

**OMLTA
AOPLV**

ONTARIO MODERN LANGUAGE
TEACHERS' ASSOCIATION
ASSOCIATION ONTARIENNE DES
PROFESSEURS DE LANGUES VIVANTES
SINCE / DEPUIS 1886

Communication

**Project à Québec et Project à Moncton:
quelles expériences géniales !**

Language Contests 2018 Highlights

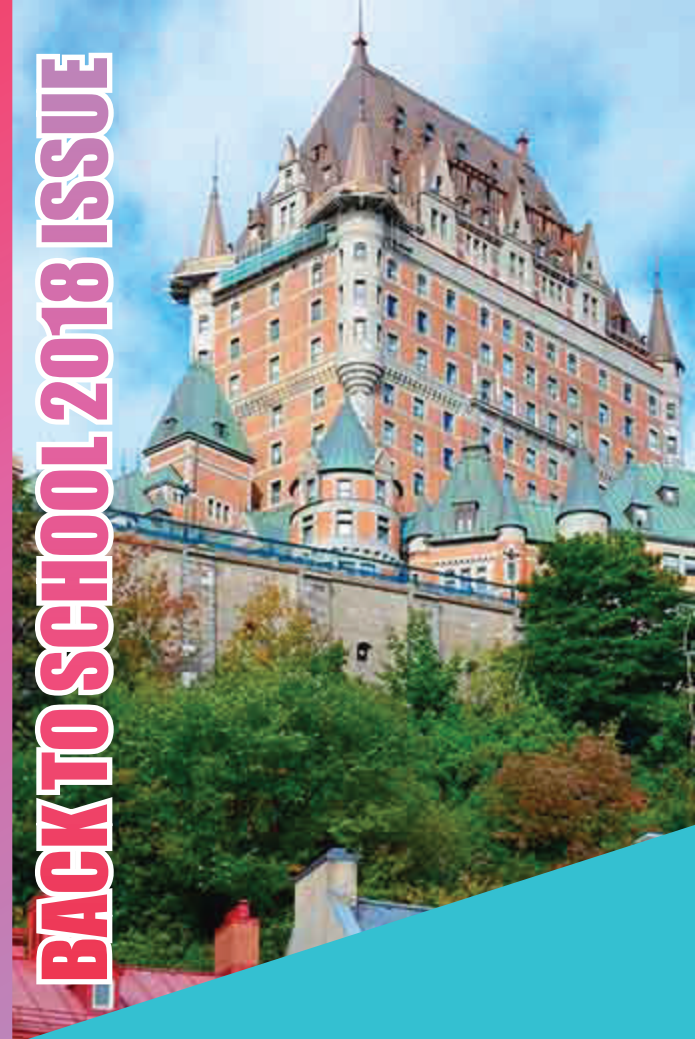
Reflections from Spring Conference 2018

**Your questions about DELF Formateur and
Correcteur training in *5 Questions with/avec***

Networking Sessions: we are coming to you!

**Check out
our new
webpage at
www.omlta.org**

BACK TO SCHOOL 2018 ISSUE



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Vision & Mission

OMLTA/AOPLV is the leader in professional learning and advocacy, inspiring and connecting Ontario's French and International Languages educators.

OMLTA/AOPLV:

- Fosters collaboration amongst language educators and professional partners
- Delivers practical, user-friendly best practices in language learning.
- Influences policies and directions that support French and International Languages education

MEMBERSHIP

Becoming a member has never been easier! Since early 2017, membership to the OMLTA/AOPLV runs from the date of purchase until the same date the following year. We are pleased to be offering two different payment models going forward. You are now able to purchase a one-year membership OR you can subscribe and have your membership automatically renew via PayPal each year! Visit www.omlta.org and become a member today!

OMLTA Needs Your Help: Call for Article Submission for Communication Magazine

OMLTA would like to share your expertise and your ideas with the rest of our membership. It is in this vein that we request you to write a brief article (it could be anywhere from one paragraph to one page – whatever you have time for!) with information on any one of the following topics:

- Lessons which have worked in your classroom
- Successful school-wide events which have fostered a love of culture and language amongst students, staff, and/or admin
- Class trips which have been successful for you
- Review of resources / websites / books which you have used
- Technological innovations which have been particularly useful to you
- Classroom management successes and/or challenges
- Advice for our members with respect to any current Modern Language policies and/or curriculum expectations
- Reference to any businesses or suppliers of French or Modern Language products, books, resources, etc.
- Words of wisdom for Modern Language Educators in the province of Ontario



LET'S GET SOCIAL...

We are on Facebook!

<http://www.facebook.com/omlta>

Follow us on Twitter!

<http://www.twitter.com/omlta>

Follow us on Instagram!

@OMLTA

A Message From the President



Liebe LeserInnen, estimad@s colegas, cari colleghi, chères et chers collègues,

Warm back-to-school greetings to you all. As I write this message, I am currently enjoying a brief respite from this summer's heat wave which touched quite a bit of North America and Europe, and perhaps other places in the world that we hear less about as well. Here in Dresden, part of the former East Germany, I have been fortunate to attend an outstanding summer seminar for German teachers run by the Goethe-Institut in this city. As a scholarship recipient, I am grateful to the team at the Toronto location of this fine agency for its support of my application to come to learn from some of the best pedagogues, teacher trainers, and Germanistiker that Europe has. In my off evenings, when I am a bit tired from being immersed in German all day, I am speaking French with fellow enseignant.es d'allemand from Côte d'Ivoire, Morocco, Gabon, Tunisia, France, and Senegal; using my Spanish with fellow profes de alemán from Ecuador, Spain, and Bangladesh (yes, you read that correctly), and even English with multilingual colleagues from Romania, Nigeria, Kenya, Ireland (who teaches Irish Gaelic and German!), and Argentina.

Our shared profession and passion for learning has brought us together from 26 different countries. The fact that our common language is, for virtually all of us, one which we have learned in school, makes this opportunity an even greater a thrill to share. By exchanging best practices, great ideas, and strategies for student engagement, colleagues in Egypt learn from what works in Turkmenistan, the team from Madagascar learn from great things in Vietnam, and I, too, share in this wealth of knowledge to better engage my students.

My summer learning experience has indeed been an enriching one. I know that many of you took part in AQs, online courses, learning sessions, and professional reading this summer (with a bit of fun in between, I am sure), but I am particularly thrilled to have shared my professional development with the over 140 Ontario educators who took part in OMLTA-run summer learning: Projet à Quebec (our 11th year!), Projet à Moncton (our first ever session), and our two OTF/FEO- funded Summer Institutes in Kingston and St. Catharine's. My greatest thanks to Past President Nicole Czaja for her incredible work on - literally! - all of these initiatives this summer, along with our team members Rhéal Allain, Julie Théberge, Lianne Perreault-Raymond, and the team from Perspectives Éducho for their ongoing collaboration and leadership. These successful events were engaging, outstanding, and, for some, life-altering. (Read more about all of these events in this issue of *Communication*.) I am always grateful to our staff members, Sonia Blanchard and Kim Murray, as well as my colleagues on the Executive and Board of Directors for their continued hard work and dedication; cheques do not get written on their own, nor do website updates and beautiful graphics get made without time invested. Mille mercis à vous toutes et tous !

As we transition into the 2018-19 school year, there is (as always) a lot on the go with OMLTA/AOPLV. At least five of us on the Board are in new roles this year, so it is an exciting and busy time. We worked this summer with CPF Ontario, CASLT, various AQ providers, and several other stakeholders to bring many new ideas to the table for second language educators; more information is coming soon about these exciting initiatives. I am also excited to let you know that our free networking breakfasts will continue across Ontario: come and visit us for a tasty meal, great collaboration, and the chance to meet new friends in your area. Our Fall Conference in Timmins is going to be outstanding and we cannot wait to see you there! Planning for Spring 2019 is well underway and next March's event will be among the best that we have seen.

Heartfelt congratulations to Lisa Picerno for her outstanding work on this issue of *Communication*, her first in her new role as Editor. I am very proud of you.

Finally, please allow me to say that as an education community, I hope that we can rally together to support each other across all systems, unions, schools, regions, and languages to ensure that the value of second language education (and other fundamental programming) is not diminished in the eyes of our school communities. Forza. Ánimo. Geben Sie nicht auf. Courage.

Bonne rentrée,
Jimmy Steele
OMLTA President, 2018-19

Letter From the Editor



Bonjour chères lectrices et chers lecteurs,

It is with great pleasure that welcome to our Back to School edition of your OMLTA magazine, *Communication*. I am delighted to introduce our members to the new Board of Directors for 2018-2019. This group of diverse professionals volunteer their time during the day, at night and on weekends to keep this association alive, current and serving the needs of their members in regards to FSL and International Languages in Ontario. Our association is proud to have 16 directors with varying degrees of experience, language background and from all over our province.

I encourage you, our readers, to become a mentor, gain leadership, further you career, enhance your network and broaden your knowledge by actively using your OMLTA membership. Ponder the possibility of applying to become a Board member, contributing an article to our *Communication*, attending one of the many events we offer during the year or leading a workshop at our conferences.

Je suis tellement fière de faire partie d'une équipe si travaillante et positive.

