



Webinaire

Digital Tools & Technology in FSL

FSL Learning Series - Session 4



FSL Virtual Learning Series - 2026





The land upon which we work, live and sustain ourselves is the **ancestral** and **treaty** lands of the **Miichizaagiig Anishinaabek** also known today as the Mississaugas of the Credit, the rightful caretakers and title holders of this land. We also recognize the rich **pre-contact** history and relationships which include the **Anishinaabek** and the **Onkwehonwe**. Since European Contact, this land continues to be home to **Indigenous** and **non-Indigenous** peoples.

As responsible community members, we value the diversity, dignity and worth of all people. Colonialism **displaced** and **dispossessed** Indigenous peoples of their ancestral lands and continues to deny their basic **human rights, dignities** and **freedoms**. We are **committed** to learning true history to reconcile, make reparations and fulfill our treaty **obligations** to the Original Peoples and our **collective responsibilities** to the land, water, animals, and each other for future generations.



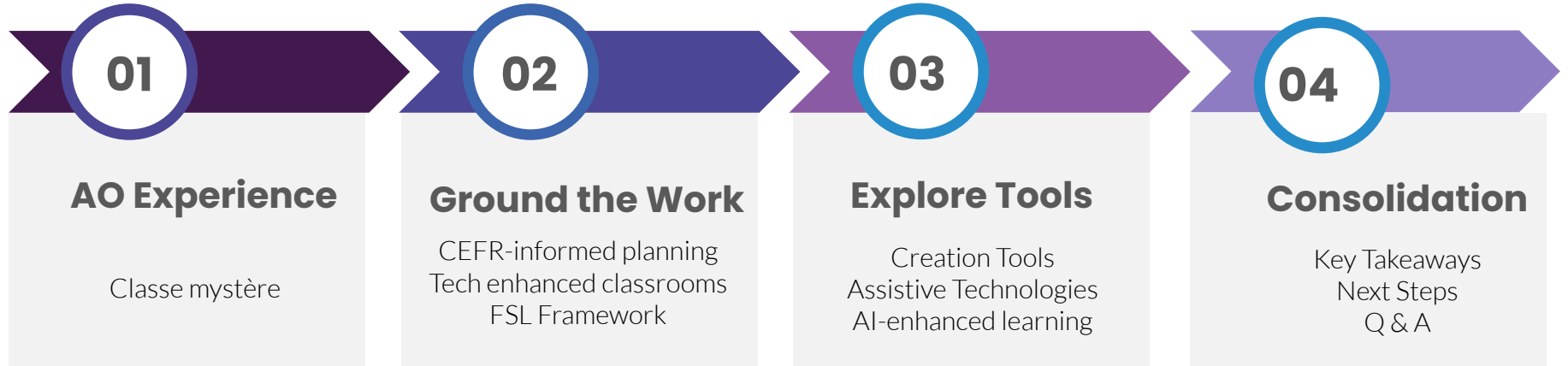
**Erin Coulson**

FSL Lead, Impact Coach

Peel District SB

erin.coulson@peesb.com

Webinar Overview

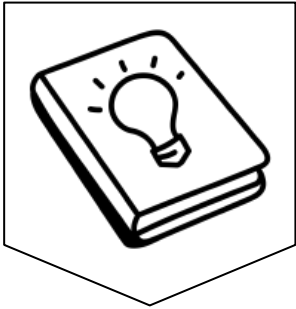


Please keep your microphone muted and be ready to share in the chat.



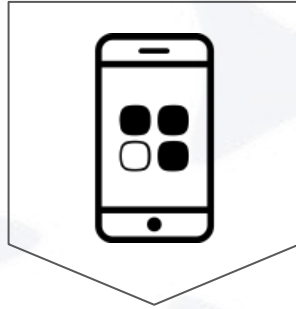
Learning Goals

Know



Understand how digital tools, AI, STEAM, and accessibility supports can strengthen purposeful communication in FSL.

Do



Apply a CEFR-informed lens to connect learning goals, language functions, tools, interactions, and evidence of learning.

Success Criteria

<input checked="" type="checkbox"/>	I can explain how technology can support authentic communication, confidence, and engagement in FSL.
<input checked="" type="checkbox"/>	I can explain how a task connects to CEFR modes such as reception, interaction, production, and mediation.
<input checked="" type="checkbox"/>	I can name at least one digital tool, AI-supported task, STEAM activity, or accessibility support I could adapt for my FSL context.



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Digital Tools & Technology in FSL

Mind's On: Classe mystère

FSL Virtual Learning Series - 2026



Why embed an activity like “Classe mystère”?

A simple action-oriented task that uses technology to create an authentic need for students to communicate in French.

As you participate, notice three things:

1. **What do students need to understand?**
Visual clues, key words, geographic or cultural references.
2. **What do students need to say or do?**
They make guesses, ask questions, clarify information, and justify their reasoning.
3. **What role does technology play?**
It makes the input more accessible, more engaging, and more authentic.



D'où vient la classe mystère ?

2:00



D'où vient la classe mystère ?



Debrief: CEFR-aligned communicative task





WHAT STUDENTS DO	CEFR-INFORMED PURPOSE
Observe animated clues	Reception: Learners understand short, simple spoken/visual clues when supported by images, repetition, gestures, and familiar vocabulary.
Make educated guesses	Interaction / production: Learners use simple language to make predictions, express opinions, and respond to peers' ideas.
Ask questions	Oral interaction: Learners use language functions such as asking for information, clarifying, confirming, and negotiating meaning.
Use a map	Mediation: Learners interpret information from a visual text and use it to support communication and shared understanding.
Explain their reasoning	Oral production: Learners give a simple explanation and justify their thinking with evidence from the clues.
Learn about a place within the French diaspora	Plurilingual and pluricultural competence: Learners build curiosity about another community and make connections across languages, places, and cultures.



Est-ce que l'exemple qu'on vient de vivre est une tâche actionnelle ?



Magda Tigchelaar
UTM

Critères	Questions à se poser ?
 Focus sur le sens plutôt que sur la forme	Est-ce que les apprenants communiquent pour transmettre un message réel (et pas seulement pour pratiquer la langue)?
 Ecart	Y a-t-il un besoin réel d'échanger (information manquante, opinion à exprimer, problème à résoudre ?
 Ressources	Les apprenants utilisent-ils leurs propres ressources (sans qu'on leur donne la langue / un script à l'avance ?
 Objectif concret	Y a-t-il un objectif concret à atteindre (produit, décision, solution) autre que utiliser la langue ?



Using AI to Build a “Classe mystère” Experience

Hey
Gen

SUNO



FSL Virtual Learning Series - 2026



Setting the Context



Recruitment & Retention

In Ontario, only **12%** of students continue studying French in the CF program to the end of secondary school, with the transition from Grade 9 to Grade 10 showing the biggest decline. This reality emphasizes the need to examine CF student motivation in greater detail. ([Giving Voice to our Core French Students, Stephanie Arnott, 2019](#))




Technology as an Equalizing Force in FSL

Why this matters:

- building **confidence, competence, and engagement** in FSL
- supporting **student retention** in FSL programs beyond Grade 9
- fostering **critical thinking skills, collaboration, and creativity**
- providing opportunities for **real-world communication** in French
- seeing themselves as **confident** and **capable** French speakers





Technology-enhanced classrooms or blended learning environments can be tools to support equitable access to knowledge.

