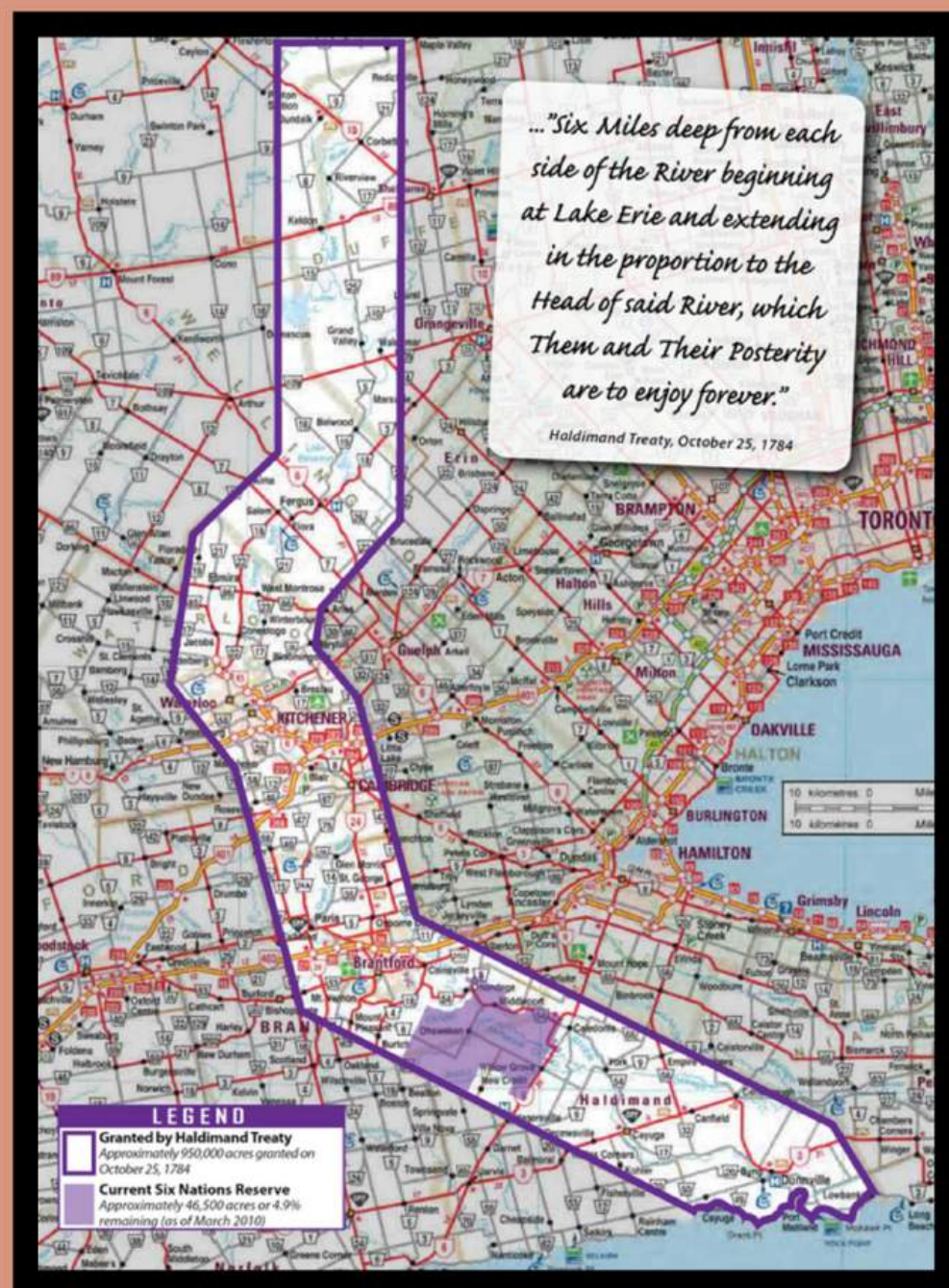




**Strengthening Oral  
Proficiency in  
Immersion Settings**

# Territorial Acknowledgement



//

I would like to begin by acknowledging that the land on which we gather today is the lands traditionally used by the Haudenosaunee, Anishinaabe, and Chonnonton People. I also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous Peoples with whom we share this land today. We are all treaty people with a responsibility to honour all our relations.

—

# Welcome!

**Stéphanie Ringwood**

*Consultant, FSL Grades 1-12  
Waterloo Region District School Board*

**Laura Lanteigne**

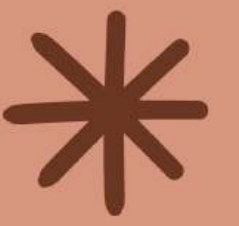
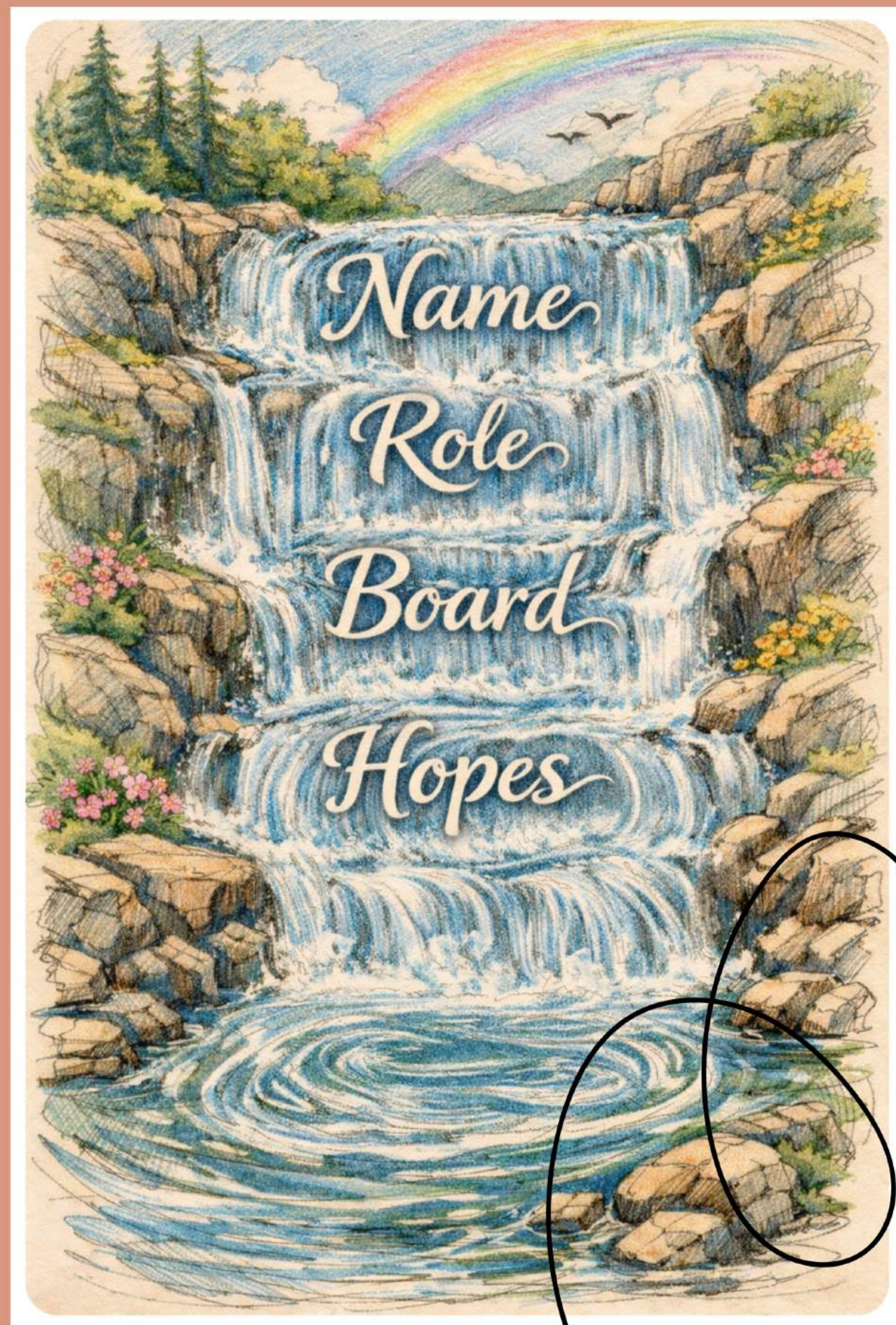
*Teacher, Core French  
Waterloo Region District School Board*

**Julia Enns-Le Doare**

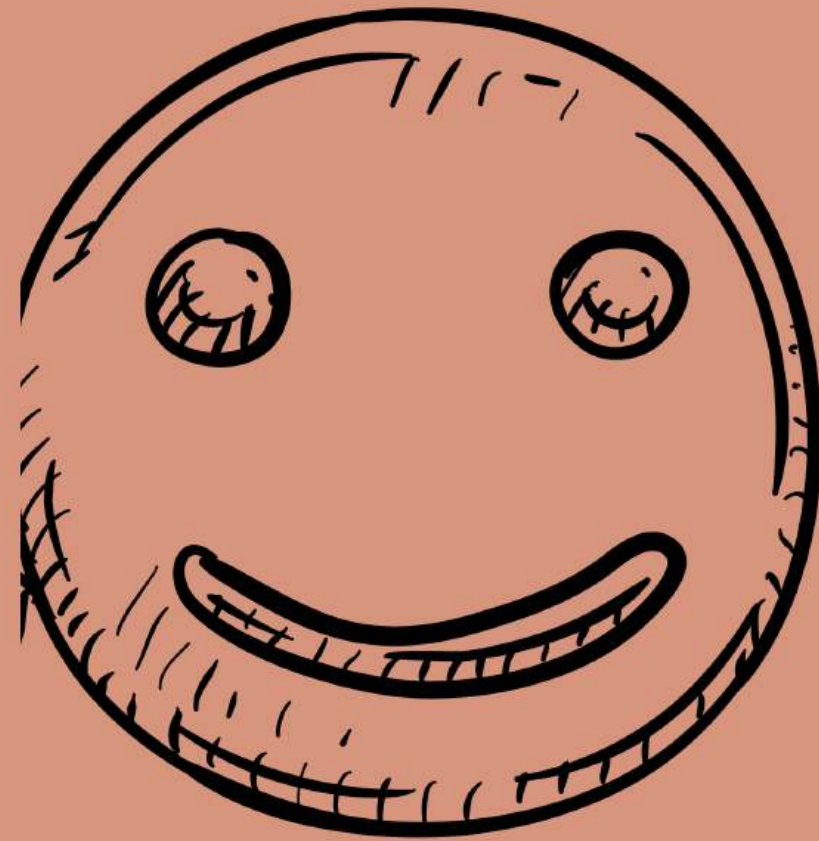
*Teacher, Core French  
Waterloo Region District School Board*

**Alison Goulden**

*Teacher, Core French  
Waterloo Region District School Board*



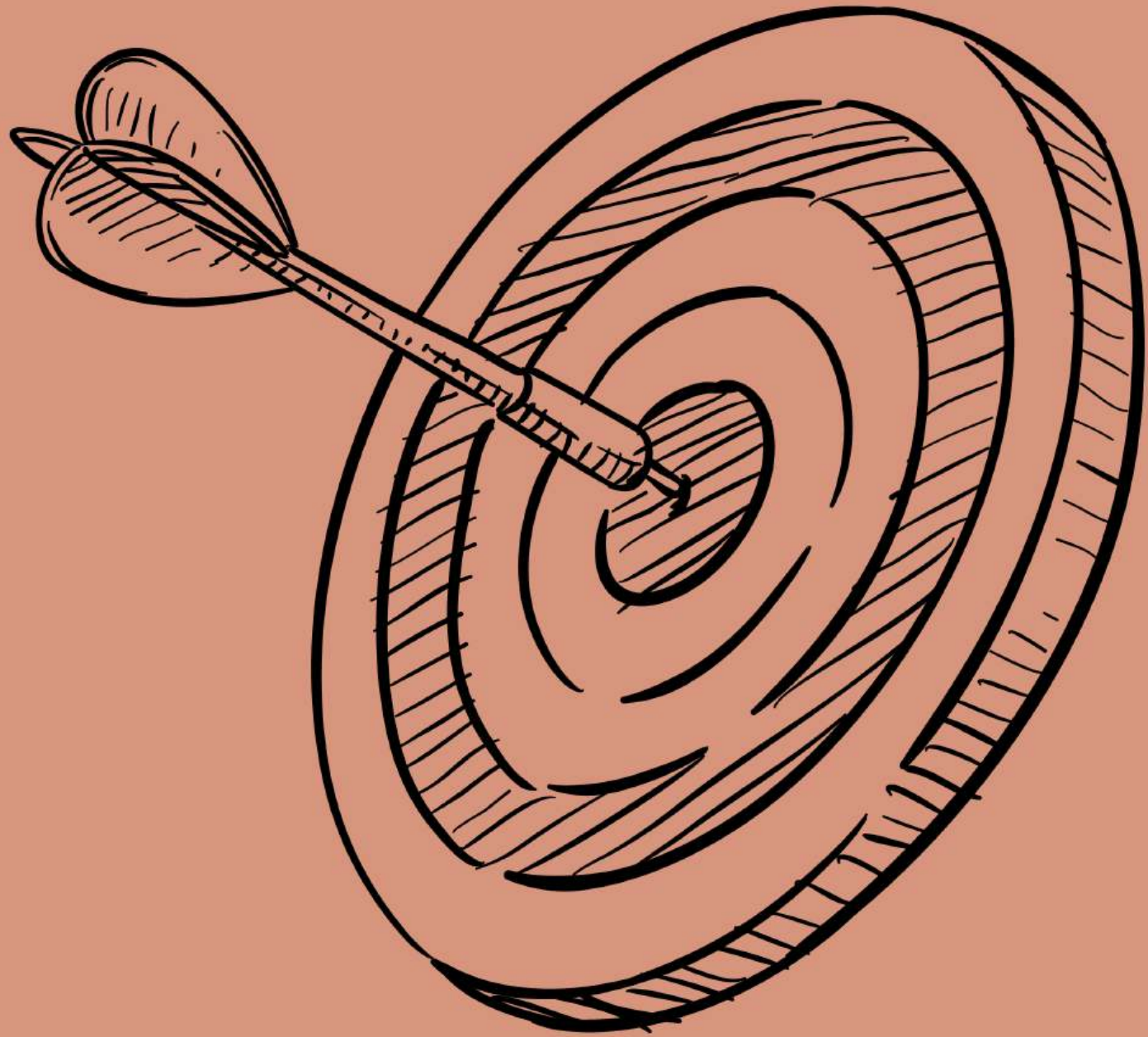
# Shared Understandings



//

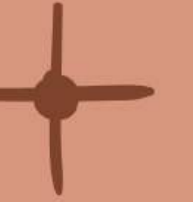
In order to foster a collaborative learning environment for all, both face to face and virtual, I invite you to consider the following understandings:

