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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 Annishinaabek** 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.

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Welcome - Bienvenue

Erin Coulson

FSL Lead, Impact Coach

Peel District SB

erin.coulson@peesb.com

Webinar Overview

01

AO Experience

Classe mystère

02

Ground the Work

CEFR-informed planning
Tech enhanced classrooms
FSL Framework

03

Explore Tools

Creation Tools
Assistive Technologies
AI-enhanced learning

04

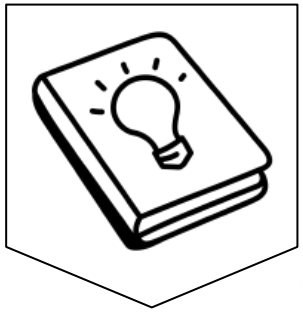
Consolidation

Key Takeaways
Next Steps
Q & A

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

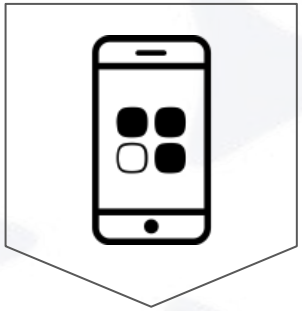
Learning Goals

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

✅	I can explain how technology can support authentic communication, confidence, and engagement in FSL.
✅	I can explain how a task connects to CEFR modes such as reception, interaction, production, and mediation.
✅	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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Mind's On: Classe mystère

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

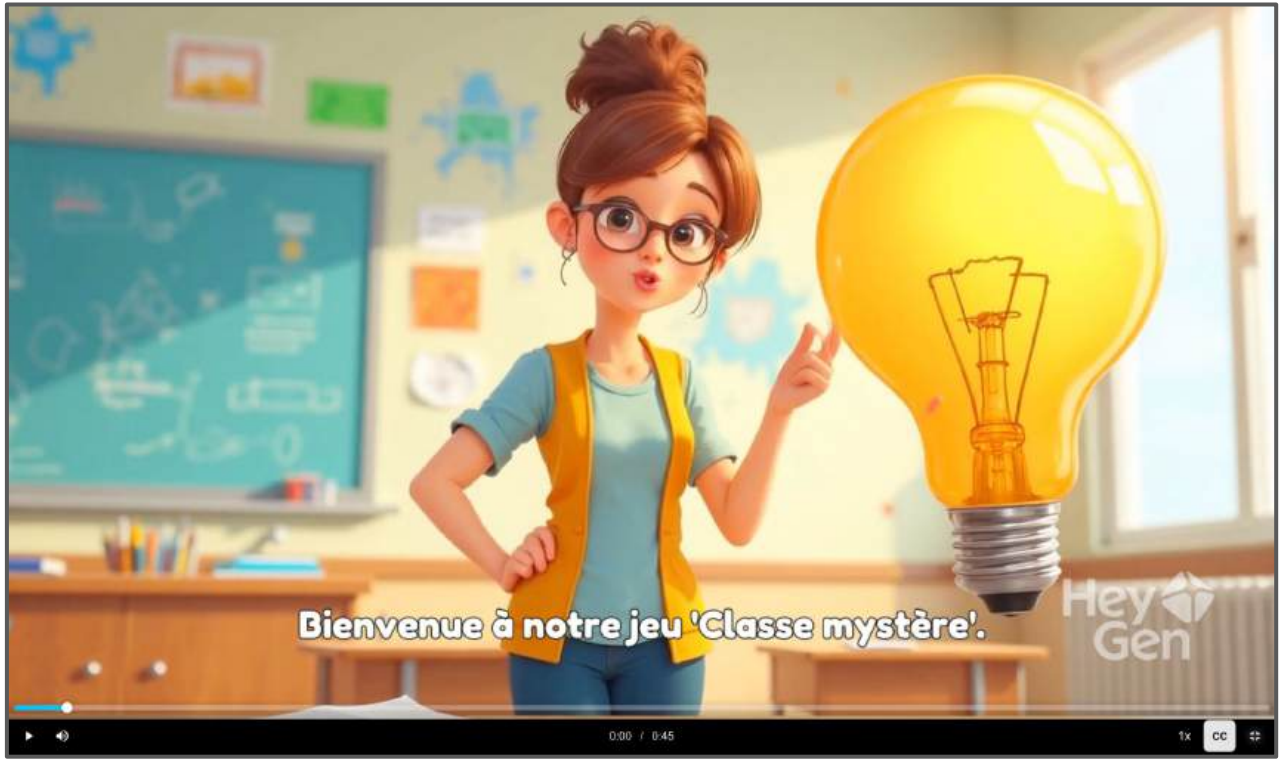
WHAT STUDENTS DO	CEFR-INFORMED PURPOSE
Observe animated clues	**Reception:** Learners understand short, simple spoken/visual clues when supported by images, repetition, gestures, and familiar vocabulary.
Make educated guesses	**Interaction / production:** Learners use simple language to make predictions, 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



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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

