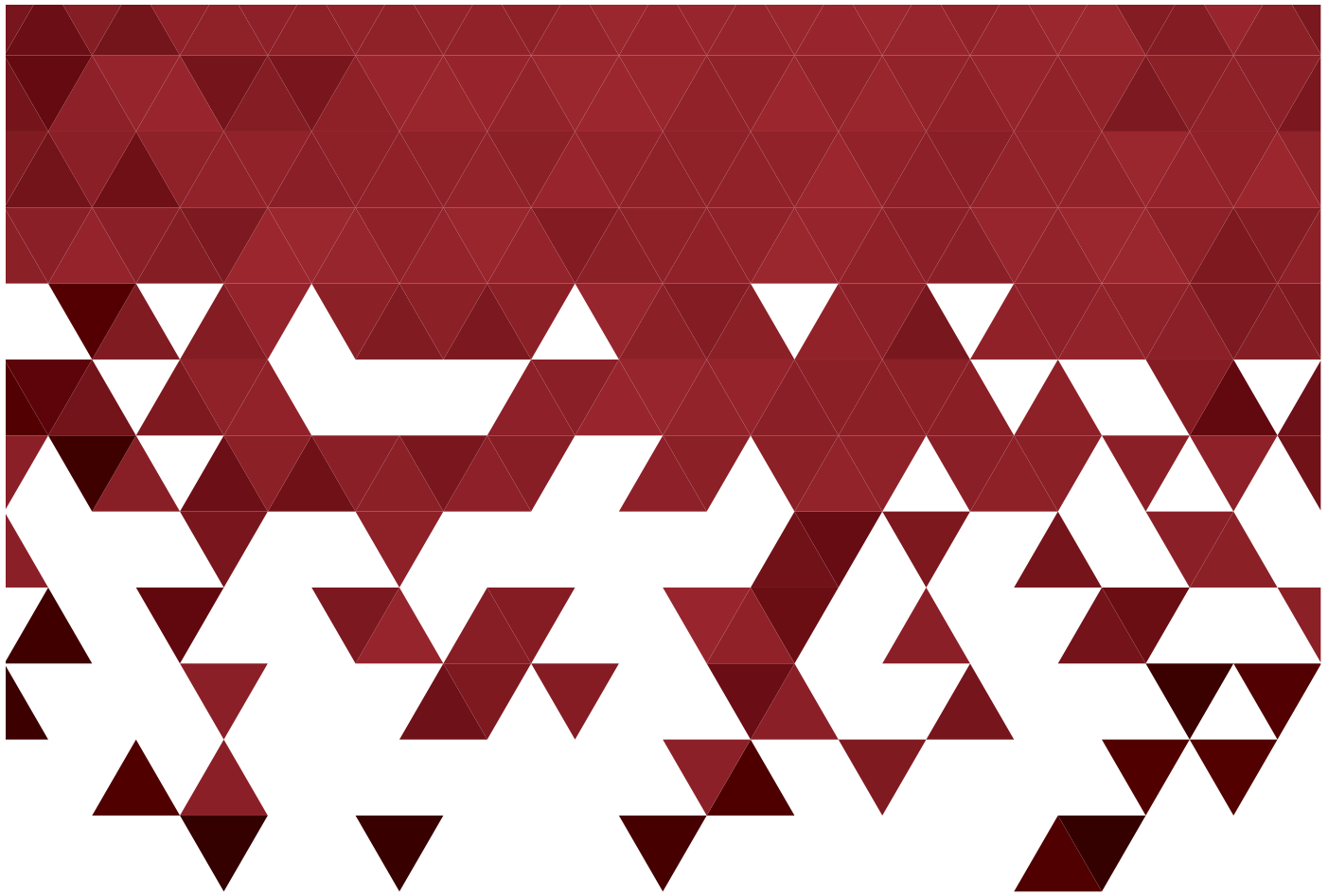


# Second Language Teachers' CEFR-Inspired Practices

Canadian Association of  
Second Language Teachers



Association canadienne des  
professeurs de langues secondes



## Canadian Association of Second Language Teachers (CASLT)

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ISBN: 978-0-921238-97-3

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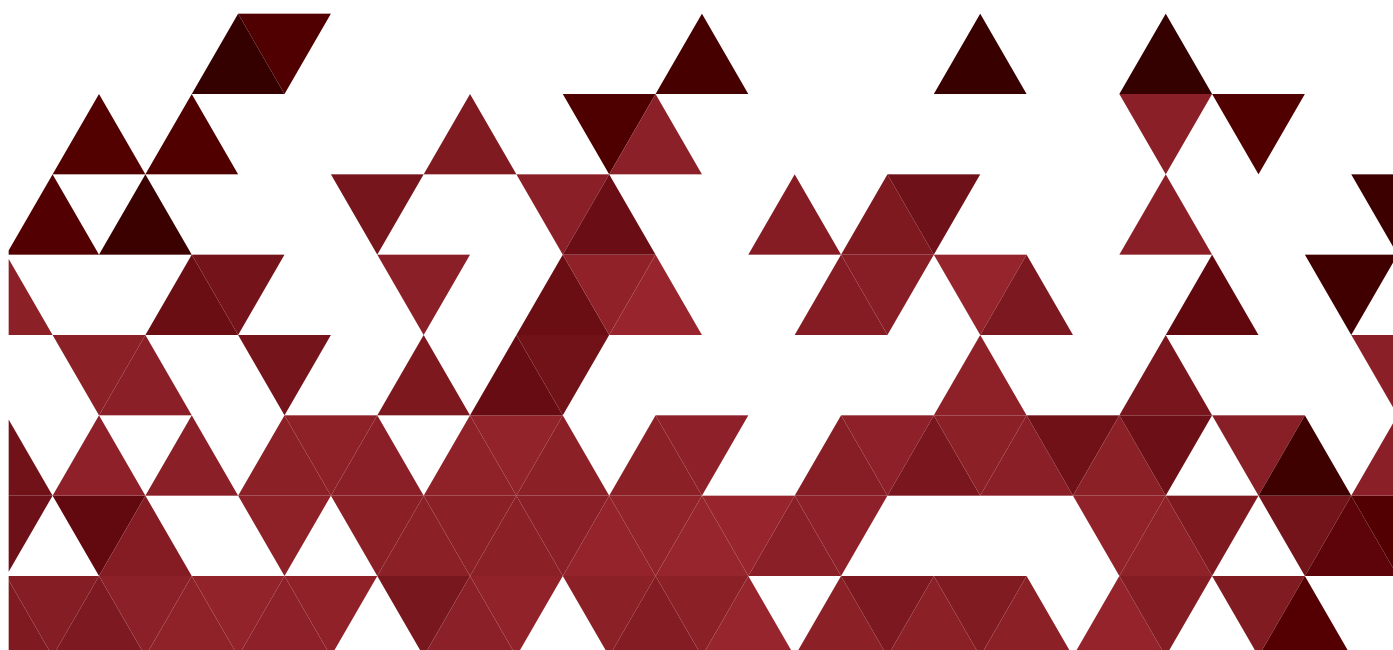
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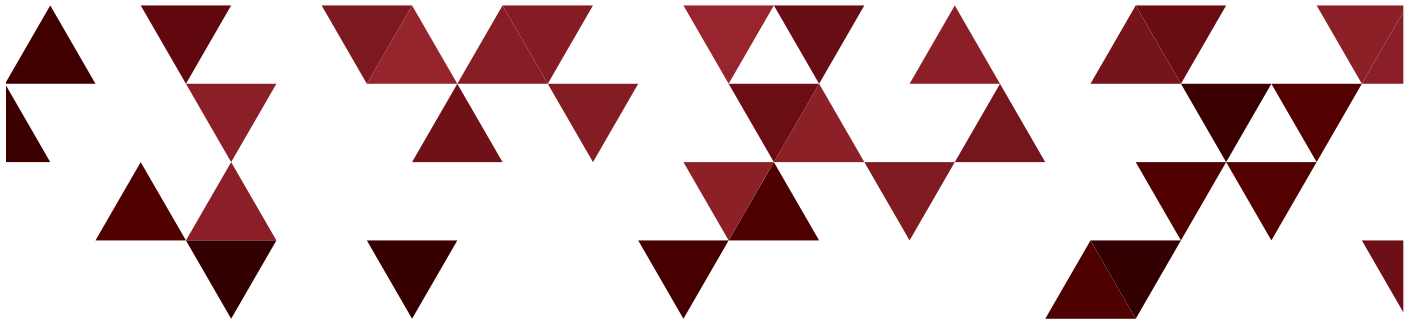
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Teachers from across the country were invited to submit examples of lessons or lesson-series that use elements of the CEFR in teaching and/or assessing second languages. By sharing what is happening in Canadian classrooms, we hope that teachers will be engaged and inspired in their own practice.





# **1. CEFR-Informed Assignment Samples and Self-Assessments**

**Author: Brenda  
Ceccon**



# 1 CEFR-Informed Assignment Samples and Self-Assessments

Specific examples from Grades 11 and 12 Core French (British Columbia)

Note: When creating this document, I referred to the *Assessment in Action Toolkit* and our province's Draft Curriculum for French as a Second Language (not yet published).

