



LISTENING

MODULE 1

VIEWER'S GUIDE



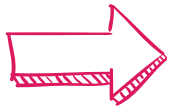
INTRODUCTION

Welcome to Module 1. This module will focus on exploring the listening strand of the FSL curriculum documents in order to develop language proficiency and confidence for learners. This module will address possible barriers present for educators and learners while participating in listening activities. It will also discuss concrete instructional strategies that will help learners develop listening and interaction skills.

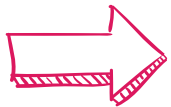


MODULE GOALS

THERE ARE **4** KEY GOALS FOR THIS MODULE:



First, we are examining the importance of listening so that we can support learners in developing confidence to become effective communicators.



Second, we are identifying possible challenges present for educators and learners while participating in listening activities so that we can overcome these barriers to increase engagement and confidence.



Third, we are exploring pre-listening, during listening, and post-listening **instructional strategies** so that we can support learners in understanding and interpreting a variety of spoken French texts and conversations.



Finally, we are describing ways that promote equity, diversity, inclusion and **Culturally Responsive and Relevant Pedagogy** in listening so that we can help educators meet the needs of learners and critically choose authentic texts that represent diverse voices of *la francophonie*.

OVERALL EXPECTATIONS: LISTENING

Listening is the first strand in the FSL Elementary and Secondary curriculum documents and is composed of three Overall Expectations: A1 Listening to Understand, A2 Listening to Interact, and A3 Intercultural Understanding.

The curriculum documents provide educators with prompts after each Specific Expectation that consist of suggested questions that can be asked to learners to aid them in their listening development. Instructional tips are also provided to guide educators in effective **instructional strategies** that are appropriate for different grades and proficiency levels and become more complex progressing through each grade.

For example, an instructional tip for Grade 5 Core French under the Specific Expectation A2.2 Interacting encourages educators to “model ways of giving feedback to a peer, including the use of various question-and-answer formats”, for example using “Est-ce que...?”, the inversion, and incorporating the question in the answer (p. 69).

This learning is advanced through the grades. In Grade 9 Core French, an instructional tip for A2.2 is that educators can “encourage social interaction by providing opportunities for [learners] to react to and express themselves on familiar topics” (p. 60).

In Grade 5, learners can gain success in this expectation when the task is more educator directed, whereas in Grade 9 more independence is placed on the learner in collaborative settings when interacting with peers.



The central importance of oral communication and the need to explicitly teach listening is that oral comprehension precedes oral production, and that a variety of input is critical in establishing a solid foundation for language learning.

In other words, language production begins with listening. Learners need to be exposed to a variety of authentic listening opportunities to develop their listening skills, which is a foundation for language development.



On the next page, you will notice the graphics from [Grammar in Action](#) that highlight the important role that listening and speaking play for early language learners in building competency and fluency. As noted in the FSL curriculum, “If [learners] hear it, they can say it. If [learners] can say it, they can read it. And if [learners] can read it, they can write it.” - listening is therefore a foundational skill that must be explicitly taught. Educators can use the descriptors in

A1. Listening to Understand

Determine meaning in a variety of oral French texts, using a range of listening strategies.

A2. Listening to Interact

Interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences.