- Speak with intention
  - Listen with curiosity
  - Be aware of your impact
  - Practice grace
  - Honour your needs
-

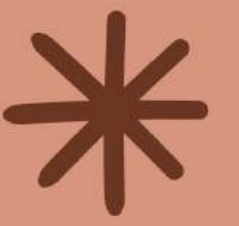


# Goals

- **Why** oral communication
- **How** might we do this
  - community
  - purpose
  - scaffold
  - monitor/reflect
  - intrinsic motivation
- **What** are some classroom examples



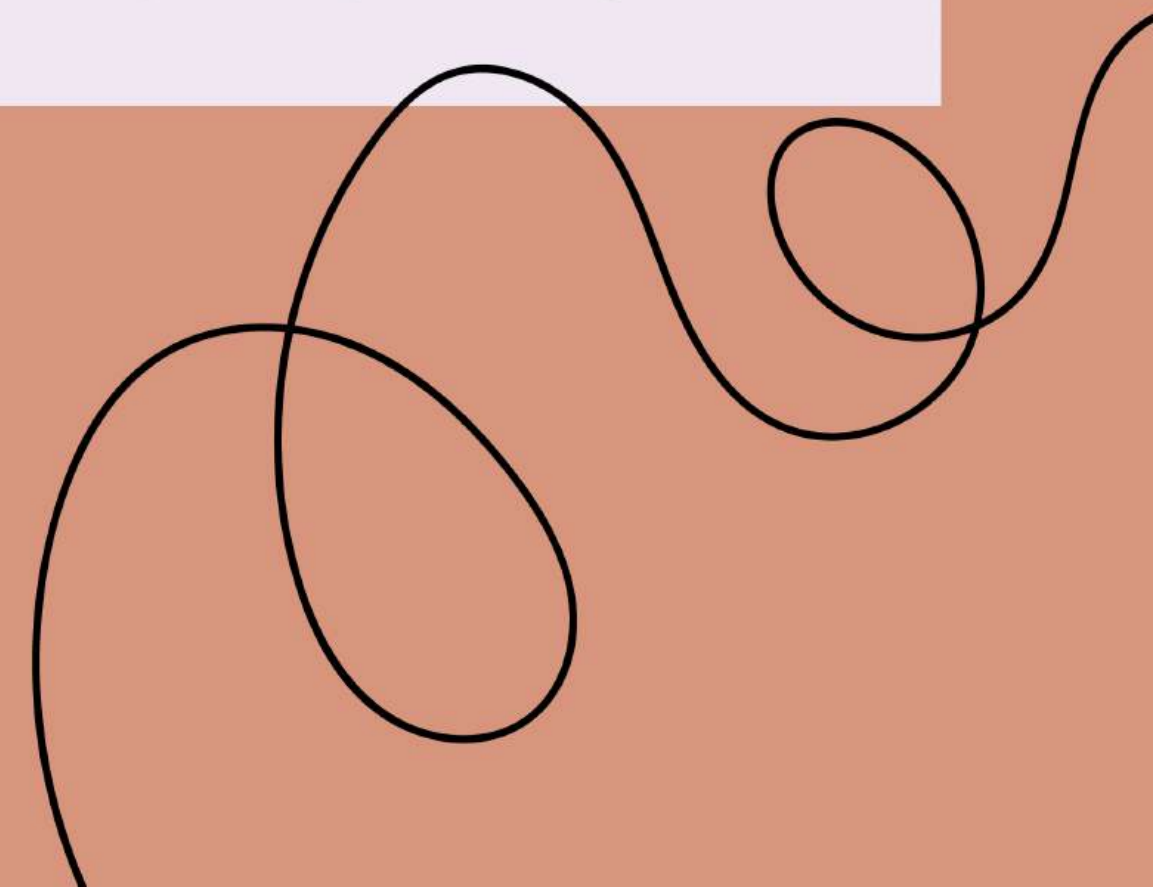
# Connecting to our "WHY"



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

### Vision

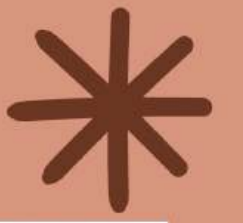
Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.



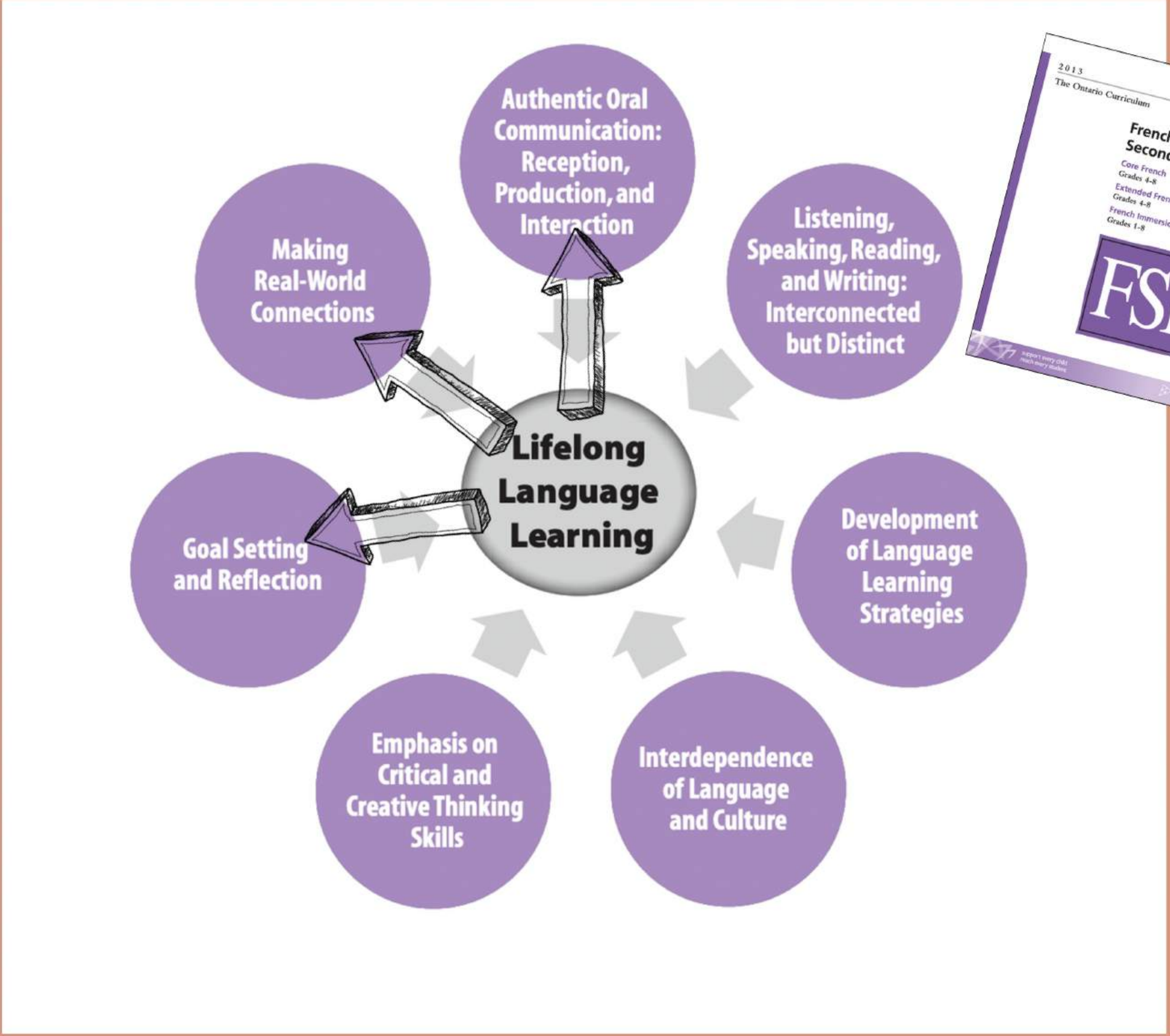
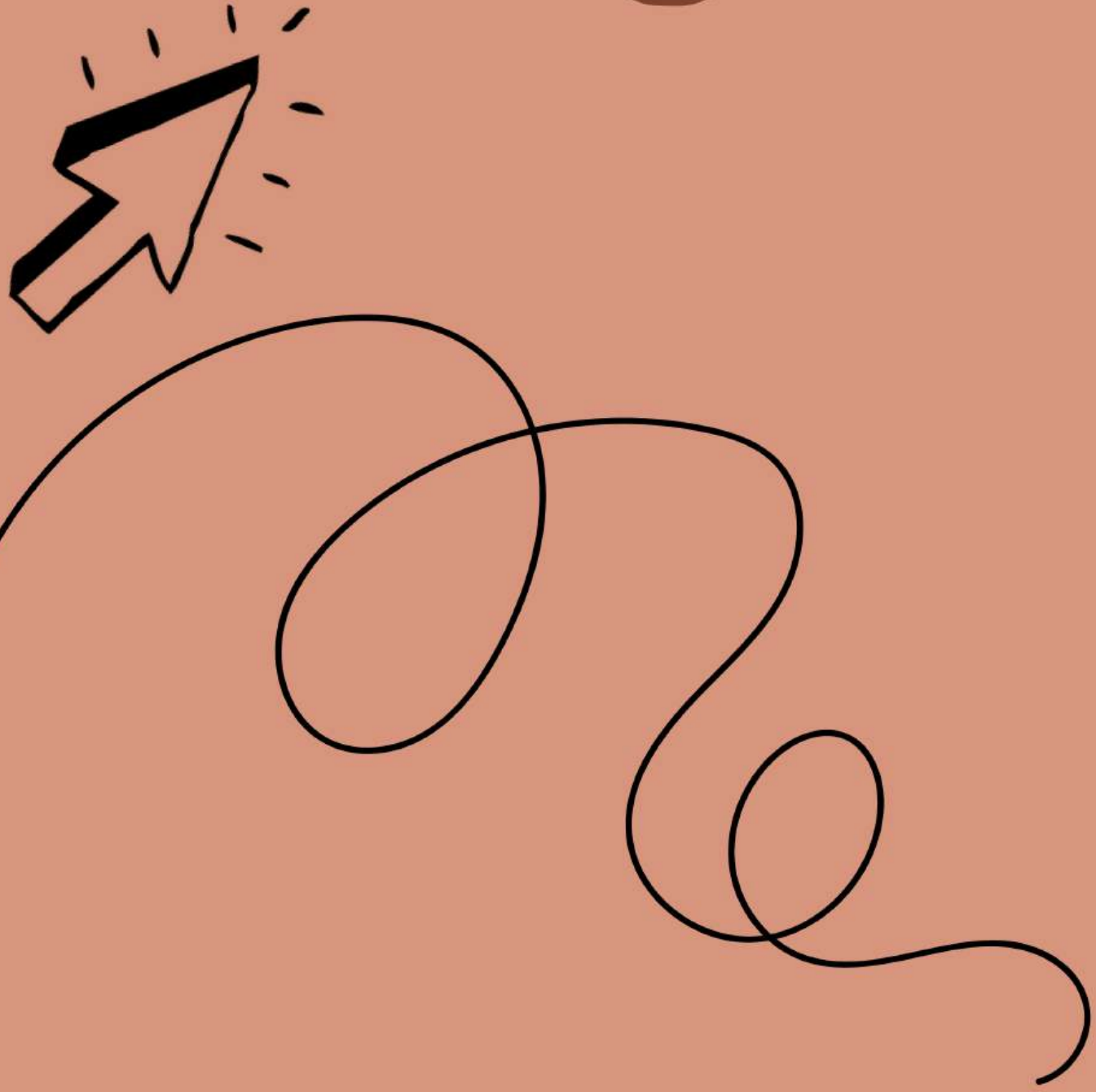
# In order to achieve the goals of the elementary and secondary FSL curriculum, students need to:

- acquire a strong oral foundation in the French language and focus on communicating in French;
- understand the value of learning another language;
- develop the skills needed to strengthen traits of resilience and to secure a sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to build relationships and interact positively with others, and to use critical and creative thinking processes.