## La poésie française (Core French 12)

### CEFR descriptors

Written comprehension  
Spoken production

### Description of task

This assignment is the culminating product of a short unit on French poetry (embedded in a unit on art/artists). Students have already examined several poems with the teacher. At this point, students further their exploration of French poetry by studying a poem and then sharing the poem with the class orally.

The teacher offers students a selection of poems and poets to choose from for the assignment.

Students work in pairs to prepare the assignment.

### Assignment

- ☐ Je peux comprendre les éléments essentiels d'un texte littéraire français. (La compréhension écrite, A2.2)
- ☐ Je peux parler d'une œuvre littéraire (un poème) d'une façon simple en utilisant le vocabulaire associé au poème. (La production orale, A2.2)

### Les buts

- Mieux connaître une œuvre classique de la littérature française.
- Lire et comprendre un poème en français.
- Démontrer cette compréhension dans une présentation dramatique devant la classe.

### Les étapes / le travail

1. Choisissez un ou une partenaire.
2. Choisissez un poème.
3. Faites une analyse du poème.
  - ◇ Qui est le ou la poète? Quelle influence sa vie a-t-elle eue sur lui ou elle? (bref – 1 ou 2 phrases)
  - ◇ Les mots du vocabulaire – faites un lexique (au moins 12 mots).
  - ◇ Le sens littéral du poème : Qu'est-ce qui se passe? (What is going on?)
  - ◇ Les mots et les phrases clefs. Pourquoi ces mots/phrases sont-ils importants? (au moins 3 mots ou phrases)
  - ◇ Nommez une technique littéraire utilisée.

## La présentation

Vous allez faire une présentation « dramatique » du poème. Dans votre présentation, vous devrez :

- Lire le poème à la classe.
- Démontrer votre compréhension du poème – il faut que votre compréhension soit évidente... la voix, les gestes, l'explication des mots/les phrases, les accessoires, les costumes, les couleurs, la musique – tout doit nous « convaincre » que vous comprenez ce que vous dites.
- Expliquer à la classe le sens du poème.

### ***Pour réussir cette présentation (To complete this task successfully)***

C'est une présentation « dramatique », alors vous devrez lire le poème **comme si vous étiez un acteur/une actrice**.

Il faut que vous incorporiez des gestes dramatiques et des accessoires dans la présentation aussi... par exemple, une voix expressive, des costumes, des images, des accessoires.

Après la présentation « dramatique », vous devrez parler du poète, du sens littéral, des techniques, des mots/phrases clefs. Vous pouvez utiliser le tableau, le papier d'affiche, la caméra, des documents ou l'ordinateur (PowerPoint). **Soyez simple, clair et précis.**

## La réaction personnelle

Dans un petit paragraphe de 50 mots, écrivez la réaction que produit sur vous le poème. Comment l'avez-vous trouvé? Décrivez ce que vous avez apprécié/aimé et ce que vous n'avez pas aimé.

## Grille d'évaluation

- ☐ L'élève peut comprendre les éléments essentiels d'un texte littéraire français. (La compréhension écrite A2.2)
- ☐ L'élève peut parler d'une œuvre littéraire (un poème) d'une façon simple en utilisant le vocabulaire associé avec au poème. (La production orale A2.2)

## La compréhension du texte

	Niveau 4	Niveau 3	Niveau 2	Niveau 1
L'élève	Peut bien comprendre le sens du poème sans aide.	Peut comprendre la majorité du poème sauf quelques mots/structures.	Peut comprendre le message du poème, mais il a besoin d'aide pour comprendre les détails.	A besoin d'aide pour comprendre le poème.

L'élève	Oui	Un peu	Non
Fait une présentation dramatique avec des gestes, des accessoires, etc., qui démontre une bonne compréhension du poème (the presentation makes sense according to the theme of the poem, and the audience clearly understands that the student has understood the meaning of the poem).			
Explique la vie du poète et fait des liens avec le thème du poème.			
Explique le sens littéral.			
Explique les mots/phrases clefs.			
Explique une technique littéraire.			

## La production orale

	Niveau 4	Niveau 3	Niveau 2	Niveau 1
L'élève	Utilise correctement et d'une façon efficace les structures de langue et le vocabulaire appris en classe et dans une variété de façons pour communiquer son message. Peut corriger ses propres erreurs.	Utilise d'une façon acceptable les structures de langue et le vocabulaire appris en classe pour communiquer un message clair. Corrige parfois ses propres erreurs.	Utilise les structures de langue et le vocabulaire appris en classe pour communiquer son message d'une façon générale. Parfois, les erreurs rendent le message déformé.	Utilise quelques structures de langue et certains mots du vocabulaire appris en classe. Pour l'auditoire, il est un peu difficile de comprendre le message.
	Peut s'exprimer couramment et clairement. Il y a peu de pauses et les répétitions font partie de la communication.	Peut s'exprimer clairement avec des pauses et des répétitions qui ne nuisent pas à la communication.	Peut s'exprimer d'une façon compréhensible même s'il y a des pauses et des répétitions.	Peut s'exprimer, mais il y a souvent des pauses et des répétitions. A besoin d'aide pour se faire comprendre.

L'élève	Oui	Un peu	Non
Parle en utilisant une voix claire, des gestes et il/elle regarde son auditoire.			

## Mon jouet préféré (Core French 11)

### CEFR descriptors

Oral interaction

Oral production

### Description of task

This assignment is within a unit related to childhood. At this point, students will have had ample discussion related to memories from childhood. Students will have already talked about toys, what they played with and with whom, etc.

Teacher brings to class toys from his or her own childhood and talks about them in a simple manner, discussing what the toy is, who it was from, why, etc. The teacher asks students questions about their toys from childhood.

The students are asked to bring to class a special toy from childhood. The students then take turns speaking to each other about their toy and asking others about theirs.

### Assignment

#### Oral interaction and production, A2.1

I can speak about my favourite childhood toy in a simple manner and I can ask questions to others about their favourite childhood toy.

I can:	exceedingly	fully	mostly	somewhat	not quite
Answer questions easily and precisely about my toy without necessarily relying on extra help; use extra resources effectively if needed.					
Ask questions to others about their toy without necessarily relying on extra help.					
Speak fluently and clearly with few pauses and repetitions.					
Use learned structures and vocabulary appropriately and in a variety of ways to communicate a refined message.					

## Utilise ces questions comme un guide pour ta présentation

1. Quel est ton jouet?
2. Quand as-tu reçu ce jouet? À quel âge?
3. Pourquoi as-tu reçu ce jouet? C'était pour une fête/ton anniversaire/Noël...?
4. Qui te l'a donné?
5. Quelle a été ta réaction quand tu as reçu ce jouet? Utilise des expressions utiles/idiomatiques pour la décrire.
6. Quels adjectifs décrivent bien ce jouet?
7. Pourquoi ce jouet est-il important pour toi?
8. Autres idées

**Pour le « show and tell », tu dois apporter en classe ton jouet ou une image/photo du jouet. Sois préparé(e)!**

## Portfolio self-assessments using CEFR

### Materials needed

A pocket folder for each student (my students bring their own to class at the start of the course).

### Description of task

I use portfolios as a way of having students gather evidence of what they are able to do at any given moment throughout the course. As the weeks go on, students add items, or evidence of work, to their portfolios.

Each assignment or learning outcome is labelled with a CEFR “can-do” statement. In this way, students are aware of what they are expected to demonstrate and what they can work toward demonstrating. There is also an assessment scale, which is completed by either the teacher or the student (or by both).

At the interim or midterm point of the course, I give the students a summary (see below) of what we have accomplished so far. The students take some time to review, look at their “evidence of learning” in the portfolio, and then self-assess their progress. They also set goals for themselves for the remainder of the course.

The following pages show my examples of French 11 and 12 self-assessment portfolios for the midterm point of a course. Please note that these self-assessments are completed by students and then reviewed by each student with the teacher. Students also review the portfolio with their parents. Talking about their progress validates their achievements and helps to set the course for future progress in the learning of the second language.

## Sample Français 11, interim report

# Portfolio Self-Assessment: Term One

This is what I can do right now!

## Spoken interaction: A2.1

I can participate in simple interactions about common and predictable situations.

Criteria	Performance			
	fully	mostly	somewhat	needs more practice
I can initiate and sustain daily conversation (I greet my classmates <i>spontaneously</i> using common salutations, ask and answer general questions about health, well-being, and carry on daily conversation ( <i>Qu'est-ce que tu as fait hier soir? etc.</i> )).				
I can describe a dish from a menu using learned structures and vocabulary appropriately and in a variety of ways.				
I can interact in a simple transaction with a server at a restaurant. I can order food or take an order as a server.				
I can ask and answer simple questions about experiences in restaurants and a restaurant itself.				
I can ask and answer simple questions about my childhood or a friend's childhood.				
I can express myself fluently and clearly. My pauses and repetitions are integrated into the flow of communication.				
I can pronounce words correctly. The sense of the message is conveyed clearly. I usually correct my own mistakes.				

## Writing: A2.1

I can write short, simple texts using familiar language.

Criteria	Performance			
	fully	mostly	somewhat	needs more practice
I can write a simple restaurant review using a variety of verbs in the present, <i>passé composé</i> , and <i>imparfait</i> tenses and vocabulary related to the theme without necessarily relying on extra help. I take the initiative to use extra resources to refine the text if appropriate.				
I can write a simple descriptive text about a dish from a restaurant using the required language and vocabulary without necessarily relying on extra help. I take the initiative to use extra resources to refine the text if appropriate.				