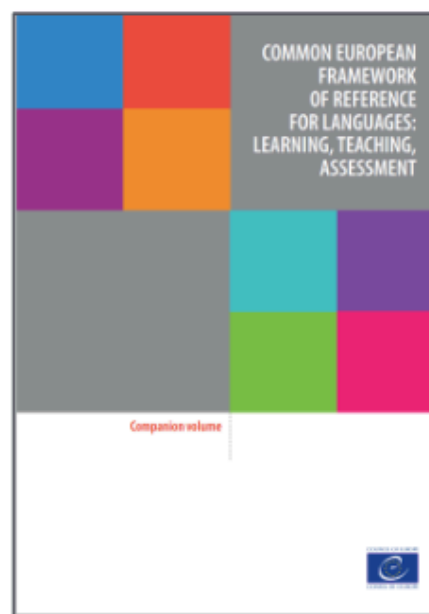
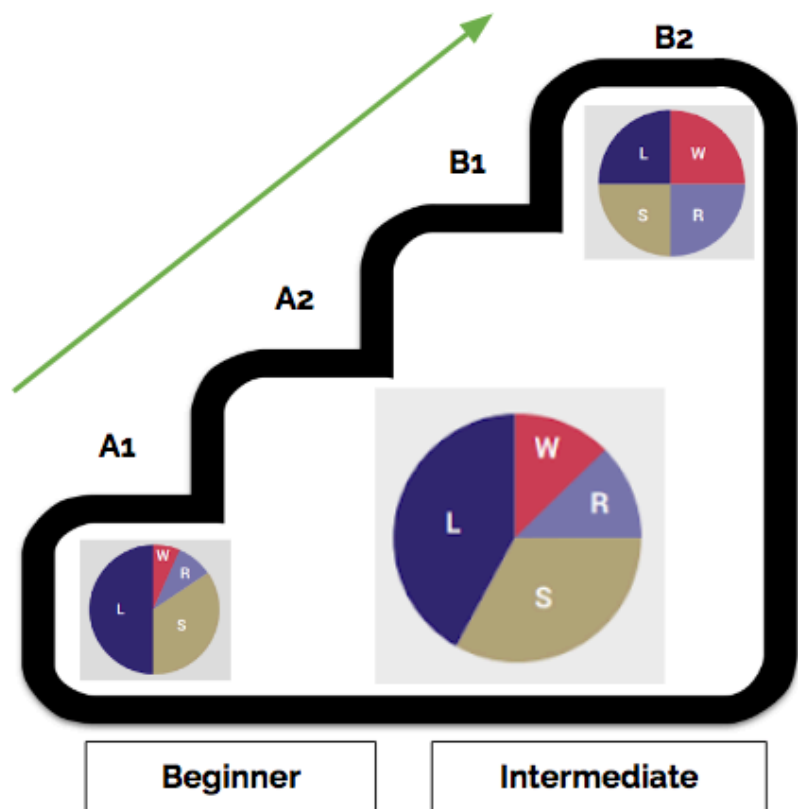
A3. Intercultural Understanding

Interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences.

the **Common European Framework of Reference** for Languages to be able to better understand how listening skills develop as learners gain more language proficiency. The progression of the development of language learning skills in the FSL curriculum documents is connected to the language proficiency level of the **Common European Framework of Reference** for Languages. CEFR proficiency descriptors for listening can help educators plan

listening activities with intention and based on the learners' language level. For instance, for listening skills an A1 language learner can understand simple words and phrases like the days of the week, numbers, prices and basic descriptions of people and objects. An A2 learner can understand simple information and questions about their immediate surroundings - family, people, home, work and hobbies and can understand enough of what people say to be able to meet immediate needs. A B1 learner can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes. They can identify both general

messages and specific details, provided people speak clearly in a familiar accent. A learner who can understand the main ideas of complex speech on concrete and abstract topics is at a B2 level for listening. Visit the [CEFR listening skills continuum](#) for all levels in the Viewer's Guide. It is important to consider the competencies of learners when engaging with listening tasks. For instance, when doing listening activities with A1 learners, educators do not need to test that learners can pick out every detail and word that they hear. Instead, educators should focus on whether learners are able to get a general idea of the topic of conversation by understanding simple words and phrases. (2.32)



Source of pie graphs: Grammar in Action, p. 10

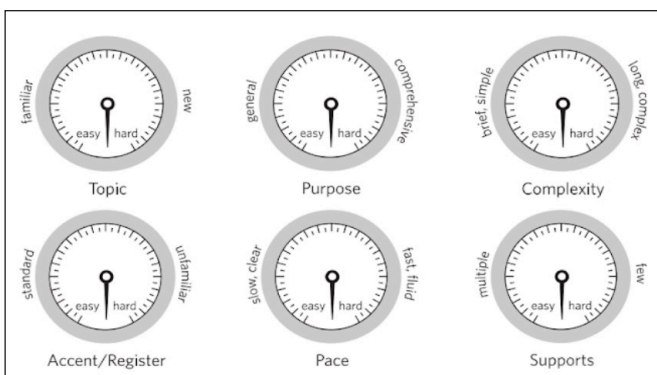
POSSIBLE BARRIERS IN LISTENING

It is important to start with empathy and understanding in order to effectively engage with listening activities and meet the needs of all of our learners. As educators, it can at times be a challenge to find appropriate content and levels for texts, and learners might react with resistance to listening to francophone speakers with different accents than those to which they are accustomed to hearing. This is a natural reaction because listening is a difficult skill. Listening is often presented in a way that learners feel they are being tested. Since the pace or speed of oral texts is controlled by the speaker and not the listener, it adds to the cognitive demands of processing and making meaning placed on learners. As well, oral texts are often less linear, especially in informal, spontaneous contexts, and topics can be less predictable. It is important to regularly practice listening as an

active skill to build learner confidence in understanding what is heard with a variety of texts, such as recordings, announcements, advertisements etc. and when interacting to respond appropriately in conversations.