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

- *Rubina Sharma*

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

CEFR: Companion Volume

Listening

Speaking

Reading

Writing

Mediation

Oral Comprehension

Oral Production

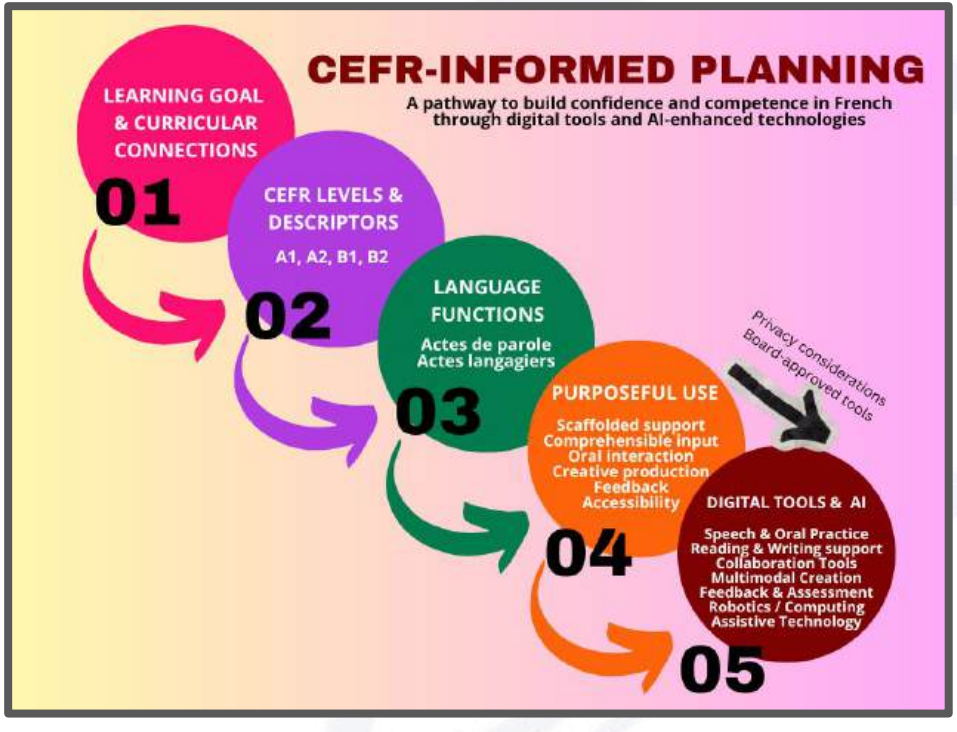
Oral Interaction

Written Comprehension

Written Production

Written Interaction

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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World Robotic Olympiad
FSL Future Innovators

FSL Virtual Learning Series - 2026

World Robot Olympiad
FSL Future Innovators

ROBOTS MEET CULTURE

FSL Virtual Learning Series - 2026

WRO 2026: Robots Meet Culture

WRO
WORLD ROBOT OLYMPIAD™

Future Innovators

Season Challenge - 2026

ROBOTS MEET CULTURE

Robots Meet Culture

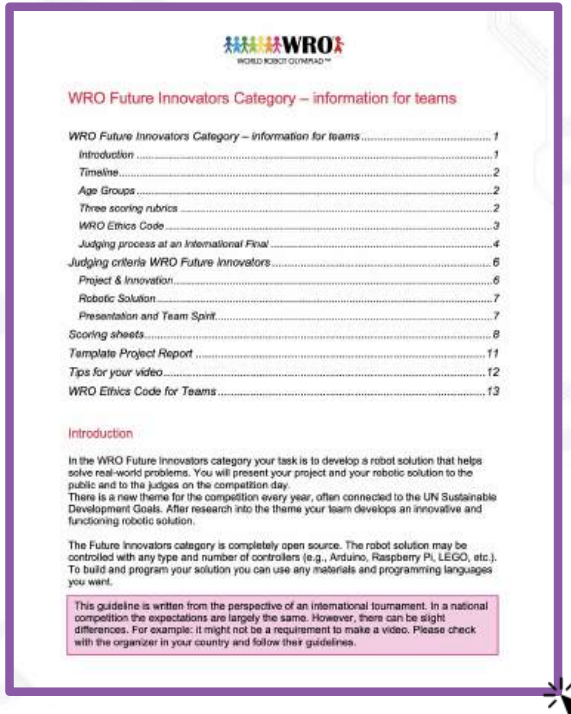
AGE GROUPS ELEMENTARY, JUNIOR AND SENIOR

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

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.

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4 QUALITY EDUCATION

Education, Learning, Accessibility

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Robotics, AI, Innovation

11 SUSTAINABLE CITIES AND COMMUNITIES

Cultural heritage, community identity, preservation

WRO 2026: Robots Meet Culture

1. Choose between Area 1, 2 or 3
2. Research Existing Solutions & Identify Market Gaps
3. Design & Build your robotic system
4. Program & Code your robot
5. Prepare Supports Board, Report, Booth
6. Prepare 3 minute presentation - no scripts
7. WRO - May 7th Humberview

“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

Forest Guardians Triumph at World Robot Olympiad

In a historic achievement, four talented female Grade 9 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 —Chitra Sekhri, Chathak Kaur, Melanie Rose Ramcharran, and Rubanya Anand —showcased their innovative Blaze-Bot prototype, which tackles the global issue of wildfires.

The students began their journey at the FSL 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 combatting "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 stations 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 fire 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 Parekh, played a pivotal role in guiding the team, alongside librarian Lidia Marcelli 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 9 French credit.

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

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. At 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-Hicks and coaches Priya Parekh and Stephanie Stagg. "Their dedication made this success possible," she said.

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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OPSBA eSTIM de soi

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.