## Oral comprehension: A2.1

I can understand key information in short, simple, slowly articulated texts containing familiar language related to themes studied.

Criteria	Performance			
	fully	mostly	somewhat	needs more practice
I can understand conversations related to restaurant situations without necessarily relying on extra help. Extra resources are used effectively if need be.				
I can understand conversations describing childhood memories without necessarily relying on extra help. Extra resources are used effectively if need be.				

## Reading: A2.1

I can understand the main ideas and some details in informational texts and short, simple literary texts.

Criteria	Performance			
	fully	mostly	somewhat	needs more practice
I can understand an informational text about Thai cuisine without necessarily relying on extra help. Extra resources are used effectively if need be.				
I can understand a short text about childhood memories without necessarily relying on extra help. Extra resources are used effectively if need be.				

## Spoken production: A2.1

I can give short, prepared presentations and answer a very limited number of follow-up questions.

Criteria	Performance			
	fully	mostly	somewhat	needs more practice
I can give a prepared presentation about the cuisine in a Francophone country using language structures and vocabulary related to the theme and in a variety of ways to convey a refined message. I usually correct my own mistakes.				
I can pronounce sounds correctly. The sense of the message is conveyed clearly. I usually correct my own mistakes. Rhythm is fluid and intonation is appropriate to the message.				

## These are my goals for the remainder of the semester

- 
- 

## This is how I plan to achieve my goals

- 
-

## Sample Français 12, Interim report

# Portfolio Self-Assessment

## This is what I can do now!

## Spoken interaction: A2.2

I can participate in interactions about common and predictable situations.

Criteria	Performance			
	fully	mostly	somewhat	needs more practice
I can initiate and sustain daily conversation (I greet my classmates <i>spontaneously</i> using common salutations, ask and answer general questions about health, well-being, and carry on daily conversation ( <i>Qu'est-ce que tu as fait hier soir?</i> etc.).				
I can exchange ideas and information about a famous Francophone artist.				
I can ask and answer questions about personal means of artistic expression (providing details about my own means of artistic expression).				
I can interact in a discussion about what it means to be creative and have imagination.				
I can tell you, in a simple manner, about a variety of Francophone singers/musicians and describe their music and songs.				
I can express myself fluently and clearly. My pauses and repetitions are integrated into the flow of communication.				
I can pronounce words correctly. The sense of the message is conveyed clearly. I usually correct my own mistakes.				



## Writing: A2.2

I can accurately write simple, cohesive texts using a range of familiar language and structures about a variety of common and predictable situations.

Criteria	Performance			
	fully	mostly	somewhat	needs more practice
I can write about my own personal means of artistic expression using the required language and vocabulary without necessarily relying on extra help. I take the initiative to use extra resources to refine the text if appropriate.				
I can respond in writing to questions about an artist's life using the required language and vocabulary without necessarily relying on extra help. I take the initiative to use extra resources to refine the text if appropriate.				
I can write about events that happened in various times in the past using the <i>passé composé</i> , <i>imparfait</i> , and <i>plus-que-parfait</i> tenses.				
I can express my personal reaction to a poem that I have analyzed using the required language and vocabulary without necessarily relying on extra help. I take the initiative to use extra resources to refine the text if appropriate.				
I can express my reaction to a literary work that I have read using the required language and vocabulary without necessarily relying on extra help ( <i>literature circle work</i> ). I take the initiative to use extra resources to refine the text if appropriate.				

## Oral comprehension: A2.2

I can understand key information in short, simple, slowly articulated texts containing familiar language related to themes studied.

Criterion	Performance			
	fully	mostly	somewhat	needs more practice
I can understand the main ideas and some details in conversations related to the arts and the lives of artists without necessarily relying on extra help. I have used extra resources if needed.				





## **2. CEFR-Informed Lesson Plan: Grade 11 Core French**

**Author: Chantal  
Drolet**

## 2 CEFR-Informed Lesson Plan: Grade 11 Core French

### CEFR descriptors

#### Spoken production

I can enter spontaneously into a conversation on topics pertinent to everyday life (e.g., current events).

#### Spoken interaction

I can summarize and give my opinion about a news clip on Islamic culture and answer questions about details.

#### Listening

I can understand the main point of the video on Islamic culture, as the delivery is relatively slow and clear.

### Resources

#### Activity visuals

##### TV5 – Level B1

<http://apprendre.tv5monde.com/fr/niveaux/b1-intermediaire>

##### Clip

<http://www.podcastpedia.org/podcasts/1281/7-jours-sur-la-plante-vidos/episodes/142/Une-ouverture-sur-les-civilisations-musulmanes>

### Assessment scale – B1

- Fluency
- Interaction
- Vocabulary range and control
- Grammatical accuracy
- Phonological control

### Teacher directions

#### Diagnostic assessment

Share and refine your opinion about Islamic culture. Refer to the video and accompanying activities.  
*D'où viennent tes croyances au sujet de l'Islam?*

#### Possible student responses

*Les impressions que j'ai de l'Islam sont basées sur des informations médiatiques sensationnelles.*

#### Preparation

Ask students to watch the video on TV5.

## Pair interaction

Using a virtual (preferably) language lab, ask students to work in pairs to complete the online activities accompanying the video.

*Vous devez vous entraider pour réaliser les activités.*

## Possible student responses

*Je pense que la réponse est... celle-ci... parce que...*

## Formative assessment

Teacher monitors the discussions through DiLL using the 5 assessment scale criteria above to assess interaction.

Ask students to self-assess using 2 of these criteria, e.g., fluency and interaction.

Can express his/her thoughts about abstract or cultural topics such as music and film. Can explain why something is a problem ([http://archive.ecml.at/mtp2/Elp\\_tt/Results/PagEF/e04.html](http://archive.ecml.at/mtp2/Elp_tt/Results/PagEF/e04.html)).

## Possible student responses

*Je peux exprimer une opinion avec une certaine complexité en français.*

1. assez bien
2. bien
3. très bien

*Je peux poser et répondre aux questions ainsi que commenter les interjections de mon/ma partenaire.*

1. assez bien
2. bien
3. très bien

## Summative assessment

After sharing their reflections about what they first thought and what they now know, each pair will record one minute of discussion.

## Intercultural Dimension: Global Stimulation

### How will teachers benefit from using these activities?

Most students will benefit from reflecting on the intercultural dimension: global simulation aspect of language learning in their e-portfolios. It will most certainly foster a broadening of their socio-economic perspectives related to other cultures.

In terms of the Islamic world, it may give the students an opportunity to contrast their findings with what they are exposed to in the daily news.

In our second-language classes, use of these practices will particularly benefit students because, in an increasingly interdependent world, success depends in large measure on an individual's ability to function as a member of a global village.

### Why should teachers use them?

The goal in the second-language classroom is to foster the development of students as global citizens with competencies in other languages to prepare them for a world in which ever-increasing globalization, mobility, and communications are bringing everyone closer together.

## How can teachers develop activities focusing on intercultural dimension: global simulation?

### General suggestions

- Choose a cultural aspect of the target language in your class. It could be, as it is in this lesson, a look at the preconceived ideas that students may have about Islamic culture. Use resources with which students will be able to identify (pop songs, recent broadcasts). Offer your students the opportunity to discuss, reflect on, and self-assess evolving thoughts about the culture (using their metacognitive abilities – thinking about thinking).
- Articles: analysis/news broadcasts: current affairs
  - ◊ Student e-portfolio artefact/analysis – article on crime and social issues – Latin America
- Thematic presentations: cultural investigations
  - ◊ Chinese New Year
- Field trips: restaurants, museums, theatre, community centres
  - ◊ Learn Tahitian dancing
- Organization of cultural days: Francophone Day, Hispanic Day, and Chinese New Year

### More specific suggestions

- Expose students to music in the target language (from various countries or regions) and ask them to analyze the lyrics and to research the artist's background.
- Encourage students to use their technological devices to record audio or video interviews about cultural beliefs and perspectives.
- Collaborate with a club (debating, slam poetry, video, etc.) and participate in bilingual competitions.

## What does it look like in practice?

My Grade 11 Core French class is currently exploring the theme of aesthetics.

### Connectedness – discover the world

Before having students interact, I gave them short research assignments to complete. In this case, they had to find some information about UNESCO's World Heritage Sites.

They presented their findings to the class by showing a picture and giving a summary of what they had found using their e-portfolios.

### Confidence – analyze your environment

Students were then asked to read an article about the issue of racism in fashion. In pairs, they discussed what they found beautiful and why. Was their impression of beauty somehow programmed?

### Competency – explore your values and beliefs

This brought us to the TV5 video about the opening of a museum celebrating Islamic civilizations. The students went through the steps mentioned above and had the opportunity to reflect on the point of view they had before and after watching the video.