...perception of difficulty will vary from student to student, even for students who are judged to be at a similar proficiency level. For this reason, it is very important to engage students directly in the process of determining what makes tasks difficult for them.

There are several factors that influence the difficulty level of oral texts for learners. [Listening to Learn](#) from [Transforming FSL](#) explores these barriers using the Dials of Difficulty pictured on this page. This image identifies six factors that can influence the learner's engagement and confidence with a listening task: the topic and complexity of the text, the accent and pace of the speaker, and the purpose for listening and supports available during a listening task.



Source: [Listening to Learn](#), 2015, p.9

With careful planning and attention to these barriers, educators can better support learners to become confident listeners. All language learners, regardless of experience and language level, need practice developing listening skills to overcome these barriers. In Chapter 5 of *Access for*

Success, Katy Arnett and Renée Bourgoïn, remind us that “[a]lthough we often associate the need to develop comprehension and listening strategies with beginning language learners, more fluent speakers also need to continue building comprehension.”

CONSIDERATIONS:

- ➡ *What barriers have you noticed in your professional practice that impact learners in engaging with listening?*
- ➡ *How can you view these barriers from an asset-based approach in order to take action to meet the needs of learners?*

RESPONSES:

- ➡ *Possible Barriers that Impact Learners in Listening Engagement:*
 - *Lack of confidence when listening*
 - *Not asking questions for support or clarification*
 - *Giving up without trying*
 - *Refer to the dials of difficulty (topic, purpose, complexity, accent/register, pace, supports)*
- ➡ *Asset-Based Approach*
 - *Value the contributions of all learners - what parts are they able to understand*
 - *Collaboration strategies to have learners work together*
 - *Honoring mistakes as part of the learning process*
 - *Ensuring that learners understand the purpose of listening*

CREATING A POSITIVE LISTENING ENVIRONMENT

For effective learning to happen in listening, it is essential that educators create a safe, inclusive and positive listening environment for all learners. Learners need to feel safe in the learning environment in order to build their confidence and take risks. Educators can establish norms to demonstrate that attentive listening is valued. For instance, respect for the speaker can be demonstrated by being aware of cultural norms, such as by not slouching and having a welcoming body posture, by facing the speaker, by not speaking when the speaker is talking, and by showing genuine interest in what the speaker has to say. Educators can also model curiosity and an open-minded attitude in that the focus on listening is not about assessment but exposure to language for personal growth. Educators can connect learning to the community and the world by making personal connections and by making learning relevant when introducing topics and concepts that connect learning to issues that learners perceive as interesting and important in their daily lives. Educators can teach listening skills using the **Gradual Release of Responsibility Model** by providing learners with the tools they need to take ownership and succeed in language learning by gaining independence. This starts with educators modeling effective practices to learners through direct instruction. Then, educators engage learners in guided practice and collaborative learning by providing differentiated support. The end result is for learners to develop agency through independent practice, whereby they have access to the tools and strategies they need to be successful at a task and can apply their knowledge in a variety of contexts.



EDUCATORS CAN...

- Establish norms to demonstrate that attentive listening is valued
- Model curiosity and an open-minded attitude
- Connect learning to the community and the world
- Teach listening skills using the Gradual Release of Responsibility Model

DEVELOPING LISTENING SKILLS

“Listening is arguably the most important skill required for obtaining comprehensible input in one’s first and any subsequent languages. It is a pervasive communicative event: we listen considerably more than we read, write, or speak” (LeLoup & Pontero, 2007, p. 1). For learners to develop effective listening skills, educators should model and support learners with pre-listening, during listening, and post-listening strategies. The front matter of the FSL curriculum documents states that once learners “are consciously aware of strategies, have practiced using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be able to monitor their use of the strategies, set goals for improvement, and become more motivated and

more effective French language learners” ([FSL Curriculum Front Matter Elementary & Secondary p. 10](#)). Explicit instruction that supports learners in selecting and using pre-listening, during listening and post-listening strategies are integral in fostering a learner-focused environment.

