

Principles of Second Language Teaching

(inspired by Rivers, 1997)

Principle 1: The student is the language learner.

- self-assessment, autonomy of the learner, prior experiences and understandings
- Common Framework of Reference / Language Portfolio

Principle 2: Language learning and teaching are shaped by student needs and goals.

- developing classroom community, language-rich classrooms, routines
- BC core French IRP curriculum

Principle 3: Language learning and teaching are based on communication.

- communicative-interactive language teaching
- importance of oral language development

Principle 4: Development of language is nurtured by interactive, participatory activities using every possible medium and modality to aid learning.

- language learning strategies: songs, gesture, drama, movement,
- facilitating student-student interaction; cooperative strategies

Principle 5: Language learning involves activating literacy strategies.

- making connections to literacy learning
- listening, viewing and reading [texts] for understanding

Principle 6: Development of language is nurtured by integrating across domains within and beyond the classroom.

- integration of French across the curriculum & vice versa
- utilizing authentic documents and experiences

Principle 7: Language learning is penetrating another culture.

- intercultural understandings
- small 'c' vs big 'c' culture
- appreciation of creative works

Principle 8: Language knowledge and control are basic to language learning.

- developing language awareness; role of grammar, error correction
- exploring metacognitive strategies

Principle 9: Planning for and assessing for learning shape language learning.

- planning for teaching a lesson, a sequence of lessons
- assessment for, of and as learning

Principle 10: Language learning is a lifelong endeavour.

- extending and documenting one's language learning journey
- connecting and learning with other language educators