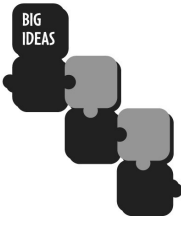


# Guiding Principles



*Échos* is founded on principles drawn from Pearson Professional Learning's book, entitled *Effective Literacy Practices in FSL: Making Connections*.

## **Engaging and Motivating Students: Making It Real**

Students learn to communicate in a second language when they are motivated and engaged in meaningful, age-appropriate, culturally relevant, and cognitively challenging tasks and projects.

A variety of oral and written texts serve as a springboard for such tasks and projects.

## **Integrating Oral Language: Communicating for Success**

Various forms of text (aural, visual, and written) provide powerful starting points for students to interact with meaningful ideas in French. Teachers facilitate and support students' abilities to access this content and interact with others by integrating authentic oral language use.

Oral language use is integrated into the modes of listening, speaking, reading, writing, viewing, and representing; these modes are interdependent and reciprocal.

Key comprehension strategies, which facilitate meaning-making, are explicitly taught and modelled by teachers, and practised and used by students with teacher support.

Teachers help develop students' language skills in their second language by supporting, modelling, and providing sufficient opportunities for shared and guided practice, until students can use these skills independently.

## **Developing Language Awareness: Discovering Patterns**

To learn a language, students must understand how the language code functions by developing knowledge and skills in phonics, spelling, grammar, and sentence structure, and by recognizing patterns.

Language structures are introduced to students as students need them and are able to use them to communicate. They are not a goal in and of themselves.

Interest and motivation drive students' desire to use various tools to break the code and to understand oral and written language.

## **Assessing and Differentiating: Reaching All Learners**

Ongoing assessment strategies inform teaching and learning in the FSL classroom.

Differentiation strategies that respond to students' diverse backgrounds and language proficiencies, as well as their learning styles, strengths, and needs, have a powerful impact on students' engagement, learning, and self-esteem.

Teachers use ongoing assessment strategies to inform their practice. They scaffold and differentiate FSL learning contexts to address the diverse needs of students.

## **Activating Strategies: Making Connections**

Students use literacy strategies from their first language to reinforce and enhance learning in a second language; literacy strategies learned in a second language reinforce learning in the first language.

Learning is enhanced when students make connections to their own experiences, interests, knowledge, and cultural identity through exploration of rich, meaningful texts.