

**FRENCH IMMERSION LANGUAGE ARTS (FILA) 10 – 12
Oral Communication 12 (4 credits)**

Oral Communication 12 is designed to encourage students to refine and clarify their communication through practice and revision of French-language texts, with an emphasis on oral communication. The course provides students with opportunities to explore original texts, as well as to create, write, and share their own texts for a range of purposes and real-world audiences and to develop active listening skills. Through processes of drafting, reflection and revising, students will build a body of work for a range of language situations. Over time, they will develop confidence in their oral and written communication skills.

The following are possible focus areas in Oral Communication 12:

- spoken word, poetry, slam
- presentation of poems and fables
- plays, reader's theatre, skits
- improvisation
- radio, podcasts, video
- songs
- public speaking
- debating and argumentation
- oral presentations
- First Peoples stories
- advertising

BIG IDEAS

Linguistic variations offer **cultural reference points** within the **French-speaking world**.

The life experience, culture, and current **context** of the audience influence the interpretation of a **text**.

Linguistic and cultural identities are shaped by what we hear, see, read, and write.

The message conveys the **intentions of the writer**.

The **voice** is powerful and evocative.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following, using oral, written, and visual media:</i></p> <p>Explore and Reflect</p> <ul style="list-style-type: none"> • Use language and cultural knowledge to discover their identity within the French-speaking world • Interpret a text to identify implicit and explicit messages • Analyze the influence and importance of social, historical, and cultural contexts as well as diversity in approaching various texts • Interact with Francophones and have life experiences in the French-speaking world • Comment on various points of view in Francophone and First Peoples cultures • Compare the roles that stories and the oral tradition play in Francophone and First Peoples cultures • Compare their personal values and points of view with those expressed in a text in order to call into question their own opinions • Identify the type and intention of a text • Exercise critical thinking, clarity, and coherence in responding to texts • Evaluate the acquisition of new knowledge concerning a text • Apply appropriate strategies in a variety of contexts in order to understand a text 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> • communication strategies <ul style="list-style-type: none"> – language registers – argumentation – taking the floor – courtesy formulas – verbal and non-verbal – active listening • social, historical, and cultural elements <ul style="list-style-type: none"> – protocols for using First Peoples stories • literary elements <ul style="list-style-type: none"> – stylistic devices – semantic field – expressions – elements of the oral tradition • text organization <ul style="list-style-type: none"> – structure of texts – argumentative essay

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and Communicate</p> <ul style="list-style-type: none"> • Communicate using a variety of expressions and presentation formats according to the context • Sustain a spontaneous discussion by sharing relevant ideas • Persuade or convince their audience by using appropriate strategies • Summarize ideas and information gleaned from a text • Nuance their opinions to adapt to communication situations • Draw on verbal and non-verbal elements to enrich oral expression • Apply active listening techniques • Evaluate the importance of social and cultural contexts and adapt their communication style accordingly • Revise their communications by applying enrichment strategies in order to polish their text • Select appropriate writing processes and design methods to plan, develop, and create oral interactions for a variety of purposes and audiences • Use various styles of elocution in their oral communications in order to create the desired effect 	<ul style="list-style-type: none"> • language elements <ul style="list-style-type: none"> – structure of relative subordinate clauses – verb tenses and modes • editing strategies • elements to enrich a text <ul style="list-style-type: none"> – clarity – persuasion

Big Ideas – Elaborations

- **Linguistic variations:** variations in phonics (accents), lexicon (expressions), and grammar (structures)
- **cultural reference points:** events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities
- **French-speaking world:** the profile of communities that use French in various geographic or social spaces
- **context:** family, language, personal experiences
- **text:** oral, written, visual
- **intentions of the writer:** opinions, thoughts
- **voice:** tone, intensity, intonation, pacing, pronunciation, articulation

Curricular Competencies – Elaborations

- **media:** digital, print, multimedia
- **identity:**
 - Francophone: a person whose mother tongue is French;
 - Francophile: a (non-Francophone) person who appreciates aspects (language, culture, civilization) of French Canada and the French-speaking world;
 - French-Canadian
- **social, historical, and cultural contexts:** understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
- **diversity:** ethnic, sexual, religious, gender identity, gender expression
- **approaching:** tackle, present, and interpret
- **texts:** oral, written, visual
- **Interact with Francophones and have life experiences in the French-speaking world:** blogs, class or school visits (including online or virtual visits), concerts, discussions, festivals, films, correspondence, plays, social media, stores or restaurants offering service in French
- **roles that stories and the oral tradition play:**
 - in Francophone cultures: to transmit language, traditions, history, perspectives, teachings
 - in First Peoples cultures: to transmit traditions, worldviews, teachings, history, attachment to the land
- **intention:** to inform, convince, persuade, entertain
- **Exercise critical thinking:** ask questions and seek answers
- **presentation formats:** digital, visual, oral (such as graphics, illustrations, music clips, photographs, tables, and videos)
- **Persuade:** appeal to the emotions of the audience (verbal and non-verbal)
- **convince:** appeal to the logic of the audience (verbal and non-verbal)
- **Nuance:** express the subtleties of a thought
- **social and cultural contexts:** writers have to take into account who they are addressing
- **enrichment strategies:** using complex sentence structures, polished vocabulary
- **writing processes:** planning, drafting, revising, proofing, dissemination
- **elocution:** manner of expressing oneself orally and of articulating and linking sentences

Content – Elaborations

- **contexts:** see course focus areas
- **language registers:** slang, everyday language, and formal language
- **argumentation:** act of convincing and thereby encouraging another to act
- **courtesy formulas:** greetings, taking leave, level of formality (*tutoiement* and *vouvoiement*, *pourriez-vous*)
- **verbal:** intonation, voice, volume, pacing, pauses, tone
- **non-verbal:** gestures and facial expressions
- **active listening:** pay attention, be present, ask open-ended questions, reformulate, show respect
- **protocols for using First Peoples stories:** First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
- **stylistic devices:** techniques to make what we want to say more expressive, impressive, and convincing in order to create an effect on the audience of a text
- **semantic field:** set of words (verbs, nouns, adjectives, synonyms) pertaining to a given theme
- **expressions:** idiomatic, regional
- **elements of the oral tradition:** storytelling, songs, transmission of information through human speech and circular thought
- **texts:** see course description
- **argumentative essay:** an organized series of sentences whose purpose is to support a line of reasoning, convince someone of your point of view, justify an opinion, or illustrate its value
- **structure of relative subordinate clauses:** e.g., *Le cours auquel je me suis inscrit a été annulé.*
- **verb tenses and modes:** past subjunctive
- **editing strategies:** rereading, consulting reference tools, using a revision grid
- **clarity:** use of appropriate words
- **persuasion:** word choice, arguments, intonation, enunciation, emotions, logic, impact, formality