

Ici on parle français – PD grants for FSL teachers

Using FSL/French Resources to Develop Teacher FSL Proficiency and Build an Inclusive, Action-oriented/ Communicative and Authentic Classroom

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School District: York Region District School Board





What We Did

What we did (Brief project description): Each of our team members was tasked to find FSL resources to help develop their personal FSL proficiency in area(s) that they felt needed – listening, reading, writing, speaking. We all come with different FSL proficiency backgrounds – some chose to improve/brush up on their French grammar and writing abilities, while others chose to improve their French reading. In addition to improving our FSL proficiency as individuals, we also aimed to select FSL resources that helped us to create/facilitate activities that would foster an inclusive, action- oriented/communicative and authentic (real-world based) classroom in teaching FSL.



What We Learned

We were able to use the resources to improve the area(s) that we felt our FSL proficiency was lacking. For some of us it was in the reading of more advanced and diverse FSL texts; brushing up on grammar tenses/writing to prepare for teaching upper grades (ie. one of our colleagues normally teaches Open French and this year has the Gr. 10s, so it was important for her to review certain grammar points); practicing our listening comprehension through film. We all understand what it means for a classroom to be inclusive, action-oriented/communicative and authentic (real-word based). However, it was historically often difficult for us to find/obtain (affordable) resources that would help us achieve this. With the motivation of this grant to seek and obtain these resources, we were able to find new and creative resources to support making our classrooms more inclusive, action-oriented/communicative and authentic (ie. one of our colleagues bought a French book with recipes "Momofuku" that she will integrate in our Gr. 9 Food unit, as well as Gr. 10 teaching point of imperative; another colleague bought a Frech film, "Mommy", that she will use in the Gr. 12 AP Identity unit to look at the concept of family;



another purchased picture French books that addressed topics of immigration, refugees and diversity (ie. "Les mots immigrés" and "C'est quoi un réfugié?") to help begin discussions around these heavy topics amongst our learners – our school has a higher population of students from immigrant/refugeestatus families)



How We Shared Our Learning With Others

We did monthly check-ins in person to follow-up on each other's progress with selecting and obtaining resources. In mid-June, we had a final meeting to share how we used or plan to use the resources we selected, how it benefited improving our own FSL proficiency and our practice in the classroom. All the resources we bought are shared amongst our team, so that others can benefit from the same resource. At the end of June, we plan on having a meeting during our year-end meeting to discuss how we will continue to implement the resources we brought in the new school year.

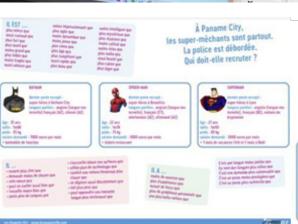


Links to Our Work

(Please add and/or link to any and all resources that were created to demonstrate your learning e.g. learning journey stories, images, lesson plans, website resources, videos, etc.) One of the resources we brought was a subscription to teacher resources to support action-oriented and communicative learning in the classroom. Here are some pictures of how we used such resources in the classroom learning:

(DUEL JEU DE COMPARAISON /COMPARER LES SUPERHÉROS)





À L'ORAL :

Il y a beaucoup de super-méchants (villains) partout à Toronto! La police est débordée (swamped). Qui doit-on recruter?

FAITES DES COMPARAISONS!









(PARLER DU FUTUR DISCUSSION)



(PARLER DU LOGEMENT)





Any Next Steps We Have To Continue Our Learning

As we received the grant later than expected (we also had a delay in receiving emails due to a cyberattack in Fall 2023 that shut down our board emails), we had a delay to source out the resources that we wanted to obtain; thus, we did not have enough time to implement all the resources we bought during this school year. In the following school year to come, we will be continuing to use the resources we bought to further develop our own FSL practices and our practices in the classroom towards a more inclusive, action-oriented/communicative and authentic approach. We also plan to attend the next OMLTA conference (which we were not able to this year), to continue to advance our FSL learning in regards to an authentic action-oriented classroom. We thank the OTF/Ici on parle français team for providing us such an enriching opportunity to further our FSL learning/teaching – we really appreciate it!