“Soutenues par une intégration efficace et éclairée de la technologie, les classes centrées sur l’apprentissage moderne doivent viser à aiguïser la curiosité de l’apprenant.”
- Rubina Sharma



CORE FRENCH • EXTENDED FRENCH • FRENCH IMMERSION

2013

A FRAMEWORK FOR
**FRENCH
AS A
SECOND
LANGUAGE**
IN ONTARIO SCHOOLS



Vision for FSL

GOAL 1: Increase student confidence, proficiency, and achievement in FSL.

Students' achievement in FSL depends not only on their proficiency in the language but also on their confidence in using it. It is critical that students believe in their ability to apply their French-language knowledge and skills. While many students have this confidence, others do not, particularly when using French in authentic situations. To increase the percentage of students who achieve or surpass the provincial standard in FSL, there needs to be a focus both on developing proficiency and on instilling confidence in the ability to communicate in French. Stakeholders in FSL education are urged to keep in mind that confidence, proficiency, and achievement are interrelated.

FOCUS AREA 6: Expanding Student Learning Opportunities and Heightening Engagement

Schools and school boards

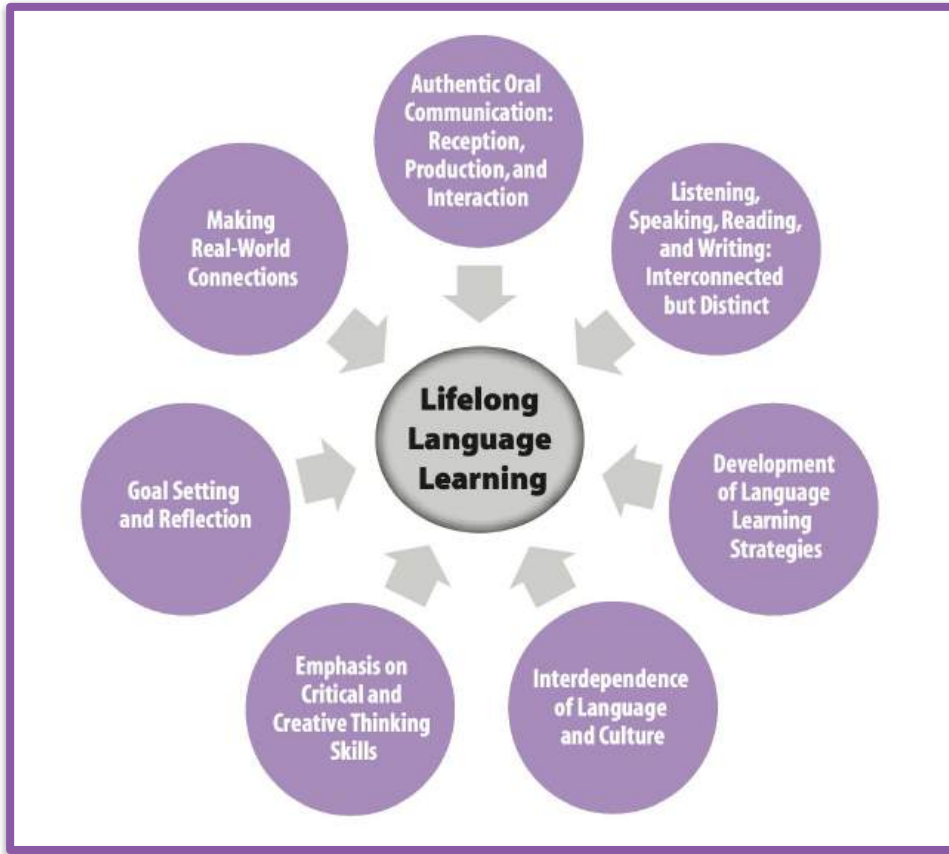
- Capitalize on student interest in technology: use tools to facilitate conversations with French-language speakers; use websites to find authentic resources and software to enhance students' use and understanding of oral French; use videos to enable students to hear and develop an understanding of accents from around the world



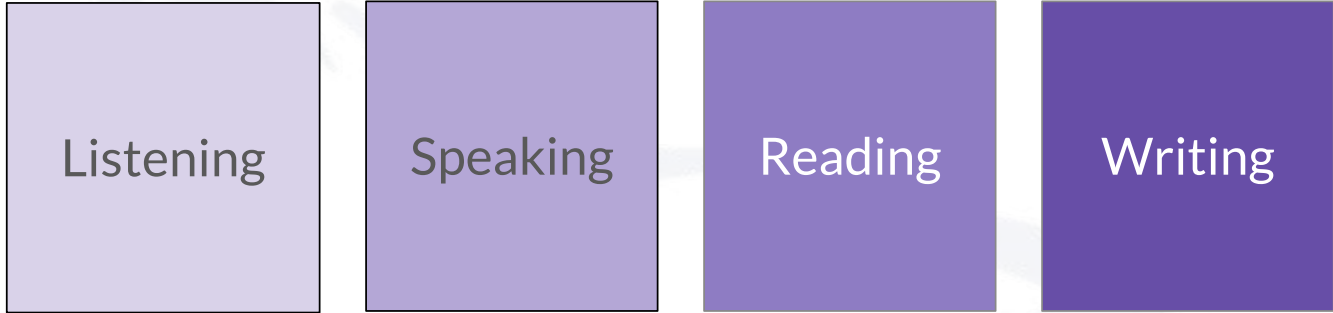
Lifelong Language Learning

GOAL 2: Increase the percentage of students studying FSL until graduation.

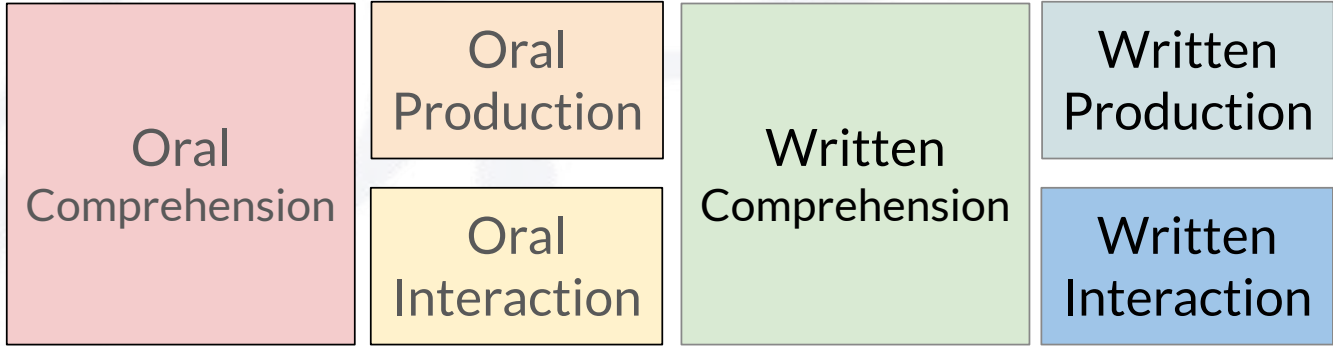
Learning an additional language is a lifelong journey. Students need to have every opportunity to continue their study of FSL throughout secondary school and beyond. Increasing their confidence in communicating in French will motivate them to continue their FSL learning. Regardless of their anticipated postsecondary destination – apprenticeship, college, university, or the workplace – all students stand to benefit by staying in FSL until graduation, and stakeholders must consider all options to make that possible.



