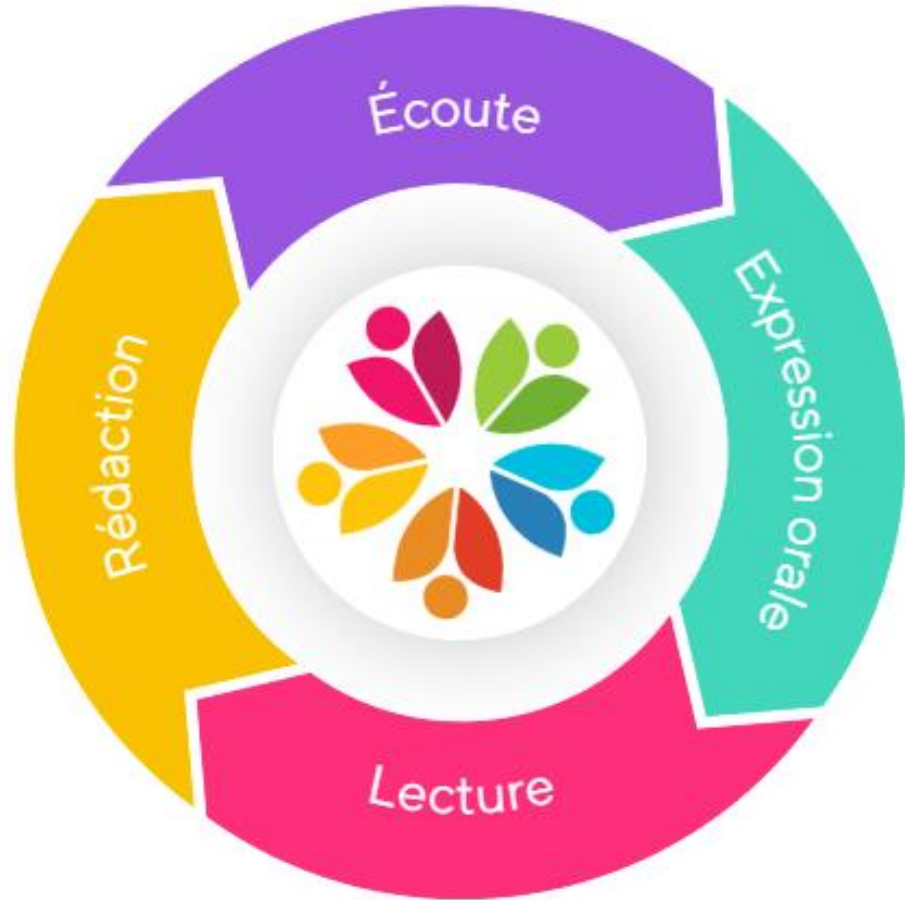
Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

Vision and Goals for French as a Second Language Curriculum

What is the most
important word for a
language learner ?



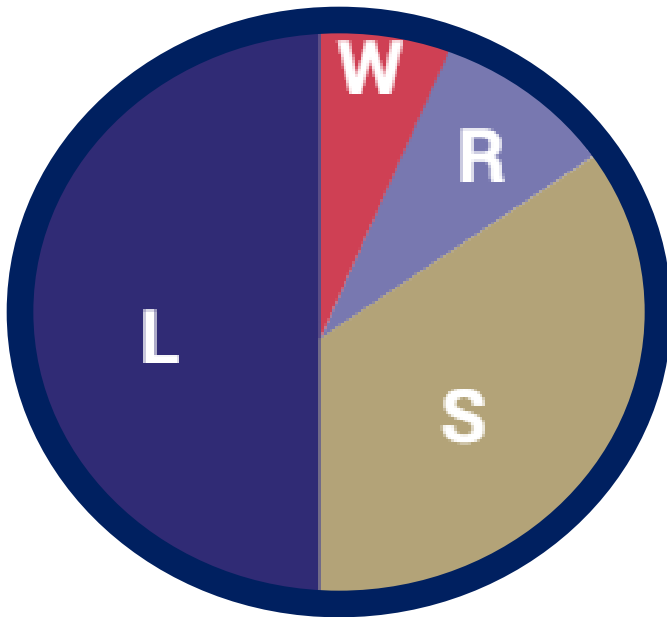
Language Learning Cycle



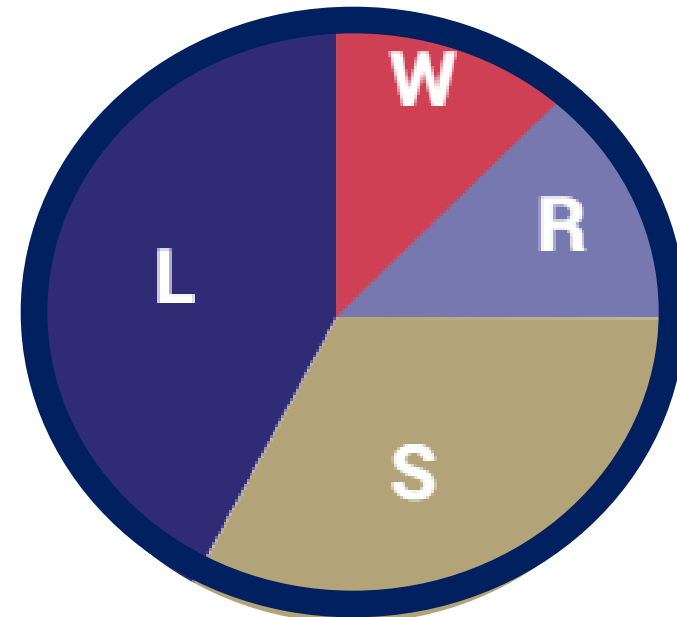
If students **hear** it, they can **say** it. If students can say it, they can **read** it. And if students can read it, they can **write** it.

