

The Canadian Association of Second Language Teachers  
L'Association canadienne des professeurs de langues secondes

# Réflexions

**2010**  
40 years  
of CASLT

October | octobre 2010  
Vol. 29, No. 3

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**12** Helen Coltrinari is the Prix Robert Roy Award 2010 Recipient



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October | octobre 2010  
Vol. 29, #3

The Canadian Association of Second  
Language Teachers (CASLT)

L'Association canadienne des professeurs  
de langues secondes (ACPLS)

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qu'à des hommes.

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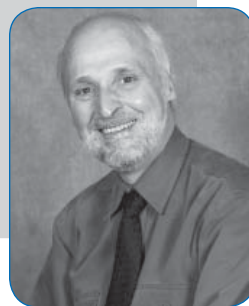
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## Editor's Picks • Les choix de l'éditeur

CASLT's AGM took place in Winnipeg where CASLT was  
founded 40 years ago. How we have grown! I am very proud of  
CASLT and of this issue of *Réflexions*. To learn about the Diplôme d'études en  
langues française (DELF) in Nova Scotia, read Jean-Claude Bergeron's article.  
Cynthia Lewis' article on shared leadership is also a must-read as teachers don't  
work alone and we must all collaborate to maximize student success in language  
acquisition. Speaking of shared leadership, our federal government could do a  
better job of it. Please speak to your MP about the census debate to join your  
voice to CASLT's. ....



Anthony Orlando

## President's Message • Message de la Présidente



By Valerie Pike

The beginning of a new school year provides opportunities for renewed commitment to values we share as

language learners, educators, and citizens of a culturally rich country. Enabling more students to participate in language learning opportunities, supporting language teachers in their commitment to professional growth, and communicating the message that language learning is important to the fabric of our country are all values that guide us in our work at CASLT.

Cette année, à Winnipeg, l'ACPLS a célébré ses 40 ans. Nous avons honoré les récipiendaires des prix 2010 : Graham Fraser, commissaire aux langues officielles du Canada,

récipiendaire du prix Membre honoraire à vie, et Helen Coltrinari, récipiendaire du prix Robert Roy. Nous avons également accueilli un nouveau membre au conseil d'administration, Janice Aubry, la nouvelle représentante du Yukon au conseil national, Elizabeth Lemay, de même que deux nouveaux membres du personnel, Mihaela Vieru et Rachel Gravelle. Notre Journée de réseautage a fait pleins feux sur les projets de l'ACPLS et des ententes de partenariat ont été signées avec la Canadian Association of Japanese Language Educators (CAJLE) et le Second Language and Intercultural Council (SLIC).

During fall provincial language association conferences and *CASLT Chez Vous*, there are many opportunities for CASLT members to share innovative practices and participate in professional development initiatives. This fall, watch for the launch

of the CASLT Teacher Educator series, the *Admin Leadership folios*, and results of the ESL/ALS teacher survey. We are also extremely pleased to announce a bursary to support teacher action research grants, as well as the new CASLT language awareness game *Speakarama/Parlerama*. All this and more available to CASLT members!

Planning for our major conference is well underway – *Languages Without Borders 2011* will be held in beautiful Montreal 7-9 April! Join us for *Perspectives and Innovations*, which promises to be professionally and culturally enriching. Inscrivez-vous en ligne sur le site web de l'ACPLS. Venez en grand nombre!

Voilà une autre année passionnante qui s'annonce à l'ACPLS! Laissez-nous savoir comment vous aimeriez participer... on se réjouira d'entendre ce que vous avez à dire! .....

## Executive Director's Update • Mise à jour du Directeur général



By Guy Leclair

Entering a new position is filled (fraught) with surprises, challenges and rewards. This is

certainly the case as I take the helm of CASLT. Our small office is now occupied by mostly new staff. Linda Bernfeld (Accounts Officer) has been here since early May, myself since June, Mihaela Vieru (Events Coordinator) since August, and Rachel Gravelle (Administrative Assistant) since September! As we all become familiar with our tasks and learn about the institution, we certainly have our share of challenges and laughter. This said, the welcome we received from the big friendly CASLT family has

definitely made easier our goal to continue, and to improve, serving you, our members. We thank you in advance for your patience and understanding as we try to flatten the learning curve of our respective duties.