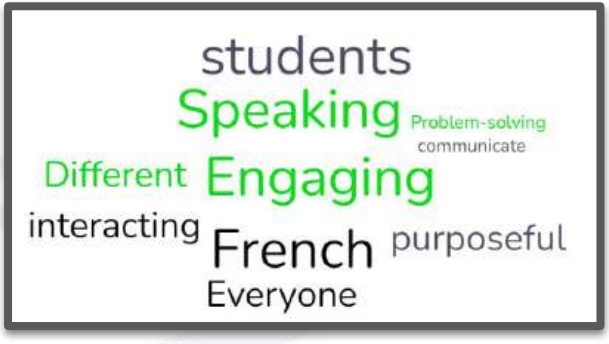
The purpose of these activities is to increase proficiency and engagement in the FSL classroom by providing students with opportunities to interact in French using STEM as a springboard.

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

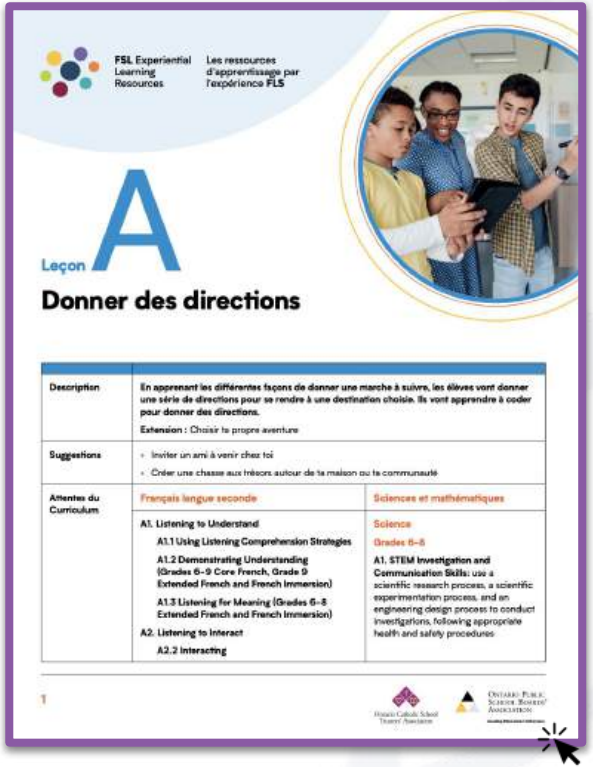
“The STEM vocabulary was pretty easy; students were able to figure it out. Once they learned the vocabulary, students coded 2 different Scratches, recorded their voices in French and wanted to see the different codes that already existed. Students were able to help each other out and they did all of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

- *Elementary Core French teacher participating in eSTIM*



Fiches éducateurs

Ontario Public School Boards' Association
Leading Education's Advocates


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

Leçon A

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.** **Extension :** Choisir ta propre aventure
Suggestions	• Inviter un ami à venir chez toi • Créer une chasse aux trésors autour de ta maison ou ta 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


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

Leçon B

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	• Expliquer les avantages de continuer ses études en français après la 9e 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

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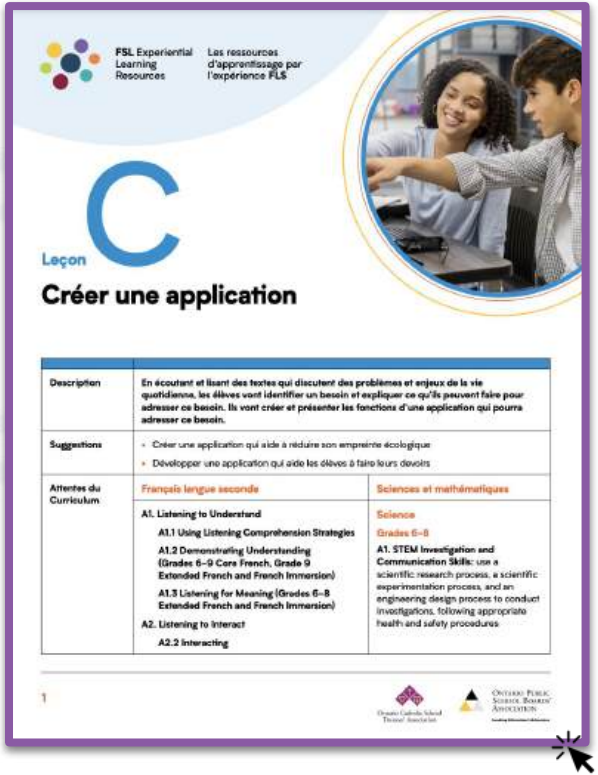
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Leçon C

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	• 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

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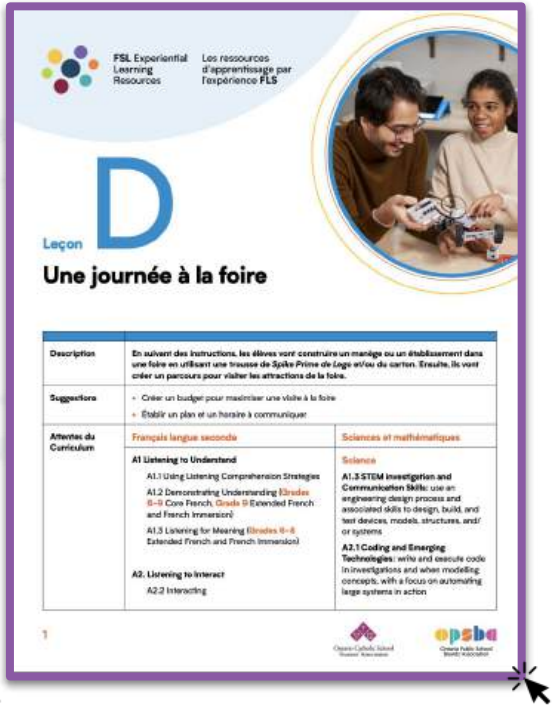
Lego Spike Experiences