The place of oral communication in FSL

A1.1 – A1



A2 – B2



The **2019** Ontario study: *Grammar in Action*. This report is available on the Transforming FSL website.
www.transformingfsl.ca

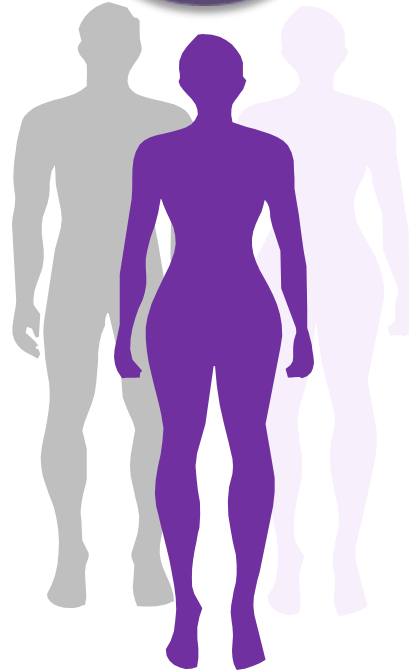
Listening and speaking skills are the springboards to reading and writing.

IMPLICIT

Unconscious

Emotions

Intuitions

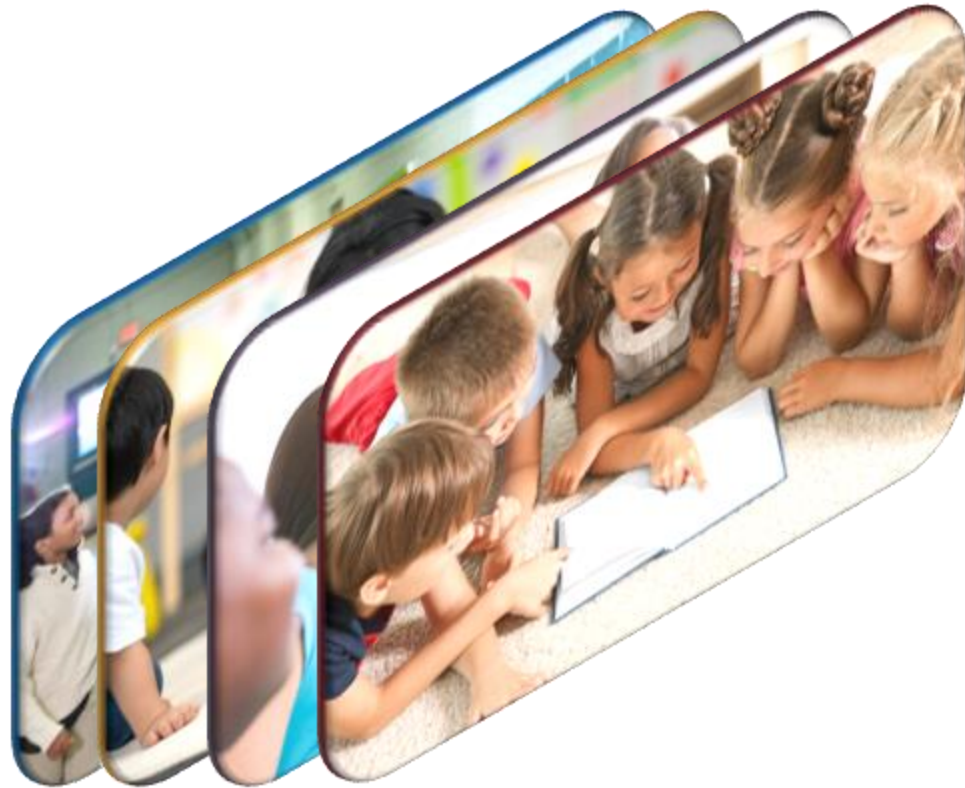


EXPLICIT

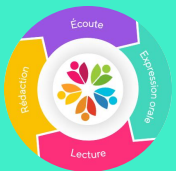
Reasoning

Formalizing

Rational



What is the connection between **ORAL** **COMMUNICATION** and **READING** ?



What is the connection between **ORAL COMMUNICATION** and **READING** ?



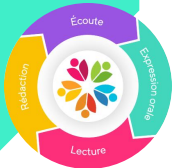
Students with a better command of oral language find it easier to learn to read.



What is the connection between **ORAL COMMUNICATION** and **READING** ?



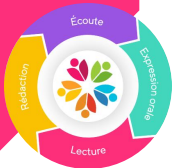
Students who have difficulty listening and speaking tend to have difficulty learning to read and write.



