



Ici on parle français – PD grants for FSL teachers

UFLI and l'approche neuro-linguistique

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School District:

Kawartha Pine Ridge District School Board



What We Did

Over the course of two days, we had our Board's French Consultant – Julie-Anne Pellerin – visit our school to meet with all interested French staff for a ½ day of learning.

During this release, we reviewed our learning/implementation of UFLI based off of last year's learning (UFLI and decoding strategies). We shifted our focus this year from KPRDSB's slides and decoding strategies, to fluency strategies to improve student confidence and abilities for broader communication.

In addition, we reviewed l'approche neuro-linguistique, with the goal of improving student confidence and fluency in oral communication. Our focus is on structured but more spontaneous oral interactions. To finish, we reviewed best practices and preferred resources from the past learning and efforts of our OTF grants in 2024-2025, as well as sharing of personal goals and resources targeted for future use.



What We Learned

- Individually, we all have wonderful components to our programming - sharing these with each other benefits the students. We need these moments to share and celebrate with one another! French is a subject best taught with passion, and talking with other educators fuels us!
- UFLI is a powerful tool for our lower grades to use daily. There are marked gains since we began using it. Core French benefits in the early years to highlight targeted sounds that are different in French and English - before students make the choice to switch to Extended French or stay in the English stream. We spend two days a week reviewing our target sounds. Junior/Intermediate can use components of the UFLI program for quick review (i.e. accent use, vowels), and as a tool to help struggling students in small groups. We reviewed fluency techniques to bolster student confidence in the early years.



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- The neuro-linguistic approach is a technique we are all using parts of, but would like to follow more closely to allow for better repetition/accumulation of language. We developed many questions that would work for use in future planning, as well as targeting structures for use to develop (ie. est-ce que tu aimes vs aimes-tu vs negation vs past and present). We are interested in more training to see how this develops from primary into the intermediate years.
- We explored some elements of AI that can help us develop supplementary resources to help with UFLI sounds, redirect resources to more appropriate levels for our learners, and generate accompanying resources.
- We explored resources that exist already (OnLit articles in French that are curriculum linked, Acadience for levelling our student abilities, Planet French for cultural aspects, and listening/speaking practice) to enhance our programming.



How We Shared Our Learning With Others

We input many of our thoughts into shared Google Docs within the divisions. These were also broadcast to the other staff members that teach French, even if they didn't participate in that specific ½ day of learning.



Links to Our Work

[Learning for K/Primary: - DEC 4](#)

[Learning for Junior/Intermediate: - MAY 21](#)



Any Next Steps We Have To Continue Our Learning

- Apply the learning we have gained through our sessions via mindfully including l'approche neuro-linguistique practices to daily conversations
- Apply the learning via UFLI instruction explicitly in the K-3 grades with the slides/resources provided by our Board
- Apply supplemental UFLI supports via resources
- Develop a way to implement UFLI instructions to the older grades (4-8, both Core French and Extended French, with a mind for our upcoming French Immersion students as well that would benefit from review)