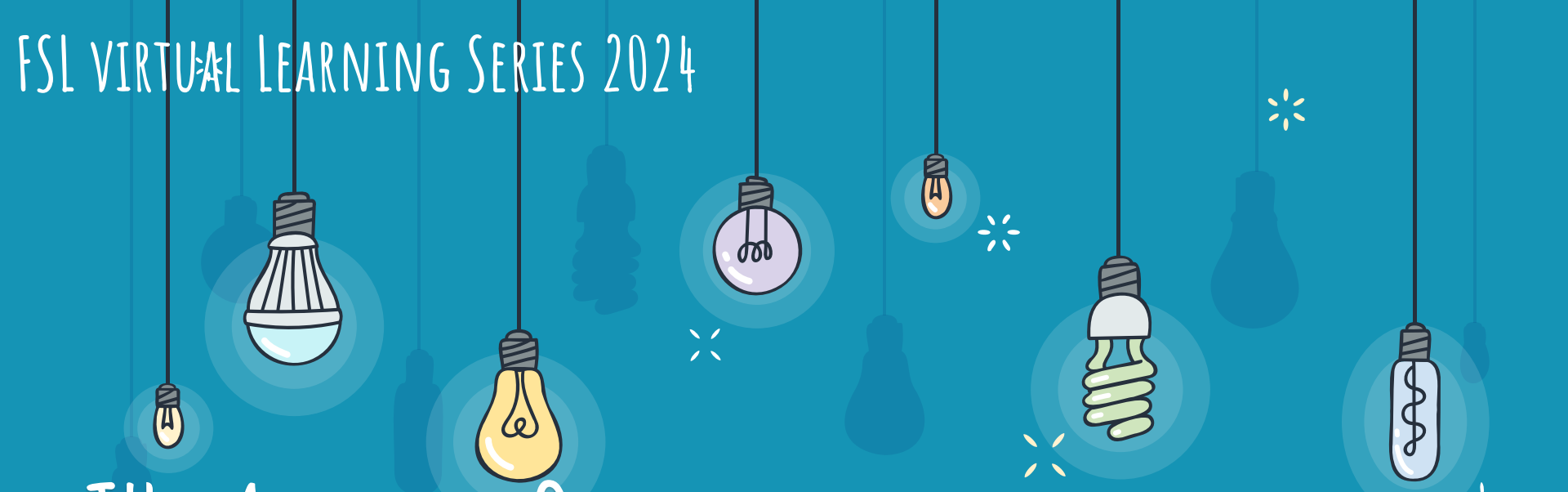
FSL virtual Learning Series 2024



The Action-Oriented tasks to promote Oral interaction in the FSL classroom

Presented by: Nancy Louis, OCT
District FSL Facilitator Grades 1-12 SCDSB

Nous reconnaissons que nous sommes situés sur la terre traditionnelle du peuple Anishinaabeg . Les Anishinaabeg incluent les nations Ojibwe, Odawa et Pottawatomi, connue sous le nom de Confédération des Trois Feux. Nous reconnaissons la présence durable des peuples des Premières Nations, des Métis et des Inuits sur cette terre et nous sommes dévoués à avancer dans l'esprit de la réconciliation et du respect.

Nancy Louis, OCT
B.A. Language & Translation; B.Ed;
M.Ed candidate in Second Language Education
District FSL Facilitator Grades1-12
Simcoe County District School Board

