

OMLTA



AOPLV

BACK TO SCHOOL 2015

C'est la rentrée !
Alles Gute zum Schulanfang!
¡De vuelta a clases!
Buon rientro a scuola!

- Outstanding ideas in "Take It and Make It Yours"
- The 2015 and 2016 OMLTA Conferences
- DELF : Perspectives régionales
- Language Contests: Celebrating our best and brightest
- and much more!

DON'T FORGET:
Back issues of
Communication
are available online
at www.omlta.org.
**À NE PAS
MANQUER !**



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ONTARIO MODERN LANGUAGE TEACHERS' ASSOCIATION ASSOCIATION ONTARIENNE DES PROFESSEURS DE LANGUES VIVANTES

Mission:

The OMLTA/AOPLV is committed to:

- ✓ advocate on behalf of language educators;
- ✓ provide leadership in the development of language policy documents and curriculum;
- ✓ provide members with professional development opportunities and resources; and
- ✓ promote the benefits of learning languages.

The vision of the OMLTA/AOPLV is characterized by:

- ✓ improved learning environments for language students;
- ✓ increased importance of language education in Ontario;
- ✓ active participation on issues of importance to all Modern Languages teachers;
- ✓ increased communication with the membership;
- ✓ creating strong partnerships with other organizations;
- ✓ increased professional development opportunities for all Modern Language teachers; and
- ✓ increased membership.

Meet Your OMLTA Board of Directors 2015-2016

Board of Directors

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Administrative Assistant

Sonia Blanchard

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Memberships expire on December 31. Be sure to print out a receipt for income tax proposes before the new year. Log in to the “Members Only” section at www.omlta.org to print your receipt.

Disclaimer:

The information and views set out in this publication are those of the author(s) and do not necessarily reflect the official opinion of the Ontario Modern Language Teachers' Association/Association ontarienne des professeurs de langues vivantes (OMLTA). The OMLTA, its employees, its Board of Directors, or any person acting on their behalf may not be held responsible for the use which may be made of the information contained therein.

All use of the masculine in any language to designate individuals or groups of individuals is employed only to lighten text, and serves to identify persons of all genders without discrimination.

A MESSAGE FROM THE PRESIDENT



Bonjour, tout le monde ! It is an honour and a privilege to step into the role of OMLTA president. It feels like the OMLTA has always been a part of my career.

I remember my first OMLTA conference. I embarked on a several hour-long drive one Friday night to attend a fall conference. I was overwhelmed by the great ideas, the professional learning, and the offerings of the publishers. I became a member right away.

After that first taste of OMLTA conferences, my career continued and it was eventually suggested that I consider presenting a workshop. I remember my first OMLTA workshop. It was at a spring conference. On the drive to the Doubletree Hotel, I rehearsed the presentation in my rearview mirror the whole way. The experience was amazing! The OMLTA had given me an opportunity to learn that I had knowledge worth sharing, and I continued to develop and give workshops.

I remember Projet à Québec. I was part of the first ever Projet group, back when Maureen Smith and Lorraine Richard were conducting it as part of a research project. Those memories will stay with me always, and I am so proud to see what Projet has become. This year, 50 teachers had the opportunity to visit Québec and experience its culture while learning about action-oriented teaching, the CEFR and the revised curriculum. Congratulations to the successful applicants!

For me, taking on the role of President of the OMLTA is as much personal as it is professional. This organization has given me so many opportunities for growth, so many chances to step out of my comfort zone, so many incredible personal contacts, and so many memories.

It is an extremely exciting time to be a language teacher. We have revised curricula, new buzz words, new approaches and new resources. I am a classroom teacher, just like many of you. Just like many of you, I work daily to wrap my head around it all. And just like you are doing by reading *Communication*, I look to the OMLTA to help me along the way. It is my commitment to you, our members, that our association will continue to provide the sort of guidance and support that we all need during these transitions.

As this incredible new challenge continues for me, I have a challenge for all of you. I challenge you to get involved in our organization and make your own OMLTA memories. Write an article for our *Communication*, sharing your ideas and strategies with colleagues from all over the province. Apply for professional learning opportunities. Present a workshop at a conference. Encourage other teachers to become OMLTA members. Believe me when I say that whatever you put in, you will get back at least tenfold.

Our jobs are not easy. We are constantly asked to do more with less, to adapt, to evolve. It is here, within our association, that we can find the encouragement and inspiration that we need.

Alors, je vous souhaite une très bonne rentrée, pleine de cette inspiration essentielle, et j'espère vous voir à Alliston en octobre pour notre congrès d'automne.

by Jennifer Rochon, President
Toronto DSB

FALL CONFERENCE WEEKEND GETAWAY

OCTOBER 2-3, 2015
NOTTAWASAGA INN RESORT
ALLISTON, ONTARIO

**ÉCHAPPEZ-VOUS
DU QUOTIDIEN !**

Refresh, revitalize and renew your spirit and energy at the annual OMLTA Fall conference. The conference will open Friday evening with a casual get-together in the newly renovated Starlight Lounge at the Nottawasaga. Saturday will offer a range of workshops, exhibitors, and publishers' displays. Stay for the full week-end and enjoy a round of golf at the Nottawasaga, swimming, or a hike on the trails in the network of parks nearby.

To register, visit www.omlta.org. **See you there!**



LETTER FROM THE EDITOR

Dear colleagues,

Welcome back to school! It has indeed been a few weeks, but *la rentrée* is still a reality for many of us. The first four to six weeks always seem to involve timetable changes, a steady flow of newly-arrived students, program alternations, busy curriculum nights, and countless meetings.

I trust that your summer holidays were relaxing. Knowing you all – our members, who are committed to professional development, ongoing learning, and expanding your toolkits – I bet that you took the opportunity to use your language skills through travel, reading, research, and communicating with friends around the world. Checking out Archambault's *palmarès* of the

top CDs of the month can expose us to music from Québec and the Francophone world that we can integrate into our classes (<http://www.archambault.ca/musique>). Spanish teachers can profit from pop culture overload (and have start some good, student-driven conversations about fame, sexism, body image, and media influence) with MTV Latin America (<http://www.mtvla.com>). News from the kids' TV show *Tivi Treff* can help allow us to integrate authentic, current, level-appropriate material into our German classes (<http://www.tivi.de>). Public broadcasters Euronews (<http://www.euronews.net>) and Deutsche Welle (<http://www.dw.de>) all have amazing material in Italian, Portuguese, Mandarin, French, Spanish, German, and many other languages. I have a blast listening to and reading these tidbits while developing my professional and personal resource bank. How about you? How did you spend your break, relaxing and learning *à la fois*? And are you able to continue to use some of your down time during the school year along the same vein?

With all of this in mind (student engagement), the most important task of all that we undertake is ongoing, never ending, and quite exhilarating: getting to know our students and making them feel welcome in our classes. The energy in September is infectious and positive, but this time of year can be one fraught with worry for our young people: new schools, new routines, different experiences, untold challenges, and time away from home can impact all of our young people, whether in JK or grade 12. If we have a new assignment, a great change in our teaching role, or our first job, many of us may feel that extra bit of empathy with those students who face new realities this academic year.

With all of this in mind, I came up with a formula this year that is applicable to the young people with whom I work, in addition to my colleagues and myself: **New beginnings + strong connections + continued learning = outstanding possibilities for student success.**

This year's new beginnings, coupled with the connections that I made and learning that I undertook this summer, will hopefully lead to the success of the learners in my care. Hopefully this will allow those around me to be the beneficiaries of positive energy, focused learning, and a safe learning environment.

Consider sharing a tip with your OMLTA colleagues via *Communication* to share how you make outstanding possibilities for student success. Have a beautiful fall term!

Jimmy Steele
Editor, *Communication*

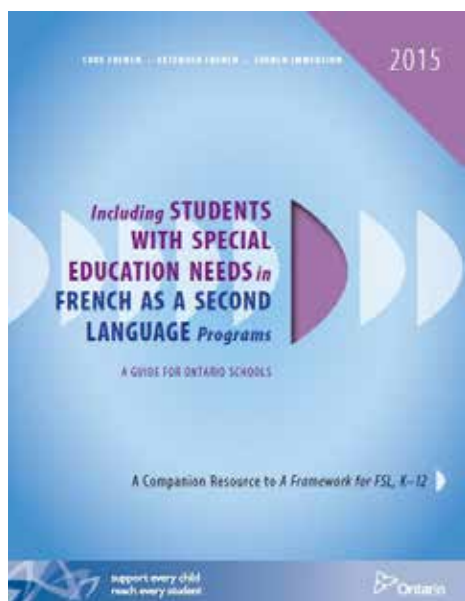
P.S. This summer, I had the good fortune to use my French, Spanish, and Portuguese skills as a volunteer with the Observers' Program with the Pan American Games, working with Games organizers from across Latin America and the globe. *Que experiência inesquecível! ¡Qué experiencia inolvidable! Quelle expérience inoubliable!* Thanks for letting me share some photographs from my time Canada's largest-ever multi-sports event, where French and Spanish in particular were everywhere!



