



VIEWER'S GUIDE

INTRODUCTION

**WEAVING THE STRANDS:
THE INTERCONNECTEDNESS OF FSL LEARNING**



INTRODUCTION

Welcome and bienvenue to WEAVING THE STRANDS: The Interconnectedness of FSL Learning. This series of modules is intended to provide support for Ontario school board leaders during their professional conversations in the context of teaching French as a Second Language.

WEAVING THE STRANDS: The Interconnectedness of FSL Learning is phase 3 of the FSL Teacher Recruitment and Retention Module project, funded by the Ontario Ministry of Education. These modules have been created by the Ontario Modern Languages Teachers Association, OMLTA, in partnership with MLC, the Modern Languages Council.

This third series of modules will examine how the curriculum strands of listening, speaking, reading and writing are interconnected but distinct. These four modules will emphasize that students need multiple opportunities to:

1 LISTEN AND RESPOND TO TEXTS AND TO OTHERS;

2 SPEAK AND INTERACT WITH OTHERS

3 READ, VIEW, AND RESPOND TO A VARIETY OF TEXTS

4 WRITE A VARIETY OF TEXTS FOR MANY DIFFERENT PURPOSES AND AUDIENCES.

Effective instructional strategies and tools that support the FSL curriculum, learner engagement, differentiation, equity, diversity and inclusion will be outlined and shared.

Each of the 4 modules contains its own viewer's guide, video and webinar. Access to these resources is available on the OMLTA website and the OMLTA Youtube channel. A glossary of terms can also be found at www.omlta.org.

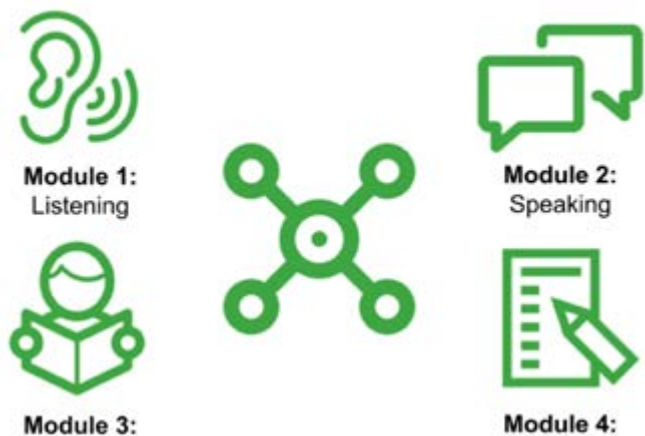


“Reading, writing, speaking, listening, viewing and representing are closely interrelated. Experiences involving one or more language processes contribute to development in the others. As students develop strategies and proficiency in one aspect of language, they also improve in others.” This quote by Jeroski really emphasizes that as we listen, we are accumulating the language knowledge to be able to speak. As we learn to read, we are beginning to learn to write.

As we develop proficiency in one strand of language learning, we are simultaneously developing proficiency in each of the other strands. All four strands of the FSL curriculum are interconnected and one cannot be taught without the other.

INTERCONNECTEDNESS

As stated in the quote from Jeroski, all four strands of the FSL curriculum are closely interrelated and interconnected. According to the curriculum, “If students hear it, they can say it. If students can say it, they can read it. And if students can read it, they can write it.” Therefore, each strand is distinct, but all strands are interconnected and need to be taught with that in mind. Each strand is a springboard to the other and teaching all strands are essential to successful second-language acquisition.



FSL MINISTRY GUIDES

The documents highlighted here have been created by the Ontario Ministry of Education to support Ontario school board leaders and FSL educators in developing a common understanding of the fundamental goals and expectations for all FSL learners, including learners with special needs and English language learners.

Included in these documents are distinctions and commonalities among the FSL programs of Core, Immersion, and Extended French, which range from Junior Kindergarten to Grade 12.



VISION & GOALS

All learners in Ontario have the right and the ability to learn French. When educators implement effective learning tools and strategies, learners gain the confidence to communicate and interact proficiently and confidently in French. Creating life-long language learners is the ultimate goal of the FSL curriculum as educators create a positive, engaging FSL learning environment that supports all learners.

