

# Oral Language Development

Oral language development is the foundation of students’ overall literacy development. It is an essential component of language learning and, as such, it is integrated into the development of all the language skills—listening, speaking, reading, and writing, as well as viewing and representing—and is woven into the Before, During, and After of each text exploration.

## What Is Purposeful Oral Language Development?

Teachers can help students develop oral language skills in French through the use of purposeful oral language: language that connects to students’ lives and allows them to communicate a real message. Each time students embark on an oral activity, effective teachers ask themselves “Are students communicating real information? Does their response mean something to the listener?”

Engaging FSL students with aural, written, and visual texts of different types provides a language model as well as a stimulus for purposeful oral language use.

## Gradual Release of Responsibility and Oral Language Development

The Gradual Release of Responsibility Model provides the scaffolding students need to develop the independent use of oral language skills.



Modelling <b>M</b>	Shared Practice <b>SP</b>	Guided Practice <b>GP</b>	Independent Practice <b>IP</b>
<p>The teacher models the language authentically while students observe and try to understand.</p> <p><b>For example:</b> In a simple interview, the teacher would model by saying: - <i>Je m'appelle Madame Richard. J'aime le hockey.</i></p>	<p>The teacher and students work together. The teacher models and helps students use the strategy.</p> <p><b>For example:</b> The teacher asks a student to respond with a personal answer to a question. - <i>Je m'appelle Madame Richard. Comment t'appelles-tu? (Je m'appelle Simon.)</i> - <i>Simon, j'aime le hockey. Qu'est-ce que tu aimes? (J'aime le soccer.)</i></p>	<p>Students are invited to do the activity while the teacher coaches and guides them.</p> <p><b>For example:</b> Following the teacher’s model, two students interview each other while the teacher and classmates listen. The teacher helps them as needed and applies interventions when necessary.</p>	<p>Students work independently by adapting the teacher’s model. The teacher observes and applies interventions when necessary.</p> <p><b>For example:</b> Students interview each other in pairs. The teacher observes and supports them by using a range of strategies such as prompts, indicating language on a word wall, and so on.</p>

# Shared Reading

## What Is Shared Reading?

Shared Reading is an effective instructional strategy used to actively engage students in reading a text they cannot read or comprehend on their own.

Teachers use modelling, questioning, and a variety of oral reading techniques to engage students with a text.

Shared Reading in the FSL classroom benefits students in many different ways. It provides opportunities for students to...

- increase engagement and motivation in learning French through active participation;
- experience success reading texts that may be beyond their independent reading levels;
- hear a text read with fluency and expression;
- improve pronunciation and intonation;
- develop comprehension strategies and language awareness;
- explore a range of text forms and genres in a supported way.

## Gradual Release of Responsibility and Shared Reading

The Gradual Release of Responsibility Model provides the scaffolding students need to read and comprehend text independently.



<b>Modelling</b> <b>M</b>	<b>Shared Practice</b> <b>SP</b>	<b>Guided Practice</b> <b>GP</b>	<b>Independent Practice</b> <b>IP</b>
The teacher reads the text aloud or plays the audio recording of the text, providing a model of fluency and expression.	The teacher and students read the text together.  The teacher may use an oral shared-reading technique, such as echo or shadow reading, to help students.	Students are invited to read the text in directed parts, or as they feel comfortable.	Students read the text with a partner and/or independently using the Small Books.

# Comprehension Strategies

## What Are Comprehension Strategies?

Second language learners call on a number of strategies to help them understand as they view, listen to, or read text. Students may acquire new strategies or reuse strategies that they have already acquired from first language instruction to help them maximize understanding.

Effective text users have a repertoire of comprehension strategies that they may choose from. They may apply and monitor any one of these strategies in a wide range of communication situations.

*Échos* introduces and reinforces eight useful strategies in a progressive manner over the course of the three levels of this resource. The lesson plans for each text help to bring one strategy to a conscious level, so that students are aware of how the strategy helps them understand text.

Students become familiar and comfortable with this strategy as teachers encourage them to reuse it in subsequent texts.

## Gradual Release of Responsibility and Comprehension Strategies

The Gradual Release of Responsibility Model provides the scaffolding students need to use comprehension strategies independently.



