

PROMOTING ORAL LANGUAGE DEVELOPMENT
IN THE PRIMARY CLASSROOM:
A FOCUS ON NEW BRUNSWICK'S FRENCH IMMERSION
PROGRAM

by

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ABSTRACT

Grade 1 French Immersion is the foundational year for developing oracy, literacy and writing skills. Educators play an integral role in guiding students towards language acquisition (LA), and thus must use tried and true best practices rooted in the theories of LA. The pedagogies surrounding LA need to not only be understood by teachers, but also serve as a roadmap for task-based activities linked to LA research. Providing ample opportunities for students to speak and listen, with a variety of language users, is essential to develop output. This is especially relevant in today's current political climate surrounding the success of the FI program in New Brunswick. The literature supports the claims that any child can learn a second language, but stresses the importance of properly implemented and planned oral activities to ensure that children become proficient speakers. Teachers in primary classrooms must be cognizant of this when organizing talk-based activities: oracy skills must be practiced as with any other skill, and relevant, talk-based activities merit their spot in the primary classroom now more than ever.

Keywords: oracy; talk-based; language acquisition; input and output.

DEDICATION

For my students: you have all taught me so much.

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List of Acronyms

CF Corrective Feedback

FI French Immersion

FILA French Immersion Language Arts

FSL French as a Second Language

IF Intensive French

L1 First Language

L2 Second (or additional) Language

LA Language Acquisition

NNS Non-Native Speaker

NS Native Speaker

OPI Oral Proficiency Interview

PIF Post-Intensive French

PT Processability Theory

PU Proficient User

SLA Second Language Acquisition

TL Target Language

UDL Universal Design for Learning

Introduction

I have taught Grade 1 French Immersion in New Brunswick since the implementation of the revamped program in September 2017. My 2017-2018 class of fourteen students was the first Grade 1 French Immersion (FI) class in my school's history. However, due to myriad reasons, one of which is the socio-economic reality of the area I teach in, my students struggled to acquire French, specifically oral language. The goal to have spontaneous discussions in the target language (TL) by June was not met; which, ultimately, meant that the lacking oracy (Wilkinson, 1965) skills needed to succeed in FI would affect these learners as they moved forward in the program. It is likely that these students will not meet the oral language targets by the end of high school if oracy is not prioritized in the program's delivery: each grade builds on the knowledge and skills of the previous one, which highlights the importance of developing talk at a young age. Certainly, all teachers want their students to succeed, and in my experience, oracy skills develop when oracy is explicitly targeted. Unlike first language (L1) students in L1 classrooms, second or additional language (L2) students do not have years of talk in the TL when they enter the Grade 1 classroom: teachers must absolutely focus on this important aspect of literacy before expecting students to read or write.

The success of the FI program relies on students' Oral Proficiency Interview (OPI) results at the end of high school, meaning that oracy is absolutely necessary to teach and learn. Talk is the foundation of literacy; after all, "reading and writing float on a sea of talk" (Britton, 1983, p. 11). Still, as a teacher immersed in the program, I recognize that there are gaps in the pedagogies surrounding oracy, which impacts students' TL acquisition and consequently, the perceived success of the program. Talk

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must be taught explicitly through specific, task-based activities that are based on these theories, aligned with the curricular outcomes and actually easily implemented in the primary classroom. To put it simply, New Brunswick's current political stance on FI necessitates a closer look at oracy within the program, as well as targeted activities that match the oracy goals. If an OPI score measures the success of the FI program, educators must make oral language a priority in the primary classroom. This project will explore just how teachers can do this by first focusing on the foundational theories of LA, then providing ten inexpensive and enjoyable oral activities that align with both the theories of LA and the curricular goals of Grade 1 FI.

L1 and L2 Oral Language Acquisition

Is there a definite point at which a language is acquired? Or is it a lifelong process? Researcher Susan M. Gass (2018) stated that “acquisition can be viewed as a process beginning with input apperception and culminating with integration of new linguistic information into an existing linguistic system, output then being the manifestation of newly integrated or acquired knowledge” (p. 4). Essentially, acquiring a language begins with recognizing the gap in what is known and what needs to be learned, or, *apperception*, and this is then transformed into first understanding an oral message (input), then producing a coherent message (output).

Researchers have often pondered whether or not caretaker input is the main factor in a child's acquisition of their L1. How much of language acquisition is environmental and how much of it is biological? Gass (2018) explains, “the theoretical question underlying much of language acquisition research is the extent to which an innate mechanism drives acquisition as opposed to acquisition being conditioned and shaped by

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the linguistic environment and linguistic interactions in which a learner is involved” (p. 51). It is universally agreed upon that a child will learn to talk if exposed to input and will not if input is insufficient. This has been seen in studies surrounding feral children (Kenneally et al., 1998; McCrone, 2003) and can be extended to instances of child neglect. In fact, “all children of normal intelligence and normal hearing learn to talk, and we know that individuals exposed only to noninteractive, nonmodified language do not learn a language” (Gass, 2018, p. 53). Moreover, a study performed in 1998 determined that there was a direct correlation between parents’ knowledge of children’s literature (reading at home) and childrens’ oral language skills (Sénéchal et al., 1998), reinforcing that children who are exposed to quality language will have better oral language development.

Perhaps the most recognized linguistic acquisition theory is Noam Chomsky’s (2002) perspective that “language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of species” (p. 1). Through this lens, this explains the phenomenon that people can produce and understand messages with competency despite having never encountered these expressions before. Chomsky’s theory is primarily that children have an innate ability to acquire language, and this is biologically driven. While it is undeniable that children exposed to language will learn to speak, this theory is confronted by certain limitations. Several studies have concluded that the main criteria for language acquisition are motivation, integrativeness, attitudes towards the learning situation and cognitive ability (Li, 2006; Pulvermüller & Schumann, 1994), which fits into the sociolinguistic perspective, or learner-centered language acquisition. Language acquisition may be

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biological, but biology alone is insufficient; language development is much more complex. Essentially, in the sociolinguistic perspective, learners take responsibility for their own learning and are therefore engaged in their own learning (Nunan, 2015). This means that teaching and learning work in harmony; while there are language goals, learners set the pace at which they learn and acquire the language. This creates rich and unique opportunities for students to use their language, which in turn motivates them to want to communicate with others. This is especially significant in second language acquisition (SLA).

Of the four essential characteristics stated above, motivation is especially significant in SLA, as teachers play a key role in motivating students to acquire an additional language. Children must be motivated to speak a language for them to become proficient. This can start as early as infancy, where a child's babbles become words to designate objects or people (such as 'ma' for 'mom' or 'ba' for 'ball'). When a caregiver repeats the child's babbles by showing the object, the child associates the sounds with the object. The child is motivated to learn because of the positive interactions with the caretaker. Furthermore, language acquisition (LA) is easier if the learner is young: after the seventh year of life, the critical learning period is over and language proficiency will be slightly lower than if the child had been exposed to the language earlier (Singleton & Ryan, 2004). During childhood, a child is able to learn a language naturally without explicit grammar instruction, which makes grammar an innate system within the human brain (Sakai, 2005). Older learners can still acquire a second or additional language if they are motivated, but may struggle with a grammar deficit simply due to the neurological limitations of the brain after the critical exposure period of language

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development. It is worth noting that certain neurolinguistic and cognitive barriers can impede language acquisition, even if the learner is motivated. Still, as Dörnyei (2014), who has studied motivation's role in SLA, points out, "the basic problem with conceptualizing motivation as the foundation of human behavior lies with the fact that human behavior can be influenced and shaped in a wide variety of ways" (p.519).

Basically, he concludes that while motivation is important, it has a complex relationship with cognition and emotion and classroom teachers must be aware of this, especially in SLA contexts. Dörnyei (2014) shares a practical solution for educators struggling with this: "Because motivation always manifests itself in a dynamic interplay with other personal and contextual factors, a particularly fruitful approach to conceptualizing motivation is by focusing on motivational conglomerates of various motivational, cognitive, and emotional variables that form coherent patterns and, as such, act as wholes" (p. 530). It appears that there are different views in regards to motivation's role in language acquisition, but all agree that motivation is significant to a certain degree.

The constructivist perspective, or usage-based perspective, differs from the sociolinguistic perspective. Usage-based perspectives explain the behaviours of second-language learning. As Song (2018) clarifies,

usage-based approaches in studying language acquisition can be grouped into two major categories: one stressing the significance of contexts including social contexts and the other mostly addressing models of language structure using the data of speech acts (p. 19).

Usage-based perspective places an emphasis on instances of use and consequent cognitive entrenchment, thus placing learning at the forefront of LA (Song, 2018, p. 20).

Nicoladis, Graco and Genesee (2011) define usage-based theory as belonging to "a family of emergentist approaches to acquisition that assume children make use of a

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variety of domain-general perceptual, social and cognitive mechanisms to learn language without the guidance of innate knowledge and mechanisms specific only to language” (p. 555). They claim that variation in exposure influences rate of acquisition through the usage-based lens. Despite the differences in sociolinguistic and constructivist theories, both support that input and output are necessary elements in LA.

As with the perspectives noted above, there are also differing perspectives on the role of implicit and explicit knowledge in LA. Implicit knowledge refers to the knowledge gained without awareness of learning, such as grammar, while explicit knowledge refers to knowledge gained through targeted learning, which can be easily articulated and explained to others. There are three different positions on implicit and explicit language knowledge: the first being the non-interface position. Krashen (1982) hypothesized that language could be either learned or acquired. In this theory, acquisition is a subconscious process, in which speakers ‘feel’ that a sentence is correct or not, without necessarily knowing the grammatical rules. This happens often with first-language learning (L1). Language learning, on the other hand, is a conscious effort put into an additional language (L2), where the learner is aware of rules and grammar (p. 10). This perspective claims, “explicit knowledge cannot transform directly into implicit knowledge as it is neurolinguistically distinct (Ellis & Shintani, 2014). Still, Krashen stressed the importance of comprehensible input, as a learner cannot acquire a language without targeted and comprehensible input. Input alone is insufficient if the learner does not understand it, which is very important in SLA. There has been direct evidence of this in cases where childrens’ only source of input is television. In these cases, children who did not comprehend the input showed no evidence of acquisition (Lochsky, 1994).

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Children must be exposed to comprehensible input in Krashen's approach to acquire a language, which is necessary in both L1 and L2 LA. Learners need quality interactions to acquire a language and cannot rely on one source of exposure, such as television, to learn to speak that language.

The second perspective is the strong-interface position (DeKeyser, 1998), which claims that explicit knowledge can become implicit through practice. This has been the case in my experience as a Grade 1 teacher, as I have witnessed students take a fact about language and apply it to new contexts, which suggests that it has become implicit. For example, when my students learned the gendered pronouns 'il' and 'elle' in French (as the equivalent of 'he' and 'she'), some of my students were able to apply these pronouns to objects after learning whether it was a feminine or masculine word (such as *La chaise est rose/ Elle est rose*) without being taught that these could be applied to objects.

Finally, there is the weak interface position (Ellis, 1994), which acknowledges "the possibility of explicit knowledge assisting the development of implicit but posit[s] some limitation on when or how this can take place" (Ellis & Shintani, 2014, p. 12). To a degree, LA relies on a mixture of explicit and implicit knowledge. Implicit learning is the basis of the neurolinguistic approach, which is used in New Brunswick's Intensive French (IF) program, and is used in some areas of the Grade 1 French Immersion Language Arts (FILA) program as well. Netten & Gemain (2004) developed the IF program stressing that it does not separate the linguistic and communicative aspects of learning French. This supports the idea that language learning is both implicit and explicit in some aspects.

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Nonetheless, language acquisition is much more nuanced than the binary lens of implicit or explicit learning: implicit learning essentially means that learners are unaware of the learning that has taken place, so it makes it difficult for them to verbalize what they have learned; explicit learning refers to learners being aware of what they have learned, so they are able to verbalize it (Ellis, 2009). In both L1 and L2, there are elements of implicit and explicit teaching and learning. Whether a speaker is communicating in an L1 or L2, for example, he or she will still need to understand verb tenses, so while grammar is often taught implicitly, there are also elements of explicit learning. The issue is twofold: “it is possible, for example, that learners will reflect on knowledge that they have acquired implicitly (i.e. without metalinguistic awareness) and thus, subsequently develop an explicit representation of it. Also, it is possible that explicit learning directed at one linguistic feature may result in the incidental implicit learning of some other feature” (Ellis, 2009, p. 6). In sum, there seems to be a mixture of the two in all types of language acquisition, whether it is in L1 or an additional language.

Another important theory is the interactional hypothesis. Interaction plays an integral role in SLA and can be viewed as separated in the following categories, such as Ur (1996) suggests:

- TT = Teacher very active, students only receptive
- T = Teacher active, students mainly receptive
- TS = teacher and students fairly equally active
- S = Students active, teacher mainly receptive
- SS = Students very active, teacher only receptive (Ellis & Shintani, 2014, p. 195).

