

Teacher's Guide

Assessing Speaking Skills in Core French
Grades 11 and 12

September 1999

This document can be downloaded from the BC Ministry of Education website at
www.bced.gov.bc.ca/exams

Note: One videocassette featuring Grade 11 student conversations was distributed along with this document.

A second videocassette featuring Grade 12 student discussions was also distributed along with this document.

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Introduction

For the past several years, BC teachers have been involved in developing and field-testing materials that can be used to assess and evaluate students' abilities to interact in French in natural and authentic situations. **These materials do not deal with prepared presentations, speeches or memorized dialogues.** Prepared activities can be valuable in helping students to develop the confidence and communication skills they need. However, prepared presentations and dialogues are not sufficient for developing students' ability to interact spontaneously in real world situations — the focus of the Core French Integrated Resource Package.

The oral assessment materials include practical tips, tasks and rating scales to help students develop and demonstrate the communication skills they need to participate in spontaneous conversations (Grade 11) and discussions (Grade 12). A videotape is also available. A similar package for grades 8 – 10 provides information and strategies for conversations and dossier (or portfolio) interviews.

To date, the following school districts have participated in developing and field-testing oral assessment and evaluation materials:

- | | |
|------------------------|------------------------|
| # 1 Fernie | # 41 Burnaby |
| # 3 Kimberley | # 43 Coquitlam |
| # 5 Southeast Kootenay | # 44 North Vancouver |
| # 6 Rocky Mountain | # 45 West Vancouver |
| # 8 Kootenay Lake | # 57 Prince George |
| # 10 Arrow Lakes | # 61 Victoria |
| # 15 Penticton | # 62 Sooke |
| # 23 Central Okanagan | # 63 Saanich |
| # 24 Kamloops | # 68 Nanaimo-Ladysmith |
| # 35 Langley | # 70 Alberni |
| # 36 Surrey | # 72 Campbell River |
| # 37 Delta | # 82 Coast Mountain |
| # 39 Vancouver | |

Overview of Student Tasks

This package includes assessment materials related to two oral tasks:

Grade 11 Conversation:

Students converse (2 – 3 minutes) about a common life situation with a partner (usually of their own choosing). The situation is described on a task card. Students use the information on the card as a prompt to create a scenario in which they interact with spontaneity, rather than by using memorized dialogue. Performance is assessed using an attached rating scale (p. 10). This activity gives students opportunity to demonstrate their achievement of the following outcomes:

- discuss plans related to common activities
- interact in French with growing confidence in familiar situations drawn from real life.

Grade 12 Discussion:

Groups of four students participate in a short discussion (6 – 10 minutes). Topics are provided on task cards. Each student is expected to state his or her views, as well as question and respond to others. Performance is assessed using an attached rating scale (p. 24). This activity gives students opportunities to demonstrate their achievement of the following outcomes:

- exchange ideas and thoughts about areas of personal interest
- give reasons and information to support points of view on various issues.

Both tasks can be completed during regular classroom sessions while other students prepare or work independently on other assignments. However, when the oral examinations are part of the final examination process, it is preferable that they be administered without the rest of the class present.

Grade 11: Conversation

Students converse (2 – 3 minutes) about a common life situation with a partner (usually of their own choosing). The situation is described on a task card. Students use the information on the card as a prompt to create a scenario in which they interact with spontaneity, rather than by using memorized dialogue. Performance is assessed using a rating scale. This activity gives students the opportunity to demonstrate their achievement of the following outcomes:

- discuss plans related to common activities
- interact in French with growing confidence in familiar situations drawn from real life

Guidelines for Teachers: Preparation

Explain the nature of the tasks and distribute the information sheet and rating scale **before** the day of the test. Students should have as many opportunities as possible to practise similar activities. Use the rating scale frequently to assess classroom activities so that students become familiar with it.

- A few days before the examination ask students to select their partners. Provide any help or advice needed. If you have an odd number of students in your class, ask for a volunteer to participate twice.

Note: In some cases you may prefer to assign partners.

- If you are videotaping, arrange for a remote microphone to ensure that the students' voices will be audible.
- The oral examination can take place in whatever setting is available and works best for you (e.g., classroom, hallway, library, empty classroom or office).
- Your school administrators may be able to facilitate the examination process by identifying available space and providing other assistance.
- Ensure that students clearly understand that if their conversation is too brief or includes several English words and phrases, they cannot receive a rating of “minimal” or above.

Guidelines for Teachers: Administration

1. Greet students and put them at ease. Explain that they will be expected to converse for 2 – 3 minutes. They should participate equally and try to keep their conversation going as smoothly as they can. They should **not** use English.
2. Offer students a choice of three topics on individual cards. Students can choose any **one** of the three. They are permitted to ask you questions about the topics, to clarify the task, and to request vocabulary without penalty. They may speak English during this discussion of the task.
3. Allow the teams approximately 5 – 6 minutes to discuss and plan their conversation. They can use dictionaries and other texts and help each other. However, they cannot consult other classmates or teachers during this time, and **they may not bring notes into the actual examination session.**

Note: As one pair of students prepares, you will usually have time to observe and evaluate a conversation that another pair has already prepared; you may also be able to give another pair their assignment.

4. Ask the students to state their names, read their topic and start the task. They are expected to converse for 2 – 3 minutes.
5. Observe both students. Do not intervene except in extreme circumstances.

Note: Markers have noted that intervention by the teacher often causes unnecessary stress for the student and highlights weaknesses rather than strengths, resulting in lower marks than the student might otherwise have achieved.

6. Assess each student using the rating scale. Record any comments.
7. Conclude by reassuring students and letting them know when and how they can find out and discuss their marks. You may wish to ask students for their self-assessments at the end of the conversation and/or inform them of the rating you have assigned. However, in many cases, other students will be waiting for their examination and you may not have time for discussion until later.

Information for Students about the Conversation

You will be asked to converse for 2 – 3 minutes with a partner of your choosing. You and your partner will select a card that describes a common life situation. You will have a couple of minutes to ask questions about the task, then you and your partner will have 5 – 6 minutes to prepare. During the preparation time, you should work together to create a framework for your conversation. The examiner will mark your conversation using the attached scale.