What is the connection between **ORAL COMMUNICATION** and **READING** ?



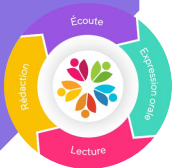
Explicit, systematic teaching of oral language skills would therefore help improve reading skills.



What is the connection between **ORAL COMMUNICATION** and **READING** ?

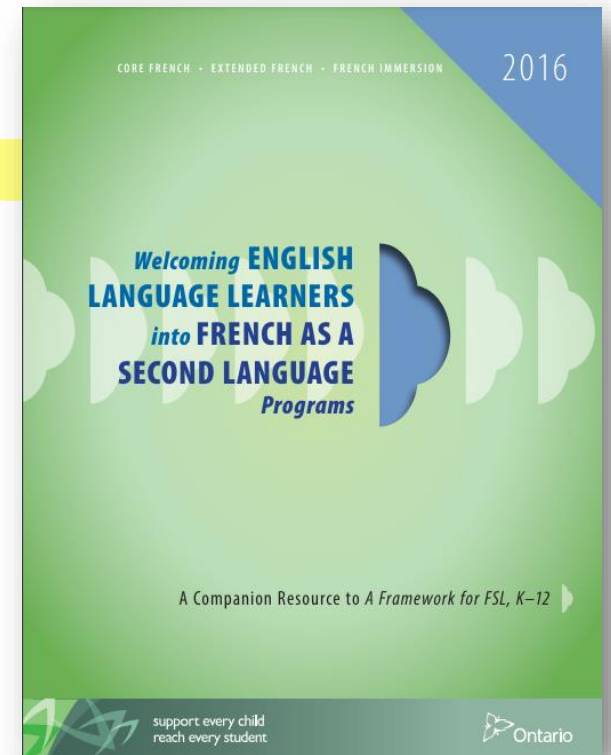


Overall language skills are a better indicator of a child's ability to read in the future.



Focusing on Oral Language and Vocabulary Development

Numerous studies on second language learning emphasize that oral skills – both speaking and listening – are the gateway to reading and writing. It is essential that teachers of FSL continue to model and use French as the language of instruction, but they must also recognize that English language learners who enter programs later than their peers will benefit from additional supports



Ontario Ministry of Education. (2016) *Welcoming English language learners into French as a second language programs*

Planning for an Oral Communication Focused Classroom

KEY QUESTIONS

- What is/are the **The Ontario Curriculum Expectations**?
- What are the **Learning Objectives (CEFR Descriptors)** ?
- What is an **authentic communicative** task students can complete ?.
- What communication **skills** do my students need to be able to achieve this ?



The Ontario Curriculum Expectations

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<i>The student can:</i>	<i>The student can:</i>	<i>The student can:</i>	<i>The student can:</i>	<i>The student can:</i>
B2.2 Speaking to Interact	engage in brief, structured spoken interactions, using familiar words and expressions , with teacher modelling and support	engage in brief, structured spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support	engage in guided spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support	engage in a variety of guided spoken interactions with their peers and the teacher, using familiar sentence structures and expressions, with teacher modelling and support as appropriate	exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest , with teacher modelling and support as appropriate

Descripteurs du CECR Recherchable

<https://www.coe.int/fr/web/common-european-framework-reference-languages/cefr-descriptors>



The screenshot shows the website for the Common European Framework of Reference for Languages (CEFR). The header includes the Council of Europe logo and the title 'Cadre européen commun de référence pour les langues (CECR)'. A navigation menu contains links for 'Accueil', 'Actualités et événements', 'Le cadre', 'Les concepts clés', 'Les descripteurs', 'Idées de mise en œuvre', and 'Ressources'. The main content area is titled 'Descripteurs du CECR' and includes social media icons for X, Facebook, LinkedIn, and Email. The text explains that the CEFR levels are defined in a structured set of illustrative descriptors and that the descriptors were developed and extended in an international project. A 'Documents' section lists a document titled 'Elaborer des descripteurs pour illustrer les aspects de médiation pour le CECR' (2016) by Brian North and Enrica Piccardo. A yellow arrow points to this document. A QR code is located in the bottom right corner of the page.

Cadre européen commun de référence pour les langues (CECR)

Accueil Actualités et événements Le cadre Les concepts clés Les descripteurs Idées de mise en œuvre Ressources

Vous êtes ici : Démocratie et dignité humaine > Cadre européen commun de référence pour les langues (CECR) > Les descripteurs > Descripteurs du CECR

Descripteurs du CECR

Les niveaux communs de référence du CECR sont amplement définis dans un ensemble structuré de descripteurs illustratifs « je peux faire » pour de nombreuses catégories.

Les descripteurs d'origine, tant pour le CECR que pour le Portfolio européen des langues, s'appuient sur ceux développés dans le cadre d'un projet de recherche national suisse ainsi que sur les spécifications de « niveaux seuils » développées par le Conseil de l'Europe.

Les descripteurs ont été développés et étendus dans le cadre d'un projet international à grande échelle qui a abouti à la publication du *Volume complémentaire du CECR* (en anglais) en 2020 - version française à suivre en 2021.