## For more ideas

CEFRL - CHS Language Department - E-portfolios and artefacts

<https://docs.google.com/document/d/1td09WLBPyqwVBp2GIQ2H8XUBzikkzHn6LE27po27vv0/edit?pli=1>

## Where can I get more information?

### Resources

TV5: <http://www.podcastpedia.org/podcasts/1281/7-jours-sur-la-plante-vidos/episodes/142/Une-ouverture-sur-les-civilisations-musulmanes>

Le monde en marche: <http://www.lesplan.com/fr/numeros-des-abonnes>

FLE: [http://www.lepointdufle.net/contes\\_et\\_histoires.htm](http://www.lepointdufle.net/contes_et_histoires.htm)

NFB: D'une culture à l'autre: <http://www3.onf.ca/duneculturealautre/index.php>

News: <http://www.lactualite.com/>

Radio France International:

<http://www.rfi.fr/>

[http://www.rfi.fr/lffr/statiques/accueil\\_apprendre.asp](http://www.rfi.fr/lffr/statiques/accueil_apprendre.asp) (the newspaper in easy French)

Le point du FLE (+ cinéma)

<http://www.lepointdufle.net/>

1jour1actu (thèmes: planète...) <http://1jour1actu.com/>

TF1.fr <http://lci.tf1.fr/>

### Also consider

- Flipped classroom: use photobooth or iMovie
- Voicethread: <http://voicethread.com/>
- Hackasaurus (edit pre-existing websites): [http://educade.org/teaching\\_tools/hackasaurus](http://educade.org/teaching_tools/hackasaurus)
- Wix (easy website): <http://www.wix.com/>
- Audacity (record sound and edit audio)

## Final note

Teaching languages in our hyper-connected global world has become more imperative than ever. Beyond the diversity found within our own communities, the new normal is fast-paced change, mobility between and beyond borders, and having the skills to make connections through shared languages and appreciation of the cultures of global communication.

Without a doubt, language educators play an essential role in developing these skills. They help lay the foundation for understanding others – regardless of multiple diverse needs, challenges, or backgrounds – and they help build essential interpersonal communication skills in a world that must learn to understand, respect, and celebrate itself for its differences and its commonalities.

(Caroline Turnbull, CASLT President – *Réflexions*, vol. 33, no. 1)





### **3. CEFR-Informed Lesson Plan Example: Grade 6 or 7 Core French**

**Author: Laura  
Hermans**

# 3 CEFR-Informed Lesson Plan Example: Grade 6 or 7 Core French

*“Deux vérités et un mensonge”*

## CEFR descriptors

Written production A1+:

I can write simple sentences about myself; for example, where I live and what I do.

## Resources

- Graphic organizers ([www.freelogy.com](http://www.freelogy.com))
- Activity sheet “Deux vérités et un mensonge”

## Assessment scale

- **Range:** I have a basic repertoire of phrases to use when I talk about myself and communicate in common everyday situations.
- **Precision:** I can communicate limited information about myself, my family, and my activities in a simple and direct exchange.
- **Linking Text and Ideas:** I can join phrases with the following sorts of conjunctions: and, but, or, because, then.
- **Grammatical Accuracy A1:** I have some control of a few simple grammatical structures and sentence patterns in a learned repertoire.

## Teacher directions

### Model

Tell the students they will play the game “Deux vérités et un mensonge.” State obvious facts about yourself that the students can confirm are true. *Je suis anglophone. C’est vrai? Je suis enseignant(e). C’est vrai?* State facts about yourself that the students can confirm are not true. *J’ai sept enfants. C’est vrai?*

### Possible student responses

- *Oui, vous êtes anglophone..*
- *Oui, vous êtes enseignant(e).*
- *Non, vous n’avez pas sept enfants.*

### Preparation

Ask students to tell truths and lies about themselves. Record students’ answers on a graphic organizer under headings such as “Informations générales” and “Activités/loisirs.”

*Quels sont tes loisirs? Où habites-tu?*

## Possible student responses

*J'habite à Toronto... / J'aime faire de la natation... / J'écoute de la musique alternative...*

## Triad interaction

Distribute graphic organizers and the activity sheet. Students form triads to discuss, create, and fill in their own graphic organizer using headlines such as “*Informations générales*” and “*Activités/loisirs*.” They join the information in their graphic organizer using simple connectors. Triad members review each other’s writing. Students enter two truths and one lie individually on their activity sheets.

## Play the game

One triad comes to the front of the class. Each member reads his/her three sentences to the class. The other triads work together to guess which statement is false. The class may ask three questions. Repeat until all students have read their sentences to the class. Optional: Assign points to the triads who guess correctly.

## Assessment

Circulate using the 3 criteria below to assess the writing. Record data for one-third to one-half of the class.

Ask students to self-assess using the same criteria.

### Assessment scale criteria

*Je peux rédiger des phrases à propos des activités quotidiennes.*

1. *assez bien*
2. *bien*
3. *très bien*

*Je peux relier entre elles des phrases en utilisant des mots comme « et », « mais », « parce que » et « puis ».*

1. *assez bien*
2. *bien*
3. *très bien*

*Je peux fournir des informations de façon simple.*

1. *assez bien*
2. *bien*
3. *très bien*

# Activity Sheet “*Deux vérités et un mensonge*”

Nom : \_\_\_\_\_

Date : \_\_\_\_\_



1. Une vérité :

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2. Une vérité :

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3. Un mensonge :

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## **4. Sharing a Concept: Opportunities for Collaboration and Connection**

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## 4 Sharing a Concept: Opportunities for Collaboration and Connection

### How can we set up opportunities for Collaboration and Connection using CEFR can-do statements and action-oriented approaches?

In order to have our students striving to achieve CEFR proficiency levels using the action-oriented approach — “a method that considers language learners primarily as ‘social agents’ (i.e., individuals acting in an environment with other people where they have to accomplish a task, which is not exclusively language-related)” (Hermans & Piccardo, 2012, p. 155) — we need to align activities with appropriate pedagogical principles. We need to look for opportunities where students work with others to gain knowledge and share expertise. Three such opportunities will be presented here. First, we can connect with learners and experts outside the classroom locally by hosting events like the *Dîner en blanc* with classes from other schools in our own school districts. Second, we can connect nationally with other classes by interacting on Kidblog. Last, we can use Twitter to create connections that have a positive impact on learning in FSL classrooms.

### What Does It Look Like in Practice?

#### *Face-to-Face Dîner en blanc for Collaboration and Connection*

##### Purpose

The students use language and cultural concepts in order to research, plan, prepare, and present a French dish at a luncheon with others.

##### Assessment

At the end of this activity, the students would be able to assess their ability according to the following CEFR proficiency levels:

##### Listening B1.1

- I can understand a presentation or talk if the subject is familiar to me.
- I can follow technical directions (e.g., recipe instructions).

##### Reading B1.2

- I can understand technical directions.
- I can find practical information in the various sections of websites or magazines.

##### Spoken interaction B1.2

- I can ask people about what they think about the food/setting/experience.
- I can give practical instructions on how to do something (e.g., cooking).
- I can have sustained conversation in person (e.g., at the luncheon).

## Spoken production B1.2

- I can express my feelings about something that I have experienced and explain why.
- I can give a prepared presentation and answer clear questions.

## Writing B1.1

- I can write brief and simple texts on subjects of interest (e.g., food).
- I can summarize texts whose content is familiar (e.g., recipes).

## Setting up the *Dîner en blanc* activity

Before and during the activity, the collaborating teachers gave the students the following: the CEFR can-do statements, the purpose of the task, the links to resources referring to the authentic *Dîner en blanc* in Paris, the possible learning strategies for completing the task, the expectations, some recipes for students to choose, the vocabulary and structures needed, and the support available to ensure student success.

The students began by researching French food. They looked in recipe books provided in the classroom, such as *Cuisiner et apprendre le français* created by the American Association of Teachers of French and *Le casse-croûte des Cuisots*, offered by France Soucy from the summer program at Collège Mérici in Québec. Students used class computers to look up recipes and some even tweeted to #langchat and #fsl streams looking for French recipes. On Twitter, one person sent the students some links to useful websites that were full of French recipes.

Once the students found a recipe, they made a list of the ingredients they would need and worked through the recipe, figuring out the instructions on how to make the dish. They then bought the ingredients, prepared the dish at home, and brought it to school to share. Two high school FSL classes were involved in this activity, and the teachers noted that the students took the activity more seriously than usual because they had to “show off” in front of the other school, as opposed to just preparing the meal for their own class.

The luncheon emulated a *Dîner en blanc*. We tried to have everything in white following the traditions of the original *Dîner en blanc*, including white shirts, mostly white dishes, and white flowers. We didn’t have enough white tablecloths, so we had some colourful ones in the mix. The French classes were excited to prepare French-style food and bring it to the classroom for a potluck luncheon (see Figure 1).

Students introduced themselves, read out a summary of their prepared dishes, and then shared a meal together, all while speaking French. Once finished, they played a French language game together, with one class teaching the rules to the other. Students noted that it was great to have classes connect “live” after they had connected previously only by commonly shared Twitter streams and a Wiki. This activity was so successful that both teachers and students decided to meet again a month later.

This face-to-face opportunity lends itself well to spoken interaction. Students prepared a French dish and then presented the recipe in French with the class before all sitting down and eating and talking together. This opportunity set up an authentic and meaningful exchange where students talked in detail about their experiences, feelings, and reactions in French (CASLT, 2012, p. 20). For example, students spoke in French about their recipes and their experiences preparing the food. Students used French expressions such as *délicieux* and *l’odeur de la nourriture embaumait la classe* to indicate their reactions to the food. At the same time, students were required to listen for content and ask clarifying questions (CASLT, p. 22).



Figure 1: French food prepared by students.