QUOI DE NEUF ?

New Ministry Document to Assist FSL Teachers

The Ministry of Education has published a new document, **Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools**.



According to the MoE, it “serves as a companion to the Framework for FSL by providing additional research, data and examples of inclusive practice. It focuses on ways to make all FSL programs more available to students with special education needs and on the supports these students need to succeed.” Download it from this link: <http://www.edu.gov.on.ca/eng/amenagement/includingFLS2015.pdf>

Stay up-to-date on cultural tidbits from France

The French embassy in Ottawa provides several outstanding monthly newsletters, each packed with useful information for your professional and personal benefit. Visit <http://francecanadaculture.org/> and click on “Subscribe to our newsletter” to see the many options.

ONTARIO
400th



400 Years: Celebrations continue

Festivities to commemorate the 400th anniversary of the French-language presence in Ontario continue to the end of the year. Following the Jour des Franco-Ontariens et Franco-Ontariennes in September, additional celebrations will be held. Visit <http://ontario400.ca/> for further details.

Ontario Association of Teachers of German Conference: October 17, 2015



ONTARIO ASSOCIATION OF TEACHERS OF GERMAN

Save the date! The OATG is hosting their annual PD. Day on Saturday, October 17 at 2:00 PM in downtown Toronto. Three workshops and dinner will be provided. Highlights include an overview of the revised International Languages curriculum (presented in English) and insights on Global Education. The Annual General Meeting follows. Visit <http://www.oatg.org> to sign up and to read more.

Provide your feedback to the OCT

The Ontario College of Teachers has recently facilitated the revision of the following draft Additional Qualification (AQ) course guidelines with members of the profession and educational partners:

Schedule A

International Languages (Intermediate and Senior)

Schedule D

French as a Second Language International Languages

Schedule E

International Languages

The OMLTA has submitted feedback on behalf of our membership which is based upon discussion amongst the Board of Directors and various additional stakeholders. The College invites your individual feedback to the draft guidelines. The feedback will inform the final versions of these guidelines to ensure they reflect

the necessary professional knowledge, skills and practices required of educators related to these specific areas of focus.

These draft guidelines can be found on the Ontario College of Teachers website at: http://www.oct.ca/members/additional-qualifications/drafts?sc_lang=en. They are also available in French.

The deadline to submit your feedback is October 15 (FSL) and December 9 (International Languages).

¡Felicidades!

Congratulations to Philippe Morin from the Bluewater DSB who was chosen as the recipient of the 2015 OMLTA/Embassy of Spain Bursary. Look for a report on his trip to and course in Spain in an upcoming issue of *Communication*.

Save The Date

Mark your calendars for these upcoming events:

- OMLTA Fall Conference – October 2-3, 2015
- French for the Future: London regional forum October 30, 2015
- OMLTA Spring Conference – April 1-2, 2016
- Ontario H.S. German Contest – April 9, 2016
- Ontario S.S. Spanish Contest – May 12, 2016
- Concours d'art oratoire provincial finals – May 14, 2016

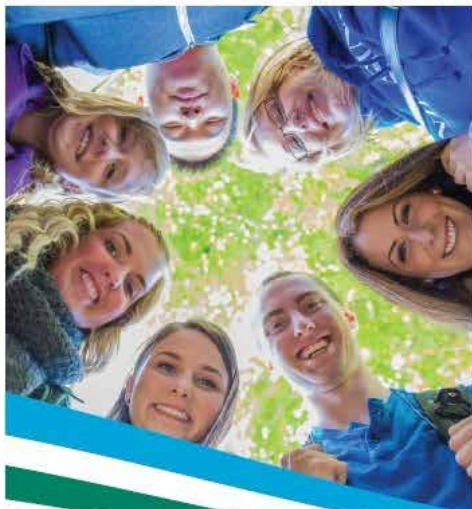
Merci et adieu !

The OMLTA Executive and Board of Directors wish to extend its sincerest thanks and best wishes to our outgoing Directors.

All the very best in your future endeavours. Your contributions have not gone unnoticed.

Merci, gracias, grazie, danke schön to **Wanda West** (11 years on the Board), **Geoff Collins** (four years), **Deilyn Campanotti** (two years), **Olga Rubino** (two years), and **Natasha Feghali** (one year).

AQ COURSE: International Languages (Spanish), Part 1



Nipissing University is proud to be the only accredited provider of this Additional Qualification (AQ) Course in Ontario

Course Description:

EDUC 1185 International Languages (Spanish), Part I

The underlying purpose of this AQ course is to develop awareness and understanding of classroom theory and practice in International Languages (Spanish). Candidates will examine various strategies for planning, assessment, and evaluation within an International Languages (Spanish) classroom. Focus will be placed on effective learning strategies, differentiation and collaboration. Candidates will have the opportunity to examine resources and tools for International Language integration, in the context of a 21st Century classroom.

Candidates are certified teachers and must successfully pass an online Spanish Language Proficiency Test:
www.nipissingu.ca/spanishtest

For further information, visit www.nipissingu.ca/aq
 or email inservice@nipissingu.ca

NIPISSING
 UNIVERSITY

Schulich
 SCHOOL OF EDUCATION

MEMBERSHIP BENEFITS

BEING A MEMBER OF THE OMLTA AFFORDS YOU MUCH MORE THAN DISCOUNTED RATES TO OUR SPRING CONFERENCE.

This year, OMLTA members:

- have been informed about new initiatives and best practices in education, stemming from the OMLTA's role as a stakeholder with the Ministry of Education, the Ontario Teachers' Federation, and other leading organizations
- have been able show their **leadership** by applying for **writing teams** for projects to inform teachers about the revised elementary and secondary FSL curriculum,
- have been able to be informed about the revised FSL curriculum by **attending member-led professional development workshops in five cities** across the province

- applied for a bursary to study in Spain, for interested Spanish teachers, courtesy of the Spanish Embassy in Washington, D.C.
- have taken part in another session of Nipissing University's new Additional Qualification course in Spanish, developed by OMLTA Directors
- participated in for Projet à Québec, the extraordinary summer immersion program for FSL teachers across all panels, now open to Extended and Immersion teachers as well,
- have profited and will profit from the experience of their colleagues at conference workshops in Niagara Falls and Alliston, and from articles in *Communication*
- receive access to dozens of helpful documents via our **Members Only** section on our website
- share ideas, tips, resources, and best practices via our **Facebook page, Twitter account, and OMLTA website forums**

- receive discounted rates for membership in and products from the **Canadian Association of Second Language Teachers (CASLT)**

- and much more!

Stay a part of the OMLTA and take advantage of the benefits of being involved!

Our regular newsletter features, *Branchez-vous* and 5 questions with/avec... will return in our next issue.

Pearson Canada Presents

A FULL RANGE OF RESOURCES FOR YOUR **CORE FRENCH CLASSES**

GRADES 4-6

Échos Pro 1, 2, 3

The most successful literacy based series in Elementary FSL education is now **Trillium approved!** The Ontario Ministry of Education praised *Échos Pro* for providing a wide variety of language learning tools and authentic contexts for meeting the needs and interests of all learners by being thoroughly engaging and student-friendly.



Trillium Approved

GRADES 7-8

Fusion

Bringing Literacy and Inquiry together for Student Communication Success, *Fusion* blends exciting topics designed to capture the attention of young teenagers with appropriate and accessible language levels



High Interest, Low-Vocab, Leveled Texts

New Resource for Grades 7, 8 Core French in Development!

Pearson Canada is busy working on a new full Core program for Grades 7 and 8 FSL classes. Watch for more details Fall 2015.

Coming Soon

GRADE 9

Academic & Applied

Connexions

With its focus on differentiation and engagement, *Connexions* will help you reach every student in your Grade 9 Academic and Applied classes. *Connexions* is based on the new FSL curriculum in Ontario, the Common Framework of Reference (CFR), and proven FSL teaching methods.



