



ENGAGING THE LEARNER VIEWER'S GUIDE

MODULE 2

THIS MODULE WILL EXPLORE HOW TO ENGAGE THE LEARNER
BY PLANNING FOR AND IMPLEMENTING AUTHENTIC TASKS
AND THE UNIVERSAL DESIGN FOR LEARNING IN
ORDER TO REDUCE CLASSROOM MANAGEMENT ISSUES.

INTRODUCTION

Welcome to **Module 2**. In this module, we will explore how to engage the learner by planning for and implementing authentic tasks and the Universal Design for Learning in order to reduce classroom management issues. When you pause the video to reflect upon the prompting questions, consider the ways in which you can provide guidance and support to your FSL educators. The strategies and activities suggested in this module are intended for FSL students in all grades across all programs. For a more comprehensive explanation of these suggested strategies and activities, refer to the **Glossary of Terms** document.

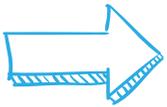
Most of the tasks and strategies shared in this module can easily be applied to distance learning using the technology tools and platforms approved by your Board.



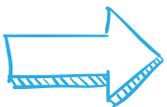
MODULE GOALS

THERE ARE MAIN GOALS FOR THIS MODULE:

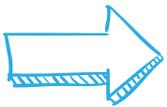
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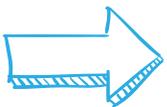
We are developing an understanding of the learners' interests, skills, needs and strengths.



We are implementing the Universal Design for Learning to provide supports and tools for every student.



We are engaging the students through the use of action-oriented, meaningful tasks.



We are implementing effective instructional strategies with the goal of achieving success for ALL.

DEVELOPING THE LEARNER PROFILE

The learner profile is important in the FSL context, as it enables educators to gather information about a student as second language learners. As FSL learners, student preferences, skills, strengths and needs may differ from their first language learning experiences. For example, in their first language, a student may prefer to present learning in discussions in small groups; however, in the FSL classroom, the student may prefer to record their thinking before sharing.



Diagnostic assessments are the foundation through which educators begin to understand the strengths and needs of their students. In FSL, an example of a diagnostic assessment could involve having an interaction in French with the students to see how well they can communicate. The educator could also have the students complete small oral or written tasks, such as counting, describing images, reading aloud or asking/responding to questions, to determine their proficiency level in French. This pre-assessment can be recorded by using a checklist or by taking anecdotal notes in order to help guide instruction.



Learning students' interests help to create a sense of community and help the educator to develop lessons based on students' likes. This can be determined by using get-to-know-you activities and games where students interact in French, such as through the use of surveys, **Bingo** or **Trouve quelqu'un qui ? (Find Someone Who?)**. Some of these activities are further defined in the **Glossary of Terms**.

By fostering students' previous experiences, educators can build upon what the students have already learned to help them move forward. For example, having students brainstorm or complete **Le tableau S-V-A (K-W-L Chart)** at the beginning of a task, can help determine what students already know and have learned. The students can use simple sentences, words or images to express their ideas.

Supporting the students' mental well-being is vital to a student's readiness to learn. Providing French ambiance music, breathing techniques, calming strategies, zones of regulation and regular check-ins with students, will help students to self-regulate.

WHAT GAMES AND ACTIVITIES CAN HELP TO DEVELOP A SENSE OF COMMUNITY, WHILE GETTING TO KNOW THE STUDENTS?

Considerations:

Trouve quelqu'un qui ? (Find Someone Who?), name Bingo, scavenger hunt, co-creating class rules/expectations, name game, group challenges, chain phrase, two truths and a lie, Amazing Race, Rencontres-éclairés (Speed-meeting), personal interest survey, why learn French activities/videos/songs



IMPLEMENTING UNIVERSAL DESIGN

Multiple Intelligences is another important component of the learner profile. Students need to understand how they learn best as second language learners, so that educators can ensure that lessons address the various ways that students learn. [The Differentiated Instruction Scrapbook](#) from www.edugains.ca provides strategies for responding to the learning preferences, interests and readiness of individual learners. Some examples include using a song to teach new vocabulary, having students physically follow directional instructions or displaying images to support their understanding of classroom expressions.