For this next section of the module, we will illustrate each phase of listening by using the example of an **action-oriented** task that involves listening to a dialogue in a restaurant. In this example, learners are working towards an oral interaction where they order a meal for themselves in French. The success criteria will include “Je peux commander la nourriture”, “Je peux répondre aux questions” and “Je peux utiliser les formes de politesse”. (1.45).



Pre-Listening



During Listening



Post-Listening

PRE-LISTENING STRATEGIES

To support learners with pre-listening, educators need to speak French daily in class. They can use visuals and gestures to support understanding and so that learners can practice making meaning.

Pre-listening activities prepare the learner by getting them interested in the topic, activating their prior knowledge and giving them the tools to help process what they will hear.

When starting a listening activity it is important to provide an intention for listening and to share that goal with learners, for example, what is the

purpose of the listening task? Consider how to activate prior knowledge or provide activities that pre-teach vocabulary/structures that learners do not yet know. It may also be necessary to make learners aware of sound differences or vocabulary differences before listening to an accent with which they are unfamiliar. All of these things will help learners approach listening with more confidence.

EDUCATORS CAN...

- Communicate regularly in French
- Provide visuals and gestures to support comprehension
- Provide clear intention or listening goal for each activity
- Help learners activate prior knowledge



PRE-LISTENING ACTIVITY EXAMPLES

There are various activities and tools that educators can use as part of the pre-listening phase. This slide highlights possible opportunities to assist educators with setting up pre-listening activities that will support learners with this phase. For instance, educators can use images or create discussion questions related to the topic of the listening task as a way to set the context and generate interest. To activate prior knowledge connected to a task, educators can use a **KWL chart** or a **mind map** with learners. Presenting images or watching the video with the sound off and having learners predict what they think the listening activity will be about, allows learners to get ready for what they are

about to hear and provides exposure to key vocabulary. Giving time to look over the graphic organizer or questions being used during listening, allows learners to make connections to the listening intention for the task so they can focus their listening for a specific purpose.

For example, before listening to the restaurant dialogue, educators start with a discussion question asking learners to share:

“Qu’est-ce que tu préfères manger?” or “Où aimes-tu manger?” (with images to choose from). A pre-listening activity such as this, allows educators to gather information on what vocabulary learners already know about food. Giving choice for learners and visual prompts provides different entry points of engagement and connects to learner interests. Another pre-listening activity option might be to use a **KWL chart** of ordering at a restaurant. Educators can capture what learners already know and what they wonder about ordering at a restaurant such as salutations, forms of politeness and food vocabulary. A **KWL chart** allows educators to value the knowledge learners bring to the activity and see where new learning can happen.



EXAMPLES

Purpose	Possible Activities
Set the context, generate interest	<ul style="list-style-type: none">• Create discussion questions connected to topic for students to discuss in pairs/ as a class• Use images to prompt discussion
Activate prior knowledge	<ul style="list-style-type: none">• Mind map• KWL Chart
Predict content	<ul style="list-style-type: none">• Watch video with sound off and discuss• Use images connected to clip
Acquire knowledge, Activate vocab/language	<ul style="list-style-type: none">• Pre-teach vocabulary/structures through images
Check for understanding of task	<ul style="list-style-type: none">• Give time to look over graphic organizer, questions students will use to show understanding



DURING LISTENING STRATEGIES

In order to support learners during listening, educators can explore a variety of strategies. Educators can create a positive social environment for listening by ensuring that a climate of respect is established. This can be done by modelling appropriate listening behaviour, reviewing listening etiquette, and ensuring positive behaviour is displayed by listeners. Educators can ensure that the listening activity is purposeful in that the learning goal of the activity aligns with curriculum expectations. Educators should engage learners in a range of listening activities. Some examples of authentic listening activities for learners include: inside-outside circles, graffiti, quick writes and tableaux. Consult the Glossary for a description of these activities. Check out [Let's Talk About Listening](#) for additional activities to practice listening skills. In addition, it is important for educators to explicitly teach and model appropriate strategies to learners during listening.



