

# *Échos Pro* and the Common Framework of Reference (CFR)

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The Common European Framework of Reference (CEFR), now generally referred to as the Common Framework of Reference (CFR), provides a clear and coherent way of describing and assessing language proficiency. The framework was developed by the Council of Europe after 30 years of examining language teaching, learning, and assessment. It is used in many countries to provide a universally understood lexicon. Language proficiency is defined in six broad levels, from basic to proficient, against which a learner's progress can be measured by learners themselves and by teachers.

Language proficiency is represented by positive can-do statements that relate to understanding (listening, reading, and viewing), speaking (production and interaction), and writing. As learners advance in their learning, they reuse, reinvest, and develop language and skills into gradually increasing yet recursive levels of achievement. The CFR and associated language portfolio provide a means of identifying goals and monitoring progress.

A number of the CFR's guiding principles are particularly pertinent to current practices in Canadian French-as-a-second-language (FSL) teaching and learning. The pedagogical approach in *Échos Pro* (including the *Échos* series) aligns with the principles of the CFR in a number of important ways.

## **Action-oriented**

*Échos Pro* emphasizes communicative action-oriented tasks based on purposeful learning. Learners are engaged and motivated by meaningful, age-appropriate, and cognitively challenging tasks and projects conducted collaboratively and individually. Topics and tasks that interest learners in their everyday lives form the basis of learning in the FSL classroom, and authentic inquiry into those topics affirms learners' interests and identities.

## **Text-based**

*Échos Pro* is a text-based resource built on the guiding principles established in Pearson's *Making Connections*, which outlines a literacy approach to FSL teaching and learning. It offers multimedia text formats, interactive features, and web-based access. Exploring and producing print, audio, graphic, multimedia, electronic, and other forms of text prepare learners for multiliterate futures.

## Activation of Strategies

Strategic learning supports all learning in *Échos Pro*. Cognitive strategies (comprehension and production), socio-affective strategies (cooperative learning), and metacognitive strategies are activated by making explicit links to skills and knowledge that learners bring from their first and/or additional language(s) and from their learning in other subject areas. These strategies are introduced and reinforced progressively throughout the modules through think-aloud modelling, shared, guided and independent practice, and reflection, thus reinforcing the transfer of literacy skills and strategies—*what* they know and *how* they know—across languages and contexts.

## Cultural Awareness and Intercultural Understanding

*Échos Pro* values the multilingual and multicultural nature of Canadian classrooms by ensuring that learners see themselves and their linguistic and cultural backgrounds represented in the texts and are invited to reflect on and share their experiences. The program integrates clearly identified cultural elements, such as Francophone people, locales, and ways of life, as well as more nuanced elements, such as cultural influences on language. The development of knowledge, attitudes, and actions enable students to become respectful citizens and effective communicators in a complex global society.

COMMON FRAMEWORK OF REFERENCE (CFR)	ÉCHOS PRO AND ÉCHOS
Action-oriented approach, where learners work together on purposeful tasks and language activities.	Action-oriented, purposeful tasks.
Use of texts as a focus for language learning—print, audio, graphic, and multimedia texts that learners use and produce.	A variety of print, audio, graphic, multimedia, electronic texts.
Activation of communication strategies to successfully complete tasks.	Comprehension, production, metacognitive, and cooperative learning strategies.
Integration of cultural awareness and intercultural understanding into all aspects of language learning.	Integration of cultural awareness and intercultural understanding.
Balance of knowledge ( <i>savoir</i> ), skills and know-how ( <i>savoir-faire</i> ), awareness and attitudes ( <i>savoir-être</i> ), and the ability to learn ( <i>savoir apprendre</i> ).	Multi-modal texts ( <i>savoir</i> ), authentic tasks ( <i>savoir-faire</i> ), cultural learning ( <i>savoir-être</i> ), guided reflection ( <i>savoir apprendre</i> ).
Use of can-do statements to assess a learner's performance in each language skill.	<i>Je peux</i> learning goals and reflection/assessment cues.

## **Balance of Knowledge, Skills, and Attitudes**

In *Échos Pro*, learners explore varied, engaging, multi-modal texts that provide rich learning opportunities (*savoir*) and learn how to activate strategies to support their use of texts and performance of authentic tasks (*savoir-faire*). Embedded cultural learning is designed to develop awareness and enhance attitudes (*savoir-être*), and the setting of learning goals, monitoring of progress, and guided reflection (*savoir apprendre*) place learners at the centre of their own learning.

## **Use of Can-do Statements**

*Échos Pro*'s illustrated *Je peux* (I can) statements related to learners' skills and strategies encourage them to take charge of and monitor their own learning. Learning goals are introduced in the opening page or screen of each module, revisited in assessment-for-learning moments throughout the teaching sequence, including just before and after the performance task, and then as part of the end-of-module reflection and self-assessment.