Bien frais en mémoire sont la célébration de notre 40e anniversaire, notre AGA et notre journée de réseautage, qui ont eu lieu les 23 et 24 septembre. Notre réception du 40e anniversaire a eu lieu dans l'impressionnante *Winnipeg Art Gallery* et le maître de cérémonie n'était nul autre que notre ancien président, John Erskine, qui a fait revivre certains des moments forts de l'histoire de l'ACPLS tout en regardant vers l'avenir et le lancement de notre dernière ressource, le jeu de société *Parlerama/Speakarama* (que vous pouvez acheter en ligne dans

notre boutique virtuelle). La journée de réseautage a permis à l'ACPLS de présenter ses grands projets en cours (voir la page suivante pour en lire les détails). Lors de l'AGA, l'ACPLS a aussi lancé son projet de Subventions de recherche pour les enseignants (voir notre site web à la section « Pleins Feux sur » de notre page d'accueil).

Je termine en soulignant à grands traits la tenue de notre congrès *Langues sans frontières* et en vous lançant une invitation personnelle à nous rejoindre les 7, 8 et 9 avril 2011 à Montréal. Inscrivez-vous maintenant en téléchargeant le formulaire d'inscription depuis notre site web, [www.acpls.org](http://www.acpls.org). .....



## CASLT AGM and Networking Event 2010

Over 50 people representing L2 stakeholder groups attended the AGM and Networking Event in Winnipeg, where CASLT was founded 40 years ago, for an overview of CASLT's activities over the past year. Partnership agreements have been signed between CASLT and The Canadian Association for Japanese Language Education (CAJLE), as well as between CASLT and the Second Languages and Intercultural Council (SLIC) to establish mutual support.

On Friday, 24 September, researchers presented their findings. Louisel Pelletier-Robichaud and Bob Swansborough presented a series of six folios entitled *Leadership for Successful FSL Programs*. This series is intended for principals, vice-principals, and school-based teacher leaders. The themes are: Recruiting and Retaining FSL Teachers, Supporting FSL Professional Growth, Organizing Effective FSL Programs, Maximizing Learning in FSL, Assessing for Learning, and Promoting Success for All Learners.

Leif French presented some of his findings from the survey conducted by CASLT to

investigate the needs and current teaching situations faced by Anglais langue seconde (ALS) / English as a Second Language (ESL) teachers in order to support their training and professional development for growth. His research report is in its final stages and is set to be published before Christmas.

Laura Hermans is developing CEFR-based assessment tasks for CASLT's new resource entitled *Assessment in Action: A New Toolkit for Second Language Teachers*, and she gave a project update. More information on this project can be found in this issue of *Réflexions* under "Teaching Resources."

Jim Murphy gave background information on online professional learning and its potential application for CASLT, whose mandate is to deliver "research-driven professional development opportunities." The presentation focused on what research says about professional learning, what the principles of professional learning are, what online professional learning is, and how we can implement online professional learning opportunities in this organization. ....

## CASLT Welcomes New Events and Special Projects Coordinator, and Membership Services and Administrative Assistant



Mihaela Vieru

CASLT continues to experience changes at the national office. Our summer student, Natalie Therrien, finished working for us in August. Jon Ormrod, our temporary Membership and Office Administrator, also left us in August. Mihaela Vieru is our new Events and Special Projects Coordinator. When registering for a CASLT Chez Vous PD session or our *Languages Without Borders* conference, or requesting CASLT materials for an event, please contact Mihaela. She works for us three days a week. The other days of the week, she is involved in research on multiculturalism, ethnicity, citizenship, and (im)migrants' integration within host-societies. Welcome Mihaela!

