EP Languages and the Ontario Curriculum: French as a second language course: Grades 4-8

What is EP?

EP is an online learning platform that revolutionises learning outcomes and teacher productivity around the world. It is used by over 1.2 million students in over 4000 schools in over 80 countries.

What is EP Languages?

EP Languages is one of the world's leading language learning platforms incorporating contextual listening, speaking, reading, writing, vocabulary and grammar combined with cutting-edge technology.
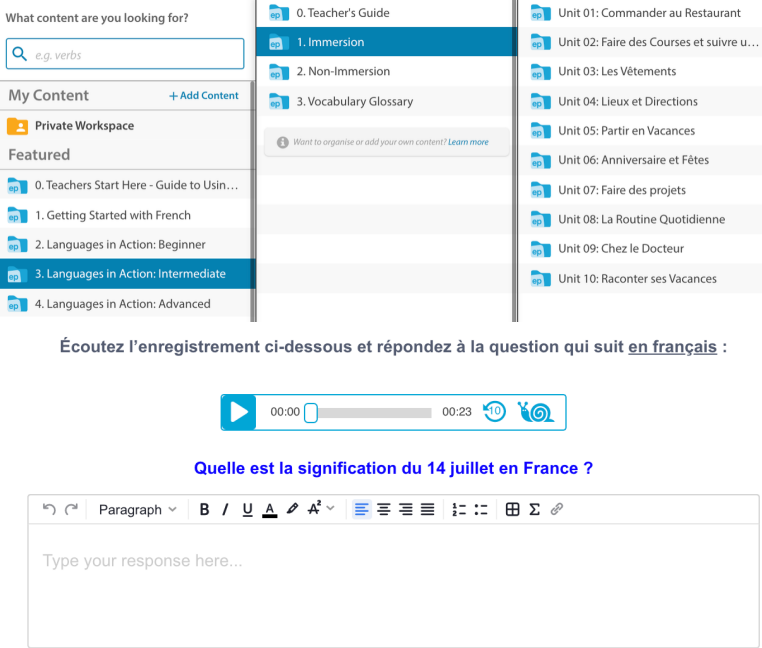
Useful links:

- Click here for a short video which introduces the EP Languages course.
- Click here for a document which outlines how EP Languages aligns to the Common European Framework.
- Click here for a document which gives an overview of all the content that we have available.

How does EP French link to the Ontario Curriculum: French as a second language course: Grades 4-8:

This overview gives an introduction to how the EP French programme links to the overall expectations in the *Ontario curriculum: French as a Second Language* course.
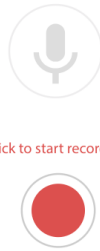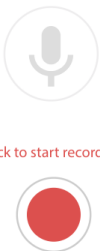
Grade 4-8 Listening

Overall expectations:	How EP supports these expectations:	
A1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;	Across the 4 levels of our programme, we have a series of topic-based units. Within each unit we have a listening comprehension lesson which contains 8-10 listening comprehension texts, all recorded by native speakers. A range of text types are included, and accompanied by a variety of different question styles. Students can listen to these at their own pace and are required to use their listening strategies to understand the texts and complete the activities. Within the platform, teachers can also create their own listening activities very easily to target the listening strategies required.	
A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;	To prepare students for interacting in French, within our speaking lessons for each unit, students are required to listen to a series of questions based on the topic and record their answer. Students can listen back to their recordings and self assess and then re-record their answer if they choose to. Teachers can create additional speaking questions of a similar nature to help students practise their listening to interact skills.	

Grade 4-8 Speaking

Overall expectations:	How EP supports these expectations:	
B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;	In each of our levelled, topic-based units we have a speaking lesson which includes activities focusing on both pronunciation and communication. The pronunciation sections require students to record themselves saying words and sentences which they can then compare to a model answer recorded by a native speaker. The communication sections require students to listen to a series of questions and record their answer, then listen to a series of answers and record a question that might get that answer. Finally there are a series of conversation and monologue tasks that the students record about the topic. Teachers are able to easily create additional speaking tasks to meet their needs and they can listen back to what the students have recorded and give them feedback. Our introduction lessons for each unit introduce useful language to support students in their speaking skills and also model correct pronunciation of kep vocabulary.	Enregistrez-vous en lisant ce passage et comparez votre prononciation à celle de l'enregistrement : *C'est mon anniversaire la semaine prochaine. Qu'est-ce qu'on va faire ?* Audio Recorder 00:00 / 00:30 Press and hold to record Enregistrez votre réponse à cette question en français. 00:00 00:06 Audio Recorder Click to start recording