Although Ur does not specify what the term ‘active’ means, Ellis & Shintani (2014) relate the term to the teacher’s involvement in the class. They caution against TT, as they suggest that putting the teacher in a position of expertise limits opportunities for students

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to talk (p. 195). Furthermore, they assure that participation is fundamental in SLA: students who participate frequently will learn more than those who do not (p. 197). Essentially, interaction in SLA is a negotiation: each type of interaction is important, and the type of interaction most used in a classroom is associated to sociocultural norms (Mackey, 2012). Furthermore, interaction plays a key role in SLA, so much so that one of FI's biggest criticisms is the limited exposure to proficient speakers (Egbo, 2009). Gass (2018) shares that interaction is a medium for students to practice not only grammatical rules, but actually forms the basis for the development of syntax (p. 104). Thus, experts tend to agree that interaction, or negotiation, is a facilitator of learning, which helps students produce comprehensible output. It appears that the experts in SLA agree that the more students talk, especially with proficient users, the better the outcome.

Still, there are important distinctions between L1 and L2 learning and the theories surrounding them, which can be made through the following three perspectives, as detailed by Foster-Cohen (2001):

- First, we can look at it from the point of view of the individual histories of language learners. This basically means looking at the age of exposure, the continuity of exposure and (often) the sense of language identity possessed by the learner.
- Secondly, we can look at it in terms of the distribution of data: the nature of what is learned and how it presents in the individual.
- Finally, we can look at it in terms of the proposed mechanisms of acquisition: the psychological or neurological underpinnings that are argued to distinguish first and second language acquisition. (p. 335-336).

Her three perspectives support Chomsky's and Krashen's theories of language acquisition as they centre on exposure to the language, biological and external influences, as well as the neurolinguistic ability of the learner to acquire language.

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To summarize, acquiring language is dependent on both environmental, such as exposure to quality and grammatically correct input, and biological influences, such as age of learner and cognitive capacity. The literature surrounding this supports the claim that quality and corrective input will create a similar output: “it is through daily interaction with expert speakers (i.e., adults or “caretakers”) that children receive valuable input and feedback on their emerging language, thus helping them to acquire the structure and use of language” (Burns & Goh, 2012, p. 6). Although oral language development is an innate process, learners must receive input, either implicitly or explicitly, and must be engaged in producing output in order for acquisition to take place.

Authentic Communication & Communicative Competencies

Communicative competence “refers to the ability to express oneself effectively to others and to understand what others in term are communicating” (Butler & Stevens, 1997, p. 214). As aforementioned, humans have an intrinsic ability to learn oral language, which brings up the question of communicative competency: when is the speaker proficient? What makes communication authentic?

When examining these questions, it is important to note that looking through a psycholinguist lens, grammar is also innate (Crain et al., 2006, p. 31). Processability theory (PT) supports this too; it assumes that grammatical development is an internal cognitive process not influenced by external factors (Håkansson & Norrby, 2010). This means that children learning a language at an early age do not need explicit grammar instruction. Authentic and proficient communication entails having an understanding of grammar, but this is acquired in implicit teachings. While there is an emphasis on grammar in the scope of communicative competence, Goh and Burns (2012) describe

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four components that make up communicative competence: grammatical competence, discourse competence, sociolinguistic competence and strategic competence (p. 51), taken from Canale and Swain (1980). They explain,

Grammatical competence referred to knowledge about grammar, vocabulary, and phonology, while discourse competence was seen as the ability to connect utterances to produce a coherent whole. Sociolinguistic competence consisted of the ability to use language that is accurate and appropriate to sociocultural norms and consistent with the type of discourse produced in specific sociocultural contexts. Finally, strategic competence referred to verbal and non-verbal actions taken to prevent address breakdowns in communication (p. 51).

Authentic communication is only possible when a speaker becomes proficient in the four competencies stated above. Goh and Burns continue their explanation by drawing attention to the impermanence of oral language. Speakers rarely know what they will be saying ahead of time or how the interaction may go, so “they must not only give themselves time to think by using various linguistic strategies from their interlocutors (hesitations, pause fillers, and so on), but they must also take feedback from their interlocutors (or speaking partners) into account” (Burns & Goh, 2012, p. 79). Authentic communication is relevant to all speaking partners and creates messages void of misunderstandings. Thus, authentic communication and communicative competence go hand in hand.

While misunderstandings often occur when a proficient speaker interacts with a non-proficient speaker, which will be explored later, one of the bigger challenges interlocutors face is accented speech. Potter and R. Saffran (2017) conducted a study to “explore the possibility that experience with variability, specifically the variability provided by multiple accents, would facilitate infants’ comprehension of speech produced with an unfamiliar accent” (p. 67). The study exposed 15 and 18-month old

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infants to passages of multi-talker speech and were then tested on their capacity to distinguish the difference between actual and nonsensical words said in both their American (native) accent or in a British accent. They were then exposed to a series of novel accents. Both the 18 and 15-month olds successfully recognized the words in their native accent, but were not able to recognize those in the unfamiliar accent. However, the 18-month olds succeeded in understanding the real words after hearing the series of novel accents. It was concluded that as children age and are exposed to many different accents, they are able to better understand unfamiliar accents in familiar language. Certainly, this plays a vital role in authentic communication since it eliminates, or at the very least, lessens, the need for speakers to repeat themselves and allows the conversation to flow organically. A key part of this study was the importance of listening. Other researchers, such as Herron and Seay (1991) emphasize this as well: “stressing listening skills is important in today’s proficiency-oriented classrooms as students are increasingly expected to interact with native or near-native speakers” (p. 487). Authentic communication thus is not only rooted in proficient speaking, but also proficient listening.

When it comes to L2 learning, there is even more value in ensuring that competent and authentic communication is achieved. A native speaker (NS) and non-native speaker (NNS) (which are the terms used in the literature, although ‘proficient user’ (PU) is the term more widely recognized today) may have difficulty having an authentic interaction simply due to misunderstandings and limited competencies. Gass (2018) stresses the importance of modifying speech to ease communication. She explains, “the talk of proficient to nonproficient speakers is not simple nor straightforward. There

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is considerable give-and-take as each interlocutor attempts to make language understandable or at times extricate him- or herself completely from the conversation” (p. 63-64). When a competent interlocutor realizes that there is a need for accommodation, he or she may adjust their speech. The PU’s perception of the non-proficient user’s proficiency is key in the interaction:

First, there are individual differences based on a person’s style of communication. The degree of variation may be due to one’s experience in talking to non-native speakers or in one’s sensitivity to and awareness of the interlocutor and the extent to which he or she appears to understand. Second, and not unrelated to the first, is the actual proficiency level of one’s interlocutor. (Gass, 2018, p. 67)

Addressing people of varying proficiency levels requires skillful linguistic ability. A PU of the language will typically adjust his or her speech based on his or her perception of their interlocutor’s ability to understand. In non-native directed speech, there is certain variability when it comes to phonology, vocabulary, morphology/syntax and discourse. Non-native directed speech is typically loud, slow and carefully articulated. It limits contractions and includes more pauses. The vocabulary used also tends to be simple and uses more generic terms (for example, saying *blue* rather than *turquoise* or *indigo*). The syntax follows the same rule and is usually simple as well. In terms of discourse, Gass (2018) highlights,

Suffice it to say at this point that conversations involving nonproficient non-native speakers are often peppered with nonunderstandings and attempts to resolve those nonunderstandings. These attempts are mutually constructed discourse structures that include clarification requests, comprehension checks, or choice-questions, and many others. (p. 70)

Thus, in the case of adult second language learners, authentic communication means creating an understandable message that is suited and comprehensible to both the NS and the NNS.

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However, there is a significant difference between L1 and L2 learners and how their oral skills develop. Children have a lower oral proficiency than adults, so although they are L1 learners, they do not have the same proficiency as their parents or caretakers. The strategies to develop speech differ as well: Whorrall and Cabell (2016) suggest that teacher-child conversations should be rooted in sophisticated vocabulary, be aligned with the child's interests and feature open-ended and cognitively challenging questions. Perhaps what is most striking is the purpose of speech: when the goal is understanding, modified speech appears to be the preferred method, but when the goal is to teach/learn, more sophisticated speech is used. In this sense, authentic speech aligns with the interlocutors' goals of communication and less on their proficiencies.

Approaches to Teaching Second and Additional Languages

Although studies have emphasized that speech is a natural and innate process, it has also been concluded that in order for language to be fully acquired, there are elements of teaching and learning involved. Oracy plays a different role in different approaches. In the neurolinguistic approach, oracy is implicit, meaning that talk skills are not explicitly taught. Task-based language instruction, however, starts with the basic principle that people learn an L2 not only to use the TL, but also by doing so. In a task-based approach, students are provided opportunities to use the language as they would outside of the classroom in real-world scenarios (Van den Branden, 2012). Text-based teaching, on the other hand, "takes the concept of text as the starting point for developing tasks and activities, and for assessing learning" (Burns, 2012, p. 140). Oracy in this approach follows reading in order to develop appropriate tasks. Still, perhaps the most commonly used approach currently in New Brunswick schools is the combination of explicit

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teaching and learning of oral, reading and writing skills, called balanced literacy. It is an interactive learning experience that interweaves all three strands to promote high levels of proficiency in reading, oracy and writing.

The term balanced literacy first appeared in California in 1996, where low test scores sparked a need for a change in curriculum. The new balanced literacy curriculum had the following major principles: “ (1) phonics is foundational to comprehension and higher order thinking and needs to be taught systematically and explicitly; (2) instruction is composed of regular but separate periods of explicit skills instruction and literature-based experiences” (Asselin, 1999, p. 69). The term balanced literacy draws attention to balancing all three elements of literacy: speaking and listening, reading and viewing, and writing and representing, and is seen through a philosophical perspective (Fountas & Pinnell, 1999). Bingham and Hall-Kenyon (2013) define it as being “often conceptualised based on a view of scaffolded instruction, or gradual release of responsibility (reading and writing – to, with and by students; Fountas & Pinnell, 1996; Langer, 1995; Pearson & Gallagher, 1983) where teachers provide varying levels of support based on children’s needs (Fitzgerald & Cunningham, 2002)” (p. 16). In this school of thought, balanced literacy is meaning-based and follows a variety of pedagogies and best practices.

Bingham and Hall-Kenyon (2013) suggest that there is still a gap between teachers’ perceptions of which skills are the most essential to promote, what is perceived as the best practices in balanced literacy instruction and how this is implemented by teachers in their classrooms. Their take, along with various others (Graham et al., 2018; Ramsay, 1997; Wharton-McDonald, 1997) appears to focus on the importance of explicit reading and writing instruction, with little attention drawn to the oral aspect. There seems

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to be a paucity of literature surrounding oral language's role in a balanced literacy approach, which begs the question: why?

As Allen, Plessis-Bélair and Lafontaine (2017) stress, oral competency is much more complex than previously thought: it includes intellectual, methodological, personal and social competencies (p. 46). Not only do students need to process the grammar and phonemes in oral language to understand and produce authentic messages, students must also be aware of socially acceptable language, or at least be cognizant of social cues and contexts when using language. For this reason, oral language plays a vital role in a balanced literacy approach. While many teachers hone in on reading skills, oral language should not be neglected, as:

Literacy research indicate[s] that a balanced literacy curriculum that is explicitly taught and which includes word and text level knowledge and skills, particularly phonemic awareness, phonics, fluency, comprehension and oral language in addition to varied classroom practice, leads to improved literacy outcomes (National Reading Panel, 2000; Snow et al., 1998). (Louden, Rohl, Barratt-Pugh, Brown, Cairney, Elderfield, House, Meiers, Rivalland & Rowe, 2005, p. 184)

Consequently, explicit teaching of oral language strategies leads to better literacy outcomes, which is important in today's standards-based testing world. This is evident even in New Brunswick, where there are provincial examinations required for students to graduate high school in reading and writing in English, as well as an Oral Proficiency Interview (OPI) for FI students. New Brunswick's *English Language Arts Curriculum for Grades 9-12* (1998) states, "both teachers and students should recognize that speaking and listening are just as important as reading and writing" (p.146). Thus, the time students spend engaged in academic conversations is necessary not only for developing oracy skills, but also for their literacy skills (Fisher, Frey & Rothenberg, 2008).

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Still, although many tout the importance of incorporating oral skills, exactly how oral language can be incorporated in a balanced literacy approach differs. There is a definite dearth when it comes to literature supporting the development of oral in a balanced literacy approach, perhaps due to the ‘crisis’ surrounding low literacy scores in schools, particularly in reading and writing. According to a study performed in 2016, oral language development, specifically argumentative development in this case, relies on two critical factors: time and practice (Chen et al., 2016). Thus, it is primordial that teachers have students practice oral skills through explicit activities.

