



Ontario's New Teacher's Handbook

Surviving and Thriving in the French
as a Second Language Classroom

Canadian Association of
Second Language Teachers



Association canadienne des
professeurs de langues secondes

Ontario's New Teacher's Handbook: Surviving and Thriving in the French as a Second Language Classroom

Canadian Association of Second Language Teachers (CASLT)

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CASLT encourages excellence in second and additional language teaching and learning throughout Canada by creating opportunities for professional development, by encouraging research, and by facilitating the sharing of information and the exchange of ideas among second language educators.

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The Ontario e-text version of the New Teacher's Handbook: Surviving and Thriving in the Second Language Classroom

Ontario Team:

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Thriving Surviving Assessment Second Language Classroom Resources Handbook

Plurilingual
Culture
Strengths
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Tips

INTRODUCTION

Purpose of the New Teacher's Handbook

As a teacher of a second language, you have an important and rewarding task: you empower students to communicate with others across more than one language and culture, and prepare them to take a more active role in the global community. Teaching second languages is incredibly gratifying; yet sometimes it can also be challenging, particularly for new teachers.

The purpose of this handbook is to provide concrete, practical solutions to address many of these challenges. This handbook was developed using the input of new and experienced second language teachers. Over 200 strategies have been included in this document, all intended to support you over the short- and long-term of your second language teaching career.

As a teacher of second languages, you will be doing so much more than simply imparting language skills to your students. There are many key benefits to second language learning, including enhanced cognitive development and economic opportunities ([Aiming Higher: Increasing Bilingualism of our Canadian Youth¹](#)). Students who study another language are exposed to more cultural experiences, gain unique perspectives, and acquire learning strategies that they can apply to other subject areas. As a teacher of a second language, you are playing an important role in enhancing each of your student's personal opportunities, as well as contributing to a plurilingual and pluricultural Canadian society.

Second language teaching and learning requires teachers to plan instructional and assessment strategies for a wide range of diverse learners. Common challenges frequently identified by new second language teachers include no or limited access to a dedicated teaching space, quality resources, professional learning, or colleagues with whom to collaborate. Some teachers feel they lack proficiency in the second language they are teaching, while others have proficiency, but lack second language pedagogy. What is important to assess in second language learning is not always clear to many. Keeping students engaged in second language learning, while meeting the needs of a range of diverse learners, challenges new and experienced teachers alike. Finally, new second language teachers can sometimes feel isolated in their assignments in locations where second languages may not always appear to be valued by the school community. This handbook provides specific strategies to address these challenges.

The e-text version of ***Ontario's New Teacher's Handbook: Surviving and Thriving in the Second Language Classroom*** supports new teachers of French as a Second Language (henceforth referred to as FSL). FSL includes all types of programs – Core French, Extended French, and French Immersion. Each FSL program follows a specific elementary and secondary curriculum. The Ontario Curriculum policy documents (henceforth referred to as the Ontario curriculum) guide the teaching and learning of FSL.

[A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12²](#) presents a call to action to strengthen FSL programming in Ontario. It articulates the vision, goals, and guiding principles for FSL and suggests actions that school boards can take to improve FSL programming throughout the province. (Ontario, Ministry of Education, 2013, p. 7) In Ontario, the *Common European Framework of Reference (CEFR)* is recognized as a valuable tool for informing instruction and assessment practices in FSL Education. (Ontario, Ministry of Education, 2013, p. 4)

1 www.parl.gc.ca/Content/SEN/Committee/412/ollo/rep/rep06jun15-e.pdf

2 Ontario. Ministry of Education. (2013). *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*. www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf

What is the CEFR?

The [Common European Framework of References for Languages](#)³ (CEFR) originated with the Council of Europe as a project to promote mobility across its member countries and to promote mutual understanding, tolerance, and respect for plurilingual and multicultural identities and diversities. The CEFR and the related research informing the action-oriented teaching and learning approach has been widely introduced and accepted worldwide. The CEFR describes the progressive stages of language learning from A1-A2 (basic user) to B1-B2 (independent user) to C1-C2 (proficient user) across the language components that when viewed together provide a snapshot of the proficiency of a language learner at specific period of time. The explicit descriptors of communicative objectives or what the learner “can do,” focus on the learner as a social agent interacting within a language and culture in authentic situations. In preparing the Ontario version of the **New Teacher Handbook** for French as a Second Language educators, the authors have embedded CEFR perspectives throughout the content of the resource.

Before getting started, let us first thank you for choosing a career that contributes to a more interconnected world through the teaching and learning of second languages and cultures!

³ Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Strasbourg: Cambridge University Press. rm.coe.int/1680459f97

Structure of the New Teacher's Handbook

Ten common challenges faced by many new FSL teachers are presented in this handbook as scenarios, each in a six-page folio format. Each scenario outlines the challenge, and then provides possible solutions, a planning tool, and further resources. The eleventh challenge highlights Mentorship as an important component of the New Teacher Induction Program (NTIP).

Page 1 of the folio: The Challenge

-  A statement introduces each challenge in broad strokes.
-  A question frames the help required to address the challenge.
-  A brief description that first acknowledges and further explains different aspects of the challenge.
-  An inspiration statement introduces the notion that solutions to the challenge exist (and they do!).
-  The **Teacher Voices** feature shares reflections by new and experienced teachers related to the challenge.

Pages 2 and 3 of the folio: The Solutions

- Solutions to the challenge are presented as Top Ten Tips grouped into two categories:
 - **How to Survive** tips are easy to attain, quick solutions that generally require little time or resources to activate.
 - **How to Thrive** tips give longer-term, more intensive solutions that provide a foundation for a professional career.
- The **Teacher Voices** feature *Survive* and *Thrive* tips related to the challenge by new and experienced teachers.

Pages 4 of the folio: Planning for Success

- The **My Next Steps Planner** helps teachers implement *Survive* and *Thrive* solutions and reflect on their success.
- The **Resources** related to the challenge are included for reference. These Resources have been listed under the following categories: Ontario Ministry of Education, the Ontario Modern Languages Teachers' Association (henceforth referred to as OMLTA), The Modern Languages Council (henceforth referred to as MLC); and the Canadian Association of Second Language Teachers (henceforth referred to as CASLT).

How to Use the *New Teacher's Handbook*

The *New Teacher's Handbook* provides ready reference to over 200 possible solutions to common challenges faced by new second language teachers. Here is a suggestion for first-time use of the handbook:

- First, scan the tips, highlighting those that appeal to you immediately. Recognize that any given tip may help you address more than one challenge.
- Spend more time on the scenarios that you find most challenging. Read the **How to Survive** tips more deeply. Mark those that offer you concrete solutions that you could implement immediately.
- Plan to try one or two of the tips immediately. You may wish to jot them on the **My Next Steps Planner** for easier reference. Note also what related information and resources you might need.
- Next, try a tip you selected. Give yourself and your students' time to get comfortable with the strategy. After a time, reflect on how the tip is working, and jot down a few notes in the **My Next Steps Planner**.
- If appropriate, repeat the process with one or two other tips. Over time, you will develop a repertoire of relatively simple and easy to activate solutions to common challenges you may face as a new second language teacher. If you use the **My Next Steps Planner**, you will soon have a record of tips you have tried and how they have worked.
- When you feel ready to consider longer-term solutions to a challenge you face, turn to the **How to Thrive** tips. These may require more time, resources, or planning to accomplish.
- Consider using the **My Next Steps Planner** to create a plan to implement the **How to Thrive** tips you select. Note what related information, resources, and timeline you might need. Take small steps, and be patient. These solutions are designed to be built over time as you progress in your teaching career.
- Be sure to record a few reflections on the planner to provide future direction when you try different solutions.
- Consult the resources at the end of each scenario for more support, as you feel necessary.



SCENARIOS

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SCENARIOS

#1 CLASSROOM SPACE



I don't have my own classroom to teach students French. I travel to other classrooms and share them with other educators.



How can I make this work?



Not having a dedicated space to teach the second language can add an extra layer of challenge to your job as a new FSL teacher. You may not have a place to put the teaching, student, and reference materials needed for the second language class. The student seating arrangements may not be conducive for interaction in French. You will also need to consider the time it takes to move from one room to the next. In the elementary context, students can sometimes be unprepared for learning when you arrive in the classroom. That being said, the upside to being a travelling teacher is that you get to see what happens in other classrooms.



Open communication and effective organization can help you make the most of your time whether as a travelling second language teacher or sharing a classroom.



Teacher Voices

- *Sometimes I am only given a small portion of a bulletin board to display my French materials. (Michelle)*
- *I travel to many classrooms and it takes time to organize needed materials for each class and grade level. (Ashley)*
- *I teach the same course in three different classrooms and share each classroom with three other grade 9 and 10 teachers. I need to figure out how to respectfully share the space, while honouring different teaching styles and situations. (Michael)*

How to SURVIVE in this Situation

Preparation is the key to creating consistency with your students and maximizing your French time as you travel to your classes. Start with some of these strategies to help you become an effective second language teacher:

01. Establish a good relationship with the classroom teachers. Ask how you can work together to use the classroom space effectively.
02. If you teach many FSL classes, use a sturdy cart with several shelves. Find a safe place to store your cart so you don't have to empty it every day.
03. "Bling out" your cart! Add decorations, noisemakers — anything that creates interest for students. They will look forward to when you enter the classroom and be more ready to transition to French.
04. Organize and clearly label materials for each FSL class in clear, plastic stackable bins. Carry the bins on the cart, or ask to store them in the classrooms. Contain loose items in clear Ziploc plastic bags inside the bins.
05. Use a travelling plastic file box with colour-coded "in" and "out" files to classify student work.
06. Use shoe organizers and pocket charts to carry props for the FSL class and to carry out language routines.
07. Store French anchor charts and learning centre materials in a pocket made from stapled poster boards, or clipped to a tri-fold display board. Milk crates, zippy bags, hanging files, and mailbags are also great storage options.
08. Organize materials in digital folders, such as the CEFR Language Portfolio, by class or by language function using the school network or a cloud drive.
09. Use the interactive whiteboard or projector and screen, where possible, to reduce materials you need to bring for each class. Many web-based materials are available for use for all Ontario teachers.
10. Prepare materials for the week in advance to create more time to plan for language learning activities and for assessment of your students' learning.