FSL Curriculum & CEFR Modes of Communication



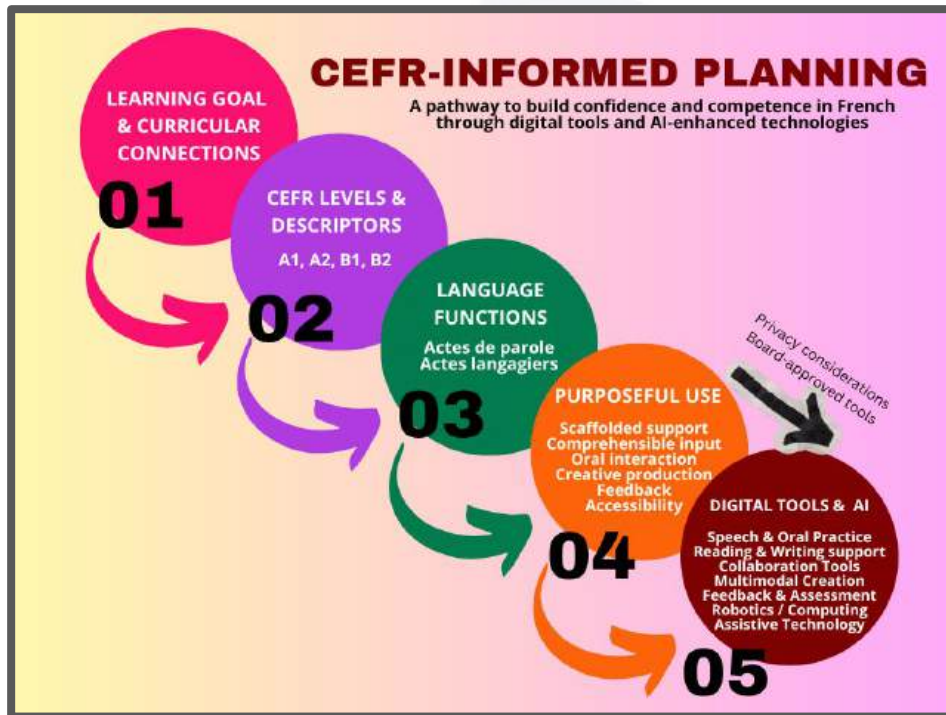
Mediation



[CEFR: Companion Volume](#)



Digital Tool Selection Framework



Before choosing a tool, ask:

1. What do I want students to do in French?
2. Which CEFR mode is most central: reception, interaction, production, or mediation?
3. What barrier might prevent participation?
4. How can the tool support access, creation, interaction, or feedback?
5. What evidence of learning will I collect?





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Digital Tools & Technology in FSL

World Robotic Olympiad FSL Future Innovators

FSL Virtual Learning Series - 2026



WRQ: FSL Future Innovators



World Robot Olympiad FSL Future Innovators





FSL Virtual Learning Series - 2026



WRO 2026: Robots Meet Culture



WRO
WORLD ROBOT OLYMPIAD™

Future Innovators

Season Challenge - 2026



Robots Meet Culture

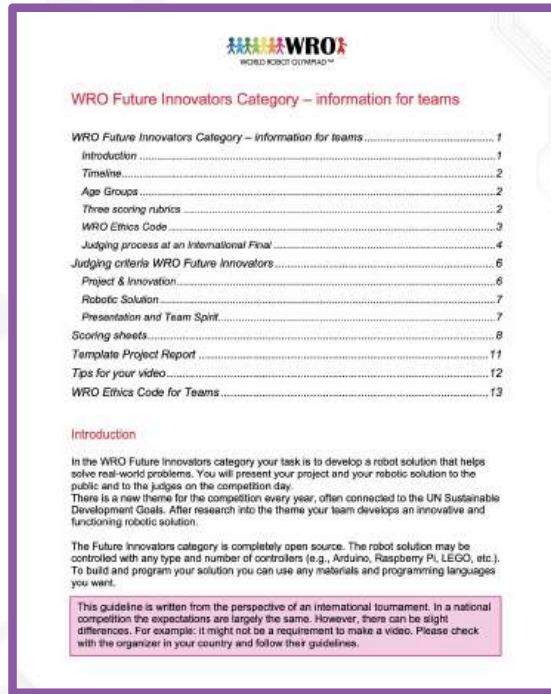
AGE GROUPS ELEMENTARY, JUNIOR AND SENIOR

Official Game Rules for the WRO International Final. Version: January 15th 2026.
(Note: Rules for local WRO events may vary!)

WRO LEARN WRO Learn supports students, coaches and judges with free lessons and supporting materials - check out the WRO Learning platform www.wro-learn.org



WRO International Premium Partners WRO International Gold Partners



WRO
WORLD ROBOT OLYMPIAD™

WRO Future Innovators Category – information for teams

WRO Future Innovators Category – information for teams	1
Introduction	1
Timeline	2
Age Groups	2
Three scoring rubrics	2
WRO Ethics Code	3
Judging process at an International Final	4
Judging criteria WRO Future Innovators	6
Project & Innovation	6
Robotic Solution	7
Presentation and Team Spirit	7
Scoring sheets	8
Template Project Report	11
Tips for your video	12
WRO Ethics Code for Teams	13

Introduction

In the WRO Future Innovators category your task is to develop a robot solution that helps solve real-world problems. You will present your project and your robotic solution to the public and to the judges on the competition day.

There is a new theme for the competition every year, often connected to the UN Sustainable Development Goals. After research into the theme your team develops an innovative and functioning robotic solution.

The Future Innovators category is completely open source. The robot solution may be controlled with any type and number of controllers (e.g., Arduino, Raspberry Pi, LEGO, etc.). To build and program your solution you can use any materials and programming languages you want.

This guideline is written from the perspective of an international tournament. In a national competition the expectations are largely the same. However, there can be slight differences. For example: it might not be a requirement to make a video. Please check with the organizer in your country and follow their guidelines.