EDUCATORS CAN...

- Create a supportive social environment for listening
- Ensure that the listening activity is purposeful
- Engage learners in various listening opportunities using a variety of activities
- Teach and model listening strategies

Here are some during listening strategies that educators can model for learners:

- Listen with attention by focusing on the speaker or speakers;
- Listen for familiar words and words that are similar to other languages, as well as key words to determine the topic;
- Observe facial expression, body gestures, and objects for clues;
- Listen for sounds, such as music or sound effects, to inform comprehension;
- Use a graphic organizer or take notes to record information and make inferences on what is heard;
- Listen more than one time to monitor and check for comprehension, if possible.
- Educators need to model these strategies and others to learners so that they understand how these strategies can help in listening.



Full Attention



Familiar Words & Cognates



Facial Expressions & Gestures



Music & Sound Effects



Graphic Organizers & Notes



Repeat

In the restaurant example, a during listening activity can involve having learners complete a **quick write** or a graphic organizer. Educators can create specific prompts for learners to respond to based on the dialogue. For instance, for each listen, learners can accomplish a specific task. For the first listen, learners can identify what food and drink the client ordered. For the second listen, learners can point out whether the client was satisfied with the meal and why or why not.

For the third listen, learners can indicate how much the meal cost and how the client paid. During a fourth listen to the dialogue, educators could extend the listening intention to include identifying examples of expressions used to convey politeness during the conversation to highlight sociolinguistic conventions for the learner. Learners can share their responses in partners or small groups to identify common understandings and misconceptions.





POST-LISTENING STRATEGIES

Post-listening activities are important to extend learners' listening skills. Providing opportunities for learners to discuss what they heard is an important piece of developing listening comprehension skills. Educators can have learners share what they heard with a partner or small group before taking it up with the whole class. After the opportunity to discuss with peers, educators can replay the listening passage to allow learners to improve their comprehension and deepen their understanding.



EDUCATORS CAN...

- Allow learners to demonstrate comprehension in a variety of ways
- Use strategies like Think-Pair-Share to have learners discuss what they heard
- Replay text multiple times
- Provide opportunities for reflection about listening strategies and goal-setting

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with a partner or small group before taking it up with the whole class. After the opportunity to discuss with peers, educators can replay the listening passage to allow learners to improve their comprehension and deepen their understanding.

Beyond simply checking for accuracy with listening, post-listening activities provide an opportunity to delve into the text in more detail and to use details from the text as a springboard for other activities such as speaking, reading, and writing. For instance, a listening text can be used as a model for specific vocabulary or language structures that learners need to achieve for a particular communication goal in an authentic action-oriented task.

In the restaurant scenario for a post-listening activity, educators can have learners complete the L portion of the KWL chart to reflect on new vocabulary or expressions that were learned during the listening task and share their learning in small groups, with a partner or by using a thinking routine such as Think-Pair-Share. These new expressions can be added to an anchor chart for classroom use. Or to go deeper into the oral text, educators can provide a transcription of the dialogue and have learners highlight useful phrases that they could use toward their action-oriented task at the end of the learning cycle connected to the success criteria: “Je peux commander la nourriture”, “Je peux répondre aux questions” and “Je peux utiliser les formes de politesse”.

POST-LISTENING: SUPPORTING LEARNERS WITH METACOGNITIVE AND GOAL SETTING

Supporting learners with metacognition and goal-setting is an important part of post-listening activities. Learners benefit from discussions about the use of French language learning strategies so that they can practice them and start thinking critically about selecting the best strategies for specific tasks. As they start to monitor their own use of strategies and set goals for improvement, they become more engaged and confident in their learning.

Educators can help learners develop independence by having them track their progress towards a goal on a regular basis, and identify the next steps in the process. Educators can support these discussions by asking learners to:

- List listening strategies used in order of effectiveness for the task;
- Evaluate the effectiveness of their listening strategies;
- Decide which strategy will be most helpful in similar contexts;
- Discuss their challenges recalling information and which strategies will address these challenges.

Support discussions with sentence starters such as:














J'apprends de nouveaux mots.... *Je suis capable de....*
Dans ce texte, il y a.... *Il est possible que....*
Ce sont "des instructions" car *J'emploie cette stratégie parce que....*
J'ai entendu.... *Je souhaite essayer cette stratégie parce que....*
Je peux comprendre....