Entrez en contact avec vos directeurs/directrices, venez nous connaître cette année et profitez de votre abonnement. Suivez-nous sur les médias sociaux. Inscrivez-vous à une de nos conférences ou à une de nos séances de réseautage.

Vos commentaires sont bienvenus et nous vous encourageons à nous écrire par courriel (omlta@omlta.org) si vous voulez contribuer à cette revue de quelque façon que ce soit.

Restez inspiré.es et motivé.es! Je vous souhaite un beau commencement de l'année scolaire. Bonne rentrée ! Alles Gute zum Schulanfang! ¡Diviértanse mucho a la vuelta de clases! Buon rientro a scuola!

Lisa Picerno
Editor
Communication



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DISCLAIMER:

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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.

Meet Your OMLTA/ AOPLV Board of Directors and Team for 2018-2019



Jimmy Steele (President)
 Toronto DSB
 German, Spanish, French, Portuguese, Icelandic, English
 A recipient of a 10-year volunteer merit award from the AIDS Committee of Toronto.



Nicole Czaja (Past President)
 Rainbow DSB
 French, English
 35 years experience as a classroom teacher and FSL consultant (K-12 Core and Immersion) in the Sudbury and Timmins areas. Also the Regional Market Lead for McDonalds.



Susanna Beatrice-Gojsic (1st Vice-President)
 Hamilton-Wentworth DSB
 French, Italian, English
 Proud mom of two.



Ida Continenza (Conference Chair)
 Halton Catholic DSB
 French, English, Italian
 Loves "family time", family vacations, reading, dancing & cooking homemade Italian meals.



Laura Dursley (Secretary)
 Trillium Lakelands DSB
 French, Spanish, English
 Family, outdoor time in beautiful Muskoka, languages, travel and learning every day are tremendously important to Laura.



Pamela Marshall Gray (Treasurer; 2018-2021)
 Near North DSB
 French, English
 Has lived in France; enjoys family camping, kayaking and sitting in front of the campfire.



Sonia Blanchard - Administrative Assistant since 2013
 French, English
 Very experienced with non-profit organizations
 Takes great pride in providing outstanding service to our OMLTA members.



Josette Bosc (2017-2020)
 Ottawa Catholic DSB
 French, English
 Proud mother of two bilingual children.



Mara Reich (2017-2019)
 Glendon College
 Spanish, French, English
 Passionate about everything Argentinian.



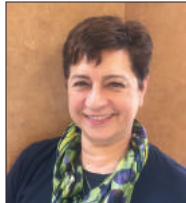
Josée Boutin (2017-2020)
 Kawartha Pine Ridge DSB
 French, English
 Coordinator of dozens of projects related to DELF, DALF and authentic use of French.



Pauline Galea (2018-2021)
 Durham Catholic DSB
 French, English
 AIM Certified Teacher/Mentor



Angeline Humber (2018-2021)
 Teacher Consultant Greater Essex County DSB
 French, English
 Enjoys collaborating and learning with others.



Beverly Kukhta-Jackson (2017-2020)
 Hamilton-Wentworth DSB
 French, English
 Loves connecting people with resources and other people.



Alessandro La Gamba (2017-2020)
 Webmaster
 Toronto Catholic DSB
 French, English, Italian
 Loves learning new things every day and sharing what he learns.



Kim Murray - Operations Manager since 2017
 French, English
 Communications Consultant
 Her biggest passion is snowboarding



Lianne Perrault-Raymond (2018-2019)
 Sudbury Catholic DSB
 French, English
 FSL Curriculum Consultant for 10 years, formatrice DELF and passionate about teaching reading in elementary.



Lisa Picerno (Editor- Communication, 2018-2019)
 Independent Schools
 Italian, Spanish, French, English
 Long standing dancer and supporter of the annual Caribana parade in Toronto.

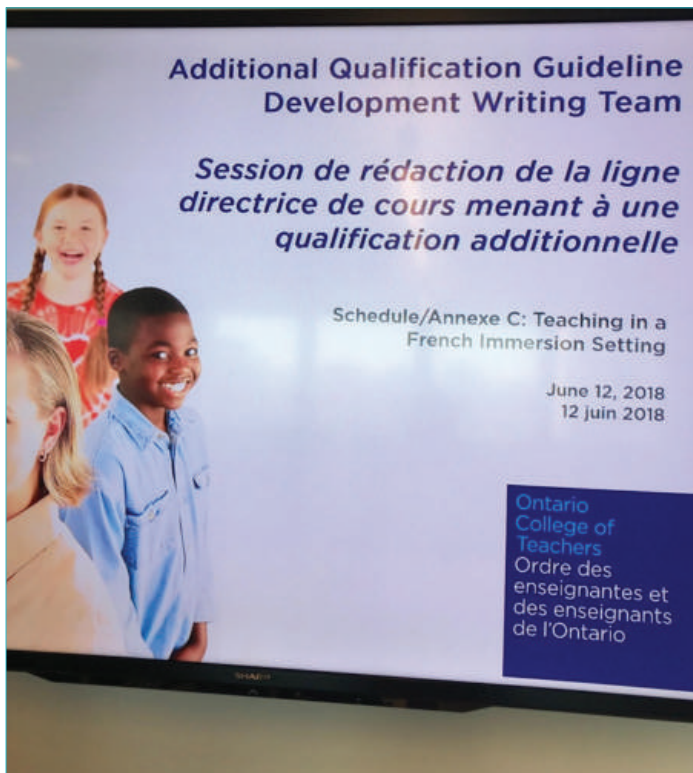


Jordan Sloan (2018-2019)
 Renfrew County DSB
 French, English
 Discovered her passion for numeracy after many years of math-phobia.

Directors in Action



On Saturday May 5th, 2018 Jimmy Steele and Ida Continenza attended the Ontario Teachers' Federation Curriculum Forum meeting in Toronto. This OTF Curriculum Forum provides a unique avenue for professional learning and networking opportunities among the Subject, Division and Special Interest Associations, such as OMLTA. The forum also provides an important liaison between the associations and the Ministry of Education. The session on May 5th offered a lot of information about facilitating professional workshops, photo art, as well as discussions around well-being and global competencies. It was a very informative day and this information will, in turn, help OMLTA members greatly in the months ahead.



OMLTA was pleased to be invited to participate in the re-design of a one-part Additional Qualification for interested FSL educators, Teaching in a French Immersion Setting, at the Ontario College of Teachers offices in Toronto in June. Pictured after the writing session are (from left) Director Alessandro La Gamba, President Jimmy Steele, and Past President Nicole Czaja. Thank you to our hosts for their collaboration and we look forward to hearing more about this exciting initiative.

Spring Conference

Plusieurs Voix, Plusieurs Histoires

By: Susanna Beatrice- Gojsic

Bonjour ! Ciao! Hola! Guten Tag!...and Greetings to all! On behalf of the OMLTA/AOPLV, I thank our delegates, presenters and exhibitors who supported the success of our 2018 Spring Conference 2018 Plusieurs voix, plusieurs histoires.

This year our conference centred around the theme of Many Voices, Many Stories. It was intended to recognize the many needs, perspectives and experiences that we encounter each day as educators and leaders of language. There is no doubt that these needs, perspectives and experiences influence every daily interaction that we encounter with students and fellow colleagues. Often however they remain unseen and await the opportunity to be heard.

This year we welcomed keynote speakers Dr. Katy Arnett and Dr. Jenny Kay Dupuis who provided us with perspectives about the unique challenge that we as educators face each day. We are not only tasked with developing student engagement, proficiency and confidence, but also honouring our students within learning environments that are founded upon authenticity, acknowledgement, inclusion, respect and empathy.



Dr. Katy Arnett reminded us of the importance of addressing the varying needs in our classroom. To meet each challenge with an openness and willingness to learn and try new pedagogies in our rooms as we strive to respond to many varying needs. Dr. Jenny Kay Dupuis shared her reflections on her journey of her working with her family and community in telling the story of her



granny's experience at a residential school. She spoke to the importance of honoring all voices in our classrooms and of recognizing the varying perspectives and bias that exist. She provided us with concrete strategies to recognize and support indigenous voices or truth and of including those perspectives authentically in our teaching.

We were honored to have welcomed over 80 presenters. Most of who were everyday educators who shared their experiences in the hopes of inspiring new knowledge and learning among all second language educators. We are so very thankful to you all for taking the risk and seeking the opportunity to share your expertise. We had numerous workshops that spoke to varying aspects of learning including technology, improvisation, literacy, authenticity, supporting struggling readers and so many more. It was two days filled with professional learning and



Spring Conference

dialogue.

We also welcomed over 50 exhibitors who shared new products and opportunities intended to support student engagement in the second language classroom. With our Passport Program, our delegates were able to visit exhibitors and learn more about the products that could be provided. We thank all of our exhibitors and our many sponsors!

After a day of learning and dialogue, we were happy to connect with so many delegates at our 5 à 7 featuring our live entertainment by Lula Lounge artists. They entertained us with Salsa music, lessons and African drumming, as many of our delegates enjoyed an evening of dancing.

