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&

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LINKING SECOND LANGUAGES RESEARCH AND PRACTICE SERIES

In this Issue:

"Pratiques de litt ratie   l' cole. Pour une approche ethnographique de la classe en deuxi me ann e d'immersion en Colombie-Britannique"

Research study by Dani le Moore and C cile Sabatier*

Documenting the French as a second language teaching and learning practices in three Grade 2 French immersion classes in British Columbia

(*) Moore, D. and Sabatier, C. (2010). Pratiques de litt ratie   l' cole. Pour une approche ethnographique de la classe en deuxi me ann e d'immersion en Colombie-Britannique. *The Canadian Modern Language Review*, 66 (5), 639-675.

Reflect - What experiences do I bring to reading the research?

1. How do I support my students to decode and understand written texts?
2. How do I familiarize my students with the French sound-symbol relationships?
3. Do dictées contribute to the literacy development of my students? How?
4. What tools do I use to contribute to their literacy development?
5. What have I learned from observing others' classes?
6. Are my practices grounded in my readings? My studies? My teaching and/or learning experiences? How?

What experience do the researchers bring to conducting the research?

Introducing Danièle Moore and Cécile Sabatier

Danièle Moore is a Professor in the Faculty of Education at Simon Fraser University, Vancouver. She has published extensively on issues related to language acquisition, literacy development, bilingualism, curriculum development and teacher training in multicultural contexts. Her most recent research projects include investigations of intergenerational teaching and learning strategies within a First Nations Heritage Language Revitalization Program, literacy development among trilingual children, and social inclusion of vulnerable children and their families within the Canadian school system and outside.

Cécile Sabatier is an Assistant Professor in the Faculty of Education at Simon Fraser University. Her scholarly work

is situated in Language Education with a focus on linguistic and cultural diversity, classroom interactions, multilingual competencies and language acquisition in minority contexts. Her work documents multilingualism in families, schools and communities as well as it addresses issues of Teacher Education.

**A conversation with reserachers Danièle Moore and Cécile Sabatier, authors of
*"Pratiques de littératie à l'école. Pour une approche ethnographique
de la classe en deuxième année d'immersion en Colombie-Britannique"***

***Where did you conduct your research?
With whom?***

We conducted our research in three Grade 2 French immersion classes in the greater Vancouver area.

What were you trying to find out?

We wanted to document the array of French as a second language teaching and learning practices used throughout a week in Grade 2 French immersion classes.

How did you gather your information?

We video-recorded three Grade 2 French immersion classes, teachers and students, for five full days a week for several weeks. We also took more than 2,000 photographs (of the students, school, student workbooks, books, teacher resources) and interviewed the teachers and the school administration.

What did you do with the data?

We compiled a DVD of a variety of typical teaching sequences. The DVD was given to the teachers and administration of the schools and the participating board of education. It is also used to exemplify instructional practices with pre-service and in-service teachers at Simon Fraser University.

How would you summarize what you found?

This research is part of a larger project documenting French as a second language teaching practices around the world. This data adds to the bank of worldwide documented data informing research and education.

What practical messages come from this study?

1. Observation of others' classes can inform our instruction.

This study documented teaching practices as observed and then explained by the teachers. We, too, could benefit from observing colleagues' classes and having a discussion based on the observations with a view to better understanding the pedagogical choices made. Video-recording ourselves and our students, with permission, can also provide an alternative reflective strategy.

2. Explicit teaching of decoding strategies supports students' literacy development and growing independence.

In this study, teachers provided resources (visuals on the wall, explicit instruction) to support students' strategy use to decode French writing. These strategies helped students to understand French sound-symbol relationships. Understanding these relationships was presented as a key to unlocking French writing.

1. Dictées can serve as connectors.

Teachers in this study used dictées to connect subject areas and language learning. The words from the dictées were found in diverse subject area reading texts and were to be used by the students in their own writing. The dictées were also made available to the students in writing as posted on the wall and on ipods for the students to listen to at a centre. Beyond connecting to the students, a posting of the dictée to one teacher's website also provided a potential home-school connection.

2. Computers can be used as tools to add to students' literacy development.

The use of computers can add to students' literacy competencies as they offer different ways to understand and produce language. As writing may require explicit instruction on

hand positioning so does computer use. The computer also offers diverse ways of collaborating and finding resources-both of which may require explicit instruction to enhance outcomes.

What next?

1. What do I want to learn more about? How can I do that?
2. How can I verify if/when my practices contribute to literacy development?
3. How can I further integrate language with other subject areas?

Additional Research Articles

- Kristmanson, P., Dicks, J., Le Bouthillier, J., and Bourgoin, R. (2008). L'écriture en immersion française : les meilleures pratiques et le rôle d'une communauté professionnelle d'apprentissage. *Revue canadienne de linguistique appliquée*, 11(1), 41-62.
This article proposes a writing model based on the best practices as developed by French immersion teachers and researchers. The research examines the use of the model in 5 French immersion classes in New Brunswick to find that student writing improved with use of the model.
- Martel, V., and Levesque, J-Y. (2010). La compréhension en lecture aux deuxième et troisième cycles du primaire: regard sur les pratiques déclarées d'enseignement. *Revue canadienne de linguistique appliquée*, 13(2), 27-53
This article presents the results of a survey of 413 elementary school teachers in Quebec in regard to their reading comprehension teaching strategies. The survey revealed a variety of strategy use, but a lack of focus on metacognitive strategies. The authors offer practical suggestions to improve reading instruction.
- Lyster, R., Collins, L., and Ballinger, S. (2009). Linking languages through a bilingual read-aloud project. *Language Awareness*, 18 (3/4), 366-383.
These researchers implemented a bilingual read-aloud project (one chapter read in English, the next in French) with three French immersion classes: Grade 1/2, Grade 2 and 3, and collected data through video, observations, questionnaire and interviews. The article shows the students were enthusiastic about the project. Both the students and the teachers benefitted from the cross-linguistic approach.