We also welcome Rachel Gravelle to the team as our new Membership Services and Administrative Assistant. In this position, she provides membership and resource services as well as general office administrative and secretarial support for CASLT. Like Mihaela, Rachel works for CASLT three days a week. She has two children who keep her busy when she's not at the office.

Rachel Gravelle



Guy Leclair, Sarah Du Broy, Linda Bernfeld, and Gilles Côté continue to serve CASLT members in Ottawa. Please note that all office staff (Guy, Sarah, Mihaela, Linda, and Rachel) have new email addresses with their first and last names at caslt.org; for example, [guyleclair@caslt.org](mailto:guyleclair@caslt.org). Gille's email remains [gillescote@gmail.com](mailto:gillescote@gmail.com). ....

## L'ACPLS dépose ses archives à Bibliothèque et Archives Canada

En août, les archives depuis la fondation de l'ACPLS en 1970 jusqu'en 2005, gardées au bureau national à Ottawa, ont été envoyées à Bibliothèque et Archives Canada (BAC). Ce don, préparé par notre étudiante d'été, Natalie Therrien, et coordonné par Robert Fisher de BAC, contient les documents de l'ACPLS, y compris les premiers numéros de *Bulletin*; la version originale de *Réflexions!* L'histoire de l'ACPLS est soigneusement entretenue par la Bibliothèque nationale, en veillant à la préservation de ces documents historiques et de sa disponibilité aux générations futures. ....

## CASLT Welcomes New Board Member, and National Council Representative

At its AGM, CASLT welcomed Janice Aubry to its Board of Directors, and Elizabeth Lemay to its National Council as the new representative for Yukon on Friday, 24 September.

Janice is the Supervisor of the Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools. During her 24-year career as an L2 educator, she has worked as a teacher, a consultant, a team leader for languages at Alberta Education, and as a university instructor. She has received numerous awards, has presented at many events, and has directed several conferences. Janice has served on CASLT's National Council for four years.

Elizabeth is the Director of Programs and Services for the Yukon Dept. of Education. She has over 30 years of experience as a teacher and administrator at the school, district, and territory level. L2 programming is within her mandate for Yukon Public Schools, including FSL. She works closely with the Coordinator of French Programs, consultants, and teachers to provide leadership for researching and articulating pedagogical practices for Yukon schools. ....



## CASLT Chez Vous – Winnipeg

By Katy Arnett

Coinciding with CASLT’s 40th anniversary, a CASLT *Chez Vous* (CCV) session entitled *Minimizing Challenges, Maximizing Learning: Making Inclusion Work in Diverse Second Language Classrooms* was held in Winnipeg on 24 September, 2010. Led by Katy Arnett of St. Mary’s College of Maryland, the interactive session for 24 Manitoban second language teachers of French, Spanish, and Portuguese explored, first-hand, the learning needs that appear when a student has language-based learning disabilities or emotional/behaviour disorders, among others. Through these explorations, participants were able to recognize how certain “natural” teaching strategies for second language classrooms align with required support for these



CASLT members at the CCV in Winnipeg

students, but also understand why the accommodations and modifications had been recommended for these students in the first place. From there, the participants were able to gain some practical experience in how to time and structure supports within a lesson context. The session was fast-paced, but engaging, and by the end, participants felt they had come one step closer to achieving the goals established by the workshop. ....



Katy Arnett facilitated the CCV session in Winnipeg for 24 second language teachers

## L’ACPLS chez vous (CCV) en Saskatchewan

Par Janie Généreux et Lucie Anderson, Bureau de l’éducation française, Ministère de l’éducation de la Saskatchewan

Plus de 100 enseignants de français langue seconde de partout en Saskatchewan ont grandement profité de l’expertise de Roy Lyster en matière de l’enseignement et de l’apprentissage en français langue seconde lors de l’ACPLS *chez vous* les 24 et 25 février 2010, à Saskatoon et à Regina. À partir de sa recherche et de suggestions pédagogiques pratiques découlant de la recherche-action, M. Lyster a partagé des exemples concrets, certains renforcés par des vidéoclips d’enseignantes dans la salle de classe. Son intervention a répondu à un besoin pédagogique d’actualité, à savoir : la correction des erreurs et la manière de travailler la forme (négociation de la forme) et le sens (négociation du sens) de la langue française en même temps que l’on aborde l’enseignement et l’apprentissage du contenu dans toutes les matières scolaires.