## Blogging for Collaboration and Connection

### Purpose

Blogging in the FSL classroom was used to increase students' knowledge of other Francophones and their ways of living, to improve students' proficiency levels, and to give and receive input and feedback. Students needed to use the language in order to describe various real-life and culturally responsive stories and respond to questions from others and inquire about the ways in which others live in other areas around the globe.

### Assessment

At the end of this activity, the students would be able to assess their ability according to the following CEFR proficiency levels:

### Reading B1.1 and B1.2

- I can recognize the main points of a well-structured article on a subject that is familiar to me.
- I can identify the main conclusions of a persuasive text.

### Writing B1.1

- I can write brief and simple texts on subjects of interest.
- I can write simple texts about what happened in the past (e.g., restaurant visit).
- I can write short texts [blog entries] asking for or giving simple information.

### Setting up blogging activities

The French class enjoyed connecting with the world via a class blog. We started a blog using [www.kidblog.com](http://www.kidblog.com) thanks to advice from Mme. Sylvia Duckworth and Ms. Sarah Soltau, two Canadian teachers who have been blogging successfully with their classes for a few years now. Further research indicated that it would be a good idea to start with a class blog to which the teacher and students contributed posts together. I believe that posting together offered an effective scaffolding step so that students could gain the skills and confidence to prepare individual blogs attached to one central class blog. The class spent the semester, on a weekly basis, practising their French by writing about different topics we were studying. For instance, I would write an exemplar about French African music then, together, we wrote about an experience at a French restaurant and information about our school in the winter. We described the setting of the school and the planting of a food garden (see Figure 2).

We posted that we were a typical Canadian high school with varying subject-specific classrooms and sports fields. We wrote that, despite our small size, we offer exceptional programs such as cultural lunches where anyone can gather in the First Nations room and eat lunch together. In addition, we wrote about the diverse language programs that we offer, namely French, Japanese, and Kwak'wala. We opened up our blog to the public because we wanted the world to visit and comment.



Figure 2. A blog post created collaboratively by the class

The students and I then carried on a written conversation in French with visitors to our site. These visitors were from British Columbia, Alberta, and as far away as Australia. Students were excited to receive comments from around the world. They wanted to reply right away and continue the conversation by asking questions, especially with the visitor from Australia. I was quite happy to see the enthusiasm of my students. One student reflected that she was able to “learn new things from other classes/people.” Other students wrote that blogging allowed “many students and teachers to connect and communicate.” I have had parents tell me of the positive energy that their child has after receiving comments from around the world in our blog.

Through blogging, the students showed that they had enough vocabulary to write about areas of knowledge and that they could link a series of short phrases into a connected sequence of points. One benefit of the online exchange is the potential to raise their written communication skills; students writing about their passions for a real audience will improve their writing level (Richardson & Mancabelli, 2011). For instance, they used the superlative tense, compared and contrasted, and elevated school vocabulary for this specific blog entry. In my class, I witnessed students mastering the *imparfait* verb tense and increasing their descriptive vocabulary in relation to places at school. When students were stuck on a word, they would often ask a partner next to them, or the class, for advice. If they remained stuck, I told them that they could use their digital devices and check for useful vocabulary on the following website: [www.wordreference.com](http://www.wordreference.com). Before we pressed the “publish” icon, the whole class would proofread the blog entry and I would make the needed changes on the Smart Board in front of the whole class. Students’ knowledge about other places and a repertoire of new vocabulary grew because of interacting with others on the class blog, which is evidence of students socially constructing knowledge as they work on curricular outcomes.

The CEFR Toolkit suggests doing a writing task as a response to a problem, so I had my students write a response to a commenter from Edmonton who wrote about the issue of snow at her location. So we responded and shared our insights about snow and our issues with it in our rural town. In hindsight, the class could have commented further after checking the weather forecast in French. The students, however, were fully engaged in their real-life written conversations with other Francophones around the world (see Figure 3).

Thus far, the class sets aside a few minutes a week to read and respond in French to other class blogs in Victoria, Port Alice, and Ontario.

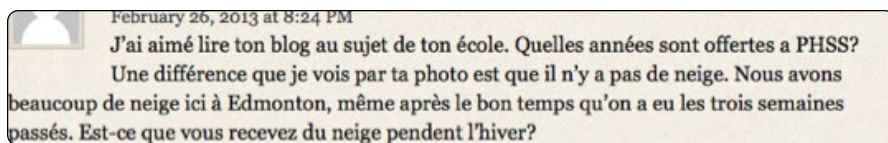


Figure 3. Francophones commenting on the class blog.

## ***Tweeting for Collaboration and Connections***

### **Purpose**

With the goal of having students gain and share knowledge with other Francophones, the class decided to set up a class hashtag. This way, they could attract readers to the class blog by posting the blog URL on Twitter. The students used Twitter also to connect to other speakers anytime. They shared and created stories and poems, posted questions about their learning, and established “online-pals” with whom they would create affinity spaces where they could share common interests and find out about other parts of the world.

### **Assessment**

At the end of this activity, the students would be able to assess their ability according to the following CEFR proficiency levels:

#### **Reading A1.2, B1.1, B1.2, and B2.1**

- I can find basic information in simple texts.
- I can understand the basic storyline/plot of a simplified version of a short story.
- I can read simplified versions of stories with a clear structure.
- I can recognize elements of character and plot.

#### **Writing B1.1 and B2.1**

- I can write a text that contains a series of sentences in which the verb tenses are consistent with what I intend to create (e.g., a story).

### **Setting up Twitter activities**

My work with Twitter began as a result of needing to use it as a tool to attract the attention of readers to our blog. I asked other blog users, “How do I get people to comment on my students’ entries on Kidblog?” I was given the useful tip of sending out the blog URL on Twitter and asking people to comment on student entries. So with that advice, I tweeted out our Kidblog URL. It worked! The very next day we had six comments on our blog and to my surprise, we had a teacher from a grade six French immersion class in Ontario wanting to connect not only on the blog, but also on Twitter. He wrote a tweet to me asking permission for his students to converse with my students on an agreed upon hashtag stream. He said that his students needed to practise their writing. I was thrilled with this idea and told him that my students could benefit from reading French immersion tweets. Thus, a fulfilling semester began of shared tweets and a creative story written and read on Twitter.

We received some interesting Tweets about the winter holidays and even a couple of French immersion math word puzzles from the class in Ontario. The French immersion math puzzles were sent to us in picture format through Twitter and we would send a representation of our thinking back. During the initial sharing of tweets between the two schools, the students were using many of the core skills involved in language learning. Students were reading, writing, viewing, and representing. Daily, students were required to read all of the other students’ tweets and then respond in French.

One day, my students suggested the idea of creating a story together on Twitter. We decided that the beginning of the story would start off as *Le président...* For a full week, students read each other’s tweets for the story and contributed their own. Students were coming to class and saying, “Awesome, we’re using Twitter today” and “I wonder what’s new in the story today.” Having my students participate in the creation of a story on Twitter



involved them in reading immersion levels of writing. For instance, the immersion class often used the *imparfait* verb tense naturally and that happens to be a verb tense being explored at the Core French grade 11 level. Furthermore, students were able to practise reading a short story looking for context clues and story elements including setting, character, conflict, and denouement.

Later, the students from Ontario sent us a *calligramme* poem that they wanted to share, Tweeting us "Un calligramme que nous aimons." We looked at and used the visual aid of the poem to understand the key points (see Figure 4).

Having these reading and writing tasks on Twitter allowed our community to view our students' learning, offering us another place for connecting as "social agents" to learn and share language and culture.

## Where can you get more information?

### Resources

Bender, W. N., & Waller, L. B. (2013). *Cool tech tools for lower tech teachers*. Thousand Oaks, CA: Corwin.

Hermans, L., & Piccardo, E. (2012). *The common European framework of reference: A Canadian guide for Canadian educators*. Thornhill, ON: R. K. Publishing.

Richardson, W., & Mancabelli, R. (2011). *Personal learning networks: Using the power of connections to transform education*. Bloomington, IN: Solution Tree Press.

The Canadian Association of Second Language Teachers (CASLT) (2012). *Assessment in action: A CEFR-based toolkit for FSL teachers levels A and B*. Ottawa, ON: Author

### Useful Websites

- <http://www.gcfllearning.org/twitter101>
- [www.kidblog.com](http://www.kidblog.com)
- [www.twitter.com](http://www.twitter.com)
- <http://dinerenblanc.info>
- [www.caslt.org](http://www.caslt.org)

### Useful Hashtags

- #tv5monde
- #cefr
- #langchat
- #fsl

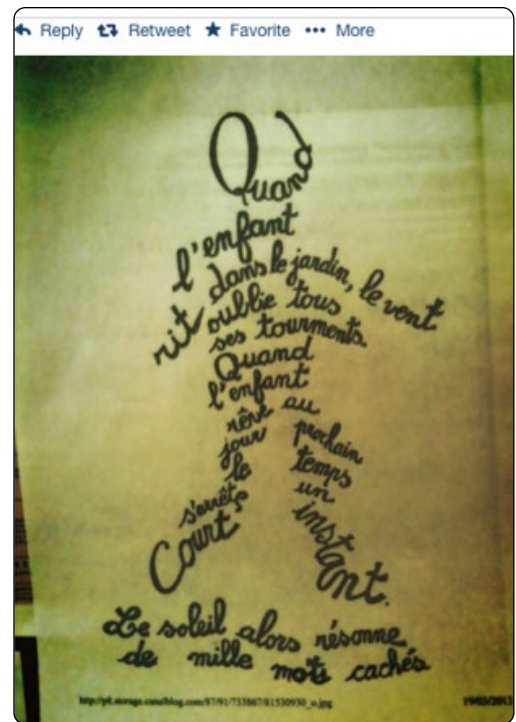


Figure 4. A calligramme sent to the class to read.