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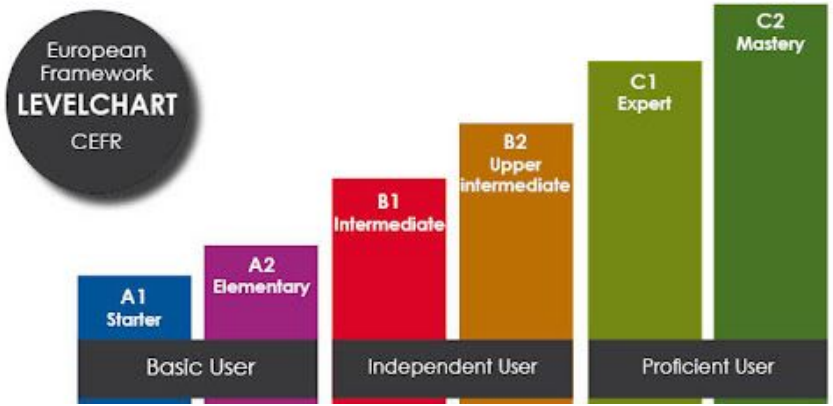
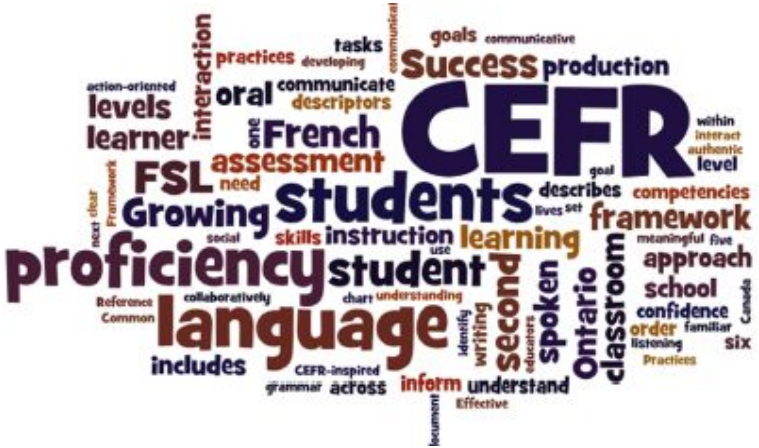
What is the CEFR?

The Common European Framework of Reference - The CEFR

The CEFR is a research-based framework created by the Council of Europe to have an international common description of second-language proficiency.



The CEFR is a tool that describes the competences needed by second-language learners in order to be able to communicate effectively in four areas: speaking, listening, reading, and writing.



What might it look like in the FSL Classroom?

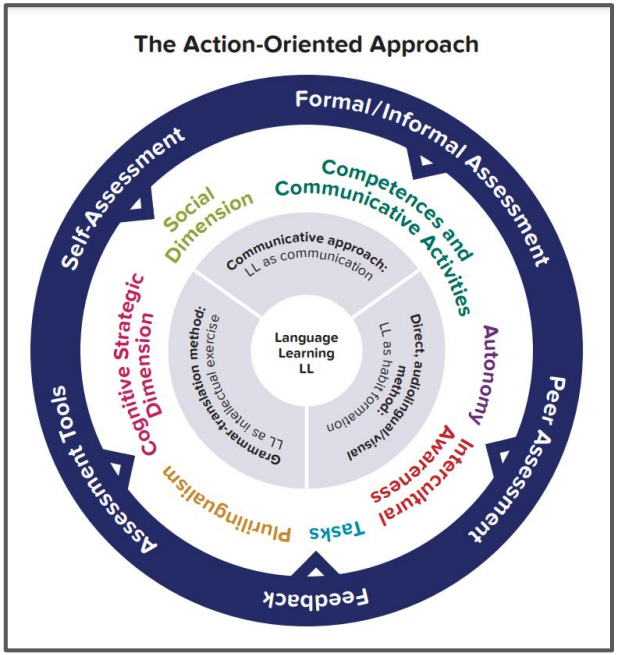
1. En français SVP
2. Grammar in Context
3. Action-Oriented Approach

2 The Action-Oriented Approach

The Action Oriented Approach

The Action-Oriented Approach to language acquisition views communication as a social activity designed to accomplish specific tasks.

The CEFR emphasizes active language use that develops five language skills – spoken production, spoken interaction, listening, reading, and writing



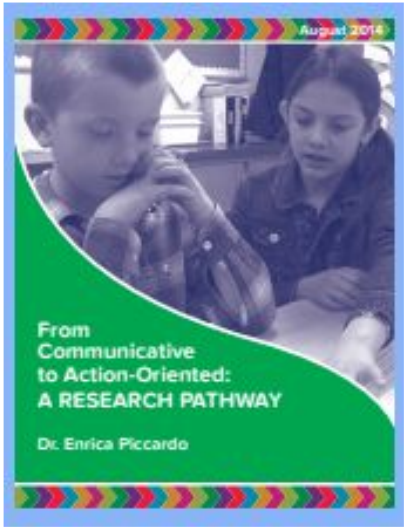
The Action Oriented Approach

"The approach adopted here views users and learners of a language primarily as 'social agents,' i.e. members of society who have tasks to accomplish in a given set of circumstances, in a specific environment and within a particular field of action.