Documents

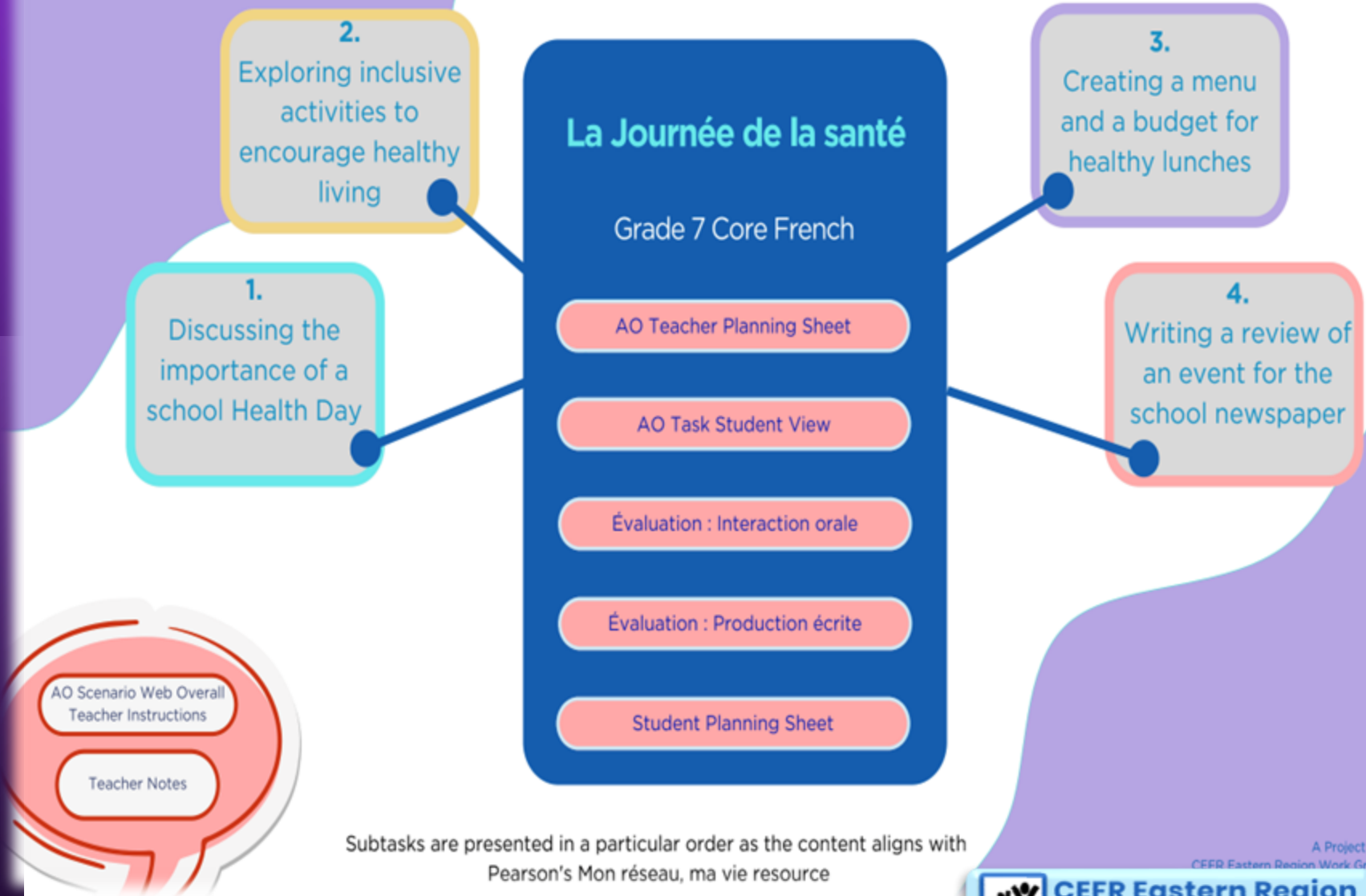
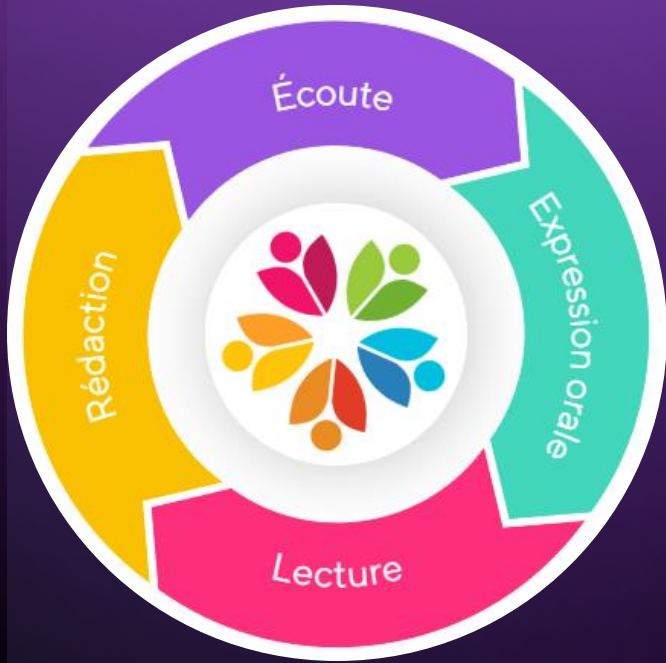
[Elaborer des descripteurs pour illustrer les aspects de médiation pour le CECR](#) (2016 : Brian North, Enrica Piccardo)