Education, Learning, Accessibility



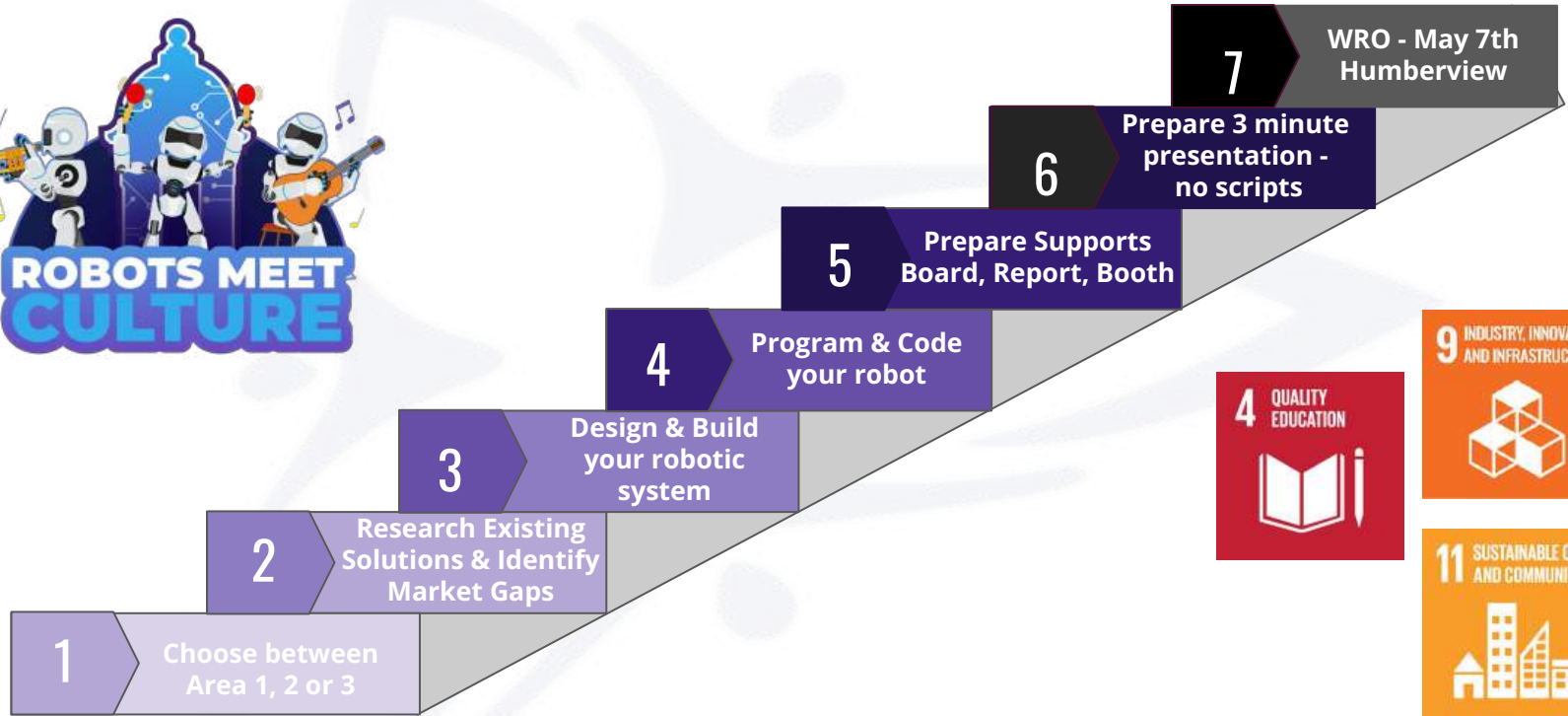
Robotics, AI, Innovation



Cultural heritage, community identity, preservation



WRO 2026: Robots Meet Culture



“If this is what French class is like in high school, then I want to continue in Extended French.”





“It was really cool to represent the French side of our community,” said Anders, a Team Agribot student. “I’ve learned French my whole life, so being able to present our project in French and show those skills meant a lot to me”.

[Students represent Herb Campbell Public School, Peel District School Board, and Canada at the World Robotic Olympiad](#)



“Cette expérience m'a non seulement donné des compétences techniques et m'a aidé à poursuivre ma passion, mais aussi la confiance nécessaire pour penser comme un innovateur et relever tous les défis qui se présentent à moi est comment bien travailler en équipe”.



[Former Darcel Avenue Senior P.S. All-Girls Team Becomes First Canadian Champions at World Robot Olympiad](#)



Canadian Students Shine

on the World Stage

BY MERI KARAKHANYAN COMMUNICATIONS & EVENT COORDINATOR,
CANADIAN PARENTS FOR FRENCH ONTARIO

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Forest Guardians Triumph at World Robot Olympiad

It is a historic achievement, four talented female Grade 8 students from the Peel District School Board (PDSB) made headlines by becoming the first Canadian team to win first place at the World Robot Olympiad (WRO) Open Championship in Brescia, Italy. Competing under the team name "Forest Guardians," these remarkable students—Chloe Sakini, Charis Kaur, Malavika Bose Ramsharan, and Rubanya Anand—showcased their innovative Blaze-Bot prototype, which tackles the global issue of wildfires.

The students began their journey at the PSL Future Innovators Regionals in April 2024, presenting their project in French. They secured first place and advanced to the national finals in Montreal, where they earned second place. This propelled them to the international stage in Italy, where they competed against teams from 42 countries in the Future Innovators Junior category under the theme "Earth Allies."

The team's winning project focused on detecting and combating "zombie fires," dormant wildfires that can reignite unexpectedly. Their Blaze-Bot, equipped with coded sensors, monitors the environment, detects potential fire hazards, and communicates with fire castors to prevent wildfires from spreading. The prototype is designed to work collaboratively in a forest environment, with multiple robots managing specific zones and signaling changes in the risk to local control systems.



Behind the Scenes: A Team Effort

The students' success was not only a result of their ingenuity but also the collective effort of their educators and mentors. Their Grade 8 French Immersion teacher and coach, Priya Parakh, played a pivotal role in guiding the team, alongside librarian Lida Marroli and EdTech Innovation Resource Teacher Stephanie Stagg, who traveled to Italy with the team.

Reflecting on the challenges faced during the competition, Stagg recounted, "The robot didn't work the day before the competition due to the delicate nature of its design and transportation. The girls stayed up until midnight making repairs. It was a testament to their resilience and problem-solving skills."

The project also stemmed from a new initiative in the PDSB, spearheaded by Education Coordinator Erin Coulson, which aimed to integrate STEAM (Science, Technology, Engineering, Arts, and Math) practices into French immersion education. Coulson's vision was to use Lego robotics as a tool for fostering proficiency in French through experiential learning, aiming to increase student engagement and retention beyond the mandatory Grade 8 French credit.

The collaborative efforts of the team, guided by their mentors' passion and dedication, made their international achievement even more significant.

CPF MAGAZINE SPRING 2025 13



Honoring Excellence in Education

In addition to leading the initiative that inspired the Forest Guardians, Erin Coulson was recently recognized for her contributions to French Second Language (FSL) education, as the Canadian Association of Second Language Teachers (CASLT) Networking Day. Coulson received the prestigious H.H. Stern Award for innovative teaching practices.

Coulson's work has transformed FSL education in the PDSB. From mentoring new teachers through the New Teacher Induction Program (NTIP) to hosting the first FSL World Robot Olympiad challenge, her efforts have created dynamic learning opportunities for students.

"The award is deeply validating," Coulson shared. "It's wonderful to see our work recognized by peers and to know that it's making a difference for students and educators."

Coulson credited her team for their support, including resource teacher Laura Smiley-Hawes and coaches Priya Parakh and Stephanie Stagg. "Their dedication made this success possible," she said.