VISION

Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

GOALS

- Use French to communicate and interact effectively in a variety of social settings.
- Learn about Canada, its two official languages, and other cultures.
- Appreciate and acknowledge the interconnections and interdependence of the global community.
- Be responsible for their own learning, as they work independently and in groups.
- Use effective language learning strategies.
- Become lifelong language learners for personal growth and for active participation as world citizens.

The FSL curriculum is divided into four strands for language learning: listening, speaking, reading and writing. Each module in this series presents a strand and is presented distinctly, yet with an emphasis on its interconnectedness. Each strand is intertwined as learners transfer their knowledge, skills and understanding of one strand to the others. Using a variety of instructional, communicative strategies, educators are able to facilitate the learning of language by embedding listening, speaking, reading and writing within authentic contexts.

MODULE 1

The first module will focus on exploring the listening strand of the FSL curriculum, with an aim to develop language proficiency and confidence for FSL 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 2

Module 2 is intended to support FSL educators in maximizing oral communication and interaction through high yield low-risk strategies. This module explores how to equip language learners to engage in accountable, productive talk in order to build confidence, develop oral proficiency, and understand how French is used to communicate.

By explicitly teaching and modeling communication techniques, learners will begin to independently select, use and apply strategies to communicate in the target language.



MODULE 3

Module 3 builds upon the learners' previous knowledge, skills and experiences with listening and speaking in French, in order to explore the different tools and strategies that they can use to make sense of the texts they are reading. Through explicit teaching of reading comprehension strategies and language awareness tools, the learner will begin to comprehend a variety of meaningful, diverse and inclusive French texts.



MODULE 4

The fourth module is centred on the writing strand of the FSL curriculum and is intended to support FSL educators in maximizing written production and interaction through high yield, low-risk strategies. Learners do best when engaging in accountable, productive writing situations that build confidence, develop written proficiency, and understand how French is used to communicate in authentic written situations.



FSL TEACHER RECRUITMENT & RETENTION PROJECT

Facilitator's Guide

A facilitator's guide has been created to support system administrators, coordinators, consultants, instructional coaches, NTIP leads, and subject leads as they look to facilitate professional learning using this Project series. The goal of this guide is to provide varied learning pathways for FSL educators and allies based on their needs, to learn how to facilitate professional learning using this series of modules, and to know how to provide consistent messaging with the intended purpose, resources and supports outlined.



Webinar 1:
Listening



Webinar 3:
Reading



Webinar 2:
Speaking



Webinar 4:
Writing



Webinars have been shared and recorded for each of the four modules within this phase of the Project. These webinars build on the content presented in each module with ideas for implementation in the classroom, resources that can be used, and ways to connect the strands.

These webinars are available on OMLTA's Youtube channel and website at www.omlta.org and can be viewed and reviewed as required to support the professional development of FSL educators.



The first phase of the FSL Teacher Recruitment and Retention Project focused on supporting best practices in student confidence, proficiency and achievement in FSL. Module 1 of this phase included strategies for establishing a positive FSL classroom environment; module 2 highlighted the importance of knowing the learners and planning for authentic and engaging tasks; and the third module shared suggestions for assessment and evaluation within the FSL context.

The second phase was entitled Dare to Unmute FSL. The first module within this phase aimed at developing an understanding of how identity, culturally relevant pedagogy and intercultural awareness/competence need to be present in the FSL classroom; module 2 emphasized effective instructional practices for in-person, hybrid and virtual settings; and the final module shared ideas for developing dynamic action-oriented tasks that meet the needs of all learners.

As with this phase of the project, each of the previous modules contains its own viewer's guide, video and webinar. Access to these resources is available on the OMLTA website and the OMLTA Youtube channel. A glossary of terms can also be found at www.omlta.org.



RESOURCES TO SUPPORT FSL

There are many organizations that offer excellent FSL professional development and resources to support FSL educators. Many of these and other subject associations organize annual conferences and webinars that provide networking opportunities for FSL staff. Often FSL educators are the only ones in their school, and those schools can often be separated geographically, leading to a sense of isolation. Accessing organizations such as these provides educators with the opportunity to collaborate, network and plan with FSL colleagues.

Your voice and feedback support the development of future professional learning series. Please take a moment to complete the following survey with your team: Module Feedback. (bit.ly/3ArwXy1).

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



**CANADIAN
PARENTS
FOR FRENCH**



ACKNOWLEDGEMENT

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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