Ontario Public School Boards' Association
Leading Education's Advocates



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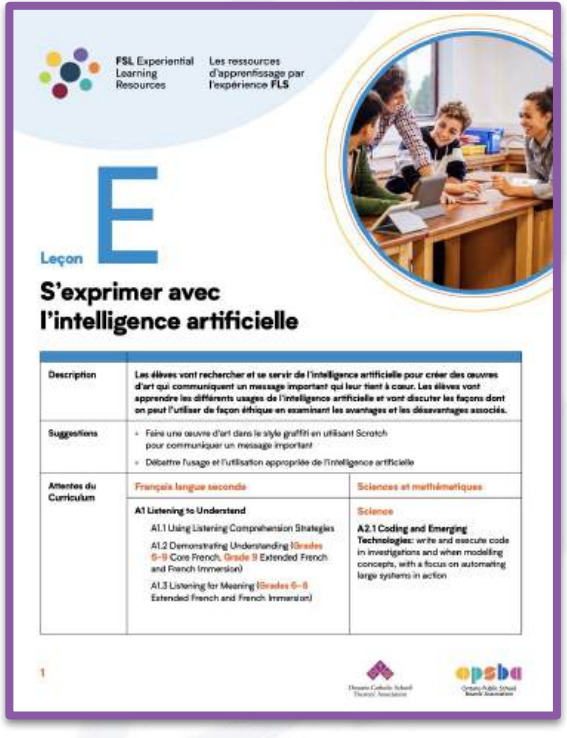
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Les ressources d'apprentissage par l'expérience FLS

Leçon E

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	• Faire une œuvre d'art dans le style graffiti en utilisant Scratch pour communiquer un message important • Débattre l'usage et l'utilisation appropriée de l'intelligence artificielle
Attentes du Curriculum	**Français langue seconde** **A1 Listening to Understand** A1.1 Using Listening Comprehension Strategies A1.2 Demonstrating Understanding (Grades 5–9 Core French, Grade 9 Extended French and French Immersion) A1.3 Listening for Meaning (Grades 6–8 Extended French and French Immersion) **Sciences et mathématiques** **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

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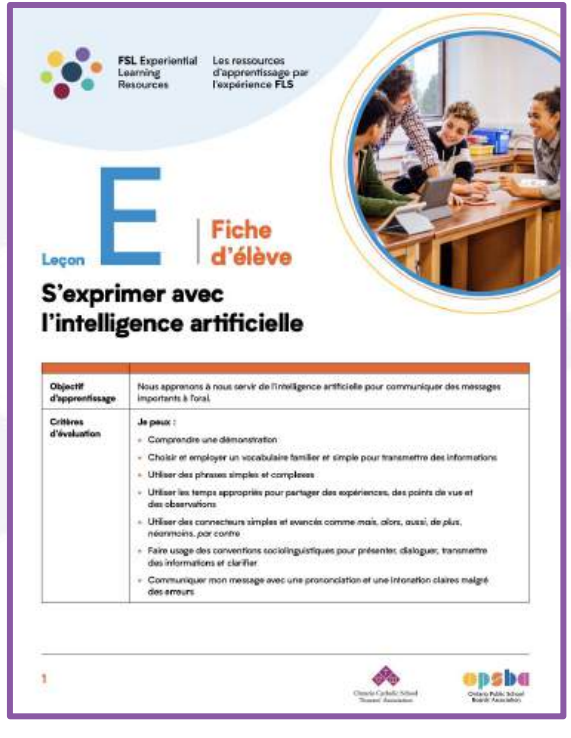
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Leçon E | Fiche d'élève

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.
Critères d'évaluation	Je peux : • 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

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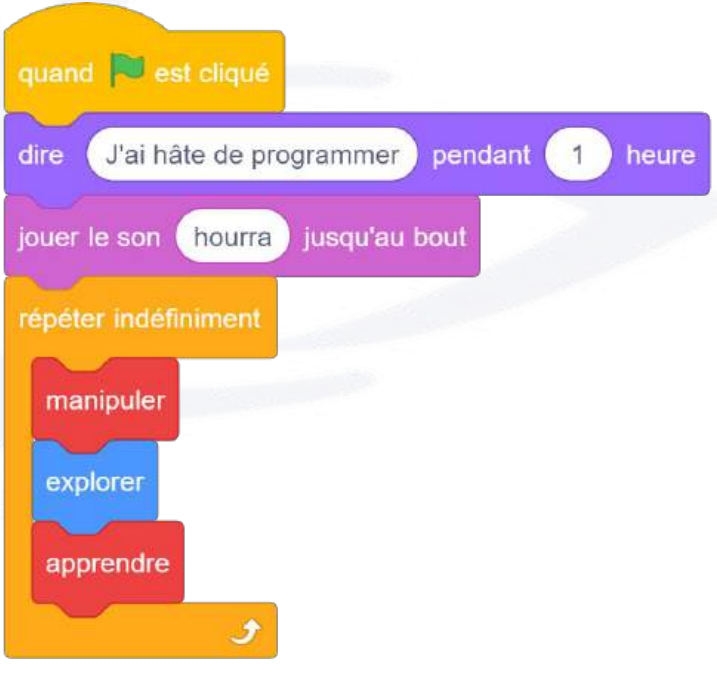
Scratch : Survol du matériel



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.