- ▶ [Descripteurs du CECR \(Recherchable\)](#)
- ▶ [L'échelle globale du CECR](#) (et traductions officielles)
- ▶ [Grilles d'auto-évaluation](#) (et traductions officielles)



Action-oriented task

L'ALIMENTATION SAINE



Subtasks are presented in a particular order as the content aligns with Pearson's Mon réseau, ma vie resource

Introducing structures in authentic communication



**Teacher models a question
& answer structure in
front of the class.**





Introducing structures in authentic communication



**Teacher models a question
& answer structure in
front of the class.**

- Use images or visuals as support
- Use a consistent model
- Questions should be authentic
- Give a model for a reply

Introducing structures in authentic communication



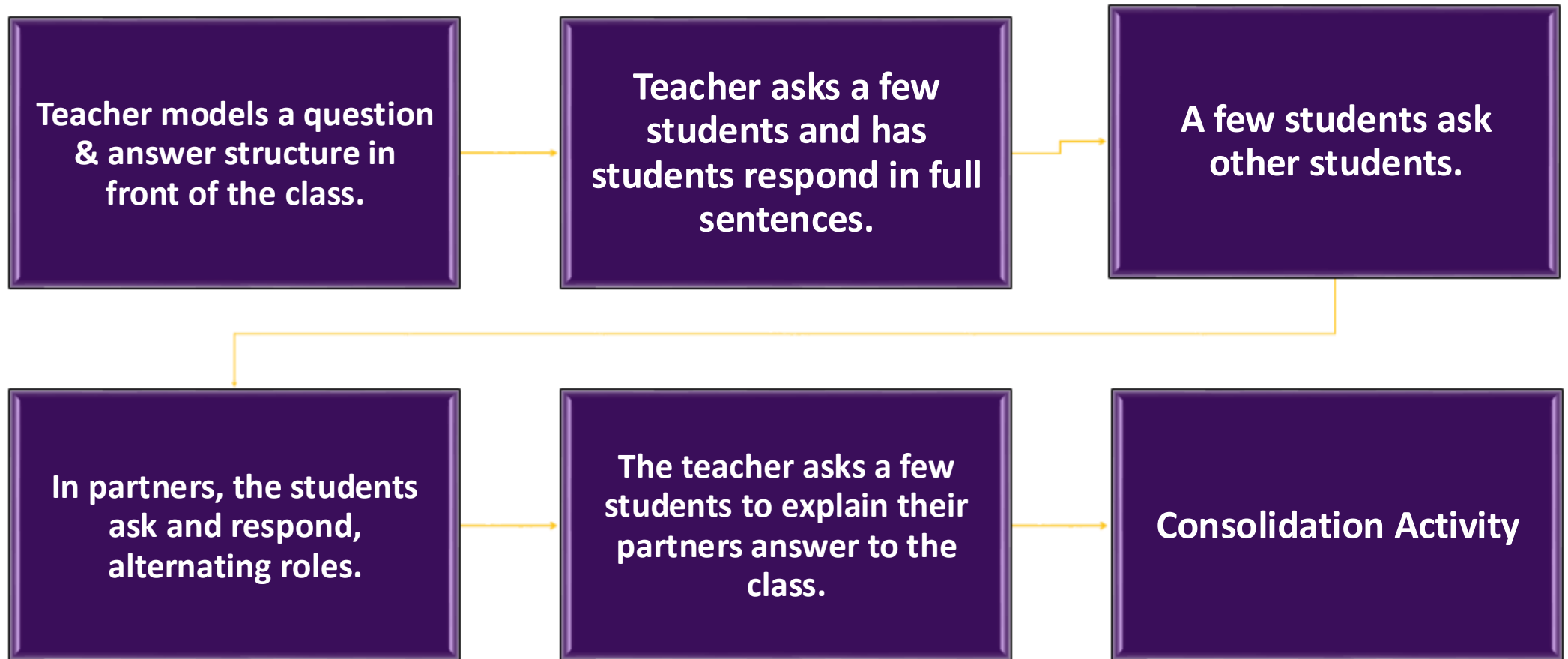
**Teacher models a question
& answer structure in
front of the class.**

**Teacher asks a few
students and has
students respond in full
sentences.**





Introducing structures in authentic communication



Netten, J., & Germain, C. (2012). A new paradigm for the learning of a second or foreign language: The neurolinguistic approach. *Neuroeducation*, 1(1), 85-114. https://static1.squarespace.com/static/588f9e13e6f2e1fa1d514fe7/t/5a2564b7e2c4830aaacbdba8c/1512400056323/001-001-004_Netten_FINAL_DOI.pdf

Consolidation : Anchor Chart

Qu'est-ce qu'on aime manger ?

J'aime **e** manger des pommes.

Tu aime**s** manger de la salade.

Il aime **e** manger des pâtes.

