



## Prix H.H. Stern Awards 2007

The H.H. Stern Award was established to encourage school-based educators to focus on innovations in the classroom, the school and the community. The projects must apply new techniques or strategies to learning and identify the impact of the project in the classroom, school or community and on student language learning. Ideally, the projects have the potential for duplication in other classrooms, schools and communities.

The award was named in memory of Dr. H.H. Stern in recognition of his contribution to second language instruction in Canada. Dr. Stern was Head of the Modern Language Centre at the Ontario Institute of Studies in

Education until 1981 and initiated the National Core French Study that provided Core French with a major research foundation for a revised curriculum and teaching strategies.

This year, the CASLT Selection Committee received an array of interesting projects of merit. They selected 4 award recipients spanning the country from British Columbia to Newfoundland and Labrador, and representing Core French, French Immersion and Aboriginal Language teaching and learning programs. Learn more about these exciting projects on our association web site, [www.caslt.org](http://www.caslt.org).

### Congratulations to our 2007 winners!



French Immersion Audio Project  
**Julie Rousseau**  
Abbotsford, British Columbia

The French Immersion Audio project is an action-research project initially implemented to involve 9 French Immersion teachers from 4 dual-track Elementary schools. The teacher-participants learned to create their own class website through a district server and to create audio podcasts and post these on their class websites.

Students and parents can access these podcasts at home, therefore extending their second language experience beyond the classroom.



Anishnaabemwin Language CD  
**Evelyn Moores**  
Whitefish, Ontario

A CD of songs translated into the Anishnaabe language complements the Kindergarten Native Language Immersion program at Biidaaban School. Resources are scarce for this language and translating songs is not a common practice. Each song corresponds to a particular unit or theme.

The CD is sung in simple Anishnaabe, repeating phrases with the accompaniment of a traditional drum. It is accompanied by a list of lyrics for each song. At present,



Fairy Tales for Core French :  
Teachers and Students  
Leading Learning  
**Timma Blain**  
Prince George, British Columbia

Small teams of intermediate teachers (two classroom teachers from different schools working with the district curriculum support person) explicitly make connections between what they already know about balanced literacy practices and second language learning to develop resources for use in Grades 5-7 Core French classrooms.

Teachers chose to focus on well-known stories



CDLI French Website  
**James Murphy**  
Stephenville  
Newfoundland and Labrador

Looking for innovative ways to share course content with students, including: assignments, homework, review exercises, cultural and listening activities to support the online delivery of the Core French Program... Visit the CDLI French Website ([www.cdli.ca/french](http://www.cdli.ca/french)) where students can do anything from review grammar to hone listening skills. The site delivers learning materials directly to students' computers so that they can access it anytime anywhere.

**French Immersion Audio Project**  
**Julie Rousseau, Abbotsford, British Columbia**

It has enabled students to “bring their teacher home with them”. Students access their class website from home and can be involved in activities such as: reading aloud with their teacher, practicing their oral skills by repeating vocabulary words and expressions and singing songs with their teacher, practicing their weekly dictée by listening to their teacher saying the words via an audio podcast, and listening to recordings that they and/or their classmates have posted on the class website.

Parents in the community have expressed an overwhelming positive response to this project. They are excited about the additional French language support their children can obtain with the class websites and the available audio podcasts that students can access on a daily basis.

The project's success is evident as more French Immersion teachers have joined this learning community in the second year of the project. We now have 12 teachers involved. At one Elementary school, the enthusiasm for this project resulted in a domino effect where the majority of French Immersion teachers have become active participants in the French Immersion Audio Project.

**Fairy Tales for Core French :**  
**Teachers and Students Leading Learning**  
**Timma Blain, Prince George, British Columbia**

(Les trois petits cochons, Le petit chaperon rouge) that are rewritten in simplified language, using a language level appropriate to beginners.

It also engages students by having French Immersion or secondary Media Arts and Core French students create audiovisual resources, by using the illustrations in *PowerPoint* or animation software, and adding the oral component. Blackline masters for little story books were illustrated by elementary students.

Resource packages were developed where the teacher chooses vocabulary and activities that suit students' needs. A variety of instructional activities were prepared by adapting activities commonly used in reading instruction at the primary and intermediate levels.

The teacher-developers were involved in a workshop to introduce the new materials to other teachers in the district.

Anecdotal feedback from teachers indicates that the materials have helped them develop more confidence in their French instruction. Students have been more willing to take risks and have been more actively engaged in authentic communication because they can connect the topics and activities to their background knowledge.

The value of this project lies in both the process of the resource development and in the use of the finished materials in classrooms. Learning truly becomes a cooperative venture for both students and teachers.

**Anishnaabemwin Language CD**  
**Evelyn Moores, Whitefish, Ontario**

the use of music and songs to develop the Anishnaabe language is effective, but dependent on a fluent speaker with music ability. A song CD will therefore serve as an operative tool to assist teachers who require aids for both using the language and singing. The CD will enhance language learning by using music, chant, and culturally-specific songs.

The CD's success will be easy to determine and the music is already having some impact. Children are already being seen singing along with the CD during centre time and as they go about their student-centred activities. In the long term, it will be exciting to see the students use these new words in other situations as they transfer the vocabulary to other functions and expressions.

It is hoped that the CD will be made available to other schools and programs. Not only would it enhance additional Anishnaabe immersion programs, but it could be used in regular English programs as a supplementary resource for cross-cultural learning. The CD would certainly promote the use of Anishnaabe language.

**CDLI French Website**  
**James Murphy**  
**Stephenville, Newfoundland and Labrador**

Of particular interest to students are web based enquiries, or WebQuests, where students can use the resources of the Internet to build knowledge based on a series of prescribed instructions. Students enjoy the cultural activities, some great tunes and can challenge their listening skills with short CLOZE activities or "mini-recherche" on notable artists. James has served as a French consultant on the west coast of the province of Newfoundland and Labrador, and has taught French first language, immersion, and core programs, all of which have enabled him to identify student needs and related teaching strategies, to develop resources, and to motivate students and colleagues alike. He has developed curriculum for French first language education, he is largely responsible for enabling these schools to meet their curriculum objectives through distance learning initiatives, he has worked as a French consultant in the Stephenville area, and he has created Web resources for the entire high school Core French program.