- Function-driven
- Authentic
- Inductive and deductive discovery
- Meaningful interaction
- Differentiated and adaptive paths provided
- Relevant, ongoing assessment
- Intercultural understanding woven throughout
- Flexible print and digital options

Reach Every Learner with *Connexions*. Available April 2015

To learn more visit Pearson Canada FSL at www.pearsoncanada.ca/fsl



PROJET À QUÉBEC 2015

- 50 participants
- 9 jours
- 8 visites éducatives
- des souvenirs merveilleux
- des opportunités de perfectionnement incomparables



OMLTA CONFERENCES

SPRING CONFERENCE

A WORLD OF LANGUAGE
LEARNING OPPORTUNITIES

Fast facts about the Spring Conference 2015:

- 1200+ delegates
- 1000+ hours spent on planning from amongst members of the organizing committee across Canada and the U.K.
- 75+ workshops
- 70+ exhibitors
- 60 student volunteers who helped to make the event a success
- 25+ countries from where our delegates hailed, including Iceland, Brazil, Ghana, China...
- 8 round table discussions and plenary presentations
- 3 associations co-chairing the event (OMLTA, CASLT, and FIPLV)
- 2 host hotels (Sheraton at the Falls, Crowne Plaza)

- Countless photographs of the beautiful Niagara Falls taken, experiences shared, ideas adopted, and memories taken home.

Heartfelt best wishes to Geoff Collins, Guy Leclair, Caroline Turnbull, Terry Lamb, the staff and directors of CASLT, FIPLV, OMLTA, and the dozens of others who made this year's event a great success.

OMLTA Award Winners 2015

At our annual Saturday morning breakfast, the OMLTA recognized several of our peers for their outstanding contributions to second language education.

Life Membership: Dr. Michael Salvatori
Helen B. St. John Award: Anne Popovich
Honourary Member: Salvatore Totino
Dr. H.H. Stern Award: Marie-Émilie Masson

Helen G. Mitchell Award: Presented to several candidates from Ontario's Faculties of Education.

Heartfelt congratulations to our award winners for 2015.

OMLTA/CASLT's Conference Prize Winner from Huronia Historical Parks

Congratulations to **Denise Abboud** and her class from **St. Gregory Catholic School** in the Toronto Catholic District School Board, who has won the draw for a complimentary 2015 "Enhanced" education program for up to 50 students at either Sainte-Marie among the Hurons (Midland) or Discovery Harbour (Penetanguishene), operated by Huronia Historical Parks.



Sainte-Marie
among the / au-pays-des Hurons

The Enhanced Education program for up to 50 students is valued at \$400.00. Make sure to enter the next draw at the Huronia Historical Parks booth at the Fall OMLTA conference in Alliston!

For further information on Education Programs at Sainte-Marie among the Hurons and Discovery Harbour, please visit www.hhp.on.ca or call or email Diane Archambault, Tour Coordinator, at 705 528-7694 or email Diane.Archambault@ontario.ca.

DISCOVERY HARBOUR  HAVRE DE LA DÉCOUVERTE





Bienvenue au

CONGRÈS MONDIAL DES LANGUES VIVANTES

▶▶▶ La collaboration au-delà des langues et des frontières



WORLD CONGRESS OF MODERN LANGUAGES

▶▶▶ Collaborating across Languages and Borders







SAVE THE DATE!

**FRIDAY, APRIL 1 –
SATURDAY, APRIL 2, 2016**

International Plaza Hotel
Toronto Airport
655 Dixon Road
Toronto, ON M9W 1J3

Call for workshop proposals,
will go out in mid-October!



OMLTA - AOPLV

SPRING - PRINTEMPS 2016

INTERNATIONAL LANGUAGES

The revised curriculum for International Languages is coming soon.

OMLTA was present at the roll-out sessions and will provide you with updates in future issues of *Communication*. OMLTA, Modern Language Council (MLC) and the International Languages Educators' Association (ILEA) will be producing resources to support the revised curriculum, which will be available online next year. Workshops for educators across all levels will be held across the province. Watch our website at <http://www.omlta.org> for further details over the coming months.

Look for more content for our International Languages teachers in our next issue!



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www.editionscec.com

TAKE IT AND MAKE IT YOURS

LE DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE (DEL F): QUELLES SONT LES BÉNÉFICES POUR NOS ÉLÈVES – ET NOUS EN TANT QU'ENSEIGNANTS

Le diplôme d'études en langue française (DEL F) : quelles sont les bénéfices pour nos élèves – et nous en tant qu'enseignants ?

En mai 2015, le conseil scolaire de Kawartha Pine Ridge DSB offrait à ses élèves de 12e année du français cadre, intensif et immersion l'opportunité de faire le DEL F et d'obtenir une reconnaissance internationale de leur niveau de compétence en français.

Depuis déjà quelques années, les enseignants de français du conseil scolaire Kawartha Pine Ridge utilisent les principes du CECR (Cadre européen commun de référence) et de l'approche actionnelle pour transformer leur pédagogie et rendre l'enseignement du français plus dynamique et signifiant pour leurs élèves. Les changements se font petit à petit mais les résultats sont frappants.

« L'examen était facile pour moi. Dans notre classe de français nous nous pratiquons à parler et à écouter. C'est comme ça qu'on apprend une langue. » Commentaire d'un garçon de 12e année après son examen DEL F.

Un outil comme le DEL F permet de valoriser les acquis des élèves, peu importe leur programme de français. Par exemple, l'an dernier, 24% des élèves inscrits pour l'examen provenaient du programme de français cadre contre 41% cette année. Les élèves valorisent leurs acquis dans la langue plutôt que de se concentrer sur ce qu'ils ont encore à apprendre. «Ma fille a pris le français jusqu'en 12e année. Elle adore la langue et elle est contente de faire le test A2 pour avoir une reconnaissance de ses compétences. » Commentaire de la mère d'une élève de 12e année qui prenait l'épreuve A2.

Le DEL F nous fournit également des données précieuses sur les effets de nos choix et nous donne des pistes sur les étapes suivantes. En effet, en comparant les résultats des élèves des différents programmes selon les quatre compétences langagières, nous pouvons déterminer où sont leurs forces et leurs faiblesses et établir comment y palier.

Finalement, pour notre conseil scolaire, le DEL F est un outil de changement. Il permet de développer une connaissance plus approfondie du CECR et de comment le mettre en action dans nos classes.

« Le DEL F m'aide à comprendre qu'il est plus important de travailler avec des tâches actionnelles que de faire répéter des expressions d'une pièce. »
Commentaire de Martha, une correctrice-examinatrice après sa première journée de correction.

« On a intégré beaucoup plus d'activités actionnelles dans nos salles de classe au lieu des activités de répétition. La grammaire est enseignée plus en contexte d'accomplir une tâche au lieu de mémoriser les grilles. Il y a aussi plus d'entrevues avec le prof, plus d'interactions spontanées avec les élèves en français. »
Commentaire de deux enseignantes du secondaire qui sont aussi des correctrices-examinatrices.

Pour plus d'information sur le DEL F, visitez : <http://delf-dalf.ambafrance-ca.org/>

by Josée Boutin
Kawartha Pine Ridge DSB



TEACHING HACKS

AFTER 10 YEARS OF TEACHING AND VOLUNTEERING

in Canada, Ecuador, Spain, and Mexico, including teaching French, Spanish, ESL, Math, Science, Economics, History, Civics, and Careers, I know a fair amount about teaching survival. I also have an excellent toolkit of teaching hacks. Here is a list of some tried and tested hacks for any classroom.

1. **Popsicle sticks in a cup.** I learned this one back in Mexico back in 2001. Write each student's name on one stick. Use it to help pick a volunteer when taking up work, or choosing the order of presentations in a fair way. I find it helps students participate who wouldn't usually put up their hands.
2. **Mini-white boards** - a class set. A teaching gift from heaven. Pick these up anywhere you can find them - usually the dollar store or a big-box store. You can also go to Home Depot and get the whiteboard cut the right size. I use it to practice new vocabulary, to work on basic translations when learning a new concept, or to review right before a test. You need to have enough so that they can work alone or in partners. Keep your class set of whiteboard markers in an airtight container, and insist that students place the caps back on firmly - or they dry out. The students LOVE this activity, and it requires zero prep for you.
3. **In-box trays.** I use two trays with two levels, one for periods 1, 2, 3, and 4. (My prep period changes all the time, right? Whichever is my prep, that tray will stay empty for the semester.) When students hand in work, they must place it in the tray for the appropriate period - at the beginning of class (in an ideal world). This saves me from having assignments placed on my desk, giving me less papers to organize.
4. **Extra handout bins.** I usually make two extra copies of each handout. After handing out a worksheet, the extras go in the bin. If students are absent, they know to look for the handouts from the days they missed

in the bins. If I have time (again, in a perfect world), I like to write names of absent students on the handouts.