Teacher Voices

- *Each morning, organize materials for each class in bins. (Dionne)*
- *Store files on a USB key, on a class website, or on an online common storage platform. (Marnie)*
- *Buy cheap, colourful baskets to store loose materials. (Ashley)*

How to THRIVE in this Situation

As you work towards becoming a more effective teacher over the longer term, consider the following strategies:

01. Teach students that, during the second language class, the classroom space belongs not only to them but also to you. Co-create anchor charts or specific criteria for behaviour and routines.
02. Have a discussion with the classroom teachers about how you would like students to be prepared for the FSL class. Ask your colleagues how they would like students to be ready for them after your class.
03. Try to negotiate seating plans, with teachers who share the same space that will make it easier for students to interact with each other in French.
04. Ask your principal for support in promoting a climate of inclusion of FSL within the common culture and share space of the school. Ask teachers with whom you share the space, for part of a wall or bulletin board to permanently display visual supports for language learning and for room to display student work.
05. Work with your colleagues to include student sharing of second language learning during parent– teacher– student conferences, open houses, or celebrations of learning.
06. Ask teachers to share news, student work, or photos from the FSL class in their regular communications with parents.
07. If they are willing, teach your colleagues several phrases in French to use with their students.
08. Create a routine for the distribution, collection, and display of second language materials that incorporates student help. An effective routine maximizes precious time for language learning.
09. Establish expectations that students use French with you when they see you travelling in the hallways. Make the social encounters friendly and fun.
10. Remember that it is not always easy for teachers to share a classroom. If you wish, you can say thank you with a small treat or a handwritten note in French.



Teacher Voices

- *Use props to signal a change in expectations from the regular classroom to the second language classroom and back again. (Norman)*
- *Stay “in character” and in French. Students will very quickly become accustomed to you speaking only in French, especially if you are consistent with routines and classroom language. (Jim)*
- *As part of my classroom routine, I have my students come into the room and move the desks into conversation groups at the beginning of the period. They know what to do when they enter the room. We take two minutes at the end of the period to reset the desks the way they were organized prior to the French class. (Michael)*

My Next Steps Planner – Survive Tips

To improve my use of classroom space, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Curriculum Services Canada. (September 2011). *On est capable! On peut se parler en français et on aime ça!* www.curriculum.org/fsl/en/resources/on-est-capable-on-peut-se-parler-en-francais-et-on-aime-ca
- Curriculum Services Canada. (September 2012). *A guide to Reflective Practice for Core French Teachers. Module 2. Positive Learning Environment.* www.edugains.ca/resourcesFSL/PDF/AGuideToReflectivePractice/Module2_PositiveLearningEnv_English.pdf
- Ontario. Ministry of Education. (2006). *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 3, Planning and Classroom Management.* www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_3_Planning.pdf
- Ontario. Ministry of Education. (July 2012). *The Third Teacher. Capacity Building Series. Special Edition #27.* www.edugains.ca/resourcesLNS/Monographs/CapacityBuildingSeries/CBS_ThirdTeacher.pdf
- Ontario. Ministry of Education. (2016). *The Kindergarten Program, 2016. 1.3 The Learning environment.* www.ontario.ca/document/kindergarten-program-2016/learning-environment

OMLTA/MLC

- Modern Languages Council. (2014). *Supporting the Revised 2013-2014 French as a Second Language Curricula: A Practical Guide for Teachers in Ontario. Supporting Itinerant Teachers.* www.omlta.org/wp-content/uploads/MLC_Supporting_Itinerant_Teachers_FINAL.pdf

CASLT

- Canadian Association of Second Language Teachers (CASLT). (2008). *À vos marques, prêts, partez!* www.caslt.org/en/professional-development/pd-resources/caslt-pd-resources
- Canadian Association of Second Language Teachers (CASLT). (2011). *Leadership for Successful FSL Programs.* www.caslt.org/en/boutique-en/leadership-successful-fsl-programs

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Open communication and effective organization can help you make the most of your time whether as a travelling second language teacher or sharing a classroom.

#2 TEACHER PROFICIENCY



I wish I was more proficient and confident when using the French language.



How can I improve my own proficiency and confidence in French?



Like many second language teachers, you may feel self-conscious about your language proficiency for any number of reasons. Unfortunately, this kind of negative thinking can exacerbate the problem. It can lead to situations where you become afraid to use French for fear of making a mistake and being judged, and then you aren't practicing or showing your students the valuable strategy of risk-taking.



Rest assured that you can improve your own proficiency in French in many ways, even if you face challenges such as lack of funding, time, or access to other speakers of the language.



Teacher Voices

- *I find at times that my personal language proficiency may interfere with the students' learning of the second language. (Michael)*
- *I have always felt self-conscious about my own proficiency; however, I remind myself that I can only improve if I make an effort. (Dionne)*
- *I am overwhelmed by all the responsibilities of teaching and cannot seem to find the time to improve my own language proficiency. (Marteen)*

How to SURVIVE in this Situation

Focus on what you *can* do in French. Use those strengths to help you teach the second language, and work towards improving your proficiency over time. Start with some of these strategies to help you in your language proficiency development:

01. Plan the use of sentence starters in French for classroom routines.
02. When you are using a teaching resource, use the language structures provided in the student and teacher materials as your own language models.
03. Post context-rich language structures used in the classroom that you and your students will find useful.
04. Keep a personal dictionary to add words, structures, and ideas that you find useful.
05. Set your smartphone and social media platforms to French interface.
06. Set aside 10–15 minutes daily to listen to and to read in French. Try listening to the radio, audiobooks, or podcasts during your commute. Read magazines or newspaper articles, websites, or blogs of personal interest to you. Reflect on which language learning strategies are most useful to you.
07. Read aloud often in French to practice pronunciation and intonation. Record yourself occasionally to listen for improvements and to pinpoint ongoing challenges.
08. If possible, ask a colleague to use French with you during the school week.
09. Watch online instructional or entertaining videos in French about topics that interest you.
10. Listen to music in French. Learn the lyrics to sing along.



Teacher Voices

- *Take the risks we expect of our students.* (Chen)
- *Don't be shy or scared to ask questions and practice.* (Marteen)
- *Sing along to songs karaoke-style at home.* (Michelle)

How to THRIVE in this Situation

As you work towards improving your language proficiency over the longer term, consider the following strategies:

01. Use the [Common European Framework of Reference⁴](#) (CEFR) to self-assess your proficiency level in the different language skill areas. Once you know your starting point, you can set concrete goals for improvement.
02. Seek out CEFR-aligned practice assessment materials at your level in French.
03. Make the effort to communicate in French at events, businesses, and establishments run by a French community.
04. Read for pleasure — graphic novels, recipes, e-magazines, anything! — in French.
05. Watch movies, documentaries, and shows through on-demand streaming providers, either in French or in your own language, and add subtitles.
06. View websites specializing in streaming international media or television stations from a country or area where French is spoken.
07. Look for social gatherings or conversation groups in your community, or join a virtual language exchange community to practice your language skills in real time. Use French in conversations with your mentor.
08. Take a language course at a level appropriate for you, in-person or virtually through continuing education, community organizations, or post-secondary institutions.
09. Inquire with your school board and professional associations to see if there are bursaries available to help fund French courses or immersion experiences.
10. Sign up for an immersion course in the area where French is spoken.



Teacher Voices

- *Start or join a French book club, or ask your public library to start one. (Angela)*
- *Develop trusting relationships with your colleagues and be open about your vulnerabilities. Your colleagues will be eager to help you and will admire your pursuit for self-improvement. (Norman)*
- *Model what it is like to be a lifelong language learner. Use the strategies you are teaching the students. (Joseph)*

⁴ www.coe.int/en/web/common-european-framework-reference-languages

My Next Steps Planner – Survive Tips

To improve my own language proficiency, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Curriculum Services Canada. (December 2016). *FSL for School Administrators From Awareness to Action*. Issue #8. www.curriculum.org/fsl/wp-content/uploads/2016/12/WEB-VERSION-CSC707-Issue-8_-English-1.pdf
- Groupe Média TFO. IDÉLLO. www.idello.org/en

OMLTA

- Projet à Québec. www.omlta.org/upcoming-events/projet-a-quebec

OTHER

- CIEP. www.ciep.fr/en
- Eaquals. eaquals.org
- Université d'Ottawa. ilob.uottawa.ca/etefls
- Western University, Trois Pistoles. frenchimmersion.uwo.ca/about_us/troispistoles.html

CASLT

- Canadian Association of Second Language Teachers (CASLT). (2011). *Canadian Language Portfolio for Teachers*. www.caslt.org/en/boutique-en/portfolio-for-teachers-en
 - Tool based on the Common European Framework of Reference (CEFR) that allows the user to self-assess objectively the level of his/her competencies in French or other languages, set up a course of action tailored to his/her own needs, and monitor the evolution of these competencies.
- Canadian Association of Second Language Teachers (CASLT). (2011). *Portfolio canadien des langues pour enseignants*. www.caslt.org/en/boutique-en/perfectionnement-professionnel/portfolio-pour-enseignants-en
 - Although an English version is available, we encourage you to use the French version to improve proficiency.
- CASLT's website offers over 150 audio and video professional learning recordings, many of them in French. www.caslt.org
- The Web contains many resources, such as the National Film Board, Radio-Canada, TV5, TFO.

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*Take the risks we expect
of our students. – Chen*

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#3 INTERCULTURAL UNDERSTANDING



I struggle with intercultural understanding and its authentic use.



How can I embed intercultural understanding into my teaching practice?



It is not unusual to feel uncertain about how to address culture in the second language classroom. Perhaps you feel that you do not have enough knowledge or experience to incorporate the culture authentically into your classroom or that it is limited to a particular region. You do not have to know everything about the cultures where the language you are teaching is used to embed it into your lessons. In fact, it is practically impossible to know everything about a group's perspectives, values, history, behaviour, and beliefs. Start by learning about your own culture!



The fact that culture is so open and flexible allows for incorporating it at many points in the second language classroom.



Teacher Voices

- *I have difficulty teaching culture beyond festivals, fashion, and food. I would like to integrate more authentic cultural experiences. (Marteen)*
- *There are no funds to promote cultural aspects of the second language program at my school. (Jean-Pierre)*
- *Since I learned French as my second language, teaching culture doesn't come easily to me. (Dionne)*

How to SURVIVE in this Situation

Reflect on aspects of your culture to gain a better understanding of what culture is. Use this as a model for students to gain insight into their own cultures.