Collaborating with the school team, (homeroom educator, support staff and parents), will also help the educator to better understand the students' interests, strengths and needs, as well as develop a positive student-educator relationship. The FSL and School Leads can support this process for co-planning by coordinating learning opportunities between homeroom and FSL educators.

Involving students in the process of establishing norms, routines and expectations will help reduce classroom management issues. Rules and expectations should

be visible, reviewed regularly and written in clear simple French. In the case of an FSL itinerant educator, it is important to find opportunities to echo the expectations of the homeroom classroom. This supports consistency and positive transitions for students, and builds collaboration between first and second language contexts.

To further reduce classroom management issues, building positive relationships is essential in an FSL class. Taking the time to make personal connections with



students will help the educator to reach even the most difficult students. Students will be more engaged when they feel valued and understood. Implementing strategies, like the ones mentioned to support a student's mental well-being, can help to resolve challenging situations as they arise. It is also helpful for the FSL educator to find opportunities to initiate clubs or lead teams to support relationship building outside of the classroom.

HOW CAN STUDENTS BE INVOLVED IN THE LEARNING PROCESS?

Considerations:

Co-creating class rules and expectations, share personal learning styles, share personal calming strategies, set own learning goals, understand own needs/strengths, self-reflection

WHAT STRATEGIES CAN BE USED TO DEVELOP A POSITIVE STUDENT-EDUCATOR RELATIONSHIP?

Considerations:

Running teams/clubs, acknowledging students' interests, finding similarities, support students' needs/strengths, enthusiasm/positive attitude, respect for ALL differences



IMPLEMENTING UNIVERSAL DESIGN

The **Universal Design for Learning** offers all students an equal opportunity to succeed and provides flexibility in the ways students access material, engage with it and show what they know.

Using assistive tools, such as digital devices, Speech-to-Text software, and headphones, will help support students' language learning needs. There are a number of online tools that support the reading and writing of sentences in French.

It is beneficial when students are involved in creating a flexible and differentiated learning environment, such as flexible seating and varied groupings, in order to promote discussions and social interaction. For itinerant educators, a flexible learning environment may involve collaboration with the classroom educator to create alternate seating arrangements or groupings to maximize interaction during French. When possible, it is good practice to have students line up outside of the homeroom classroom, when it is FSL time, so that the alternate seating arrangements signal the beginning of French learning.



Listening is the foundation through which language learning happens. Students need to be able to hear the language repeatedly, before they can speak, read or write about it. In order to develop language skills, it is important for students to be exposed to a variety of voices, accents and audio text types. Students' needs are considered during listening tasks by adjusting purpose, complexity, accent and pace as suggested in [The French as a Second Language Listening to Learn](#) document from www.edugains.ca.

It is important to support the differentiation of process, where students acquire knowledge in a variety of ways, such as through oral, written or drama activities. Differentiation of content should be based on students' interests. When we differentiate product, the students are able to demonstrate their understanding in different formats, such as through a video, poster or writing task. Purposeful and explicit differentiation is a necessary step to supporting student confidence and engagement in FSL.

WHAT ARE THE BEST TOOLS TO MEET THE NEEDS OF ALL LEARNERS?

Considerations:

*Digital tools, peer support, images, facial expressions, repetition/review, gestures, time to think/process, anchor charts, personal visual dictionary, read aloud, think-aloud strategy, brainstorming, **Pense-Parle-Partage (Think-Pair-Share)***

HOW CAN THE PROCESS, CONTENT AND PRODUCT BE DIFFERENTIATED FOR A TASK?

Considerations:

PROCESS = listening to text, viewing a video, reading a text, discussions, CONTENT = different subject within topic, students' interests, PRODUCT = video, poster, role-play, song, oral presentation, poem, slide show, story/paragraph, Speech-to-Text

Communicating clear, realistic and attainable learning goals in student-friendly French language will help the students have a clear vision of what they are learning. Creating clear and concise success criteria with student input will enable the students to understand what skills they need to demonstrate to achieve the learning goal. Success Criteria should be written using familiar French words and images to support students' understanding of the expectations.