Providing sentence stems like the ones on this slide and using anchor charts with listening strategies listed will also support learners with having these discussions in French.

You may wish to use this [Stratégies d'écoute](#) checklist with learners or [Les stratégies d'écoute](#) from Edugains. You can also check out [Dials of Difficulty in Listening to Learn](#) for supporting these conversations.



Mes stratégies d'écoute

			
1. J'écoute avec attention. 			
2. J'identifie les mots-amis. 			
3. J'identifie les mots familiers. 			
4. J'observe les gestes et l'expression. 			
5. J'écoute le ton de la voix. 			
6. J'utilise le contexte. 			
7. Je me fais une image dans ma tête. 			
8. Je pose des questions. 			
9. Je fais des liens. 			
10. Je note les idées principales. 			

CONSIDERATIONS:

- ➡ *Which pre-, during and post-listening strategies and activities are you already implementing in your professional practice?*
- ➡ *Which strategies and activities would you like to start implementing based on learners' needs? And why?*

RESPONSES:

- ➡ *Various answers are possible based on the educators' experiences*
- ➡ *Adjust the level of difficulty of listening activities depending on learner needs by the level of support provided (ex. alter the listening intention according to the language level of learner by identifying key words and big ideas vs. specific details, and by the use of graphic organizers*



RESOURCE SELECTION CONSIDERATIONS

It is important to expose learners to listening opportunities using diverse resources. When choosing resources to share with learners, connect listening to **Culturally Relevant and Responsive Pedagogy** by considering the diverse identities of learners in the classroom and the opportunities to build cultural competence and critical consciousness. The front matter of the FSL curriculum documents outlines the importance of learning about different cultures in the world. The documents state: “To develop their listening and interaction skills, French language learners need extensive daily opportunities to listen to people’s opinions on, discuss,



and reflect on a range of subjects, including personally relevant topics, school subjects, and current affairs” ([FSL Curriculum Front Matter Elementary p. 19/ Secondary p. 21 & 23](#)). The development of intercultural understanding is included in each of the four strands of the FSL curriculum documents. In the Listening strand, the Overall Expectation A3 is specific to Intercultural Understanding. Selecting authentic materials to use with learners provides an opportunity to look at other ways of doing things and seeing different ways of thinking to become better global citizens through the development of intercultural competencies.

Here are some considerations to keep in mind when selecting authentic resources for listening tasks:

- It is important to have a representation of diverse francophone voices in the world.
- Speakers of *la francophonie* need to be representative of a variety of identities, such as coming from different geographical regions, family structures, physical abilities, and gender identities.
- To be engaging for learners, age-appropriate material is important in order to showcase children and adolescents of similar ages speaking French.
- The content of the oral texts needs to be appropriate in that there is positive messaging for all learners. For instance, consider how a culture is being represented and if there are any discriminatory biases that may be present before showing a resource to learners.
- It is essential to select material prepared by individuals of the culture that is being represented. Choosing authentic resources is an important consideration to encourage learners to be exposed to realistic situations and real-life people.



POSSIBLE SOURCES FOR LISTENING RESOURCES

Here are some possible sources for listening content to explore. This is not an exhaustive list of resources. Always check the content of the resource before sharing it with learners by keeping in mind the resource selection considerations that were discussed. You can find a variety of listening texts, including authentic audio recordings on Audio Lingua, videos from IDÉLLO and l'office nationale du film du Canada, audio books from Radio Canada OhDio, **podcasts** from La puce à l'oreille and Podcast Français Facile, and programs on Zone Jeunesse, Zone des Petits, TFO, TV5 Monde, and rfi savoirs.