Elle aime **e** manger des sushis.

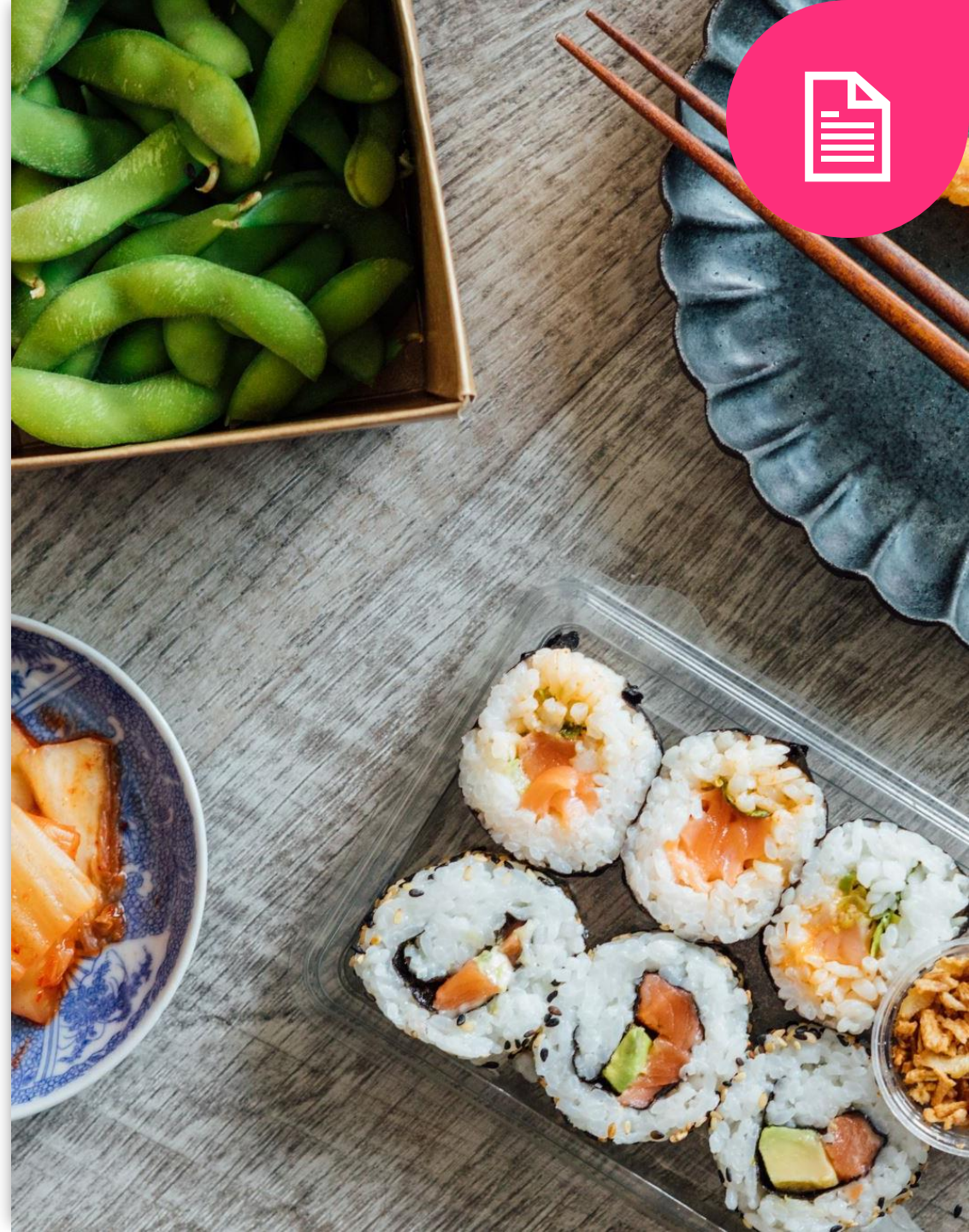
lel aime **e** manger de la salade.

Nous aime**ons** manger des pommes.

Vous aime**ez** manger du riz.

Ils aime**ent** manger du steak.

Lecture





Reading : pre-reading phase

Combien de syllabes y a-t-il dans le mot
alimentation ?

a ▪ li ▪ men ▪ ta ▪ tion



Lecture

Reading - L'ALIMENTATION SAINNE

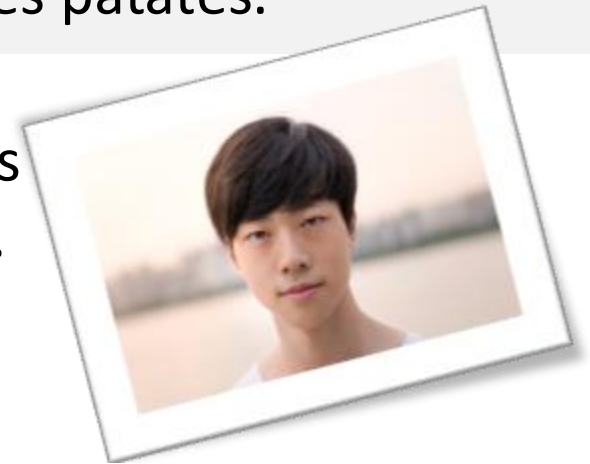


Qu'est-ce que tu aimes manger ? J'aime manger des pommes et j'aime manger de la salade. Je n'aime pas manger des pâtes. Je n'aime pas manger des sushis.



