**Annotated Bibliography**

**Effective Assessment Practices in FSL: Connecting Growing Success and the Common European Framework of Reference for Languages (CEFR) Kindergarten to Grade 12**

*Summary:* This article is an invaluable resource in understanding the CEFR in a Canadian setting and having a strong understanding of the different levels of comprehension in the classroom. This document is a basic overview of the Common European Framework of References for French as a second language. Each teacher can understand the basic learner from the intermediate and the proficient learner. It is also a good idea for teachers who are serious about teaching French as a second language to take the test themselves and find out their levels as a teacher so that they can teach what they know. Another important facet of the article is the emphasis on ‘can do’ statements as opposed to ‘I can’t’ statements and having the student take control of their own learning styles and assess their abilities for their own reference. As stated in other articles, the use of metacognition in the classroom puts things into perspective when learning another language.

**Berhó, D. L., & Defferding, V. (2005). Communication, Culture, and Curiosity: Using Target-Culture and Student-Generated Art in the Second Language Classroom. *Foreign Language Annals,* *38*(2), 271-276. doi:10.1111/j.1944- 9720.2005.tb02491.x**

*Summary:* The article talks about the positive effects of teachers utilizing original artwork in the second language classroom. This is mainly because of teaching culture in both the L1 and L2 is beneficial not only for the student’s curiosity, but also the comfort level and ease of language acquisition in an actual classroom environment. The article examines classroom observations on students who have trouble with learning the language fully. In a three year period, the students were taught with using artwork and the teacher using art as a promotion of activating background knowledge and triggering an understanding of cultural and historical learning of the L2 environment. This is a fascinating article that has lots of hands on research and can be a fantastic way for the teacher to engage the students in new and fresh ways. Artwork is a passion of many cultures and should be applied not just in a unit but also for a whole year in the French classroom.

**Cohen, A. D. (1991). The Contribution of SLA Theories and Research to Teaching Language.**

*Summary:* This article is a fascinating look on the role of the teacher in an effective SLA classroom. The six different methods for teachers to use are as follows: comprehensible input, focus on form, correction of speaking errors, pronunciation, speech act sets, learning strategies, and factors influencing language learners. The article talks about both the negative and positive factors regarding each of the six topics for engagement in the classroom. Comprehensible input is quite intriguing as it is less on the language classroom as a whole and more on the actual language itself. This can include cultural classes and helps the student come up with their own conclusions to their learning, Another interesting finding in the article is based on the influence of language learners which is seen of as the most beneficial to the learner. If they are engaged in the material, then the student will be far more successful in learning a second language. In order for this to happen however, the instructor must be very innovative and engaging as a teacher.

**Kissau, S., & Turnbull, M. (2008). Boys and French as a second language: A research agenda for greater understanding. Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée, 11(3), 151-170.**

*Summary:*  This article focuses on the role of male learners in the French classroom and possible reasons to why two thirds of male FSL students drop out and how to keep them in a French classroom. One of the main reasons of this phenomenon isn’t just with a French classroom, but how male genders feel like they don’t have any control in a class that is more about mimicry than tangible lessons that can be understood, experimented with and controlled. French, the language itself, is also seen to be as more feminine than other more masculine languages like German and Latin. There are a few proposals to combat the issue of gender imbalance in a FSL class. The first is to have more male French teachers in the class as role models and advocates for French language. The second is to make French a more applicable skill in a workforce. The article is fascinating realization that there is still gender inequality even in this day and age in schools.

**Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.**

*Summary:* This fascinating book aids the teacher with how SLA is realized in both an academic setting and with real life examples. As many second language classes have always taught students with their first language as a benchmark, Ortega takes the stance that language doesn’t have to be taught solely in a classroom, but also in other fields including linguistics, psychology and child development. The book is an invaluable source of information that delves into the heart of L1, L2, and multilingual pathways in all their complexities and pitfalls. If the French teacher can understand the cognitive reaches of their individual learners in all of their expressive and academic ways, then the root to language teaching success lies in the metacognitive, social and affective learning. Despite it’s density, the book should be studied and analyzed further in order to fully digest what motivates a language learner and what kind of categorical language learner they are and can become.

**Peterson, E., & Coltrane, B. (2003, December). Culture in Second Language Teaching. *Online Resources: Digests*.**

*Summary:*  This article talks about the importance of culture in language teaching. While focusing on linguistic forms in order to understand a language, culture should be taught alongside the linguistic acquisition of a language so that a student knows how to address a person who’s L1 language is the one they are learning. Having culture taught without preconceptions will help the student understand the content of a class while also gaining insight to a culture that is foreign and not fully understood. The article emphasizes that it is important for the student to apply the cultural norm to their own worldview so that they can successfully learn a new culture while making their own new assumptions from what the teacher has taught the student about the cultural differences in question. Cultural artifacts that can be brought into the classroom can be authentic materials like photos or magazines; proverbs in the target language and role play of greetings and general language use in a familiar place like a restaurant or a post office.

**Terrell, T. D. (1991). The role of grammar instruction in a communicative approach. The Modern Language Journal, 75(1), 52-63.**

*Summary:* This article is focused mainly on the importance of grammar in SLA but is still not the most important aspect when learning a language. An important fact to note relating to the piece is that formal teaching is more successful than informal learning. The student can learn grammar by applying their own L1 skills to a new language and as they form their own patterns, the instructor can help guide the student to proper grammar usage. The article does stress that in reading and written language acquisition, there is a very positive benefit to formal grammatical rule teaching in the classroom, but not in conversational skills or oral skills. In order to be improvisational in L2 learning, it is imperative that the student needs to find his or her own patterns, recognition and comfort in language in order to fully immerse themselves in the language. In conclusion, the article stresses the importance of grammar in language skills, but it shouldn’t be the sole focus of language acquisition as a whole.