Les commentaires des participants ont été très positifs et élogieux. En voici :

*“I found many ideas that I could incorporate into future teaching. I really liked the tutoyer/vousvoyer discussion”*

*“I found the exploration of the two different approaches useful, and all the examples were helpful in understanding the explanations! The feminine/masculine exploration was also very interesting.”*

« Les conseils donnés par Dr. Lyster nous donnent beaucoup de motivation pour poursuivre notre travail quotidien. »

« Une présentation très intéressante et pertinente pour les enseignants de langues secondes à tous les niveaux. »

« Cet atelier m’a poussé à réfléchir sur ma façon de faire la correction en classe et m’a encouragé à essayer différents types de rétroaction. »

Ces deux jours de perfectionnement professionnel ont été offerts grâce à un partenariat entre l’Association canadienne des professeurs de langue seconde (ACPLS), l’Association des professeurs de français de la Saskatchewan (APFS) et la Direction de l’éducation française (DEF) / French Education Branch (FEB) du ministère de l’Éducation de la Saskatchewan.

Ces trois organismes tiennent à remercier la Division scolaire catholique de Saskatoon et la Division scolaire publique de Regina de leur appui en fournissant les locaux pour ces sessions. ....



Des membres de l’ACPLS de la Saskatchewan au CCV avec Roy Lyster



## Juillet 2011 : un temps de ressourcement pour les enseignants de FLS à Ottawa

Par Laura Ambrosio, EAO, Professeure de FLS à l'Université d'Ottawa

L'Institut des langues officielles et du bilinguisme (ILOB), où j'enseigne, a initié en avril 2008 une collaboration avec l'ACPLS pour la mise en marche du programme *L'université d'été pour les enseignant(e)s de français langue seconde (FLS)*. Mon expérience antérieure en enseignement dans le milieu scolaire ontarien, en tant que membre de l'Ordre des enseignants de l'Ontario, m'a sensibilisée aux besoins particuliers des enseignants qui œuvrent dans le domaine du FLS et m'a persuadée du bienfait de cette initiative.

La troisième édition du programme, en juillet 2010, a regroupé 26 enseignants venant majoritairement de l'Ontario, mais aussi de la Colombie-Britannique, du Manitoba, de l'Alberta, de la Nouvelle-Écosse et des Territoires du Nord-Ouest. Cette initiative a permis aux participants d'échanger et de mettre à jour leurs connaissances en matière de didactique, d'apprentissage et d'enseignement du FLS en milieu scolaire.

Plusieurs professeurs de l'ILOB ont participé à l'édition 2010, qui comporte aussi la collaboration d'intervenants externes engagés dans le domaine de l'éducation, soit par leur affiliation à d'autres universités, à des conseils scolaires, à des ministères

Les participants en juillet 2010 avec Laura Ambrosio



de l'éducation ou à des associations professionnelles. De plus, grâce à un projet de l'ILOB, les enseignants canadiens ont eu le privilège d'échanger, pour la deuxième année consécutive, avec 48 enseignants envoyés par le CIEP (Centre international d'études pédagogiques – France), sous l'égide du Ministère de l'éducation français. Ces enseignants étaient en formation au Canada pour améliorer leur pédagogie de l'anglais langue seconde. Les échanges ont été des plus fructueux pour les deux groupes. Le site web de l'ILOB ([www.ilob.uOttawa.ca](http://www.ilob.uOttawa.ca)) décrit les moments forts.