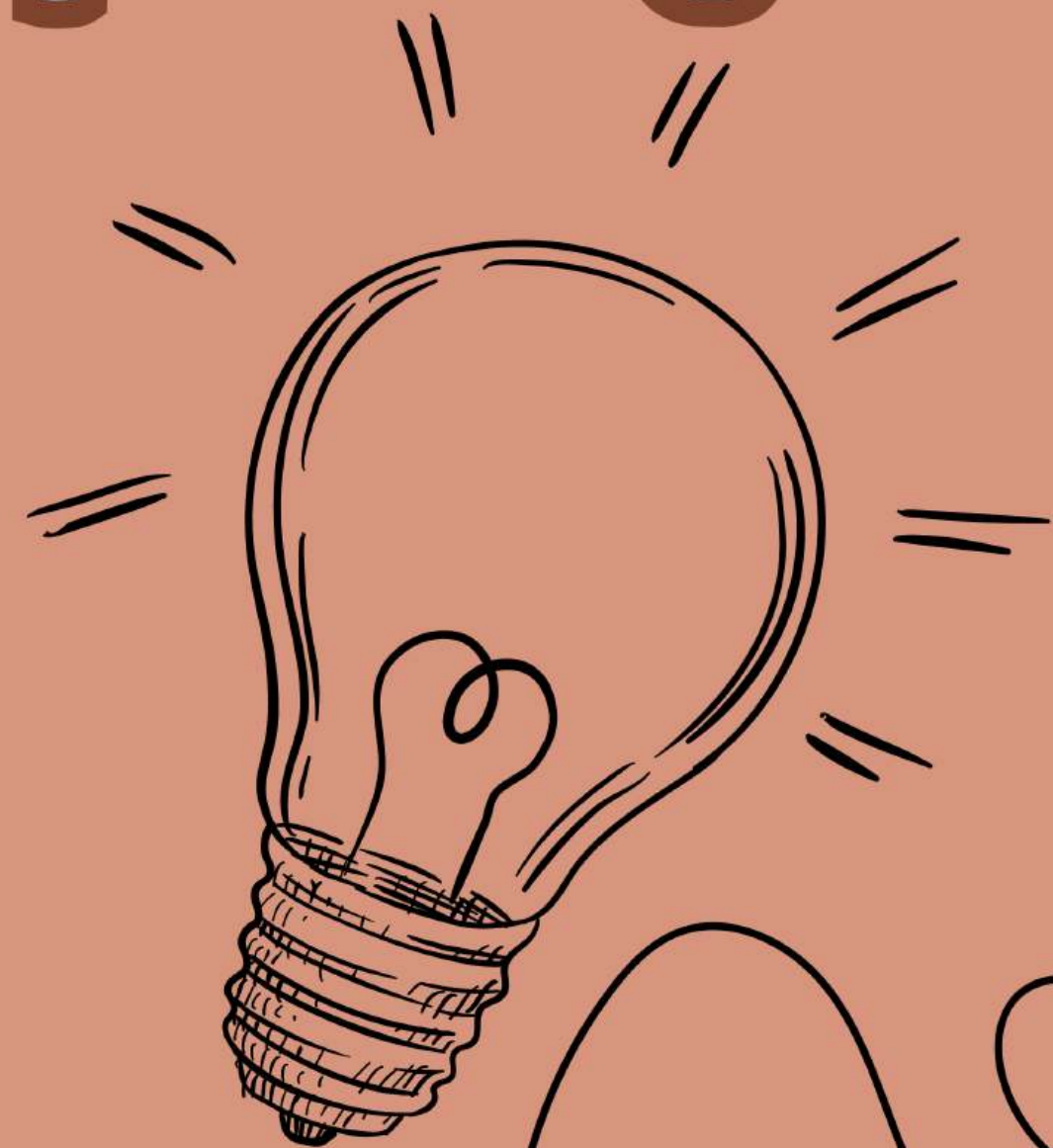




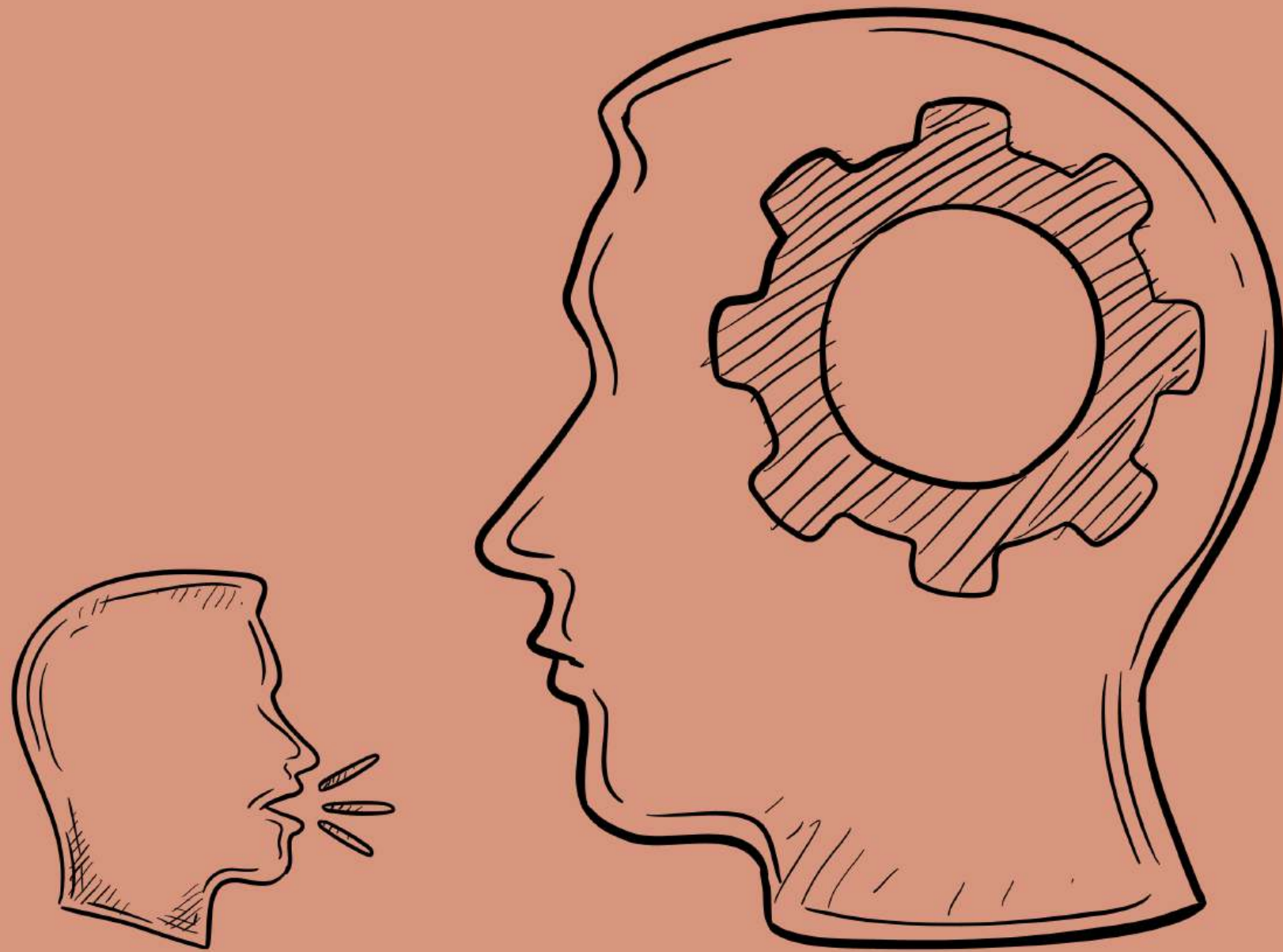
# Enduring Ideas



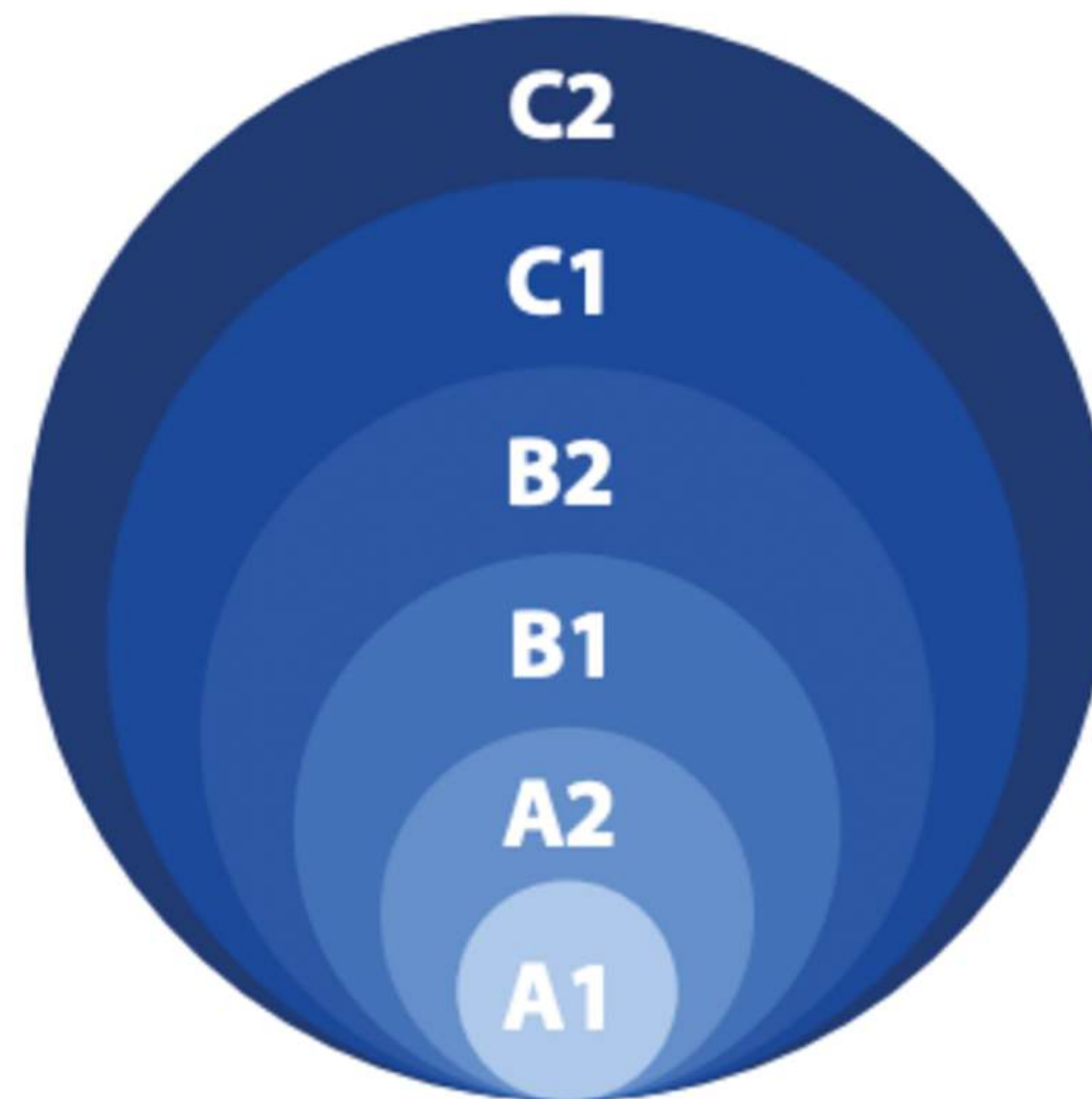
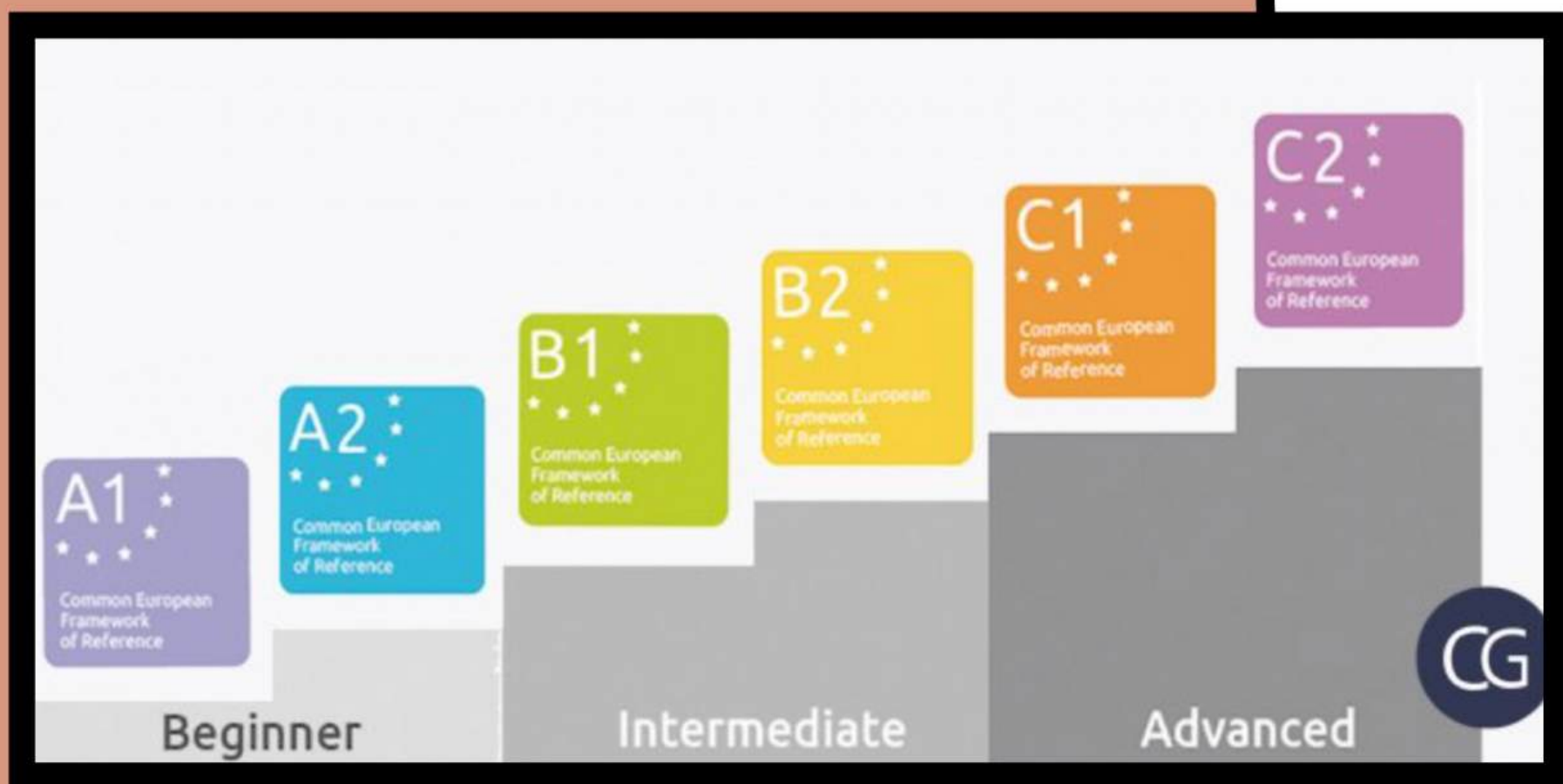
# Connection between speaking and reading