During the examination you will be expected to:

- participate spontaneously in a conversation
- use your skills and knowledge to develop the conversation
- interact, responding to cues and supporting your partner

Note: Your conversation does not have to be dramatic, you can speak as normally as you would in any conversation. The best way to prepare is to practise talking frequently in French about a variety of topics and situations.

Tips for the Conversation Activity

- Use discussion time to brainstorm ideas and possible vocabulary. Don't waste time looking up every word you might use. It's the ideas that count.
- Clarify with your partner what your roles are before you start.
- **Work together. Help each other. This examination is about communication.**
- Listen to your partner for clues during the conversation.
- If you don't understand what your partner is saying, ask a question or say *Je ne comprends pas* or *Peux-tu répéter?* (see Appendix A: Conversation Sustainers)
- Paraphrase when necessary — summarize what your partner has said in your own words to check that you understood.
- If you get stuck, turn your partner's last statement into a question.
- Try to keep the conversation going.
- Don't hesitate to help (or rescue) your partner. That's part of effective communication.

Grade 11: Oral Performance Standards

Criteria for Grade 11: (drawn directly from the learning outcomes)

- The criteria describe the **minimum** performance required to receive each rating. For example, the criteria for “excellent” reflect the minimum required to receive a rating of “excellent”; performance slightly below this level would receive a rating of “very good.” Similarly, the criteria for “very good” reflect minimum standards at that level; performance slightly lower would receive a rating of “satisfactory.”
- This is a generalized rating scale. No performance will be an **exact** match. In some performances one feature of the communication will be much stronger or weaker than another; and a deficiency in one area may be balanced by a strength in another. Look for the “best fit” in assigning a grade.
- In order to receive a rating of “minimal” or above, students **must sustain their use of French** throughout the activity. Exercise some tolerance for accidental use of an English word but **not** for frequent or repeated use of English words or phrases.

Note: In all cases where message, detail and language are mentioned, these are expected to be comprehensible.

Grade 11: Oral Performance Rating Scale

<p>Excellent</p> <p>6</p>	<ul style="list-style-type: none"> • message is clear and well-developed with relevant and appropriate details • responds to partners' ideas with relevant questions or ideas • interacts spontaneously; language flows easily • expression, intonation help make the meaning and feelings clear • uses a variety of strategies to sustain interaction (e.g., may support/rescue partner) • attempts complex structures and language to make meaning precise • may include errors in tense or structure; these do not reduce the effectiveness of the communication
<p>Very Good</p> <p>5</p>	<ul style="list-style-type: none"> • message is clear; includes some relevant and appropriate details • attempts to respond to partner's ideas • may be hesitant; uses some strategies to sustain interaction (e.g., may support others) • expression, intonation are appropriate • uses appropriate structures and language to convey meaning • may include errors in word choice, idiom, tense and structure, but these do not reduce the effectiveness of the communication
<p>Satisfactory</p> <p>4</p>	<ul style="list-style-type: none"> • message is understandable; includes some detail • may have difficulty responding to partner's ideas • sustains some interaction; may be hesitant with frequent short pauses • some appropriate expression, intonation to support meaning • uses basic structures and language • may include errors in word choice, idiom, tense, and structure that weaken but do not prevent communication
<p>Minimal</p> <p>3</p>	<ul style="list-style-type: none"> • basic message is understandable by teacher but may be extremely difficult for peers; little detail or elaboration • may repeat one statement over and over; often no evidence of understanding or ability to respond to partner • interaction is hesitant with frequent pauses or breaks; these often extend to the point where little or no communication is taking place • may use expression and intonation to support meaning in places • uses simple, basic structures and language; repetitive; but sustains use of French • errors in word choice, idiom, tense and structure disrupt communication
<p>Weak</p> <p>2</p>	<ul style="list-style-type: none"> • parts of basic message can be understood by teacher; little or no detail or elaboration • may speak infrequently and briefly • little or no communication is taking place (e.g., responses may be unrelated to questions); frequent extended pauses or breaks • repeats a few simple patterns and expressions; may use some English words and phrases • errors prevent communication
<p>Incomplete</p> <p>1</p>	<ul style="list-style-type: none"> • student does not demonstrate relevant criteria. • message may be extremely brief, unintelligible, inappropriate or not primarily in French • student must repeat task

Grade 11: Recording Sheet

Teachers can use this abbreviated form of the rating scale once they are familiar with the original version. Scoring should be holistic — each student receives one rating for each task.

Note: Meaning/message is the most important consideration in assigning a rating.

Excellent 6	Very Good 5	Satisfactory 4	Minimal 3	Weak 2	Incomplete 1
<ul style="list-style-type: none"> clear well-developed message 	<ul style="list-style-type: none"> clear message 	<ul style="list-style-type: none"> understandable message 	<ul style="list-style-type: none"> understandable message, with effort 	<ul style="list-style-type: none"> parts can be understood by teacher 	<ul style="list-style-type: none"> message may be extremely brief, unintelligible, inappropriate
<ul style="list-style-type: none"> relevant, appropriate details 	<ul style="list-style-type: none"> some relevant detail 	<ul style="list-style-type: none"> some detail, support 	<ul style="list-style-type: none"> few details, little elaboration 	<ul style="list-style-type: none"> little/no detail 	
<ul style="list-style-type: none"> responds to partner with relevant questions and ideas 	<ul style="list-style-type: none"> attempts to respond to partners' ideas 	<ul style="list-style-type: none"> may have difficulty responding to partner 	<ul style="list-style-type: none"> little evidence of understanding and responding to partner 	<ul style="list-style-type: none"> may speak infrequently, briefly; little/no communication 	
<ul style="list-style-type: none"> sustains interaction 	<ul style="list-style-type: none"> sustains interaction; may be hesitant 	<ul style="list-style-type: none"> may be hesitant; frequent short pauses 	<ul style="list-style-type: none"> long frequent breaks 	<ul style="list-style-type: none"> frequent extended pauses or breaks 	
<ul style="list-style-type: none"> may support/rescue others 	<ul style="list-style-type: none"> may support others 				
<ul style="list-style-type: none"> expression, intonation help make meaning clear 	<ul style="list-style-type: none"> appropriate expression, intonation 	<ul style="list-style-type: none"> some appropriate expression, intonation 	<ul style="list-style-type: none"> some expression, intonation may support meaning 		
<ul style="list-style-type: none"> attempts complex language to make meaning precise 	<ul style="list-style-type: none"> appropriate structures, language 	<ul style="list-style-type: none"> basic structures, language 	<ul style="list-style-type: none"> repetitive; simple, basic structures language 	<ul style="list-style-type: none"> repetitive, simple language; may include English words and phrases 	<ul style="list-style-type: none"> frequent use of English
<ul style="list-style-type: none"> errors do not interfere with effectiveness 	<ul style="list-style-type: none"> errors do not interfere with effectiveness 	<ul style="list-style-type: none"> errors may weaken communication 	<ul style="list-style-type: none"> frequent errors may disrupt communication 	<ul style="list-style-type: none"> serious, frequent errors may prevent communication 	