We speak of 'tasks' in so far as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result. The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent."

(CEFR, p. 9)

From Communicative to ..... Action-Oriented



The Action-Oriented Tasks

In the action-oriented approach, the learner must be aware of the goal and the nature of the task that he or she must accomplish.
The learner must understand what the accomplishment of this task entails in terms of language activities and non-language activities. The learner must be aware of his or her needs, strengths, and weaknesses with respect to this task — in other words, what he or she already knows and already knows how to do — and what he or she still needs to learn in order to maximize the likelihood of successfully accomplishing the task.

How the CEFR defines communicative language activities?

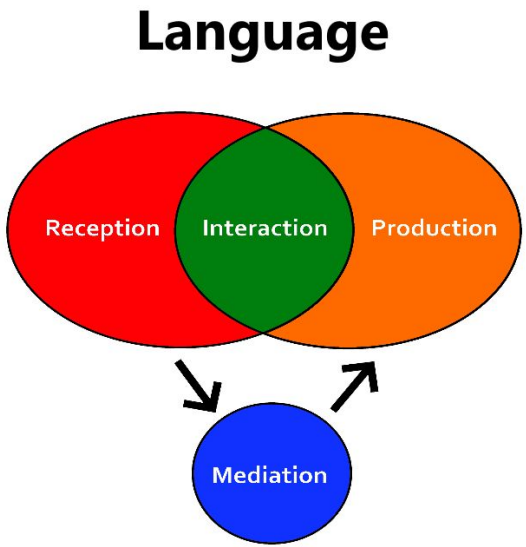
Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task. (CEFR, p. 10)

Communicative Activity		Example
Reception	Oral	Listening to a song or a radio program
	Written	Reading a newspaper article, a book, the instructions for using an appliance, or a recipe
Production	Oral	Making a presentation, delivering a speech, or making an announcement
	Written	Writing a report, a letter, or an email
Interaction	Oral	Talking with a friend or talking on the telephone
	Written	Chatting on the Internet, participating in a blog, or exchanging emails

How the CEFR defines communicative language activities?

The CEFR distinguishes between four “types” of activity:

“The language learner/user’s communicative language competence is activated in the performance of the various language activities, involving **reception, production, interaction** or mediation (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form, or both.” (p. 14)



Pourquoi la communication Oral?

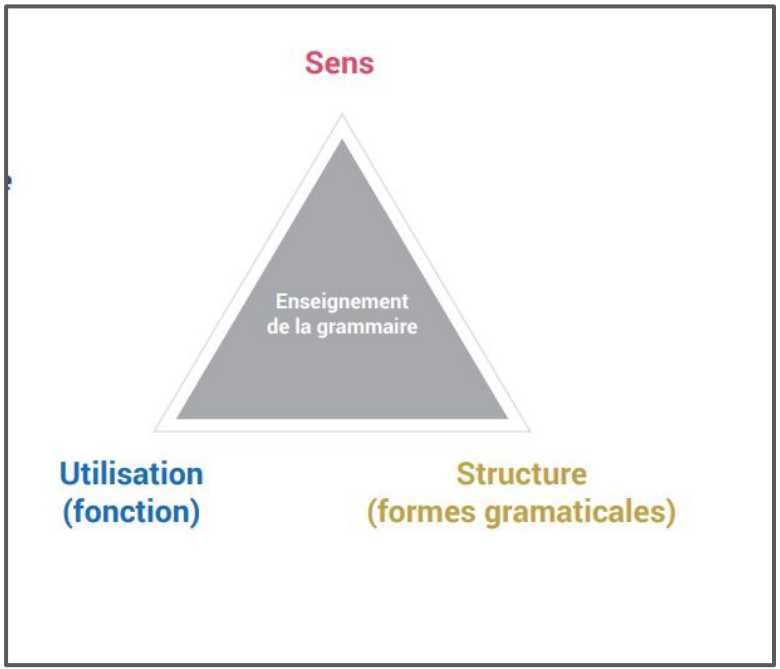
La production et la compréhension orale composent 80% du contenu du programme de français cadre au palier élémentaire.