# Common European Framework of Reference



The CEFR describes language proficiency at different stages of learning and informs innovative approaches to language education.



# CEFR Qualitative Aspects of Spoken Language

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and," "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".



## CEFR – 2 main Objectives:

- to encourage practitioners of all kinds in the language field, including language learners themselves, to reflect on questions such as those suggested in the Notes for the user (CEFR, p. xii) regarding the analysis of learning/teaching situations.
- to make it easier for practitioners to explain to each other and to their clientèle what they wish learners to achieve, and how they may do so.

-Council of Europe

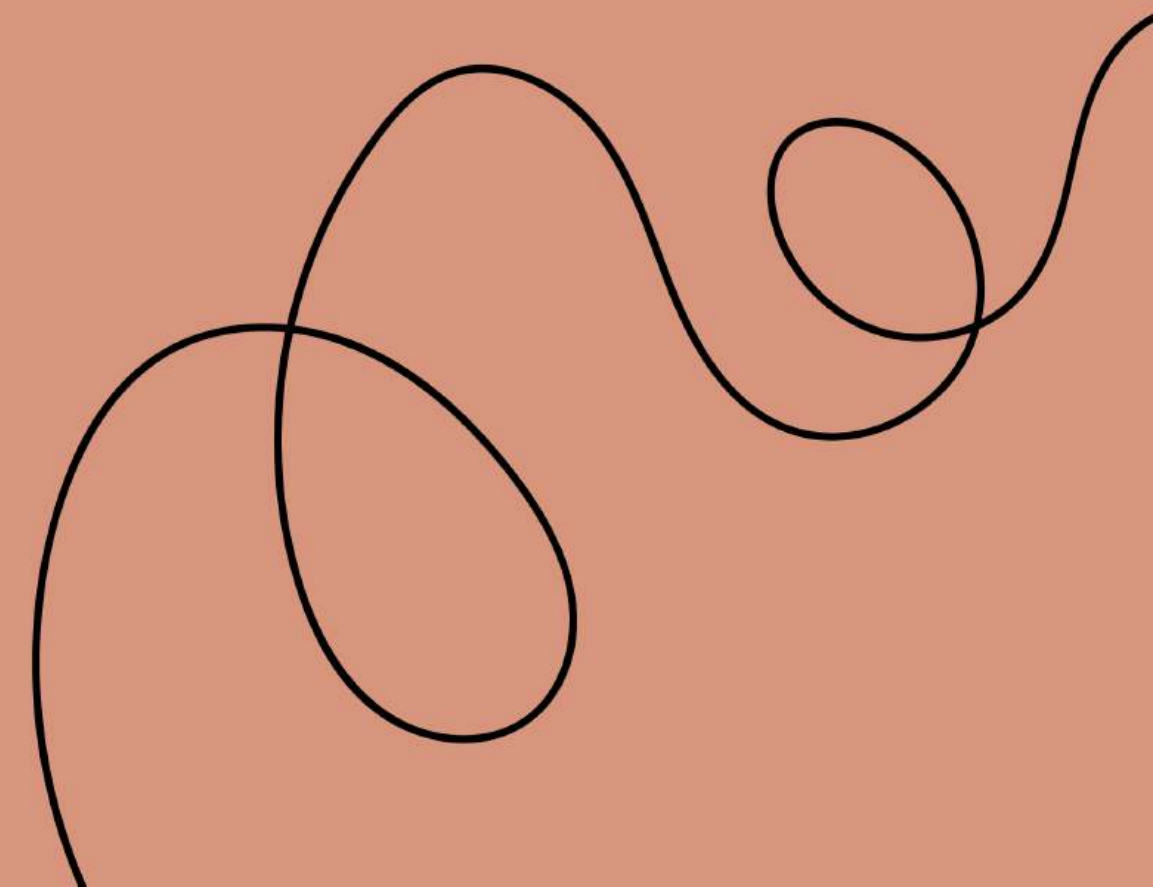


# Action-Oriented

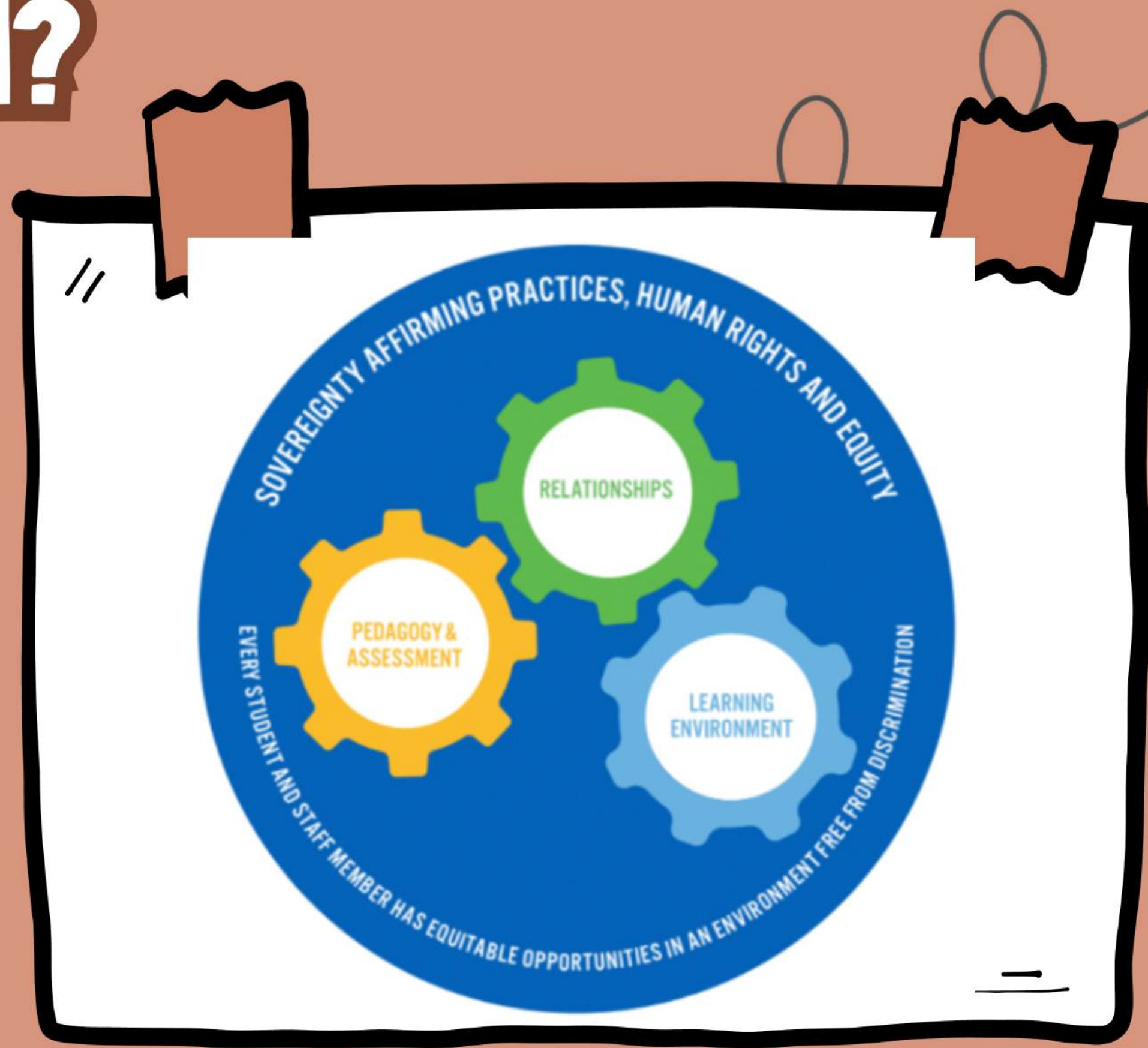
- learner is the “social agent,” working within a social context
- not linear and grammatical focused
- students complete real-life, collaborative tasks
- students are actively involved in the learning process
- the social interaction between individuals in the learning process is the focus.
- starting with the end goal in mind – the completion of the real-life task – and working backwards through a needs analysis to help learners build the competences required to complete it.