01. Start with the overall expectations in the Ontario curriculum, which address intercultural understanding in each of the strands (A3, B3, C3, and D3).
02. Explore aspects of culture in French speaking communities as identified in the curriculum and make connections with students' cultural experiences.
03. Point out and discuss everyday sociolinguistic aspects of French like how the date is written, how people greet or address others, how to be polite, "tu" and "vous," and idiomatic expressions. Refer to your curriculum for additional suggestions.
04. Ask students what they would like to know most about the francophone culture. Use their interest to plan lessons, activities, field trips, and guest speakers.
05. Ask questions using technology about the francophone culture to see what students already know and have them predict answers they can then research.
06. Bring realia in and ask students to guess what it is and how it is used. Make it fun!
07. Create multimedia presentations about the francophone culture that you can add to over time. Include a variety of influencing factors such as geography, climate, sports, leisure activities, popular music, meals, celebrations, architecture and housing, family structures, values, beliefs, traditions and sociolinguistic conventions.
08. Search for French community support, including parents, to present information or to share activities with students.
09. Contact francophone culture consulates, embassies, businesses, and trade organizations for information, materials, guest speakers, and other resources.
10. Seek information on the Internet, as well as authentic resources like advertisements, posters, event announcements, photographs, movie listings, maps, and more.



Teacher Voices

- *Bring in guest speakers from a local university's International Education department, either in person or virtually. (Hillary)*
- *Expose students to radio, television, and magazines in the language. (Mervat)*
- *Use music videos and lyrics of popular songs of the francophone culture that students can learn and sing along to. (Marie)*

How to THRIVE in this Situation

As you work towards learning more about teaching intercultural understanding over the longer term, consider the following strategies:

01. Start archiving and prioritizing information and resources that you discover about the francophone culture that your students find interesting.
02. Learn songs, rhymes, and games; read stories, fairy tales, and fables; and watch television shows and films in French. They often reveal what is important to a cultural group.
03. Examine common expressions in French for what they reveal about the culture.
04. Have students use a graphic organizer, like a Venn diagram, to compare and contrast an aspect of the francophone culture and their own to share with classmates.
05. Virtually tour museums, art galleries, and communities of francophone culture.
06. View official tourism videos of francophone countries and communities. Turn off the sound and have students note what is deemed important for visitors to notice.
07. Have students research international personalities such as celebrities, authors, musicians and athletes of French speaking countries to follow during the year.
08. Have students document their cultural experiences in French.
09. Twin your class with another in a French community. Have students communicate through video calling, blogs, online newsletters, email, or instant messaging about daily routines, vacations, school, activities with friends, and other areas of interest to students.
10. Participate in language chats on social media about intercultural understanding.



Teacher Voices

- *Take part in an immersion or exchange experience. (Michael)*
- *Plan virtual cultural tours of places where French is spoken. Stamp students' passports as they complete them. (Angela)*
- *Start with the students and what they know about themselves and their own culture, then make respectful, real-life comparisons with others. (Joseph)*

My Next Steps Planner – Survive Tips

To improve how I teach intercultural understanding, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Curriculum Services Canada. *Transforming FSL*. www.curriculum.org/fsl/en/resources/
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Canadian Heritage

- www.canada.ca/fr/patrimoine-canadien.html

Embassy of France

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- Canadian Association of Second Language Teachers (CASLT). (2014). *Portfolio des langues (élèves du primaire)*. www.caslt.org/en/boutique-en/pedagogical-resources-other/portfolio-primaire-en
- CASLT's *Language Teacher Calendar*. www.caslt.org/en/pedagogical-resources/resources/caslt-resources
- Kristmanson, P., Lafargue, L. (2014). *I Can...: Empowering Language Learners (A teacher's guide to using the Language Portfolio)*. Ottawa, ON: Canadian Association of Second Language Teachers (CASLT). www.caslt.org/en/boutique-en/i-can-en
 - ♦ Designed to help teachers understand the concept of learner autonomy as it relates to classroom practice that supports the principles and guidelines of the Language Portfolio.
- *Language Through Culture* (Audio recording of a 2013 LWB workshop by Jeff Kozak, available at CASLT's Live Learning Center) caslt.sclivelearningcenter.com
- *Promoting Inclusive, Plurilingual and Intercultural Education* (Audio recording of an LWB 2013 workshop by Dr. Waldemar Martyniuk, available at CASLT's Live Learning Center) caslt.sclivelearningcenter.com
- *Teaching Culture in the L2 Classroom* (Online Professional Learning Session by Melody Kostiuk, Languages Consultant, Institute for Innovation in Second Language Education, Edmonton Public Schools) www.caslt.org/en/professional-development/audio-visual-resources/online-pd-activities

#4 PEDAGOGY



I have proficiency in French, but it's my first year having my own FSL class or classes.



Where do I start?



Others may assume that because you have proficiency in French, you also automatically have the skills and strategies required to teach that language. The reality is that teaching a second language is more complex than just talking to students in that language. As a second language teacher, you need to break down language learning into comprehensible chunks, engage students in authentic language learning experiences that embed intercultural understanding, and somehow make it all fun at the same time. This is a complex task.



Fortunately, your proficiency in French is a major advantage and provides a solid language model for your students.



Teacher Voices

- *I am a Franco-Ontarian and I had no idea how to teach the basics in Grade 2. (Liane)*
- *I struggled with how to present my lessons without overwhelming or underwhelming my students. (Ashley)*
- *J'essaie de penser à quand j'étais à l'école et j'apprenais ma deuxième langue. (Marie-Claude)*

Focus on authentic communication instead of drill and kill activities. – Dionne

“ ”

How to SURVIVE in this Situation

Build your second language pedagogy toolbox over time. Remember to keep French as the language of instruction. Start with some of these strategies:

01. Slow down your rate of speech and simplify your language when you are introducing something new or complex in French. Otherwise, use a normal rate and register of speech so students hear authentic French use.
02. Teach students how to ask you for clarification or to speak more slowly in French. Have students refer to specific anchor charts you and your students have created.
03. Teach students simple phrases in French for common classroom situations, such as asking to borrow something or to leave the classroom. Post these phrases with visuals for extra support.
04. Avoid translation. Resist the temptation. Students will wait for the translation and ignore the French. Instead, use repetition, cognates, and easy sentence and question patterns. Try gestures, body language, actions and props, as well as visuals and written text to support what you are expressing orally.
05. Expect students to use French. Make sure they can access support for what they want to say or write. Provide a model for them to use and to adapt so they can share their own experiences. Practice with them and provide constant support and scaffolding as they practice together. As they start to exhibit greater independence with the learning goal(s), teacher scaffolding and support can be reduced. Use a recognition or incentive system, if appropriate.
06. Establish a safe learning environment where risk-taking in the language is encouraged and a normal part of the learning process. Mistakes are expected.
07. Develop a class routine to help all students anticipate, interact and connect in French in an authentic way. For example, start with a minds on activity to activate learning and/or prior knowledge. Next, actively engage students in the new language learning tasks or learning opportunities. Consider small groups or pairs to facilitate the use of French. Consolidate the learning by providing students with time for self-reflection.
08. Build in sufficient wait time after you ask a question. It can seem artificial, but students need time to process information and make sense of what they are hearing in the second language.
09. It is important to teach grammar and vocabulary development in context of meaningful communication. Chunk the learning around functional language in authentic situations such as expressing a preference, extending an invitation and describing a recent experience.
10. Reflect on the student learning and use the information to guide your next steps in teaching. For example, consider the value of the learning experience in terms of the authenticity and applications to real life.



Teacher Voices

- *Have students create their own personal word lists and visual dictionaries. (Rita)*
- *Praise students for every attempt to use French. (Marie)*
- *Be patient. You might not cover as much content as you planned. (Ashley)*

How to THRIVE in this Situation

As you work towards improving your repertoire of instructional strategies over the longer term, consider the following:

01. Build trust over time with students so that they feel comfortable letting you know if they need support or extra time while learning French.
02. Plan your classes so that language learning is built on giving students frequent opportunities to listen, talk and interact.
03. Plan for a balance of practice activities and authentic use of French that address all language skills.
04. Create a language-rich learning environment in your classroom. Display student-created visuals that demonstrate functional French use.
05. Develop a repertoire of age-appropriate everyday phrases and expressions to engage students in real-life language use.
06. Use a variety of resources, including authentic texts (digital or print) that support language tasks at a variety of levels, and are based on student interests and real-life situations.
07. Build a bank of resources that are context and language rich and support current second language pedagogy and effective teacher practice. Have them accessible when you are planning.
08. Collect ideas and tips from other second language teachers through social media platforms, videos, blogs, and online professional learning communities.
09. Observe experienced second language teachers in action. Reflect on and debrief the lesson with the teacher to continue to enhance your current teacher practice.
10. Engage in further pedagogical training and professional learning experiences geared towards second language teachers. These opportunities will help you explore a variety of second language instructional strategies and build your professional toolkit. These can be in-person or virtually, in synchronous or asynchronous formats.



Teacher Voices

- *Don't confuse oral presentation with oral interaction.* (Stephanie)
- *Focus on authentic communication instead of drill and kill activities.* (Dionne)
- *Create your own engaging resources tailored to student interests.* (Ashley)

My Next Steps Planner – Survive Tips

To improve my instructional strategies for FSL, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Curriculum Services Canada. *Transforming FSL*. www.curriculum.org/fsl/en/resources/
- Curriculum Services Canada. (September 2012). *A Guide to Reflective Practice for Core French Teachers*. www.curriculum.org/fsl/en/resources/a-guide-to-reflective-practice-for-core-french-teachers/
- Curriculum Services Canada. (March 2017). *Supporting New FSL Teachers Podcast*. www.curriculum.org/fsl/en/components/supporting-new-fsl-teachers-podcast/
- Ontario. Ministry of Education. (2013). *A Framework for French As A Second Language in Ontario School, Kindergarten to Grade 12*. www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf
- Ontario. Ministry of Education. (Revised 2016). *Adolescent Literacy Guide. A Professional Learning resource for Literacy, Grades 7-12*. www.edugains.ca/resourcesLIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide_Interactive.pdf

OMLTA/MLC

- Modern Languages Council. (2014). *Instructional Strategies*. www.omlta.org/wp-content/uploads/MLC/Instructional_Strategies_FINAL.pdf
- Modern Languages Council. (2014). *Intercultural Awareness*. www.omlta.org/wp-content/uploads/MLC/Intercultural_Awareness_FINAL.pdf
- Modern Languages Council. (2014). *Program Planning and Delivery*. www.omlta.org/wp-content/uploads/MLC/Program_Planning_and_Delivery_FINAL.pdf
- Ontario Modern Language Teachers' Association. Modern Languages Council. (2014). *Action-Oriented Tasks*. www.omlta.org/wp-content/uploads/2015/11/Fact-Sheet-3_Action-Oriented-Tasks.pdf
- Ontario Modern Language Teachers' Association. Modern Languages Council. (2014). *Considerations for Program Planning*. www.omlta.org/wp-content/uploads/2015/11/Fact-Sheet-2_Considerations-for-Program-Planning.pdf
- Ontario Modern Language Teachers' Association. Modern Languages Council. (2014). *Curriculum Fact Sheets*. www.omlta.org/wp-content/uploads/2014/06/OMLTA-FACT-SHEETS-rev3.pdf
- Ontario Modern Language Teachers' Association. Modern Languages Council. (2014). *Instructional Strategies*. www.omlta.org/wp-content/uploads/2015/11/Fact-Sheet-4_Instructional-Strategies.pdf
- Spring and Fall Conferences www.omlta.org