5. **Chalkboard markers.** I got this hack from my elementary teacher friends. These are not cheap (\$25.00 for a pack or so at Staples), but they last a long time. You could split the cost with a colleague. I use them to label the agenda, date, and homework sections on chalk board. It comes off with a damp cloth, but you can erase the chalk and the chalkboard marker stays put.
6. **Microfiber cloths.** Forget chalkboard erasers! The dust of chalk drives me crazy! I use a microfiber cloth, change it every 2 days, and I have almost no chalk dust messing everything up.
7. **Pinterest.** Countless teaching ideas and resources in one handy place. I should get some financial reimbursement for all the PD that I do on Pinterest. Check it out. You won't be sorry.

Welcome back to school

everyone! I will be thinking of you all while I am on mat leave.

by Marjorie Murphy
Toronto DSB

SHARING THE LEARNING

HOW HALTON CATHOLIC DSB IS INTEGRATING CHANGES IN THE SECONDARY FSL CURRICULUM

Through collaboration with our Curriculum Consultant, Anna Marie Toltl, secondary teachers have had numerous opportunities to learn about the Ministry's vision for second-language teaching and learning in our province. Even before the release of the revised document, secondary teachers gathered to review and consolidate their understanding about the CEFR "big ideas" and to discuss how second language instruction would be impacted by this professional resource. A sneak peek at the elementary document allowed sec-

ondary teachers to visualize and prepare for the changes to come. Once their own document was released, Secondary FSL teachers received guidance on the revised French curriculum document and expertise on how to integrate the changes into their French classrooms. Here are some of the ways teachers learned more:

1. In November 2014, February and April 2015, different groups of FSL teachers assembled to participate in web conferences in order to hear the Ministry's messages regarding the new curriculum document, hear what's going on in different boards, and share ideas on how to implement new curriculum expectations into their practice.
2. In January, a representative from almost every secondary school formed the initial team that went to the Ministry of Education's two-day training session for the new secondary curriculum document.
3. In February, a focus group was formed whose main objective was to bring the Ministry's main messages back to their respective schools. The focus group met and shared the Board's three-year FSL Framework plan. Reaching out to guidance counsellors, special education strategies and better marketing are all goals and strategies outlined in this plan in order to increase retention in all FSL programmes. The focus group meeting also incorporated open dialogue around course weightings, resources, and future needs.
4. At the end March in a full day in-service, all FSL secondary teachers came together to learn more about the new curriculum document. On the agenda:

- opportunities to review key principles of the CEFR and connect to vision and goals of the new document;

- discussion about front matter and enduring ideas;

- a comparative analysis between previous document and new document in order to highlight the differences;

- time to assemble into course groupings and look at individual courses with the intent of then reaching out to other supports at their home base;

- time to discuss “keeps” and “tweaks”, how our courses would change, how teachers would respond to the change keeping in mind the tenants of growth mindset;

- time to discuss what these changes would look like in our courses through the use of backward design of lessons and how to adjust our planning to put student interest at the forefront;

- presentation of the EDUgains videos on backward design and suggestions for how to form Professional Learning Committees during the April 24th PD Day so that teachers could co-plan.

5. Prior to the April 24th PD Day, Anna-Marie sent all secondary FSL teachers detailed feedback and a trousse of activities/suggestions for how to maxi-

mize this professional development day and plan with colleagues for the September implementation of new curriculum.

6. During the month of May, the focus group met again for a half-day session where there will be more discussion around needs analysis, analyze student feedback surveys in order to maximize planning and visualize future needs.

7. Also in May, there will be two after school PD sessions where a representative from TFO will meet with FSL teachers with information on how to incorporate media clips and programming with a special emphasis on the culture and listening/speaking component of the new French curriculum.

8. In September 2015, there will be more discussion about culminating assignments and exams. It will also be our “pilot extravaganza” year where teachers will be encouraged to look at the different resources suggested for each course and provide feedback so that others can benefit from the pilot experience.

Thanks to all of these initiatives, HCDSB secondary teachers will be prepared when implementation of the new curriculum document begins in September! I hope that you and your colleagues may consider sharing these ideas in order to further the knowledge to all of our province’s young people.

by Ida Continenza
Halton Catholic DSB

IMPROVISATION IN THE FSL CLASSROOM GETTING STARTED!

Improvisation has been a valuable opportunity for students in the Near North District School Board extended French programs, as it offers students a variety of different situations and scenarios in which to transfer and extend their learning in French. Over the last five years, the improvisation program has grown from classroom opportunities to board-wide competition, during which students communicate and interact in French with their peers across the district, as well as engage in competitive improvisation matches.

Why improvisation?

Improvisation invites students to use their second or additional language in oral, spontaneous and interactive situations. It requires students to listen, to react and

to be creative in their second language. Students learn to find multiple ways to express their thinking in French, and to use and reuse the language they are learning. As well, improvisation provides opportunities to learn and use several language learning strategies to ensure that messages are comprehensible, and the interactions and improvisations are supported and sustained. Above all, improvisation is fun, and encourages students to take risks in the target language, using the language that they know (what they can do and say), and motivating them to continue to grow in their language skills.

So, how did we begin?

Improvisation begins with learning to listen in a second language, and then learning to respond and to create orally in that language. To that effect, we begin with warm-up games and opportunities to learn that mistakes are part of learning, and that taking risks to use a second or additional language is encouraged and safe. Warm-up games offer students an opportunity to learn that using language is more than memorizing set phrases is the ability to apply the language that we know

to any given situation to communicate a message. Sample warm-up games that we use in the Near North DSB include Verbal Warm-ups, Deux par deux and Le ballon rouge, as outlined in Table I.

As students become comfortable and familiar with the warm-up games, we move into some of the more interactive improvisation games, selecting those that promote student listening and speaking, and that offer an entry point for students of varying language proficiencies and confidence levels. We begin with games that incorporate both verbal and non-verbal segments, so that all students see a role for themselves in the game. We then move into those that incorporate increasingly complex language use and scenarios to enable students to transfer the language they have learned in one context to a different context. To ensure success, we write scenarios that we recognize will be familiar and authentic to students, and which will enable them to use and reuse language learned in class. Some sample games and scenarios are outlined in Table I.

Name	Warm-up or Game?	Description
Verbal Warm-ups	Warm-up	<ol style="list-style-type: none"> 1. Standing in a group, students spontaneously identify three other rhyming words for the target word given. For example, the teacher/warm-up facilitator gives students the word <i>leroi</i>; students might respond with <i>toi</i>, <i>quoi</i> and <i>fois</i>. 2. Standing in a group, students create a verbal and non-verbal expression to correspond with the suggested situation. Sample situations include the following: <i>Tues...</i> (<i>charmé; surpris; timide; perdu; méfiant</i>); <i>Tu as...</i> (<i>unefaim de loup; un coeurbrisé; 7 ans; 93 ans; mal au nez</i>).
Deux par deux	Warm-up	<ol style="list-style-type: none"> 3. In groups of two, students have 30 seconds to think about and improvise the person, object or scenario given by the teacher or facilitator of the game. Examples include the following: <i>Deux par deuxvousêtes...</i> (<i>deuxsouliers attachésensemble; une brosse à dents et un tube de dentifrice; un chien et un os; un bol de lait; en amour; une man et son bébé</i>).
Le ballon rouge	Warm-up	<p>Red Ball is a space work warm up exercise. It is a great tool for beginners and younger improvisers. Players pantomime passing or throwing objects around in a circle, as they deliberately and demonstratively show the size, weight, shape of the object by how they “handle” it.</p> <ol style="list-style-type: none"> 1. Begin with players in a circle. The teacher/facilitator improvises reaching into a bag and pulling out a red ball. 2. This first player passes the ball to the next person (or person of choice), saying what it is. The way to pass it is as follows: <ol style="list-style-type: none"> a. Player One passes/throws the ball saying “Un ballon rouge”; b. Player Two receives the ball, saying “Un ballon rouge merci.” c. “Player Two turns to the next person, and repeats the process, saying “Un ballon rouge.” <p>This exchange is important, as it ensures that the improvisers pass or throw the objects clearly, and that the receiver acknowledges what has just been caught.</p> <ol style="list-style-type: none"> 4. From here, the teacher/facilitator can pull another object out of the bag, such as a ballon vert, which has no visible difference from the red ball, or a lead ball, which is obviously very, very heavy. Other suggestions include objects such as pianos, puppies, butterflies, and fire.
Le Charabia	Warm-up	<ol style="list-style-type: none"> 1. In a circle, begin by giving a word in gibberish. The next student must then provide a translation before giving a word in gibberish him/herself. This will continue around the circle. 2. Once students are comfortable with this, add actions.
Un film sous-titré	Warm-up, Game	<p>Students translate using complete sentences.</p> <ol style="list-style-type: none"> 3. Next, select 4-6 students to play the improvisation. Two to three students will act out a movie scene in gibberish, and the other two to three will act as the interpreters of the conversation.