Implementation of these strategies needs to be carefully executed. As Fountas and Pinnell (2018) remind us, “many good ideas flounder and fail because of haphazard implementation, conflicts, unintended consequences, an inability to sustain effort, and a simple lack of communication” (p. 7). They go on to explain that oral language has its rightful place in literacy, saying: “talking with friends about books is one of the basic pleasures of living in a literate community. Students need to learn early the joy of sharing their thinking about texts” (p. 16). Hence, balanced literacy is an interactive literary experience. Fountas and Pinnell suggest having small-group book clubs in which students can share their thinking, which generates better understanding than reading the text without the oral component of analysis. Pinnell (2006) reaffirms this idea by sharing the importance of ‘text talk’ for students to become better readers and writers. In essence, in a balanced literacy approach, students would first receive quality output from the teacher in a large-group setting, and then proceed to talk with peers in moderated small-group instruction, and read and write about the text being studied.

Despite these studies, there exists a second school of thought, as described by

Purcell-Gates (2001). Although she recognizes the fundamental role of oral language in literacy, she contends: “my desire is to develop an argument for retaining language as key to emergent literacy knowledge but making the nature of that variable written rather than oral” (p. 18-19). She highlights that:

focusing on emerging written, and not oral, language knowledge will also help emergent literacy researchers avoid confusion in their measures and analyses. Confusion results when children’s language is evaluated in mixed contexts, such as “telling” stories, “dictating” stories (to be written), “conversing” at the dinner table with families, “recalling” a story heard (oral or written?), and so on. (p. 19-20).

Therefore, it is evident that conflicting schools of thought surround the importance of oral language development when it is tied to literacy, but all agree that oral language has its rightful role in a balanced literacy approach: only its weight differs.

Frameworks for Oral Language Proficiency

The term taxonomy in an education context rapidly evokes ideas centred on Bloom’s (1956) taxonomy: its layers include knowledge at the bottom tier, followed by comprehension, application, analysis, synthesis and evaluation. When it comes to creating oral language outcomes, studies have covered a range of topics, such as appropriate task design, administration and scoring, content relevance and coverage, task quality, and equal opportunities for learning and access to assessment (Epp et al., 2015). Typically, it would appear that oral language outcomes fall into the application category, where students are evaluated based on their automaticity of language. An approach that is used often is timed performance tasks where speakers are required to respond in real-time to a conversation (Van Moere, 2012). This is seen often as the ‘oral proficiency interview’ (OPI).

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The OPI typically takes 20-30 minutes and is seen to be both a valid and reliable assessment, especially as it is used as a way to measure the FI program's success in New Brunswick. Nonetheless, this type of interview can be highly subjective due to the personal nature of conversation, whereas writing and reading tests seem more objective since their assessment can be automated (F. de Wet et al., 2008). Due to the test's delicate and personal nature, having a general understanding of what the test is scored on and what types of questions are expected can help improve the test-taker's score (Kasper & Ross, 2007). Although the test follows guidelines to help eliminate subjectivity and bias, the interviewer has a direct impact on how the conversation follows, thus also influencing the test-taker's score. The OPI is generally used to assess L2 acquisition. Despite the criticism of its construct, "using the OPI as a research tool is supported by many researchers in foreign language education" (Meredith, 1990, p. 288). It is primordial to recognize that the scale used on the OPI is a range and not a set point, and to refer to the descriptors for each level when evaluating oral proficiency using this method. According to R. Alan Meredith (1990),

The OPI has proven itself invaluable as a means of motivating students to work toward development of their conversational skills – students focus their study on those skills that are tested. This study provides evidence that the OPI can be used comfortably for such purposes as assigning oral skill grades, especially if examiners are trained to differentiate within levels and if scores are calibrated using a graduated scale. (p. 295)

In sum, although the results of the OPI can be skewed, the literature indicates that it is a testing method that is both valid and reliable when used correctly (Meredith, 1990; Okada, 2010).

In New Brunswick, the OPI's proficiency scale is based on the American Council

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on the Teaching of Foreign Languages (ACTFL) model. This model has been aligned with the Common European Framework of Reference for Languages (CEFR- Council of Europe, 2001) language proficiency range, from A1.1 (lowest proficiency- “Basic Low”) to C2.2 (highest proficiency “Superior”), although a speaker at level B2 is considered a proficient user. The proficiency guidelines describe what an individual can do in terms of speaking the language in a spontaneous, non-rehearsed, real-world context (ACTFL, 2019). The framework is divided into the sections for spoken interaction and spoken production goals, respectively: language and vocabulary, accuracy and control, social skills, delivery, conversation skills and language strategies for the spoken interaction goals, and language and vocabulary, accuracy and control, social skills, delivery, connecting ideas and language strategies for the spoken production goals. A speaker at A1 proficiency can interact in a simple way, and can ask and answer simple questions, whereas a speaker at B2 proficiency can interact with fluency and spontaneity. The framework suggests the following activities for developing oral production skills: reading a written text aloud, speaking from notes (or from a written text or visual aids), acting out a rehearsed role, speaking spontaneously and singing (CEFR- Council of Europe, 2001). This underlines the need for students to participate in activities that are directly linked to the skills needed on the OPI.

Not only is it vital to assess oral competencies, but research indicates that oral testing can successfully be used to assess other competencies (Curry, 1988; Hayes et al., 2002; Sidhu et al., 2005). In school-aged children, oral evaluations can measure competencies, but the assessment must be fair and have a sound design. Having knowledge of barriers that can occur within the student, such as language barriers,

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emotional upset, poor health, physical handicap, peer pressure to mislead assessor, lack of motivation at the time of the assessment, lack of testwiseness and lack of personal confidence leading to evaluation anxiety (Chappuis et al., 2012) can all impact student assessment. If a student lacks competencies in the language of evaluation, the results may be inaccurate. Using personal oral communication is a good match for knowledge and reasoning targets, and at times may be the only way to gather information from students, such as if they are younger learners, additional language learners or students with special needs (Chappuis et al., 2012). When it comes to oral examinations, guidelines for the teacher are to develop questions focused on the desired learning targets; use the easiest possible vocabulary and grammatical construction when formulating questions; not offer choices when it comes to which question to answer, develop scoring checklists or rubrics that describe levels of answer quality; ensure checklists and rubrics separate achievement on learning targets from facility with verbal expression; prepare to accommodate students who may confront language barriers; record results and if necessary, audiotape them (Chappuis et al., 2012).

For students to succeed in oral examinations, they must have a grasp on the language of evaluation and be able to comprehend the question, as well as be able to respond to it (Chappuis et al., 2012). It is also necessary to recognize that some students may lack confidence when it comes to oral competencies, which skews results (Oliver et al., 2005). Teaching oral competency is also difficult, as many teachers admit that they find it difficult to incorporate oral language in the classroom. In fact, “the evidence [therefore] suggests that teachers do not necessarily have the language or linguistic background to identify and teach the components of oral language” (Oliver et al., 2005).

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Oliver et al.'s study (2005) performed in Australia had two key findings: first, that students are capable of identifying their own specific language needs and are aware that these needs are not being met in the school system; and second, that the “evidence presented [here] suggests that as long as oral performances are mandatory tasks and other speaking tasks are given less importance, expediency and traditional teaching practices will override any possibility of a needs-based approach to oral language” (p. 219). So, it is evident that the solution to creating oral competencies in school-aged children is twofold; firstly, teachers must explicitly teach oral competencies in a variety of settings, be it performance-based tasks or participating in discussions; and secondly, teachers must also adhere to the best practices surrounding oral assessment to ensure their data is reliable and valid.

Language Acquisition in FI

In New Brunswick, there are two main programs that are featured in the Anglophone sector: English Prime and FI. For the purpose of this section I will be focusing on FI, with an emphasis on elementary French Second Language (FSL), as I am a Grade 1 FI teacher.

Before looking at the literature focused on SLA, it is vital to understand how exactly the French Immersion program was implemented. In late September 2016, a political and educational decision was made that would alter schools in New Brunswick as they were currently: FI's starting point would revert to Grade 1, effective September 2017. French Immersion's early entry point was originally in Grade 1 many years ago, until it got switched to Grade 3 in 2008. Nearly ten years later, the new switch caused a big ripple amongst students, parents and teachers. Because it had been so many years

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since the curriculum had been examined, the entry point change of 2017 brought with it a completely new curriculum, along with specific training provided for the teachers delivering the program.

The Grade 1 French Immersion Language Arts (FILA) curriculum is aligned with the goals of the public schools of New Brunswick to guide students in developing necessary character traits, to promote social justice and to foster citizenship (Programme d'études FILA première année, 2017). It goes on to put value on global competencies, such as creation and innovation, citizenship, communication, personal and career development, critical thinking and mastering technology. The document also includes pedagogical guidelines, which guide the philosophies of inclusion and the Universal Design for Learning (UDL). The document follows the latter framework and suggests to teachers that this philosophy be used, although it specifies that it is neither a curriculum document in and of itself nor a control list. It is simply a design to be used to guide instruction to ensure that the needs of every student are being met. The program also provides information on what its vision is:

- Create a French immersion program that reflects the research done in second language acquisition;
- Integrate best practices into daily teaching;
- Create a program in line with the Universal Design for Learning;
- Ensure that the program is a viable option for all students and parents in Anglophone schools (p. 12).

The Significance of Oral Language Development in FI

However, as it stands today, the measure of the effectiveness of the program is students' oral proficiency by Grade 12, assessed through the OPI, which has been explored in a previous section. The expectation is that students who are enrolled in post-intensive French (PIF) will have an 'intermediate' oral proficiency (B1.1 on the Common European Framework of Reference Scale), students who have entered French Immersion in the late entry point will have an 'intermediate plus' proficiency (B1.2) and students enrolled in the FI program since Grade 1 will have an 'advanced' proficiency (B2.1/B2.2) (Government of New Brunswick, 2019). In L2 classrooms, there is a strong focus on oral language because speaking and listening is the foundation of language development in foreign language classrooms (Herron & Seay, 1991). This begs the question: how exactly are students expected to go from having little to no capacities in French to being proficient users of the language at the end of their school career?

In order for students to acquire French as an additional language, the following principles must be followed:

- The target language (TL) is an instrument for communication. The L2 is integrated across disciplines and is not solely used in a language class;
- The TL is to be taught and learned authentically, meaning that listening, speaking, reading and writing are all inter-related;
- The TL learner is exposed to excellent language models, and the L2 is used as frequently as possible across different contexts;
- Effective feedback strategies are used to boost students' confidence in the TL.
- Learning situations are based on students' prior knowledge and interests; and,

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- TL teachers are expected to meet the needs of all students. (Programme d'études FILA première année, 2017, p. 13-14).

The Grade 1 FILA curricular document focuses on the principles of Krashen & Terrel (1983) and Bourgoin & Arnett (2017): according to them, there are five phases of L2 acquisition: pre-production, emergent production, emergent speaking, intermediate fluidity and advanced fluidity (Programme D'études FILA Première Année, 2017). At a high-level, this means that students learning an additional language will go through a 'quiet period' in their L2, just as they did with their L1 as infants, although this notion has been challenged in recent years. Foreign language classroom anxiety is very complex and is a "unique form of situation-specific anxiety distinct from other forms of academic-related anxieties" (Bailey et al., 1999, p. 72). To combat this, teachers should be following tried and true best practices that will not only enhance their lessons, but also allow students to internalize language. As is the case with the present project, pedagogical strategies that promote oral language development while also motivating and encouraging learners as they become proficient users in their L2 are necessary.

Motivation's Role in FSL

As has previously been reviewed, the two main criteria that determine L2 acquisition is motivation and linguistic competence (Pulvermüller & Schumann, 1994). Educators must be aware of this when designing lessons. Starting with the first criteria, motivation, is essential when it comes to planning appropriate activities for students. As David Schwarzer (2009) explains,

Teachers need to discover what motivates the learners to come to their classes and take on the very challenging task of learning another language. They can tap in to their learners' motivation to both improve language learning and enliven the class by identifying high-interest popular media in the form of television programs,

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films, newspapers, magazines, and even signs, billboards, and posters that the learners encounter in their day-to-day lives. They can also use scenarios relevant to the learners' lives, such as renting an apartment, trying to get a job promotion, or going to the emergency room. When adult learners see their English class as connected and helpful to their real lives, they are more likely to invest the effort it takes to attend class and to approach their out-of-class lives as a language-learning laboratory. (p. 27)

Although Schwarzer's research is pointed towards English Language adult learners, these foundational ideas can be applied to any L2 classroom, regardless of students' ages: motivation is a key factor in L2 acquisition success. Determining students' interests and creating real-world, authentic scenarios is necessary in all additional language classrooms. This is true for FI as well, and creating situations in which the language will be seen as useful is extremely relevant to New Brunswick's current political climate. Talk-based activities that are closely linked to curricular goals, SLA theories and student interests, such as the ones in the present project are necessary to support L2 acquisition. The present project will provide ten talk-based activities that are scaffolded from September to June, where the main goal is oracy-building. They will provide students opportunities to practice oral language with a partner in a controlled and engaging way, all while following the curricular goals. These will be based on the ten Grade 1 FILA monthly themes detailed earlier.