CASLT

- Canadian Association of Second Language Teachers (CASLT). (2008). *À vos marques, prêts, partez!* www.caslt.org/en/professional-development/pd-resources/casltpd-resources
 - ♦ Offers essential information and strategies supporting communicative teaching and learning as well as the integration of cultural activities in the classroom. Teaching methods, resources, cultural activities, and opportunities for professional learning are clearly outlined.
- Canadian Association of Second Language Teachers (CASLT). (2015). *Enhancing Learning: Strategies for Inclusion*. www.caslt.org/en/boutique-en/professional-development/enhancing-learning
- *Instructional Delivery Strategies: Maximizing Target Language Use* (Video). www.caslt.org/en/professional-development/audio-visual-resources/videos
- Kristmanson, P., Lafargue, L. (2014). *I Can....: Empowering Language Learners (A teacher's guide to using the Language Portfolio)*. Ottawa, ON: Canadian Association of Second Language Teachers (CASLT). www.caslt.org/en/boutique-en/i-can-en
- *Strategies to Support Students: Using Assessment and Evaluation Strategies to Support Students* (Video). www.caslt.org/en/professional-development/audio-visual-resources/videos

#5 STUDENT DIVERSITY



I have students with diverse needs in my second language program.



How can I meet all their needs?



Your second language classroom is most likely similar to any other classroom: you teach students who have a wide range of abilities, needs, including social and emotional aspects, and language proficiency levels and a variety of first languages. It can seem overwhelming to prepare for them all while still developing mindfulness, a repertoire of instructional practices and meeting their needs and wellbeing. Be patient with yourself. This takes time!



Start by developing a growth mindset and having high expectations for all your students. Communicate your belief that they can all succeed in learning French.



Teacher Voices

- *I teach a combined Grade 4, 5, and 6 FSL class. It is difficult for me to know how to build community and engage all learners' activities. (Brigitte)*
- *I have difficulty creating a learning opportunity that provides different entry points for all my learners. (Katelane)*
- *I have students who don't understand anything I say. (Marie)*
- *There are constantly new students joining my Core French program with little or no language experience. (Ashley)*

How to SURVIVE in this Situation

Plan for student differences even before you get to know their individual needs and strengths. Start with some of these strategies to help you teach students with diverse needs:

01. Find out which students are on an Individual Education Plan (IEP). Incorporate identified accommodations they need into your planning so you can adapt them to the second language context. Collaborate with teachers who work with or have worked with your students.
02. Survey students at the beginning of the year, and new students as they arrive, to get to know them quickly. Have students fill out the autobiography section in the *Language Passports*⁵ with their families to learn about their language backgrounds.
03. Provide language supports that students can choose to use, like sentence starters, student generated language and context rich banks, co-created anchor charts, personal crib sheets and personal dictionaries.
04. Incorporate visuals, gestures, facial expressions, actions, props, graphic organizers, and other nonverbal cues into your teaching to enhance the learning and to provide support.
05. See if a published resource you use has extra support or enrichment materials online.
06. Explicitly teach language comprehension and production strategies. Include strategies about how to manage stress when they don't understand every word, ask for support, and take risks in French.
07. Colour-code materials to help students differentiate those they need for their own levels.
08. Use games and interactive activities that have varying entry points, and authentic language learning tasks that allow all students to participate at some level. Try not to create separate tasks.
09. Use the Gradual Release of Responsibility model (i.e., I do. We do. You do.) to scaffold learning before asking students to do a task in French independently. Make sure students know in advance what the learning goal(s) and success criteria will be. Have the students' self-assess for their portfolio at the end of the task.
10. Engage students with communication with other classes or other schools. Provide opportunities for students to practice at their own level through small group instruction and through online technology. Have students gather and organize online resources like videos, poetry, games, or stories to share with others. Let them make resources like listening centre materials and/or games for others' use.



Teacher Voices

- *Try your very best, and be happy with that.* (Mervat)
- *Always pre-plan. In fact, it's better to be over-planned.* (Terence)
- *Build relationships, and get to know your students.* (Ashley)

⁵ elp.ecml.at/UsingtheELP/Understandingtheportfolio/tabid/2745/language/en-GB/Default.aspx

How to THRIVE in this Situation

As you work towards building a range of differentiated instructional practices for meeting the needs of diverse learners over the longer term, consider the following strategies:

01. Focus classroom instruction on students understanding the language and using the language, no matter what their level. Ensure that students know and understand the learning goals and success criteria for each lesson and period of instruction.
02. Ensure that you are teaching a balance of all four strands of the curriculum (listening, speaking, reading, writing). Students have different strengths in different areas. Provide access to most supports for the entire class. Although they may have been identified for specific students, they may prove beneficial to all.
03. Use the *Common European Framework of Reference*⁶ (CEFR) and related resources to plan common language learning tasks at different levels of language proficiency.
04. Provide models of expected communicative language competences at different levels so students know what to aim for.
05. Learn how to reduce barriers to language learning through the *Universal Design for Learning*⁷ (UDL) framework.
06. Learn what differentiation of process, content, and products in the second language classroom can look like.
To start:
 - a. Present material in a variety of ways using a variety of oral and written text forms.
 - b. Provide students with several options to make sense of the content and language through flexible groupings, options to practice, and different resources from which to choose.
 - c. Build in student choice for how they demonstrate their learning for a specific task.
07. Learn about assistive and adaptive technologies available for your language.
08. Teach students metacognitive skills so they can reflect on how different language learning strategies work for them and have them select those they find most useful for different tasks.
09. Use small group instruction on a regular basis to better meet individual student needs.
10. If possible, observe other language teachers to see specific strategies in action. Join online professional learning communities to share ideas about meeting diverse student needs in the second language classroom and attend second language conferences.



Teacher Voices

- *Work with other teachers to provide students with extra support in the second language outside of class time. (Michael)*
- *Assess your students' beginning level. Develop a progress plan with them. Check in with the students often. (Rita)*
- *Ask your students how they are managing and if there is something else that you can do to support them. (Caroline)*

⁶ www.coe.int/en/web/common-european-framework-reference-languages

⁷ www.cast.org/our-work/about-udl.html#.Vxo9aPkjG0

My Next Steps Planner – Survive Tips

To improve my instructional practices to better meet diverse student needs, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Curriculum Services Canada. *Transforming FSL*. www.curriculum.org/fsl/en/resources
- Curriculum Services Canada. (2015). *Supporting All Students in FSL*. www.curriculum.org/fsl/en/resources/supporting-all-students-in-fsl-elearning-module-for-principals-and-vice-principals-2015
- Curriculum Services Canada. (September 2015). *Listening to Learn*. www.curriculum.org/fsl/en/resources/listening-to-learn
- Ontario. Ministry of Education. (2009). *Realizing the Promise of Diversity. Ontario's Equity and Inclusive Education Strategy*. www.edu.gov.on.ca/eng/policyfunding/equity.pdf
- Ontario. Ministry of Education. (2013). *Learning for All. A Guide to Effective Assessment and instruction for All Students, Kindergarten to Grade 12*. www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf
- Ontario. Ministry of Education. (2015). *Including Students with Special Education Needs in French as a Second Language Program. A Guide For Ontario Schools. A Companion Resource to A Framework For FSL, K-12*. www.edu.gov.on.ca/eng/amenagement/includingFLS2015.pdf
- Ontario. Ministry of Education. (2016). *Welcoming English Language Learners into French as a Second Language Programs. A Companion Resource to A Framework for FSL, K-12*. www.edu.gov.on.ca/eng/amenagement/welcoming.pdf

OMLTA/MLC

- Modern Languages Council. (2014). *Inclusivity and Students with Special Education Needs*. www.omlta.org/wp-content/uploads/MLC/Inclusivity_and_Students_With_Special_Education_Needs_FINAL.pdf
- Ontario Modern Languages Teachers' Association. Modern Languages Council. (2014). *Revised Elementary FSL Curriculum Fact Sheets. Exploring Considerations for Program Planning in FSL*. www.omlta.org/wp-content/uploads/2014/06/OMLTA-FACT-SHEETS-rev3.pdf
- Ontario Modern Language Teachers' Association. Modern Languages Council. (2015). *Revised Secondary FSL Curriculum Fact Sheets. Exploring Considerations for Program Planning in FSL*. www.omlta.org/wp-content/uploads/2015/11/Fact-Sheet-2_Considerations-for-Program-Planning.pdf

CASLT

- Canadian Association of Second Language Teachers (CASLT). (2015). *Enhancing Learning: Strategies for Inclusion*. www.caslt.org/en/boutique-en/professional-development/enhancing-learning
 - ♦ Offers descriptions of ten strategies chosen for their potential to respond to diverse student needs in second language classrooms.
- *CASLT's Live Learning Center*. caslt.sclivelearningcenter.com
 - ♦ Conference recordings of select presentations
- CASLT offers online and face-to-face workshops. www.caslt.org/en/professional-development/workshops-professional-learning/online-and-other-pd-activities
- CASLT's website offers over 150 audio and video professional learning recordings. www.caslt.org
- Kristmanson, P., Lafargue, L. (2014). *I Can...: Empowering Language Learners (A teacher's guide to using the Language Portfolio)*. Ottawa, ON: Canadian Association of Second Language Teachers (CASLT). www.caslt.org/en/boutique-en/i-can-en
 - ♦ Designed to help teachers understand the concept of learner autonomy as it relates to classroom practices that support the principles and guidelines of the CEFR and language portfolios. It also covers the development of learner autonomy, the role of balanced literacy, integrating assessment as learning, and goal setting in the classroom.
- *Languages Without Borders (LWB) biennial conferences*. www.caslt.org/en/professional-development/workshops-professional-learning/lwb
- *Linking Second Languages Research and Practice Series*. www.caslt.org/en/linking-l2-research-and-practice-series

#6 PROFESSIONAL LEARNING



I don't know how to access professional learning opportunities for FSL to help me grow professionally.



How can I plan for ongoing professional growth?



