

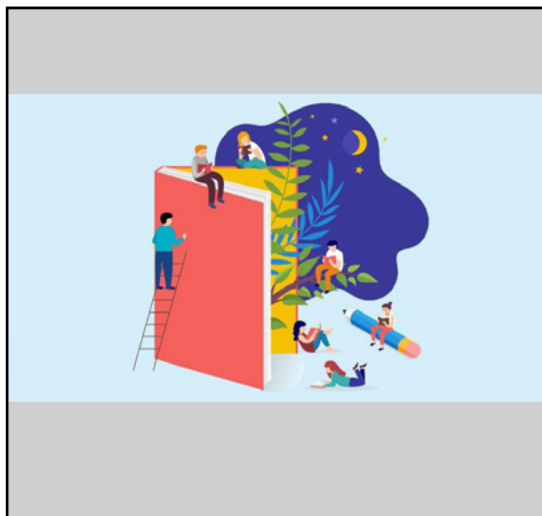


Ici on parle français – PD grants for FSL teachers

Teaching French with Comprehensible Input

Team Members:
Elisa Iacono, Stephanie Corbo

School District:
Toronto Catholic District



What We Did

First, we searched for, collected, and organised resources needed to apply Comprehensible Input language teaching methods. We started with print materials and later found many digital materials that have more of a variety of activities to try. We then explored the application of these methods in class and ended up revising and remixing some of the activities to fit with our classroom. For example, I started creating my own stories/skits that were tailored to my students. We also made our own versions of the suggested worksheets (venn diagrams, vocabulary. Etc)



What We Learned

We learned that to fully commit to this method, it would be quite the departure from our typical unit/grammar-based way of teaching that we are used to. Although we intended on doing a full switch (just to try it), it was way more than we bargained for. It wouldn't just be just the print materials and course content that are a base for this method, there is also a reflection of the method in the classroom environment (assigning roles and systems, posters with specific information, libraries, student resources, etc). We would love to fully dive in, it will just take time.



Ici on parle français – PD grants for FSL teachers



How We Shared Our Learning With Others

We used Google Drive to store any notes and materials we made and this will be shareable to anyone in the future who is interested.



Links to Our Work

These Instagram accounts inspired this project the most for us:

[@pourquetusaches](#)

[@towardproficiency](#)

[@afrofranco2](#)

[@aliceayel](#)

Here is the book series by Adriana Ramirez that was an easy starting off point:

[Teaching French](#)

Here are a sample of some of the [worksheets](#) I made and some of the notes we took:



Any Next Steps We Have To Continue Our Learning

Look at how to organise this method over the course of a semester and work backwards. It was difficult trying to add it in small steps when it was very different from our usual methods of teaching.