Additionally, FI programs need to combat the stereotype that they are detrimental to students' L1. Lessow-Hurley (2003) states "the resistance to bilingual education in public schools is not resistance to an education in two languages but to instruction in minority languages for language minority children" (p. 33). There is certainly a misconception that FI programs are elitist and that they are subtractive bilingual programs (Egbo, 2009), when in actuality, they are designed to promote bilingualism by

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having students acquire a significant level of proficiency in French while maintaining their proficiency in their L1. In elementary classrooms, motivating students by focusing on their interests and incorporating real-world, authentic situations is key; but it is also crucial to have parents and caregivers informed about the program. Having students recognize the importance of their L1 and L2 boosts their self-esteem, especially when this is communicated at home. Family relationships has a direct impact on students' behaviours and academic success (Silver et al., 2010): it can be concluded that students will not be motivated to speak an L2 if family is not supportive of this at home.

Best Practices in FSL

As in L1 contexts, FI teachers must be meeting the needs of all students, regardless of whether these are social, emotional, academic or intellectual needs. Students must be motivated and feel valued at school to succeed. To do so, teachers must use inclusive pedagogy, differentiate instruction based on students' needs, pace lessons appropriately, monitor students for comprehension (formative assessment), vary their instructional style, interact with students and encourage co-operative/team work (Egbo, 2009). Building a strong community of learners is vital to student achievement: this is true in all classroom contexts regardless of language of instruction. Small acts, such as waiting thirty seconds after posing a question for an answer (Arnett, 2013), representing students in classroom texts (Egbo, 2009) and celebrating students' languages and cultures (Egbo, 2009) makes an impressive impact in terms of creating a positive learning environment with limited stressors.

Teachers must use best practices in their classrooms that will enhance student learning, such as with the gradual release of responsibility model (Pearson and Ghallager,

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1983), also known as scaffolding. Scaffolding is a best practice that is utilized often in FI contexts, and is even referred to in the Grade 1 FILA curriculum. Although this teaching technique is often referenced across disciplines, it is particularly relevant in an additional language classroom. In an immersion context, the first few months are mostly centred on ‘teacher-talk’ to expose students to the target language. In this period, teachers may use multi-media to increase exposure to different accents or idioms (Johnston & Milne, 1995), but the lesson is very much teacher-driven. Scaffolding, through a gradual release of responsibility model, starts with the teacher’s model and ends with the students independently performing the task. In an oral language setting, this can be done in a variety of ways, one of which is based on the notion that speaking is directly linked to reading and writing. When a teacher reads poetry aloud for students, this has been shown to encourage them to create their own oral poems, speak in chorus and enhance their writing (Hadaway et al., 2001). In French Immersion, this is done similarly with oral sentences based on a specific theme: teachers first teach the question and answer, students practise it with the teacher, and finally do it independently. This aligns with Vygotsky’s (1965) notion of the ‘zone of proximal development’, where he argues that “a learner learns through the joint participation with an ‘expert’” (Gibbons, 2006, p. 26), and that there is a gap between what a student can do alone and what he or she can achieve with mentorship. A teacher plays an important role as a facilitator, but the learner eventually can move into that role with proper guidance and instruction.

Therefore, L2 teachers must offer regular, descriptive corrective feedback to help move learners forward. Often times, students enter an additional language classroom with little to no prior exposure to the language, which is often the case in French Immersion.

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Because of this, the teacher is the sole source of oral input. For this reason, the government of New Brunswick requires a *superior* level of oral proficiency for French Immersion teachers, so that students are exposed to the ‘best’ models of the language. While teachers need to be wary of excessive “teacher-talk” (Ellis & Shintani, 2014, p. 181), there is also merit in corrective feedback (CF) in authentic interactions. CF “takes the form of responses to learner utterances that contain (or are perceived as containing) an error. It occurs in reactive form-focused episodes consisting of a trigger, the feedback move and (optionally), uptake” (Ellis & Shintani, 2014, p. 249). An example of CF in an elementary FI context would be:

Student: Je suis faim!

Teacher: Ah! Tu *as* faim? (Emphasizing the verb)

Student: Oui, j’ai faim.

Interaction itself is not sufficient for L2 acquisition (Mackey, 2012), so corrective feedback is crucial to oral language development. Lyster (1997; 2016) proved that recasts were beneficial to L2 learners, drawing attention to the importance of offering students linguistic clues to help improve their oracy in their L2. Conversations that simply focus on conveying a meaning are not enough to develop an additional language; in the example above, the teacher provided metalinguistic feedback, called a prompt, which invited the student to self-correct. The four types of prompts are “(1) clarification requests (such as ‘Pardon me?’); (2) repetitions of incorrect form; (3) metalinguistic clues which isolate non-target-like utterances without provision of correct form; and (4) elicitation which prompt students to complete the teacher’s utterances” (Mackey, 2014, p. 117). In immersion, the common mistakes are gender pronouns and verb tenses, so

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utilizing corrective feedback promptly is needed. Some teachers will opt for more explicit feedback, called recasts, and the literature surrounding this is mixed. Alison Mackey's review of the literature (2014) indicates that recasts positively impact L2 development, though I will contend that in a FAL setting with young learners, this method may not be the most favourable due to their limited knowledge of the language and cognitive development.

Processing quality input and CF leads to improved output. As mentioned earlier, oral language is likened to automaticity. Interlocutors produce words and messages with limited thinking time, which makes oral language different from written. Gass (2018) explains that production forces students to move from semantic processing to syntactic processing. She highlights that Swain's (1985) studies have suggested that output has a significant impact on the development of syntax and morphology (p. 139). The four purposes of output are as follows: "testing hypotheses about the structures and meanings of the target language; receiving crucial feedback for the verification of these hypotheses; developing automaticity in inter-language production; and forcing a shift from meaning-based processing of the second language to a syntactic mode" (Gass, 2018, p. 140). When learners are provided the opportunity to communicate orally and receive CF, this can lead them to noticing a deficiency in their output. In the earlier example, the student noticed that the verb was incorrect and took corrective measures to ensure the message was coherent. Thus, giving students the opportunity to talk often and with different people is beneficial not only in terms of developing vocabulary, but it also provides students the opportunity to develop their automaticity in their L2, as well as help them notice and

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correct incomprehensible output. Task-based activities exploring oracy skills are crucial, especially in primary FI classrooms.

Conclusion

Numerous studies have explored the acquisition of language, and generally, the foundational principles of oral language development are the same, whether these are in an L1 or an L2. Still, while there is abundance in research, there is a noticeable paucity of resources focusing on SLA available for teachers to use in their classrooms. This is particularly relevant in New Brunswick due to the numerous entry point switches for FI based on students' OPI scores. If the success of FI relies on oral language development and an OPI score, accessible oral language resources must be provided to educators to ensure the program's goals are met.

While scholars, such as Pellerin (2013) have focused on early FI programs to fill this gap, these are not particularly useful in vulnerable schools such as mine, as they have a heavy focus on technology. Technology is not always readily available and, unfortunately, low-income schools are often not able to acquire the funds to support digital activities. Consequently, there is a need for enjoyable resources that require little to no materials to implement to offer each student a fair opportunity to practice their oral language skills, regardless of their neighbourhood.

The present project will offer educators one monthly task-based oral language activity aligned with the themes outlined in the Grade 1 FILA curriculum. These activities should be used in conjunction with the curricular document to ensure vocabulary is relevant and difficulty level is appropriate for the students, as students will

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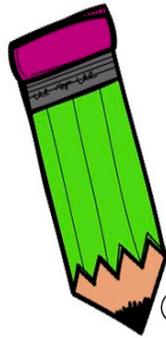
need much more support in September than in June. Focusing on oral language development is a necessity to ensure students are meeting the oral language targets, and this highlights the need for pertinent and appropriate resources for teachers to use, as these are not readily available currently. This project will fill in the gap of resources in this department and help lay the foundational oracy skills needed beyond Grade 1 through pedagogical games.

Chapter 2: Teaching Resources For Oracy Development

The following resources provide students opportunities to practice their oracy skills, from September to June, following the best practices for SLA.

THEMED ORAL
LANGUAGE CENTRES
FOR
**French
Immersion**

CENTRES THÉMATIQUES DE L'ORAL
EN IMMERSION FRANÇAISE



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About the project

The present resource provides ten oral language activities divided into the New Brunswick Grade 1 French Immersion Language Arts monthly themes. These require nothing but this document and the students, which makes them accessible for all. I recommend laminating the activities for durability.

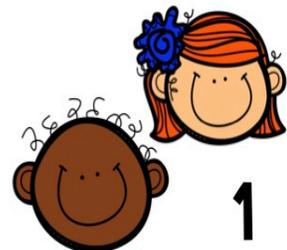
Cette ressource contient dix activités ciblant le développement langagier oral et est basée sur les dix thèmes du curriculum provincial d'arts langagiers en immersion précoce (première année). Ces activités sont accessibles pour tous puisqu'elles ne requièrent pas de matériaux additionnels. Je recommande de laminer les activités pour qu'elles soient plus durables.

The themes are as follows:

- It's me!/I go to school
- My family and my pets
- My friends and my feelings
- Holidays and traditions around the world
- My community and modes of transportation
- Careers
- I am healthy
- Exploring my surroundings
- My hobbies
- Safety

Les thèmes sont les suivant :

- C'est moi! Je vais à l'école
- Ma famille proche et mon animal de compagnie
- Mes amis et mes sentiments
- Traditions et rituels autour du monde
- Ma communauté et les moyens de transport
- Les métiers et les professions
- Je suis en bonne santé et je me sens bien!
- Explorer ce qui m'entoure
- Mes loisirs
- La sécurité



Implementing the activities

The present resource can be used in many different ways, but I recommend using them as oral language centres. Essentially, these activities should be first modeled by the teacher, then practiced with the teacher's supervision and finally used independently by students in centres (while the teacher performs guided reading, for example). Typically, these centres last approximately 15 minutes.

Cette ressource peut être utilisée à la discrétion de l'enseignant(e), mais je suggère de l'utiliser comme centres indépendants. Cela veut dire que ces activités devront être d'abord modélisées par l'enseignant(e). Ensuite, elles doivent être pratiquées entre les élèves sous la supervision de l'enseignant(e), pour enfin assez outiller les élèves pour qu'ils puissent travailler en groupes indépendants (pendant que l'enseignant(e) fait de la lecture guidée, par exemple). Ces centres durent habituellement une quinzaine de minutes.

To ensure that students remain on task and are meeting the activities' goals, I recommend the following ways of collecting data:

- Video or audiotaping students (if the technology is accessible);
- Students share one aspect of what they worked on with the class at the end of the period;
- Students fill out a self-evaluation (sheet on next page); or,
- One student serves as a 'teaching assistant' or photographer for the oral language centre.

Afin d'obtenir des preuves d'apprentissage pour l'enseignant(e), je recommande les façons suivantes de recueillir ces dernières :

- Enregistrer les élèves durant le centre (si la technologie est accessible);
- Inviter les élèves à faire un partage devant la classe d'un aspect du centre lorsque la période de centres est terminée;
- Demander aux élèves de s'auto-évaluer (fiche à la page suivante); ou,
- Avoir un élève responsable qui sert de mini-prof pour le centre ou bien de photographe.

AUTO-ÉVALUATION

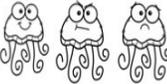
TITRE DU CENTRE: _____

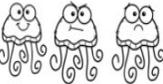
NOM: _____ DATE: _____

ENCERCLE LE VISAGE QUI CONVIENT ET RÉPOND AUX QUESTIONS

1. Je suis resté à la tâche pendant la durée du centre. 

2. Je peux poser et répondre aux questions du jeu. 

3. Je peux utiliser le vocabulaire du jeu. 

4. Je peux modéliser le jeu pour l'enseignant(e). 

5. La partie du jeu que j'ai trouvée la plus facile était :

6. La partie que j'ai trouvée la plus difficile était :



'Je peux' / 'I can'

ÉNONCÉS TIRÉS DU CURRICULUM FILA PREMIÈRE ANNÉE

RAS 1.1 : Utiliser des éléments visuels et culturels, des mots clés, des gestes, des images mentales et des connaissances antérieures pour gérer sa compréhension.

Je peux comprendre le sens d'un message simple.

Je peux comprendre des conversations courtes sur des sujets que je connais bien. (p. ex. école, famille, loisirs).

Je peux regarder et écouter la personne qui parle. (p. ex. ses gestes, le ton de sa voix, son expression faciale).

Je peux comprendre des mots simples et des expressions courantes.

Je peux réagir pour démontrer ma compréhension. (p.ex. hocher la tête, pouce vers le haut, etc.).

Je peux utiliser les stratégies d'écoute si je ne comprends pas.

Je peux comprendre les affiches d'ancrage et les objets concrets.

Je peux visualiser des images dans ma tête.

Je peux reconnaître les sons et les mots français. (p.ex. les chansons, les comptines, le dialogue, les instructions).

Je peux comprendre des questions simples si la personne parle lentement et clairement.

Je peux comprendre des consignes et des tâches simples si la personne parle lentement et clairement.