You may find yourself in a teaching situation where you have many opportunities for professional learning, particularly through the New Teacher Induction Program (NTIP). However, for a variety of reasons, as a new second language teacher, you may have to decide what type of professional learning opportunities will best suit your needs.



Participating in professional learning activities not only helps you to improve pedagogically, it can also connect you to other colleagues so that you can exchange ideas and benefit from their expertise. Exploring ways to maintain your professional learning is thus worthwhile on many levels. The New Teacher Induction Program (NTIP) also offers added benefit to help you grow professionally alongside your mentors.



Teacher Voices

- *I am often torn between attending professional learning activities for my content area and for the second language. (Rodrigue)*
- *I have to adapt professional learning experiences meant for another language program to my own program. (Ashley)*
- *I was denied a professional learning opportunity needed to implement my second language program because of a lack of budget. (Jean-Pierre)*

How to SURVIVE in this Situation

Accessing a variety of different professional learning activities will help you to grow as a second language educator. First, research the professional learning opportunities that are taking place in your board or region. Start with some of these strategies to help you access professional learning:

01. Attend professional FSL Ministry webinars and seminars about topics that interest you. If you are unable to register and attend, you can usually view the archived webinar, often for free or you can consult your board FSL consultant, coordinator or designated representative.
02. Follow second language educators and language education organizations such as the OMLTA or CASLT on social media. These will lead to other people you would like to follow.
03. Organize favourite ideas, resources, and websites on an online board that can be shared with others. Add ideas from other second language educators to your board.
04. Participate in online language chats to ask questions and share ideas. Access archived chats for even more ideas.
05. Search for online videos about an area in second languages that you are interested in learning. Be specific in your search terms to avoid wasting your time.
06. Explore online profiles of second language researchers and professors for their suggestions regarding articles, tips, blogs, and professional resources.
07. Ensure you are accessing everything the New Teacher Induction Program has to offer. See scenario 11 for further suggestions in regard to mentoring.
08. Join a French conversation group. As you practice French, you can exchange ideas and tips with colleagues.
09. Refer to resources such as updated curriculum-aligned teacher guides and supplementary online resources for more ideas on how to teach the second language.
10. Seek out sessions specific to your teaching assignment such as OMLTA's spring conference in Toronto or the regionalized fall conference. CASLT also offers a national biennial conference called "Languages Without Borders." Use these sessions to connect with other second language teachers. They are all worth considering!



Teacher Voices

- *Set manageable goals: read one professional article or magazine, and follow one second-language educator on social media per term. (Marteen)*
- *Enrich your expertise through collaboration with others. (Mervat)*
- *Join a professional L2 teachers' association like the OMLTA or CASLT and find an instant community of like-minded people. (Caroline)*

How to THRIVE in this Situation

As you work towards improving your access to professional learning opportunities over the longer term, consider the following strategies:

01. Attend formal conferences designed specifically for second language teachers, such as those offered through the OMLTA, ACPI or CASLT. Seek funding sources through your school, district, teachers' association or federation.
02. Establish or participate in an ongoing, collaborative group with other second language teachers. Share ideas you've learned through professional learning activities.
03. Invite second language teachers to your school in person or virtually for informal professional conversations about second language teaching and learning.
04. Ask for time and space for second language teachers to meet to collaborate during school- or board-wide professional learning events.
05. Suggest second language session topics or speakers for web conferences, webinars and workshops held by your school boards' professional learning committee and or teacher federation (such as the Ontario Teachers Federation's Connects Webinar Series (OTF), the Elementary Teacher Federation of Ontario's FSL committee (ETFO), the Ontario Elementary Catholic Teachers Association (OECTA) or the Ontario Secondary Schools Teacher Federation (OSSTF)).
06. Become a member of the OMLTA, CASLT, and ACPI. Get involved in the work of the association. Sign up for writing projects, write articles for the association's publications, present a workshop as a new teacher at the conferences. Associations welcome your input as it helps them respond to the identified needs of frontline second language professionals like yourself.
07. Subscribe to print or online second language teacher professional publications and news briefs. Highlight ideas you want to remember as you read them.
08. Ask a second-language university professor to send you the reading list for a course and/or annotated bibliographies.
09. Request that your school library, community library, your Faculty of Education library, or the Ontario College of Teachers library bring in second language professional resources for you to borrow.
10. Create a personalized database of second language instructional resources you want to be inspired by in your classroom, as well as professional resources you would like to read.



Teacher Voices

- *Sometimes teaching is the best form of learning. Present at a local second language professional learning event about something you feel confident in. (Rita)*
- *Save up PD funds to attend a national or even international conference. (Terence)*
- *Write for advice on different aspects of teaching and learning a second language to the author of a second language resource that you love. (Stephanie)*

My Next Steps Planner – Survive Tips

To improve my own access to professional learning opportunities in the second language, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Curriculum Services Canada. *Transforming FSL*. www.curriculum.org/fsl
- Curriculum Services Canada. (September 2012). *A Guide to Reflective Practice for Core French Teachers*. www.curriculum.org/fsl/en/resources/a-guide-to-reflective-practice-for-core-french-teachers
- Curriculum Services Canada. (November 2016-April 2017). *Transforming FSL. Professional Learning Conversations*. www.curriculum.org/fsl/en/resources/professional-learning-conversation

OMLTA

- OMLTA's Annual Spring and Fall Conferences www.omlta.org
- Resources for teachers on the OMLTA Website www.omlta.org

CASLT

- Canadian Association of Second Language Teachers (CASLT). (2008). *À vos marques, prêts, partez!* www.caslt.org/en/professional-development/pd-resources/casltpd-resources
- CASLT's *Live Learning Center*. caslt.sclivelearningcenter.com
 - ♦ Conference recordings of select presentations
- CASLT offers online and face-to-face workshops. www.caslt.org/en/professional-development/workshops-professional-learning/online-and-other-pd-activities
- CASLT's website offers over 150 audio and video professional learning recordings. www.caslt.org
- *Languages Without Borders (LWB)* biennial conferences. www.caslt.org/en/professional-development/workshops-professional-learning/lwb
- *Linking Second Languages Research and Practice Series*. www.caslt.org/en/linking-l2-research-and-practice-series

————— “—————
*Sometimes teaching
is the best form of
learning. — Rita*
————— ”—————

#7 RESOURCES



There are not many current teaching materials at my school for FSL.



What can I use for resources?



Good second language resources should be curriculum-aligned, current, and based on students' interests and needs. This may include a set of Trillium-listed texts with teacher notes and ready-to-use activities, but a resource can be so much more. Useful resources may include professional learning manuals, brochures, menus, songs, newspaper/magazine articles, APPS or websites. A resource is anything or anyone that helps you teach your second language.



Like most second language teachers, you do not have to rely on just one resource.



Teacher Voices

- *There are many second language resources online, but the search can be overwhelming.* (Chen)
- *Finding quality second language resources is one of my biggest struggles.* (Michael)
- *Our school does not have the budget this year to add second language resources to the school library.* (Rodrigue)

How to SURVIVE in this Situation

Take inventory of what you DO have: print resources, authentic materials, access to technology, French language speakers and colleagues. Then start with some of these strategies to help you select resources for your FSL classroom:

01. Select components of existing resources within the school that align with the curriculum expectations for your program.
02. Check with the Trillium list or your subject association such as the OMLTA to see if there are specific resources recommended or authorized for use in your province.
03. Ask about the budget for purchasing resources. Connect with your mentor, department head, consultant, coordinator, and/or your administration to find out what resources they recommend.
04. Find authentic materials online to support real-life language learning. For example, use templates available from employers online for students to practice applying for jobs or filling out registration forms.
05. When you find authentic French materials on the internet, organize them right away so that they are easier to access when you need them.
06. Use or create action-oriented tasks that replicate real-life language use.
07. Design language tasks around the use of technology. For example, use Internet memes in French, and build a task around students creating their own meme.
08. Download language-learning apps for smart phones and tablets that allow students to practice French, as well as create meaningful messages.
09. Enlist colleagues, parents, and even students who are francophone to help you find interesting resources.
10. Seek out second language teachers on social media sites for quick ideas. Many second language teachers have already developed materials or lesson ideas that they share online. Why reinvent the wheel? Just be sure they align with curriculum expectations.



Teacher Voices

- *Je travaille avec la bibliothécaire pour commander des ressources. (Marie-Claude)*
- *Make your own second language resources that your students will love. (Mervat)*
- *Try to find someone who has taught the second language at the same grade level and ask for help. (Andrea)*

How to THRIVE in this Situation

As you work towards improving your collection of quality second language resources over the longer term, consider the following strategies:

01. As you acquire more resources, get rid of those resources you find less effective, less engaging, or dated, for teaching FSL.
02. When you attend second language conferences, visit the publisher booths and gather samples of different resources. Take time to analyze them before purchase.
03. When you create your own second language resource, challenge yourself to find several ways to use it to make your time and effort more effective.
04. Identify guest speakers who could come into the classroom in person or virtually. Have them talk to your students in French for different purposes.
05. Explore potential field trips and cultural experiences for your students that would help them achieve curriculum expectations.
06. Connect with another classroom in a place where French is used. Exchange ideas with the teacher and create opportunities for student interaction.
07. Use online collaborative tools and social media platforms for students to produce spoken and written forms of the French.
08. French news sources provide students with glimpses into the everyday life and attitudes of people who speak the language.
09. Create materials and resources for use by other students. Keep samples of student work to use as exemplars in the future.
10. Find blogs written by experienced second language teachers who share how they use resources. Make sure the ideas reflected in the blog align with Ontario's FSL curriculum expectations.