Name	Comments	Rating

Grade 11: Self-assessment Sheet

Circle the words and phrases on the chart that describe your performance. You may circle words under more than one rating.

Excellent 6	Very Good 5	Satisfactory 4	Minimal 3	Weak 2	Incomplete 1
<ul style="list-style-type: none"> clear well-developed message 	<ul style="list-style-type: none"> clear message 	<ul style="list-style-type: none"> understandable message 	<ul style="list-style-type: none"> understandable message, with effort 	<ul style="list-style-type: none"> parts can be understood by teacher 	<ul style="list-style-type: none"> message may be extremely brief, unintelligible, inappropriate
<ul style="list-style-type: none"> relevant, appropriate details 	<ul style="list-style-type: none"> some relevant detail 	<ul style="list-style-type: none"> some detail, support 	<ul style="list-style-type: none"> few details, little elaboration 	<ul style="list-style-type: none"> little/no detail 	
<ul style="list-style-type: none"> responds to partner with relevant questions and ideas 	<ul style="list-style-type: none"> attempts to respond to partners' ideas 	<ul style="list-style-type: none"> may have difficulty responding to partner 	<ul style="list-style-type: none"> little evidence of understanding and responding to partner 	<ul style="list-style-type: none"> may speak infrequently, briefly; little/no communication 	
<ul style="list-style-type: none"> sustains interaction 	<ul style="list-style-type: none"> sustains interaction; may be hesitant 	<ul style="list-style-type: none"> may be hesitant; frequent short pauses 	<ul style="list-style-type: none"> long frequent breaks 	<ul style="list-style-type: none"> frequent extended pauses or breaks 	
<ul style="list-style-type: none"> may support/rescue others 	<ul style="list-style-type: none"> may support others 				
<ul style="list-style-type: none"> expression, intonation help make meaning clear 	<ul style="list-style-type: none"> appropriate expression, intonation 	<ul style="list-style-type: none"> some appropriate expression, intonation 	<ul style="list-style-type: none"> some expression, intonation may support meaning 		
<ul style="list-style-type: none"> attempts complex language to make meaning precise 	<ul style="list-style-type: none"> appropriate structures, language 	<ul style="list-style-type: none"> basic structures, language 	<ul style="list-style-type: none"> repetitive; simple, basic structures, language 	<ul style="list-style-type: none"> repetitive, simple language; may include English words and phrases 	<ul style="list-style-type: none"> frequent use of English
<ul style="list-style-type: none"> errors do not interfere with effectiveness 	<ul style="list-style-type: none"> errors do not interfere with effectiveness 	<ul style="list-style-type: none"> errors may weaken communication 	<ul style="list-style-type: none"> frequent errors may disrupt communication 	<ul style="list-style-type: none"> serious, frequent errors may prevent communication 	

Name: _____

Task: _____

Date: _____

1. Overall, which rating best describes how you communicated in French in this activity?

(Remember: how well you communicated your ideas is the most important factor.)

My rating should be:

My reasons are:

2. How well do you think your communication in this activity reflects your ability to communicate in French?

Accurately

Somewhat Accurately (i.e., close)

Not At All

If you chose "Somewhat" or "Not At All," please explain.

3. What advice would you give other students preparing for this activity?

Grade 11: Sample Conversation Topics

- The topics should reflect themes and subjects that students have been working with as part of their regular Core French 11 activities. The theme or subject area — and related vocabulary — should be within their experiences.
- Each pair of students should be offered **three** topics from which to choose.
- The topics on the following pages are intended to illustrate some possibilities. Teachers can use any of the following conversation topics or others suggested by students, or developed from news media, texts and other sources.

1.	Vous conduisez avec un(e) ami(e) la nuit et vous trouvez une personne blessée dans la rue. Discutez de ce que vous devriez faire.	You are driving at night with a friend and you find an injured person in the street. Discuss what you would do.
2.	Vous rencontrez une personne charmante dans un party. Vous aimeriez le (la) revoir mais vous êtes trop timide. Vous en parlez avec un(e) ami(e).	You met a charming person at a party. You would like to see them again but you are very shy. You talk about it with a friend.
3.	Vous êtes en voyage et vous cherchez un souvenir pour vos parents. Discutez avec votre ami(e) de ce que vous allez leur acheter.	You are on holiday and you are looking for a souvenir for your parents. Discuss with your friend what you will buy for them.
4.	Vous rencontrez votre ami(e) pour discuter ce que vous allez faire le soir de la remise des diplômes.	You are meeting your friend to discuss what you will do on graduation night.
5.	Vous achetez un billet de loterie avec un(e) ami(e). Discutez ensemble de ce que vous allez faire si vous gagnez.	You buy a lottery ticket with a friend. Discuss what you will do if you win.