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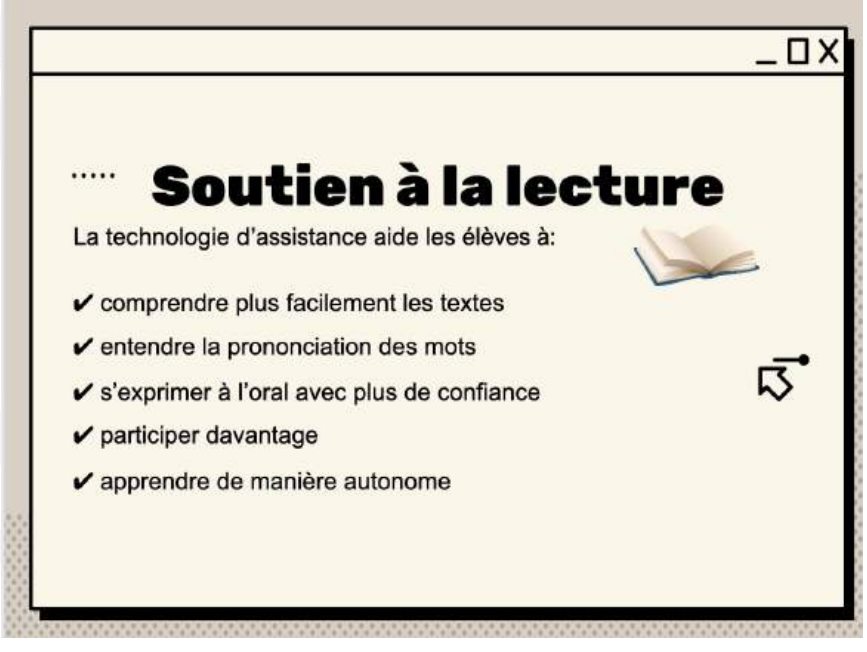
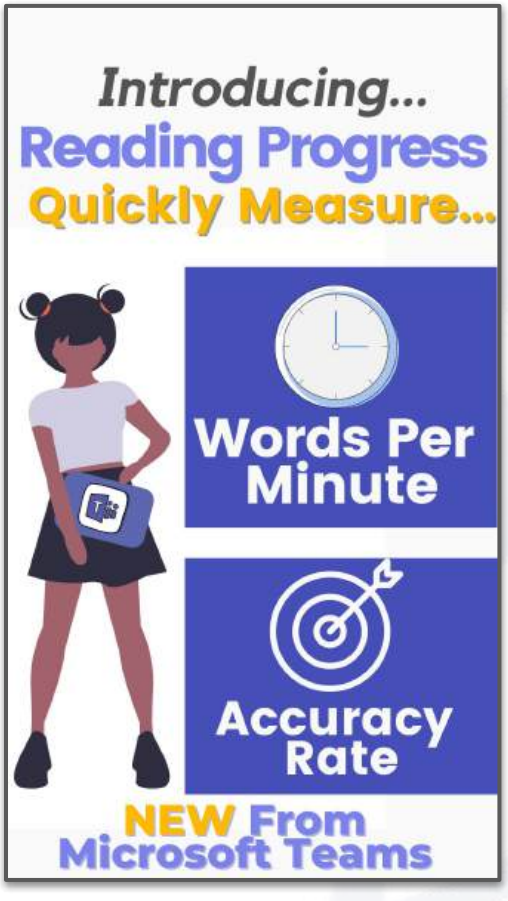
Accessibility: Microsoft Immersive Reader