The planning of this year's conference was a work by many. It truly did involve the many voices and many stories of so many dedicated professionals. I would be amiss if I did not recognize the hard work and dedication of our Spring Conference 2018 Planning Committee: A group of dedicated and exceptional educators who supported the planning of every detail of the conference, the Executive and Board of Directors of the OMLTA, the wonderful staff of the Delta by Marriott Toronto Airport Hotel, and the many student volunteers who donated their time.

Our hope during the Conference was that it would mark the beginning of a learning journey that ignited your passion, awoke your excitement, innovation and continued growth towards the giving of life to the many voices and many stories which surround us.

Danke schön. Gracias. Obrigado. Grazie. Merci.



Spring Conference

Jimmy Steele presented his inaugural message as President of OMLTA for 2018-19 at the Annual General Meeting of the Spring Conference.

Dear colleagues, cari colleghi, estimados colegas, distinguidos colegas, liebe Kolleginnen, Kollegen und Freunde, ilakka, chères et chers collègues, I was debating how to start this, my first speech as your OMLTA/AOPLV President, for several days. Do I begin with a joke? With an anecdote about my time on the Board? With a profound and meaningful quote from a leader in second language pedagogy or maybe with wise words from a major world figure? In the end, I couldn't decide, so I simply threw up my hands and decided to relax and speak from my heart. My mother's favourite quote is from Walt Whitman: "The powerful play goes on and you may contribute a verse." My mom and my dad were right there for me in high school, when I mentioned that I really was not a fan of most of my classes and that I wanted to focus on Spanish, German, and French, classes where I was having fun, excelling, working hard, and was self-motivated. "Are you happy?," they asked me. "Yes," I replied. "I love learning languages." "Good. We support you." They contributed verses to my life that were unconditional support and value of both what I was studying, and ultimately, what I was going to do with my life. Fortunately, that still continues today.

In 2007, as a very young teacher in a dynamic North York high school that some considered to be "challenging", I approached my administration and asked if I could start offering a German class. "Why not?" they said. I didn't need to argue that every young person benefits from having the opportunity to learn a second or third language; I didn't need to give a laundry list of advantages that this might bring to our school. "We support you," they said.

In 2011, in a new job at a different high school in downtown Toronto, I had the same conversation. "Could we start German here, and, oh yeah, you want to start Portuguese again? I could do that too." "Sure," they said. "We support you."

Support has indeed been paramount throughout my career. As a classroom teacher, I have taught Core, Extended, and French Immersion, Spanish, German, and Portuguese. ESL and arts dramatiques too. As a school board consultant, I worked with Core French students and teachers across all panels and grade levels. In the last three years as a staff member at York University's Faculty of Education, I hope to have made the next generation of teachers recognize how to purposefully embed equity and inclusive education, student voice, and the presence of marginalized voices in their programming. I have tried to provide as much support as possible to my students,



colleagues, teacher candidates, parents and guardians, and community members in my care. I am still learning how to listen and how to best engage with others, and for this, I thank everyone for their support of me.

Ultimately, my OMLTA journey also involved a great deal of support. My first principal ensured that I had the opportunity to attend the Spring Conference in 2006 – and, a fun anecdote, I remember that it was at that conference where I heard the term "Common European Framework of Reference" for the first time. Here, I was reminded that professional development is an unequivocal part of our own growth, but, most importantly, supports the growth of our students.

I was elected to this Board of Directors in 2010. Over the past eight years, my colleagues and I have dedicated thousands of volunteer hours to this great organization and its members, doing seemingly every type of possible outreach, networking, resource development, and professional learning to best benefit our peers. Your and my presidents – Susan, Faten, Karla, Wanda, Jayne, Jenn, Michael, and Nicole – are valued colleagues with whom I still collaborate and from whom I still learn. I am excited to begin my ninth year on the Board of Directors and my year as President to ensure that an OMLTA membership continues to be meaningful, relevant, and an

Spring Conference

outstanding addition to your educator toolkit. In this spirit, I would like to extend my thanks to our Board of Directors and team – with a special mention to our dedicated and hard-working Administrative Assistant Sonia Blanchard – for their work in making this a reality.

Speaking of a stronger organization and of support, I am so proud of the work that OMLTA does, in conjunction with and for the benefit of all of our members. We better engage with our members and offer more value-added benefits to being a part of OMLTA than ever before. From financial literacy lesson plans to fact sheets to support our curricula, to the now ten-year-old *Projet à Québec*, and the brand new – thanks to the vision and leadership of our phenomenal President and my wonderful friend Nicole Czaja – *Projet à Moncton*, our monthly e-blasts, being eligible for thousands of dollars in subsidies to attend our spring conference, editions of *Communication* that continue to be packed with practical information, applying for bursaries for study abroad, and so much more, being an OMLTA member is a true must for any FSL and International Languages teacher. The Ministry of Education, Ontario Teachers' Federation, Canadian Parents for French, CASLT, and as of last night, ACPI, along with many other stakeholders all agree, and we hope that you do too. *Je suis extrêmement fier de tous les efforts de cette équipe extraordinaire. Je voudrais que vous toutes et tous sachiez qu'en plus d'excellentes ressources de développement professionnel, il y aura toujours de belles opportunités de collaboration et du soutien de notre part. Avec nos principes de base de promotion, pratiques exemplaires et partenariats, sachez qu'en étant membre de notre association, vous avez toujours un réseau d'entraide à votre disposition.*

Ultimately, if we can support your professional development, your personal growth as an educator, and your capacity to make an impact on the lives of your students, OMLTA is doing a good job. This year, we will be traveling to various areas across the province to reach out, meet our members, engage with potential new members – including teacher candidates and new educators – to make stronger connections. We can and will do more – and you can count on our support. *Todo lo que hacemos es para ustedes, nuestros miembros. Cuenten con nosotros: seguiremos apoyando a todas y a todos que estén involucrados con la organización. Haremos todo lo posible también para ofrecer diversas oportunidades de aprendizaje profesional para los educadores de lenguas internacionales. Siempre tendrán nuestro apoyo.*

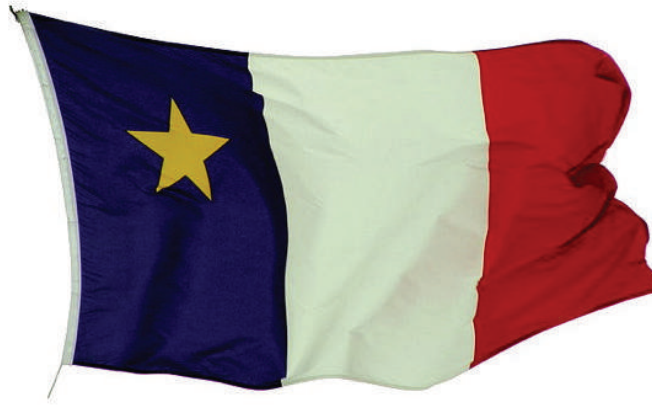
It is clear that OMLTA has played a major part in my professional learning since the start of my career and to now lead this organization as President is among my professional

life's greatest accomplishments. Having taught many levels of FSL and three International Languages, I hope that I can serve as an outstanding advocate for all of our members across all age groups and panels. My qualifications, officially, are as a French and Spanish teacher – I'm 486424 on the OCT registry if you are interested in taking a peek – but I have also taught German for many years. Few people realize how strong, dynamic, and quite large the network of German-language educators is in our province and our country, and I have been welcomed with open arms and unconditional support into this field. I am so very proud to be the first president of the OMLTA in over a decade who is a German teacher. *Ich bedanke mich recht herzlich für die Unterstützung und die Gemütlichkeit der Deutsch-als-Fremdsprache-Lehrkräfte und -Mitarbeiter von allen Ecken Kanadas, die mich immer unterstützen und für meine Schülerinnen, für meine Schüler und für mich da sind.* Every year, the President tends to offer a challenge to our members, but this year, I am going to break with tradition and I am merely going to offer some encouragement: take advantage of every aspect of your membership to this excellent association, now 132 years young and more meaningful than ever. We will take your feedback and continue to move forward on your collective behalf. You have our support.

Actually, sorry – I fibbed. I do have a challenge for all OMLTA members. Do everything in your power to listen to your students, to recognize their lived experiences and those of the communities around you. Be that caring adult who also works to ensure that your class is a safe and engaging space for all language learners. Be that caring adult who works hard to make sure that both physical space and programming are better representative of marginalized and absent voices. Let's collaborate and do our research carefully and purposefully to make our programming more inclusive of the lived experiences of women, Indigenous people, people of colour, LGBTQ+ communities, folks living with disabilities, and our special education-designated young people. Every single one of us is touched by all of these individuals in our lives – and our classrooms are absolutely no exception. To be an ally, we do not need to be an expert, so let's unlearn and relearn. Let's move forward. You have the support of more people than you may know on this path, including OMLTA.

I thank those before me who have contributed many a verse in my life, I thank my family and friends who are both here today and far away, and I look forward to the next year and many, many more, as an active participant of OMLTA. *Miigwech, qujannamiik, gracias, danke schön, grazie, obrigado, merci.*

Quoi de neuf



Bienvenue au Nouveau-Brunswick ! Projet à Moncton est né et on est toutes et tous très fiers !