Comment y arriver?

Niveau du CECR	Attentes en matière de contrôle grammatical	Répercussions sur l'enseignement du FLS
Pré-A1 à A1	Les apprenants sont initiés à la grammaire grâce à de nombreux intrants et modèles langagiers. Les attentes en matière d'exactitude grammaticale ne sont souvent pas applicables à ces premiers niveaux de compétence.	Les apprenants sont sensibilisés à la grammaire principalement en entendant des expressions françaises et des conversations simples; ils apprennent à donner du sens aux sons et aux mots français. L'accent est mis explicitement sur le **sens** et sur la pratique de l'expression orale; l'enseignement de diverses stratégies permettant aux apprenants de développer un répertoire d'expressions françaises de base, à utiliser et à réutiliser dans des contextes familiers. Les apprenants tirent surtout profit de la rétroaction liée au **sens** (activités réceptives et productives) et à l'utilisation de stratégies d'apprentissage de la langue.

Pourquoi la communication Oral?

« La langue n'est pas parlée au niveau de la phrase, mais au niveau du discours, où les référents sont tirés des phrases précédentes et suivantes, et non de phrases individuelles et isolées. »



“Students will communicate and interact with growing confidence in French while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.”

Ontario FSL Curriculum Vision - 2013

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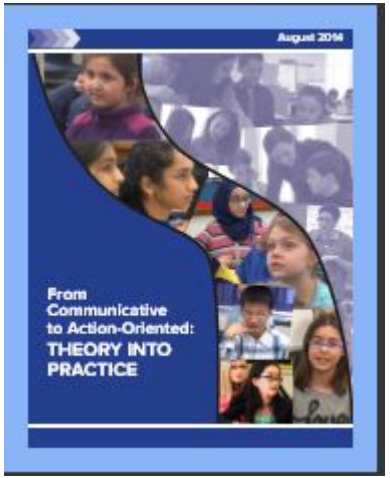
Planning Action-Oriented Tasks

Planning Action-Oriented Tasks



- Un contexte authentique
- Pertinente aux élèves
- Motivante
- Établit le rôle de tous ceux qui sont impliqués dans la tâche et leurs relations sociales
- Crée un besoin de communication

Exemples des taches-actionnelles

Example 2.

Your school has been twinned with a school in Quebec City that is sending a delegation consisting of three teachers and three student representatives. The purpose of the visit is to create exchanges: first, virtual exchanges in the form of emails and computer projects, and then, if possible, student exchanges. The delegation will be staying for three days. You are going to organize the schedule for their visit, including work sessions, an outing in town, a shared meal, and a cultural evening. You will work in small groups, with one organizing the content of the work sessions, one organizing the outing, one organizing the meal, and one organizing the cultural evening. Each group will prepare at least two options and present them to the class. As a class, you will choose one of the options presented by each small group. You will define the entire program and prepare a written document to send to the delegation in Quebec City.

Exemples des taches-actionnelles

Example 5.

You are planning to spend the weekend with your cousins, who live two hours away. Sunday is the birthday of one of your cousins. To get to your cousins' place, you and one of your parents will take the train. He or she asks you to pack your backpack, reminding you that you don't have to take everything, as your cousins will have many of the things you need such as towels, toothpaste, and soap. However, you have already assembled lots of things and your backpack isn't very big. In addition, each of you wants to bring a birthday present for your cousin, and these presents have to be packed somewhere. Each of you will have to bring a backpack and make sure that it isn't too full.

You create a list of the things that you want to take. You discuss this list with one of your friends, asking for help to decide what to take and what to leave at home. Then, you get help choosing a nice gift for your cousin that is not too big so that it will fit in your backpack. Next, you get your backpack ready and answer questions from your Mom or Dad, who wants to make sure that you have everything you need.