Je peux comprendre les gens s'ils décrivent des objets ou des possessions. (p. ex. les couleurs, les nombres et les chiffres, les grandeurs, les prix et les heures).

Je peux écouter sans interrompre et j'attends mon tour.

'Je peux' / 'I can'

ÉNONCÉS TIRÉS DU CURRICULUM FILA PREMIÈRE ANNÉE

RAS 2.1 : Présenter de brefs discours sur des sujets familiers en utilisant des énoncés pratiqués, du vocabulaire précis et des expressions simples pour communiquer ses connaissances, ses idées et ses préférences.

Je peux décrire avec des phrases simples. (p. ex. l'âge, la taille, mes matières préférées à l'école, etc.).

Je peux décrire, en utilisant des mots simples, les objets et les activités de la vie courante. (p.ex. la taille, la forme, la couleur, les objets de la classe, les vêtements, la maison, les animaux de compagnie, les sports).

Je peux décrire des personnes en utilisant des phrases très simples. (p. ex. « Mon ami s'appelle Marc. Il est en 1^e année. Il va à une autre école. » etc.).

Je peux décrire ce que j'aime et ce que je n'aime pas (p. ex. les loisirs, ma communauté, l'école ou les couleurs, etc.).

Je peux dire ce que je peux faire/ce que je ne peux pas faire.

Je peux parler de la température et des saisons en utilisant des phrases simples.

Je peux utiliser le bon déterminant des mots simples et familiers (p.ex. mon papa, ma maman, une fille, un garçon, le crayon, la chaise, etc.).

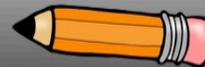
Je peux m'auto-corriger sur mes structures de phrases simples.

Je peux utiliser le bon temps de verbe usuel en contexte (p.ex. «Mon chien marche dehors.» «Je suis allée au parc.» «Je vais aller au magasin.»).

Je peux utiliser des prépositions. (p. ex. dans, sous, sur, derrière, entre, devant, à la gauche de, à la droite de, loin de, près de, etc.).

Je peux comprendre des mots qui expriment le temps. (p. ex. aujourd'hui, ensuite, demain, avant, tôt, après, hier, jamais, maintenant, parfois, toujours).

September



QU'EST-CE QU'IL Y A DANS LA SALLE DE CLASSE?

'I can' statements/énoncés « Je peux » :

- Je peux comprendre le sens d'un message simple.
- Je peux comprendre les affiches d'ancrage et les objets concrets.
- Je peux comprendre des questions simples si la personne parle lentement et clairement.

The theme for the month of September is **'It's me!/I go to school'**. The vocabulary learned focuses on the students' personal facts (their name, their birthday, etc.) and the language used to describe school (objects, activities, etc.).

Le thème du mois de septembre est « **c'est moi!/je vais à l'école** ». Le vocabulaire appris ce mois-ci se concentre sur les renseignements personnels des élèves (leur nom, leur date de naissance, etc.), ainsi que le vocabulaire associé aux objets de la salle de classe.

Students have limited prior knowledge of French in this month, so the oral language activities must be focused on rehearsed questions and answers since spontaneous production is not yet possible.

Les étudiants ont peu de connaissances en français au mois de septembre, ce qui veut dire que les activités orales doivent suivre la méthode question/réponse apprise par cœur. La production spontanée n'est pas encore possible.

The following activity focuses on identifying classroom objects. This practices the oral structure: «**Qu'est-ce qu'il y a dans la salle de classe?** » (**Il y a ... dans la salle de classe**). First, students form a pile with the cards face down. Students are paired in groups of two or three. The first student asks the question and the partner flips over a card and answers the question with the object. Then, that student asks the question and the next student answers. Students play until no cards are left.

Cette activité travaillera le vocabulaire lié à la salle de classe et la structure orale: « **Qu'est-ce qu'il y a dans la salle de classe?** » (**Il y a ... dans la salle de classe**). Les élèves sont placés en groupes de 2 ou 3 élèves. D'abord, ils forment une pile avec les cartes (image cachée). Le premier élève pose la question et son partenaire répond en tournant la carte et en insérant le mot dans sa réponse. Ensuite, cet élève pose la question. Le jeu continue jusqu'à ce qu'il ne reste aucune carte.

CARTES À JOUER
À DÉCOUPER
Dans la salle de Classe



UN SAC D'ÉCOLE



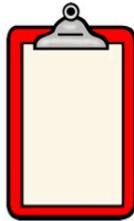
DES LIVRES



UNE BROSSÉ À TABLEAU



DES FEUILLES MOBILES/
DU PAPIER



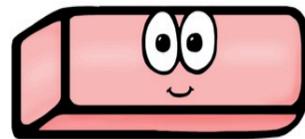
UN PRESSE-PAPIER



DES CRAYONS DE COULEUR



UN CRAYON DE COULEUR



UNE GOMME À EFFACER

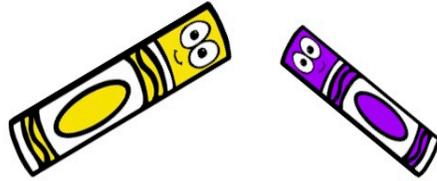


UN GLOBE TERRESTRE



DE LA COLLE

CARTES À JOUER
À DÉCOUPER
Dans la salle de Classe



DES CRAYONS DE FEUTRE



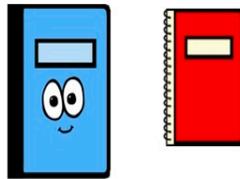
UN SOULIGNEUR



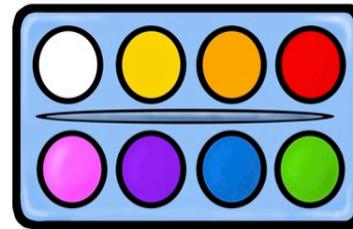
UNE CALCULATRICE



UNE RÈGLE



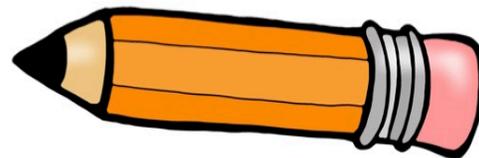
DES CAHIERS



DE LA PEINTURE



UN TROMBONE



UN CRAYON (DE PLOMB)



DES CISEAUX



UN TAILLE-CRAYON



OCTOBER

QUI SUIS-JE?



'I can' statements/énoncés « Je peux » :

- Je peux décrire des personnes en utilisant des phrases très simples. (p. ex. « Mon ami s'appelle Marc. Il est en 1re année. Il va à une autre école. » etc.).
- Je peux comprendre des mots simples et des expressions courantes.
- Je peux écouter sans interrompre et j'attends mon tour.

The theme for the month of October is '**My family**'. The vocabulary learned focuses on the students' families and pets.

Le thème du mois d'octobre est « **Ma famille proche et mon animal de compagnie** ». Le vocabulaire appris ce mois-ci permet aux élèves de décrire leur famille et les animaux de compagnie.

Students have some prior knowledge of French in this month, so the oral language activities must still be focused on rehearsed questions and answers, but some level of spontaneity is possible.

Les élèves ont encore peu de connaissances en français au mois d'octobre, ce qui veut dire que les activités orales doivent suivre la méthode question/réponse apprise par cœur. La production spontanée est possible avec les soutiens nécessaires.

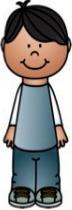
The following activity focuses on describing a family member or a pet with a partner. Both students have a reference sheet of the family members. The first student chooses a family member from the cards and describes them in two to three sentences (ex: Je suis une madame. J'ai les cheveux blonds.). The second student tries to guess who it is by asking the question ("Es-tu une maman?") and pointing to the reference sheet. If the answer is correct, that student keeps the card. If it is incorrect, the student who described the family member keeps it. The person that has the most cards wins.

Cette activité travaillera le vocabulaire lié à la famille. Les élèves sont placés en dyade. Les deux élèves ont une fiche de référence des membres de la famille pour faciliter la tâche. Le premier élève pige une carte et décrit le personnage en deux ou trois phrases (par exemple : Je suis une madame. J'ai les cheveux blonds.). Le second élève tente de deviner quel est le personnage en posant la question (« Es-tu une maman? ») et en pointant du doigt le personnage sur la fiche de référence. Si l'élève devine bien, il ou elle garde la carte. Si cet élève devine incorrectement, c'est celui/celle qui a décrit le personnage qui garde la carte. Le gagnant est l'élève qui a le plus de cartes.

FICHE DE RÉFÉRENCE

UNE FICHE PAR ÉLÈVE

QUI SUIS-JE?

 <p>UN BÉBÉ</p>	 <p>UN PAPA</p>	 <p>UNE GRANDE SOEUR</p>	 <p>UN GRAND-PAPA</p>
 <p>UN BÉBÉ</p>	 <p>UN PAPA</p>	 <p>UNE GRANDE SOEUR</p>	 <p>UN GRAND-PAPA</p>
 <p>UNE GRAND-MAMAN</p>	 <p>UNE MAMAN</p>	 <p>UN GRAND FRÈRE</p>	 <p>UN PETIT FRÈRE</p>
 <p>UNE GRAND-MAMAN</p>	 <p>UNE MAMAN</p>	 <p>UN GRAND FRÈRE</p>	 <p>UN PETIT FRÈRE</p>
 <p>UNE PETITE SOEUR</p>	 <p>UNE PETITE SOEUR</p>	 <p>UN BEAU-PÈRE</p>	 <p>UNE BELLE-MÈRE</p>

CARTES À JOUER

À DÉCOUPER

QUI SUIS-JE?

 <p>UN BÉBÉ</p>	 <p>UN PAPA</p>	 <p>UNE GRANDE SOEUR</p>	 <p>UN GRAND-PAPA</p>
 <p>UN BÉBÉ</p>	 <p>UN PAPA</p>	 <p>UNE GRANDE SOEUR</p>	 <p>UN GRAND-PAPA</p>
 <p>UNE GRAND-MAMAN</p>	 <p>UNE MAMAN</p>	 <p>UN GRAND FRÈRE</p>	 <p>UN PETIT FRÈRE</p>
 <p>UNE GRAND-MAMAN</p>	 <p>UNE MAMAN</p>	 <p>UN GRAND FRÈRE</p>	 <p>UN PETIT FRÈRE</p>
 <p>UNE PETITE SOEUR</p>	 <p>UNE PETITE SOEUR</p>	 <p>UN BEAU-PÈRE</p>	 <p>UNE BELLE-MÈRE</p>

November

TROUVE ET COUVRE



'I can' statements/énoncés « Je peux » :

- Je peux écouter sans interrompre et j'attends mon tour.
- Je peux réagir pour démontrer ma compréhension. (p.ex. hocher la tête, pouce vers le haut, etc.).
- Je peux reconnaître les sons et les mots français. (p.ex. les chansons, les comptines, le dialogue, les instructions).

The theme for the month of November is '**My friends and my feelings**'. The vocabulary learned focuses on emotions and describing friends' qualities.

Le thème du mois de novembre est « **Mes amis et mes sentiments** ». Le vocabulaire appris ce mois-ci permet aux élèves de décrire leurs amis et leurs émotions.

Students have some prior knowledge of French in this month. Phonological awareness activities are necessary to help students with oral production.

Les élèves ont encore peu de connaissances en français au mois de novembre, mais ont une bonne compréhension de certains sons. Les activités de conscience phonologique sont importantes pour travailler la production orale.

The following activity is played in groups of two or three. Students receive one game board and one set of cards. Each student also has a pack of counters (a different colour for each student). Students take turns picking a card and get to cover one image of the emotion that contains that sound (for example, if a student picks 't', the student could put it on the image for 'triste' or 'content'). The goal is for students to target individual sounds in a word (phonological awareness). Each image can be used multiple times since it contains multiple sounds. If a student picks a card with a sad rainbow image, that student loses a turn and does not place a counter. The winner is the student with the most counters when all the cards are gone.

L'activité suivante est jouée en dyade ou en groupes de trois. Les élèves reçoivent une carte de jeu et un paquet de cartes par groupe, ainsi qu'un ensemble de jetons pour chaque élève. Les élèves prennent chacun leur tour pour piger une carte marquée avec un son. Les élèves doivent ensuite couvrir une des images avec leurs jetons lorsqu'ils trouvent une image qui contient ce son (par exemple, 't' pour 'triste' ou 'content'). Chaque image peut être utilisée plusieurs fois. Si un élève pige une carte démontrant un arc-en-ciel triste, cet élève perd son tour et ne pose pas de jeton. Le gagnant est celui qui a le plus de jetons lorsque toutes les cartes sont utilisées.

This game is to be used only when students are very familiar with the vocabulary associated with emotions.

Ce jeu devrait seulement être utilisé lorsque les élèves sont familiers avec le vocabulaire lié aux émotions.