A language-rich learning environment provides the tools for students to use the language successfully. This can be achieved with: anchor charts, personal visual dictionaries, word walls, word banks, prompting questions and authentic texts readily available to the students.

The explicit teaching of clarification strategies is imperative in the second language classroom. Examples of phrases include *je ne comprends pas*, *répétez s'il vous plaît*, *parlez lentement* and *pardon*. These strategies support students to clarify understanding and develop proficiency.



The module [Learner Autonomy and Metacognition](#) from www.transformingfsl.ca states that students need to be explicitly taught the process of learning a language, in order to enable them to take responsibility for their learning. Therefore, it is important for students to take ownership of their learning by setting goals for their next steps and engaging in self-reflection. Students should consistently reflect on the strategies they have used when listening, speaking, reading and writing. These strategies should be posted in the classroom and referenced often so that metacognition is continuously supported in FSL.

WHAT IS THE BEST WAY TO INCORPORATE ATTAINABLE LEARNING GOALS FOR STUDENTS?

Considerations:

Familiar phrases/words, know students' needs/strengths/abilities, review/repetition, developmentally appropriate

WHAT DOES A LANGUAGE-RICH LEARNING ENVIRONMENT LOOK LIKE?

Considerations:

Anchor charts, authentic texts, personal visual dictionaries, images, prompting questions, word walls, word banks, learning strategy posters/handouts

STUDENT ENGAGEMENT

According to [A Framework for French as a Second Language in Ontario Schools](#), student engagement supports confidence and proficiency in FSL.

The module [The Action-Oriented Approach](#) from www.transformingfsl.ca emphasizes the need for students to engage in purposeful acts which are set in a context that students could face in everyday life in a variety of situations. **Authentic action-oriented** tasks actively involve learners in meaningful communication where students use verbal and non-verbal cues to communicate a message. Messages are spontaneous - not simply memorized - and require students to consistently negotiate understanding and communicate as they interact. The target language structures and vocabulary required for the tasks can be supported by developing co-created anchor charts and visuals, either digital or on chart paper.



An example of an action-oriented task could involve an end-of-the-year pizza celebration. In this task, students must use an online menu to purchase a pizza and drinks that respect the group's preferences and a \$25 budget. This task is action-oriented because there is a goal and spontaneous authentic prompts ("*Sorry, we aren't accepting cash*" or "*We don't sell lemonade*"). The students engage in discussions in French, in order to meet the likes and dislikes of everyone within their group.

An example of a pizza activity that is NOT action-oriented would be to have the students express the type of pizza they like. In this activity, the students would simply memorize the question and sentence starter: *Quel type de pizza aimes-tu ? J'aime une pizza au fromage*. Each group conversation would be virtually identical, as students simply substituted pizza toppings within a structured sentence.



Student choice and voice are very important for student engagement. A choice board is a graphic organizer that consists of different squares. Each square represents an activity. Students are able to select different tasks that appeal to their interests. Students can be instructed to choose and complete one or more activities in each strand of listening, speaking, reading and writing.



Real-world connections support students in seeing the use of French as purposeful outside of the classroom, while modelling language through the use of authentic audio and written text. [TV5Monde](#), [Le Monde en Marche](#), [Idéllo](#) and [News in Slow French](#) are examples of websites which connect learners to current events at a developmentally appropriate level. Some of the audio texts from these sites may appear fast for the beginner learner; however, with more repetition, in addition to an emphasis on listening for familiar vocabulary and phrases, students will begin to feel more at ease.



WHAT DOES CONNECTING TO THE REAL-WORLD MEAN TO THE STUDENTS?

Possible responses:

Developmentally appropriate tasks connected to topics of interest - e.g. school, sports/activities, friends, personal preferences, family, animals/pets, social media, video games, videos, technology, food, music

HOW DOES PLANNING BEGIN FOR AN ACTION-ORIENTED TASK?