6.	Vous avez emprunté la voiture de vos parents pour une promenade avec un(e) ami(e) et vous l'avez endommagée légèrement. Discutez de ce que vous allez faire.	You have borrowed your parents' car to go driving with a friend and you have slightly damaged it. Discuss what you will do.
7.	Il y a une offre d'emploi chez McDonald's. Vous vous préparez à l'entrevue avec votre ami(e).	There is a job offer at McDonald's. You prepare yourself for the interview with your friend.
8.	Vous avez assisté à un concert de musique rock avec votre ami(e). Vous n'avez pas autant aimé le concert que votre ami(e). Discutez avec lui ou elle.	You attended a rock concert with a friend. You did not like the concert as much as your friend. Discuss.
9.	Vous avez rencontré une personne extraordinaire et vous voulez vous fiancer le plus vite possible. Discutez-en avec un copain ou une copine.	You have met an extraordinary person and you would like to get engaged as quickly as possible. Discuss this with your friend.
10.	Comme tous les dimanches, vous devez manger avec la famille chez votre grand-mère. Vous ne voulez pas y aller. Vous en parlez avec votre ami(e)	Every Sunday you eat at your grandmother's house with your family. You don't want to go there. You speak of this with your friend.
11.	Vous voulez quitter la maison et louer un appartement avec un copain ou une copine, mais vos parents ne sont pas d'accord. Discutez-en avec votre meilleur(e) ami(e).	You want to leave home and rent an apartment with a friend, but your parents are not in agreement. Discuss this with your best friend.
12.	Vous deviez aller à la plage avec votre ami(e) mais votre mère compte sur vous pour la conduire au centre-ville. Discutez-en avec un(e) ami(e).	You want to go to the beach with a friend, but your mother needs you to drive her downtown. Discuss this with your friend.
13.	Vos amis vous invitent à une grande fête et vous savez que votre ancien(ne) ami(e) de coeur y sera. Vous ne savez pas quoi faire. Discutez-en avec un(e) ami(e).	Your friends invite you to a party and you know that your ex-boy/girlfriend will be there. You don't know what to do. Discuss this with your friend.

14.	Vos parents doivent sortir et vous demandent de garder votre jeune frère alors que vous deviez aller au cinéma avec votre ami(e). Vous ne savez pas quoi faire. Discutez-en avec votre ami(e).	Your parents must go out and they ask you to look after your younger brother, but you were going to go to the movies with your friend. You don't know what to do. Discuss this with your friend.
15.	Vous pensez à quitter vos études pour une année mais vous savez que vos parents ne seront pas d'accord. Discutez-en avec votre ami(e).	You are thinking of taking a year off from your studies, but you know your parents won't agree. Discuss this with your friend.
16.	Votre animal préféré est malade et vos parents pensent que le temps est venu de le faire euthanasier. Vous ne savez pas quelle décision prendre. Discutez-en avec votre ami(e).	Your favourite animal is sick and your parents think that the time has come to have it put down. You don't know what decision to make. Discuss this with your friend.
17.	Vous avez été accepté(e) dans deux universités. Vous ne savez pas laquelle choisir. Vous en discutez avec un(e) ami(e).	You have been accepted into two universities. You don't know which one to choose. You discuss this with a friend.
18.	Vos parents vous offrent un très beau cadeau pour souligner la fin de vos études secondaires mais ce n'est pas ce que vous voulez. Vous ne savez pas quoi faire. Discutez-en avec votre ami(e).	Your parents offer you a beautiful gift for your graduation but it is not what you want. You don't know what to do. Discuss this with a friend.

Grade 12: Discussion

Groups of four students participate in a short discussion (6 – 10 minutes). Topics are provided on task cards. Each student is expected **to state his or her views and to question and respond to others**. Performance is assessed using a rating scale. This activity gives students the opportunity to demonstrate their achievement of the following outcomes:

- exchange ideas and thoughts about areas of personal interest
- give reasons and information to support points of view on various issues.

Guidelines for Teachers: Preparation

- Explain the nature of the task and distribute the rating scale towards the **beginning** of the course.
- Use the rating scale frequently to assess classroom activities so students become familiar with it.
- Students should also have as many opportunities as possible to practise similar activities. A list of suggestions is attached.
- Emphasize the interactive nature of the task. Students are expected not only to present their own views, but also to listen carefully, ask questions and respond to the ideas put forward by others in their group. They are expected to support and encourage others and to “rescue” group members who are having difficulty communicating.
- Discussions that are too brief (typically less than 5 minutes) or include several English words and phrases will receive a rating of “minimal” or below. Review with students some of the strategies they have learned for dealing with communication difficulties they encounter.
- The final oral evaluation should be videotaped in case of student appeals.

Guidelines for Teachers: Administration

1. Schedule discussion groups of four students. Students form their own groups. **In exceptional circumstances** you may choose to conduct a discussion with one student only.

Explain that each student is to participate by stating and supporting opinions about the topic. All students are expected to participate equally. They will first take turns briefly presenting their views then engage in a free discussion of the topic.

2. Offer the group a choice of three topic cards. The students can choose any **one** of the cards.

Note: Topics will be based on themes covered in class.

3. Give the students 10 minutes to prepare. During the first two minutes students may ask questions and/or request clarification if needed. They may speak English during this time and/or use a dictionary. During this time, **students will be permitted to make rough notes on a 3×5 index card that they may bring into the examination session.**

Note: You may be testing other students while the group is preparing.

4. Have students state their name and ask the last student to read the topic. Each student states his or her point of view and supporting argument. Then allow free discussion. Leave as much responsibility to the group as possible, intervening only in extreme circumstances (e.g., when a student is not participating or when one student dominates to the exclusion of others). Do **not** reduce a student's score if you intervene to draw them into the discussion.

Note: Markers have noted that intervention by the teacher often causes unnecessary stress for the student and highlights weaknesses rather than strengths, resulting in lower marks than the student might otherwise have achieved.

5. Assess each student using the rating scale. Record brief comments.
6. Conclude by reassuring the students and letting them know when and how they can find out and discuss their marks. You may wish to ask the students for their self assessment at the end of the conversation and/or inform them of the marks you have assigned. However, in many cases other students will be waiting for their examination and you may prefer to have the student complete a self-assessment independently for discussion later.