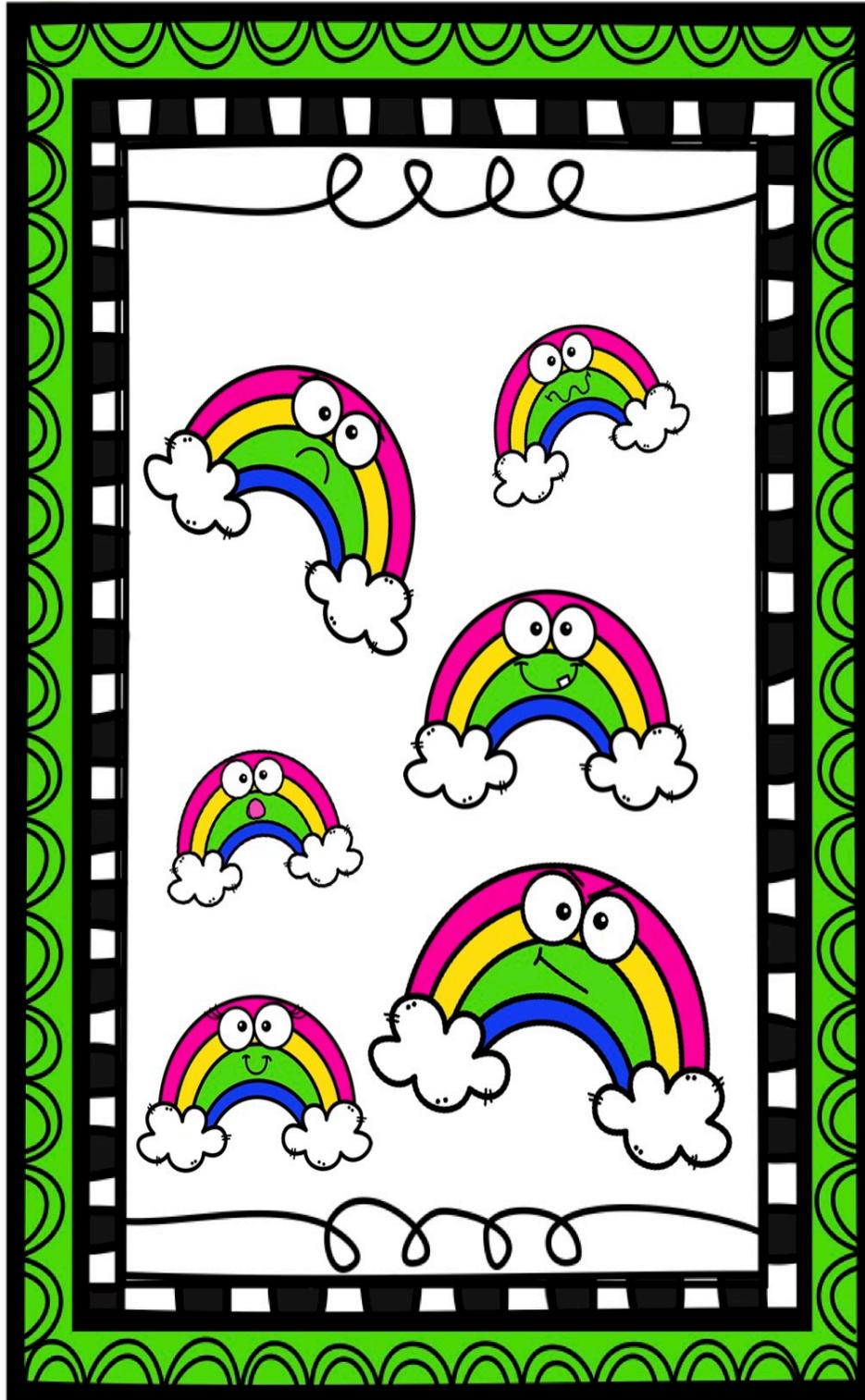
CARTES À JOUER

À DÉCOUPER

Trouve et Couvre

T	S	U	
	R	P	O
È	E		C (K)
	B	L	I
S (Z)	ON	EN	

Trouve et couvre



FICHE DE VÉRIFICATION



TRISTE



EMBARASSÉ



CONTENT



SURPRIS



HEUREUSE



EN COLÈRE



'I can' statements/énoncés « Je peux » :

- Je peux comprendre des consignes et des tâches simples si la personne parle lentement et clairement.
- Je peux visualiser des images dans ma tête.
- Je peux comprendre les gens s'ils décrivent des objets ou des possessions. (p. ex. les couleurs, les nombres et les chiffres, les grandeurs, les prix et les heures).

The theme for the month of December is '**traditions and rituals around the world**'. The vocabulary learned focuses on various holidays.

Le thème du mois de décembre est « **traditions et rituels autour du monde** ». Le vocabulaire appris ce mois-ci se concentre sur les différentes célébrations.

By December, students are able to have short spontaneous discussions using vocabulary seen in class. The following activity works on description in groups of two.

Par le mois de décembre, les élèves peuvent avoir de courtes discussions spontanées en utilisant le langage étudié en classe. L'activité qui suit travaille la description en dyade.

Materials/Matériel requis :

- Paper/du papier
- Colouring pencils/des crayons de couleur
- 2-minute timer/sablier de deux minutes

Activity/Activité:

1. The first student flips the timer and turns around to keep track of time. The second student quickly draws a penguin./ Le premier élève se retourne et renverse le sablier pour tenir compte du temps tandis que l'autre élève dessine un pingouin.
2. When the two minutes are up, the second student turns around and grabs a piece of paper. The first student (hiding their drawing) describes the penguin so that the other student can draw it (ex: Il a un bec pointu. Son chapeau est rouge. Il est content.)./Lorsque les deux minutes sont écoulées, le second élève se retourne et prend un morceau de papier. Le premier élève cache son dessin et décrit son pingouin (par exemple : Il a un bec pointu. Son chapeau est rouge. Il est content.) pendant que le second élève le dessine.
3. When the student is done, they compare their pictures to see if their drawing is similar. Then, they switch roles./Lorsqu'ils ont terminé, ils comparent leur dessin et changent de rôle.



'I can' statements/énoncés « Je peux » :

- Je peux comprendre le sens d'un message simple.
- Je peux comprendre les affiches d'ancrage et les objets concrets.
- Je peux comprendre des questions simples si la personne parle lentement et clairement.

The theme for the month of January is '**My community and modes of transportation**'. The vocabulary learned focuses on different types of transport and elements of students' neighbourhoods.

Le thème du mois de janvier est « **ma communauté et les moyens de transport** ». Le vocabulaire appris ce mois-ci se concentre sur les moyens de transports et les quartiers des élèves.

In January, students return from winter break and often need time to re-adapt to speaking French. For that reason, this activity focuses on the memorized question/answer approach.

Les élèves reviennent des vacances au mois de janvier avec peu de pratique en français, ce qui veut dire qu'il faut retravailler les structures orales. Pour cette raison, l'activité qui suit travaille la formule question/réponse.

The following activity focuses on identifying modes of transport. This practices the oral structure: "**Comment vas-tu à l'école?**" (**Je vais à l'école ...**). First, students form a pile with the cards face down. Students are paired in groups of two or three. The first student asks the question and the partner flips over a card and answers the question with the mode of transport. Then, that student asks the question and the next student answers. Students play until no cards are left.

Cette activité travaillera le vocabulaire lié aux modes de transports et la structure orale : « **Comment vas-tu à l'école?** » (**Je vais à l'école ...**). Les élèves sont placés en groupes de 2 ou 3 élèves. D'abord, ils forment une pile avec les cartes (image cachée). Le premier élève pose la question et son partenaire répond en tournant la carte et en insérant le mot dans sa réponse. Ensuite, cet élève pose la question. Le jeu continue jusqu'à ce qu'il ne reste aucune carte.

CARTES À JOUER

À DÉCOUPER

Comment vas-tu ... ?



À TROTTINETTE



À PIED



À VÉLO



EN CAMIONNETTE



EN VOITURE



EN AUTOBUS



À VÉLO



À PIED



EN VOITURE



EN AUTOBUS



February

JEU DE RÔLE DES PROFESSIONS



'I can' statements/énoncés « Je peux » :

- Je peux comprendre le sens d'un message simple.
- Je peux décrire des personnes en utilisant des phrases très simples. (p. ex. « Mon ami s'appelle Marc. Il est en 1re année. Il va à une autre école. » etc.).
- Je peux utiliser le bon temps de verbe usuel en contexte (p.ex. « Mon chien marche dehors. » « Je suis allée au parc. », « Je vais aller au magasin. »).

The theme for the month of February is '**Careers**'. The vocabulary learned focuses on different careers and professions.

Le thème du mois de février est « **les carrières et les professions** ». Le vocabulaire appris ce mois-ci se concentre sur ce thème.

In February, some level of spontaneity is possible if students have been exposed to the theme's vocabulary before. To work on oral production, students will practice this doing a role play.

Les étudiants peuvent parler spontanément jusqu'à un certain point s'ils ont déjà été exposés au vocabulaire ciblé. Cette activité travaillera la production orale sous forme de jeu de rôle.

Students are separated in small groups. Each group of students gets a deck of cards and a two-minute timer. The first student picks a card (without showing it to his peers) and tries to describe the profession for the other players before the time runs out (ex: "je soigne les gens de la communauté"). If a student guesses correctly (ex: "Es-tu un médecin?"), this player keeps the card. If not, the card goes back in the pile. Then, the next student continues the game, and so on. The winner is the student who guesses the most professions correctly.

Les élèves sont placés en petits groupes. Chaque groupe reçoit un paquet de cartes et un sablier de deux minutes. Le premier élève retourne une carte (en la gardant cachée) et essaie de décrire la profession pour que ses camarades devinent quel rôle cet élève joue avant que le sablier s'écroule (par exemple: « je soigne les gens de la communauté »). Si un camarade devine correctement la profession (par exemple : « Es-tu un médecin? »), cet élève garde la carte. Si personne ne devine pas correctement, la carte retourne dans la pile. C'est ensuite au tour du prochain élève, etc. Le gagnant est celui qui a le plus de cartes.

CARTES À JOUER

À DÉCOUPER

LES PROFESSIONS



UN CHARPENTIER / UNE CHARPENTIÈRE



UN POLICIER / UNE POLICIÈRE



UN DÉTECTIVE / UNE DÉTECTIVE



UN MÉDECIN / UNE MÉDECIN



UN POMPIER / UNE POMPIÈRE



UN FACTEUR / UNE FACTRICE



UN MÉCANICIEN / UNE MÉCANICIENNE



UN LIVREUR / UNE LIVREUSE



UN CHIRURGIEN / UNE CHIRURGIENNE



UN SERVEUR / UNE SERVEUSE



'I can' statements/énoncés « Je peux » :

- Je peux comprendre le sens d'un message simple.
- Je peux comprendre les affiches d'ancrage et les objets concrets.
- Je peux utiliser le bon déterminant des mots simples et familiers.
- Je peux décrire ce que j'aime et ce que je n'aime pas.

The theme for the month of March is '**I am healthy**'. The vocabulary learned focuses on healthy habits and nutrition.

Le thème du mois de mars est « **Je suis en bonne santé et je me sens bien!** ». Le vocabulaire appris ce mois-ci cible surtout la nutrition.

By March, students are able to have short spontaneous discussions using vocabulary seen in class. The following activity works on oral production in groups of two through role play.

Par le mois de mars, les élèves peuvent avoir de courtes discussions spontanées en utilisant le langage étudié en classe. L'activité qui suit travaille la production orale sous forme de jeu de rôle.

Materials/Matériel requis:

- A menu (following two pages)/Un menu (deux pages suivantes)
- A laminated 'plate' (after the menu)/Une assiette laminée (page suivant le menu)
- A dry-erase marker/Un feutre à tableau blanc

Activity/Activité:

1. Students are placed in groups of two and choose who will be the server and who will be the client./ Les élèves sont placés en dyade et déterminent qui sera le client et qui sera le serveur.
2. Students then role-play as if they were in a restaurant. The client orders items off the menu and the server serves them (after drawing them on the laminated plate – this also serves as 'proof' of learning for the teacher)./Les élèves jouent ensuite au restaurant. Le client commande et le serveur sert le repas après l'avoir dessiné sur l'assiette (ceci sert de preuve pour l'enseignante).
3. Students can then switch roles./Les élèves changent ensuite de rôle.

This activity is unstructured, so reviewing classroom expectations is necessary before playing./ Cette activité n'a pas beaucoup de structure, donc il est nécessaire de discuter des attentes avec les élèves avant qu'ils commencent à jouer.