## **5. CEFR-Inspired Mandarin Lesson Plan**

**Author: Ping  
Li**



## 5 CEFR-Inspired Mandarin Lesson Plan

### Lesson overview

This lesson is based on the content of *Chinese Made Easy* (Book One) Lesson 15 (students learn how to identify various occupation names) and Lesson 16 (students learn how to make and respond to inquiries about what a person does for a living and whether he/she likes the job or not). The lesson plan below is designed to provide students with an opportunity to contextualize the learned content from these two lessons and to further develop their communicative skills by learning how to “play with” their limited vocabulary to describe occupation/career preferences and goals (not simply indicating whether “I like this job” but using more sophisticated structures to do so). For teachers who don’t use the same textbook, this lesson plan, with some adjustments, can easily fit the theme of occupation for the beginner level.

### Lesson focus

What work do you want to do in the future?

### Lesson level

Beginner Mandarin, A1.2

### Links to other lessons

Reviewing vocabulary of occupations and structures of making and responding to inquiries about jobs (他 / 她做什么工作? 他 / 她喜欢他 / 她的工作吗?) already learned and practiced in Lessons 15 and 16 of *Chinese Made Easy* (Book One) and connecting to the theme of workplace in Lesson 17.

### Time suggested

80 minutes

### Resources

- **Textbook:** *Chinese Made Easy*, Book One, Lesson 16
- **Workbook:** *Chinese Made Easy*, Book One, Lesson 16
- **Teacher Resource Sheets** (A, B, and C)
- **Student Instruction Sheet**
- **Student Resource Sheets** (A, B, C, D, and E)
- **Laptops**
- **Video:** <http://edu.chinese.cn/onlinelearning/ForTeenagers/TeenagersSummary.aspx?OCLessonBooksID=2&OCcourseID=1>
- **Online resources:**
  - ◊ **Pinyin editor:** <http://www.chinese-tools.com/tools/pinyin-editor.html>
  - ◊ **Dictionaries:**
    - <http://www.chinese-tools.com/tools/dictionary.html>
    - <http://www.mandarintools.com/worddict.html>
  - ◊ **Famous Chinese people list with brief biography:** [http://encyclopedia.kids.net.au/page/li/List\\_of\\_famous\\_Chinese\\_people](http://encyclopedia.kids.net.au/page/li/List_of_famous_Chinese_people)
  - ◊ **Occupation list:** <http://www.chinese-lessons.com/mandarin/vocabOccupations.htm>
  - ◊ **Theme vocabulary:** [http://cop.yes-chinese.com/cnpic/index\\_en.html](http://cop.yes-chinese.com/cnpic/index_en.html)

## CEFR descriptors

### Listening

I can understand when people talk about their career preferences and goals.

### Spoken and written production

I can describe career preferences and goals.

### Spoken interaction

I can make and respond to inquiries about career preferences and goals.

## Objectives

### Students will be able to<sup>1</sup>

- Describe career preferences and goals using 我想做工程师。我不想做律师。他喜欢演员，但是他不想做演员。
- Make inquiries about others' career preferences/goals using 你喜欢演员吗？你想做演员吗？你想做什么（工作）？
- Identify some famous Chinese people using 成龙不是服务员，他是演员。他很有名。
- Give simple reasons for career preferences and goals using 我想做小学老师，我喜欢小朋友。
- Be aware of some Chinese cultural aspects (meaning in names, preferences for occupations, etc.).

## Standards and performance indicators<sup>2</sup>

### Communicating

Students should be able to: use appropriate vocabulary to communicate needs, desires, and emotions; describe events, experiences, and procedures sequentially; recognize and apply commonly used idiomatic expressions; participate in a variety of situations drawn from real life.

### Acquiring information

Students should be able to: process and adapt information from age-appropriate Chinese-language resources to complete authentic tasks; convey acquired information with an increasing level of competency in oral and written language.

### Experiencing creative works

Students should be able to: view, listen to, and read creative works, and respond to them in various ways.

1 Students can replace the underlined words with other expressions.

2 From B.C. Mandarin curriculum in alignment with CEFR descriptors and scales.

## Understanding culture and society

Students should be able to: identify and discuss similarities and differences between their own customs and those of Chinese culture; identify cultural content in Chinese-language resources.

## CEFR assessment scales<sup>3</sup>

- Communicative range
- Vocabulary range
- Vocabulary control
- Grammatical accuracy
- Phonological control
- Sociolinguistic appropriateness
- Pragmatic
- Taking the floor
- Coherence
- Propositional precision
- Spoken

## Contextualizing/pre-assessing activities

10 minutes

### Motivation/minds on: activating prior knowledge

- Briefly describe what students will accomplish in this lesson: make inquiries about and describe career preferences/goals
- Show students where to find instruction and resource sheets for this lesson in a shared Google docs folder
- Divide students into smaller groups
- Ask each group member to take turns miming different occupations learned,<sup>4</sup> acting out whether he/she likes the job or not and then challenging the group: 我做什么工作? 我喜欢我的工作吗?
- Encourage group members to guess the occupation being mimed
- Observe how students are engaged in this warm-up activity
- Let students do a quick self-assessment on their performance:
  1. I do not know the occupation names very well.
  2. I feel that I need more practice on this activity.
  3. I can do it but with some help.
  4. I can identify occupations and job preferences well.
- Elicit quick responses in English from students: What work do you want to do in the future? What are your career preferences?
- Explain to students that they will do some related tasks during this lesson to consolidate vocabulary and better express their career preferences/goals (beyond 喜欢 or 不喜欢)
- Go over the learning objectives and can-do statements outlined in the Student Instruction Sheet

3 Reflected in the "Assessment Checklist for a Skit on Career Preferences" on Student Resource Sheet C.

4 Doctor, nurse, teacher, business person, lawyer, banker, housewife, driver, secretary, manager, engineer, waiter/waitress.

## Main learning activities

65 minutes

### Application and practice: building new language skills

#### Task 1: Interpretive, interpersonal, and presentational

20 minutes

##### Activity aim

To help students consolidate what they have already learned about the theme of occupations, and prepare them for further practice in expressing career choices/preferences with new structures, thereby exercising language skills.

- Reiterate the target “can-do” statements
- Brainstorm with students the expressions they have learned that can show preferences: 喜欢 / 不喜欢、想 / 不想, etc. and guide them into thinking of other possible expressions
- Explain to students that they are going to watch a video episode where students talk about occupations and career preferences
- Remind students to pay attention to the new expressions used in the video for descriptions of career preferences/goals
- Play the video once to the class
- Ask students some questions to make sure that they understand the general content of the video
- Introduce the two famous Chinese actors mentioned in the video (with a particular focus on name giving — both actors with a first name “lóng-dragon”)
- Point out to students that the questions shown on their Student Resource Sheet A serve as a guide that prompts them to watch/listen for key factual and language points of the video
- Let students work in pairs to answer the questions on their Student Resource Sheet A (they can watch the video a few times with their own laptops while answering the questions)
- Circulate among students to support them while they prepare the answers
- Ask students to share their results in class
- Scaffold the structures that they have identified

## Task 2: Interpretive and interpersonal

25 minutes

### Activity aim

To provide students with an opportunity to integrate new structures into a skit that centres on the theme of career preferences and goals.

- Model to students how to describe and ask about career preferences and goals with reference to the identified structures in the Student Instruction Sheet:
  1. Use yes/no questions: 你喜欢演员吗？你想做演员吗？
  2. Use “what” questions: 你喜欢做什么（工作）？你想做什么（工作）？
  3. Use yes answers/descriptions: 我喜欢做工程师。我想做工程师。
  4. Use no answers/descriptions: 我不喜欢做律师。我不想做律师。
  5. Use no but yes answers/descriptions: 我不喜欢做律师，（但是）我喜欢做画家。
  6. Use yes but no answers/descriptions: 我想做画家，（但是）我不想做律师。  
(elicit responses from students while introducing various possible ways of talking about career preferences and goals)
- Go over the requirements of the skit: identification of a famous Chinese person and his/her occupation, indication of occupation preferences, and plans for future university and occupation
- Brainstorm with students how to meet the requirements and create a skit using the new structures with reference to a sample dialogue (Student Resource Sheet B)
- Guide students through the “Assessment Checklist for a Skit on Career Preferences” (Student Resource Sheet C)
- Encourage students to use their textbook, workbook, or the provided online links if they need any extra information or references
- Let students mingle and ask one another about their career goals and job preferences using the newly acquired structures as a support/scaffold for the next step
- Circulate to ensure that students can use the right structures to ask and answer questions about career preferences and goals
- Allow students time to work in pairs to prepare a short skit and rehearse before presentation

## Task 3: Interpersonal and presentational

20 minutes

### Activity aim

To evaluate the development of students’ communicative skills after the previous tasks involving interpretive, interpersonal, and presentational activities in speaking, listening, reading, and writing.