Name	Warm-up or Game?	Description
Histoire – 1 mot à la fois	Warm-up, Game	<p>In this activity, players tell a story one word at a time. Students can play this either sitting at their desks or tables, in a circle, or in a line formation of up to 8 players.</p> <p>In a small group, students will tell one story, with each student providing one word at a time. When introducing this game, the teacher/facilitator may wish to prompt each student by pointing at him or her. Once students become more adept at this game, they will be able to take turns without prompting. As well, the teacher/facilitator may wish to begin with a title for the story to help keep students focused, as well as determining with the players the characters, setting and genre.</p> <p>Sample titles may include the following: <i>Mes devoirs ont mangé mon chien ! Ma visite à la tour CN ! Il était une nuit terrifiante !</i></p>
Le bon, le mauvais et le pire	Warm-up, Game	<p>For this game, players work in triads to offer advice to questions or problems, as suggested by the audience or other classmates. For each triad, the teacher or game facilitator asks the three players that question or problem for which advice is requested. The three players provide good, bad, and really bad advice. A tip when beginning is to ask for students to write questions in advance, and then keep a collection of questions ready to go whenever you wish to run this game.</p> <p>Sample questions include the following: <i>J'ai blessé la jambe. Que dois-je faire?; Ma télévision ne fonctionne plus. Comment puis-je la réparer?; J'ai faim. Décris ce que tu veux manger.</i></p>
Le panier	Game	<p>Before playing this game, ask audience members or students to write simple sentences on slips of paper. These then go into a basket or bucket (it is best to preview them to ensure appropriateness and language).</p> <p>A small group of players is selected to play a scene. Students begin to improvise the scene, during which the teacher/game facilitator gives one of the players a slip of paper or rings a bell to indicate that a player needs to draw a slip of paper from the bucket. The sentence is then read aloud, and then must be incorporated into the improvised scene.</p> <p>Sample starting scenarios include the following: <i>Tu arrives à l'école et ton ami(e) porte exactement les mêmes vêtements que toi!; Tu fait du surf avec tes amis quand tu vois un requin!</i></p>

What resources did you use?

As we built improvisation in the Near North DSB, we relied on several resources. Firstly, we relied on the experience of educators, and their knowledge and understanding of the language users in their classrooms. Secondly, we referenced some print resources that focused on improvisation in the classroom. Finally,

we scoured through pages and pages on websites outlined different improvisation games and activities. We carefully selected those that we could use with beginning language users, and adapted many to fit to the second language classroom. A list of print and online resources is included in Table 2.

Table 2: Sample resources used by Near North DSB

Print Resources	<p><i>McKnight, K.S. and Scruggs, M. (2008). The Second City Guide to Improv in the Classroom: Using Improvisation to Teach Skills and Boost Learning. San Francisco, CA.: Jossey-Bass.</i></p> <p><i>Conseil scolaire de district catholique Centre-Sud. (2002). L'improviste : Petit guide du bon improvisateur. Toronto, ON: Conseil scolaire de district catholique Centre-Sud.</i></p>
Online Resources	<p>www.improencyclopedia.org http://match.impro.free.fr/#SlideFrame_1</p>

In summary, improvisation is a tool that provides second language students with opportunities to use and reuse the language they are learning in the classroom. Students focus on listening to understand a message, and on using the language they have in their repertoire to communicate another message or to join an interaction. They use a variety of listening and speaking strategies to help convey a message and engage in the given scenario, considering different ways to communicate the same message, or to build on what peers are saying or doing, or to contribute to the conversation? Most importantly, improvisation offers students opportunities to use the target language in real-life, authentic, and engaging situations and scenarios, ultimately promoting greater confidence and proficiency in the second or additional language use. At the end of the day, any opportunity that encour-

ages students to use and reuse the target language, and that promotes increased student motivation and confidence in using the target language, is a valuable tool to have in our teaching toolkit.

Saviez-vous ?

There are several French-language improv troupes in Ontario who will do school visits. While the primary audience is Franco-phone students, these ateliers can be tailor made with specific support to French immersion students at the intermediate and secondary levels. Check out *Improtéine* (Ottawa) and *Les Improbables* (Toronto).

by Pamela Marshall-Gray
Near North DSB

PLAYING CEFR-STYLE IN PRIMARY CORE FRENCH

One thing I love about teaching a new language is the flexibility in exercising student's L2 knowledge and the exciting challenges and opportunities for creativity. At the *Getting REAL and AUTHENTIC in the French Classroom* workshop at OMLTA's *World Congress of Modern Languages* in 2015, Étienne/Steven Langlois expressed that students doing monster or animal units learn vocabulary that is irrelevant to their experiences. The language is less significant and easily forgotten. Denis Cousineau emphasized eliminating the unit-based/presentation approach at his recent workshop: *Le CEFR et nouveau curriculum de l'Ontario en FSL: Intégration pédagogique* at this July's *Summer University for FSL Teachers* program.

The following three activities that I am sharing were created before the recent release of the Toronto Catholic DSB's primary guide for the new curriculum. They are non-drill/memorisation scenarios where students are social actors. Students are using high-frequency words and language structures in spontaneous, everyday situations in French.

1) "Parler au téléphone" : Using toy cell phones, students can order delivery from a restaurant or a toy from Toys 'R Us, call each other to ask friends to come over, and ask each other what games or sports they are playing.

2) "Présenter la météo": A student with a microphone goes behind the "television" with a map of Ontario showing the weather in Scarborough and Franco-Ontarian towns. Another student asks their parent (a third student) what the weather is like. The parent uses a toy remote to turn on the "television" and the forecaster talks about the weather. This information is used for the family in whichever town to decide what to wear (using a dollar store hamper and clothes).

3) "Chez le coiffeur/ la coiffeuse":

A student walks into the room. Their name is taken by the hairdresser (another student). The client sits and "reads a book". The hairdresser calls the client to put on their covering cloth and sit down. The hairdresser asks them to pick a hair colour, style, and length based on a chart I created. The hairdresser "does the haircut" and shows the mirror to the client for approval. The client pays using play money upon approval.

As I enter year five, I continue to value the use of children's books, games, songs, and short plays, but use them occasionally, as a means of preparation for "les tâches actionnelles".

How could these ideas impact your primary and junior Core French classes?

by Asia Lukaszuk
Toronto Catholic DSB



THE FIRST FIVE YEARS

THEY CAN IF YOU THINK THEY CAN

A grade nine applied French class can be a challenge and it can be a joy. “Kids do well if they can” according to Ross Greene, child psychologist and author of books such as, *The Explosive Child*, *The Collaborative Problem-Solving Approach* and *Lost at School*. Think of this as you plan for your applied- level classes: kids will do well when they are challenged, honoured as people, and given feedback that helps them grow linguistically, socially and emotionally.

I often start off the first day of school with the proverb, “Vouloir c’est pouvoir,” then talk to my students about the journey we are about to embark on, and the importance of having a willing attitude. Where have they heard French outside of school? You can mark these places on a map and add to it as the year progresses.

Here are some tips to share to get your grade nine applied class off to a good start:

1. Parlez en français! Use gestures, visuals, and props, and they will catch on. This challenges them. Speak in French all the time. Tone and expression also gives lots of clues to meaning.
2. Let them “parler en français”. Start with 30 seconds of “pratiquez en partenaires”. Over time, gradually increase this length time and alter the tasks. You will be amazed at how competent your students will be speaking en français.
3. Let them make mistakes. Mistakes are a natural part of the learning process. Many students in a grade 9 applied class are at the A1 or A2 levels (CEFR) in their competencies. “Valorisez-les!” This is a time to applaud and encourage growing skills.
4. Croyez-le ... ou ne le croyez pas ! All students can improve their skill sets with a caring, nurturing adult. Believe in them and they will amaze you.

by Christina Schilling
Upper Grand DSB



HOW CAN MUSIC ENGAGE JUNIOR FSL STUDENTS?