Les aliments



une pomme
des pommes



une asperge
des asperges



du bacon



une patate
des patates



une banane
des bananes



des haricots



du boeuf



du pain



du brocoli



du gâteau



des bonbons



une carotte
des carottes



du chou-fleur



du fromage



du poulet



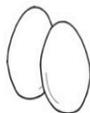
un biscuit
des biscuits



un croissant
des croissants



du concombre



un œuf
des oeufs



des raisins



du jambon



Un
hambourgeois



un chien-chaud



de la crème glacée



du macaroni

Les aliments



du lait
du lait au chocolat



un muffin
des muffins



des
champignons



une orange
des oranges



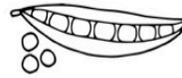
du jus d'orange



une pêche
des pêches



une poire
des poires



des pois



un ananas
des ananas



de la pizza



du porc



des crevettes



des côtelettes



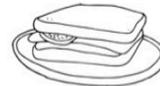
du riz



de la salade



du poisson



un sandwich



du spaghetti



une fraise
des fraises



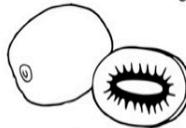
une tomate
des tomates



du melon d'eau



du yogourt



un kiwi
des kiwis

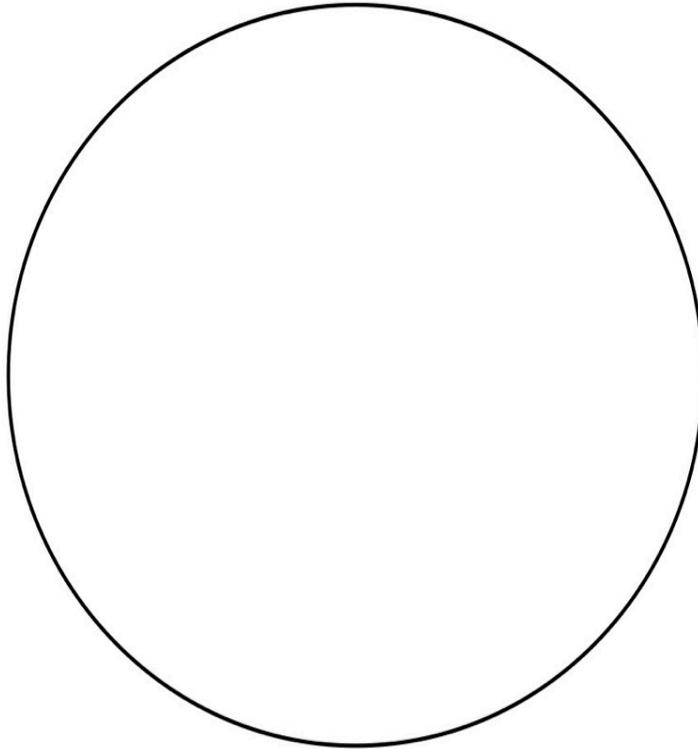


des frites



des arachides

Le resto de _____





April

VA JARDINER!



'I can' statements/énoncés « Je peux » :

- Je peux comprendre le sens d'un message simple.
- Je peux comprendre les affiches d'ancrage et les objets concrets.
- Je peux utiliser le bon déterminant des mots simples et familiers.

The theme for the month of April is **'Exploring my surroundings'**. The vocabulary learned focuses on nature.

Le thème du mois d'avril est « **Explorer ce qui m'entoure** ». Le vocabulaire appris ce mois-ci est associé à la nature.

By April, students are able to have short conversations with one another using previously seen vocabulary. The following activity builds on the vocabulary learned in March.

Les élèves peuvent parler spontanément jusqu'à un certain point s'ils ont déjà été exposés au vocabulaire ciblé au mois d'avril. L'activité qui suit continue de travailler le vocabulaire du mois dernier.

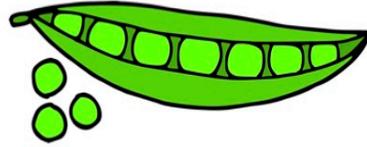
Students are placed in a small group (2 or more players). Each group gets a deck of cards. Students each get five cards. The objective of the game is to get as many pairs as possible. If students get pairs, they can put these aside before starting. Then, the first student asks: "Y a-t-il (X légume) dans ton jardin?" – if the student who was asked does have that card, the student gives it to the asker. If the student did not have it, that student would pick a card from the deck. Then, it is the next student's turn. The game ends when there are no cards left and the winner is the student with the most pairs.

Les élèves sont placés en petits groupes. Chaque groupe reçoit un paquet de cartes. Chaque élève reçoit cinq cartes. Si les élèves ont des paires, ils peuvent les mettre de côté. L'objectif du jeu est d'avoir le plus de paires possible. Le premier élève commence et demande à un ami: « Y a-t-il (X légume) dans ton jardin? » – si cet élève a la carte, il lui donne. Si l'élève n'a pas la carte, celui qui a posé la question « va jardiner » en pigeant une carte. C'est ensuite le tour du prochain élève de poser la question. Le jeu est terminé lorsqu'il n'y a plus de cartes. Le gagnant est celui avec le plus de cartes.

CARTES À JOUER
À DÉCOUPER
Va jardiner!



DU BROCOLI



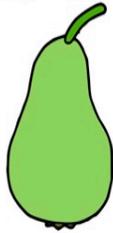
DES POIS



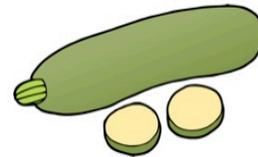
UN ANANAS



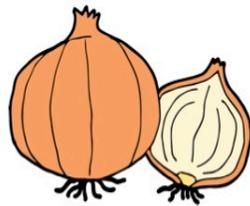
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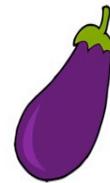
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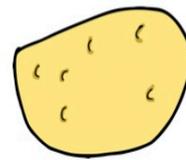
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UNE AUBERGINE



UNE POMME

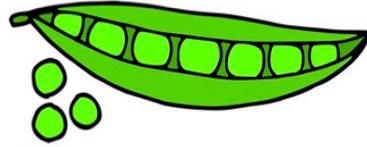


UNE PATATE

CARTES À JOUER
À DÉCOUPER
Va jardiner!



DU BROCOLI



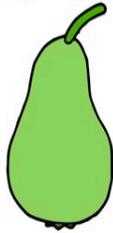
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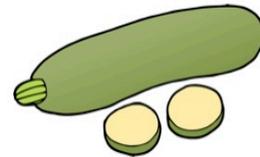
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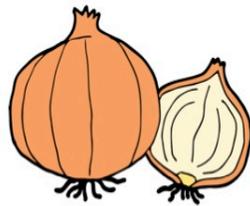
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UNE POIRE



DU ZUCCHINI



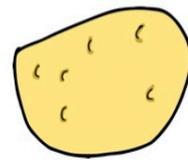
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UNE AUBERGINE

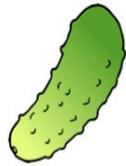


UNE POMME



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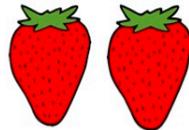
CARTES À JOUER
À DÉCOUPER
Va jardiner!



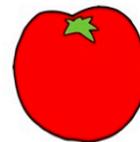
DU CONCOMBRE



UNE PÊCHE



DES FRAISES



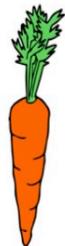
UNE TOMATE



DE LA LAITUE



UN POIVRON



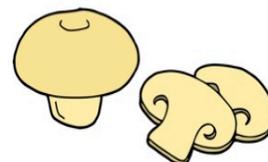
UNE CAROTTE



DU CHOU-FLEUR

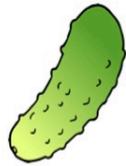


DES ASPERGES



DES CHAMPIGNONS

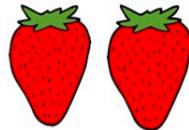
CARTES À JOUER
À DÉCOUPER
Va jardiner!



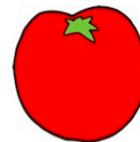
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UNE PÊCHE



DES FRAISES



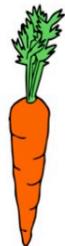
UNE TOMATE



DE LA LAITUE



UN POIVRON



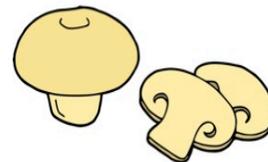
UNE CAROTTE



DU CHOU-FLEUR



DES ASPERGES



DES CHAMPIGNONS



'I can' statements/énoncés « Je peux » :

- Je peux comprendre le sens d'un message simple.
- Je peux utiliser le bon déterminant des mots simples et familiers.
- Je peux comprendre des mots qui expriment le temps. (p. ex. aujourd'hui, ensuite, demain, avant, tôt, après, hier, jamais, maintenant, parfois, toujours).
- Je peux décrire avec des phrases simples. (p. ex. l'âge, la taille, mes matières préférées à l'école, etc.).

The theme for the month of May is **'Hobbies'**. The vocabulary learned focuses different activities/hobbies students do throughout the seasons. Le thème du mois de mai est « **mes loisirs** ». Le vocabulaire appris ce mois-ci cible les différentes activités que les élèves aiment faire selon les saisons.

By May, spontaneous oral production is possible. Students feel comfortable speaking in the target language using vocabulary they have previously studied. The following activity focuses on spontaneous story-telling.

Les élèves peuvent parler spontanément au mois de mai s'ils ont déjà été exposés au vocabulaire ciblé. Cette activité ciblera la production orale spontanée.

Students are placed in a small group (2 or more players). Each group gets a deck of cards. There are four options of decks to choose from: fall, winter, spring and summer. Students take turns flipping one card at a time. The student must tell a line of a story aligned with the picture flipped. Then, the next student flips a card and keeps telling the story. Students keep going until they run out of cards or they decide the story ends. This activity focuses on spontaneous speech and story-telling.

Les élèves sont placés en petits groupes. Chaque groupe reçoit un paquet de cartes. Il y a quatre choix de paquets de cartes : l'automne, l'hiver, le printemps et l'été. Les élèves prennent des tours à tourner une carte. Lorsqu'un élève tourne la carte, c'est à son tour de raconter une partie de l'histoire (en se servant de l'image comme guide). Le prochain élève tourne alors sa carte et continue l'histoire. Les élèves continuent à jouer, tourner les cartes et raconter leur histoire jusqu'à ce qu'il manque de cartes ou qu'ils décident que l'histoire est terminée. Ils peuvent alors recommencer avec la prochaine saison. Cette activité cible la production spontanée et l'art de raconter.

CARTES À JOUER
À DÉCOUPER
L'automne



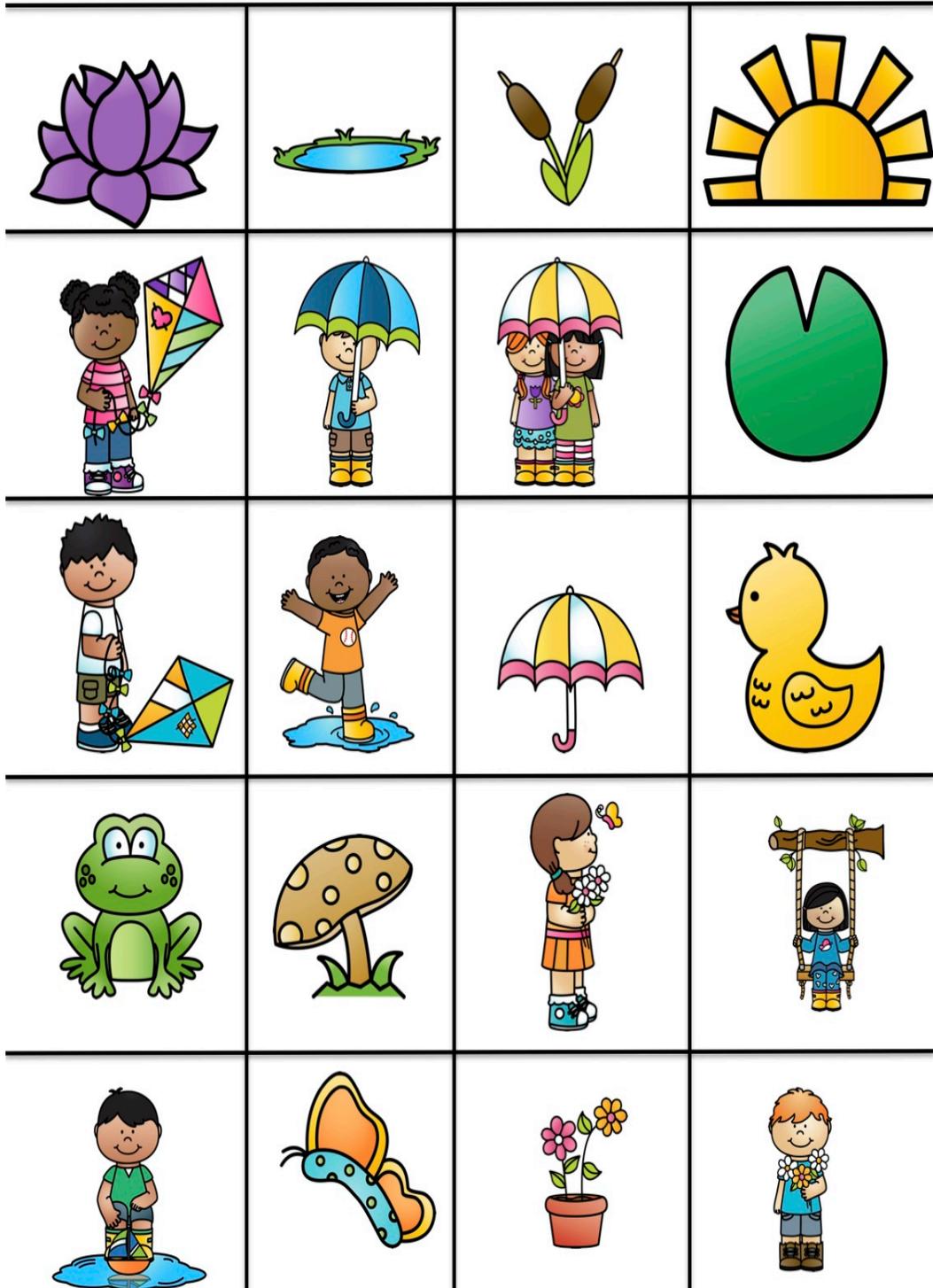
CARTES À JOUER

À DÉCOUPER

L'hiver



CARTES À JOUER
À DÉCOUPER
Le printemps



CARTES À JOUER

À DÉCOUPER

L'été





'I can' statements/énoncés « Je peux » :

- Je peux comprendre le sens d'un message simple.
- Je peux comprendre les gens s'ils décrivent des objets ou des possessions. (p. ex. les couleurs, les nombres et les chiffres, les grandeurs, les prix et les heures).
- Je peux utiliser le bon déterminant des mots simples et familiers.