**Look like**  
**Feel like**  
**Sound like?**

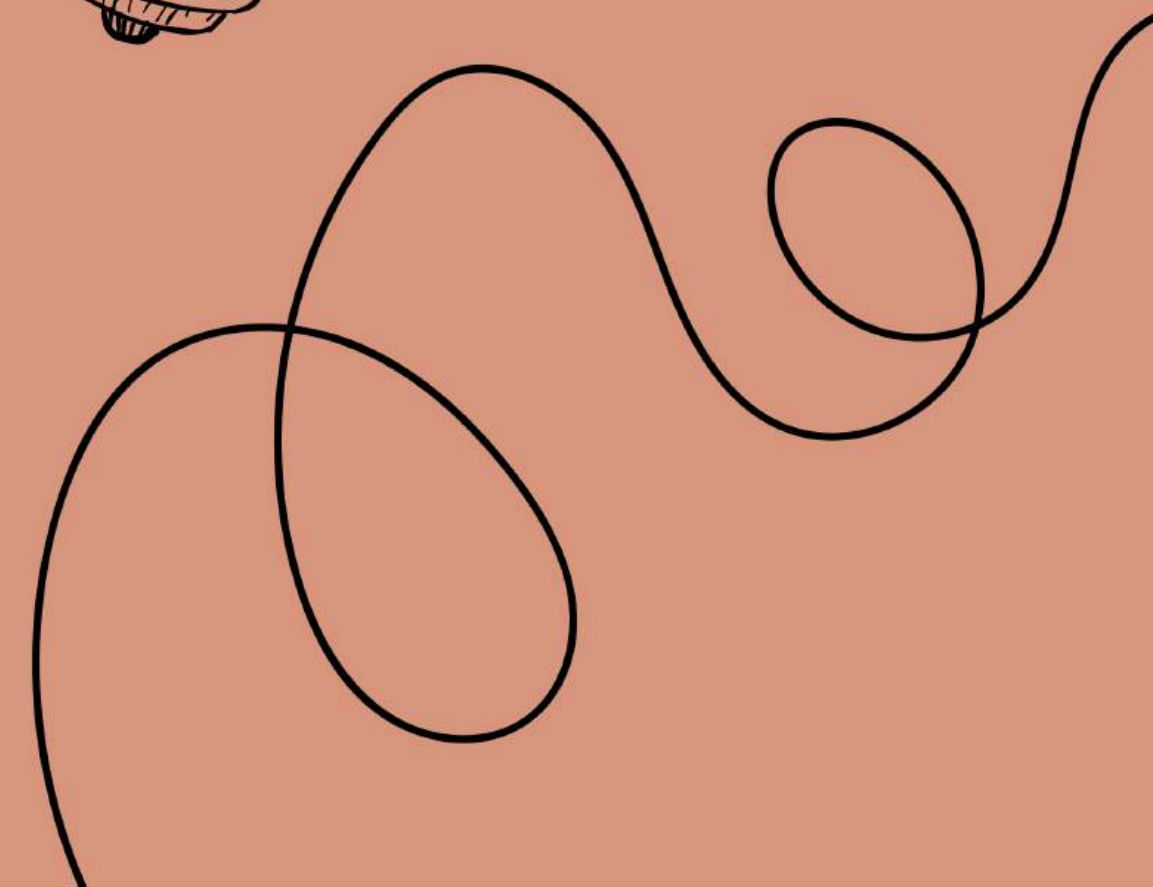
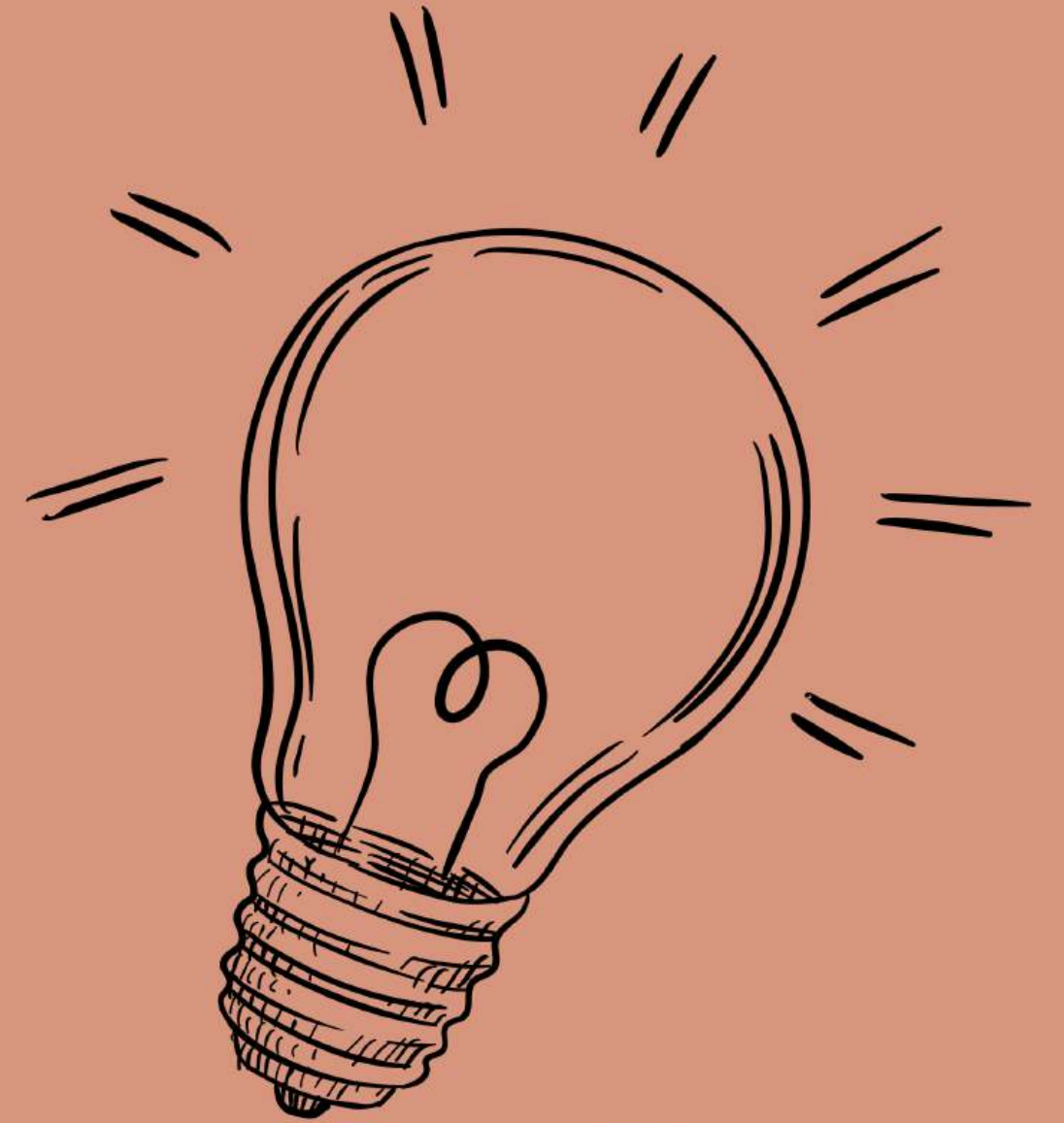


# What is needed?

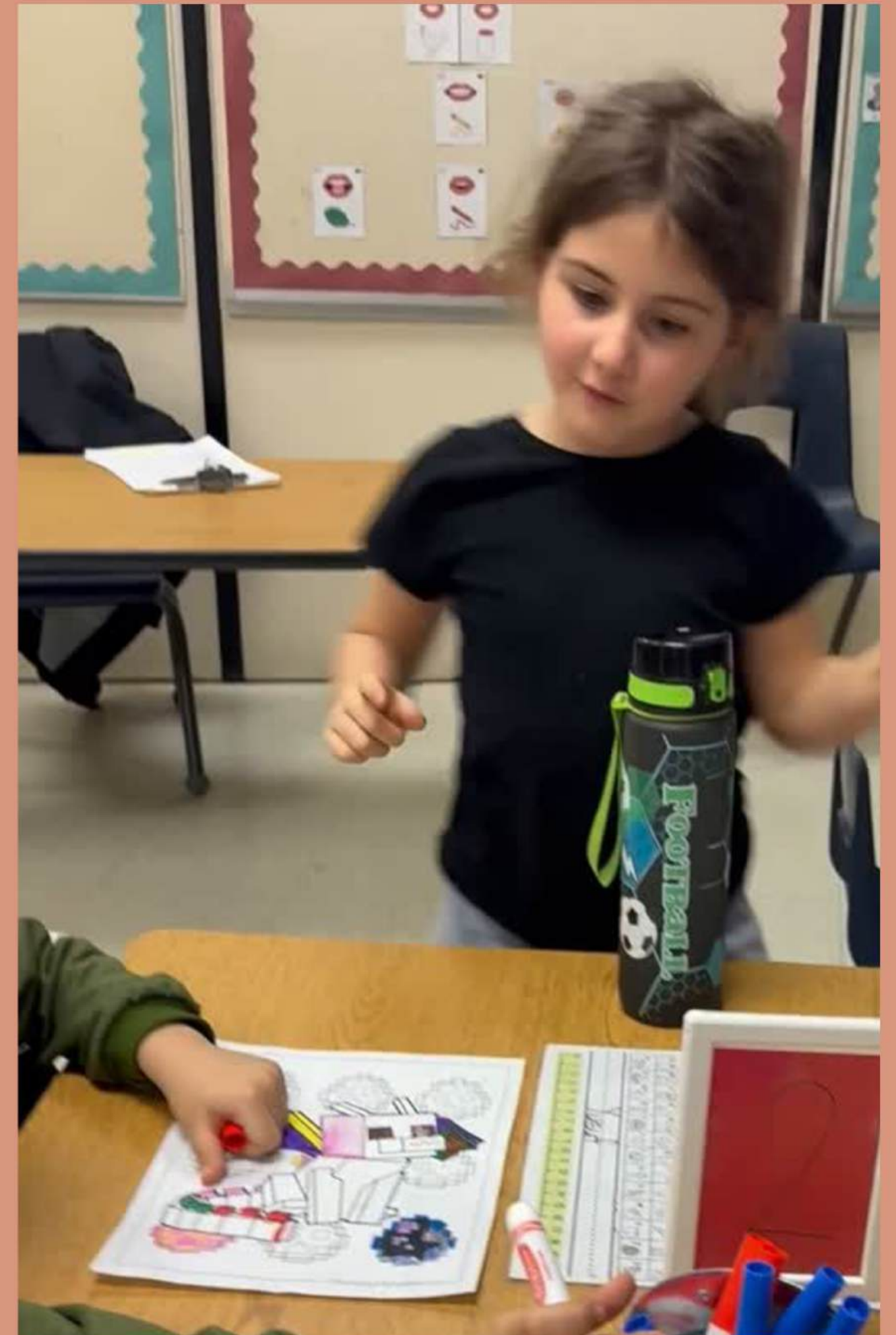


# The Spark of an Idea

Once upon a time....



- **Production**
- **Reception**
- **Comprehension**
- **Interaction**
- **Socialinguistic**
- **Humour**



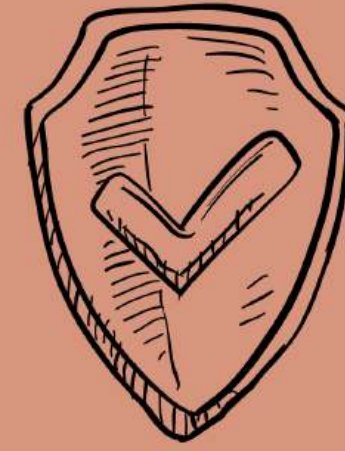
- **Gestures**
- **Increase complexity**
- **Real-life context**
- **Seeking comprehension**



- **Movement**
- **Interaction**
- **Production**
- **Reception**
- **Comprehension**
- **Humour**
- **Sociolinguistic**



# Step 1: The conversation

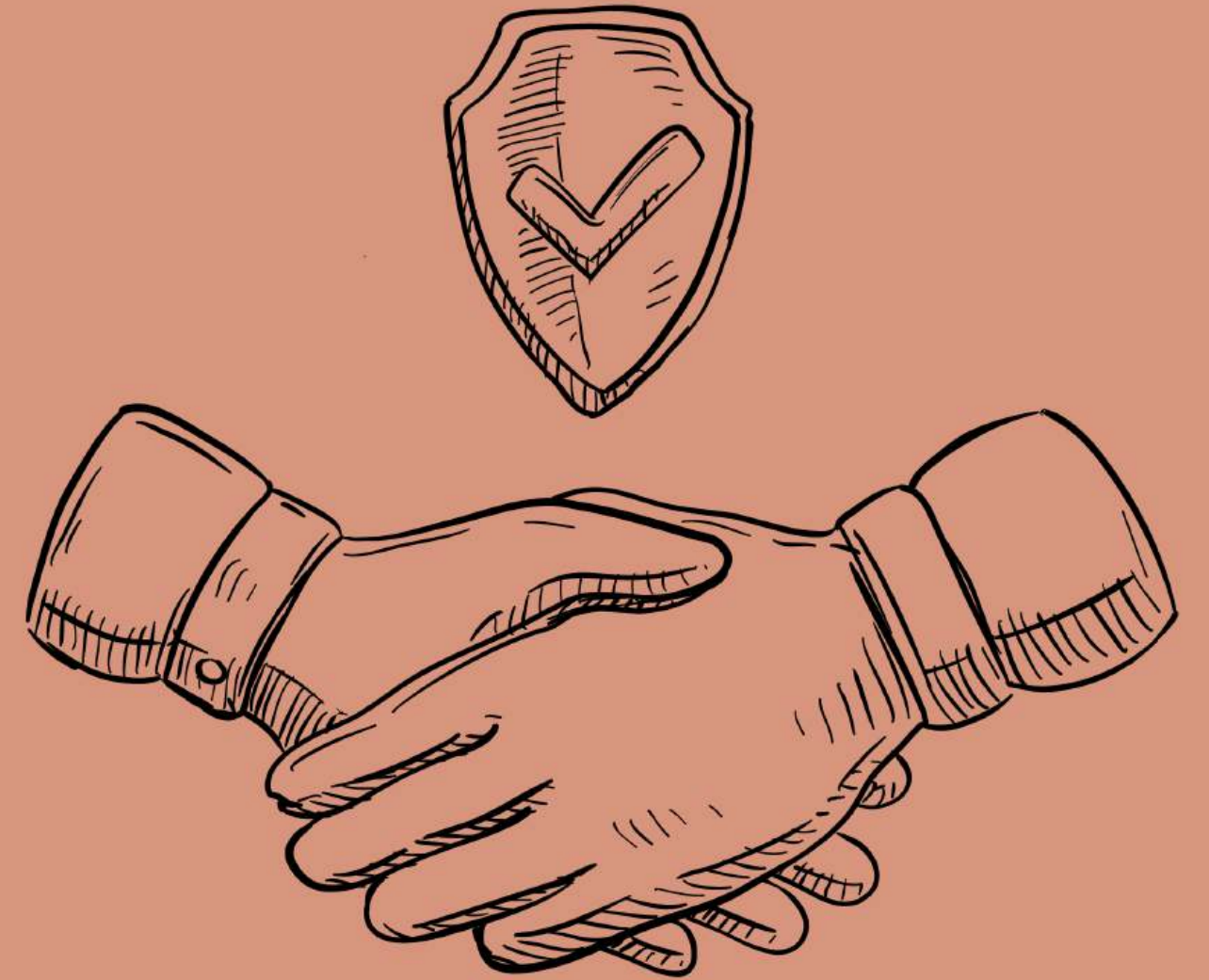


- Know who is in your learning community
- equate endurance training to their context