ONE TEACHER’S EXPERIENCE

One of the questions that French teachers often ask themselves is “How can we motivate students to learn French?” We look through a myriad of resources (books, Pinterest, TeachersPayTeachers, Twitter, online forums, others) and are overwhelmed by ideas that may capture our students’ attention.

In May 2015, I was able to engage and interest my junior FSL students in French music by bringing them to a Gregg LeRock concert. Before embarking on this adventure, I taught students some biographical details about LeRock, where he comes from, and the type of songs that he sings. I printed lyrics to the songs on www.gregglerock.ca/lyrics.html. Students were given the opportunity to familiarize themselves with the lyrics in class and at home.

The lyrics were catchy and students were able to make connections with the words of the songs. One song that impressed them was “Je suis là pour toi”. We watched the music video and sang it many times during class. Because of this, during the concert students were able to sing along with this song and several others.

How did I start planning?

I got the idea of participating in this concert from some information that was sent to FSL teachers at the beginning of the school year. After consulting with my principal, I e-mailed LeRock’s secretary. She sent me an e-mail and replied with some information. Later, she e-mailed me many resources to prepare the students for the concert including: concert set list, lyrics to LeRock’s songs, Power Point and video link. I also received via Canada Post the following: Le Rock’s brand new *Le caractère compte* CD; Concert prep CD with all of the songs Le Rock will perform and concert posters.

What did the students love about Gregg LeRock’s concert?

Students enjoyed interacting with LeRock. Many of my students were asked to join him on stage, where they had a chance to perform by singing along or sometimes dancing. It was also an opportunity for them to practise their second language. Since the concert was also bilingual, it gave students the opportunity to be exposed to an authentic learning opportunity.

What were my general impressions?

Le concert était excellent. Il était la première fois que notre école a participé à un tel concert. Nous en avons beaucoup profité. Le concert a surmonté ce que j’ai attendu : il était super ! J’ai eu aussi l’occasion de rencontrer Gregg LeRock en personne. Il était très gentil et accueillant. Quelle belle expérience !

It was an interactive concert. Students were very much involved in dancing, singing along and being part of the event. It was a great way to reinforce some French vocabulary while having fun. As a French teacher, it gave me the opportunity to engage some of the junior students in singing catchy tunes in French. It was also a valuable experience for many students to attend a concert in a different language.

The organization was the biggest part, as it involved multiple rounds of paperwork. Some of the parents at our school volunteered their time to supervise. Also, many classroom teachers came to help supervise the large number of students.

If I were to do this again, I would start planning earlier than I did and I would inform teachers of the concert ahead of time. Overall, it was a great experience and I encourage other teachers to take their students to a French concert.

Je tiens à remercier Gregg LeRock, les parents et les enseignants qui nous ont aidés. Nous avons vécu une très belle expérience enrichissante pour nos élèves.

by Francesca Martínez
Algonquin & Lakeshore Catholic DSB

THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT AS A FSL TEACHER

COMMENÇONS LE PLUS TÔT POSSIBLE!

As a recent graduate from York University's Concurrent Education Program, I was fortunate to take part in a variety of professional learning opportunities during my time at the Faculty. This past spring, my Course Director for French, Olga Rubino, selected me to coordinate a group of volunteers to attend the OMLTA/CASLT conference in Niagara Falls, Ontario. This was a great opportunity to demonstrate my leadership and organizational skills. My responsibilities included corresponding with fellow Teacher Candidates via e-mail, greeting guests, and directing them to their appropriate workshop location, introducing speakers as well as correcting technological errors. Thanks to the support of the OMLTA and CASLT Directors, this was a fantastic learning opportunity.

Not only did I get the chance to hone my social skills, but I was also able to attend workshops and presentations. This was an incredible experience as I learned teaching strategies that corresponded with the revised FSL Curriculum. These strategies focused on an action-oriented approach through student centered learning and authentic experiences to foster communication in the French language. One particular workshop that I enjoyed attending was "DJ DELF: Getting REAL and AUTHENTIC in the French Class-

room!" led by Étienne Langlois. This seminar provided my peers and I with a variety of resources and tactics that incorporated various differentiated instruction techniques, technology, group work and realistic scenarios that would engage students in the FSL classroom while also fulfilling curriculum expectations. How amazing is that?

My weekend at the OMLTA/CASLT Spring Conference helped me realize that professional development is an intrinsic part of my learning process. This experience provided me with resources and strategies and a great deal of direct practical understanding about the motivational needs of my students during the language learning process. This was such a memorable experience as I got to spend the weekend with fellow Teacher Candidates as well as make new friends and network with dedicated and inspirational language teachers from across the province.

A similar experience of mine was another volunteer opportunity at *le Concours d'art oratoire* on May 9, 2015. With Olga Rubino, my peers, and friends (including Aaron Singh, one of the recipients of the OMLTA's Helen G. Mitchell Award). Prior to the event, I was responsible for recruiting volunteers to work with our team to oversee the smooth running of the event. The day of the festival I greeted judges at the sign-in desk, directed volunteers to their appropriate areas, as well as some on-site troubleshooting. I was also able to network and meet dedicated language educators from across Ontario. I was mesmerized when I saw students present their speeches and receive their awards as their loved ones cheered them on. It was truly an incredible moment when I saw the effect of the French language on students outside of the classroom. In this increasingly interconnected and multicultural world it is important for students to be able to use the French language not only inside the school community but outside of it as well. This festival inspired me to instill a French speaking festival in my class corresponding with curriculum guidelines to show my students the value of the French language in and out of the classroom.

These two volunteer experiences illustrate the importance of professional development as an FSL teacher. Attending these events sparked my creativity, refreshed my mind, provided me with resources and current teaching strategies that will benefit

my students as well as allowed me to meet and connect with language educators and professionals. It was a privilege to participate as a volunteer at these two events while still a Teacher Candidate and I feel that it should be a requirement for all student teachers entering the vocation. As a life-long learner and educator I cannot wait to attend and participate in more professional development conferences in the future and I urge you all to do the same. Needless to say, you will definitely be seeing me at the OMLTA Conference this fall!

by Rachele La Neve
Graduate, York University



CONCOURS 2015: PRÈS DE 300 ÉLÈVES Y ÉTAIENT !

On Saturday, May 9th, students, parents and teachers from all over Ontario came together at York University's Glendon Campus in Toronto for Le Concours et Festival d'art oratoire, an annual French public-speaking festival and competition for students from Grades 4 to 12 studying French as a Second Language. This event is organized by Canadian Parents for French in partnership with the OMLTA, with our organization being responsible for recruiting judges, moderators, and questioners. Once again, the event provided a fantastic opportunity for students to celebrate the French language.

The event began in 1985 as a Concours for high school students. That first year saw a total of 35 students from 14 different school boards participate. In the last 30 years, the event has grown to include participants from public and separate school boards as well as from private schools across the province. Grades 4 to 8 were added to the event and in 1993 Le Festival d'art oratoire was established as part of the day, a celebration of language rather than a competition. Today, participants are divided into four categories based on hours of FSL instruction.

At the secondary level, first, second, and third place winners in each category win monetary prizes of \$500, \$250 and \$125. The first-place winners of the Grades 11-12 level also won a \$1,000 entrance scholarship to York University. These four finalists (one per FSL Category) will move on to represent Ontario at the 2015 **CPF National Concours d'art oratoire** on May 30th, 2015 in Ottawa. At this event, finalists from across Canada compete for

scholarships to the University of Ottawa (valued up to \$32,000), the University of Moncton (valued up to \$20,000), the Université de Saint-Boniface (valued up to \$20,000), the Université Sainte-Anne (valued up to \$2,000), and the University of Prince Edward Island (valued up to \$3,000). Second- and third- place winners receive scholarships to the University of Ottawa (valued up to \$8,000 and \$4,000 respectively), the Université de Saint-Boniface (valued up to \$12,000 and \$8,000 respectively), or the University of Prince Edward Island (\$2,000 and \$1,000 respectively). In addition, other national finalists who compete will be awarded a \$1,000 entrance scholarship to the University of Ottawa. These finalists will also be entered in a draw to win a two-week summer French language and cultural class in France!