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A Global Achievement with Local Impact

The Forest Guardians' victory has not only put Canada on the map in the robotics world but has also inspired other students in the PDSB and beyond. "This win has opened doors," Coulson shared. "It's been incredible to see the excitement among students and educators. Schools and boards across the country are now exploring how they can create similar opportunities for their students."

The Forest Guardians' story demonstrates the power of integrating technology and robotics into education. Stagg emphasized the importance of resilience and risk-taking. "Technology is great when it works, but real learning

happens when it doesn't. These students learned to problem-solve on the spot and adapt to new challenges."

For educators, this success highlights the importance of linking language learning to concrete, engaging opportunities. It shows students that French isn't just a subject—it's a gateway to exploring their passions and making a difference in the world.

For students, especially young girls interested in robotics, the team's journey is a powerful reminder of what's possible. "Don't be afraid to take risks and keep an open mind," advised Stagg. "Success comes from embracing the learning process, even when it's challenging."





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Digital Tools & Technology in FSL

OPSBA eSTIM de soi

FSL Virtual Learning Series - 2026



Qu'est-ce que c'est?

eSTIM de soi

The eSTIM de soi in FSL learning experiences provide opportunities for teachers to embed STEM activities in their FSL classrooms.

The purpose of these activities is to increase proficiency and engagement in the FSL classroom by providing students with opportunities to interact in French using STEM as a springboard.



What is included within the eSTIM de soi?

- Curricular expectations
- Differentiated STEAM-inspired learning opportunities
- CEFR aligned descriptors & I can statements
- Student-facing & teacher-facing materials
- Unplugged & plugged options
- Assessment & evaluation



eSTIM de soi en FLS!

Reliez l'apprentissage du français à des occasions STIM authentiques et concrètes!

Où puis-je trouver les ressources d'apprentissage par l'expérience? 

Quel est le public cible? — Les classes de la 6^e à la 9^e année dans les programmes de français langue seconde — le français de base, le français intensif, et l'immersion française

Pourquoi intégrer les STIM et le FLS ?

- renforcer la confiance, la compétence et l'engagement en FLS
- favoriser la rétention des élèves au-delà de la 9^e année
- renforcer la pensée critique, la collaboration, et la créativité
- fournir des occasions de communication authentique en français
- soutenir le décloisonnement et l'inclusion

Qu'est-ce qui est inclus dans chaque ressource d'apprentissage expérimental en FLS ?

Des cycles d'apprentissage conçus à rebours qui comprennent :

- des activités différenciées pour soutenir tous les apprenants
- des énoncés "je peux" du CECR
- du matériel pour les élèves et les éducateurs
- des options branchées et débranchées
- l'évaluation

Cette ressource a été créée par l'OSAA-OCCTA à ses seules possibilités grâce au soutien financier du Gouvernement de l'Ontario et de l'Ontario des Universités collégiales. Les activités inspirées de cette page peuvent aussi valoir des DPRO/OCCTA et ne sont pas nécessairement reliées à la province.

FLS Experiential Learning Resources Les ressources d'apprentissage par l'expérience FLS

 Ontario Catholic School Teacher Association

 ONTARIO PUBLIC SCHOOLS ASSOCIATION
Leading Student Success



“The STEM vocabulary was pretty easy; students were able to figure it out. Once they learned the vocabulary, students coded 2 different Scratches, recorded their voices in French and wanted to see the different codes that already existed. Students were able to help each other out and they did all of this in French. I can’t believe they did this”.

- *Elementary Core French teacher participating in eSTIM*



Fiches éducateurs

FSL Experiential Learning Resources Les ressources d'apprentissage par l'expérience FL5

A

Leçon

Donner des directions



Description	En apprenant les différentes façons de donner une marche à suivre, les élèves vont donner une série de directions pour se rendre à une destination choisie. Ils vont apprendre à coder pour donner des directions. <i>Extension</i> : Choisir la propre aventure	
Suggestions	<ul style="list-style-type: none"> Inviter un ami à venir chez toi Créer une chasse aux trésors autour de la maison ou la communauté 	
Attentes du Curriculum	Français langue seconde	Sciences et mathématiques
	A1. Listening to Understand A1.1 Using Listening Comprehension Strategies A1.2 Demonstrating Understanding (Grades 6-9 Core French, Grade 9 Extended French and French Immersion) A1.3 Listening for Meaning (Grades 6-8 Extended French and French Immersion) A2. Listening to Interact A2.2 Interacting	Science Grades 6-8 A1. STEM Investigation and Communication Skills: use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures

1



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Leading Education's Advocates

FSL Experiential Learning Resources Les ressources d'apprentissage par l'expérience FL5

B

Leçon

Communiquer son opinion



Description	En explorant des textes oraux et écrits, les élèves vont découvrir et communiquer leur opinion sur un sujet choisi. Ils vont apprendre à coder pour communiquer leur point(s) de vue(s).	
Suggestions	<ul style="list-style-type: none"> Expliquer les avantages de continuer ses études en français après la 9^e année Parler des avantages liés à l'usage de son portable dans la salle de classe 	
Attentes du Curriculum	Français langue seconde	Sciences et mathématiques
	A1. Listening to Understand A1.1 Using Listening Comprehension Strategies A1.2 Demonstrating Understanding (Grades 6-9 Core French, Grade 9 Extended French and French Immersion) A1.3 Listening for Meaning (Grades 6-8 Extended French and French Immersion) A2. Listening to Interact A2.2 Interacting	Science Grades 6-8 A1. STEM Investigation and Communication Skills: use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures

1



ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION
Leading Education's Advocates

FSL Experiential Learning Resources Les ressources d'apprentissage par l'expérience FL5

C

Leçon

Créer une application



Description	En écoutant et lisant des textes qui discutent des problèmes et enjeux de la vie quotidienne, les élèves vont identifier un besoin et expliquer ce qu'ils peuvent faire pour adresser ce besoin. Ils vont créer et présenter les fonctions d'une application qui pourra adresser ce besoin.	
Suggestions	<ul style="list-style-type: none"> Créer une application qui aide à réduire son empreinte écologique Développer une application qui aide les élèves à faire leurs devoirs 	
Attentes du Curriculum	Français langue seconde	Sciences et mathématiques
	A1. Listening to Understand A1.1 Using Listening Comprehension Strategies A1.2 Demonstrating Understanding (Grades 6-9 Core French, Grade 9 Extended French and French Immersion) A1.3 Listening for Meaning (Grades 6-8 Extended French and French Immersion) A2. Listening to Interact A2.2 Interacting	Science Grades 6-8 A1. STEM Investigation and Communication Skills: use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures

1



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Leading Education's Advocates



Lego Spike Experiences



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SCHOOL BOARDS'
ASSOCIATION
Leading Education's Advocates

FSL Experiential Learning Resources Les ressources d'apprentissage par l'expérience FLS