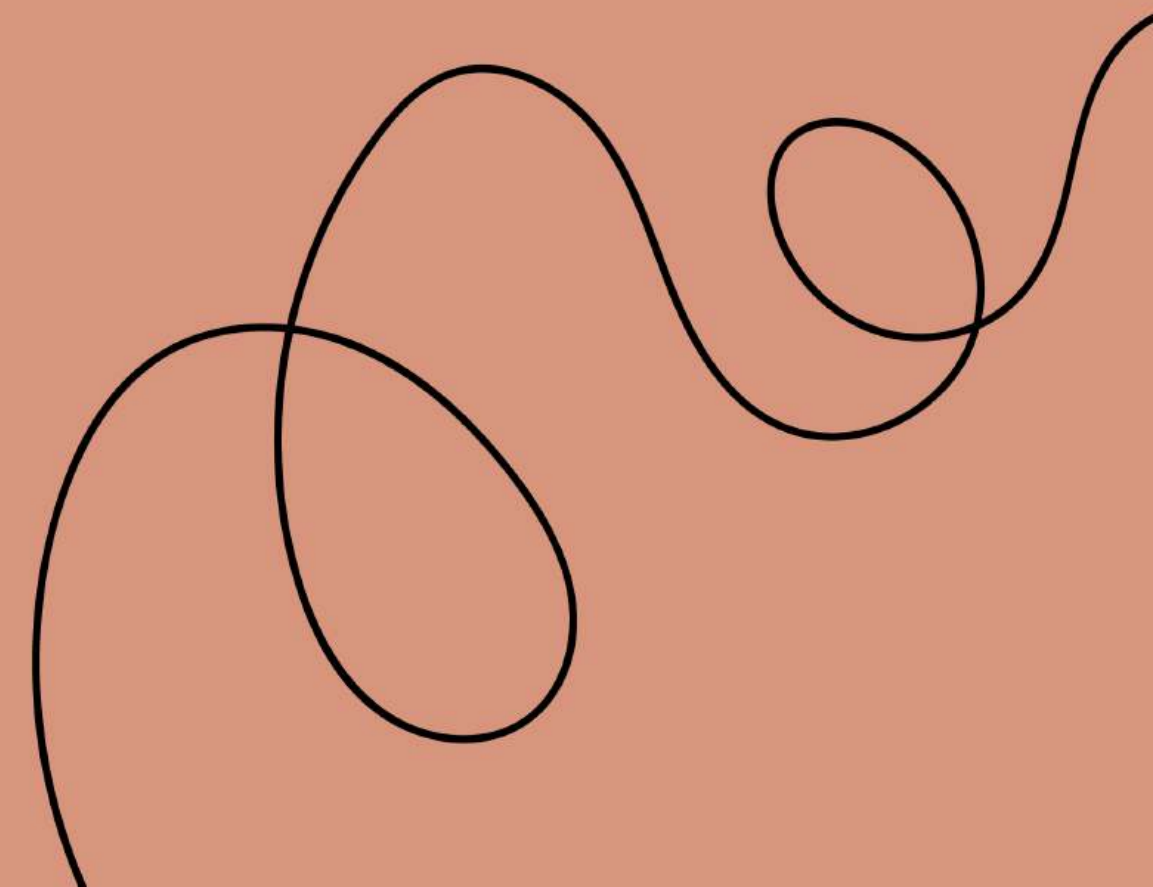


11

# Step 2: Activity



- Select a basic task
- Consider the vocab students might need to access.
- As students what language they might need to function in this activity



# Step 3: vocabulary & sentence stems



Est-ce que je peux avoir le crayon rouge s'il te plaît?

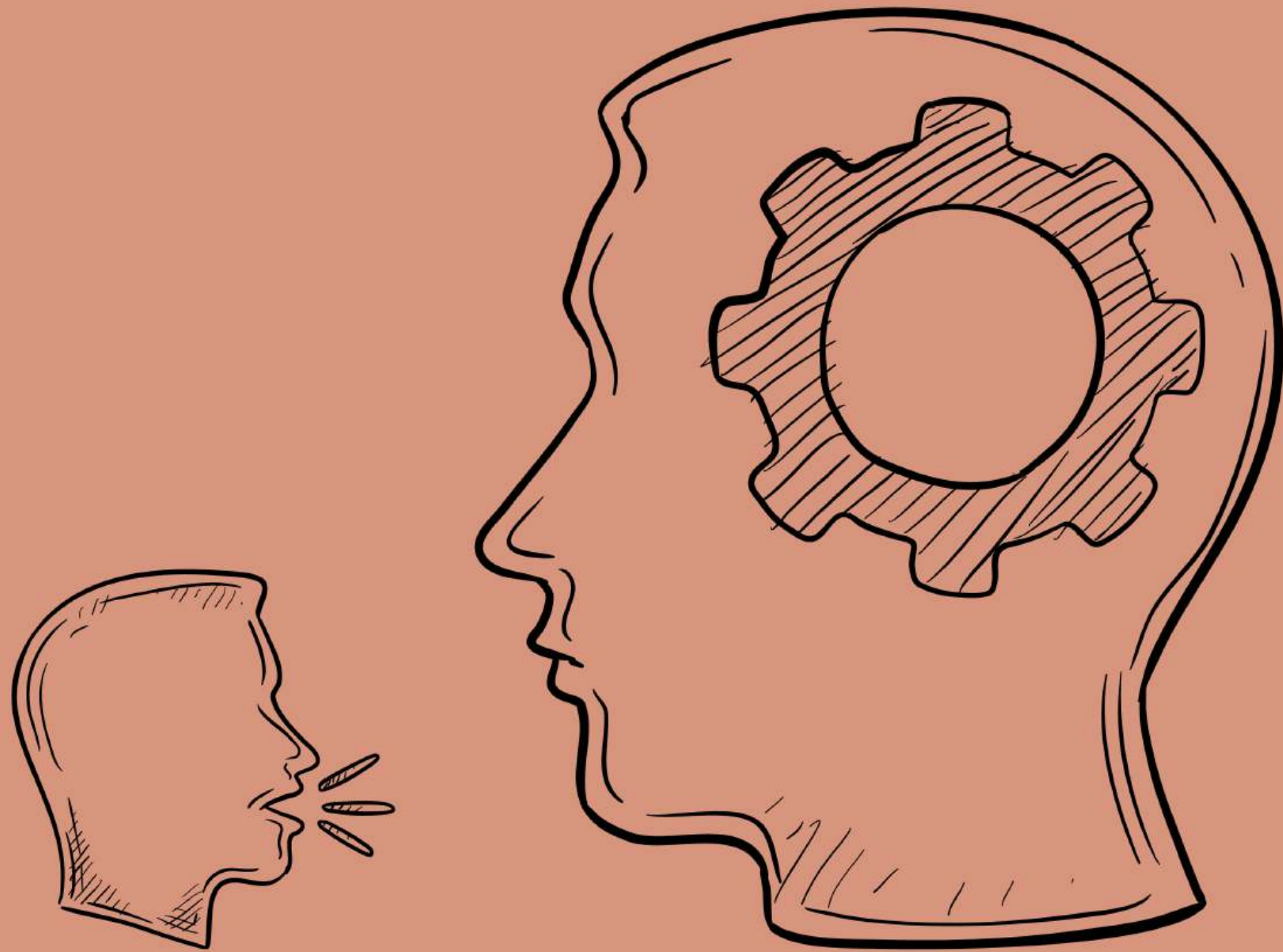
oui, mais après moi - 2 minutes?

//

- Ask students and create an anchor chart - with text and with images
- Use gestures as often as possible but be consistent with the gestures.

—

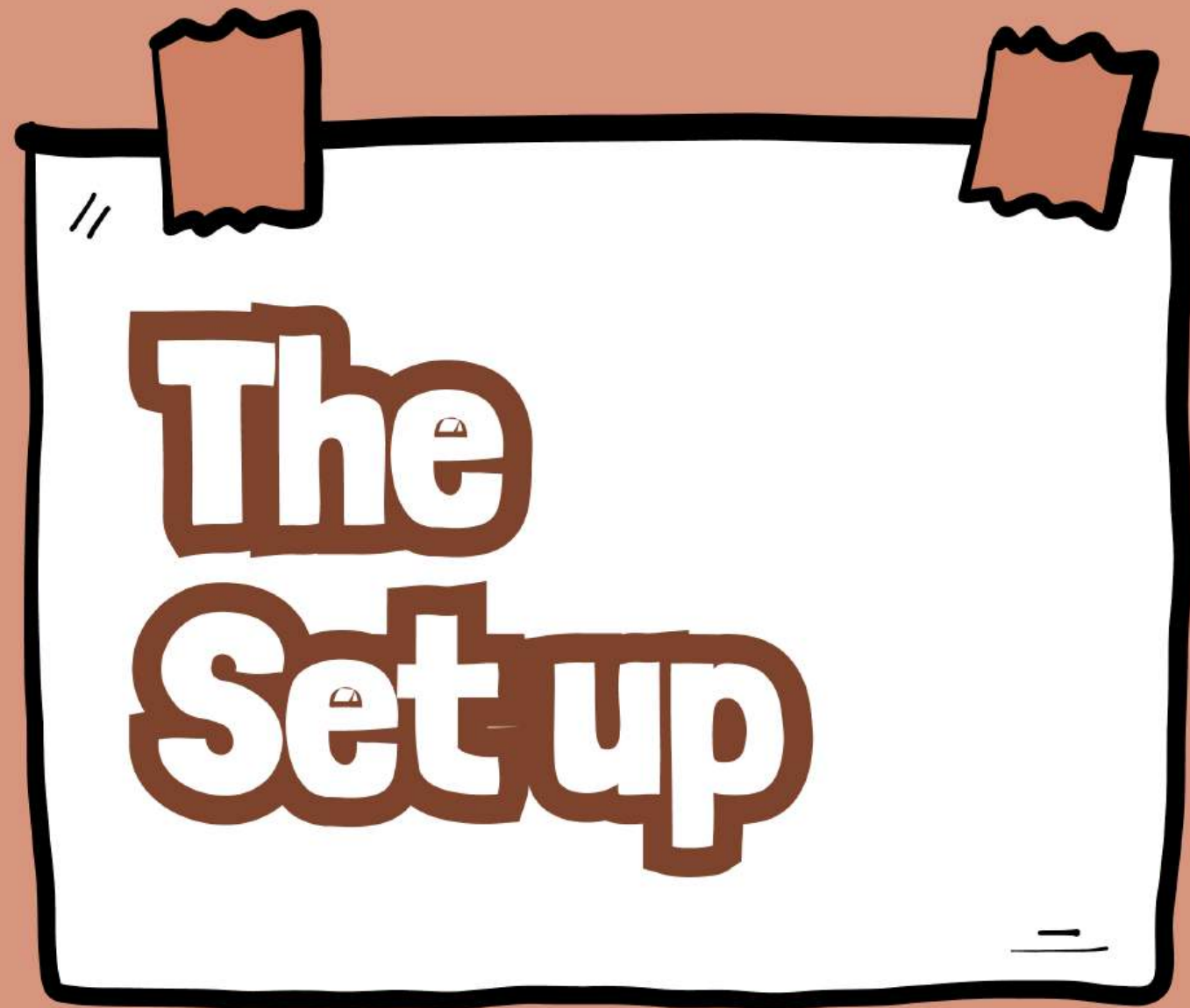
# Step 4: Model and practice



- Model with students
- Practice the interactions
- Take the time
- Have students model for the class (knee to knee, musical walk, inside outside circle)
- Model “what if” scenarios
- Practice, practice, practice \_