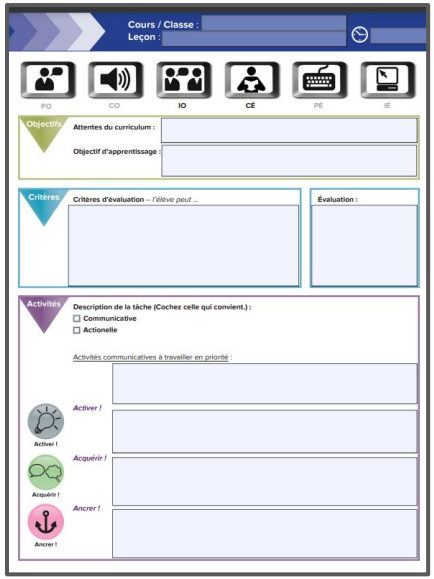
Planning Action-Oriented Tasks

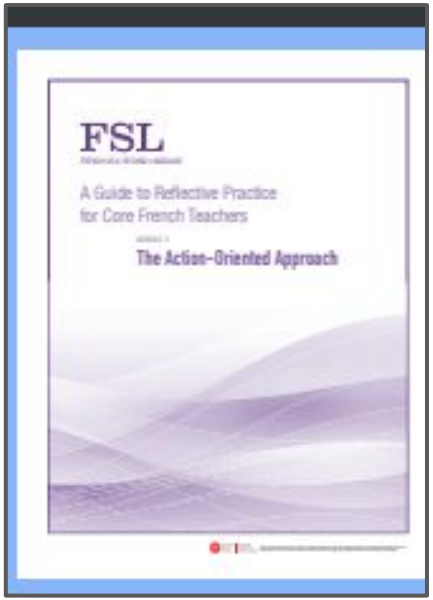
- Étape 1: Identifier les attentes ainsi que le contenus d’apprentissage
- Étape 2: Rédiger des objectifs d’apprentissage (1-2) d'après le continus d’apprentissage. Utiliser un vocabulaire familier à l'élève … On apprend à ….
- Étape 3: imaginer une situation authentique, pertinente et significative pour les élèves.
- Étape 4: concevoir une tâche pour survenir de la situation.

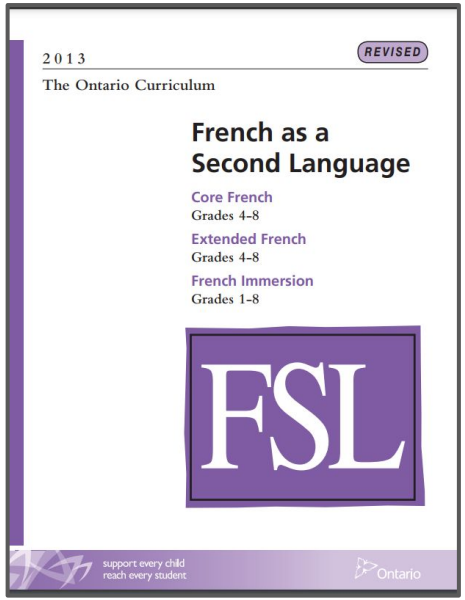
Planning Action-Oriented Tasks

- Étape 5: Écrire les consignes pour la tâche
- Étape 6: Penser aux critères d'évaluation “ Je peux...”
- Étape 7: Penser aux modifications pour les élèves avec des besoins spéciaux.
- Étape 8: Créer une grille d'évaluation pour la tâche finale.
- Étape 9: identifier les sous-tâches que les élèves ont besoin de faire pour réaliser la tâche finale.
- Étape 10: planifier des leçons structurées pour réaliser les sous-tâches en menant les élèves à la tâche finale.