Shortly after the start of her term as OMLTA President, Nicole Czaja shared her desire to expand the successful Projet à Québec program in order to provide an additional learning opportunity for Ontario FSL educators. Last December, Nicole and current President Jimmy Steele spent a busy weekend putting together proposals for the 11th annual Projet à Québec – and Nicole’s new, dynamic learning opportunity, Projet à Moncton.

OMLTA has always collaborated to provide additional professional development to our province’s FSL teachers, and following in the footsteps of our existing program, we proposed this new professional development opportunity, one which further promotes authentic language use, Francophone and Indigenous communities, and the realities of intercultural awareness.

It was meant to be! PÂM 2018 was held this summer and what an incredible opportunity it was. Watch for updates in our next issue of Communication. Our sincere gratitude to the Ministry of Education for their foresight and engagement; another 50 dedicated, engaged, enthusiastic FSL educators benefitted from this amazing learning experience.

We hope to offer this incredible chance for professional (and personal) growth again in 2019!

Bravo, Projet à Moncton !

OMLTA and ACPI are partners!

OMLTA is thrilled to officially join forces with l’Association canadienne des professionnels de l’immersion (ACPI). On March 22, at our Spring Conference, we were thrilled to sign an official partnership agreement that will last until at least 2021. OMLTA members can now enjoy a discounted membership rate to ACPI (just \$20, less than half-price!) and the opportunity to benefit from an even wider cross-section of resources and support for FSL educators. This is yet another benefit of being a member of the OMLTA!

Longue vie à ce beau partenariat !



Pictured: Nicole Czaja (OMLTA Past President, left) and Christine Rees (Ontario Director for ACPI) signing the agreement between our two organizations.

Membership Benefits

OMLTA/AOPLV members receive...

- Monthly update on the latest issues and happenings in French as a Second Language and International Languages education in Ontario
- Quarterly issue of Communication, the OMLTA's professional magazine that provides ideas for best practice in the second language classroom, professional resource reviews, interviews with key personnel in second language education, and updates on how OMLTA is advocating for optimal teaching and learning conditions in French as a Second Language and International Languages across the province
- Discounted membership with CASLT/ACPLS
- Advocacy on their behalf at the Ministry of Education and School Board levels
- Tools to help FSL and IL teachers advocate for themselves and their programs at the school levels
- Reduced conference fees at our annual Conferences
- Access to bursaries to our Conferences
- Voting rights at our Annual General Meeting
- Opportunities to join the OMLTA Board of Directors
- Access to annual awards that recognize FSL and IL teaching excellence
- Access to bursaries for educational exchanges to Spain and Italy
- Opportunities to participate in Projet à Québec, our première summer immersion experience
- Opportunities to present their own best-practice ideas at conferences and webinars
- Access to opportunities to work with colleagues from across the province on exciting resource writing-projects (e.g., Revised Curriculum support documents, financial literacy in the second language classroom, etc.)
- Access to our Members-only library on our website, which contains a huge range of resources for all FSL and IL teachers, from conference materials to fact sheets to useful websites to lesson plans
- Opportunities to collaborate with a vast network of FSL and IL educators from across the province.



Membership Benefits

Do you live outside of the Greater Toronto Area? Would you like to attend a FREE OMLTA/ AOPLV event?

Register for one of the upcoming OMLTA/ AOPLV networking breakfast sessions where you will have a chance to get together with colleagues, share best practices, and find out about resources that are available to you through the OMLTA/AOPLV.

It is open to elementary and secondary French and International Languages teachers, school board consultants, coaches, and department leads, and Faculty of Education students.

One of the association's goals this year is to reach out to our membership that resides outside of the Greater Toronto Area.

Bonus- If you are a current member, you will receive a special gift from the OMLTA at the breakfast.

We are happy to report that we have already hosted FREE networking breakfast sessions in the following cities:

Windsor

London

Thunder Bay

Barrie



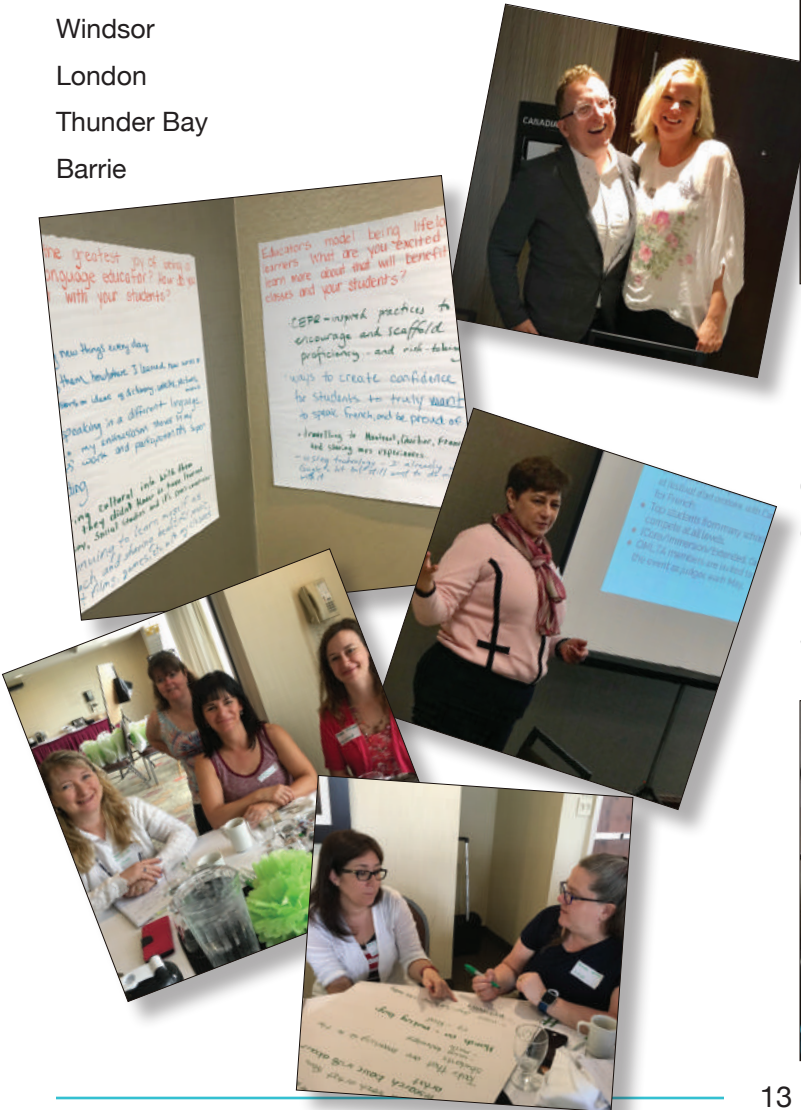
Upcoming this Fall:

North Bay - Saturday, September 22

Kingston - Saturday, September 29

Ottawa - Saturday, November 10

Check our website and social media for registration information. Registration is on a first come, first served basis. Save the dates! Soyez-y ! Participez! Participate! Seien Sie dabei!



The First Five Years

La musique dans les classes de FLS

Cette année, j'ai essayé d'utiliser des chansons francophones dans mes cours de septième et huitième année. Je crois que c'était une bonne façon de pratiquer la compréhension orale, enrichir le vocabulaire et introduire plus des aspects culturels. Chaque semaine, une nouvelle chanson et un nouveau chanteur ou chanteuse ont été présentés pour toute l'année. Les élèves devaient répondre à ces questions :

- Quel est le titre de la chanson ?
- Qui est le chanteur/la chanteuse ?
- D'où vient-il/elle ?
- Quels mots familiers est-ce que tu as entendus ?
- Explique ton opinion de la chanson.

On a écouté chaque chanson deux fois et puis on a partagé nos opinions oralement. Nous avons créé une liste de mots utiles, d'adjectifs et des débuts de phrases (sentence starters) pour les aider. Ils ont sauvegardé leurs réponses chaque semaine dans un document Google pour y avoir accès pour l'activité culminante de cette unité: La bataille des chansons.

À la fin de l'année, on a organisé une bataille des chansons. On a consacré 3 périodes pour faire cette activité. La première période, j'ai expliqué l'activité et on a pratiqué le comparatif et le superlatif, dont ils avaient besoin pour pouvoir comparer les chansons. La deuxième période, chaque élève a rempli un tableau (comme ceux qu'ils utilisent pour les séries éliminatoires de la Coupe Stanley) pour choisir une des deux chansons qui sera la chanson gagnante. La troisième classe, on a fait un débat. Chaque groupe a préparé des arguments pour justifier son choix et pour me convaincre que la chanson qu'ils ont choisie était la meilleure. Mon rôle était de choisir la chanson qui va continuer en me basant sur les arguments les plus convaincants. On avait sept débats en total pour compléter le tableau et, à la fin, on a trouvé la meilleure chanson de l'année.

J'étais si fière d'avoir autant de participation active en français.

Maintenant, mes élèves chantent On écrit sur les murs par Kids United sans cesse !

Marisa Tassone

Middle School Core French Teacher at Holy Trinity School



KIDS UNITED

&
Friends

NOUVEAU SPECTACLE

OMLTA
AOPLV



Projet à Québec



Projet à Québec celebrates its 11th year!