Suggestions for Preparing Students for the Discussion

- Frequently practise discussing a variety of topics in class. Suggested topics are included.
- Students should have a repertoire of generic language structures and expressions that can be used to express opinions and beliefs and support a point of view. (see Appendix A: Conversation Sustainers)
- Use the reading materials of your program to generate discussion situations.
- Bring in current events as topics for debates and discussion in class.
- Videotape or audiotape your students from time to time so they can review their own performances. This will also help minimize their apprehension about being recorded the day of the test.

Information for Students about the Discussion

You will be asked to discuss a topic with three other students and your teacher. Your group will pick three discussion topic cards from which you will choose **one**. You may ask clarifying questions for the first two minutes of your 10 minute preparation period. During this time, you may use dictionaries, talk to each other, and/or make brief notes.

At the beginning of the discussion, each of you should state your name. Then one of you should read the topic chosen. Each of you then talks briefly about his or her views and opinions on the topic giving supporting arguments. Then your group will engage in a free discussion. You will be able to ask each other questions; offer new opinions, arguments or reasons; and respond to others' ideas. It is important that every member of the group participate. You will be marked using the attached rating scale.

Your discussion does not have to be a debate. You can speak as normally as you would in any conversation. The best way to prepare is to practise talking frequently in French about a variety of topics and situations.

Tips for the Discussion Activity

- Use your preparation time to think about your ideas and the vocabulary you might possibly use. **Don't** waste time looking up every word you might use or trying to memorize your statement. It's the interaction and the spontaneity that counts most.
- Make notes, in point-form, about key ideas or points you want to bring up during the discussion. You will be allowed to bring one small 3 × 5 index card into the examination.
- **Work together. Help each other. This examination is about communication. Try to keep the discussion going. The more you interact, the better your scores are likely to be.**
- Listen to others in your group for clues and ideas during the discussion.
- If you don't understand what someone says, ask a question or say *Je ne comprends pas* or *Peux-tu répéter?*
- Paraphrase when necessary — summarize what someone else has said in your own words to check that you understood.
- If you get stuck, turn someone else's statement into a question.
- Don't hesitate to help (or rescue) others. That's part of effective communication.

Grade 12: Oral Performance Standards

Criteria for Grade 12: (drawn directly from the learning outcomes)

- The criteria describe the **minimum** performance required to receive each rating. For example, the criteria for “excellent” reflect the minimum required to receive a rating of “excellent”; performance even slightly below this level would receive a rating of “very good.” Similarly, the criteria for “very good” reflect minimum standards at that level; performance slightly lower would receive a rating of “satisfactory.”
- This is a generalized rating scale. No performance will be an **exact** match. In some performances one feature of the communication will be much stronger or weaker than another; and a deficiency in one area may be balanced by a strength in another. Look for the “best fit” in assigning a grade.
- In order to receive a rating of “minimal” or above, students **must sustain their use of French** throughout the activity. Exercise some tolerance for accidental use of an English word, but **not** for frequent or repeated use of English words or phrases.

Note: In all cases where message, detail, and language are mentioned, these are expected to be comprehensible.

Grade 12: Oral Performance Rating Scale

Excellent 6	<ul style="list-style-type: none"> • ideas are clearly and effectively stated; makes a substantial contribution • gives logical reasons, examples, details to develop position; shows evidence of analysis of the issue or topic • responds to others' ideas with relevant questions or new ideas or information • interacts spontaneously; language flows easily • expression, intonation help make the meaning and feelings clear • uses a variety of strategies to sustain interaction (e.g., may support/rescue others) • attempts complex structures and language to make meaning precise • may include errors in tense or structure; these do not reduce the effectiveness of the communication
Very Good 5	<ul style="list-style-type: none"> • position/point-of-view is clear • gives some relevant reasons, examples and/or explanations as support • attempts to respond to others' ideas; may repeat previous ideas or information • expression, intonation are appropriate • may be hesitant; uses some strategies to sustain interaction (e.g., may support others) • uses appropriate structures and language to convey meaning • may include errors in word choice, idiom, tense and structure, but these do not reduce the effectiveness of the communication
Satisfactory 4	<ul style="list-style-type: none"> • offers an understandable point-of-view • provides some detail and support; content may be thin • may not respond to others' ideas • sustains some interaction; may be hesitant with frequent short pauses • some appropriate expression, intonation to support meaning • uses basic structures and language • may include errors in word choice, idiom, tense and structure that weaken but do not prevent communication
Minimal 3	<ul style="list-style-type: none"> • point-of-view may be vague; basic message is understandable by teacher but may be extremely difficult for peers • little support, detail or elaboration; may repeat one statement over and over • often no evidence of recognizing or responding to others' views • interaction is hesitant with frequent pauses or breaks; these often extend to the point where little or no communication is taking place • may use expression and intonation to support meaning in places • uses simple, basic structures and language; repetitive • errors in word choice, idiom, tense and structure disrupt communication
Weak 2	<ul style="list-style-type: none"> • may offer an opening statement that can be partly understood by teacher • little or no understandable support • may speak infrequently and briefly; little or no communication is taking place (e.g., responses may be unrelated to questions); frequent extended pauses or breaks • repeats a few simple patterns and expressions; may use English words and phrases • errors prevent communication
Incomplete 1	<ul style="list-style-type: none"> • Student does not demonstrate relevant criteria. • Message may be extremely brief, unintelligible, inappropriate or include frequent use of English.

Grade 12: Recording Sheet

Teachers can use this abbreviated form of the rating scale once they are familiar with the original version. Scoring should be holistic — each student receives one rating for each task.

Note: Meaning/message is the most important consideration in assigning a rating.