Leçon A.2

Coder un robot SPIKE Prime de LEGO

Description	En apprenant les différentes façons de donner une marche à suivre, les élèves vont donner une série de directions pour se rendre à une destination choisie. Ils vont apprendre à coder pour donner des directions. À relier – les activités ci-dessous invitent de coder plus avant. Ils vont apprendre à coder les élèves avec une confiance et de l'aptitude avec le codage de façon à	
Suggestions	<ul style="list-style-type: none"> Coder un robot à parcourir un labyrinthe sans pile de sauter Coder un robot à accomplir une tâche, comme jeter de la poubelle Coder un robot à faire une décision 	
Attentes du Curriculum	Français langue seconde	Sciences et mathématiques
	A1.2 Demonstrating Understanding: demonstrates an understanding of the purpose and mapping of oral French texts about new and familiar topics, with contextual and visual support	Sciences A1.3 STEM Investigation and Communication Skills: use an engineering design process and associated skills to design, build and test devices, models, structures, and/or systems

1  

FSL Experiential Learning Resources Les ressources d'apprentissage par l'expérience FLS



Leçon A.2

Fiche d'élève

Coder un robot SPIKE Prime de LEGO

Objectif d'apprentissage	Nous apprenons à planifier et coder un robot pour accomplir une variété de tâches simples.
Critères d'évaluation	<p>Je peux :</p> <ul style="list-style-type: none"> Comprendre une marche à suivre Choisir et employer un vocabulaire familier et simple pour donner des directions Utiliser des phrases simples et complètes Employer l'empower pour donner des directives Donner des directions avec des connecteurs simples comme d'abord, ensuite, et puis, enfin, et... alors et sinon Être conscient des conventions sociolinguistiques pour présenter, dialoguer, donner des directives et justifier une opinion. Communiquer mon message avec une prononciation et une intonation claires malgré des erreurs

1  

FSL Experiential Learning Resources Les ressources d'apprentissage par l'expérience FLS



Leçon D

Une journée à la foire

Description	En suivant des instructions, les élèves vont construire un manège ou un établissement dans une foire en utilisant une trousse de Spike Prime de Lego et/ou de cartes. Ensuite, ils vont créer un parcours pour visiter les attractions de la foire.	
Suggestions	<ul style="list-style-type: none"> Créer un budget pour maintenir une visite à la foire Établir un plan et un itinéraire à communiquer 	
Attentes du Curriculum	Français langue seconde	Sciences et mathématiques
	A1 Listening to Understand A1.1 Using Listening Comprehension Strategies A1.2 Demonstrating Understanding (Levels B–D Core French, Grade 5 Extended French and French Immersion) A1.3 Listening for Meaning (Levels B–D Extended French and French Immersion)	Sciences A1.3 STEM Investigation and Communication Skills: use an engineering design process and associated skills to design, build and test devices, models, structures, and/or systems A2.1 Coding and Emerging Technologies: write and execute code in investigations and when modeling concepts, with a focus on automating logic systems in action
	A2 Listening to Interact A2.2 Interacting	

1  



Fiches éducateurs



FSL Experiential Learning Resources

Les ressources d'apprentissage par l'expérience FLS




E

Leçon

S'exprimer avec l'intelligence artificielle

Description	Les élèves vont rechercher et se servir de l'intelligence artificielle pour créer des œuvres d'art qui communiquent un message important qui leur tient à cœur. Les élèves vont apprendre les différents usages de l'intelligence artificielle et vont discuter les façons dont on peut l'utiliser de façon éthique en examinant les avantages et les désavantages associés.	
Suggestions	<ul style="list-style-type: none"> • Faire une œuvre d'art dans le style graffiti en utilisant Scratch pour communiquer un message important • Débatte l'usage et l'utilisation appropriée de l'intelligence artificielle 	
Attentes du Curriculum	Langue seconde	Sciences et mathématiques
	A1 Listening to Understand A1.1 Using Listening Comprehension Strategies A1.2 Demonstrating Understanding (Grades 6-9 Core French, Grade 9 Extended French and French Immersion) A1.3 Listening for Meaning (Grades 6-9 Extended French and French Immersion)	Science A2.1 Coding and Emerging Technologies: write and execute code in investigations and when modelling concepts, with a focus on automating large systems in action

1





FSL Experiential Learning Resources

Les ressources d'apprentissage par l'expérience FLS



E

Leçon

Fiche d'élève

S'exprimer avec l'intelligence artificielle

Objectif d'apprentissage	Nous apprenons à nous servir de l'intelligence artificielle pour communiquer des messages importants à l'oral.
Compétences d'évaluation	Je peux : <ul style="list-style-type: none"> • Comprendre une démonstration • Choisir et employer un vocabulaire familier et simple pour transmettre des informations • Utiliser des phrases simples et complexes • Utiliser les temps appropriés pour partager des expériences, des points de vue et des observations • Utiliser des connecteurs simples et avancés comme mais, alors, aussi, de plus, néanmoins, par contre • Faire usage des conventions sociolinguistiques pour présenter, dialoguer, transmettre des informations et clarifier • Communiquer mon message avec une prononciation et une intonation claires malgré des erreurs

1





Scratch : Survol du matériel



What makes eSTIM de soi a good fit for FSL?

1. L2+ is used to solve, describe, test, explain, and collaborate.
2. Vocabulary is contextualized.
3. Oral interaction is naturally embedded.
4. Students can participate through multiple entry points.
5. Activities can be adapted for Core, Extended, and Immersion.
6. Teachers do not need to be robotics experts to begin.



Accessibility: Microsoft Immersive Reader



Assistive Technology Tools

..... **Soutien à l'écriture**

La technologie d'assistance aide les élèves en FLS à:

- ✓ écrire sans être bloqués par l'orthographe
- ✓ enrichir leur vocabulaire
- ✓ structurer et réviser leurs textes
- ✓ prendre conscience des règles grammaticales

..... **Soutien à la lecture**

La technologie d'assistance aide les élèves à:

- ✓ comprendre plus facilement les textes
- ✓ entendre la prononciation des mots
- ✓ s'exprimer à l'oral avec plus de confiance
- ✓ participer davantage
- ✓ apprendre de manière autonome

Assistive technology refers to any device, software, or system designed to help students access learning independently.



Introducing...
Reading Progress
Quickly Measure...