Il est difficile de croire que ce soit déjà la onzième édition de Projet à Québec. Cette opportunité d'immersion langagière et culturelle est incomparable en Ontario.- Encore cette année, 50 enseignant.es de partout dans la province, des conseils scolaires publiques et catholiques et de tous les paliers (primaire, moyen, intermédiaire, supérieur) ont eu le plaisir de participer à ce programme inoubliable de 10 jours dans la ville de Québec.

Nos participant.es ont profité des visites riches aux sites culturels et touristiques, ont collaboré pour créer des tâches de performances actionnelles et géniales et ont voyagé partout dans la région de la capitale québécoise ... tout en interagissant en français entre elles/eux et avec des francophones dans des contextes authentiques ! Mille mercis au Ministère de l'Éducation et Patrimoine Canada pour le financement de ce projet, dont notre association est tellement fière ! Félicitations aux facilitateurs Lianne Perreault-Raymond et Rhéal Allain pour être des instituteurs engageants et sympa. Brava, Nicole Czaja, pour être une leader inoubliable, dévouée et dynamique. Merci aussi à l'équipe géniale de Perspectives Eduscho pour son organisation superbe ! Vive Projet à Québec et on souhaite offrir cette opportunité comme aucune autre en 2019 !

Take It And Make It Yours

Devrions-nous inclure les allophones dans le programme d'immersion française ? Réussissent-ils de même façon que leurs pairs anglophones ?

Diana Burchell, M.Ed. candidate
Dr. Xi Chen
Ontario Institute for Studies in Education
University of Toronto

Le Canada devient un pays de plus en plus multilingue, contenant des locuteurs polyglottes et pluriculturels. Étant donné ce contexte, on peut comprendre que les gens attachent à l'obtenir les faits quant à l'acquisition de langues. Actuellement, le programme d'immersion française reçoit beaucoup d'attention, particulièrement pour les élèves appartenant à des groupes marginalisés. Le laboratoire du multilinguisme et de l'alphabétisation à OISE étudie ces groupes afin d'améliorer notre compréhension en ce qui concerne l'acquisition du français comme langue seconde.

Une de ces études fascinantes traite d'une comparaison entre les élèves monolingues (anglophones ou EL1) et les élèves allophones (anglais langue seconde ou ELL). Nous avons mesuré les compétences phonologiques, la lecture de mots, le vocabulaire réceptif et la compréhension de lecture avec 81 élèves anglophones (EL1) et 147 allophones (ELL). Les deux groupes ont également réussi les deux tâches dans les deux langues sauf le vocabulaire réceptif en anglais : ici on voit le seul avantage pour les anglophones. Cependant, il faut noter ici que les allophones améliorent plus vite : on peut deviner que le vocabulaire réceptif égalisera entre ces deux groupes. La découverte clé ici réside dans les tâches en français. Bien que les allophones (ELL) apprennent aux moins trois langues et les anglophones (EL1) en apprennent seulement deux, tous ces élèves réussissent aussi bien les uns les autres.

Alors, quelles sont les implications ?

Contrairement à l'opinion publique, le programme d'immersion française n'entrave pas le développement de langage et d'alphabétisation pour les élèves allophones. On voit une différence dans le vocabulaire réceptif entre ces deux groupes : ce qui serait vrai même dans un programme anglais. Le vocabulaire réceptif ne transfère jamais facilement hors le cas des « mots-amis » (c.-à-d. cognates). Néanmoins, les habiletés métalinguistiques (c.-à-d. la phonologie, la morphologie, la syntaxe et le décodage de mots) transfèrent plus aisément, car elles utilisent les mêmes compétences cognitives même dans les langues différentes.

En somme, cette étude nous montre qu'il faut inclure les allophones dans les programmes d'immersion française. Ils seront aussi capables que leurs pairs et ils méritent de profiter de toutes les prestations de notre beau pays bilingue.

Lire l'article intégral :

Au Yeung, Karen & Hipfner Boucher, Kathleen & Chen, Xi & Pasquarella, Adrian & D'Angelo, Nadia & Deacon, Hélène. (2015). Development of English and French Language and Literacy Skills in EL1 and EL French Immersion Students in the Early Grades. Reading Research Quarterly. 50. 233-254.



Take It And Make It Yours



Experiential learning for Elementary French classrooms

In my Core French elementary classrooms, no topic garners my students' interest more than that of food. Eating it, discussing it, ordering it...it's a subject that all find meaningful and enjoyable (and action-oriented!). This year, we capped off a typical food and restaurant unit in a very memorable, hands-on way. I organized a visit from Chef Chopin of CafÉcole (cafecole.ca). This educational company offers in-school guided presentations that enable students to experience a genuine French café. The hour-long sessions cover everything from shopping in grocery flyers, preparing desserts, ordering and of course, then eating some tasty traditional French sweets such as mousse au chocolat and langues de chat. The experience was enjoyable and had my students interacting in French in a real-life situation.

Students were prepared in class with guided modelling and vocabulary practice beforehand to ensure they had a successful experience. We studied the dessert menu provided, role-played the scripts from the videos and practiced ordering food in partner conversations for several classes prior. The variety of French desserts from different francophone regions also gave us the opportunity to integrate some cultural connections into the learning – discovering where la Belgique is in the world and how many French speakers there are in le Nouveau Brunswick.

If you are looking for a new way to engage and motivate your FSL students in a meaningful way (with little set-up to boot), I would recommend scheduling the CafÉcole team for a worthwhile visit to your school.

Lissa Wadden,
Villanova College, Independent School
King City, ON

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Allons au théâtre... dans le confort de votre école

Par : Annette Gagliano, EAO (Halton Catholic District School Board)

Au début du mois d'avril, mon école a accueilli une troupe de théâtre appelée Dufflebag Theatre pour présenter une adaptation de Blanche Neige aux élèves de la quatrième à la sixième année dans le gymnase de l'école. C'était la première fois qu'une troupe de théâtre est venue à mon école.

Même s'il n'y avait que trois acteurs adultes qui sont venus, la production était spectaculaire. Les acteurs ont donné une présentation bilingue et les échanges entre les mots en français et les mots en anglais ont facilité la compréhension des élèves. Quelques élèves choisis au hasard par les acteurs ont joué un rôle d'un personnage dans la pièce. La production était engageante et captivante pour tout le monde. Les élèves ont bien accueilli la production et ils m'ont dit qu'ils se sont beaucoup amusés.

La durée de la pièce était un peu moins d'une heure avec cinq minutes d'une période de questions et de réponses à la fin. Les acteurs étaient bien préparés et ils ont eu tout le matériel et les accessoires nécessaires pour réaliser la production.

Je recommanderais DuffleBag Theatre. La compagnie offre une variété de spectacles bilingues et les acteurs peuvent parler plus en français et moins en anglais ou vice versa selon les besoins et le niveau de français des élèves. Pour plus de renseignements sur Dufflebag Theatre veuillez consulter leur site web à <http://dufflebag.com/>.

Légende des photos :

- La scène finale de Blanche Neige.
- Les acteurs qui ont participé à la production de Blanche Neige.

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Concours d'art oratoire

On Saturday, May 5th, Canadian Parents for French (Ontario) in collaboration with OMLTA/AOPLV welcomed over 300 students from 22 school boards and 11 independent schools from across Ontario to the annual provincial event Concours et festival d'art oratoire at York University's Glendon College in Toronto.

In the morning, students in grades 4 to 8 participated in a non-competitive festival in both the Traditional and Impromptu Divisions. In the afternoon, students in grades 9 to 12 participated in a competitive Concours in both the Traditional and Impromptu Divisions with ambitions to win cash prizes and scholarships.

The following students won first place in the Impromptu Division from grades 11-12.

Simone Rusu from University of Toronto Schools (UTS), Independent School

Rinila Haridas from Lisgar Collegiate Institute, Ottawa-Carleton District School Board

Chloe Ryan from Lisgar Collegiate Institute, Ottawa-Carleton District School Board

Michela Rodriguez from Lisgar Collegiate Institute, Ottawa-Carleton District School Board

In the Traditional Division from Grades 11-12 the following students won first place and will represent Ontario at the 2018 CPF National Concours d'art oratoire on June 2, 2018 in Ottawa.