This year saw 299 participants from school boards and independent schools across the province. The winners, along with their speech topics and school boards, are posted on the CPF website, at <http://on.cpf.ca>.

Each year, the OMLTA recruits officials for this important event. Over 60 teachers took part this year as judges, moderators or questioners, making it possible for students to enjoy this incredible opportunity. We would like to extend our sincerest thank you to everyone who attended. We will be again seeking volunteers in January 2016 – stay tuned!



OTTAWA CONTEST



GERMAN CONTEST



FRENCH AS A SECOND LANGUAGE OTTAWA REGIONAL CONTEST 2015

The 41st edition of French as a Second Language Ottawa Regional Contest provided an opportunity for 130 grade 11 and 12 students to demonstrate their language skills through a variety of activities: oral interview, composition, listening, and reading tests. This event was generously sponsored by the University of Ottawa (Faculty of Arts, Official Languages and Bilingualism Institute and French Immersion Studies Program) as well as by the Ottawa-Carleton District School Board and the Ottawa Catholic School Board.

This year's contest took place on Wednesday, April 27th at the University of Ottawa. The students were registered in one of three categories: Category 1 (up to 2100 hours of instruction in French), Category 2 (between 2100 and 5000 hours), and Category 3 (over 5000 hours). More than 30 high school and university French language instructors acted as jurors and evaluators for the event.

The prize ceremony was held on May 14th and featured many distinguished guests from the 3 participating school boards (Ottawa-Carleton DSB, Ottawa Catholic SB, Catholic DSB of Eastern Ontario), from Embassies (French, Swiss, and Senegalese), from the Official Languages Commissariat as well as from the contest's partners: Canadian Association of French Immersion Teachers (ACPI), Canadian Association of Second Language Teachers and Canadian Parents for French. Major category winners received University of Ottawa scholarships as well as monetary prizes and various gifts made possible through the generosity of local businesses and community organizations, many of which represent Ottawa's Francophone community.

The French as a Second Language Ottawa Regional Contest organizers thank the OMLTA/AOPLV for providing a generous monetary gift as well as commemorative plaques for the top Grade 12 winners in each category.

This Year's Recipients Are:

Winning teams

Category 2 - Bell High School, Ottawa-Carleton DSB:

Deeksha Srivastava, Yi Yang, Abigail Ruby, Mehreen Syed, Diana Zhang

Category 3 - Nepean High School, Ottawa-Carleton DSB: Yasmine Alkadri, Bradley Martire, Stefan Nestic, Christian Thomas, Emily Cervenka

Individual winners:

Category 1, grade 12, OMLTA/AOPLV Prize: Daniel Chen, St. Francis Xavier High School, Ottawa Catholic SB

Category 1, grade 11, Senegalese Embassy Prize: Soumya Srinivasan, Bell High School, Ottawa-Carleton DSB

Category 2, grade 12, OMLTA/AOPLV Prize: Inés López-Espinoza, Holy Trinity High School, Ottawa Catholic SB

Category 2, grade 11, Swiss Embassy Prize: Amirthan Sothivanan, Lisgar Collegiate Institute, Ottawa-Carleton DSB

Category 3, grade 12, OMLTA/AOPLV Prize: Setti Belhouari, Nepean High School, Ottawa-Carleton DSB

Category 3, grade 11, French Embassy Prize: Margot Ghersin, Lisgar Collegiate Institute, Ottawa-Carleton DSB

by Dr. Monika Jezak
University of Ottawa

FRENCH THRIVES IN NIAGARA!

THE BROCK-NIAGARA FRENCH CONTEST / IE CONCOURS BROCK- NIAGARA IS 37 YEARS OLD!

Beginning in 1978, this long-standing contest provides an opportunity for grade 11 and 12 students of the Niagara region to demonstrate their French language skills through a variety of activities. This activity is generously sponsored by Brock University's Department of Modern Languages, Literatures and Cultures Brock University as well as the District School Board of Niagara and the Niagara Catholic District School Board.

This year's contest took place on Wednesday, May 13th, 2015 at Brock University. Students registered in one of three language categories: Core French, Français intensif, which includes students who study in the Extended French or Immersion programs, and Francophone, for student with French as a first language experience. The participants rotated through four different challenging language activities which have been developed to test language proficiency.

French language student monitors from Brock University accompanied the contestants throughout the morning and led guided tours of the Brock campus. This interaction with Brock students offered the younger students insight to campus life.

The prize ceremony held at the picturesque Pond Inlet on Brock's campus. Major category winners received monetary prizes made possible through the generosity of local businesses and community organizations, many of which represent the Francophone community in Niagara.

The Brock-Niagara French contest organizers thank the OMLTA/AOPLV for providing a generous monetary gift as well as commemorative plaques for the top Grade 12 winners in each category!

Félicitations à nos gagnants :

Francophone: Naomi Welt
(A.N. Myer S.S., DSB of Niagara)

Français intensif: Emma Kennedy
(Sir Winston Churchill S.S., DSB of Niagara)

Français de base: Ben Whittaker
(Blessed Trinity C.S.S., Niagara Catholic DSB)

by Julie Stapleton
DSB of Niagara

ONTARIO'S BEST AND BRIGHTEST SECOND LANGUAGE STUDENTS SHINE

AUF DEUTSCH AND EN ESPAÑOL!

This past spring two provincial language contests took place that welcomed nearly 200 excited students to Toronto. All of these events were supported by the OMLTA through the donation of cash prizes and plaques for the winners.

These contests are run by dedicated teams of volunteer teachers and community members. The faces behind each of these events are encouraged by the interest and enthusiasm of students, community organizations and teachers, and all three of these events will undoubtedly continue to grow and thrive in the coming years!

To get involved, you'll find the contact information for each committee at the end of the article. *Machen Sie mit! iParticipen!*

Ontario High School German Contest

The 2015 Ontario High School German Contest was held on Saturday, April 12 at Harbord Collegiate Institute. Over 40 students from eight schools in four school boards across Ontario took part in this year's amazing event.

A special double reward was presented this year: the top finishers in the senior category were in a virtual tie, so BOTH won an all-expenses paid trip to Germany and enrolment in a three- or four-week language and culture course this summer, all of which was provided by the Consulate of the Federal Republic of Germany (Toronto) and the Goethe-Institut Toronto. Gifts and donations from the OMLTA, Munich Reinsurance Canada, the Goethe-Institut Toronto, Mercedes-Benz Canada and many other kind organizations helped bring the total of gifts and prizes awarded this year to nearly \$5,000, including over \$2,000 in cash. The committee extends its thanks to all of its wonderful supporters!

It was an honour to welcome Karin Thürnau from the Consulate of the Federal Republic of Germany, Ulrike Kugler from the Goethe-Institut, and OMLTA President, Jenn Rochon, to the event.

Herzlichen Glückwunsch to the winners:

BEGINNER

1	Michelle Zheng	The Woodlands School (Peel DSB)
2	Eileen Sun	The Woodlands School (Peel DSB)
3	Terri Bugler	Halton DSB Continuing Education
4 (tie)	Benjamin Jones	University of Toronto Schools
4 (tie)	Dua Malazogu	Harbord CI (Toronto DSB)
6	Elizabeth Howlett	Waterdown District HS (Hamilton-Wentworth DSB)
7	Beatrix Marsh	Harbord CI (Toronto DSB)
8 (tie)	Karrie Chou	University of Toronto Schools
8 (tie)	Komal Patel	The Woodlands School (Peel DSB)
8 (tie)	Michelle Song	The Woodlands School (Peel DSB)

SENIOR

1 (tie)	Stephen Chankov	University of Toronto Schools
1 (tie)	Kieran Kreidié-Akazaki	University of Toronto Schools
3	James Hogan	University of Toronto Schools
4 (tie)	Adam Lam	University of Toronto Schools
4 (tie)	Chihiro Tow	Harbord CI (Toronto DSB)
6	Iloe Ariss	Harbord CI (Toronto DSB)
7	Jens van den Berg	Waterdown District HS (Hamilton-Wentworth DSB)
8	Emily Long	Waterdown District HS (Hamilton-Wentworth DSB)
8	Elizabeth (Beth) Shaw	University of Toronto Schools

ADDITIONAL EXPERIENCE

1	Jonathan Bernick	University of Toronto Schools
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Students participate in listening, reading, writing and grammar components, in addition to an oral interview. The contest is geared towards students in their third year of study, but many students have been successful – and even won! – the contest after just two years of instruction. Beginner students again competed this year, and the future of German in Ontario is indeed bright!