Planning Action-Oriented Tasks







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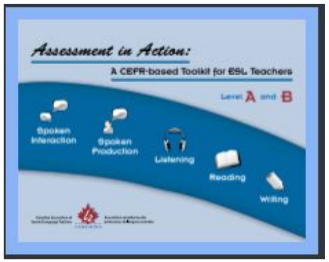
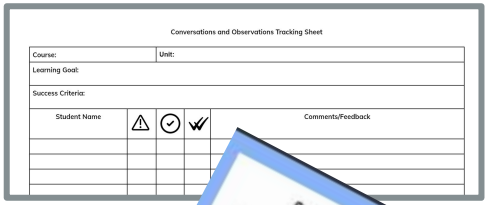
Assessment in the CEFR Classroom

Assessment in the CEFR Classroom

- Observations/Anecdotal sheets
- Check lists
- Rubrics
- Success criteria 'I can.... " statements
- Exit tickets
- Single point rubric
- Self-assessment and peer assessment
- CEFR Evaluation Wheels





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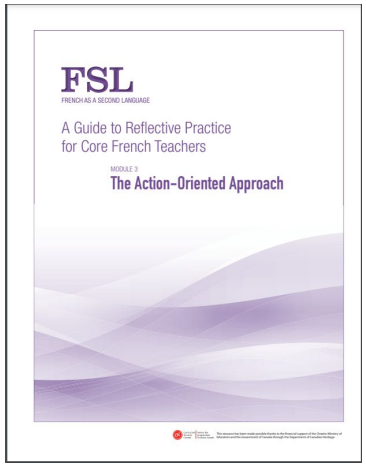
Examples of Action Oriented Tasks

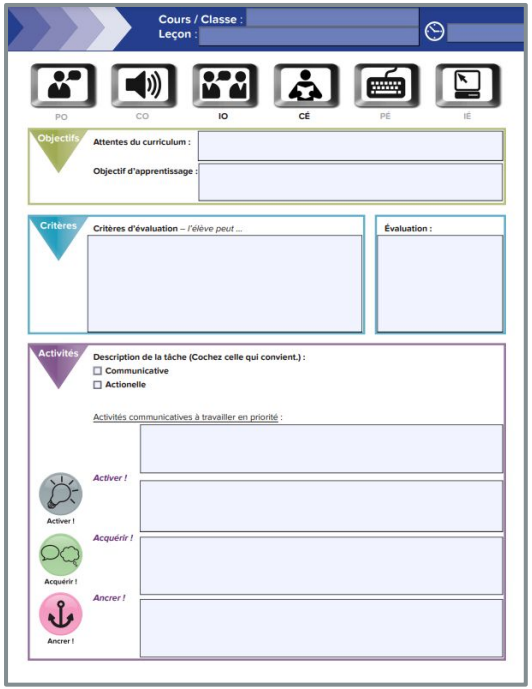
Examples of Action-Oriented tasks

Learning Goal	Authentic Situation	Action-Oriented Task
	When would this occur in real life?	*What is the purpose?* *What will be accomplished?*
I am learning to describe my family.	Showing photos of my family to a friend and identifying each person	You have just set up an account on a social networking site. Discuss with a friend who lives in Quebec which family photos to upload. Explain your choices.
	Answering questions from a French exchange student about my family members	You have enrolled in an exchange program and are speaking to your French-speaking partner on the phone for the first time. This person will be staying with you next month. Answer the exchange student's questions about your family.
	Buying a gift for a family member and having to describe the person to the sales assistant	You are in a department store and are having trouble finding the perfect gift for a family member. Describe the person to the French-speaking sales assistant, and answer questions about his/her likes and dislikes.
	Applying to be on a reality TV show	You are applying for your family to star in a reality TV show called "Canada's Most Talented Family." Film a short video to describe your family to the French producers.



Source: : A Guide to reflective practice for FSL Teachers - Action-Oriented Approach

Lesson plan Template


Cours / Classe :
Leçon :
PO CO IO CE PE IE
Objectifs
Attentes du curriculum :
Objectif d'apprentissage :
Critères
Critères d'évaluation – *l'élève peut ...*
Évaluation :
Activités
Description de la tâche (Cochez celle qui convient.) :
Communicative
Actionelle
Activités communicatives à travailler en priorité :
Activer !
Acquérir !
Ancrer !

Pour REussir

"To reach their potential, students need to hear, see, use and reuse French in meaningful yet developmentally appropriate contexts."

The FSL Curriculum 2013

Resources

A Guide to reflective practice for FSL Teachers - Action-Oriented Approach

Using Cooperative Learning in French as a second language

Assessment in Action

Questions

MERCI