

# Towards a cross-linguistic pedagogy: Biliteracy and reciprocal learning strategies in French immersion.

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## Towards a cross-linguistic pedagogy: Biliteracy and reciprocal learning strategies in French immersion

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This article reports on a 7-week classroom intervention in two Grade 3 French immersion schools near Montreal serving both English- and French-dominant students. The teaching intervention aimed to bridge the students' first and second language skills through collaborative language learning strategies designed to enhance students' awareness of their and their partner's language skills. The 'biliteracy' project that linked English and French language arts content. Data collection consisted of audiotaped interactions of eight student pairs as they worked on collaborative tasks for the biliteracy project. A qualitative and quantitative analysis of the biliteracy project and strategy instruction influenced students' collaborative interaction and reciprocal learning. The students engaged in reciprocal strategy use and extensive on-task collaboration; nevertheless, the quality of their interactions was limited by their engagement in further interactional moves that supported contributions from their partners.

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