

## Quoi de neuf? / What's New?

Based on research from the field of teaching and learning French as a Second Language, national and international benchmarking, and extensive consultation with stakeholders in Ontario, recommendations were made and revisions took place. Following the initial revisions, all education stakeholders, including educators, parents, universities, and faculties of education, were invited to provide feedback on the draft revised documents for each FSL program (Core French, French Immersion, and Extended French). The documents were then edited and further revisions based on the feedback were incorporated. During the revision process, the draft revised documents were sent for external fact check and feedback. This input, where appropriate, was incorporated in the curriculum policy documents.

The following are some of the key changes in the revised FSL curriculum. The revised FSL curriculum has many new features to support teachers and students in second language education.

These new features include:

- The Reorganization and numbering of Overall and Specific expectations;
- The addition of illustrative examples to give suggested ways in which students can demonstrate each expectation;
- The inclusion of teacher prompts in French as models to assist teachers and students in using the language to communicate;
- Additionally, Instructional tips have been included to provide instructional strategies and authentic contexts for the effective modelling, practice and application of language.

Another new aspect of the revised FSL curriculum is the development of Intercultural Understanding.

- Intercultural Understanding provides students with an understanding of the various French-speaking communities around the world. It helps students to better understand the cultures of the communities and to develop an appreciation of the similarities and differences between their own culture and the culture of the French-speaking community.
- There is a geographic focus on French-speaking communities beginning with local communities, moving to

Ontario communities, and then a Canada-wide perspective. Students will then have the opportunity to learn about French-speaking communities in the Americas, Europe, Africa, Asia, and Oceania.

- A second aspect to the development of Intercultural Understanding, is the development of sociolinguistic competencies so that students will be aware of the language and behaviours that are appropriate to a variety of social contexts.

The development of metacognition is also a focus of the revised curriculum. In FSL we will see students developing their metacognitive skills through thinking about their learning, assessing their progress, and setting goals to improve their acquisition and use of language and language learning strategies.

Another key addition to the revised FSL curriculum is the inclusion of Media Literacy.

- In Core French, Media literacy is integrated throughout the four strands as examples of the texts that they will listen to, view, read, and produce. Whereas, in Extended French and French Immersion, Media Literacy is included as a specific expectation in each strand.
- There is an expanded definition of texts to include examples from media. Students will be exposed to authentic texts and will be asked to question the information and messages that are presented.

A key feature of the revised FSL curriculum is a change in pedagogical approaches to the teaching and learning of the French language.

There is an increased emphasis on the Communicative and Action-oriented approaches. There is an increased focus on student interest and the authenticity of tasks. Students will focus on language learning strategies in each of the four strands (Listening, Speaking, Reading, and Writing). Teachers are encouraged to contextualize the use of language for students. In addition, there is an increased emphasis on the Gradual Release of Responsibility Model where students and teachers will engage in Modelled, Shared, Guided, and Independent practice.