- Let each group present its skit about career preferences and goals
- Ask other groups to use the provided Assessment Checklist to evaluate peer performance (teacher does the same)
- Allow students to record their skit with Photo Booth if they wish and if time permits

## Differentiation

- For general students, ask them to focus on what they want to do or become in their skit and start the conversation with the famous Chinese people mentioned in the sample dialogue.
- For advanced students, encourage them to go beyond what they want to do or become to include extra career names, some simple reasons for those choices, and to research a famous Chinese person with the resource provided (Student Resource Sheet D).

## Closure

5 minutes

- Briefly comment on students' performance in class today
- Reflect with students on what they have practiced today
- Ask students to self-evaluate their performance using the "Look what I can do today" self-assessment sheet at home
- Indicate the link between the theme of career choices and preferences they have practiced and that of workplaces they are going to learn in Lesson 17

## Extension activities

Type out the script of the skit in Chinese characters.

## Post-lesson follow-ups

With reference to the collected Assessment Checklists and the goals students set in their language e-portfolio:

- What went well?
- What strategies helped students learn and use the vocabulary and structures to present their skits?
- What needs more work in the next class?
- What activities should we do differently next time?

# Teacher Resource Sheet A

## Topic

What work do you want to do in the future?

## Activity

Watch the sections of the following video on occupations while figuring out the questions below (see Student Resource Sheet A). Try to answer all questions in Chinese characters.

<http://edu.chinese.cn/onlinelearning/ForTeenagers/TeenagersSummary.aspx?OCLessonBooksID=2&OCcourseID=1> (Go to Lesson 18 第十八课, 我想做演员, click on 分段学习——观看影片; students can also click on 分段学习——情景回顾 to go over the script one sentence at a time)

## Script of the video conversation

明明: 你是美国人吗?

迈克: 不, 我是英国人。

明明: 很好。

迈克: 谢谢!

迈克: 你想做音乐家吗?

明明: 不, 我想做科学家。

汤姆: 明明, 你看我像李小龙吗?

明明: 很像。

明明: 我很喜欢李小龙。

明明: 我喜欢成龙。

汤姆: 对, 我也喜欢成龙。

明明: 汤姆, 你想做演员吗?

汤姆: 对, 我想做演员。

明明: 迈克, 你想做什么?

迈克: 我想做作家。

# Teacher Resource Sheet B

## Topic

What work do you want to do in the future?

## Answers to activity

Watch the sections of the following video on occupations while figuring out the questions below. Try to answer all questions in Chinese characters.

<http://edu.chinese.cn/onlinelearning/ForTeenagers/TeenagersSummary.aspx?OCLessonBooksID=2&OCcourseID=1> (Go to Lesson 18 第十八课, 我想做演员, click on 分段学习——观看影片; students can also click on 分段学习——情景回顾 to go over the script one sentence at a time)

1. 有几个学生? 他们是谁?  
三个: 明明、迈克、汤姆
2. 迈克 (Mike) 是哪国人?  
英国人
3. 汤姆 (Tom) 喜欢哪一个中国名人 (famous person)? 明明呢?  
汤姆喜欢李小龙, 明明喜欢成龙。
4. 谁想做演员?  
汤姆
5. 迈克想做演员吗?  
他不想做演员, 他想做作家。
6. 明明想做什么工作?  
明明想做科学家。
7. Apart from 喜欢 / 不喜欢, what are the other expressions that show preferences in the video?  
你想做演员吗? 我想做演员。  
你想做什么工作? 我想做作家。  
你想做音乐家吗? 不, 我想做科学家。



# Teacher Resource Sheet C

## Topic

What work do you want to do in the future?

## List of famous chinese people for the skit

- |        |                 |              |
|--------|-----------------|--------------|
| 1. 华佗  | Huà Tuó         | 古代名医         |
| 2. 李时珍 | Lǐ Shízhēn      | 古代有名的药物学家    |
| 3. 莫言  | Mò Yán          | 现代诺贝尔奖作家     |
| 4. 高行健 | Gāo Xíngjiàn    | 现代诺贝尔奖作家     |
| 5. 宗庆后 | Zōng Qìnghòu    | 现代商人、经理      |
| 6. 陈光诚 | Chén Guāngchéng | 现代盲人维权律师     |
| 7. 胡雪岩 | Hú Xuěyán       | 近代商人、银行家     |
| 8. 林志豪 | Lín Zhìháo      | 现代篮球运动员      |
| 9. 李连杰 | Lǐ Liánjié      | 现代功夫男演员      |
| 10. 李安 | Lǐ Ān (Ang Lee) | 现代奥斯卡奖电影导演   |
| 11. 蔡伦 | Cài Lún         | 古代工程师，纸张的发明家 |
| 12. 老子 | Lǎo Zǐ          | 古代哲学家、老师     |

# Student Instruction Sheet

## Topic

What work do you want to do in the future?

## Learning objectives<sup>5</sup>

- Describe career preferences and goals using 我想做工程师。我不想做律师。他喜欢演员，但是他不想做演员。
- Make inquiries about others' career preferences/goals using 你喜欢演员吗？你想做演员吗？你想做什么（工作）？
- Identify some famous Chinese people using 成龙不是服务员，他是演员。他很有名。
- Give simple reasons for career preferences and goals using 我想做小学老师，我喜欢小朋友。
- Be aware of some Chinese cultural aspects (meaning in names, preferences for occupations, etc.).

## Success criteria

Listening	I can understand when people talk about their career preferences and goals.
Spoken and Written Production	I can describe career preferences and goals.
Spoken Interaction	I can make and respond to inquiries about career preferences and goals.

## Warm up

Do a charade to identify occupations and job preferences to pre-assess readiness for today's lesson.

## Main tasks

Task 1	Watch a video episode and answer questions using the provided Student Resource Sheet A.
Task 2	Apply the new structures from Task 1 in creating a skit (refer to learning objectives above and a sample dialogue in Student Resource Sheet B.
Task 3	Present the skit following the "Assessment Checklist for a Skit on Career Preferences" in Student Resource Sheet C.

## Extra challenge

Include famous Chinese people (Student Resource Sheet D) in your skit and provide reasons for career preferences.

## Self-reflection

Use "Look what I can do today" (Student Resource Sheet E) to evaluate your own performance.

.....

5 Replace the underlined words with other appropriate expressions.

# Student Resource Sheet A

## Topic

What work do you want to do in the future?

## Activity

Watch the sections of the following video on occupations while figuring out the questions below. Try to answer all questions in Chinese characters.

<http://edu.chinese.cn/OpenChinese/HappyChinese/res/1/ShowLearning.aspx?ChapterId=221&CourseCode=1>  
(go to Lesson 18 第十八课, 我想做演员, click on 分段学习——观看影片)

1. 有几个学生? 他们是谁?
2. 迈克 (Mike) 是哪国人?
3. 汤姆 (Tom) 喜欢哪一个中国名人 (famous person)? 明明呢?
4. 谁想做演员?
5. 迈克想做演员吗?
6. 明明想做什么工作?
7. Apart from 喜欢 / 不喜欢, what are the other expressions that show preferences in the video?

## New words

像	xiàng	to look alike
作家	zuòjiā	writer
科学家	kēxuéjiā	scientist
音乐家	yīnyuèjiā	musician

# Student Resource Sheet B

## Topic

What work do you want to do in the future?

## Sample dialogue on career preferences

李山：你好！ 王月。 他是不是李小龙？ (pointing at a picture)

王月：不是，他是成龙。

李山：成龙是谁？

王月：成龙是中国人，他是演员，他很有名。

李山：你喜欢演员吗？

王月：喜欢。

李山：你想做演员吗？

王月：不想。

李山：你想做什么工作？

王月：我想做小学老师，我喜欢小朋友。

李山：我不想做老师，我想做银行家。我喜欢一、二、三、四……。我不喜欢小朋友！ 再见！

# Student Resource Sheet C

## Assessment checklist for a skit on career preferences

Student Name: \_\_\_\_\_

Date or time period of assessment: \_\_\_\_\_

### Check applicable criteria

- \_\_\_1. Carry on a conversation that is understandable and clear
- \_\_\_2. Stay focused on the topic of career goals and job preferences
- \_\_\_3. Start the conversation with simple greetings and introductions
- \_\_\_4. Answer and respond to questions appropriately
- \_\_\_5. Apply knowledge of the culture in interactions
- \_\_\_6. Adopt appropriate grammatical structures to form sentences
- \_\_\_7. Use a variety of appropriate vocabulary and correct tones
- \_\_\_8. Pursue strategies to maintain the conversation
- \_\_\_9. Employ some non-verbal skills to support communication
- \_\_\_10. Show confidence when speaking Mandarin

# Student Resource Sheet D

## Topic

What work do you want to do in the future?

