



Ici on parle français – PD grants for FSL teachers

Rock Your French Class and DELF PD Learn and Share

Team Members:

Caitlin Dacey and Monica Marques

School District: Toronto District School Board



What We Did

We are a small department (two teachers), so we rarely have the opportunity to attend PD together and explore ways to further engage our students. I teach mostly grade 9 exclusively and Monica teaches the rest of the grades. We attended the “Rock Your French Class” PD together and Monica attended a PD on Regional CEFR Professional Learning for French Teachers. We used release time to meet and go through the resources together and discuss how we can implement them in a practical way in our classrooms. We discussed ways to motivate students to speak French, take risks in class, commit to improving their language skills, participate actively and engage with their peers in a collaborative and supportive environment. We discussed ways to build their confidence and encourage them to do their best and persevere through failures and challenges. With Grade 9 core French, students come in with very different experiences and backgrounds. Some students are francophone and will shut down if the class is too “easy”. Some come in with no French and shut down if the class is “too difficult”. I am looking for new ways to meet the diverse learning needs of my students, foster a love of the French language, plant the seeds for life-long language learning by providing a fun and enriching language learning experience. It’s difficult to find resources suitable for both beginner and advanced language learners. I have spent a lot of my own money trying to build my materials/toolbox and would appreciate an opportunity to explore this program.

The resources we acquired were curated exercises and examples to support the action-oriented activities to encourage students to build on oral communications skills and develop confidence while speaking the language.

As our curriculum is focused and is supported by the European Frame of reference, these action oriented activities allow for students to build skills in using the language which then will organically fit into the DELF levels of fluency.

These already curated exercises and activities that are modifiable, serve as a foundation for teachers to easily access and create activities following these models.



What We Learned

- how to engage students by establishing a positive environment, have realistic expectations/establish goals with students
- differentiated instructional strategies – adjust activities to meet needs of students
- use music as often as possible to make playlists with students
- display work to involve students in constructive feedback/gallery walks
- use drama/actions in communication
- add physical components (beach ball, popcorn game, etc.)
- use art – allow students to demonstrate what they’ve learned visually/creatively
- lots of examples of games to play (question game, “zest to compete”, “verbal Olympics”)
- classroom management – how to keep students on task/busy
- how to use technology – different spelling aids, games, etc.
- whiteboards/chalkboards for students to use to record answers/participate in lessons
- marking techniques by using “sticky notes” to hide names, anonymous feedback



How We Shared Our Learning With Others

Monica and I met and shared what we learned, discussed what we think is possible/realistic to implement with our students given their ability, the resources we have, time, etc. We have a third teacher who sometimes teaches French. We met with him over lunch and shared the ideas we have for next year.



Any Next Steps We Have To Continue Our Learning

We plan to implement what we learned through these PD opportunities next year in our practice.