Grade 4-8 Speaking

Overall expectations:	How EP supports these expectations:	
B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;	As part of our speaking lessons, we have a series of questions which require students to listen to a question and record their answer and then listen to a series of answers and record an appropriate question. These are designed to prepare students for interacting in a variety of situations with different purposes and audiences. Our speaking lessons also include role play tasks to go alongside each of the units, where students are required to record conversations and role plays with a partner. Teachers are able to easily create additional questions of this nature and give feedback on what the students have recorded.	**Enregistrez un dialogue en français avec un ami. L'action se déroule dans un restaurant et vous commandez un repas de 3 plats. Une personne doit être le serveur / serveuse et une le client.** Audio Recorder 🎤 Click to start recording 🔴
B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.	Our speaking tasks include questions demonstrating an awareness of French culture. This is more evident as the levels get higher.	**En français, enregistrez-vous en décrivant un film français que vous avez vu.** Audio Recorder 🎤 Click to start recording 🔴

Grade 4-8 Reading

Overall expectations:	How EP supports these expectations:	
C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;	In each of our levelled topic-based units, we have a reading comprehension lesson. This contains a large selection of reading texts which include a wide range of text types, accompanied by a variety of different types of questions. Teachers can also easily create additional reading comprehension questions to suit their needs. Our course also contains a wide selection of grammar lessons and vocabulary lists which help students to develop all of their key skills.	
C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;	At higher levels, the questions in the reading comprehension lessons require students to answer questions relating to form, purpose and style. Later in the year, we will also be adding in this style of question into our lower level texts. Some of these will be available from September 2020.	

Grade 4-8 Reading

Overall expectations:	How EP supports these expectations:	
C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.	The reading comprehension texts have been written to include aspects of culture from diverse French speaking communities.	Lisez le texte et répondez à la question ci-dessous en français : **Que peut-on acheter dans les trois types de magasins mentionnés dans ce texte ?** Type your response here... *Les magasins spécialisés* En France, on va à la charcuterie pour acheter de la viande froide : du jambon ou du saucisson par exemple. On va à la boucherie pour acheter de la viande comme du boeuf ou du poulet. Il y a aussi la poissonnerie, où on achète du poisson et des fruits de mer. C'est très commun en France d'acheter ces produits dans des magasins différents. Mais, c'est aussi possible de les acheter au supermarché. © 2017 EducationPerfect Languages www.educationperfect.com

Grade 4-8 Writing

Overall expectations:	How EP supports these expectations:	
D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;	Each of the topic-based units within our course contains writing tasks which require students to write a sentence or paragraph answer in the target language based on the topic being studied. The writing tasks have model answers to which students can compare their answers. Teachers are also able to track and give feedback on the students writing. All of our writing lessons are currently in the process of being rewritten to include more emphasis on different text types.	**Répondez à la question d'expression écrite qui suit en français :** **Rédigez une lettre à l'intention du principal de votre école pour lui suggérer quelques idées pour transformer votre école en un lieu plus écolo.** Type your response here...
D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;	Our writing lessons are currently in the process of being rewritten to include many different types of writing activities to help students build their writing skills	
D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.	Each unit brings in different aspects of culture from diverse French speaking communities. As we are in the process of rewriting our writing lessons, these new lessons will highlight relevant aspects of French culture.	Complete the following writing task in French. You may need to do some research for this question: **Write a blog entry describing how French culture is celebrated and maintained in your local community.** Type your response here...

Key Features of the EP Platform:

Data and Insights
The EP platform provides comprehensive formative and summative data on student progress and this is visible at both a class and school level.

Differentiation
The EP platform allows for seamless differentiation. Teachers can set different tasks for different students or can even set different parts of a lesson for different students depending on their needs. The platform also allows you to set different conditions for different students with varied needs.

Tracking and Feedback
The EP platform allows teachers to easily track student progress and give either written or recorded feedback. It provides easy-to-access data on student progress and highlights areas where students need more support.

Assessment
The platform provides a tool for formative and summative assessment. Formative assessments pinpoint concepts that each student is struggling with and our technology automatically identifies next learning steps. When used as a summative assessment tool, teachers are able to access in-depth data on student progress.

Scaffolded lessons
All of our lessons are scaffolded and allow students to progress at their own pace. The lessons are designed to ensure that students master an objective before moving on to the next step.

Customisable and configurable
Teachers can easily rearrange, edit or build their own lessons and assessments to personalise the needs of individual students and school communities.

Enhance higher-order thinking
Our long answer written responses, annotations and scratchpad interactive canvas allow for rich and expressive student responses.

Adaptive to each learner
Lessons are based on a mastery model and carefully scaffolded to allow all students to experience success, building engagement.

Guided by cognitive science
Spaced repetition is used to power knowledge acquisition and retention, alongside data-driven optimisation of question difficulty.