Teacher Voices

- *I adapt other languages resources for use in my French class. (Hillary)*
- *Connect with other second language teachers in your area. (Stephanie)*
- *Search the Internet for exactly what you are looking for. It has probably already been created by another second language teacher or association. (Marnie)*

My Next Steps Planner – Survive Tips

To improve my own collection of quality FSL resources, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Curriculum Services Canada. *Transforming FSL*. www.curriculum.org/fsl/en/resources
- Curriculum Services Canada. (April 2012–November 2015). *Prologue: A Publication for Professional Conversations*. www.curriculum.org/fsl/en/resources/prologue-a-publication-for-professional-conversations
- Ontario. Ministry of Education. (2013). *The Ontario Curriculum: French as a Second Language: Core French, Grades 4-8; Extended French, Grades 4-8; French Immersion, Grades 1-8*. Toronto. www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf
- Ontario. Ministry of Education. (2014). *The Ontario Curriculum: French as a Second language – Core, Extended, and Immersion French, Grades 9-12*. Toronto. www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf
- Ontario. Ministry of Education. (2017). *The Trillium List*. www.edu.gov.on.ca/trilliumlist

OMLTA

- Resources for teachers on the OMLTA website www.omlta.org

CASLT

- Canadian Association of Second Language Teachers (CASLT). (2012). *Assessment in Action: A CEFR-based Toolkit for FSL Teachers (Level A)*. www.caslt.org/en/boutique-en/aat-fsl-a-en
- Canadian Association of Second Language Teachers (CASLT). (2012). *Assessment in Action: A CEFR-based Toolkit for FSL Teachers (Level B)*. www.caslt.org/en/boutique-en/aat-fsl-b-en
- CASLT's *Language Teacher Calendar*. www.caslt.org/en/pedagogical-resources/resources/caslt-resources
- Ceccon B., Drolet C., Hermans L., Johnson S., Li P., and Prokopchuk N. (2015). *Second Language Teachers' CEFR-Inspired Practices*. www.caslt.org/en/boutique-en/l2-teacher-inspired-practices-en
- *Célébrons la francophonie!* www.caslt.org/en/pedagogical-resources/resources/caslt-resources
- Harley, B. (2013). *La langue en jeu dans les classes communicatives de français langue seconde*. www.caslt.org/en/professional-development/pd-resources/other-pd-resources
- *Inventaire linguistique des contenus clés des niveaux du CECRL*. (2015). www.caslt.org/files/pedagogical-resources/resources/inventaire-linguistique-cont-cles-cecrl.pdf

“
*Take inventory of
what you DO have.*
”

#8 PERCEIVED VALUE



I'm not sure French is valued in my school community.



How can I work with my colleagues and administration to ensure that learning French is valued in my school?



Sometimes it may feel like you are the only one who values French in your situation.



It can be a seemingly daunting task to advocate for your FSL program. Know that the rewards for doing so make it worthwhile — for you, and especially for your students!



Teacher Voices

- *Outside of my classroom, there is little evidence of the second language in the school. (Marie)*
- *I took it personally when others did not value the second language. (Dionne)*
- *I teach French at the secondary level and feel like I am constantly competing with other subject areas to get students to take French beyond Grade 9. (Andrew)*

*Communicating the
value of second language
learning begins with you.*

“ ”

How to SURVIVE in this Situation

Communicating the value of second language learning begins with you. Be upfront about your passion for the teaching and learning of French. Start with some of these strategies to help you increase the perceived value of the language program in your school:

01. Invite your administrators into your classroom to observe all that students can do in French.
02. Share your second language success stories often with your administrators. It is easier for them to advocate for your program when they can present positive evidence about the program to students, staff, or parents who may question its value.
03. Strike up informal conversations with colleagues about what your students are doing in their FSL classroom. Make connections to what the students are doing in other classes.
04. Work with colleagues, such as the music teacher to teach your class to sing *O Canada* in French at a school event, or to perform other songs, skits, or emcee duties in the language.
05. Have your students participate in daily announcements, school broadcasts, or radio clubs in French.
06. Create awareness of your FSL program by contributing articles and student work to the school newsletter, pictures or information to the school website, and items to be included on your school's communication systems.
07. Offer to create visual displays, signage, posters and student voice in French in the school.
08. Celebrate traditions and cultures. Invite parents, school staff, your administrators and other schools.
09. Frequently share the exciting things happening in your FSL classroom with parents through social media, school or class websites. Make sure to follow your school's social media protocol.
10. Ensure that your classrooms are alive with language where students are engaged and enthusiastic about learning French. Model and encourage students to be language risk takers!



Teacher Voices

- *Insert a second language flavour into all school events whenever possible. (Dionne)*
- *If your school plays music before class, offer to provide music in the second language. (Stephanie)*
- *Ask for parent volunteers to help at a second language event. (Jean-Pierre)*

How to THRIVE in this Situation

As you work towards creating ways to ensure that learning French is valued in your school over the longer term, consider the following strategies:

01. Gather research about the benefits of learning French, and create ways to make these benefits visible within the school and for stakeholders by adding quotes or quick notes to display boards, the school website, or on your school's communication tool.
02. Find out about opportunities for students studying FSL. Include exchange, travel, and study opportunities, potential bursaries, and scholarships.
03. Seek out ways to highlight the fact that in studying French, students are also developing intercultural competencies, which encourage global citizenship within your classroom and school. Identify opportunities to showcase the many languages spoken by the school community.
04. Emphasize the explicit instruction of language learning strategies and literacy skills found in the Ontario FSL Curriculum and how they can be applied to other subject areas.
05. Plan with content-area teachers to engage students in cross-curricular learning and activities that connect the value of language learning and content areas.
06. Organize cultural days or an international week at your school to provide exposure to language learning and various cultures within your school. Invite guests to speak, and celebrate with music, food, and film.
07. Be an active voice on your school's parent council. This will allow you to meet parents and champion the value of language learning in your school.
08. Encourage your students' families to attend events in the Francophone community.
09. Create a short video or brochure highlighting the benefits of second language learning to share with parents and staff. Include current and former student testimonials.
10. Connect with other FSL teachers in your area to share ideas about how to promote your second language programs.



Teacher Voices

- *Offer informal beginning second language classes to the parent community to show them what their children are learning. (Angela)*
- *Invite a local celebrity or athlete who speaks the second language to talk about the value of second language learning at a student assembly. (Marnie)*
- *Have the school principal greet students over the PA system in French. (Kelly)*

My Next Steps Planner – Survive Tips

To improve the perception of French in my school, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Ontario. Ministry of Education. (2008). *A Guide to Effective Literacy Instruction, Grades 4-6. Volume 1. The Junior Learner.* www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_1_Pt1_Junior_Learner.pdf
- Ontario. Ministry of Education. (2008). *A Guide to Effective Literacy Instruction, Grades 4-6. Volume 5. Reading.* www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf
- Ontario. Ministry of Education. (2008). *A Guide to Effective Literacy Instruction, Grades 4-6. Volume 6. Writing.* www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf
- Ontario. Ministry of Education. (2008). *A Guide to Effective Literacy Instruction, Grades 4-6. Volume 7. Media Literacy.* www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_7_Media_Literacy.pdf
- Ontario. Ministry of Education. (2013). *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12.* www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf
- Ontario. Ministry of Education. (2013). *The Ontario Curriculum: French as a Second Language: Core French, Grades 4-8; Extended French, Grades 4-8; French Immersion, Grades 1-8.* Toronto. www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf
- Ontario. Ministry of Education. (2014). *The Ontario Curriculum: French as a Second language – Core, Extended, and Immersion French, Grades 9-12.* Toronto. www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf

OMLTA/MLC

- Modern Languages Council. (2014). *Supporting the Revised 2013-2014 French as a Second Language Curricula: A Practical Guide for Teachers in Ontario. Brain-based Research on the Benefits of Bilingualism and Second Language Instruction.* www.omlta.org/wp-content/uploads/MLC/Brain-based_Research_on_the_Benefits_of_Bilingualism_and_Second_Language_Instruction_FINAL.pdf
- Modern Languages Council. (2015). *Promoting French as a Second Language.* www.omlta.org/wp-content/uploads/MLC/Promoting_French_as_a_Second_Language_FINAL.pdf

Canadian Parents for French

- oncpf.ca

CASLT

- Canadian Association of Second Language Teachers (CASLT). (2008). *À vos marques, prêts, partez!* www.caslt.org/en/professional-development/pd-resources/caslt-pd-resources
- Canadian Association of Second Language Teachers (CASLT). (2011). *Leadership for Successful FSL Programs.* www.caslt.org/en/boutique-en/leadership-successful-fsl-programs
 - ♦ Includes six folios intended for principals and vice-principals, school-based teacher leaders, and administrative staff.
- French, L. and Collins, L. (2011). *Perceptions from ESL Teachers across Canada: A National Survey of the English Second Language (ESL) Teaching Profession.* Ottawa, ON: Canadian Association of Second Language Teachers (CASLT). www.caslt.org/en/boutique-en/research-and-survey-reports/panorama-2011-e-en
- French, L. and Collins, L. (2014). *FSL and ESL Teachers' Perspectives of Their Professions: A Comparative Overview of Two National Survey Projects.* Ottawa, ON: Canadian Association of Second Language Teachers (CASLT). www.caslt.org/en/boutique-en/research-and-survey-reports/panorama-2014-en
- Salvatori, M. and MacFarlane, A. (2009). *Profile and Pathways – Supports for Developing FSL Teachers' Pedagogical, Linguistic, and Cultural Competencies.* Ottawa, ON: Canadian Association of Second Language Teachers (CASLT). www.caslt.org/en/boutique-en/research-and-survey-reports/panorama-2009-en
- *What is the CEFR? (Video).* www.caslt.org/en/pedagogical-resources/professional-information/cefr

#9 STUDENT ENGAGEMENT



My students don't seem excited about learning FSL.



How can I increase student engagement in my FSL classroom?



Getting your students hooked and keeping them engaged in language learning can mean finding that balance between fun and functional French for real purposes. Often your classroom is one of the few places your students have an opportunity to use French, and they might not readily see the utility in learning it. Students will often engage more actively in their learning when they see the value and a purpose for the learning. When we involve students in the learning process, we value their opinions and honour their choice.



The good news is that your energy will also spark theirs. If you are genuinely engaged in the FSL classroom, your students are more likely to be too.



Teacher Voices

- *Some students tell me it is too hard to learn French and they refuse to speak it at times. (Andrea)*
- *I wish I had student testimonials to convince students of the long-term value of learning the second language. (Rodrigue)*
- *Some students are learning French just because their parents want them to. Those students are not very interested. (Chen)*

How to SURVIVE in this Situation

Students will feel more connected to the learning when they understand what is expected of them, the topics are connected to their interest, and when they feel that the learning is purposeful. Try some of the following strategies to increase student engagement in learning French:

01. Establish a daily routine that gets students using French as soon as the class begins.
 - a. Greet each student at the door. Have students greet you and their classmates also.
 - b. Build in time so students can make personal connections with you and with classmates.
 - c. If you teach more than just French to the class, establish a clear signal to switch into and out of French.
 - d. Consider using catchy songs to signal the beginning and end of class, or transitions to other tasks
02. Have a **Minds On** task for all students to complete in French as they enter.
03. Begin class with a language task or warm up that everyone can do successfully to build momentum.
04. Establish a system to acknowledge student understanding, such as thumbs up, thumbs down or the traffic light system.
05. Avoid translating. This cannot be stressed enough. Students learn quickly that they can disengage from the second language if they know you will repeat your message in the first language. Simplify your classroom routines and language, and persevere. It will pay off in the end.
06. Plan for a variety of activities that address the strands of listening, speaking, reading, and writing. Provide multiple opportunities for interaction to keep students immersed in the language.
07. Consider the multitude of scenarios where your students would need to use the language outside of the classroom. Create similar opportunities using the action-oriented approach so that they can communicate and interact in the French inside the classroom.
08. Use authentic materials that students find interesting as learning resources. Consider advertisements, social media communications, music videos, and posters. Refer to examples in the FSL curriculum document that are listed in specific expectations for additional suggestions.
09. Chunk the learning into manageable pieces so that students do not get overwhelmed.
10. Create opportunities for students to collaborate and interact with the language in engaging ways using technology to support language-learning curriculum expectations.