**Words Per
Minute**



**Accuracy
Rate**

**NEW From
Microsoft Teams**

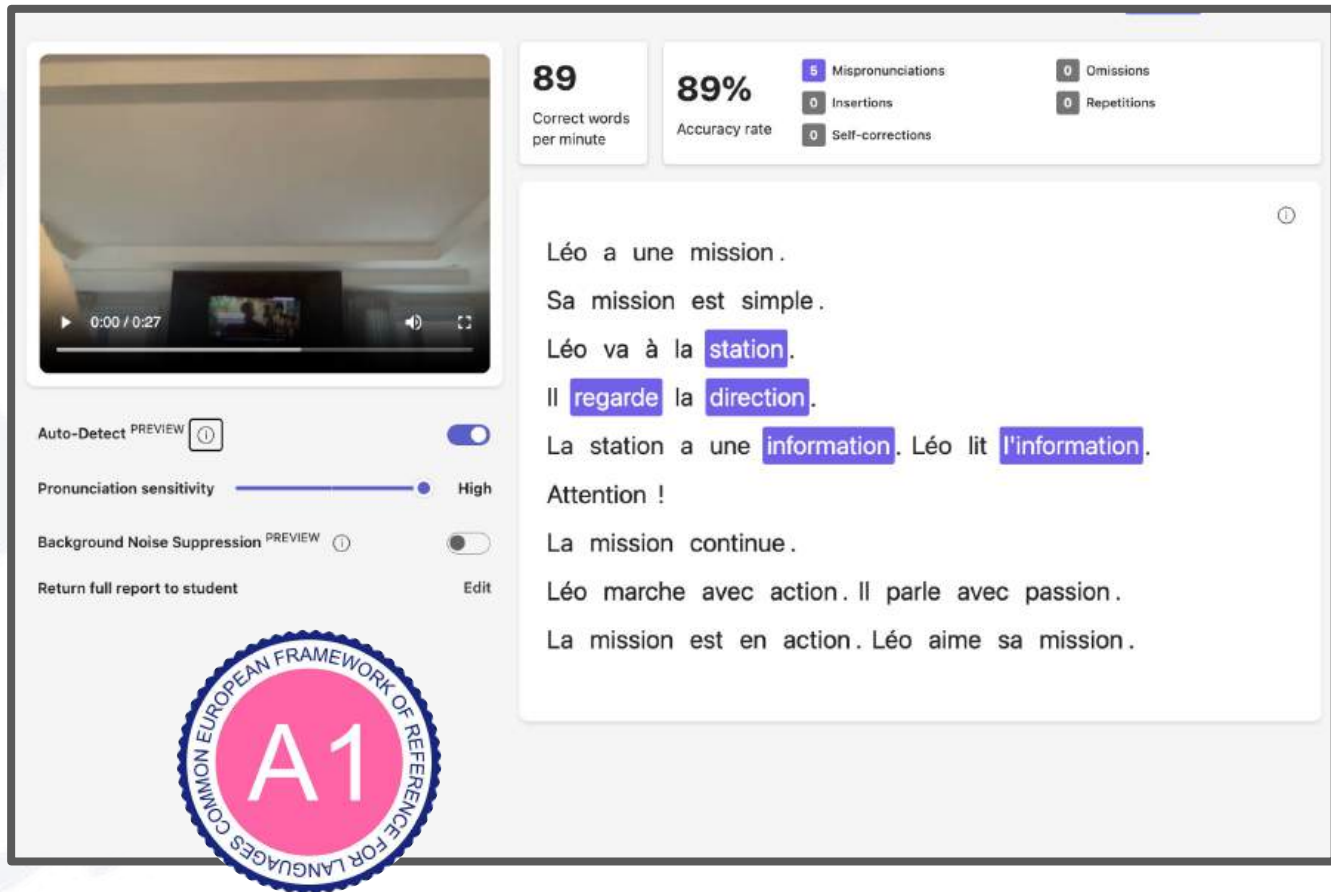


**Reading
Progress in
Microsoft
Teams**



Teachers obtain data about reading fluency within categories such as number of words read correctly per minute, accuracy, and pronunciation.

Reading Progress makes more frequent check-ins feasible.



The screenshot displays the Reading Progress software interface. On the left, a video player shows a scene with a timestamp of 0:00 / 0:27. Below the video are control options: 'Auto-Detect' (checked), 'Pronunciation sensitivity' (set to High), 'Background Noise Suppression' (unchecked), and 'Return full report to student' (checked). A circular badge in the bottom center indicates 'A1' level under the 'COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES'. On the right, a summary box shows '89' correct words per minute and an '89%' accuracy rate. A table lists error counts: 5 Mispronunciations, 0 Insertions, 0 Self-corrections, 0 Omissions, and 0 Repetitions. Below this, a text analysis report for a French video is shown with words highlighted in blue boxes: 'station', 'regarde', 'direction', 'information', and 'l'information'.

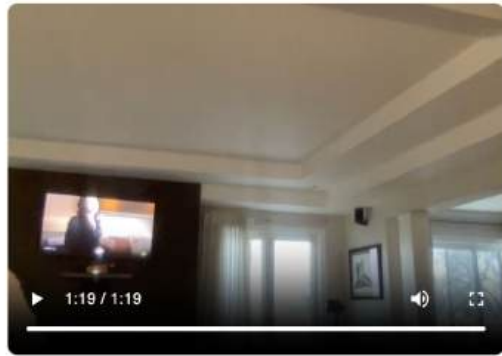
Metric	Count
Mispronunciations	5
Insertions	0
Self-corrections	0
Omissions	0
Repetitions	0

89
Correct words per minute

89%
Accuracy rate

Léo a une mission .
Sa mission est simple .
Léo va à la station .
Il regarde la direction .
La station a une information . Léo lit l'information .
Attention !
La mission continue .
Léo marche avec action . Il parle avec passion .
La mission est en action . Léo aime sa mission .





Auto-Detect PREVIEW ⓘ

Pronunciation sensitivity



High

Background Noise Suppression PREVIEW ⓘ



Return full report to student

Edit

98

+12%
Correct words
per minute

91%

+5%
Accuracy rate

10 Mispronunciations

1 Insertions

0 Self-corrections

1 Omissions

0 Repetitions

5

Practiced
Words

ou des produits médicaux. Pour piloter un avion, il faut suivre une **un** information spécialisée appelée « école de pilotage » et obtenir une licence. Les pilotes doivent comprendre la météo, les instruments de **bord** et les règles de sécurité. Ils travaillent souvent avec une équipe, comme les contrôleurs **aériens**, pour assurer un vol sécuritaire. Aujourd'hui, l'aviation continue **de se** développer avec de nouvelles technologies. Par exemple, certains avions consomment moins de **carburant** **pour** protéger l'environnement. Il existe aussi des simulateurs de vol qui aident les pilotes à s'entraîner sans danger. Beaucoup de jeunes rêvent de devenir pilotes, surtout ceux qui aiment les voyages et les **machines**. L'aviation offre plusieurs carrières intéressantes, comme pilote **mécanicien** ou **ingénieur**.



AI-Enhanced Language Practices



Integrating AI in Language Learning



“The goal is that, in a world where machines can talk, it be our voices and our ideas, and those of our students, that continue to prevail.”

Jérémie Séror

— Research Chair in Technology-Mediated Language Learning and Artificial Intelligence



AI for Education: What changes for language educators?



Getting Started with Google Storybook



Storybook Experiment

Create a customized picture book, for either children or adults, given a topic, an optional target audience age, and an optional art style for the images.

My 7 year old doesn't want to sleep over at their grandma's house. Create a storybook to help them cope.

This is a photo of my college roommate, Amelia. She leaves empty mugs everywhere. Write a funny storybook about how she lear...

Using a Claymation art style, create a storybook about friendly bees and how useful they really are to the earth, to help my ki...

Using an Anime art style, create a storybook for my brother Akito who just moved out of my parents house and has to learn to be a...

Recent



Les maisons de mon quartier / Ang mga bahay sa aking kapitbahayan



Getting Started with Google Storybook

Creating identity-affirming, decodable French picture books with targeted sound-letter correspondences



Purpose: Create identity-affirming, decodable French texts aligned with targeted sound-letter correspondences.