# The Framework





# The Setup





//

# Slip-ups & timers

—



# Tracking Endurance



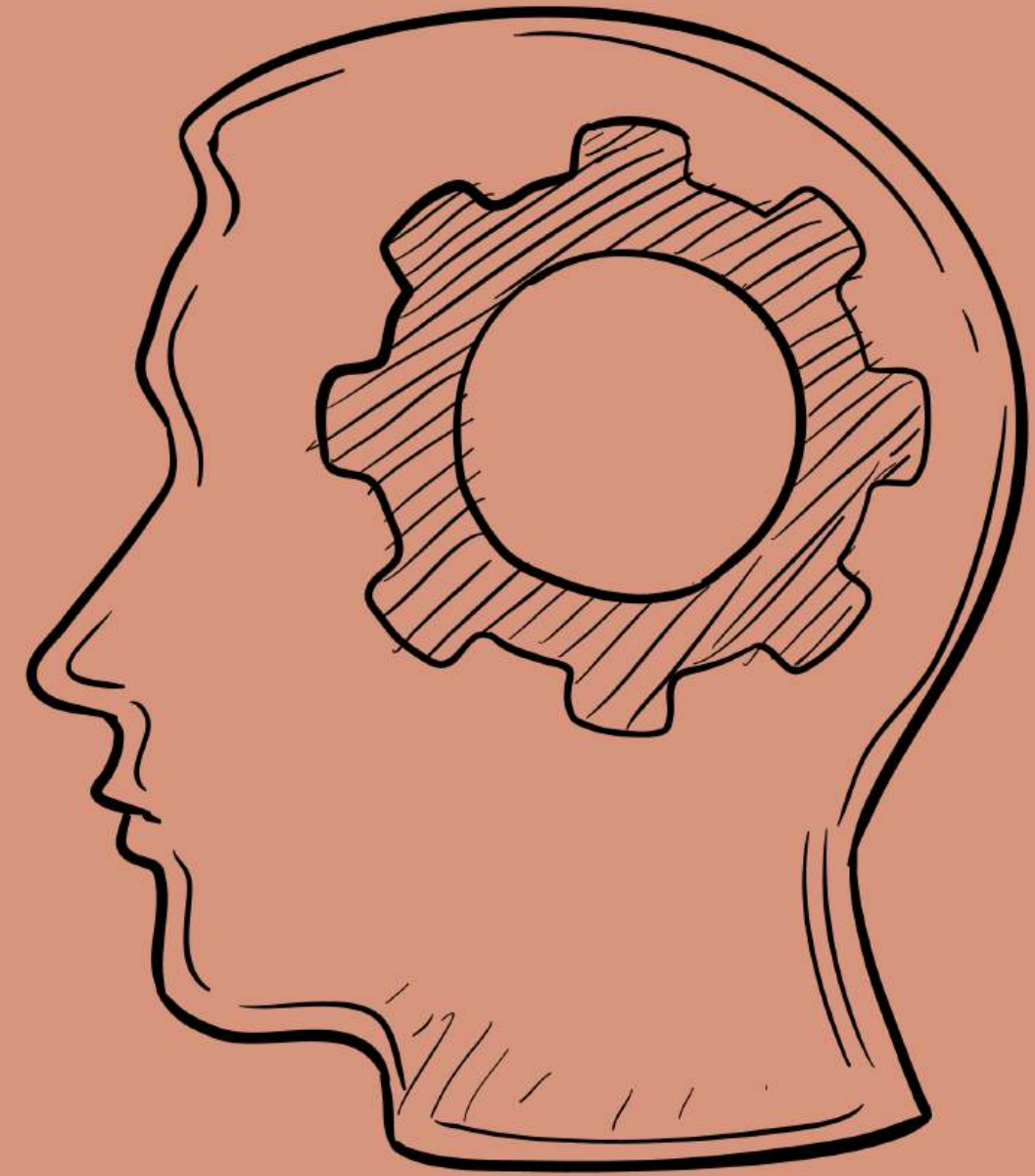
**What other scenarios can you manufacture?**

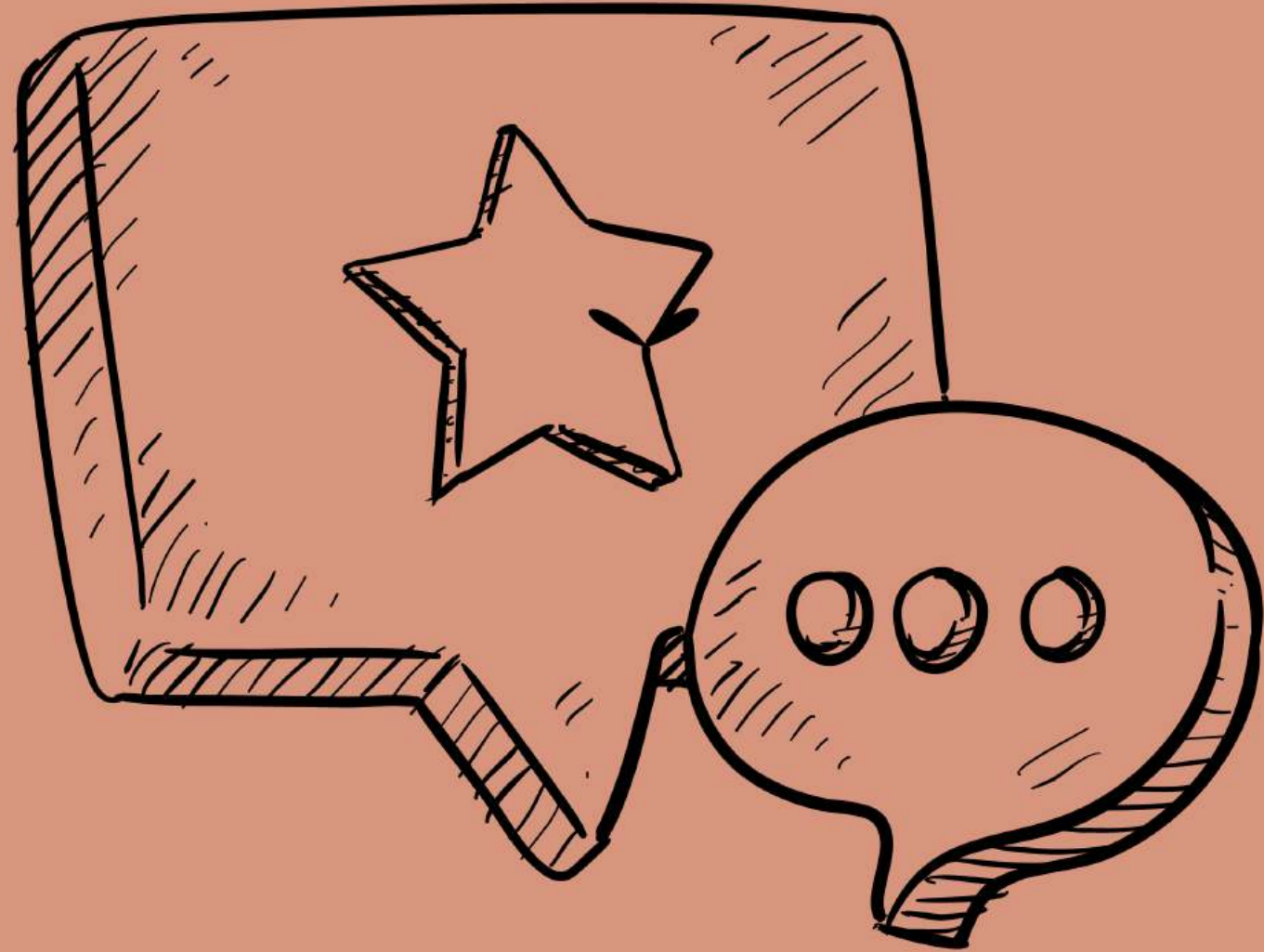
## **Activities:**

1. J'ai, qui a?
2. Son-au-graphe games
3. Math games
4. Class pizza order

# Reflections...

- \* Know your students
- \* Don't rush the process
- \* Positive reinforcement
- \* Assess the process - not the product
- \* Include student voice in activity choice
- \* Intrinsic motivation over rewards

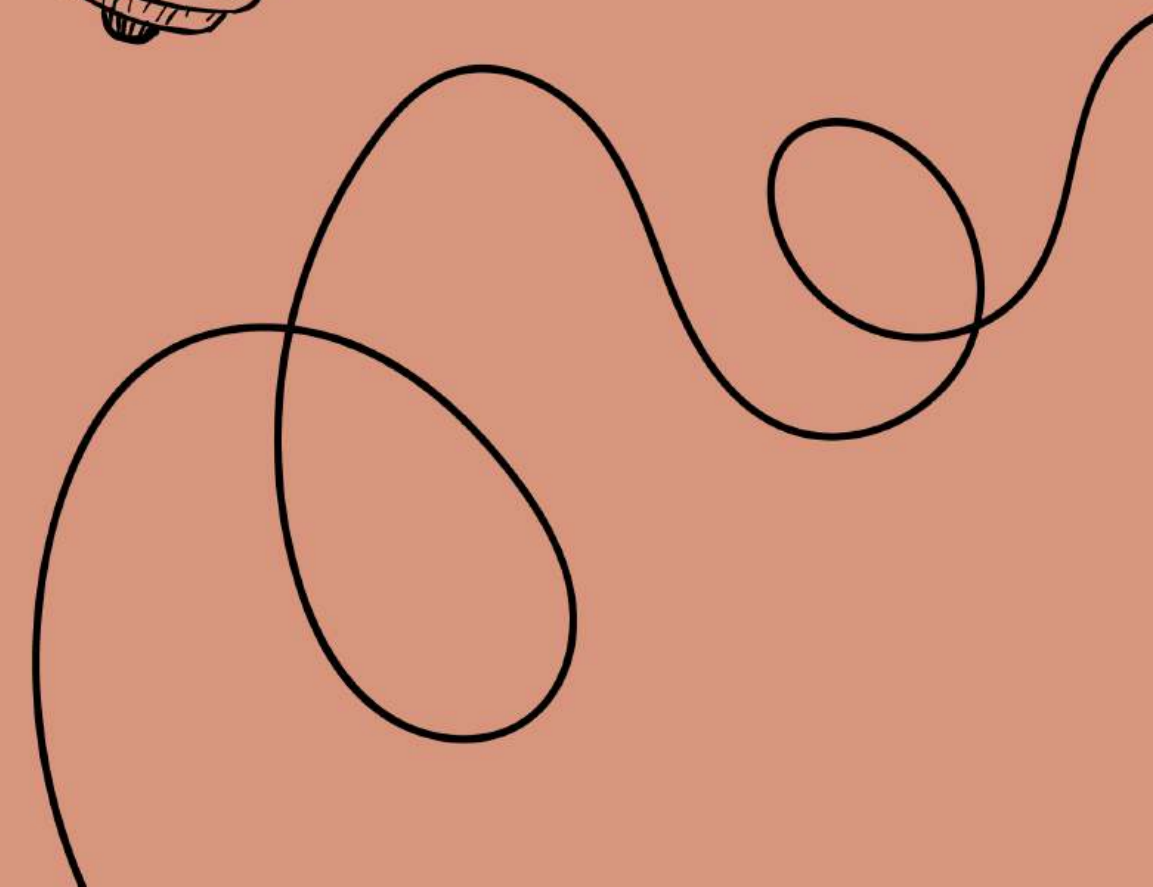
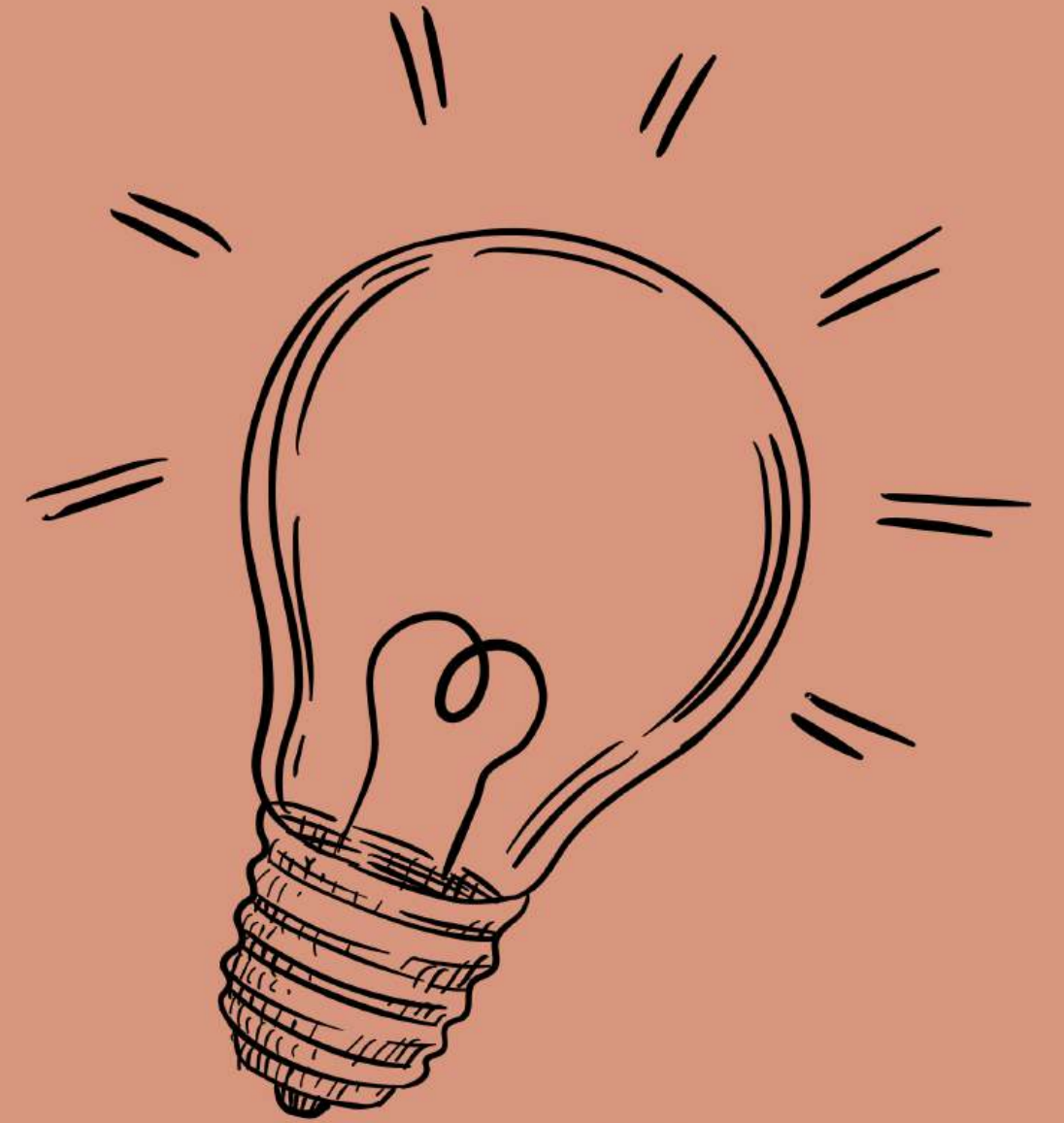


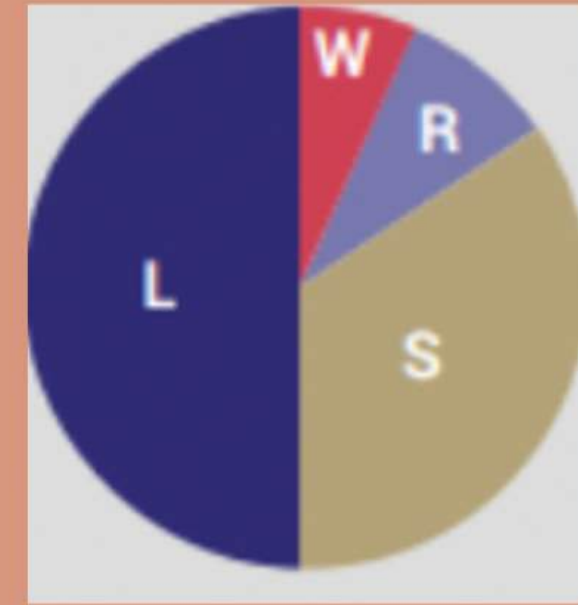


# The Spark of Ideas



Lightbulbs remind us of creativity and innovation. Every breakthrough begins with a spark—an idea that challenges what exists and imagines what could be, pushing individuals and teams toward new possibilities.