The committee looks forward to the 45th edition of the Ontario High School German Contest, **to be held in April 2016 in Toronto!** Do not hesitate to take part next year: e-mail the Committee at ogatpresident@gmail.com with any questions and check out the Ontario Association of Teachers of German Web site at <http://www.oatg.org> for full details. **Machen Sie mit!**

Ontario Secondary Schools Spanish Contest

Under this year's motto of *El español es un libro abierto a la imaginación*, 125 students from 28 schools in six school boards across the province assembled at Glendon College on Thursday, May 6 for a full-day of exciting activities. This was the seventh edition of this dynamic event.

Over \$2,000 in cash and prizes was awarded to 25 sensational students, the top in each of the five different categories: Beginner, Intermediate, Advanced, Spanish Plus, and Native Speaker. In addition, 16 students received Honourable Mentions for their outstanding achievements. Major sponsors for the event included Glendon College, York University, the OMLTA, and Guerrero Law, among others.

After a full day of testing in listening, reading and grammar quizzes, plus an oral interview, the participants enjoyed live mariachi music, took part in interactive games, and much more. Special guests for the final prize giving ceremony included VIPs from the Consulate of Argentina in Toronto.

To participate, email the Committee at spanishcontest@gmail.com and check out the website at www.ontariospanishcontest.com.

The next event will be held on Thursday, May 12, 2016 at Glendon College in Toronto.

Students of all levels enrolled in Spanish classes are welcome!

Felicidades to the contest's winners:

BEGINNER

1	Taiya Talbert-McSherry	R.H. King Academy (Toronto DSB)
2	Marija Askovic	North Toronto C.I. (Toronto DSB)
3	Isabella Xu	Havergal College
4	Nahal Emami Fard	Wiliam Mackenzie C.I. (Toronto DSB)
5	Gabriel Pietropaolo	Wiliam Mackenzie C.I. (Toronto DSB)
HM	Katelyn Conferido	Wiliam Mackenzie C.I. (Toronto DSB)
HM	Jordan Cotton	Wiliam Mackenzie C.I. (Toronto DSB)
HM	Roi Levy	Wiliam Mackenzie C.I. (Toronto DSB)
HM	Kendall Sneyd	Humberside C.I. (Toronto DSB)
HM	Angela Wei	University of Toronto Schools

INTERMEDIATE

1	Stephen Chankov	University of Toronto Schools
2	Coco Wang	Havergal College
3	Keely Douglas	Havergal College
4	Harry Dong	University of Toronto Schools
5	Alyssa Kastner	Toronto French School
HM	Yana Boiadji	North Toronto C.I. (Toronto DSB)
HM	Anna Morley	Toronto French School
HM	Melissa Quaye	North Toronto C.I. (Toronto DSB)

ADVANCED

1	Iulia Iancu	York Mills C.I. (Toronto DSB)
2	Bora Dirilgen	Upper Canada College
3	Adair Simpson	Upper Canada College
4	Nicole Stef	University of Toronto Schools
5	Jackielyn Jabson	R.H King Academy (Toronto DSB)
HM	Rowaida Hussein	Havergal College

SPANISH PLUS

1	Sonya Scarlat	Parkdale C.I. (Toronto DSB)
2	Ivy Chen	Dr. Norman Bethune C.I. (Toronto DSB)
3	Clémence Davy	Lycée Français de Toronto
4	Eric Dewar	Holy Trinity School
5	Federika Izumi-Scherer	Humberside C.I. (Toronto DSB)
HM	John Davis	University of Toronto Schools
HM	Irina Drapic	Humberside C.I. (Toronto DSB)
HM	Charlotte Priddle	Holy Trinity School

HISPANOABLANTE Sponsored by Guerrero Law www.guerreroLaw.ca

1	Robert Cabrera	North Toronto C.I. (Toronto DSB)
2	Luis Quiroga	Our Lady of Mount Carmel C.S.S. (Dufferin-Peel Catholic DSB)
3	Fabiola Cruz Li	Dr. Norman Bethune C.I. (Toronto DSB)
4	Rocío González	Our Lady of Mount Carmel C.S.S. (Dufferin-Peel Catholic DSB)
5	Amanda Fernández Fuentes	Martingrove C.I. (Toronto DSB)
HM	Elias Larrázabal	Hillfield Strathallan College
HM	Abigail Meza	Hillfield Strathallan College
HM	Alejandra Meza	Hillfield Strathallan College
HM	Michelle Diego-Sánchez	Humberside C.I. (Toronto DSB)

SPANISH CONTEST



RESOURCE REVIEWS

USING UNDERSTANDING BY DESIGN IN THE SECOND LANGUAGE CLASSROOM

A review of *Understanding by Design* by Grant Wiggins and Jay McTighe, ISBN- 978-1-4166-0035-0

If there were one book that has profoundly influenced the way I teach, plan, and organize my courses, it would have to be *Understanding by Design* by Grant Wiggins and Jay McTighe. This is not a new book – in fact, I was first introduced to its concepts back in teachers' college in the early 2000s. However, over the last years, as we have seen new influences in teaching second languages (CEFR, action-oriented approach, etc.), as well as a newly revised curriculum, *Understanding by Design* has been instrumental in helping me redesign my courses, set priorities and truly understand what it actually means to understand.

Ultimately, *Understanding by Design* seeks to answer the question, or rather seeks to help teachers design learning experiences and assessments that answer the question, "How do we make it more likely – by our design – that more students really understand what they are asked to learn" (4, Wiggins & McTighe). To help answer this question, the authors propose using a backward design approach to course planning:

- 1) Identify the desired results
- 2) Determine acceptable evidence
- 3) Plan learning experiences and instruction (18).

This seems relatively simple and many people will say, "Yes! I'm already doing that!" However, throughout the remainder of the book, the authors break down what each of these steps means, and what they look like in practice. And let me tell you – it is not that simple!

Identifying the desired results is not simply that students are able to complete the exam or project that we have always used at the end of the course. It involves digging into curriculum, clustering and re-clustering expectations, determining priorities such as the big ideas and essential learnings for the whole course, creating student-friendly learning goals and success criteria. It involves rethinking our concept of understanding. What should students know and be able to do by the end of this course? The authors distinguish between knowledge and understanding in the following way:

Knowledge	Understanding
<ul style="list-style-type: none"> • The facts • A body of coherent facts • Verifiable claims • Right or wrong • I know something to be true • I respond on cue with what I know 	<ul style="list-style-type: none"> • The meaning of the facts • The "theory" that provides coherence and meaning to those facts • Fallible, in-process theories • A matter of degree or sophistication • I understand why it is, what makes it knowledge • Judge when to and when not to use what I know

Often, as language teachers, we get bogged down in the content – what we think the students should know – and forget about the skill development, the doing, and the true understanding.

Moreover, *Understanding by Design* delves deeply into the concept of "understanding understanding" by proposing six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-knowledge (84). As language teachers, we have always been good at explanation and application; this book has pushed me to look at students' understanding differently. I have started integrating more facets of understanding into my instruction and performance tasks, and I can see that students are understanding the "why" and "how" of learning a second language, not just the "what". The six facets dovetails nicely with many aspects of the revised curriculum, and will help teachers with making the transition to the new way of doing things.

I have really only described a few aspects of the first phase of *Understanding by Design* – identifying desired results – but as you can see, this is quite a bit more complex than it initially appears. The authors spend the remainder of the book discussing how to create performance tasks that demonstrate deeper understanding, how to assess said performance tasks, and then how to plan day-to-day learning experiences effectively.

As I said, this book has changed the way I plan, teach, and assess in all my classes. Going through the process involves a great deal of thought and reflection, but the pay-off is huge. Students will benefit from re-established priorities, transparent learning process, and deeper understanding. The teacher will benefit because the teacher will realize they don't just have to march through a textbook, or check off boxes on a checklist when they've "covered" a certain concept. Teachers will experience greater freedom in their instruction, as well as a better sense of why they are having students learn what they learn. This book is an excellent read for all teachers, but particularly language teachers as we are in the process of redesigning courses to reflect the revised curriculum.

by Michael Green
Waterloo Region DSB

À LA PROCHAINE !

PLEASE NOTE OUR NEW ADDRESS!
(our phone number remains the same)

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