



Ici on parle français – PD grants for FSL teachers

Supporting Oral Communication in Grade 9 Core French

Team Members:

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School Board:

Algonquin and Lakeshore Catholic DSB



What We Did

Our team of four secondary FSL teachers participated in a collaborative professional learning project focused on strengthening oral communication in Grade 9 Core Open French. Using funding from OTF's Ici on parle français program, each team member obtained access to Lingopie and FluentU, which provide authentic francophone video input with supported listening features. Guided by principles of the Neurolinguistic Approach (NLA), we met regularly to explore how these tools could be used to prioritize listening comprehension as the foundation for speaking, particularly for students new to French. Together, we reflected on classroom implementation, shared strategies, and adjusted oral tasks to better support student comprehension, confidence, and participation.



What We Learned

Through this project, we strengthened our understanding that comprehensible, repeated listening input must precede speaking for many learners, especially at the beginner level. Using Lingopie and FluentU reinforced the importance of exposing students to authentic spoken French while reducing cognitive load through visual support, repetition, and scaffolding.

We also learned that successful implementation of NLA aligned practices requires intentional planning rather than an overreliance on tools. While time constraints limited extensive exploration of every platform feature, access to these resources supported professional reflection on how to design more effective listening first activities that naturally lead into structured student speaking.



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How We Shared Our Learning With Others

- Ongoing informal team discussions focused on oral comprehension and speaking development
- Collaborative sharing of lesson ideas and listening based oral tasks
- Reflection on student responses and engagement during oral activities
- Continued professional dialogue around aligning Core French instruction with NLA principles (to be shared with other teachers in our school board)



Links to Our Work

[Blue Jays - Orale - Jour 1](#)

- Team adapted oral communication model using authentic video input (e.g., Blue Jays – Orale sequence), beginning with observation and listening for global comprehension before moving to supported speaking and action oriented tasks
 - Sample lesson outline demonstrating a Neurolinguistic Approach progression: observe → listen without text → listen with support → guided oral interaction → personal connection
 - Planning notes and reflections documenting our intentional shift toward prioritizing listening comprehension as the foundation for student oral production in Grade 9 Core French
 - Idea use this as a model going forth (was done in Grade 9 Extended/Immersion and various other grades and levels), but was adapted to songs at Christmas
 - Reflection followed oral interaction and focused on student awareness of meaning and successful communication rather than explicit language analysis, remaining consistent with Neurolinguistic Approach principles.



Any Next Steps We Have To Continue Our Learning

As a team, we plan to continue refining listening first, speaking supported instructional practices in Grade 9 Core French. We will further develop sustainable oral routines that build from listening comprehension into meaningful student output, using a combination of selected digital tools and freely available authentic resources. Ongoing collaboration will remain central to our professional learning and instructional decision making.