Ici on parle français – PD grants for FSL teachers

Supporting the intergration of the CEFR into daily instructional practices

Team Members:
Sherri Strong, Michelle Dube, Krista Keay and Kimberly Maich

School District:
GEC District School Board



What We Did

During the professional learning sessions, our team engaged in collaborative exploration of a wide range of resources, assessment tools, and instructional strategies connected to CEFR/CECR. The sessions focused on strengthening understanding of proficiency-based teaching and assessment practices in French Immersion and Core French contexts, while also identifying practical classroom resources to support student learning.

A significant portion of the learning centered on the CEFR framework and its application in French language instruction. We reviewed a CEFR presentation previously shared at our Board's FLS Symposium (Spring 2025) and examined CEFR documents outlining student expectations and competencies at various proficiency levels. We also explored oral communication rubrics, CEFR-aligned rubrics, and student samples to deepen our understanding of proficiency-based assessment. DELF student profiles and accompanying resources were also examined to better understand how language proficiency is demonstrated in authentic communication tasks.
We discussed DELF interview samples and role-play scenarios, particularly at the A1 and A2 levels. We reflected on how assessment expectations differ across proficiency levels and how students can be supported during oral interactions. For example, at the A1 level, students may appropriately mix French and English, and teachers may rephrase questions to support comprehension. At the A2 level, students can still be redirected or prompted while maintaining the flow of conversation. These discussions helped us reconsider instructional priorities and assessment practices, particularly the importance of communication and task completion over perfect accuracy. We also reflected on long-term goals for French Immersion students, noting that Grade 8 French Immersion students should ideally be functioning comfortably at a beginner B1 level, even when vocabulary demands are challenging, provided the tasks remain relevant and familiar.

Our team also explored a variety of instructional resources and professional learning opportunities to support oral language development, literacy, and engagement in French learning. Resources discussed included Idéllo (ateliers and parcours éducatifs), TVO Learn (FSL resources organized by strands such as listening and speaking), Francolab Junior, Missions Sciences, ONlit, Transforming FSL, Lire – apprendre et grandir, and Pearson online learning resources for Core French. We discussed how these resources could support primary French Immersion learners through engaging and differentiated activities.
Our sessions also included discussion of effective literacy and writing practices. We explored The Writing Revolution 2.0, with particular attention to the importance of linear brainstorming as a support for student writing organization and clarity. We reviewed ONlit – Écrire SRSD resources and discussed practical considerations for accessing materials on school networks (such as downloading PDFs in advance when resources are hosted through Google Drive).

Further exploration included the use of Alloprof resources and grammar practice activities from the Édition Passe Temps grammar books. Teachers discussed how structured grammar practice could complement communicative approaches to language learning. Flora French resources and their connections to CEFR proficiency levels were also examined.
Finally, our team collaboratively identified the resources and student profiles they wished to compile into a shared package/duotang for staff participating in the project. This package was intended to support the ongoing implementation of CEFR-informed instructional practices and provide teachers with practical, classroom-ready materials aligned with proficiency-based language learning goals.

Ici on parle français – PD grants for FSL teachers

What We Learned

Krista: Using and learning about the core resources from the Book Room to improve my knowledge of the CEFR and then to implement them in my teaching practices

Learning about websites like Onlit , Idéllo, and others to help me navigate learning for my students' needs. Compiling a list of resources for our staff to use across the grades was very helpful.

Kim: Through my French professional development, I deepened my understanding of how the CEFR (Cadre européen commun de référence pour les langues) and DELF frameworks can meaningfully inform and strengthen Core French instruction. I learned how CEFR proficiency levels (A1–B2) provide clear, communicative benchmarks that emphasize real-world language use, allowing me to design lessons that move beyond isolated vocabulary and grammar toward authentic communication. By linking Core French expectations with CEFR "can-do" statements, I can better support students in developing practical listening, speaking, reading, and writing skills, and in preparing for potential DELF assessment pathways.

This professional learning also expanded my knowledge of instructional resources and strategies that align with a communicative, action-oriented approach. I explored a variety of tools—such as authentic texts, digital platforms, oral interaction routines, and culturally relevant materials—that make language learning more engaging and accessible. I learned how to scaffold tasks to meet diverse learner needs while promoting student confidence and independence in using French.

Equally important was the opportunity to collaborate with colleagues, which enhanced my practice significantly. Through professional dialogue, resource sharing, and co-planning, I gained new perspectives on assessment, differentiation, and classroom strategies. Working alongside others helped me reflect on my teaching, refine my approaches, and build a stronger, more consistent Core French program. Overall, this professional development strengthened my ability to deliver a more intentional, communicative, and student-centered French program, grounded in CEFR principles and enriched through shared professional learning.
Michelle: Through our recent professional learning connected to the CEFR, I was able to deepen my understanding of effective strategies and resources to support French as a Second Language (FSL) instruction. The learning highlighted practical ways to integrate authentic, engaging, and curriculum-connected French content across subject areas, particularly in science.
One especially valuable resource shared was Missions Sciences, which provides rich French-language science materials aligned with the Ontario curriculum. The resource includes interactive missions, inquiry-based activities, and pedagogical supports that encourage student communication, critical thinking, and scientific reasoning in French.
This professional learning has strengthened my FSL teaching practice by providing accessible, cross-curricular resources that increase student engagement while supporting language acquisition in meaningful contexts. I now feel better equipped to incorporate authentic French learning opportunities into science instruction and to create more interactive, language-rich experiences for students.

How We Shared Our Learning With Others

Our team created a digital working document of French resources that support the integration of CEFR into daily instructional practices. The document includes live links for instant access and was shared with all team members.
Each team member also received a copy of print materials explored as part of our project. Some examples of documents included were: Annexe E, Annexe F (source: Inventaire des contenus clés des niveaux du CECRL), CEFR Oral self-assessment (wheels A1-B2), Le CEFR en Ontario (implementation continuum).

Links to Our Work

Any Next Steps We Have To Continue Our Learning

As a next step, our team looks forward to applying for another grant (next year) to continue our professional learning. We would like to "dive deeper" into Annexe F of the document Inventaire linguistique des contenus clés des niveaux du CECRL. This Annexe includes specific language that can be explicitly taught/modelled to help students communicate effectively, which in turn can help them meet the expectations of each level (A1-B2).