The theme for the month of June is '**Safety**'. The vocabulary learned focuses different ways of staying safe.

Le thème du mois de juin est « **la sécurité** ». Le vocabulaire appris ce mois-ci cible les différents moyens de rester en sécurité.

By June, spontaneous oral production is possible. Students feel comfortable speaking in the target language using vocabulary they have previously studied. The following activity focuses on spontaneous oral production.

Les élèves peuvent parler spontanément au mois de juin s'ils ont déjà été exposés au vocabulaire ciblé. Cette activité ciblera la production orale spontanée.

Students are separated in small groups. Each group of students gets a deck of cards and a two-minute timer. The first student picks a card (without showing it to his peers) and tries to describe the object for the other players before the time runs out (ex: "je te protège des rayons"). However, they cannot use the "special" word on the card to describe the item and cannot mime. If the student accidentally uses the word, the card goes back in the pile. If a student guesses correctly (ex: Es-tu de la crème solaire?), this player keeps the card. If not, the card goes back in the pile. Then, the next student continues the game, and so on. The winner is the student who guesses the most objects correctly.

Les élèves sont placés en petits groupes. Chaque groupe reçoit un paquet de cartes et un sablier de deux minutes. Le premier élève retourne une carte (en la gardant cachée) et essaie de décrire l'objet pour que ses camarades devinent quel rôle cet élève joue avant que le sablier s'écroule (par exemple : « je te protège des rayons ») sans dire le mot "magique" inscrit sur la carte et sans mimer. Si l'élève dit le mot magique, la carte retourne dans la pile. Si un camarade devine correctement l'objet (par exemple : « Es-tu de la crème solaire? »), cet élève garde la carte. Si personne ne devine correctement, la carte retourne dans la pile. C'est ensuite au tour du prochain élève, etc. Le gagnant est celui qui a le plus de cartes.

CARTES À JOUER

À DÉCOUPER

La sécurité



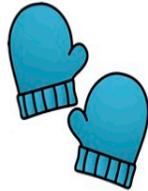
MOT MAGIQUE:
SOLEIL

DE LA CRÈME SOLAIRE



MOT MAGIQUE:
YEUX

DES LUNETTES DE SOLEIL



MOT MAGIQUE:
FROID

DES MITAINES



MOT MAGIQUE:
HIVER

UNE TUQUE



MOT MAGIQUE:
PLUIE

UN PARAPLUIE



MOT MAGIQUE:
BICYCLETTE

UN CASQUE



MOT MAGIQUE:
ROUGE

UN PANNEAU D'ARRÊT



MOT MAGIQUE:
AUTO

UNE CEINTURE DE SÉCURITÉ



MOT MAGIQUE:
NATATION

UN GILET DE SAUVETAGE



MOT MAGIQUE:
PLANCHE
À ROULETTES

DES GENOUILLÈRES

Role-play Games

JEUX DE RÔLES



'I can' statements/énoncés « Je peux » :

- Je peux comprendre le sens d'un message simple.
- Je peux utiliser le bon déterminant des mots simples et familiers.
- Je peux comprendre des mots qui expriment le temps. (p. ex. aujourd'hui, ensuite, demain, avant, tôt, après, hier, jamais, maintenant, parfois, toujours).
- Je peux décrire avec des phrases simples. (p. ex. l'âge, la taille, mes matières préférées à l'école, etc.).
- Je peux décrire des personnes en utilisant des phrases très simples. (p. ex. « Mon ami s'appelle Marc. Il est en 1re année. Il va à une autre école. » etc.).
- Je peux comprendre des mots simples et des expressions courantes.
- Je peux écouter sans interrompre et j'attends mon tour.

Not all students acquire oral language at the same pace; some may require a challenge after the ten prior centres are completed. The following two games are differentiated activities for students who have mastered the prior oral language centres. Symbolic games are a fantastic way of having students use their imagination and practice spontaneous oral production in a fun way.

Les élèves acquièrent leur langue seconde à leur propre rythme. Certains élèves auront besoin d'un petit défi additionnel, tandis que d'autres devront passer plus de temps dans certains centres. Les deux jeux qui suivent serviront d'activité de jeu symbolique amusante (ciblant la production orale spontanée) pour les élèves qui auront complété les dix autres centres de cette ressource.

The first game uses the fairy-tale cards. Each student in the group picks a card and that is the role that student will play in the game. Then, students improvise a sketch pretending to be that character.

La première activité utilisera les cartes de royaume magique. Chaque élève choisit une carte et celle-ci démontrera le rôle de l'élève dans le jeu. Ensuite, les élèves improvisent une histoire en faisant semblant d'être le personnage sur la carte.

The next game is another role-play game, but instead of determining the character, the card determines the setting. Students must then improvise a story using their imaginations!

Le jeu symbolique suivant est un autre jeu de rôle, mais au lieu de déterminer les personnages, les cartes déterminent l'endroit où se déroule l'improvisation. Les élèves créent donc une histoire avec leurs propres personnages inspirée de l'endroit écrit sur la carte.

This activity is unstructured, so reviewing classroom expectations is necessary before playing./ Cette activité n'a pas beaucoup de structure, donc il est nécessaire de discuter des attentes avec les élèves avant qu'ils commencent à jouer.



CARTES À JOUER
À DÉCOUPER

royaume magique



UNE GRENOUILLE



UN HIBOU



UNE LICORNE



UN CHEVAL



UN CHEVALIER OU UNE CHEVALIÈRE



ROYAUTÉ



UN SORCIER OU UNE SORCIÈRE



DES LUTINS



UN DRAGON



UN MONSTRE

CARTES À JOUER

À DÉCOUPER

Improvisation

SUR LA LUNE

AU ZOO

DANS UN
CHÂTEAU

DANS UNE
MAISON EN
PAIN D'ÉPICE

À L'ÉCOLE

AU PÔLE
NORD

DANS UN
SOULIER

DANS UN
MAGASIN

CHEZ GRAND-
MAMAN

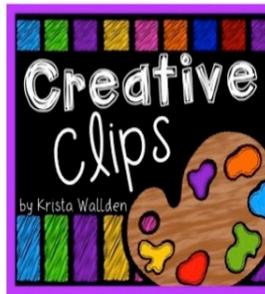
DANS LA
VOITURE

Thank you

REMERCIEMENTS

Images/fonts created by:

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DAVID'S SIMPLE TEACHING



MY SINCERE THANKS GOES TO PAULA KRISTMANSON, JOSÉE LE BOUTHILLIER
AND PAMELA MALINS
WITHOUT THEIR EXPERT HELP, THIS PROJECT WOULD NOT HAVE BEEN POSSIBLE.

Chapter 3: Reflection

The more I dig into the theories surrounding SLA, the more I am reminded of the importance of understanding the fundamental concepts before entering the L2 classroom as an educator. As aforementioned, my first group of students did not fully meet their language development targets in June. As a beginning teacher, I did not feel entirely equipped to rectify this situation. Upon completion of this project, I now feel a certain urgency to share my findings with other educators in order to underscore some elements of SLA that may impact our instructional practices.

The three themes that emerged from my research were the following:

- Oracy is the foundation of reading and writing;
- Every student is capable of acquiring a second language with proper supports implemented; and,
- ‘Successful’ language acquisition is difficult to define and thus, needs to be re-evaluated, especially in terms of how the FI program in New Brunswick is currently evaluated.

It came as no surprise that oracy is the foundation that helps build reading and writing skills. As a new mother, I recognize the importance of quality input for children to build strong vocabularies, even as infants. Just as I cannot expect an infant or toddler new to a language to immediately read or write, I cannot expect students to read or write without also giving them an opportunity to develop some oral skills. For this reason, providing activities that follow the five phases of L2 acquisition (e.g., Krashen & Terrel,

PROMOTING L2 ORAL LANGUAGE DEVELOPMENT IN FI

1983; Arnett & Bourgoin, 2017) is essential. Students will not be producing the same quality of output in September as they will in June: for this reason, oracy skills must be practiced throughout with activities tailored to students' developing abilities. Creating oral language centres that followed these principles was challenging in this regard as I recognize the particular impact of socio-economic status on language acquisition and how my own experiences teaching FI in a vulnerable neighbourhood may not be the experience of all FI teachers. For that reason, I stress the importance of using my activities as a guide or inspiration: they should be tailored to students' specific oral language needs. Children will not be able to read or write if their oral language needs are not met first.

Although there are claims that FI programs are elitist (Egbo, 2009), the literature shows that all students are capable of acquiring a second or additional language when their needs are met. The literature stresses the importance of motivation, integrativeness, attitudes towards the learning situation and cognitive ability (Li, 2006; Pulvermüller & Schumann, 1994) as key factors in language acquisition. While educators have little control over the latter, they do play a crucial role in students' perceptions of the TL. In my experience, students want to learn when activities are linked to their interests, appropriately challenging and engaging. Providing students ample meaningful opportunities to explore a new language and culture will not only contribute to the development of more proficient bilingual/ multilingual speakers, but to the development of more engaged local and global citizens.

PROMOTING L2 ORAL LANGUAGE DEVELOPMENT IN FI

This project explored different theories surrounding language acquisition and although some differed from one another, they all suggest that if students are exposed to comprehensible input, are engaged in output with proficient speakers, and are taught using pedagogies supported by theory, they will acquire language. The oral language centres I have created provide opportunities for students to practice their listening and speaking skills, but do not allow for students to be exposed to a variety of input, which is a key component of SLA. As the FI program is today, students are mostly exposed to the teacher's input, which does exclude many different types of speech and accents. Although I recognize that my oral language centres as originally conceived do not provide students with enough variety of input, this project has allowed me to begin thinking about how I might offer more exposure of oral language to my students. Thinking about the language development and the time it takes to provide students with ample opportunity to receive a variety of input and produce a variety of output brings me to my third theme.

Oral proficiency is difficult to define, despite the fact that frameworks have been created to accurately describe a speaker's proficiency at various points on the language development spectrum. Is language acquisition a life-long process? When exactly is a language acquired? Do we ever stop acquiring language? As a bilingual speaker, I learn new words and expressions almost daily in both my languages: am I still acquiring language? And, by this standard, is it reasonable to expect students to fully acquire a language in their years at school? What strikes me most when I pose myself these questions is that I do not know. I was fortunate to be raised bilingual since birth, which has provided me incredible opportunities in both my professional and personal life.

PROMOTING L2 ORAL LANGUAGE DEVELOPMENT IN FI

Children in FI are exposed to their L2 at an early age (typically kindergarten or grade 1 in most jurisdictions, thus age 5 or 6), but educators cannot expect them to have the oral proficiency of a person exposed to the language since birth. Seeing FI through the binary lens of ‘can’ and ‘cannot speak’ is an unfair evaluation of the program, but also of the students’ progress. I urge educators to move away from looking at oracy through a lens of deficiency and start using a lens of proficiency. When educators make this switch, developing activities that will reinforce SLA will become easier and will increase student engagement. Students taking ownership of their learning, setting goals for themselves and practicing their skills without fear of judgment are all instrumental in this process. Comparing L2 learners to L1 learners is not what language acquisition is about: it is very much a journey. My first group of students did not meet the language targets at the end of the year: however, when I encounter them, they can communicate with me. They may not have ‘acquired’ the language, but they are in the process of acquiring it, just as I still am.

I am passionate that all students can succeed in FI with proper supports. Educators must be aware of the theories surrounding SLA so they can ensure that they can provide students evidence-based practices that allow them to develop their oracy skills consistently. The present project has made me aware of the biases I held about students’ success in FI and has allowed me to creatively think about ways I can better support my students in beginning their second language learning journey.

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