Possible responses:

Curriculum expectation - students' interests - learning goal - action-oriented task - success criteria - build vocabulary/language structures - learn/practice vocabulary/language structures



STUDENT ENGAGEMENT

- **PROVIDE AUTHENTIC FRENCH TEXTS**
- **USE A VARIETY OF TECHNOLOGY TOOLS**
- **PROVIDE OPPORTUNITIES FOR INTERACTIVE LEARNING**
- **FOSTER INQUIRY-BASED LEARNING**

Students need to hear and read [Authentic French texts](#). The selection of texts should expose the learner to authentic vocabulary and a variety of text forms. In the pizza example above, authentic texts might include restaurant menus, online menus, online food reviews and audio recordings that model conversations of ordering foods at a restaurant, by phone or online. Authentic texts not only engage students in seeing French in different real-life forms, but also act as models for vocabulary and sentence structures that would support students as they prepare for the action-oriented task. Other examples are: party invitations, movie listings, song lyrics, social media posts, and opinion blogs.

Technology also supports student engagement. Consider the variety of Board approved apps and web-based tools that exist, in order to assist and support students as they develop proficiency in French.

Interactive learning provides a more hands-on experience and supports student engagement. Active learning opportunities, such as ***Quatre coins (Four Corners)***, ***Rencontres-éclaircs (Speed-meeting)***, ***Marchez en musique (Milling to Music)***, ***Information Exchange***, ***Pense-Parle-Partage (Think-Pair-Share)***, scavenger hunts, Escape Rooms or the Amazing Race, are all activities that foster movement while learning. Some of these activities are further defined in the **Glossary of Terms**.

The document [Inquiry-based Learning](#) from www.edu.gov.on.ca states that inquiry-based learning places students' questions, ideas and observations at the centre of the learning experience. This approach allows students to explore their ideas and ask higher-order questions. Providing a question matrix in French ([Le tableau Q](#)) will encourage the students to ask questions that promote critical thinking.

WHICH TEXTS AND TOOLS SUPPORT THE GOALS OF THE ACTION-ORIENTED TASK?

Considerations:

Revisit success criteria, checklist, co-created anchor charts, websites, authentic texts, songs, videos, personal visual dictionaries, practice/repeat vocabulary/ language structures

HOW CAN WE SUPPORT STUDENTS' DESIRE TO LEARN WITH LIMITED LANGUAGE SKILLS?

Considerations:

Repetition, images, personal visual dictionaries, gestures, facial expressions, peer support, videos/songs, games, regular check-ins, attainable tasks



INSTRUCTIONAL STRATEGIES

Effective instructional strategies support students in accomplishing tasks and meeting learning goals successfully.

French needs to be the language of communication in the FSL classroom. It is important to maintain the integrity of the language. If instructions are provided in French, and the English translation follows, then learners have less opportunity to develop vocabulary or critical thinking skills to process their new language. Using visuals, gestures, actions and facial expressions are proven methods that help students to understand the target language.

The FSL classroom should focus on accountable talk, where the students are thinking about what their peers are saying, and responding and reacting in a meaningful way. Authentic daily oral communication enables the students to engage in everyday uses of the French language as outlined in the document [Teaching and Learning in the Core French Classroom](#).

“FRENCH IS THE LANGUAGE OF INSTRUCTION, COMMUNICATION, AND INTERACTION.”

In this document, the strategies that are listed for oral interaction can be used in any FSL context, regardless of program. Students need to be able to hear and speak the language repeatedly, before they can read or write about it. There needs to be an increase in student-talk-time and a decrease in educator-talk-time. Establishing a “wait time” will allow time for students to think about their response and process the language. At the early stages of language proficiency, it is normal for students to communicate using short isolated words and phrases with frequent pauses and hesitations, specifically during spontaneous interactions. Learning to authentically communicate in a new language requires both rehearsed and spontaneous interactions.