LINKS TO POSSIBLE LISTENING RESOURCES:

[AudioLingua](#)

[IDÉLLO](#)

[La puce à l'oreille](#)

[Office nationale du film du Canada](#)

[PodcastFrancaisFacile](#)

[Radio Canada Ohdio](#)

[Radio Canada - Zone des petits](#)

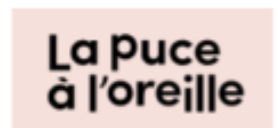
[Radio Canada - Zone Jeunesse](#)

[rfiSAVOIRS](#)

[TFO](#)

[TV5 Monde - Enseigner le Français - Adolescents](#)

[TV5 Monde - Enseigner le Français - Enfants](#)



CONSIDERATIONS:

➡ *Thinking of the needs and identities of your learners, which resources would you seek out and how would you frame the listening intention?*

RESPONSES:

➡ *Look for authentic resources that are representative of diverse cultures around the world to foster intercultural understanding and appreciation of the world's diversity*

➡ *Welcome more opportunities for learners to make real-life connections to their listening experiences by asking explicit questions to get learners to compare and contrast their life experiences with the content that is being shared in the oral text or conversation*

➡ *Choose listening resources that are connected to the communication goals, for example, if learners are working on planning a trip include listening tasks like listening to train/airport announcements, video ads for trips, dialogue at a travel agency*

➡ *Consider how the listening intention can be connected to vocabulary and/or language structures that learners are working on developing*

➡ *Consider gathering evidence of learners' prior knowledge before a listening task (connected to vocabulary, content, context etc.)*





USING DIFFERENTIATED INSTRUCTION TO SUPPORT LEARNERS WITH LISTENING

“By setting a purpose for listening, creating success criteria, and planning activities before, during, and after listening, FSL [educators] have the opportunity to use whole class and differentiated approaches that support the success of all [learners].” ([Listening to Learn](#), 2015, p. 11) There are many ways to use Differentiated Instruction to support learners who might have difficulty understanding while listening in French.

Using the **Gradual Release of Responsibility Model** (as mentioned earlier) is one way to effectively support learners with listening as educators model listening strategies and provide opportunities for learners to practice.

Some learners may need more time to process the language or to work through challenges with recalling information that they are hearing.

To address these needs, educators can repeat and/or reformulate oral language for learners. They can also provide visual support, such as images, posters, sentence starters, manipulatives and the use of a word wall, to accompany oral language. Using technology can allow learners to listen to texts multiple times and slow down the speed if needed to support their understanding.

Educators can also provide alternative ways for learners to show their understanding. Often learners are asked to demonstrate listening comprehension in writing, which may not be accessible for all learners. Instead, educators can provide opportunities for learners to use gestures, point to things or draw to convey understanding. Educators can also provide access to images, drawings or objects to help learners communicate with the rest of the class or as cues for recall.

Finally, educators can differentiate content for learners based on their needs. For instance, learners might all listen to a task on the same topic but with listening tracks that are selected with varying linguistic complexity based on **learner readiness**.



For more ideas check out [**Connecting Practice and Research: Listening Guide**](#) and [**Promising Inclusive Instructional Strategies for FSL Teachers**](#). To learn about strategies to support a variety of learner needs, you might also consider consulting *Languages for All* (2013) by Katy Arnett and *Access for Success* (2018) by Katy Arnett and Renée Bourgoïn.

CONSIDERATIONS:

➡ *Identify one action you will take to effectively prepare learners for success in listening. Identify one goal for your practice that you would like to implement to support the development of learners' confidence and oral proficiency.*

RESPONSES:

➡ *Some actions may include:*

- *Create a positive and inclusive listening learning environment*
- *Implement a new pre-, during, and post-listening strategy*
- *Making time to explicitly discuss listening strategies with learners*

➡ *Some goals may include:*

- *Explore a new resource to share with learners*
- *Model a new pre-, during and post-listening strategy and ask learners to share their thoughts on the strategies*
- *Increase the frequency of doing listening tasks with learners*
- *Provide time for learners to reflect and set goals to support their listening skills*
- *Using a listening text multiple times with different intentions*



FEEDBACK

Your voice and feedback support the development of future professional learning series. Please take a moment to complete the following survey with your team. <https://bit.ly/FSLRR20>

Should you have any questions about this module, please send an email to omlta@omlta.org.



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These modules were created under the leadership of the **Ontario Modern Languages Teachers' Association (OMLTA)**. The OMLTA is a non-profit, professional association that has been supporting French as a Second Language and International Languages teachers of all programs and grade-levels since 1886. Today it continues to be the leader in professional learning and advocacy, inspiring and connecting Ontario's French and International Languages educators.

These modules were designed to support FSL Teacher Retention and Recruitment by deepening the understanding of the directions, principles and content of the Ontario Curriculum policy documents for all three of the province's FSL programs: Core French, Extended French and French Immersion.

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