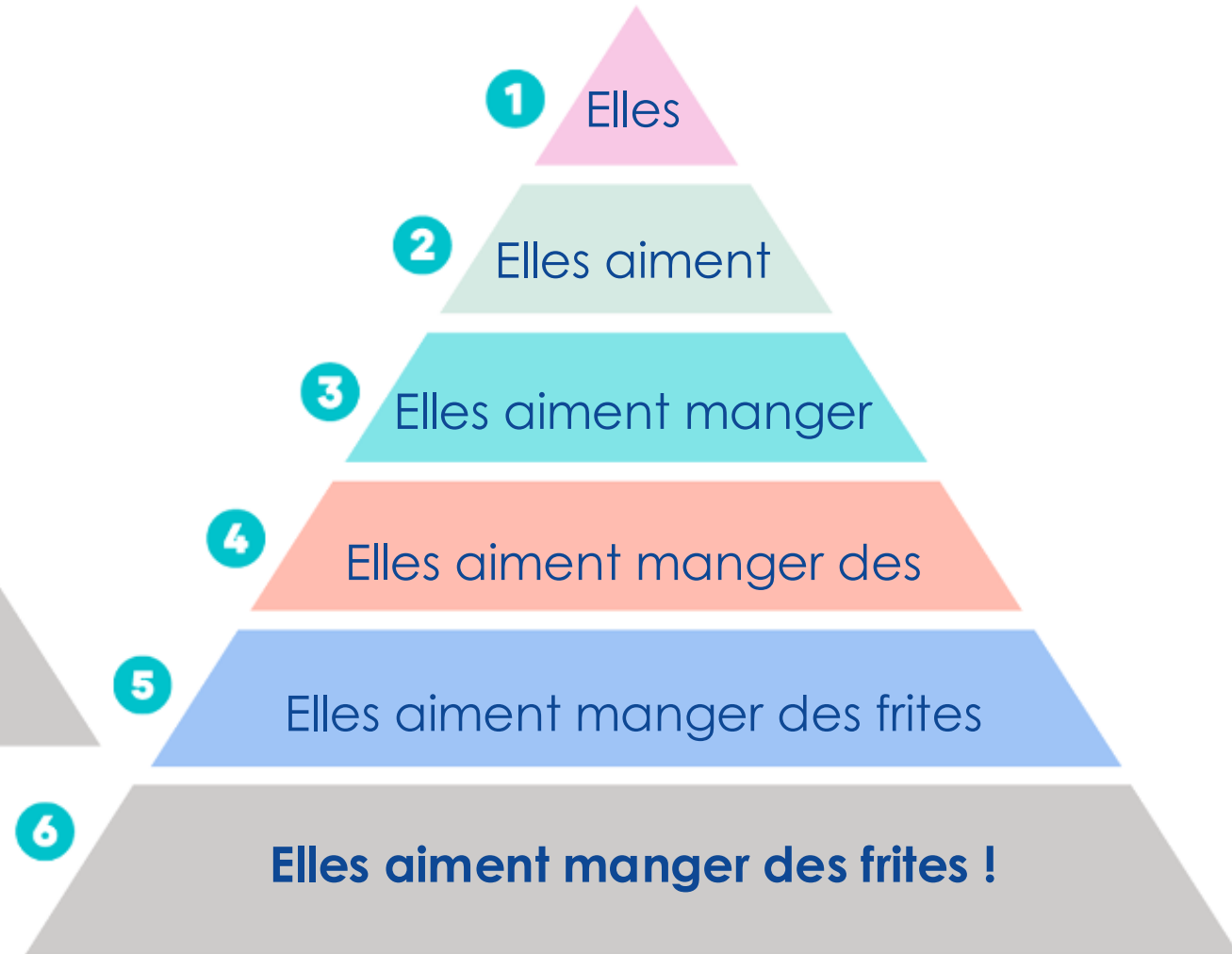
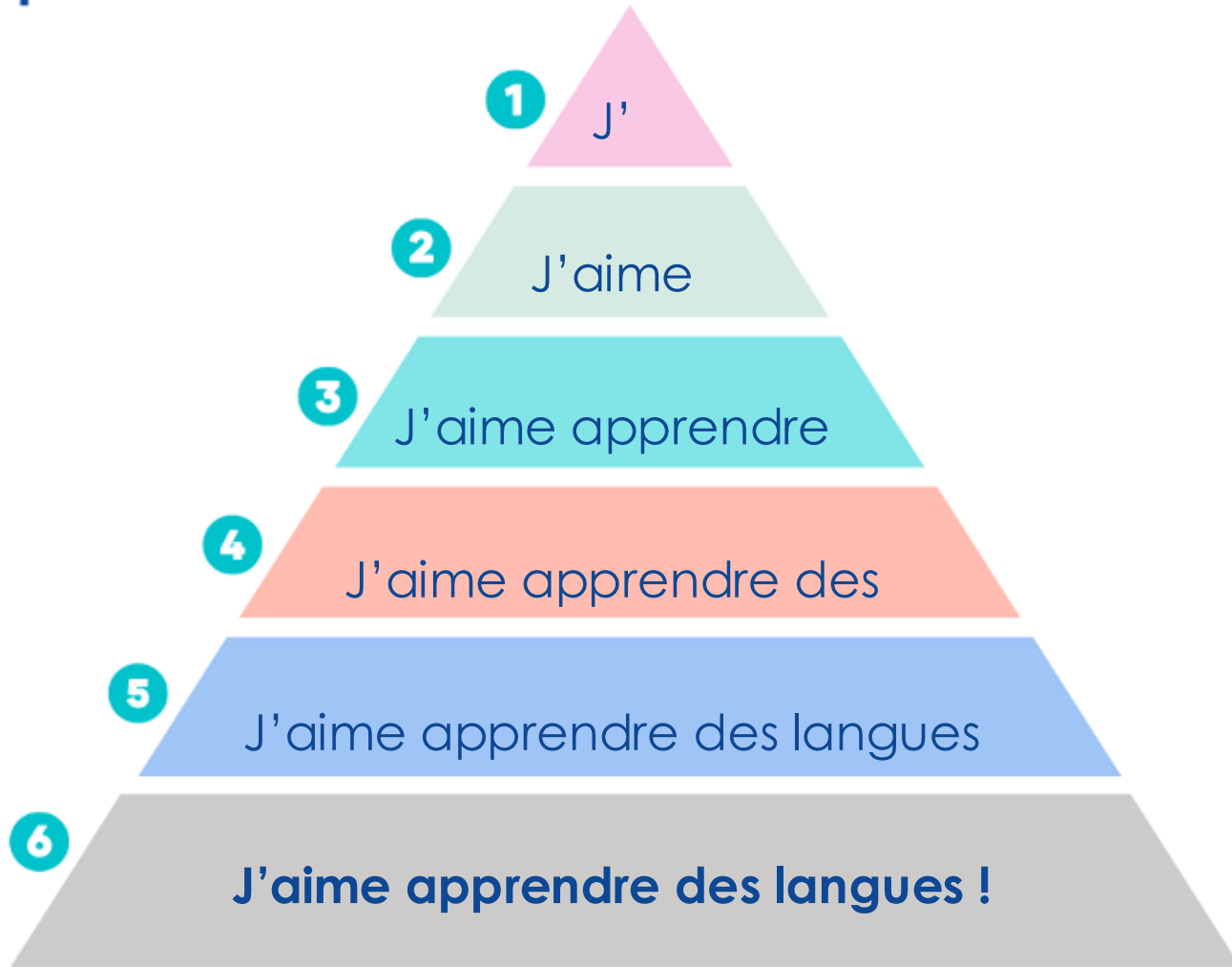
Qu'est-ce qu'elles aiment manger ? Elles aiment manger des frites et elles aiment manger des sushis. Elles n'aiment pas manger des pommes. Elles n'aiment pas manger des patates.