Excellent 6	Very Good 5	Satisfactory 4	Minimal 3	Weak 2	Incomplete 1
<ul style="list-style-type: none"> ideas clearly and effectively stated 	<ul style="list-style-type: none"> position / opinion is clear 	<ul style="list-style-type: none"> understandable point-of-view 	<ul style="list-style-type: none"> understandable with effort; point-of-view may be vague 	<ul style="list-style-type: none"> parts can be understood by teacher 	<ul style="list-style-type: none"> message may be extremely brief, unintelligible, inappropriate
<ul style="list-style-type: none"> logical reasons, examples, details 	<ul style="list-style-type: none"> some relevant reasons, examples, explanations 	<ul style="list-style-type: none"> some detail, support 	<ul style="list-style-type: none"> few details, support 	<ul style="list-style-type: none"> little/no detail 	
<ul style="list-style-type: none"> responds to others with relevant questions and ideas 	<ul style="list-style-type: none"> attempts to respond to others' ideas 	<ul style="list-style-type: none"> may not respond to others' ideas 	<ul style="list-style-type: none"> no evidence of recognizing or responding to others' views 	<ul style="list-style-type: none"> may speak infrequently, briefly; little/no communication 	
<ul style="list-style-type: none"> sustains interaction 	<ul style="list-style-type: none"> sustains interaction; may be hesitant 	<ul style="list-style-type: none"> may be hesitant; frequent short pauses 	<ul style="list-style-type: none"> long frequent breaks 	<ul style="list-style-type: none"> frequent extended pauses or breaks 	
<ul style="list-style-type: none"> may support/rescue others 	<ul style="list-style-type: none"> may support others 				
<ul style="list-style-type: none"> expression, intonation help make meaning clear 	<ul style="list-style-type: none"> appropriate expression, intonation 	<ul style="list-style-type: none"> some appropriate expression, intonation 	<ul style="list-style-type: none"> some expression, intonation may support meaning 		
<ul style="list-style-type: none"> attempts complex language to make meaning precise 	<ul style="list-style-type: none"> appropriate structures, language 	<ul style="list-style-type: none"> basic structures, language 	<ul style="list-style-type: none"> repetitive; basic structures, language 	<ul style="list-style-type: none"> repetitive; simple language; may include English words and phrases 	<ul style="list-style-type: none"> frequent use of English
<ul style="list-style-type: none"> errors do not interfere with effectiveness 	<ul style="list-style-type: none"> errors do not interfere with effectiveness 	<ul style="list-style-type: none"> errors may weaken communication 	<ul style="list-style-type: none"> frequent errors may disrupt communication 	<ul style="list-style-type: none"> serious, frequent errors may prevent communication 	

Grade 12: Self-assessment Sheet

Circle the words and phrases on the chart that describe your performance. You may circle words under more than one rating.

Excellent 6	Very Good 5	Satisfactory 4	Minimal 3	Weak 2	Incomplete 1
<ul style="list-style-type: none"> ideas clearly and effectively stated 	<ul style="list-style-type: none"> position / opinion is clear 	<ul style="list-style-type: none"> understandable point-of-view 	<ul style="list-style-type: none"> understandable with effort; point-of-view may be vague 	<ul style="list-style-type: none"> parts can be understood by teacher 	<ul style="list-style-type: none"> message may be extremely brief, unintelligible, inappropriate
<ul style="list-style-type: none"> logical reasons, examples, details 	<ul style="list-style-type: none"> some relevant reasons, examples, explanations 	<ul style="list-style-type: none"> some detail, support 	<ul style="list-style-type: none"> few details, support 	<ul style="list-style-type: none"> little/no detail 	
<ul style="list-style-type: none"> responds to others with relevant questions and ideas 	<ul style="list-style-type: none"> attempts to respond to others' ideas 	<ul style="list-style-type: none"> may not respond to others' ideas 	<ul style="list-style-type: none"> no evidence of recognizing or responding to others' views 	<ul style="list-style-type: none"> may speak infrequently, briefly; little/no communication 	
<ul style="list-style-type: none"> sustains interaction 	<ul style="list-style-type: none"> sustains interaction; may be hesitant 	<ul style="list-style-type: none"> may be hesitant; frequent short pauses 	<ul style="list-style-type: none"> long frequent breaks 	<ul style="list-style-type: none"> frequent extended pauses or breaks 	
<ul style="list-style-type: none"> may support/rescue others 	<ul style="list-style-type: none"> may support others 				
<ul style="list-style-type: none"> expression, intonation help make meaning clear 	<ul style="list-style-type: none"> appropriate expression, intonation 	<ul style="list-style-type: none"> some appropriate expression, intonation 	<ul style="list-style-type: none"> some expression, intonation may support meaning 		
<ul style="list-style-type: none"> attempts complex language to make meaning precise 	<ul style="list-style-type: none"> appropriate structures, language 	<ul style="list-style-type: none"> basic structures, language 	<ul style="list-style-type: none"> repetitive; basic structures, language 	<ul style="list-style-type: none"> repetitive; simple language; may include English words and phrases 	<ul style="list-style-type: none"> frequent use of English
<ul style="list-style-type: none"> errors do not interfere with effectiveness 	<ul style="list-style-type: none"> errors do not interfere with effectiveness 	<ul style="list-style-type: none"> errors may weaken communication 	<ul style="list-style-type: none"> frequent errors may disrupt communication 	<ul style="list-style-type: none"> serious, frequent errors may prevent communication 	

Name: _____

Task: _____

Date: _____

1. Overall, which rating best describes how you communicated in French in this activity?

(Remember: how well you communicated your ideas is the most important factor.)

My rating should be:

My reasons are:

2. How well do you think your communication in this activity reflects your ability to communicate in French?

Accurately

Somewhat Accurately (i.e., close)

Not At All

If you chose "Somewhat" or "Not At All," please explain.

3. What advice would you give other students preparing for this activity?

Grade 12: Sample Discussion Topics

- The general theme or subject area should be familiar to students.
- Teachers should select topics that are accessible and interesting to their students.
- Each group should be offered three topics from which to choose.

Discussion topics should reflect themes and subjects that students have been working with as part of their regular Core French 11 or 12 activities. The topics on the following pages are intended to illustrate some of the possibilities associated with three themes.

- L'école — le travail
- L'amour — l'amitié
- Les arts — la culture

Teachers can select from these, use them as models for developing topics on other themes more suitable for their classes, include topics suggested by students, topics from current events, or draw from the list of topics circulated as part of previous field tests. The most important consideration in choosing topics for a class is that the subject and related vocabulary be within the students' experience and interest.