Teacher Voices

- *Build strong relationships with students. Get to know them as individuals. (Ashley)*
- *Be engaged yourself. Be an inspiration to your students. (Mervat)*
- *Engage students in second language conversations with peers every day. (Stephanie)*

How to THRIVE in this Situation

As you work towards improving student engagement over the longer term, consider the following strategies:

01. Stay in French and coach students with functional language for varied contexts so they can use it with success.
02. Scaffold language learning so that students do not disengage because they feel lost. Constantly monitor for student comprehension.
03. Enable students to communicate for their own intentions and purposes. Nothing engages students more than feeling capable of using French to say what they want or to talk about their own experiences and opinions.
04. Experiment with text forms and invite students to make choices about the most effective way to communicate their message depending on their intent.
05. Use other spaces within the school, such as the gym, a kitchen, and gathering areas, or go outside to support the real-life activities that you have planned for your students.
06. Address the language structures as needed, always within context and in short bursts, to complete language tasks. Avoid isolated and non-related grammar lessons.
07. Explicitly demonstrate and model language structures to help students identify patterns and understand how to use the structures. Have students then use the structures in a fun and meaningful way.
08. Use age-appropriate pop culture in French, such as music, TV shows, Internet memes, and funny videos.
09. Keep students moving in the FSL classroom. Get them up to interact with peers and allow for flexible grouping and choice where they can demonstrate their learning. Don't be afraid to be creative!
10. Seek out ways to connect with the language and culture outside of the four walls of your classroom. Connect with native speakers or other classes studying the second language, either locally or virtually.



Teacher Voices

- *Always ask yourself, "Would the student be able to apply the learning in a place where that language is spoken?" If the answer is no, student engagement is probably low. (Terence)*
- *Show students how helpful French will be to them in the future. (Chen)*
- *I always like to know what the students want to learn to do in the language and start from there. (Kelly)*

My Next Steps Planner – Survive Tips

To improve my own strategies for student engagement, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Ontario. Ministry of Education. (May 2011). *Capacity Building Series. Student Identity and Engagement in Elementary Schools. Special Edition #20.* www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentIdentity.pdf
- Ontario. Ministry of Education. (Summer 2011). *In Conversation. Student Engagement: A Leadership Priority.* www.edu.gov.on.ca/eng/policyfunding/leadership/Summer2011.pdf
- Ontario. Ministry of Education. (2013). *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12.* www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf
- Ontario. Ministry of Education. (2013). *The Ontario Curriculum: French as a Second Language: Core French, Grades 4-8; Extended French, Grades 4-8; French Immersion, Grades 1-8.* Toronto. www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf
- Ontario. Ministry of Education. (2014). *The Ontario Curriculum: French as a Second language – Core, Extended, and Immersion French, Grades 9-12.* Toronto. www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf

OMLTA/MLC

- Ontario Modern Language Teachers' Association. Modern Languages Council. (2014). *Making Real-World Connections.* www.omlta.org/wp-content/uploads/2014/06/Making-Real-World-Connections.mp3

CASLT

- Canadian Association of Second Language Teachers (CASLT). (2014). *Portfolio des langues (élèves du primaire).* www.caslt.org/en/boutique-en/pedagogical-resources-other/portfolio-primaire-en
- Kristmanson, P., Lafarge, L. (2014). *I Can...: Empowering Language Learners (A teacher's guide to using the Language Portfolio).* Ottawa, ON: Canadian Association of Second Language Teachers (CASLT). www.caslt.org/en/boutique-en/i-can-en
- Second Language Research Institute of Canada. *School-based Language Portfolio.* www.caslt.org/en/boutique-en/school-based-language-portfolio-l2ric
- *What is the CEFR?* (Video, short version). www.caslt.org/en/pedagogical-resources/professional-information/cefr

Be engaged yourself. Be
an inspiration to your
students. —Mervat

#10 ASSESSMENT AND EVALUATION



I need to plan for and provide varied and multiple opportunities for assessing learning in FSL.



How do I use assessment and evaluation to improve student achievement in FSL?



You know that assessment refers to the gathering of information from multiple sources that accurately reflects how well a student is achieving the curriculum expectations. Assessment for the purpose of improving student learning is seen as both assessment *for* learning as well as assessment *as* learning. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the school year. However, like many second language teachers, you may ask yourself questions like these: *How do I know what my students can do? What should I focus on? How much and how often should I assess? How do I turn all this assessment information into a grade?*



Assessment and evaluation begins with the curriculum expectations and must be considered at the beginning of the planning process. You will find that most effective ongoing assessment practices will lead to improvement in student learning.



Teacher Voices

- *Sometimes I find it difficult to know what and how to assess. (Rodrigue)*
- *I feel as though the assessment of my students may not always truly reflect what they can do in the second language. (Michael)*
- *When I began teaching, I thought all my assessments had to be paper and pencil. (Dionne)*

How to SURVIVE in this Situation

The primary purpose of assessment and evaluation is to improve student learning (Growing Success, p. 6). Teachers must use the achievement chart in combination with curriculum expectations to plan authentic assessment opportunities. Here are some strategies to help you when assessing and evaluating student learning:

01. While all curriculum expectations are important, cluster specific expectations that are meaningful and relevant to a task or learning opportunity.
02. Give students multiple opportunities to practice and receive descriptive feedback in a timely fashion (assessment *for* learning) before assigning a grade (assessment *of* learning).
03. Always communicate clearly how students are going to be evaluated on their work using learning goals and success criteria that are developed from curriculum expectations.
04. Remember that your observations and conversations with students should be considered as assessment practices in addition to the product.
05. Plan for assessment as soon as you select your curriculum expectations. Think about how students will demonstrate their learning of these curriculum expectations, that is, what might a performance task or learning opportunity look like?
06. Use frequent formative assessments (assessment *for* learning) in all strands (listening, speaking, reading, writing) to inform instruction, guide next steps and help students monitor their progress towards achieving their learning goal(s).
07. Use curriculum expectations related to metacognition to guide students in self-reflection and to assist with goal-setting to determine next steps in their learning.
08. Collaborate with your colleagues to create authentic assessment tools.
09. Check often for understanding. Ask questions that require simple one-word answers, gestures like thumbs up or down, and entry or exit cards.
10. All curriculum expectations must be accounted for in assessment and instruction, but evaluation focuses on student achievement of the overall expectations. Ensure that the evaluation of student learning is both meaningful and transparent so that students understand how to improve.



Teacher Voices

- *Keep a grid of your students' names easily accessible. Then you can readily jot down notes about their students' performance in French.* (Dionne)
- *Wear fun antennas when you assess students to signal, "Don't bug me. I'm assessing."* (Michelle)
- *Ask students what they think is most important so they can co-create criteria.* (Marnie)

How to THRIVE in this Situation

As you work toward building a strong assessment program for your second language class over the longer term, consider the following strategies:

01. Create learning goals in French and in student friendly language based on curriculum expectations.
Co-construct success criteria with students before they start working on a task.
02. Teach students how to use the success criteria to self- or peer-assess as they practice the language tasks.
03. Encourage students to set language learning goals and next steps to achieve them.
04. Collect evidence of what students CAN do as an active communicator in French.
05. Develop authentic, action-oriented tasks that provide students with opportunities to engage in language learning in real-life contexts.
06. Collaborate with your colleagues to create rich assessment tasks using the categories of the achievement chart (Knowledge and Understanding, Thinking, Communication, Application).
07. Use different types of evidence, including teacher observations and conversations (Assessment *for* Learning), student self- reflection (Assessment *as* Learning) and products of student learning (Assessment *of* Learning) to communicate what students know and can do. Collaborate again with colleagues to moderate student oral and written work.
08. Examine all evidence of second language learning throughout the learning period. The grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. (Ontario FSL Curriculum. p. 25.)
09. Communicate clearly students' learning to parents and the students as often as necessary by such means as parent/ teacher, parent/student/teacher, student-led conferences, portfolios of student work, interviews, phone calls, checklists and informal and formal reports. (Ontario FSL Curriculum. p. 25)
10. Consider using a *Language Portfolio*,⁸ based on the *Common European Framework of Reference*⁹ (CEFR), as a fundamental part of your assessment program. It provides students with the opportunity to reflect on their language skills, set language learning goals, and provide evidence of their language learning. It supports the principles of Assessment *as* learning and encourages students to be more aware and active in their language learning experience. Invite students to take their Language Portfolio home to share with their parents.