Qu'est-ce qu'il aime manger ? Il aime manger des pâtes à la carbonara et il aime manger des falafels. Il n'aime pas manger du riz. Il n'aime pas manger des sushis.



phrases à 5 mots

Compétence ciblée: XXX



The influence of Oral Communication on Writing



Ma père s'appelle Paul et il est 75 ans. Il était né à Terre neuve et a déménager a Toronto en 1950, où il a rencontré mon mère. J'ai un frère et deux sœur. Pendant cinq ans, nous avons vivre dans une petit maison. Puis, il y avait trois ans, mes parent on décidé de changer de vit et nous a dit que nous allons déménager. J'était nerveuse parce que je ne voulait pas quitter mes amis. Les premiers jours dans mon nouveau maison était dificile.



The influence of Oral Communication on Writing



Ma père s'appelle Robert et il est 50 ans. Il était né à Terre neuve et a déménager a Toronto en 1980, où il a rencontré mon mère. J'ai un frère et deux sœur. Pendant cinq ans, nous avons vivre dans une petit maison. Puis, il y avait trois ans, mes parent on décidé de changer de vit et nous a dit que nous allons déménager. J'était nerveuse parce que je ne voulait pas quitter mes amis. Les premiers jours dans mon nouveau maison était dificile.





Boucle de la littératie

Si l'élève l'**entend**, il peut la **parler**. Si l'élève peut la parler, il peut la **lire**. Et si l'élève peut la lire, il peut l'**écrire**.

References

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Netten, J., & Germain, C. (2012). A new paradigm for the learning of a second or foreign language: The neurolinguistic approach. *Neuroeducation*, 1(1), 85-114. https://static1.squarespace.com/static/588f9e13e6f2e1fa1d514fe7/t/5a2564b7e2c4830aaacbda8c/1512400056323/001-001-004_Netten_FINAL_DOI.pdf

Ontario Ministry of Education. (2014). Le curriculum de l'Ontario, de la 9e à la 12e année FRANÇAIS LANGUE SECONDE. <https://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

Ontario Ministry of Education. (2016) Welcoming English language learners into French as a second language programs