L'école — le travail

1.	L'école vous prépare-t-elle pour l'avenir?	Does school prepare you for the future?
2.	L'éducation est le seul moyen de réussir dans la vie.	Education is the only way to succeed in life.
3.	L'université devrait-elle être accessible à tout le monde?	Should university be accessible to everyone?
4.	À l'école, on devrait donner la même importance aux sports qu'aux études.	At school, sports should be given the same importance as academic studies.
5.	Les plus belles années sont celles que l'on passe à l'école.	Your school years are the best years of your life.

6.	L'apprentissage d'une langue seconde aide à combattre le racisme.	Learning a second language helps to combat racism.
7.	Est-ce que les aptitudes verbales vont disparaître avec l'utilisation continue des ordinateurs?	Will our verbal abilities disappear because of our continual use of computers?
8.	Les parents exercent beaucoup trop de pression sur les enfants quant à la réussite de leurs études.	Parents put too much pressure on their children to do well in their studies.
9.	Les ordinateurs pourraient facilement remplacer les profs.	Computers could easily replace teachers.
10.	L'expérience en milieu de travail devrait durer au moins 6 mois dans le programme de fin d'études.	The graduation program should require at least 6 months of work experience.

L'amour — l'amitié

1.	La famille est plus importante que les amis.	Your family is more important than your friends.
2.	Notre meilleur(e) ami(e) devrait garder nos secrets même si c'est très grave.	Your best friend should keep your secrets even when they are very serious.
3.	Il est impossible que les parents soient les copains de leurs enfants.	It is impossible for parents to be friends with their children.
4.	Il est impossible que les garçons et les filles soient seulement amis.	It is impossible for boys and girls to be just friends.
5.	L'amour est plus important que l'amitié.	Love is more important than friendship.
6.	Mettez ces quatre valeurs en ordre d'importance : le bonheur, l'argent, la santé, l'amour.	Put these four values in the order of their importance: happiness, money, health, love.

7.	Il est impossible qu'un(e) adolescent(e) soit un bon parent.	It is impossible for an adolescent to be a good parent.
8.	Avoir un bon ami ou une bonne amie est plus important qu'être populaire.	Having a good friend is more important than being popular with many people.

Les arts — la culture

1.	On peut se passer de l'art dans la vie.	One can do without art in life.
2.	L'art fait partie de l'éducation.	Art is part of education.
3.	Il y a une grande différence entre la culture canadienne et la culture américaine.	There is a big difference between Canadian culture and American culture.
4.	Les graffitis sont une forme d'art.	Graffiti is a form of art.
5.	L'école devrait donner plus d'importance aux arts qu'aux études.	School should place more importance on the arts than on academic studies.
6.	On devrait rire plus souvent dans la salle de classe.	People should be able to laugh more often in the classroom.
7.	Les gens d'aujourd'hui prennent la vie trop au sérieux.	People today take life too seriously.
8.	L'humour est vital pour le bien-être de la personne.	Humour is important for a person's well-being.

Sujets de discussion variés

1.	Le rôle de la télévision n'est pas seulement de nous divertir mais aussi de nous informer.	The role of television is not only to entertain us, but also to inform us.
2.	Les Canadiens dépensent beaucoup trop d'argent pour des choses qui sont complètement inutiles.	Canadians spend too much money on things which are completely useless.

3.	Les médias contribuent à la violence dans la société.	The media are largely responsible for the violence in our society.
4.	Les parents exercent beaucoup trop de pression sur leurs enfants quant à la réussite de leurs études.	Parents put too much pressure on their children to succeed in school.
5.	L'éducation est le seul moyen de réussir dans la vie.	Education is the only way to succeed in life.
6.	Les parents devraient payer toutes les dépenses de leurs enfants qui vont à l'université.	Parents should pay for all of the expenses of their children who go to university.
7.	L'école d'aujourd'hui nous prépare à faire face à l'avenir.	School today prepares us to face the future.
8.	Les jeunes ont beaucoup trop de liberté aujourd'hui.	Young people have too much freedom today.
9.	Les professeurs devraient donner moins de devoirs à la maison.	Teachers should give less homework.
10.	Les expériences scientifiques sur les animaux devraient être défendues.	Scientific experiments on animals should be prohibited.
11.	Les expériences sur les animaux sont nécessaires au progrès de la science.	Experiments on animals are necessary for scientific progress.
12.	Il est acceptable de garder les animaux sauvages en captivité.	It is acceptable to keep wild animals in captivity.
13.	L'apprentissage d'une deuxième langue est indispensable dans le monde d'aujourd'hui.	Learning a second language is indispensable in today's world.
14.	Les gouvernements devraient prendre plus au sérieux les problèmes de l'environnement.	Governments should take environmental problems more seriously.
15.	L'âge légal pour boire devrait être abaissé. Les lois sont trop sévères quant à l'âge des jeunes qui voudraient acheter et consommer de l'alcool.	The legal drinking age should be lowered.

Practising for Discussion

- Students should have frequent opportunities to practise developing arguments and offering reasons to support their views.
- Activities that involve the class or small groups in brainstorming arguments and reasons to support or refute a particular point-of-view can be helpful.
- Students should be aware that to participate effectively in the discussion task they will need to offer several reasons, examples or explanations to support the view they put forward. They should also practise ways of offering a conclusion or summary statement.
- On the following pages, two contrasting approaches to discussion as part of regular class work are described. These are descriptions of what some teachers currently do; neither is intended to be required or prescribed in any way. We have included one fairly formal set of activities, and one less formal, to illustrate the range of possibilities.

Sample Activities to Practise Discussion: Regular Class and Small-group Discussions

In this classroom, the teacher encourages regular discussion of topics that interest students. The emphasis is on the exchange of ideas and logical reasoning. In most cases, students do not engage in formal debate or argument, although they often take opposing positions as they discuss the topics that arise.

The class keeps and adds to a list of discussion topics. They have frequent informal pair, small group and class discussions as topics arise naturally in the themes they are studying.