Contextualized Vocabulary Acquisition

Contextualized vocabulary acquisition means that the vocabulary and language structures that are being taught and practised in class have a purpose and are connected to the action-oriented task. In order for students to successfully speak the French language, the vocabulary needs to be repeated, reused and reinforced. Repetition, gestures, actions, games, activities, visual supports, songs, videos, sentence starters and co-created anchor charts are some strategies to practise and learn the required vocabulary.

Celebrating what the students can do will help build students' confidence and competency in using the French language, as suggested in the module [Oral Proficiency](#) from www.transformingfsl.ca. It is helpful to develop "I can" or "*Je peux*" statements to highlight what the students are able to do. The [Oral Self Assessment](#) wheels from the Barrie Region CEFR Project (found on www.omlta.org), outline the oral communication skills that students are able to do at the various CEFR proficiency levels. As students progress on the "wheel", students become more comfortable using the language. The philosophy of the CEFR is embedded within the FSL curriculum and positions language proficiency according to specific levels. The CEFR and CEFR proficiency levels are further defined in the **Glossary of Terms**.





WHAT SUPPORTS CAN BE PUT IN PLACE TO ENSURE DAILY INTERACTION IS IN FRENCH?

Considerations:

Reward/praise students for speaking only in French, opening/closing oral routines, daily oral anecdotal assessment, personal visual dictionaries, anchor charts, self-reflection

HOW CAN WE CELEBRATE STUDENTS' SUCCESSES?

Considerations:

E-mail/call home, communication with homeroom educator, in-class reward/praise, announcement in newsletter, school announcements, recognition assembly, French performance/presentation in front of school/another class



Gradual Release of Responsibility

Gradual Release of Responsibility is the process of scaffolding the learning of the vocabulary and language structures. The educator begins with modelled practice, then continues with shared practice (engaged with students), then guided practice (with educator feedback), and finally independent practice where students are interacting without teacher support. We cannot expect the students to use the language, if they have not had time to practice it gradually.

When we explicitly teach learning strategies for listening, speaking, reading and writing, students are able to determine which strategies work best for themselves to support their understanding. Students can self-reflect upon the success of the learning strategies that they have applied by using a [Self-Reflection Checklist](#).

Intercultural Awareness & Sociolinguistic Conventions

Intercultural awareness and sociolinguistic conventions are unique components of the FSL curriculum. Intercultural awareness focuses on developing the students' exposure to, understanding of and respect for diverse French-speaking communities around the world. For example, Core





French students in Grade 4 are exposed to French-speaking communities in Ontario, whereas students in Grade 9 are exposed to French-speaking communities in Africa and Asia. Sociolinguistic conventions focus on developing students' understanding of the accents, dialects, words and phrases that are used in specific contexts and/or cultures. For example, the use of *vous* is used when referring to a group of two or more people, but is also used to express politeness in more formal situations. Explicitly teaching sociolinguistic understanding is a key component in developing student proficiency.

It is important to note that French culture should not be taught in isolation, but rather is intended to be a study of our interconnectedness and interdependence as a global community. Intercultural awareness includes more than a list of celebrations and symbols. Students develop a deeper understanding of the lived experiences of other cultures if it is incorporated into everyday language learning, as indicated in the module [Interdependence of Language and Culture](#) from www.omlta.org. Idéllo (www.idello.org) and Ça bouge (www.cabougetv5monde.com) are examples of websites that expose students to French culture around the world.

Organizing varied groupings and cooperative activities allow students to work, speak and learn with others as outlined in the document [Cooperative Learning](#) from www.transformingfsl.ca. These activities facilitate a variety of interactions where students can practice and repeat learning with varied partners and in varied groupings. Some examples of cooperative activities are: ***Pense-Parle-Partage (Think-Pair-Share)***, ***Quatre coins (Four Corners)***, ***Inside-Outside Circle***, ***Jigsaw***, ***Marchez en musique (Mill to Music)*** and ***Numbered Heads Together***. For an explanation of these activities, refer to the **Glossary of Terms** document.