FSL Virtual Learning Series - 2026

Assistive Technology Tools



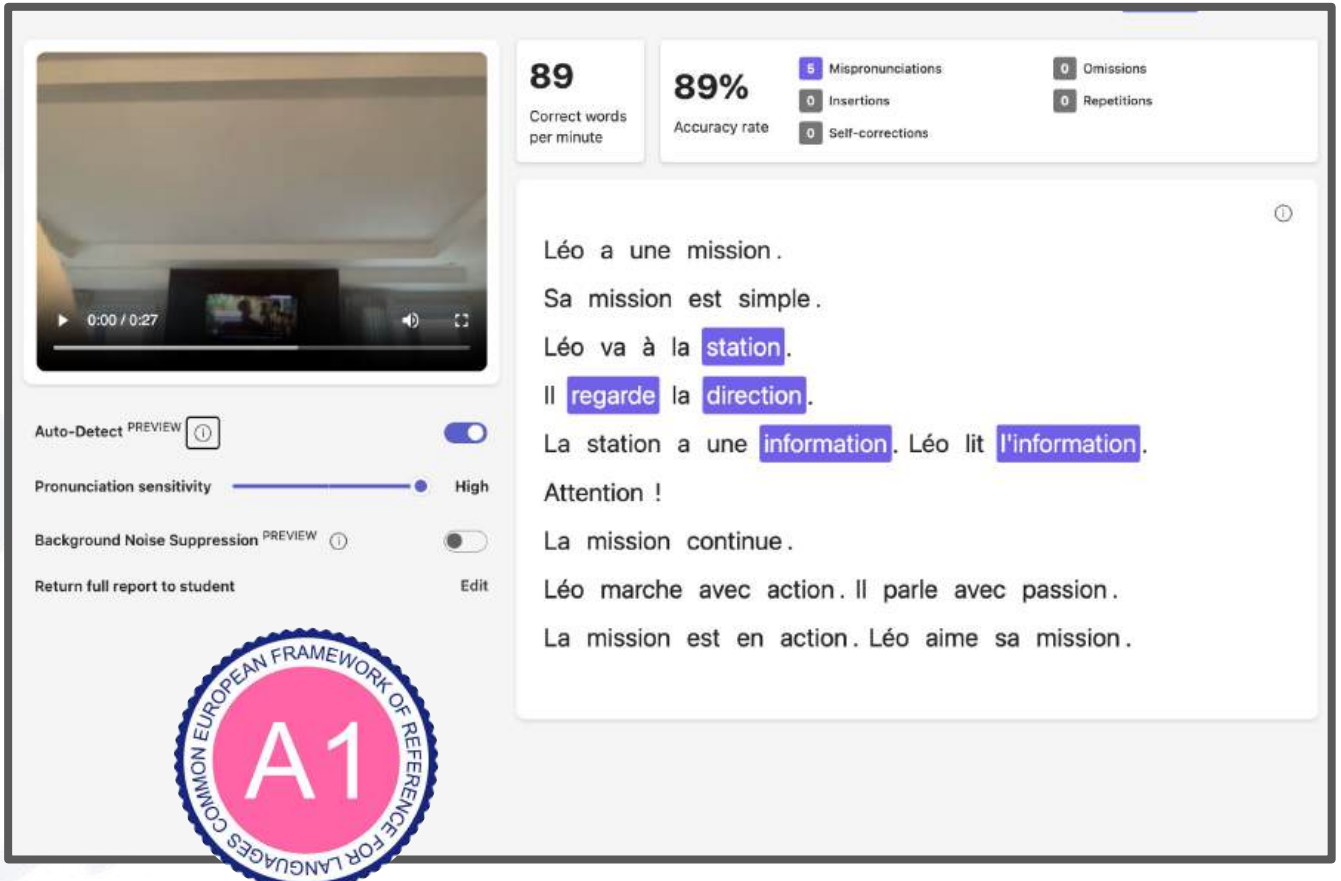
Assistive technology refers to any device, software, or system designed to help students access learning independently.

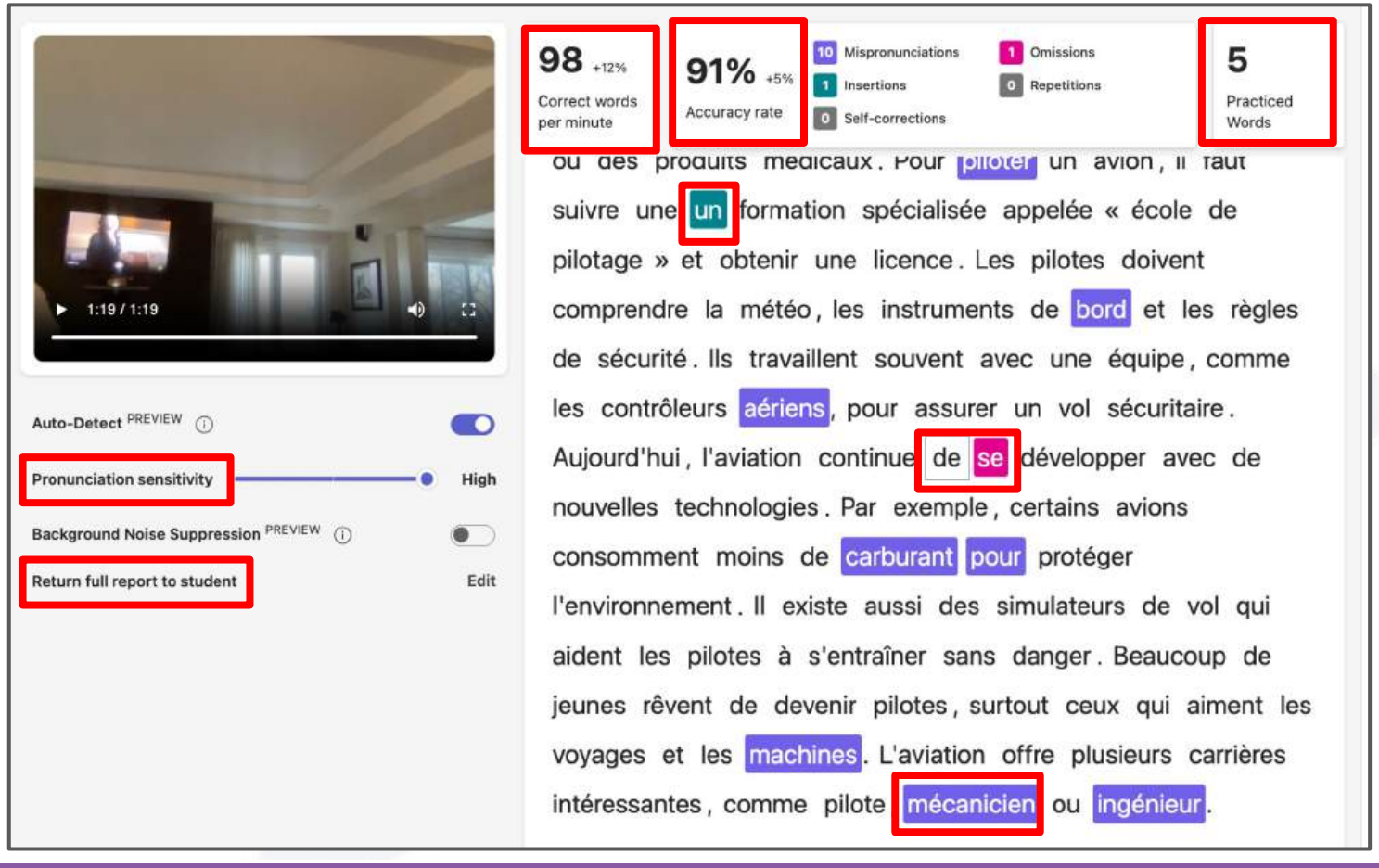

Introducing...
Reading Progress
Quickly Measure...
Words Per Minute
Accuracy Rate
NEW From Microsoft Teams


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.