The teacher also sets aside time each week for a more formal discussion period. Activities vary throughout the course. At various times, students have opportunities to:

- model and practise with vocabulary and patterns that are useful in discussion and provide a variety of ways of:
 - ✓ offering opinions
 - ✓ offering agreement
 - ✓ asking for clarification
 - ✓ stating ideas tentatively (e.g., *peut-être*; *je me demande si*; *probablement*)
 - ✓ asking others for their views
 - ✓ stating disagreement
 - ✓ restating others' views

- Practise exchanging views with a partner; then summarizing their partner's views to another pair of students.
- Brainstorm reasons and examples to support or refute a variety of topics.
- Engage in informal discussions arising out of a school or community event.
- Practise ways of developing concluding statements to end a discussion (*en résumé...*, *en conclusion...*, *pour terminer...*, *pour finir...*).
- Make lists of questions they can use to find out about someone else's views about a particular topic.
- Work in groups of four students to explore a topic for 10 minutes; record their ideas on paper, exchange papers with another group; and react to their ideas.
- Write paragraphs offering and supporting a point-of-view.
- Engage in informal debates where the class is divided in half and assigned pro and con positions on a topic. Students from each side speak in turn. Each student tries to offer one argument (example, reason, piece of evidence). The teacher assigns a point for each new argument. The activity concludes when no student could offer a new argument.
- Practise a four-person discussion, modeled on the process used in the oral examination.

Daily Practice in Argument

In this classroom, the teacher emphasizes formal argument, where students learn to support positions pro and con. Beginning early in the year, the teacher sets aside **10 minutes each lesson** for practise in discussion and argument. The whole class works with the same topic, over six classes, before going on to the next.

Day 1	<ul style="list-style-type: none">• The teacher provides a topic from the current unit of study, current events, student suggestions or other source. Students brainstorm possible views or opinions on the topic as the teacher records these on the board or on chart paper.• Students record material that may be relevant for future reference, including some of the structures the teacher and other students model in stating opinions.
Day 2	<ul style="list-style-type: none">• Students work in small groups. They select from the opinions or points-of-view developed on the previous day and brainstorm a list of arguments (examples, evidence, reasons) to support various positions. Groups contribute their arguments to create a master list on the board or charts.
Day 3	<ul style="list-style-type: none">• In small groups, students brainstorm lists of useful vocabulary associated with the topic. Groups share their lists and add to their own records from the lists other groups have developed.• For homework, each student prepares a 30-second opening and a 30-second concluding statement for two of the positions (typically pro and con).
Day 4	<ul style="list-style-type: none">• In groups of 4, students use their own notes to discuss the topic for 10 minutes. Two choose one side or point-of-view; two choose another in order to balance the discussion and allow students to help each other.
Day 5	<ul style="list-style-type: none">• Students repeat the day 4 activity but reverse points-of-view.
Day 6	<ul style="list-style-type: none">• Teacher chooses groups and assigns points-of-view (usually pro/con) through random draws, using number or name cards, colour coding, etc.• The first group of four is called and given its assignment. Each member gets a file card on which to write a few notes as they prepare.• The group has 10 minutes to prepare before the group is evaluated on its discussion. They do not present in front of the class.

Appendix A:

Conversation Sustainers

<p>Openers</p>	<ul style="list-style-type: none"> • Salut! Ça va? Et toi? Pas mal! Pas pire! • Qu'est-ce que tu as fait/vu? • Quels sont tes projets? 	<ul style="list-style-type: none"> • J'aime ta/ton/tes _____ (vêtements). • J'ai faim... • Qu'est-ce tu vas faire?
<p>Links</p>	<ul style="list-style-type: none"> • Moi aussi... • Oui/Non... • Mais... • Jamais de la vie!... • Ah, oui?... • Et puis?... 	<ul style="list-style-type: none"> • Formidable!... • Je m'en fiche/fous!... • Pas du tout!... • Absolument!... • Cependant...
<p>Reactions</p>	<ul style="list-style-type: none"> • Uhhhh...! • Bien. • Bizarre! • C'est vrai. • C'est chouette! • C'est dépassé! • C'est démodé! • Voilà! • Bravo! 	<ul style="list-style-type: none"> • C'est moche! • Ça m'est égal • Dis donc! • Sans blague! • C'est beau! • Sensass! • Bien sûr! • C'est chic! • Ah Oui...!
<p>Rescues</p>	<ul style="list-style-type: none"> • Comment dit-on...? • Qu'est-ce que tu veux dire? • Par exemple? • Alors, tu penses que... • Peux-tu m'expliquer? • Qu'est-ce que tu penses? 	<ul style="list-style-type: none"> • Pardon? • Je ne sais pas. • Je ne comprends pas. • Peux-tu répéter, s.t.p. • Pouvez-vous répéter, s.v.p.

<p>Details</p>	<ul style="list-style-type: none"> • Pourquoi? • Qu'en penses-tu? • Et toi? • Où? • Quand? 	<ul style="list-style-type: none"> • Et ensuite? • Et après? • Qu'est-ce qu'il dit? • Comment?
<p>Opinions</p>	<ul style="list-style-type: none"> • Je pense que... • Je trouve que... • Je crois que... • À mon avis,... • Je me demande si... 	<ul style="list-style-type: none"> • Selon moi,... • D'après moi,... • J'aime/Je n'aime pas... • Je préfère...
<p>Endings (mainly for role-play or conversations)</p>	<ul style="list-style-type: none"> • Je suis d'accord (avec toi)! • Merci. Je te/vous remercie. • À bientôt! • À la prochaine! • À demain! • À tout à l'heure! • Ah! Regarde/Regardez l'heure! • Bon, eh bien! • Au revoir. • Bon alors, excuse-moi mais je dois partir. • On se téléphone? 	<ul style="list-style-type: none"> • Bonne idée! • Je dois partir. • Je dois m'en aller. • J'ai un rendez-vous. • Quelle heure est-il? • Très intéressant! • On se rappelle • Donne-moi des nouvelles • Ecris-moi! • On se revoit la semaine prochaine?

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Bruce Izard

Campbell River # 72

Jacqueline Parker

Vancouver # 39

Vince Petho

Prince George # 57

Rosemarie Tremblay

Langley # 35

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Arrow Lakes # 10

Caroline Becir

Delta # 37

Manon Cloutier

Coquitlam # 43

Karen Lindsay

Victoria # 61

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Alberni # 70

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Kimberley # 3

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