Stella Schneckenger from Markham District High School, York Region District School Board

Inez Wirawan from Marshall McLuhan Catholic Secondary School, Toronto Catholic District School Board

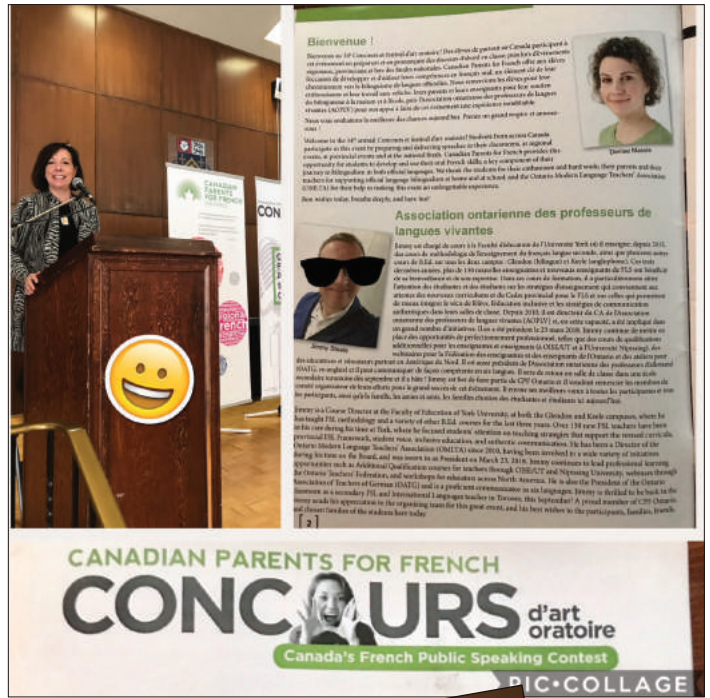
Kaitlin Gallant from Bishop Allen Academy Catholic Secondary School, Toronto Catholic District School Board

Claudia Sassa from Blessed Cardinal Newman High School, Toronto Catholic District School Board

OMLTA/AOPLV would like to thank the many professionals that volunteered their time to be judges on that day:

- Esha Bhardwaj, Messan Boccovi, Lyne Boutin, Laura Butera, Mirela Canellari, Andrew Carr, Christyanton Zecil, Anna Coulter, Nadine Couvreur, Carmelina Credico, Liz Dawkins, Nina Di Leo-Cosentino, Alycia Dodd, Camille Dupuis, Jayne Evans, Chahinez Falek, Maria Ferlisi, Lisa Ferrarelli, Gracita Fils, Robert Foster, Barbara Herman, Raphaëlle Houdot, Laurence Kangne, Myron Karpiuk, Nina Kholmova, Agnes Kudlik, Jean-Aime Lalonde, Loretta Lavoie, Driss Machkour, Magda Manoli, Erica Menzies, Lucia Nicolau, Dmitri Norenberg, Catherine Packman, Sylvain Pelland, Lianne Perreault-Raymond, Elsa Reka, Gisele Sawaya, Lawrence Shuttleworth, Hailey Sinyard, Krysta Soro-Cook, Odile Téphany, Sylvie Tripp, Sally Warburton, Adam White, Lynn Wright-MacDougall, Alice Yu, Marie Zesseu*

Merci ! Merci ! Merci !



Concours d'art oratoire

2018 Concours Impromptu Winners



Place	Grades 9-10	Category	First Name	Last Name	School Board
1st	10	Core	Kristian Dylex	Suan	Halton Catholic DSB
2nd	10	Core	Andrea	Zhao	Independent School
3rd	9	Core			DSB of Niagara
1st	9	Extended	Emma	Jorge	Ottawa-Carleton DSB
2nd	10	Extended	Rachel	Kim	Independent School
3rd		Extended			
1st	10	Immersion	Sanjna	Puri	Independent School
2nd	10	Immersion	Alice	Chen	Halton DSB
3rd	9	Immersion	Jania	Morshedi	York Region DSB
1st	10	Francophone	Sebastian	Nicoll	Ottawa-Carleton DSB
2nd	10	Francophone	Margaret	Wilcox	Independent School
3rd	9	Francophone	David	Landry	Ottawa-Carleton DSB
Place	Grades 11-12	Category	First Name	Last Name	School Board
1st	12	Core	Simone	Rusu	Independent School
2nd	11	Core	Jasper	Jian	Toronto DSB
3rd	12	Core	Monica	Costache	Toronto DSB
1st	12	Extended	Rinila	Haridas	Ottawa-Carleton DSB
2nd	11	Extended	Sydney	Tsuyuki	Independent School
3rd	11	Extended	Raina	Barara	Ottawa-Carleton DSB
1st	12	Immersion	Chloe	Ryan	Ottawa-Carleton DSB
2nd	11	Immersion	Yi Fei	Tao	Ottawa-Carleton DSB
3rd	11	Immersion	Adnan	Moinuddin	Halton DSB
1st	12	Francophone	Michela	Rodriguez	Ottawa-Carleton DSB
2nd	11	Francophone	Alexandre	Meulien	Dufferin Peel Catholic DSB
3rd	11	Francophone	Shannon	Exshaw	Independent School

Concours d'art oratoire

2018 Concours Traditional Winners

Place	Grades 9-10	Category	First Name	Last Name	Speech	School Board
1st	10	Core	Taylor	Dallin	La face cachée de Toronto : la diversité et le multiculturalisme	Toronto Catholic DSB
2nd	10	Core	Kenneth	Tran	Je n'y arrive pas	Toronto DSB
3rd	10	Core	Irina	Babayan	Mon accent	Toronto DSB
1st	10	Extended	Andy Wei	Liu	La détermination humaine	Peel DSB
2nd	9	Extended	Laith	Bahodi	La crise de l'eau	Halton Catholic DSB
3rd	10	Extended	Nikita	Kullokja	O Canada	Toronto DSB
1st	9	Immersion	Kimia	Kermanchi	La conformité	Independent School
2nd	10	Immersion	Vanisha	Bagga	Le rôle des femmes dans les films de Disney	Peel DSB
3rd	10	Immersion	Zoya	Khandwala	Le vrai bonheur	Peel DSB
1st	9	Francophone	Émilie	Varga	L'intégration des appareils électroniques dans l'éducation	Toronto DSB
2nd	9	Francophone	Lou-Anne	Tetrel	L'irremplaçable	Toronto DSB
3rd	9	Francophone	Adriana	Bacon	Les rêves	Independent School
Place	Grades 11-12	Category	First Name	Last Name	Speech	School Board
1st	12	Core	Stella	Schneckenburger	L'importance de l'intelligence émotionnelle	York Region DSB
2nd	12	Core	Veronica	Bolis	Vouloir c'est pouvoir	Independent School
3rd	11	Core	Tala Abou	Dayya	La Confiance en Soi	Peel DSB
1st	12	Extended	Inez	Wirawan	Le harcèlement sexuel	Toronto Catholic DSB
2nd	11	Extended	Cinthyia	Sugumar	Les souliers	Toronto DSB
3rd	11	Extended	Jacqueline	Yu	Une histoire personnelle	Independent School
1st	11	Immersion	Kaitlin	Gallant	Une histoire inconnue	Toronto Catholic DSB
2nd	12	Immersion	Yanni	Tzatzanis	La Croyance	Toronto DSB
3rd	11	Immersion	Fatima	Tasabehji	Notre symbole canadien	Dufferin Peel Catholic DSB
1st	11	Francophone	Claudia	Sassa	L'importance du Voyage	Toronto Catholic DSB
2nd	12	Francophone	Samuel	Forsyth	La liberté indépendante	Grand Erie DSB
3rd	12	Francophone	David	Panjanaden	Le Rêve	York Region DSB



International Languages / Language Contests

2018 Concorso O.A.T.I.

On Thursday, May 3, 2018, the Ontario Association of Teachers of Italian held the Annual Italian language and Culture contest at the University of Toronto Mississauga.

Secondary schools from Dufferin-Peel Catholic District School Board, Toronto Catholic District School Board, York Catholic District School and Independent Schools participated. This year we were delighted to welcome over 130 students to the concorso. Our students were given a warm welcome by UTM professors and students, who then invited them to participate in several activities throughout the morning. For the concorso, students had the choice of competing in the Written/Oral Category or the Open Artistic & Poetry & Prose Categories. For the second, students had to not only submit their artistic masterpieces, but also a descriptor explaining their choice. Students who wrote poetry and prose outdid themselves with some very creative and thought provoking pieces. Several of their submissions had to go to a tie-breaker evaluation.

It is always a pleasure to see that Italian is still inspiring students of all nationalities to pursue studies in Italian language and culture. Congratulations to all those students who, once again, displayed their passion for the Italian language and culture. Auguri to the following winners and we'll see you al prossimo anno:

Grade 10 Written & Oral			
	Category A	Category B	Category C
1ST	Sofia Munive (St. Basil-The-Great)	Krizia Panetta (Fr. Bressani CHS)	Winnifred Abifade (St. Basil-The-Great)
2ND	Stephanie Kuczynski (Philip Pocock CSS)	Christina Giuggio (Fr. Bressani CHS)	Gianluca Volpe (St. Michael's College)
3RD	Daniela Moreira & Sophie Cocetta (St. Basil-The-Great)	Luca Bernardini (St. Michael's College)	
Grade 10 Open Artistic		Grade 10 Poetry & Prose	
1ST	Isabella Moffatt (Mt. Carmel)	Victoria Lombardo (Fr. Bressani CHS)	
2ND	Giuliana Piscione (Mt. Carmel)	Melany Parra Pena (Philip Pocock CSS)	
3RD	Mariana Lombana (Mt. Carmel)		
Grade 11 Written & Oral			
	Category A	Category B	Category C
1ST	Laura Maldonado (Fr. Michael Goetz)	Serena Acerbi (St. Basil-The-Great)	Gianlorenzo Rende (Michael Power/St. Joe's)
2ND	Veronica Siuda (Philip Pocock CSS)	Chiara De Scipio (Fr. Bressani CHS)	Paolo Longo (St. Michael's College)
3RD	Joseph Arcadi (St. Michael's College)	Maria Guttà (Michael Power/St. Joe's)	David Aurelio D'Aversa (St. Michael's College)
Grade 11 Open Artistic		Grade 11 Poetry & Prose	
1ST	Ethan Nogueira (Philip Pocock CSS)	Aleksa Gobosz (Philip Pocock CSS)	
2ND	Maria D'Onofrio (St. Basil-The-Great)	Carolina Castillo (Philip Pocock CSS)	
Grade 12 Written & Oral			
	Category A	Category B	Category C
1ST	Natalie Hawrylak (Philip Pocock CSS)	Eva Rende (Michael Power/St. Joe's)	Michael Olivieri (Fr. Bressani CHS)
2ND	Paola Gega (Philip Pocock CSS)	Elisabetta Canaletti (Fr. Bressani CHS)	Donatella Di Taranto (Fr. Michael Goetz)
3RD	Samara Lijiam (Philip Pocock CSS)	Giulia Riondino (Michael Power/St. Joe's)	
Grade 12 Open Artistic		Grade 12 Poetry & Prose	
1ST	Ayannda Williams (Our Lady of Mt. Carmel)	Julia Kapuscinski (Philip Pocock CSS)	
2ND	Adam Di Cecco (Fr. Bressani CHS) & Anthony Elliott (Our Lady of Mt. Carmel)	Rachel Rosato (Philip Pocock CSS)	
3RD	Joseph Scarola (Our Lady of Mt. Carmel)	Matthew Scerni (Our Lady of Mt. Carmel)	