Modelling <b>M</b>	Shared Practice <b>SP</b>	Guided Practice <b>GP</b>	Independent Practice <b>IP</b>
<p>The teacher models while students observe how a skilled reader uses the strategy by watching and listening to the teacher use a think-aloud.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>- <i>Je pose une question : Quel est le titre? C'est « Pauvre Michell »</i></li> </ul>	<p>The teacher helps students use the strategy.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>- <i>Je pose une question : Qui peut m'aider? (C'est « Quel est le titre? »)</i></li> <li>- <i>Excellent. Quel est le titre? (C'est « Les superbibittes ».)</i></li> </ul>	<p>Students use the strategy while the teacher coaches and guides them.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>- <i>Qu'est-ce que vous faites en premier? (Je pose des questions.)</i></li> <li>- <i>C'est ça. Et quelle est la question et quelle est la réponse? (Quel est le titre? C'est « Voici mon école ».)</i></li> </ul>	<p>Students use the strategy independently.</p> <p><b>For example:</b></p> <p>When students read selections in <i>Échos mag</i>, the teacher encourages them to use the ask-questions strategy.</p>

# Language Exploration

## What Is Language Awareness?


Language awareness refers to students' capacity to understand how language forms operate. FSL students learn how language forms operate so that they can better understand and use language to communicate for real and meaningful purposes.

There are several ways to help students discover patterns within words and in language that will contribute to their language awareness and help them better understand and communicate in French.

In this resource, language exploration takes place during a Shared Reading session and puts language awareness in context in a “just-in-time” fashion. Teachers prepare for this by examining the language in a text in advance, and choosing a focus and a way of reinforcing that focus for students during and after the Shared Reading session.

## The Gradual Release of Responsibility and Language Exploration

The Gradual Release of Responsibility Model provides the scaffolding students need to develop the independent use of oral and written language skills.



<b>Modelling</b> <b>M</b>	<b>Shared Practice</b> <b>SP</b>	<b>Guided Practice</b> <b>GP</b>	<b>Independent Practice</b> <b>IP</b>
<p>The teacher uses a think-aloud to focus students' attention on a particular language form.</p> <p><b>For example:</b> - <i>Hmm... Regardez la phrase « J'aime les classes. » « Classe », c'est un mot-ami. C'est un mot qui signifie la même chose en anglais et en français.</i></p>	<p>The teacher and students work together. The teacher models and helps students do the activity.</p> <p><b>For example:</b> - <i>Qui peut m'aider? Trouvez des mots-amis. (« Adore » est un mot-ami.)</i></p>	<p>Students are invited to do the activity while the teacher coaches and guides them.</p> <p><b>For example:</b> - <i>C'est à votre tour. Quels sont les mots-amis?</i> - <i>(Les mots-amis sont...)</i></p>	<p>Students work independently by adapting the teacher's model as the teacher observes.</p> <p><b>For example:</b> Students may work with the text independently, highlighting or circling familiar words in the text.</p>

# Response to Text

## What is Response to Text?

Students demonstrate comprehension of a text by connecting new knowledge to prior knowledge, and by transforming information in a new form using various modes, such as speaking, writing, and representing. In this way, students are responding to text.

How students demonstrate their learning is dependent on a number of factors. Each Response to Text involves choices made by an individual teacher and his or her students. This decision must be made at the beginning of a learning sequence to ensure that the language students will need to produce their Response to Text is adequately scaffolded.

Decisions need to be made about the type of product(s) that students will produce, the target audience for the product(s), and the means of delivering the product(s). Teachers may tailor or differentiate the Response to Text based on the specific needs of students and on their personal and unique set of circumstances. Factors include...

- students' ability levels, learning styles, and preferences;
- links to other subject areas;
- access to technology;
- available time.

## The Gradual Release of Responsibility and Response to Text

The Gradual Release of Responsibility Model provides the scaffolding students need to respond to text independently.



<b>Modelling</b> <b>M</b>	<b>Shared Practice</b> <b>SP</b>	<b>Guided Practice</b> <b>GP</b>	<b>Independent Practice</b> <b>IP</b>
<p>The teacher does a think-aloud while modelling how to orally interpret text or how to create a personal text for students.</p> <p><b>For example:</b> - <i>Écoutez et regardez. Je fais un sondage. Je pose la question à Éric: Qu'est-ce que tu aimes à l'école?</i></p>	<p>The teacher asks a student to participate in the oral or written modelling of the task while the teacher supports and coaches the student.</p> <p><b>For example:</b> - <i>Éric, pose la question du sondage. (Sam, qu'est-ce que tu aimes à l'école?)</i></p>	<p>Two students are invited to interpret a text or create a text in a large class setting while the teacher helps them.</p> <p><b>For example:</b> - <i>Kayla et Patrick, posez les questions du sondage.</i></p>	<p>Students are ready to interpret a text or personalize the model text on their own.</p> <p><b>For example:</b> - <i>Maintenant, tout le monde, faites le sondage.</i></p>