FSL connection: Supports early reading, phonics transfer, vocabulary development, and student identity.



Google 
storybook

FSL Virtual Learning Series - 2026



Getting Started with Google Storybook

Leveraging AI to Create Plurilingual, Pluricultural Picture Books



ERIN COULSON - CENTRAL BOARD OFFICE (1981)

Kavi dessine un palmier et une mer bleue. Il a un peu faim pour un bon dhal puri. Kavi dessin enn pie kalis ek lamer ble. Li pe gagn enn tigit finn pou enn bon dhal puri.

Google  storybook



ERIN COULSON - CENTRAL BOARD OFFICE (1981)

Kavi est dans son lit. Il rêve de son ancienne île et de sa nouvelle maison à Brampton. Kavi dan so lili. Li rev so ansien li ek so nouvo lakaz Brampton osi.

[Start over](#)

10

Purpose: Create A2 picture books that connect local stories, identity, and plurilingual/pluricultural competence.

FSL connection: Students read, compare, retell, and discuss connections across languages, places, and cultures.

FSL Virtual Learning Series - 2026



Integrating AI in Language Learning

“As technology increasingly mediates meaning making, and even social interaction, the human dimension becomes more, not less, important.”

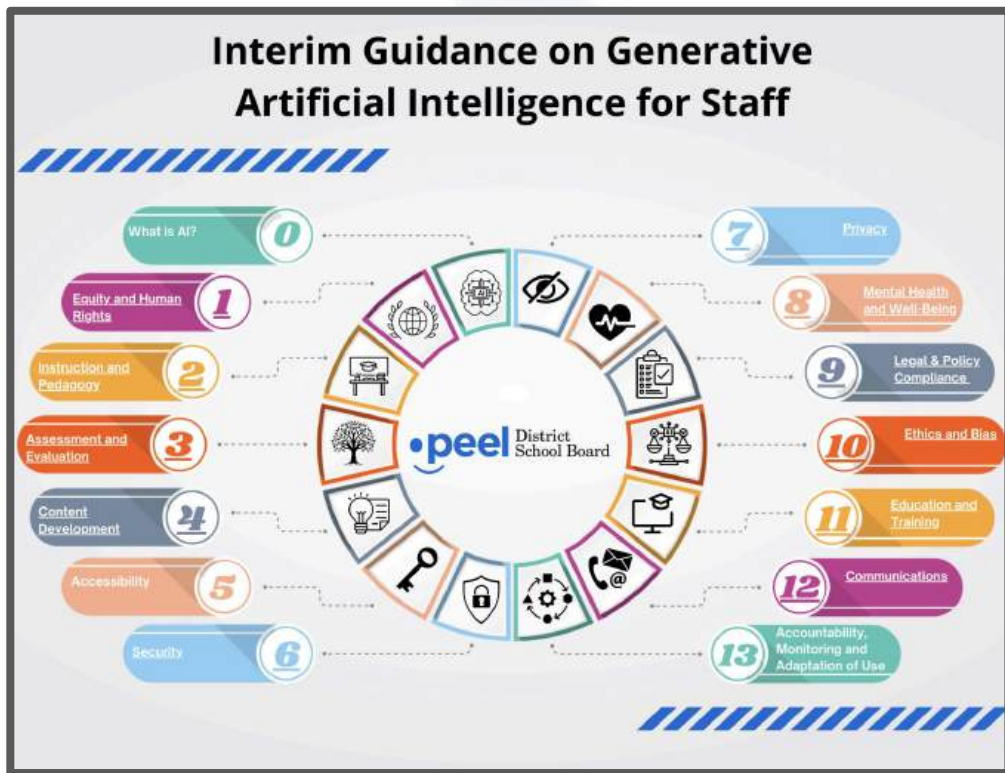
[“Integrating AI in language teaching while keeping a human heart”](#), Jérémie Séror

AI can support:

- Access to comprehensible input
- Differentiated practice
- Identity-affirming resources
- Plurilingual connections
- Feedback and revision
- Teacher-created materials



AI in FSL: Ethical Use and Professional Judgment



EdTech
Innovation

Innovation, Artificial
Intelligence & Pathways

Ethics and Bias with AI

Overview

PDSB is committed to upholding ethical standards in the utilization of AI tools. When using AI tools, staff and educators should be critically evaluating these AI for their reliability, fairness, and trustworthiness, ensuring alignment with the board's priorities.

Use of AI

- Clearly indicate when an AI tool has been used to develop content.
- Give proper attribution or remove copyright-protected material.
- Identify how they were used, including the prompts used to generate content.
- Identify how the results were incorporated into work, including a full reproduction and citation of any Generative AI content which was directly incorporated.

Ethics and Bias

AI systems learn from data, and if that data reflects historical biases or lacks diversity, the AI can perpetuate or even amplify those biases.

When using specific AI tools, it is important to critically think about...

- Who is represented in the data used to train this AI? Who is missing?
- Could this AI system produce different outcomes for different groups of people?
- How are fairness and equity being measured and ensured in this system?
- Can users understand how the AI makes decisions or recommendations?
- Does this AI system reinforce existing inequalities or stereotypes?
- Does the AI support diverse learning styles and needs?
- Is the technology accessible to all users, including those with disabilities or limited resources?

[OCT Responsible Use](#)

Considerations

When considering and implementing the use of AI tools, PDSB staff and education must...

- Be accountable for and review content produced, with proper attribution as necessary.
- Demonstrate vigilance and question the reliability, fairness, safety, and trustworthiness of AI tools to ensure they are used ethically and responsibly.
- Follow established policies and procedures to ensure the protection and use of personal information.
- Review generated output of AI tools for factual and contextual accuracy rather than consider content to be accurate and encourage users to verify content that is generated by an AI tool.

[Copyrights/ Attribution Resource](#)



Consolidation



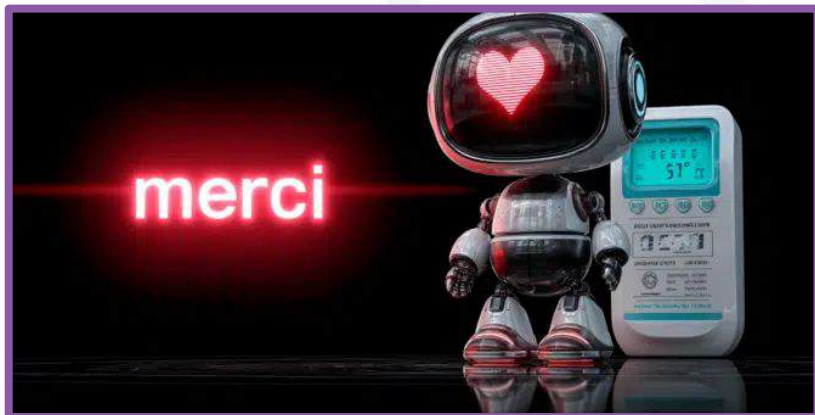
Before You Leave, One Small Next Step



I could use _____ to help my students _____ in French.







Erin Coulson

erin.coulson@peelsb.com

