GLOSSARY

OF TERMS

AUTHENTIC INTERACTIVE OPPORTUNITIES/ ACTION-ORIENTED TASKS

Action-oriented tasks are purposeful acts set in a context that students could face in everyday life in a variety of situations. These tasks are open-ended with many possible paths leading to attaining the specific end goal. These tasks actively involve learners in meaningful communication for a specific purpose in a real-life interaction, using verbal and non-verbal cues to communicate a message. Messages are spontaneous - not simply memorized - but require students to consistently negotiate understanding and communication as they interact.

BINGO

Bingo is a game of chance in which each player matches words, images or numbers printed in different arrangements on cards. The game caller draws the individual words, images or numbers at random, while the players mark their cards with tiles. It can be used to review or practice new vocabulary.

CEFR - COMMON EUROPEAN FRAMEWORK OF REFERENCE

The CEFR is a tool for informing the planning, teaching and assessment of French as a Second Language. The 10 BIG IDEAS of the CEFR include: French being the language of communication, focus on oral proficiency, implementation of action-oriented tasks, student reflection, communicative activities to develop the 5 language skills (listening, spoken production, spoken interaction, reading, writing), grammar presented in context, differentiated instruction, Gradual Release of Responsibility model, exposure to authentic French texts and increase of student talk time through the use of varied groupings and cooperative learning activities.

CEFR PROFICIENCY LEVELS

The six proficiency levels within the CEFR are A1, A2, B1, B2, C1 and C2, with A1 referring to the beginner learner of the language. The levels focus on a learner's ability to speak, read, write and understand a language. There are

specific indicators to describe each level. For example, an A1 learner is able to: understand and use very basic expressions to satisfy concrete needs, introduce themselves and ask others questions about personal details and interact simply, as long as the other person speaks slowly and clearly.

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. The vocabulary should be repeated, reused and reinforced.

CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY (CRRP)

Describes teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy. (Gloria Ladson-Billings, 1994).

For more information please refer to Culturally Responsive Pedagogy - Towards Equity and Inclusivity in Ontario Schools, Capacity Building Series, SECRETARIAT SPECIAL EDITION # 35 (2013).

GRADUAL RELEASE OF RESPONSIBILITY

Gradual Release of Responsibility is the process of scaffolding the learning of the vocabulary and language structures. The process begins with modelled practice where the teacher models the language for the students. It continues with shared practice where the teacher practises the language with the students. Students then engage in guided practice and the teacher provides feedback to students as they practise the language. Finally, the process leads to independent practice and students can then practice with other students on their own.

GRAMMAR IN CONTEXT

Grammar in Context means that grammar structures being taught and practiced should be relevant and strategically introduced as needed during a learning cycle.

INFORMATION EXCHANGE

Each student is provided with their own card containing a question, phrase or image. Each student locates a partner and takes turns sharing/describing the information on their card. The students then exchange cards and move to the next partner to repeat the activity with the new card.

INTERCULTURAL AWARENESS

Intercultural awareness focuses on developing the students' exposure to, understanding of and respect for diverse French-speaking communities around the world, and is at the centre of the curriculum, providing a specific cultural focus for each grade. It includes having an understanding of both your own and other cultures, and particularly the similarities and differences between them.

INSIDE-OUTSIDE CIRCLE

Inside-Outside ircles give every student a chance to speak with and listen to different people. The teacher divides students into two circles (or lines) of equal numbers, facing another student. Students speak to the person they are facing using the targeted vocabulary. Once students have exchanged information, they move the number of spaces and direction according to the teacher's instructions to speak to someone different.

JIGSAW

Jigsaw is a cooperative learning strategy that enables each student of a "home" group to be an "expert" in one aspect of a topic. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, they return to their "home" group and teach the aspect they mastered to their group members. With this strategy, each student in the "home" group acts as a piece of the topic's puzzle.

LE TABLEAU S-V-A (K-W-L CHART)

Le tableau S-V-A is the french equivalent of K-W-L Chart. A K-W-L Chart is a graphic organizer that helps students organize information before, during and after a unit/lesson. Students complete the first two columns before: *What I Know and What I Want to Know*. The last column is completed during and after the learning: *What I Learned.*

MARCHEZ EN MUSIQUE (MILL TO MUSIC)

Students move around the classroom to the music, then when the music stops, they engage in purposeful interaction focused on the targeted vocabulary with the student who is closest to them. Students repeat the process as the music begins again.

MOTS-AMIS (WORD COGNATES)

Cognates or *mots-amis* are recognizable words, not necessarily identical, in both English and French (e.g., *univers-universe; musique-music; calculatrice-calculator*).

NUMBERED HEADS TOGETHER

Within a group, each student is assigned a number. The teacher randomly calls out a number and the student who has been assigned that number speaks on behalf of the entire group.

PENSE-PARLE-PARTAGE (THINK-PAIR-SHARE)

This is a collaborative learning strategy where students work together to solve a problem, respond to a question or discuss a topic. This strategy requires students to think individually about the topic/question, discuss their ideas with a partner, then share their collaborative ideas with the class.

QUATRE COINS (FOUR CORNERS)

Display a different image or question in each of the 4 corners. The students begin at a corner of their choice, then engage in an interaction with 1 or 2 of their peers in that corner discussing the posted image or question. Students then move to a different corner to repeat the same process.

RENCONTRE ÉCLAIRS (SPEED-MEETING)

Speed-meeting (*rencontres-éclairs*) is an opportunity for students to engage in quick paired interactions with a large number of their peers, asking and responding to questions based on personal information and preferences. At the end of each quick interaction, the students move to their next partner. The goal is to find a match with similar interests or personal information.

TROUVE QUELQU'UN QUI ? (FIND SOMEONE WHO?)

A *Trouve quelqu'un qui*? (Find Someone Who?) activity is an interactive activity which involves learners trying to find someone in the group who matches a description. It can be used to practice new vocabulary, to activate background knowledge or to review concepts.

UNIVERSAL DESIGN FOR LEARNING

The goal of UDL is to create a learning environment that is open and accessible to all students, regardless of age, skills,or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

ZONE OF PROXIMAL DEVELOPMENT

ZPD refers to an area of learning that occurs when a person is "close" to mastering a set of skills with the guidance and support from an educator. Identifying a student's ZPD helps educators choose success criteria and plan more targeted instruction for the whole class, small groups and individuals.