98 +12%
Correct words per minute
91% +5%
Accuracy rate
10 Mispronunciations
1 Insertions
0 Self-corrections
1 Omissions
0 Repetitions
5
Practiced Words
1:19 / 1:19
Auto-Detect PREVIEW
Pronunciation sensitivity
High
Background Noise Suppression PREVIEW
Return full report to student
Edit
ou des produits médicaux. Pour piloter un avion, il faut
suivre une un formation 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.


COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES
B1

FSL
Webinaire

Digital Tools & Technology in FSL

AI-Enhanced Language Practices

FSL Virtual Learning Series - 2026

Integrating AI in Language Learning

uOttawa

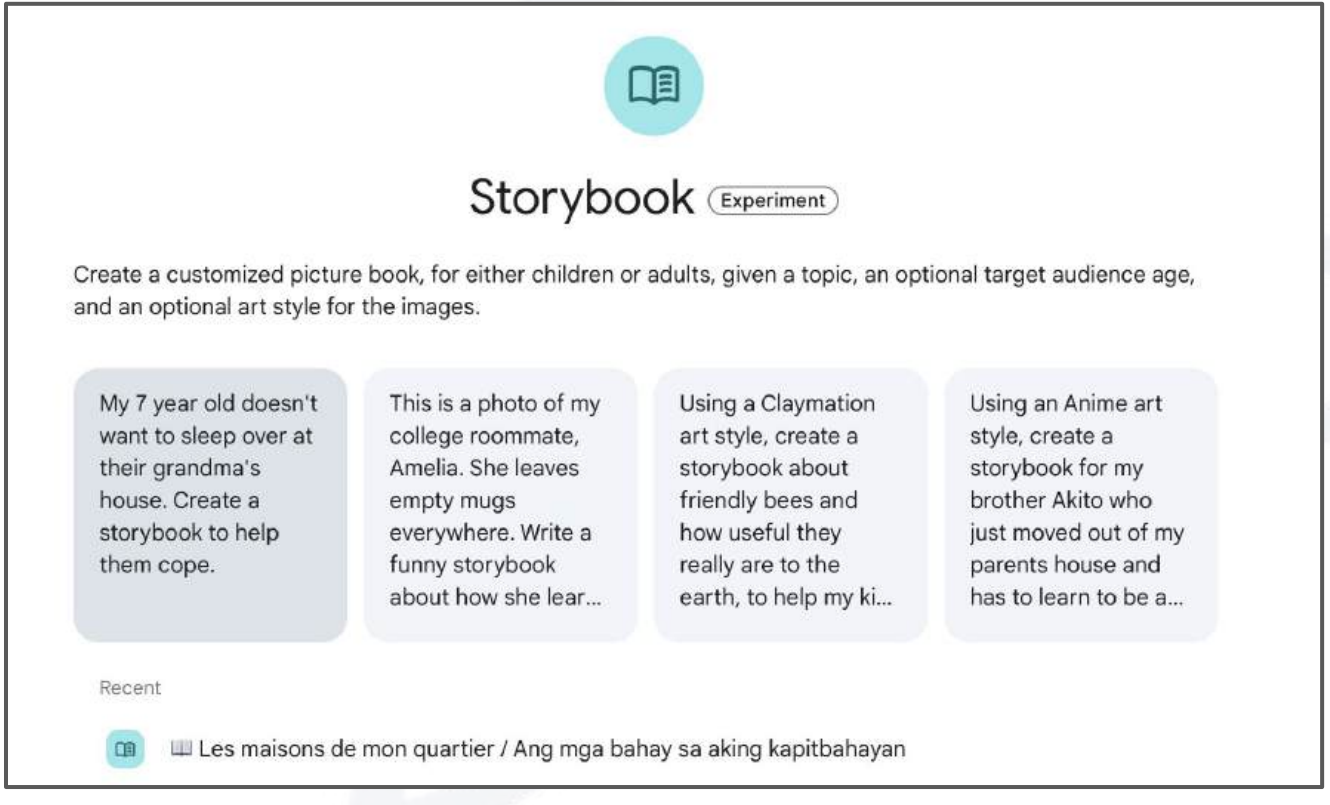
"The goal is that, in a world where machines can talk, it be our voices and our ideas, and those of our students, that continue to prevail."

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



Google storybook

Getting Started with Google Storybook

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

Google storybook

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.

Getting Started with Google Storybook

Leveraging AI to Create Plurilingual, Pluricultural Picture Books

Google storybook

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.