## Activity

Here is a list of famous Chinese people: choose one and figure out the occupation of your famous Chinese person before preparing for the skit (you could also choose someone not on this list):

1. 华佗      Huà Tuó
2. 李时珍      Lǐ Shízhēn
3. 莫言      Mò Yán
4. 高行健      Gāo Xíngjiàn
5. 宗庆后      Zōng Qìnghòu
6. 陈光诚      Chén Guāngchéng
7. 胡雪岩      Hú Xuěyán
8. 林志豪      Lín Zhìháo
9. 李连杰      Lǐ Liánjié
10. 李安      Lǐ Ān (Ang Lee)
11. 蔡伦      Cài Lún
12. 老子      Lǎo Zǐ

## Online resources

- Famous Chinese people list with brief biography:  
[http://encyclopedia.kids.net.au/page/li/List\\_of\\_famous\\_Chinese\\_people](http://encyclopedia.kids.net.au/page/li/List_of_famous_Chinese_people)
- Occupation list: <http://www.chinese-lessons.com/mandarin/vocabOccupations.htm>
- Theme vocabulary: [http://cop.yes-chinese.com/cnpic/index\\_en.html](http://cop.yes-chinese.com/cnpic/index_en.html)

# Student Resource Sheet E

## Look what i can do today!

What can you do today? Circle in the appropriate number of faces to match how you feel about each activity.

 <p>I am just getting started. I need more work on this.</p>	 <p>I feel good about this. A little more work to go!</p>	 <p>I can do this easily and well. Look at me now!</p>
<p>I can understand when people talk about their career preferences using expressions like 我想做工程师。我喜欢做工程师，不喜欢做医生。</p>		
<p>I can understand when people make inquiries about career preferences using expressions like 你想做服务员吗？你喜欢做作家吗？</p>		
<p>I can exchange information on career preferences in Mandarin expressions such as 我喜欢演员，但是我不想做演员，我想做经理。</p>		
<p>I can ask others questions about their career preferences using some new expressions like 你想做银行家吗？你喜欢做护士吗？你想做什么工作？ 你喜欢做什么工作？</p>		
<p>I can express and give simple reasons for preferences using 我想做小学老师，我喜欢小朋友。</p>		
<p>I can comprehend and understand some cultural subtleties in name giving.</p>		
<p>I can read and write simple phrases and sentences about career preferences and goals.</p>		
<p>I can...</p>		







## **6. Using a Common Framework of Reference (CFR) to Chart Progress in Additional Languages in Saskatchewan**

**Author: Nadia  
Prokopchuk**

## 6 Using a Common Framework of Reference (CFR) to Chart Progress in Additional Languages in Saskatchewan

Saskatchewan is known as a province of diverse languages and cultures, as exemplified by the provincial motto “From many peoples strength.” However, during the past six years, the province has experienced unprecedented growth, which can be attributed to factors such as the economy, interprovincial migration, and an immigration strategy that allows skilled workers to come to Saskatchewan to live, work, and raise their families. Between 2008 and 2013, Saskatchewan’s population grew by 100,000, resulting in a significant increase in school enrolment, classroom diversity, and the number of students requiring support to learn English as an Additional Language (EAL).

EAL learners in Saskatchewan are described as speakers of other languages who require English language skills to access grade-level outcomes in English language curricula. Students may be newcomers to Canada (e.g., immigrants, refugees, fee-paying international students) or they may be Canadian-born students living in homes where languages other than English are used (e.g., Hutterite, First Nations, Métis, Francophone). The common element in identifying learners of EAL is their need to add English to a first or home language(s) in order to achieve grade-level outcomes and to graduate.<sup>1</sup>

The arrival of newcomers from other parts of the world has also sparked renewed interest in maintaining first languages, resulting in increased enrolments in heritage language schools. In Saskatchewan, community-based language schools offer instruction at least once a week after school hours to school-aged students. More than 30 languages are taught through heritage language schools.

To meet the demands associated with increased enrolment and student diversity, school divisions requested more guidance and support from the ministry for EAL needs. In response, one of the supporting initiatives introduced by the ministry was a *Common Framework of Reference (CFR)* for EAL learners. To support growing enrolment and needs in heritage language schools, the ministry collaborated with the Saskatchewan Organization for Heritage Languages (SOHL) in 2013 to produce CFR-based learner self-assessment tools for language learners in heritage language schools. A brief description of these two CFR-based initiatives is provided in the sections that follow.

### Use of the CFR with EAL learners

Provincial collaboration between the ministry and school division EAL specialists began in 2010 to seek answers to the following questions: What constitutes language progress for EAL learners? Do school divisions have differing interpretations of language progress? What language skills do newcomers have in a first language and other languages when they arrive? Should school divisions use a common language framework to define EAL progress? At what point do English language learners no longer require EAL support? After much dialogue and debate, some common directions for EAL support began to take shape.

The collaboration process revealed that school divisions had differing views on language progress, resulting in a broad range of approaches to defining baseline language skills, assessing English language learners, and providing targeted support. These variations across the province made it difficult for the ministry to collect reliable provincial data about EAL learners and to make decisions about equitable levels of support. Therefore, a consistent

1 All Saskatchewan students require English Language Arts 30 to graduate with a Grade 12 diploma.

approach to identifying language skills, monitoring progress, and gathering provincial EAL data was an important first step to strengthening support for EAL learners.

In the spring of 2012, the ministry introduced the **Common Framework of Reference (CFR)**<sup>2</sup> to all school divisions as a reference tool to monitor language proficiency. Based on the **Common European Framework of Reference (CEFR)**<sup>3</sup> developed by the Council of Europe (2001), the CFR presented a reliable, reputable, and objective scale for monitoring language progress, facilitating self-assessment, and recognizing the formal and informal language learning experiences of Saskatchewan students. In 2010, the **Council of Ministers of Education in Canada (CMEC)**<sup>4</sup> recommended the use of this scale as a reference tool for languages in Canada. CMEC's recommendation was influential in the ministry's decision to select the CFR as a language reference framework for students learning additional languages.

Following several implementation workshops on use of the CFR, school divisions began to develop consistent, objective processes for identifying, monitoring, and assessing English language progress. Use of the CFR also facilitated the introduction of a provincial data-gathering system for EAL in the ministry's Student Data System. At the beginning of each school year, all school divisions report the CFR level of EAL learners along a six-point progression scale (A1.1, A1.2, A2.1, A2.2, B1.1, B1.2). EAL reports are then generated by school divisions and the ministry to facilitate evidence-based decision making regarding appropriate levels of support for EAL learners. Analysis of data at the provincial level also provides valuable information about language learning timelines, demographic trends, or other factors that may impact the provision of EAL support.

The CFR has provided a practical, skill-based reference tool for measuring initial and ongoing language progress of EAL learners in the province. It has allowed the ministry and school divisions to use data-gathering processes to inform decision-making about instructional support and resources for EAL learners. Perhaps most importantly, the CFR has created a platform for professional dialogue about EAL between the ministry and school divisions.

## Use of the CFR with heritage language learners

The Ministry of Education values and supports language learning programs that support the diverse language needs of students. More than 65 community-based language schools and 24 Hutterite colonies provide students with opportunities to learn languages not readily available through regular school channels. The ministry acknowledges the significant level of community investment required to maintain and deliver heritage language programs. For this reason, funding is provided to heritage language schools by the Ministry of Education, through an agreement with the **Saskatchewan Organization for Heritage Languages (SOHL)**.<sup>5</sup>

As early as 2006, the province's language teachers were introduced to the CEFR (the origin of Saskatchewan's CFR, as stated earlier) and its skill descriptors. In 2008, the ministry embarked on a CEFR-based project involving dual-language portfolios in one provincial bilingual program (Ukrainian–English). Several workshops with heritage language teachers followed, but language schools were hesitant to implement use of language portfolios, citing a lack of programs and resources with an explicit connection to CEFR descriptors. Renewed interest in the use of language portfolios for heritage language instruction has emerged in 2014–15. An interprovincial project between two bilingual education schools, one in Saskatchewan and one in Alberta, is currently underway.

2 <http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal>

3 [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

4 [http://www.cmec.ca/136/Programs-and-Initiatives/Assessment/Common-European-Framework-of-Reference-for-Languages-\(CEFR\)/index.html](http://www.cmec.ca/136/Programs-and-Initiatives/Assessment/Common-European-Framework-of-Reference-for-Languages-(CEFR)/index.html)

5 <http://heritagelanguages.sk.ca/>

...positive recognition of the languages they bring to school with them can encourage them to maintain and continue to develop their own languages while they are learning the language of the school. This is important because the first language is an important component of personal and cultural identity, and is necessary for the maintenance of family relationships. As well, age-appropriate proficiency in L1 provides a strong foundation for second language learning, and expands overall cognitive abilities. L1 can also be an important tool for learning. (pp. 195–196)

The pilot implementation of the Heritage Language Student Self-Assessment Forms will be completed in the 2014–15 school year. There is much to be learned through the implementation process. The use of student self-assessment tools provides a student-centred approach in which teachers help facilitate and guide the process. To support heritage language teachers, two additional documents have been prepared: *Teachers' Guidelines* and *FAQ — Frequently Asked Questions*.

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## Where can you get more information?

### Resources

- Coelho, E. (2012). *Language and learning in multilingual classrooms: A practical approach*. Toronto, ON: Multilingual Matters.
- Council of Europe. (2001). *The common European framework*. Strasbourg: Language Policy Unit. Retrieved 10 November 2014, from: [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf).
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- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and language minority students: A theoretical framework* (pp. 3–49). Los Angeles: Evaluation, Dissemination and Assessment Center, California State University.
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- Saskatchewan Ministry of Education (2012). *A Guide to Using the Common Framework of Reference (CFR) with Learners of English as an Additional Language (EAL)*. Regina, SK: Government of Saskatchewan. Retrieved 28 October 2013, from: <http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal>



**Canadian Association of  
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