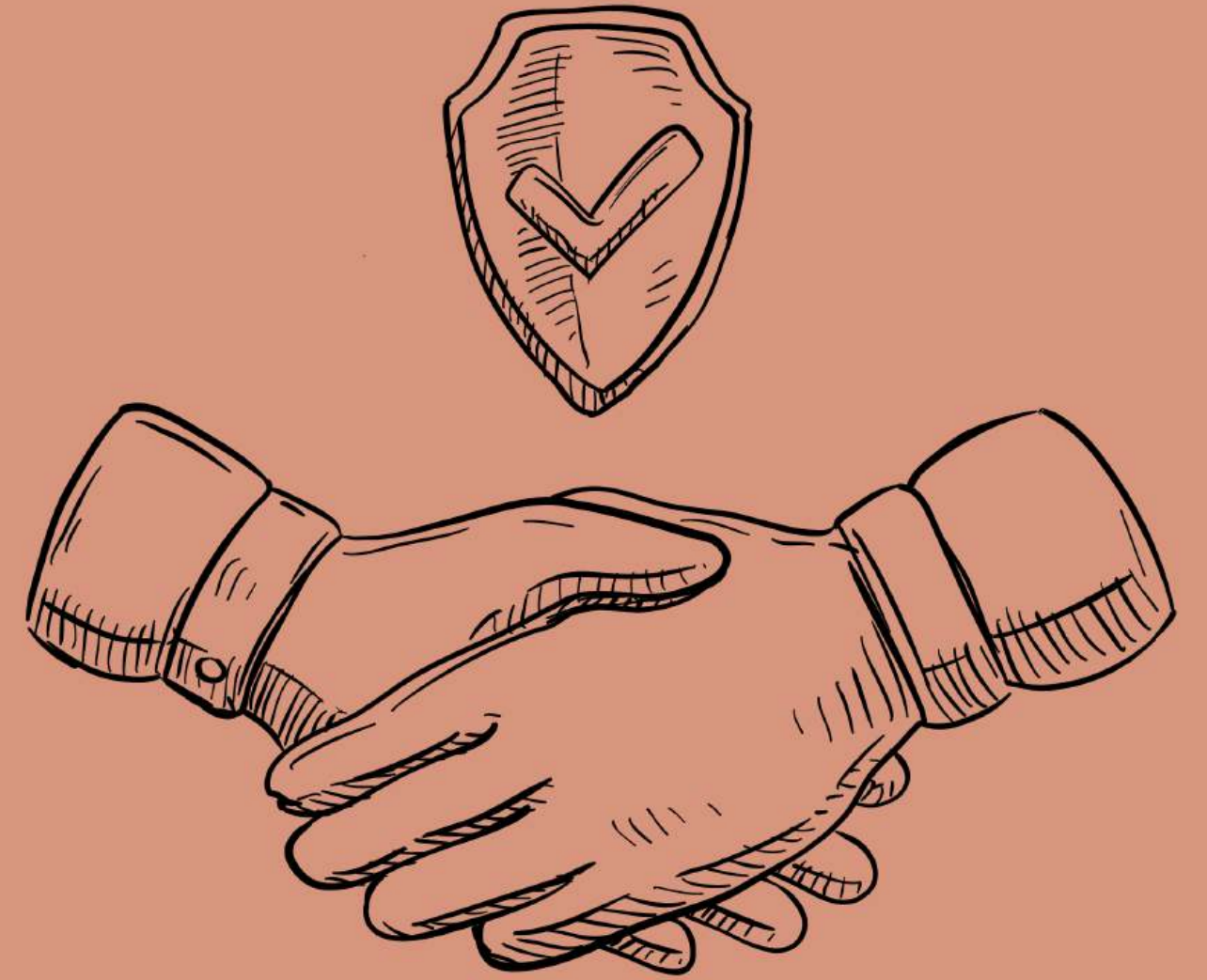




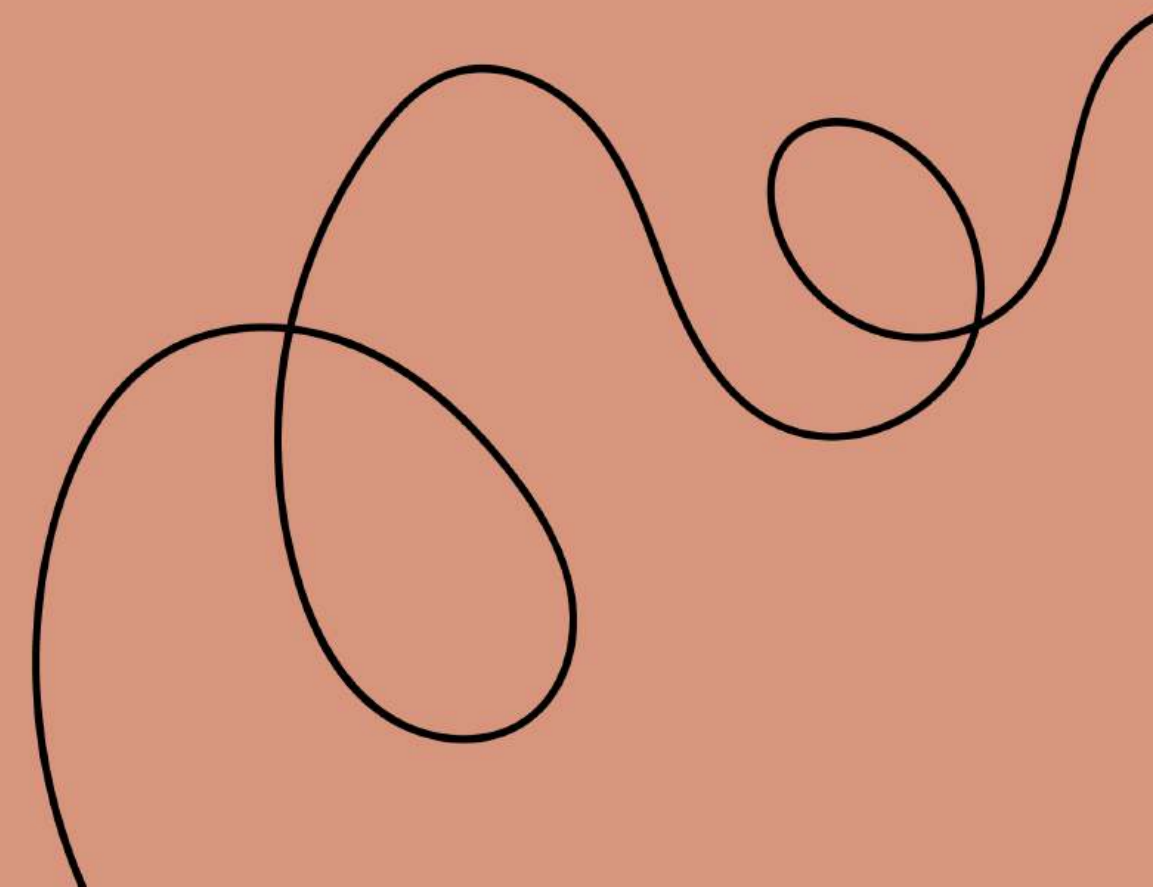
# The BIG picture

The Big Picture

# Trust and Collaboration



A handshake embodies trust, partnership, and collaboration. It reminds us that the strongest results come when people unite with shared respect and purpose, building something greater than themselves.

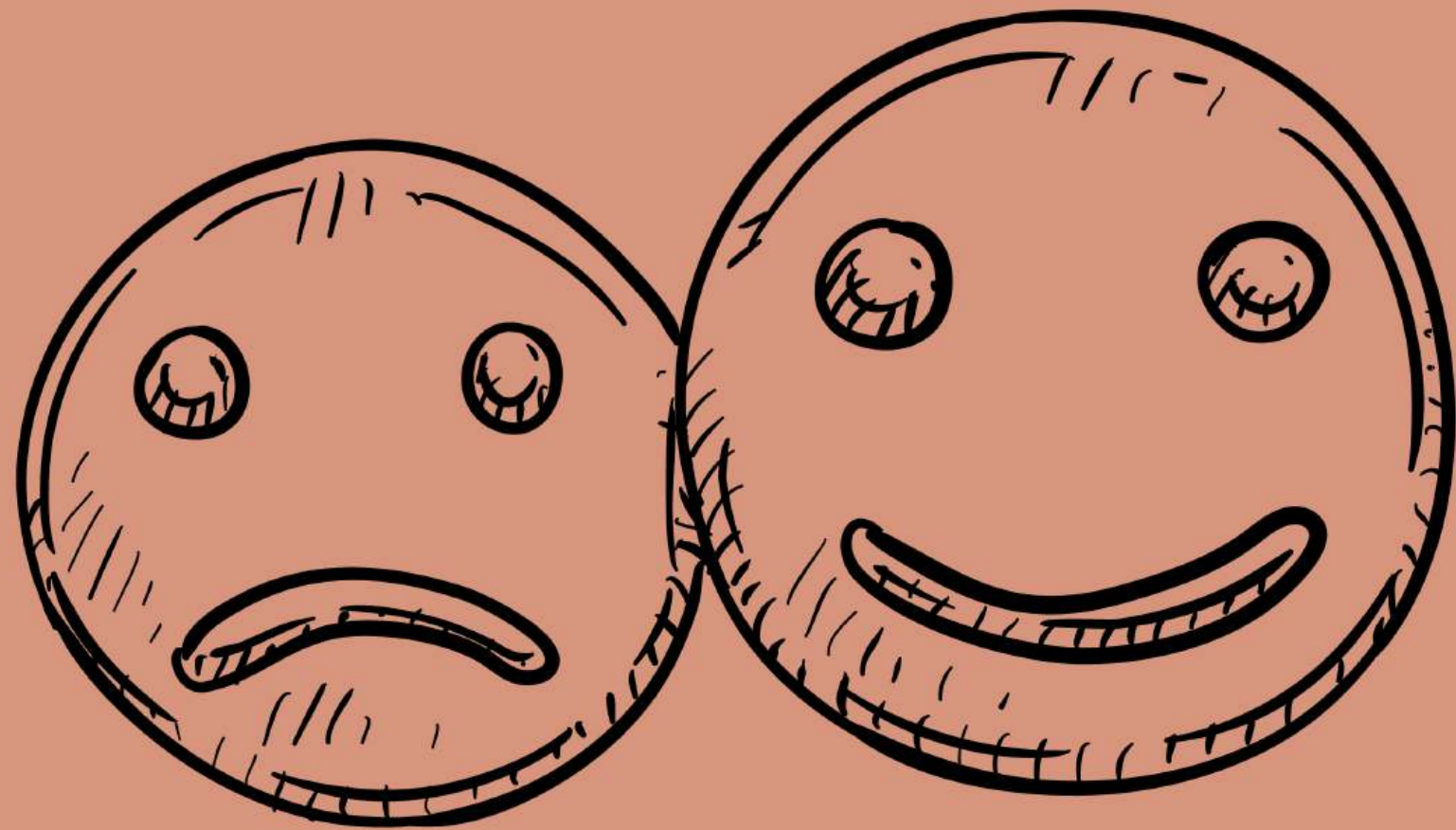




# Learning and Direction

Graduation caps and signposts symbolize guidance and growth. Education lights the path, while direction shows the choices ahead, preparing us to walk toward opportunities with confidence.

# Closing Scene



The faces of emotion bring us back to humanity. Behind every strategy, every plan, and every innovation lies the human experience of joy, challenge, and connection—the true essence of communication.