Integrating AI in Language Learning

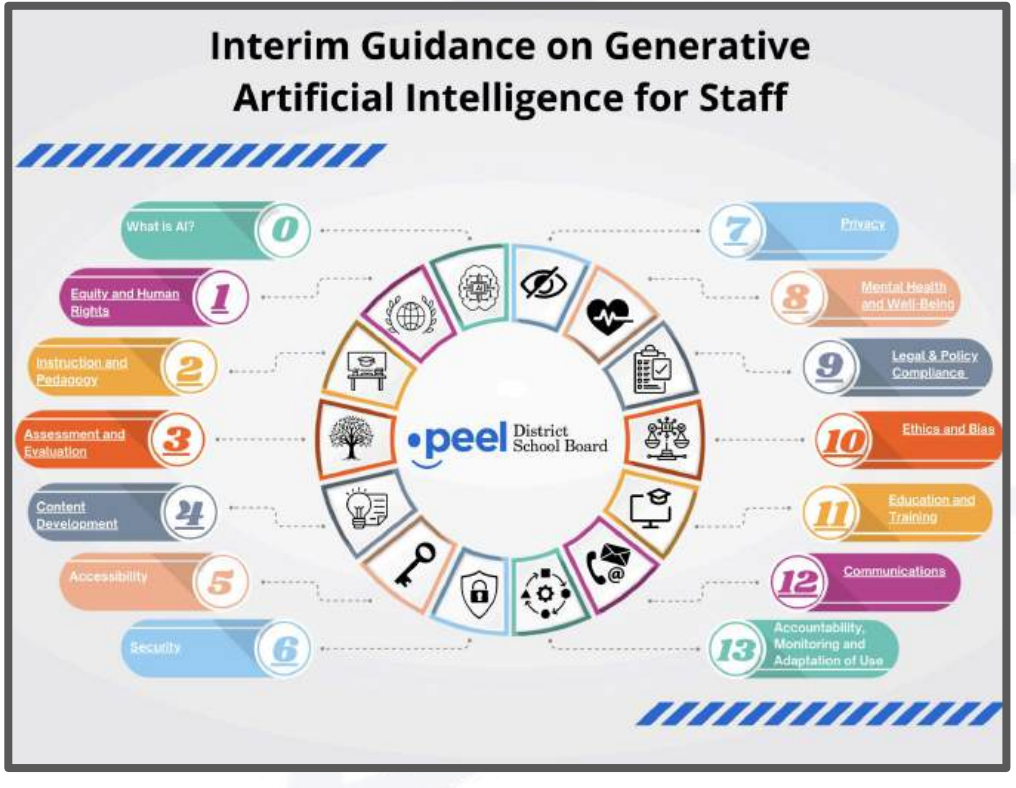
"*As technology increasingly mediates meaning making, and even social interaction, the human dimension becomes more, not less, important.*"

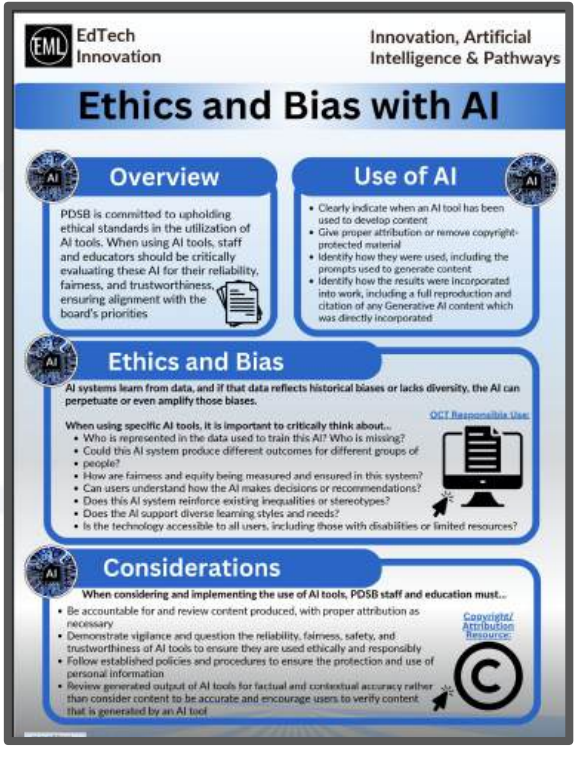
"Integrating AI in language teaching while keeping a human heart", Jérémie Séror

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





FSL
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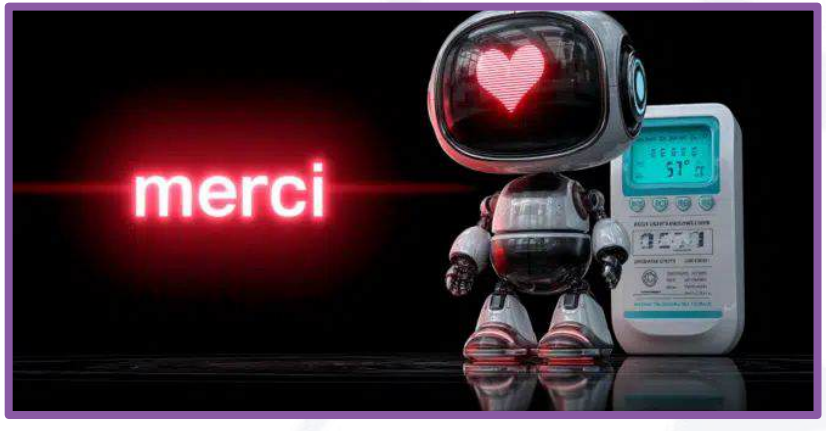
Digital Tools & Technology in FSL

Consolidation

Before You Leave, One Small Next Step

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


Q
&
A



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