



Action-Oriented Tasks

The Ontario Curriculum, French as a Second Language, Grades 9 to 12, Core French, Extended French and French Immersion (revised), 2014

Grade 9 to 12: Core French, Extended French and French Immersion

*Social interaction in French is pivotal in the revised curriculum. Students and teachers alike must be using the target language to achieve real goals. Teachers can plan activities using the **action-oriented approach** to encourage students to use French to communicate in a meaningful way.*

AUTHENTIC ORAL COMMUNICATION

Plan activities that develop meaningful communication skills by:

- Responding to students' interests
- Modeling and scaffolding using authentic situations
- Practising in multiple ways to continue to develop and increase fluency
- Tailoring activities to meet students' needs
- Presenting a variety of activities across all 4 strands (listening, speaking, reading and writing)
- Developing the ability to use language conventions in a real-world context

SPONTANEOUS COMMUNICATION

As **lifelong language learners**, students will continue to develop the ability to communicate in French as opportunities arise throughout their lives. In the classroom, however, students need many opportunities to plan, rehearse and role-play what they would say in a variety of situations. As students develop greater self-confidence and proficiency, and with continued support from the teacher, students can engage in more spontaneous interactions through well-developed action-oriented tasks. The ability to speak spontaneously will continue to develop over the years, as will the variety and complexity of contexts in which students can meaningfully communicate.

Comprehensible Input

"Comprehensible input" means that students understand the messages they hear in French. As you describe and model activities for your students, consider these comprehension strategies to help them understand:

- The message is relevant to students, the context and the situation
- The message is repeated exactly to give more opportunities to increase understanding
- The message is paraphrased with the same keywords in a more familiar sentence structure
- The message can be negotiated by students: they can ask questions, model what they think teachers are asking and get feedback to confirm their understanding

Real-World Connections

The **action-oriented approach** views the students as **social actors**. As students work through activities based on this approach, they will develop interpersonal skills in order to negotiate a variety of situations successfully

Using **authentic print and audio resources**, such as advertisements, schedules, blogs, short stories, magazine articles, biographies, short films, websites, poetry or newscasts, provides opportunities for students to develop critical literacy skills. Analyzing the medium and message can uncover assumptions about the audience and the perspective the writer or speaker has chosen. Students can recognize cultural similarities and differences as they develop their ability to think critically and deepen their **intercultural understanding**.

Planning Action-Oriented Tasks

- Start with the **curriculum** and choose the expectations that you wish to cover.
- Define a **learning goal** that describes the communication required for the activity.
- Think of scenarios that use that type of communication and look for **authentic resources**
- Develop the **action-oriented task(s)**: What is the goal?
- **Scaffold** and reflect on the task that you will provide: How can students negotiate meaning with classmates? What questions or communication strategies do they need? What language knowledge is required to complete the task?

“Teachers adopting an action-oriented approach may present language activities to students that closely mimic tasks they might face in everyday life. The tasks are therefore open-ended and require the use of a variety of skills and knowledge, often requiring oral and/or written interaction between two or more students.”

-A Framework for French as a Second Language in Ontario, Schools, Kindergarten to Grade 12, 2013, page 32

Sample Action-Oriented Tasks:

Task #1

Grade: Intermediate Core French

Learning Goal: I can make a plan for spending time with others.

Possible Scenarios:

Il est samedi soir, tes amis et toi veulent aller au cinéma. Il faut discuter les films, l'horaire du cinéma et comment y aller.

Il est dimanche après-midi. Tes amis et toi veulent jouer à un sport. Il faut discuter des différents sports que vous aimez, où vous allez les jouer et l'équipement nécessaire.

Task #2

Grade: Senior Extended French

Learning Goal: I can show that I understand a text by agreeing, disagreeing and making connections to the main ideas.

Possible Scenarios:

Tu lis un éditorial dans le journal sur un thème de préférence. Ecris une réponse qui exprime ton opinion

Toi et tes amis lisent un éditorial des conseils dans le journal. Après avoir lu, vous discutez la situation et les conseils suggérés dans l'éditorial pour savoir si vous êtes en accord ou en désaccord avec tes amis.