



Ici on parle français – PD grants for FSL teachers

Comprehensible Input and Teaching Proficiency Through Reading and Storytelling in the Core French Elementary Classroom in Ontario

Team Members:

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School District: Hastings Prince Edward District School Board



What We Did

1. Google Form to collect preliminary levels of comfort/understanding of CI strategies.
2. Initial meeting (1/2 day) to learn about strategies and discuss ways of incorporating CI/TPRS techniques into the classroom. Discussion and plan to purchase resources.
3. Purchase of resources and independent research and practice in individual schools.
4. Second meeting (full day) at Foxboro Public School. AM: co-planning of activities (Special Person Interview, A qui je pense?, and Movie Talk with Gallery Walk). PM: Jeni Shortly conducted lessons with her classes while group members observed. Consolidation and feedback.
5. Creation of a Google Classroom to share resources, websites, student exemplars)
6. Sharing of Google Classroom with other interested teachers at both the elementary and secondary level in the board.



What We Learned

1. The majority of students appear to be highly motivated by CI/TPRS activities.
2. Overall, attitudes towards French language instruction have been positive. Many students have shown increased participation and understanding.
3. The use of the target language during periods of instruction has increased dramatically.
4. Student achievement in listening, reading, and writing has increased.
5. Classroom management has become easier as students show motivation to participate in lessons.
6. Assessment of the four strands has become more authentic, less time consuming to complete and to mark, and allows for timely feedback to students in ways that impact student success.
7. The use of CI/TPRS has been transformational in French Language Acquisition in the elementary Core French Classrooms.



We conducted an end of project survey and found that familiarity and comfort with CI techniques had increased dramatically, with most teachers now incorporating most techniques into their daily teaching practice.

Teachers also reported:

“Overall I would say these techniques have increased student motivation, particularly with students who are not generally motivated by French class . . . I found I was getting input from students who don’t usually participate in French activities, I think because they were engaged with the stories and were able to use the images to help guide them through the stories.”

“My students have been more engaged this year and I have seen an increase in their willingness to ask and answer questions in French this year. They want to speak in French and are more willing to use Français in class than in previous years. They feel safe and comfortable taking risks, making mistakes and asking questions.”

I felt that they recognized vocabulary from the story and were able to connect scenes from the story with the sentences, so they were also becoming more familiar with phrases and short sentences, as well as just words.”

“I have seen my students regularly use grammatical structures like past tense correctly in their speech and writing without having done any grammar lessons. They have also increased their reading and listening comprehension and try to figure out what I am saying to them instead of just asking or yelling out “what?”. Their word retention has also improved and they use the resources in the room more independently.”

[participation in this project] “has helped to see what is working in other classes/school. The resources purchased have enabled me to incorporate more stories and my teaching practice has changed. I have learned more about CI and am looking to incorporate more of my learning next year.”

“Our day at Foxboro Public School, where I saw a few of the techniques put into practice, gave me the confidence to experiment with these ideas in my own classes, and gave me a sense of how they are best presented. I have only scratched the surface of the resources available to us, but I feel I have the basis to really augment and improve my planning and delivery next year. I feel that I have the basis of some very engaging lesson ideas and units that I can present to students at all grade levels. I have been always on the lookout for more resources that move away from grammar drilling and worksheets, where the language is presented in a more meaningful and engaging way, and I feel that I have those tools now.”

“I plan to take some time over the summer to dive deeper into the resources we have purchased and bring that into my long-term planning for the coming year. I intend to make the techniques and strategies I have learned this year a fundamental part of my Core French teaching across all grades.”

“I am going to keep up my membership to the La familia Loca PLC for the summer and attend the summer workshops. I will be reading through Fluency through TPR storytelling and planning for ways that I can better apply that next year.”

“I have enjoyed learning from each teacher involved in this project and the knowledge that has been shared. I have also realized that I still have lots of learning to do and it is a continuing process.”



“I find it very easy in a Core French environment to work in a bubble where it is not easy to uncover new ideas or collaborate extensively. Working in this PLC for the past year has really brought enthusiasm and excitement into my teaching and invigorated me for the coming years. I welcomed the opportunity to hear about new ideas from colleagues and see them in practice, and then take those ideas into my own classroom.”

“I am so excited to continue learning about CI (and hopefully to continue learning with our group!) and applying it next year. I would love to have an opportunity to do some moderated marking for a bigger writing assignment using CI perhaps something like the smashdoodles during Manie Musicale. I feel this would help me gain some confidence in my assessment practices.”



How We Shared Our Learning With Others

We have created a Google Classroom so that we can share resources, exemplars, and additional professional development websites with each other as well as other interested colleagues in our board.



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.)

[Google Classroom Link:](https://classroom.google.com/c/NjQ3NDEzMTE3MjU1?cjc=fxqag4d)

<https://classroom.google.com/c/NjQ3NDEzMTE3MjU1?cjc=fxqag4d>



Any Next Steps We Have To Continue Our Learning

The FSL coordinator at HPEDSB, Patricia Murrel, was extremely supportive of our work, attending all meetings and purchasing copies of resources for use at the board. Trish has indicated that she would like to continue working with us in the coming year with the ultimate goal of sharing our learning with other Core French teachers in the board at the elementary level.

We all plan on delving deeper into the resources and readings that were purchased over the summer and will continue to share resources in our Google Classroom. We all have a sense of connection and community with each other and feel less isolated in our roles.