International Languages / Language Contests

German Contest 2018 by Anne Popovich, Chair, Ontario High School German Contest

This year over 30 students from eight schools competed at the 47th Annual Ontario High School German Contest at Appleby College in Oakville. We are delighted to announce the top three winners in each category. In Group A (one year of German) third place: Maria Saatigian (University of Toronto Schools), in second place: Micah Peters Unrau (Rockway Mennonite Collegiate) and first place: Laia Bent (University of Toronto Schools). In Group B (more than one year of German) third place: Robin Komarniski (Hamilton Germania School), second place: Gautam Manohar (University of Toronto Schools) and first place: Jessica Link (University of Toronto Schools). In Group D (students with strong German background) the top three winners were from Concordia German School: third place: Katrina Hermann, second: Janne Boecker and first place: Danika Faulhammer. All our winners received cash prizes and gifts donated by our sponsors. Thanks to the generosity of the German embassy, we were also delighted to award three trips to Germany to our top winners in Group B.

We were also very honoured to have some special guests present our winners with their prizes: Peter Fahrenholtz, Consul, Consulate of the Federal Republic of Germany; Markus Stock, Chair of the Department of Germanic Languages and Literatures, University of Toronto; Elke Rühl, German Consultant, Canada East; Marje Stock, Consultant for German as a Foreign Language, Cornelsen Publishing Company; Sara Ghaffarian and Florian Zschalich, the Goethe Institute, Toronto; James Steele, President, Ontario Association of Teachers of German and the Ontario Modern Language Teachers' Association.

We would like to extend our thanks to the Consulate of the Federal Republic of Germany and the Goethe Institute for their continued support of our Contest. We are also very grateful to our sponsors : Kleiberit Adhesives of Canada Inc., Pano Cap Canada Limited, Munich Reinsurance Co. of Canada, Husky Food Importers and Distributors Ltd., Dimpflmeier Bakery Ltd., Cornelsen Publishing Co., the Ontario College of Teachers, the Ontario Modern Language Teachers' Association and the Ontario Association of Teachers of German. Thank you to Ruth Renters and her team at Appleby College for all their work in organizing the venue. I would like to thank all the teachers who gave up their Sunday to bring their students to the Contest and my amazing Contest Committee for all their efforts in preparing the exam materials and organizing the prizes : Petra Hunke-Peitchinis, Andrea Klose, Andrea Pils, Ruth Renters, Nicole Schreyer, James Steele, Gabriela Szolnoki-Bourgeois, Rosemarie Tossell and Nicola Townend.



International Languages / Language Contests

This year over 30 students from eight schools competed. Congratulations to all of the winners of the 2018 Toronto Universities' French Contest, hosted by Glendon College this year! Over 60 students from schools in Toronto, York, Peel, and Halton public and Catholic boards, plus independent schools, took part in the event, which was co-founded by the OMLTA in 1977. Several thousand dollars in scholarships and prizes were awarded to the deserving students in Core, Core Plus, and Immersion categories.

Le Concours de français des universités torontoises a eu lieu cette année au Collège Glendon, Université York. 55 élèves venant de plusieurs écoles secondaires du grand Toronto y ont participé. L'épreuve écrite a eu le 12 avril 2018 et l'épreuve orale en mai 2018. La réception de la remise des prix a eu lieu le 8 juin. Les élèves, leurs parents et leurs enseignants ainsi que les professeurs du département d'études françaises du Collège Glendon étaient présents à la réception. Le président de l'AOPLV, Monsieur Jimmy Steele, la directrice intérimaire du département d'études françaises du Collège Glendon, Madame Dominique Scheffel-Dunand, le Principal adjoint aux affaires académiques du Collège Glendon, Monsieur Ian Roberge et un étudiant finissant du département d'études françaises, Monsieur Liam Bekirsky ont fait des discours. Carolyn White, une agente de recrutement du Collège Glendon a aussi fait une petite présentation sur Glendon. Cette année, 21 prix et des certificats ont été offerts aux meilleurs élèves : les trois premiers prix de chaque catégorie (cadre, cadre plus, immersion/ enrichi) ont eu chacun un montant de 200 \$ et une bourse d'entrée de 1,000 \$ de l'Université York. Les trois deuxième prix ont eu chacun un montant de 150 \$ et les trois troisième prix ont eu chacun 100 \$. Ensuite ceux placés de la quatrième à la septième place dans les trois catégories ont eu chacun un montant de 50 \$.

Prix d'excellence

Français Immersion/Enrichi : Sydney Tsuyuki, University of Toronto Schools

Français Cadre Plus : Labib Mokdumuzzaman, Satec @ W. A. Porter C.I

Français Cadre : Simone Rusu, University of Toronto Schools

Deuxième prix

Français Immersion/Enrichi : Meriam Fourati, St. Robert CHS

Français Cadre Plus : Helen Jiang, St Robert CHS

Français Cadre : Benn McGregor, University of Toronto Schools

Troisième prix

Français Immersion/Enrichi : Andjela Mihailovic, Leaside High School

Français Cadre Plus : Christopher Gan, St Robert CHS

Français Cadre : Chelsea Cao, University of Toronto Schools

Quatrième au septième prix

Français Immersion/Enrichi :

4. Yanni Tzatzanis, Leaside High School
5. Dimitroy Iris, Leaside High School
6. Ridah Khan, Brampton Centennial S.S.
7. Emily Fernandez, Leaside High School

Français Cadre Plus:

4. Tara Behtashi, St. Robert CHS
5. Monica Costache, Don Mills Collegiate Institute
6. Mohammed Rabbani, Satex@W.A.Porter CI
7. Rose Talebi, St. Robert CHS

Français Cadre :

4. Rosamaria Conenna, Cardinal Carter Academy for the Arts
5. Adrian Tanjala, St. Robert CHS
6. Dhuha Chaudhry, Satex@W.A.Porter CI
7. Victoria Wang, St. Robert CHS

5 Questions With/Avec

5 QUESTIONS WITH/AVEC LIANNE PERREAULT- RAYMOND

Formatrice du Diplôme d'Études en Langue Française- DEL F Trainer

Communication is very happy to have Ms. Lianne Perreault-Raymond as our featured educator in this “5 Questions avec/with” section. Lianne is a certified trainer (formatrice) responsible for training FSL teachers as DELF correctors (correcteurs pour le Diplôme d'études de langue française). She currently works as an Intensive Support Facilitator for the Sudbury Catholic District School Board and formerly, as a Curriculum Consultant for the SCDSB. Lianne also has experience teaching FSL part 1 for Nipissing University. She is a regular presenter at the annual OMLTA/ AOPLV conferences and is a new member of the OMLTA/AOPLV Board of Directors. In this edition of 5 questions with/avec..., Lianne gives us great leads on how to become a correcteur for the DELF exams.

1. Who do I contact to become a DELF corrector, examiner (correcteur/examineur)?

You may reach out to the FLS consultant in your respective board responsible for the DELF or DELF/DALF in Canada or visit <https://delf-dalf.ambafrance-ca.org/> or visit www.alliance-francaise.ca.

2. Where in Ontario does the DELF corrector, examiner (correcteur/examineur) training take place?

Training for DELF has taken place in every corner of Ontario (including Sault Ste. Marie, Ottawa, Sudbury, Toronto, Windsor, Waterloo, and Pembroke) given the interest of the teachers in boards and regions. Please contact your board lead or check out websites listed above.

3. What qualifications do I need to become a corrector-examiner (correcteur-examineur)?

Participants should have an in depth understanding of the Common European Framework of Reference. It is open to Core French, Extended and French Immersion teachers at the elementary or secondary panel. It is ideal for teachers who have embraced the philosophy of the CEFR in the creation of action-oriented tasks in their classroom.

