

# INTRODUCTION

This orientation guide identifies principles for using dialogue and reflexivity (thinking together) as the preferred approaches for learning language arts. The guide focuses on the language arts student learner and advances 'best' practices leading to 'next' practices – those that are better adapted to meet learner needs, in other words.

This guide provides a framework for piloting teaching practices and their associated theories. This testing process is the first step in the implementation of renewed language arts teaching practices and for subsequent curriculum development.

This guide applies to both French Immersion language arts subject areas, *Français arts langagiers – immersion* and *English Language Arts – Immersion*, given the similar approaches used when teaching and learning these languages. As for their differences, they lie mainly at a cultural level where, according to Sasseville (*La pratique*), ways to express an idea, a definition or an argument vary from one language and one culture to another. This difference has the advantage of enhancing learners' cultural and language awareness. With French Immersion classrooms becoming increasingly multicultural, this cross-cultural approach further enhances student reflection, dialogue, and mental representation. Cross-cultural awareness also promotes equity and social justice because it further acknowledges the richness of human diversity. Cultural awareness and the development of intercultural competencies are among the student outcomes of the French Immersion Program in Manitoba.

This guide is intended for teachers, consultants, principals, and divisional administrators.