Teacher Voices

- *Oral interaction is more important to assess, even though oral presentation is easier.* (Stephanie)
- *Assess simply, but frequently instead of relying on a big end-of-unit test.* (Norman)
- *Get students involved in establishing the criteria for success and then assessing their own skills and performance in relation to those criteria.* (Caroline)

⁸ elp.ecml.at/UsingtheELP/Understandingtheportfolio/tabid/2745/language/en-GB/Default.aspx

⁹ www.coe.int/en/web/common-european-framework-reference-languages

My Next Steps Planner – Survive Tips

To improve my own second language assessment and evaluation practices, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Curriculum Services Canada. *Transforming FSL*. www.curriculum.org/fsl/en/resources/
- Curriculum Services Canada. (2012). *A Guide to Reflective Practices for Core French Teachers. Module 5. Assessment and Evaluation*. curriculum.org/fsl/wp-content/uploads/2015/12/FSL-module-5.pdf
- Curriculum Services Canada. (2012). *A Guide to Reflective Practices for Core French Teachers. Module 6. Learner Autonomy and Metacognition*. curriculum.org/fsl/wp-content/uploads/2015/12/FSL-module-6.pdf
- Curriculum Services Canada. (Prologue: May 2016). *Assessment for Learning and Assessment as Learning*. www.curriculum.org/fsl/wp-content/uploads/2016/06/Prologue_English_May2016-Assessment-For-Learning.pdf
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- Ottawa-Carleton District School Board. (June 2013). *Effective Assessment Practices in FSL: Connecting Growing Success and the Common European Framework of Reference for Languages (CEFR), Kindergarten to Grade 12*. www.ocdsb.ca/med/pub/Publications%20%20Updated/EffectiveAssessmentPracticesinFSL.pdf

OMLTA/MLC

- Modern Languages Council. (2014). *Supporting the Revised 2013-2014 French as a Second Language Curricula: A Practical Guide for Teachers in Ontario. Assessment and Evaluation*. www.omlta.org/wp-content/uploads/MLC/Assessment_and_Evaluation_FINAL.pdf
- Ontario Modern Language Teachers' Association. Modern Languages Council. (2014). *Curriculum Fact Sheets. Assessment and Evaluation*. www.omlta.org/wp-content/uploads/MLC/Assessment_and_Evaluation_FINAL.pdf
- Ontario Modern Language Teachers' Association. Modern Languages Council. (2015). *Revised Secondary Curriculum Fact Sheets. Assessment and Evaluation in the FSL Classroom*. www.omlta.org/wp-content/uploads/2015/11/Fact-Sheet-5_Assessment-and-Evaluation.pdf

CASLT

- *Assessment in Action* provides a series of adaptable tasks in English and French to support the assessment of students' language skill levels. All students, regardless of the competency level they are learning at, or the skill being evaluated, can participate in a variety of assessment tasks (differentiated according to their individual skill level). The tasks are based on the Common European Framework of Reference (CEFR), and can be adapted to any language curriculum. They are available at A1 and A2 levels, and B1 and B2 levels. www.caslt.org/en/pedagogical-resources/resources/caslt-resources
- Canadian Association of Second Language Teachers (CASLT). (2014). *Portfolio des langues (élèves du primaire)*. www.caslt.org/en/boutique-en/pedagogical-resources-other/portfolio-primaire-en
- CASLT's *Live Learning Center*. caslt.sclivelearningcenter.com
 - ♦ Offers a number of recordings on assessment
- Ceccon B., Drolet C., Hermans L., Johnson S., Li P., and Prokopchuk N. (2015). *Second Language Teachers' CEFR-Inspired Practices*. www.caslt.org/en/boutique-en/l2-teacher-inspired-practices-en
 - ♦ Provides specific examples of strategies used by teachers who have implemented the CEFR in their second language classroom.
- *Inventaire linguistique des contenus clés des niveaux du CECRL*. (2015). www.caslt.org/files/pedagogical-resources/resources/inventaire-linguistique-cont-cles-cecrl.pdf
- Kristmanson, P., Lafargue, L. (2014). *I Can...: Empowering Language Learners (A teacher's guide to using the Language Portfolio)*. Ottawa, ON: Canadian Association of Second Language Teachers (CASLT). www.caslt.org/en/boutique-en/i-can-en
- Second Language Research Institute of Canada. *School-based Language Portfolio*. www.caslt.org/en/boutique-en/school-based-language-portfolio-l2ric
- *Strategies to Support Students: Using Assessment and Evaluation Strategies to Support Students* (Video). www.caslt.org/en/professional-development/audio-visual-resources/videos

— “ —
Assess simply, but frequently. – Norman

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#11 MENTORSHIP



I am eager to learn from others, but do not know where to start building a network.



How do I develop my mentoring web when I need guidance and support to help inform my teaching practice?



You may be the only FSL teacher in your building and you may not know where to find support and/or answers to your questions. It is important for you to establish a network so that you don't feel isolated but also so you can build your professional knowledge through a mentoring web. Your mentoring web may include broker mentoring, one to one mentoring, group mentoring, online mentoring and communities of practice. There are many different ways to develop your mentoring web.



The good news is, there are many opportunities made available for you through the New Teacher Induction Program (NTIP), as well as other formal and informal mentoring opportunities, to help you build your mentoring web.



Teacher Voices

- *I'm the only Core French teacher at my school. I feel lost! (David)*
- *Sometimes I have questions about my practice, but I don't know where to go! (Laura)*
- *I teach high school French immersion and we are the only immersion high school in my board. I need to find support but I feel like have few resources to draw on. (Andrew)*

How to SURVIVE in this Situation

Mentorship is a trusting, reciprocal relationship that engages teachers in planning, reflecting and problem solving. It focuses on conversations that explore teacher practice, challenges and inquiry. Here are some tips for establishing and making the most of your mentoring web:

01. Speak with your principal to see what kind of mentorship opportunities are available within your school and/or school board.
02. Contact your school board New Teacher Induction Program (NTIP) lead, consultant or coordinator to seek out mentorship opportunities.
03. Ask a colleague with a similar teaching assignment either in your school or in your board to serve as your one-to-one mentor.
04. Join a professional organization, such as the OMLTA or CASLT, to expand your professional network and engage in professional dialogue about teaching practice.
05. Seek out online communities, social media chat groups, and web-based forums to ask questions, share ideas and resources.
06. Establish a time for you to visit your mentor's classroom to observe their teaching in action. Ensure that you have time after the observation to meet with the mentor to debrief, plan, and set goals together for something that you will incorporate into your own practice.
07. Allow for your mentor to observe your classroom to provide descriptive feedback on the goals that you have set together for improving your practice.
08. Request opportunities to co-plan and co-teach with your mentor.
09. Ensure that you attend NTIP sessions for you and your mentor so that you can continue to expand your mentoring web. This builds capacity and creates more opportunities for you to share your learning with other new teachers and mentors. This is also a great opportunity for you to practise your French!
10. Attend a conference that best suits your learning needs. Inquire about funding opportunities from your NTIP co-ordinator, school board, federations, and/or professional associations.



Teacher Voices

- *Through classroom visits and observations, my FSL mentor has enabled me to take my teaching to another level. My students have been exposed to more learning opportunities and are now part of the learning process. Intercultural awareness has been a huge part of my learning journey. (Melyssa)*
- *My mentor suggested that I attend the OMLTA conference with her three years ago. Not only did I learn from the workshops, but my mentor introduced me to FSL teachers from across the province. I continue to contact those teachers when I need ideas or inspiration. (Kristen)*
- *Teaching FSL can sometimes be a challenge for a teacher with limited experience and having a mentor to guide and help me through my journey has been very invigorating. My mentor has been an amazing resource for me. She has invited me to conferences and workshops and helped me with resources, which has helped me support my students. Because my mentor has supported and encouraged me to network with other FSL teachers, my year has been a huge success. (Nadia)*

How to THRIVE in this Situation

As you become more comfortable in your role as an FSL teacher, consider the following strategies for maintaining and getting the most out of your mentoring web:

01. Ask your mentor about how to maintain a work-life balance. Ask questions about pacing and ensuring you are on track with deadlines for progress reports, program planning, assessment and evaluation.
02. Build relationships with colleagues in your school (office administrator, caretaker, other teachers, principal and vice-principals, designated early childhood educators (DECE), educational assistants (EA), Special Education Resource Teachers (SERT), guidance counsellors, social workers, child and youth workers (CYW), and attendance counsellors).
03. Learn all school policy and procedures such as how to access Ontario Student Records (OSRs) and how to collect funds for trips and lunches.
04. Become involved in the life of the school. Seek out extracurricular opportunities that interest you to build relationships with students and staff outside the classroom.
05. Seek guidance and advice from your mentor prior to completing your Annual Learning Plan (ALP) to plan for your growth as an educator. Discuss strategies to prepare for your Teacher Performance Appraisal.
06. Discuss and reflect with your mentor about effective learning and instructional strategies using the action-oriented approach/L'approche actionnelle that is specific to FSL.
07. Seek additional support with the implementation of current assessment practices.
08. Consult your mentor or school expert in developing ways for differentiating instruction in the second language classroom to meet the needs of all students. These strategies include adjusting the method or pace of instruction, using different types of resources and allowing for a wider choice of topics.
09. Ask colleagues about resources that will help you support and challenge students in a second language classroom. Always refer to the student's individual education plan (IEP) for specific recommendations and resources needed.
10. Seek advice on how to create an environment to promote successful second-language learning.



Teacher Voices

- *The mentorship program has helped me gather new ideas for lessons and has helped me gain confidence in my assessment. (Lisa)*
- *Meeting with my mentor on a regular basis and having her co-teach with me has been beneficial for my professional growth. It has given me more confidence and has also shown me how to find balance in my personal life. When I meet with her, I feel inspired and rejuvenated. (Katelane)*
- *After attending the OMLTA conference for a few years, I was encouraged by several colleagues to present a workshop. I did and it has opened so many doors for new connections. (Kristen)*

My Next Steps Planner – Survive Tips

To building my own mentorship opportunities, I want to try these:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

Thrive tips	What I need	How it worked

Resources

Ontario Ministry of Education

- Curriculum Services Canada. (December 2016). *FSL for School Administrators from Awareness to Action. Issue 8. Supporting New Teachers of French as a Second Language.* www.curriculum.org/fsl/wp-content/uploads/2016/12/WEB-VERSION-CSC707-Issue-8_-English-1.pdf
- Ontario. Ministry of Education. *The New teacher Induction Program (NTIP).* www.edu.gov.on.ca/eng/teacher-induction.html
- Ontario. Ministry of Education. (2013). *Learning for All. A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12.* www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf
- Ontario. Ministry of Education. (2015). *Including Students with Special Needs in French as a Second Language Programs. A Guide for Ontario Schools. A Companion Resource to A Framework for FSL, K-12.* www.edu.gov.on.ca/eng/amenagement/includingFLS2015.pdf
- Ontario. Ministry of Education. (2016). *Welcoming English Language Learner into French as a Second Language Program. A Companion Resource to A Framework for FSL, K-12.* www.edu.gov.on.ca/eng/amenagement/welcoming.pdf
- Ontario. Ministry of Education. (2016-2017). *Mentoring for All. Version 2.* www.teachontario.ca/community/explore/mentoring-for-all

ETFO

- ETFO. *New Teacher Induction Program.* www.etfo.ca/SupportingMembers/Employees/PRSMattersBulletin/Pages/New%20Teacher%20Induction%20Program.aspx

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Ontario's New Teacher's Handbook will guide you through some of the hardest challenges you will face at the beginning... and maybe even throughout your entire career as a second language teacher. Be it accessing relevant professional learning opportunities, sharing classroom space with other teachers, or improving your own language proficiency, our experts have gathered what you need to survive and thrive.

What's in it?

- Tips from new and experienced teachers
- Solutions to eleven frequent situations new teachers face
- Planners to help you implement those solutions in your day to day teaching
- Plenty of resources to explore new strategies

Fear not. You will succeed!

Canadian Association of
Second Language Teachers



Association canadienne des
professeurs de langues secondes