4. How long is the training and what does it involve?

The training is usually four days: they are long and intense days from approximately 8:30 a.m. to 4:30 p.m. There is a minimum of 24 hours of training which is mandated by Centre International d'Études Pédagogiques, the governing body of the DELF. Participants are taught about the A1, A2, B1 and B2 levels in depth, then the participants have



a chance to explore the actual exam. Teachers moderate examples of the “production écrites” and “productions orales” to gain experience administering (examineur) and marking the (correcteur) actual student work.

5. Why should I take the correcteur-examineur training?

I firmly believe that this training is an excellent opportunity for professional development. It will deepen your understanding of the CEFR and give you the ability to identify the level of proficiency of the students in your classroom. This knowledge will help you to not only understand the revised curriculum at a deeper level but also support you in more effective curriculum delivery. When you understand the competency levels of your students, you are better able to plan activities that will meet their needs and help them to further develop those competencies. In addition, when you participate in this training, you will have the opportunity to engage in rich discussions with your colleagues surrounding these levels. You will also have multiple opportunities for moderated marking which will help you to further enhance your French evaluation skills.

Merci à Lianne de cet excellent résumé !
Lianne Perrault-Raymond can be reached
at raymonl@scdsb.edu.on.ca



Branchez-Vous

Review of Pearson's new Auténtico Spanish program

The Spanish program *Auténtico* Level 1, 2 and 3 from Pearson Canada offers an interactive and user-friendly software program to learn Spanish. Teachers and students alike can access the lessons in sequence or jump around right from the table of contents to find specific lessons, review past content or move ahead for further learning. The program offers three levels that provide teachers and students continuity in the teaching and learning of Spanish. Although some advanced grammatical concepts are introduced early (i.e. me duele, me gusta, etc. in chapter one of Level 1), teachers may need to supplement the necessary lessons and activities that will make *Auténtico's* interactive activities more relevant and appropriate in language acquisition for young students.

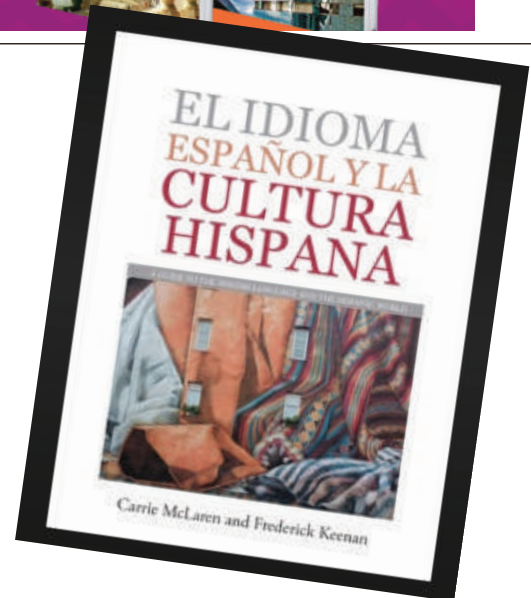
Walter Guerra, Spanish Teacher at University of Toronto Schools



Review of Spanish Textbook *El Idioma y la Cultura Hispana*

When I held *El Idioma y la Cultura Hispana* in my hands for the first time, I knew this textbook was different. After a quick glance, I was already impressed with the layout and how clearly everything is presented. The thematic approach makes it easy to incorporate into my lessons, even when I am in a rush. Each chapter stands on its own and has all the tools necessary for Spanish learners to follow along. From a teacher's point of view, *El Idioma* has all the right ingredients to spark any students' interest in the Spanish language and Hispanic culture. It includes all the resources you need to teach a comprehensive lesson, including clear learning objectives, lists of keywords relevant to the topic, authentic conversations in context, followed by activities to assess understanding and cultural information to enrich knowledge on each of the 21 Spanish-speaking countries.

El Idioma y la Cultura Hispana is a fresh and unique approach to language learning and culture. It covers all of the grammatical tenses, vocabulary and current and historical facts that you will need to know when travelling in the Spanish-speaking world. The vocabulary is practical and useful in everyday situations. The grammar is explained in an easy and comprehensible fashion with clear examples. The activities and exercises will help solidify your knowledge and test your retention.



Without doubt, *El Idioma y la Cultura Hispana* is an outstanding resource for language learners. It is a must-read for someone hoping to immerse themselves in Spanish culture. No matter how serious you are about learning Spanish, this book will keep you engaged from the beginning to the end. "¿Qué esperas?" See it for yourself. The text is available via all online book retailers. *El Idioma y la Cultura Hispana* is a great resource for Spanish teachers and language learners alike!

Yanet Galvan Nicles
Department Head, French and International Languages
Toronto D.S.B.

Save the Date and À la prochaine

OMLTA Fall Conference 2018
ON THE FOREFRONT OF INNOVATION /
INNOVATION ET NOUVELLES FRONTIÈRES

Friday, October 26th - Saturday, October 27th, 2018
- Timmins, ON

Join us for a spa getaway weekend and some of the best professional development of the year!



Featuring plenary sessions and workshops from:



Second language literacies expert **Léo-James Levesque**
 (New Brunswick)



World-renowned plurilingualism leader **Dr. Enrica Piccardo**
 (Toronto)



Canada's CEFR and DELF star **Denis Cousineau** (Ottawa)

Friday, October 26

Cedar Meadows Spa and Resort
 7:00-9:00 PM – Cocktail welcome reception

Saturday, October 27

Timmins High and Vocational School
 8:15-9:00 Continental breakfast and registration
 9:00-9:45 Plenary A – Léo-James Levesque
 10:00-11:00 Workshop 1
 11:05-12:05 Workshop 2
 12:10-1:00 Lunch and visits to exhibitors
 1:00-1:45 Plenary B – Denis Cousineau
 1:50-2:35 Workshop 3
 2:50-3:35 Plenary C – Enrica Piccardo
 3:35-4:15 Final visits to exhibitors

The call for workshops is now open!

Please see the information letter prior to completing the Google Form.

We would love to share your expertise this October with our members!

<https://goo.gl/forms/18hM5VICg1hz1Y3o2>

Accommodations

A special, discounted room rate of \$129.00 per night is available for OMLTA attendees at our host hotel, the Cedar Meadows Resort and Spa, only by reserving by telephone directly. Contact the hotel and quote the "Ontario Modern Language/OMLTA" room rate at 1-877-207-6123.

Registration

Online registration for this event OPEN.

Registration will close on Monday, October 15th, 2018!

Save the Date and À la prochaine



**TO WELL-BEING
AND BEYOND!**

**LE BIEN-ÊTRE -
PARTOUT ET POUR TOUS!**

SAVE THE DATE FOR THE OMLTA/ AOPLV 2019 SPRING CONFERENCE!

To Well-Being and Beyond! / Le bien-être - partout et pour tous!

Friday, March 29 to Saturday, March 30, 2019

Delta Hotel Toronto Airport and Conference Centre

Deepen your understanding of how to promote well-being and support student resilience through the global competencies. Enrich your language teaching skills, experience culture in a collaborative and convivial setting, and network with other second language teachers across the province!

Call for workshops will open in mid-September!

Visit us at www.omlta.org for full details. Be part of the largest annual conference for second language teachers in the country!

À LA PROCHAINE!

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Facebook: www.facebook.com/OMLTA

Twitter: www.twitter.com/OMLTA

We welcome your contributions, comments, feedback, and ideas.

Email the Editor at lpicerno@villanovacollege.ca

Communication Magazine is looking for dynamic volunteers for its Reach-Out Committee.

As a member of the Reach-Out Committee, you would help the editor by inviting/recruiting various individuals to write an article for OMLTA's Communication Magazine and proofread articles. Deadlines for submissions are February 1, June 1, and October 1. OMLTA members would like to read articles which are practical, informative, current and thought-provoking. There should be a variety of articles about Core, Extended, and Immersion French and International Languages from many different grade levels and many different geographical areas, as well as from different perspectives such as administrative, classroom, board and/or system level, itinerant, managerial, continuing education, faculty of education, adult learning, private and independent schools, etc. Here are some ideas of articles which OMLTA members would enjoy reading:

- Classroom lessons which have worked well;
- Successful school-wide events that have fostered a love of culture and language amongst students, staff and/or admin;
- Class trips which have been successful;
- Review of effective and useful resources, websites, & books;
- Technological innovations;

- Classroom management success and/or challenges in FSL;
- Advice for our members with respect to any current Modern Language policies and/or curriculum expectations;
- Reference to any businesses or suppliers of French or Modern Language products, books, resources, etc.;
- Words of wisdom for Modern Language Educators in the province of Ontario;
- Any other interested novelty regarding FSL or International Languages;
- Ministry of Education project development and/or involvement;
- Board-level projects and/or leadership with FSL/IL.

This is a great professional development, personal growth, and networking opportunity. Please email Lisa Picerno, Editor, at lpicerno@villanovacollege.ca with your resume and a brief paragraph explaining why you think you would be a good fit on the Communication Reach-Out Committee.

Thank you to the following 2018 committee members: Amy Turner, who is a Secondary Core French Teacher and DELF Correctrice with the Upper Grand District School Board and Mara Reich, who is an OMLTA board member and holds a PhD in Education and teaches Education/ Translation courses at Glendon College.

**OMLTA
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