WHAT ARE THE STEPS TO SCAFFOLD THE LEARNING?

Considerations:

Repetition, review, G.R.R. - modelled practice, shared practice, guided practice, independent practice

HOW CAN INTERCULTURAL AWARENESS BE INTEGRATED INTO EVERYDAY LANGUAGE LEARNING?

Considerations:

Songs by francophone singers connected to task, socio-linguistic conventions for task, authentic texts which include varied cultural representation, recognition of and respect for diversity, make personal connections/ comparisons with French-speaking communities



The Three-part lesson is also beneficial in the FSL classroom. It facilitates the process of gradual release while scaffolding student learning, which is vital as students learn a new language.

For students to further develop effective communication skills in French, grammar should not be neither the focus of a learning cycle nor taught in isolation. The strategy of teaching **grammar in context** means that grammar structures should be relevant and connected to the action-oriented task, and also strategically introduced as needed during a learning cycle. For example, if we consider the previous pizza party task, students may need a mini-lesson on verb tenses used to express a personal preference politely: *je voudrais* or *j'aimerais*. In this example, it is not necessary to expose students to all forms of the conditional verb tenses because the goal of the task only requires them to use the *je* form for a specific purpose. This concept is emphasized in the document [Grammar in Action](http://www.transformingfsl.com) from www.transformingfsl.com.

Descriptive feedback is intentional and specific and possibly communicated immediately during a task, or as a reference (written or voice note) to highlight student strengths and next steps. Examples of French language feedback may include gestures, universal symbols/icons and ***mots-amis*** (**word cognates**) (*l'organisation, le développement, une variété de vocabulaire*),

in order to support second language vocabulary acquisition. Positive reinforcement and opportunities for student reflection should be included whenever possible. Precise and timely feedback, that focusses on the success criteria, is key to ensuring that students understand the specific steps needed to improve their learning and understanding of the French language (see [Learning for All](#) from www.edu.gov.on.ca).

For example:

If the educator notices that students are consistently saying: *j'ai allé* as they describe where they went on the weekend, this may prompt a mini-lesson on the correct use of *je suis allé*. Because the goal is to describe where students went on the weekend, it is not necessary to introduce all forms of the *passé composé* (past tense) at that time.

Exit tickets, whether oral or written, are not only useful in determining whether or not students have understood the concept or the learning, but also support FSL educators in planning next steps.

For example:

After having had students talk and read about themselves and others, the educator may choose to have students use a sticky note to respond in writing to a related question prompt such as: *Qu'est-ce que tu aimes et pourquoi ?* In analyzing the responses, the educator can look for specific trends such as whether or not the students understand the written form of *j'aime*, the use of *parce que* or even the range of vocabulary.

This can help educators identify what specific grammar and vocabulary need to be further explored within the learning cycle.





WHY SHOULD GRAMMAR BE TAUGHT IN CONTEXT?

Considerations:

Needs to be meaningful, students need to see a purpose, required to complete action-oriented task, requires practice within context

HOW DO EXIT TICKETS GUIDE NEXT STEPS?

Considerations:

Lesson may need to be repeated or retaught in a different way, may advance to new learning/teaching, makes students accountable for learning goals

FEEDBACK

Your voice and feedback support the development of future professional learning series. Please take a moment to complete the following survey with your team. <https://bit.ly/FSLRR20>

Should you have any questions about this module, please send an email to omlta@omlta.org.



ACKNOWLEDGEMENT

These modules have been created under the leadership of the **Ontario Modern Languages Teachers' Association (OMLTA)**. The OMLTA is a non-profit, professional association that has been supporting French as a Second Language and International Languages educators of all programs and grade-levels since 1886. Today it continues to be the leader in professional learning and advocacy, inspiring and connecting Ontario's French and International Languages educators.

These modules were designed to support FSL Teacher Retention and Recruitment by deepening the understanding of the directions, principles and content of the Ontario Curriculum policy documents for all three of the province's FSL programs: Core French, Extended French and French Immersion.

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