Les commentaires positifs exprimés par les participants et l'intérêt suscité auprès du Ministère de l'Éducation de l'Ontario et par ceux d'autres provinces nous permettent de croire que ce projet mérite de continuer à long terme. Une nouvelle édition, encore plus adaptée aux différents niveaux des enseignants vous sera proposée dans une programmation qui est déjà en préparation. C'est donc un rendez-vous à ne pas manquer : *L'université d'été pour les enseignant(e)s de FLS* à Ottawa, du 4 au 15 juillet 2011. ....

## The 2010 CAJLE Annual Conference

By Keiko Aoki, Japanese Language Program, Queen's University

The Canadian Association for Japanese Language Education (CAJLE) held its annual conference 13-15 August, 2010, at the University of British Columbia. The theme was "Emerging Possibilities for Japanese Language Education: Integrating Language, Content and Culture." Over 100 researchers and Japanese language teachers gathered to explore this theme from a variety of perspectives.

Professor Seiichi Makino of Princeton University gave the keynote speech about translation within a content-based instruction framework. This was followed by teacher workshops and panel and round-table discussions given by leading scholars from Canada, the United States, and Japan. Through discussions about theories, practices, and challenges, participants gained insights for designing more innovative curricula and assessment methods, and developing more effective teaching materials.



Recipients of CASLT Travel Support (from left to right): Keiko Kuriyama, Ami Hagiwara, Yukiko Isaka, Mika Yoshimoto, Yasuko Senoo

Thirty-five researchers also presented papers in three concurrent sessions.

CAJLE would like to thank CASLT for providing travel support. Five CASLT members were each awarded \$200 to cover travel expenses. One recipient, Mika Yoshimoto of Carleton University, said, "It was my first time to connect with fellow Japanese instructors in a live forum like this and to exchange opinions and strategies for approaching JSL (Japanese as a second language) instruction." Yasuko Senoo of McGill University and Yukiko Isaka of the University of Alberta also enjoyed their first time attending the conference. Yasuko explains, "Learning the latest developments in second language education/acquisition studies and getting useful ideas for classroom instruction greatly benefited me as a graduate student and a language instructor." Yukiko, another Graduate Teacher's Assistant (TA), says, "All the workshops and discussions helped me deepen my understanding of my research area and JSL education." Keiko Kuriyama of Indiana University, a repeat participant, comments, "I truly appreciate this opportunity where I can share my approaches and receive invaluable feedback to my paper presentation by other educators. It will help me further develop my research and teaching." Ami Hagiwara of the University of Northern British Columbia (UNBC) said, "The conference provided me with a chance to review my classes, and to compare and consider ways to improve my teaching." All are grateful for the opportunity made possible by the support of CASLT. ....



## Canadian participation in the ECML Project ELP-WSU

By Marnie Beaudoin

The European Language Portfolio in whole-school use (ELP-WSU) Project is a medium term project of the Council of Europe's European Centre for Modern Languages (ECML). This project is a three-year project (2008-11), consisting of three meetings held at the ECML in Graz, Austria and local implementation activities. The project coordinator is David Little, and I was honoured to serve as one of the project team members.

What does whole-school implementation of European Language Portfolio (ELP) mean? Whole-school use, whole-school, or implementation of ELP refer to the use of the ELP to support all language learning and teaching in a school or other educational institution. One of the underlying principles of the ELP-WSU project is that, for the ELP to best promote the development of the individual learner's plurilingual repertoire, it must be used at the institutional level.

The focus of the ELP-WSU project is on the role of the ELP in whole-school development processes, embracing stakeholders at different levels (students, parents, teachers, and head teachers) within a school and school district contexts. Projects in twelve countries, including Canada, have been undertaken to implement the ELP in a whole-school context. From the different projects, the project team will create a guide for educators who wish to pursue a whole-school implementation of the ELP.

The local Canadian participation in this project focuses on Inglewood School, an elementary school located in Edmonton. A significant number of parents within the Inglewood School community have English as an additional language, and it has been noted by school staff that these parents are often reluctant to volunteer within the school. This unique project uses the Common European Framework of Reference (CEFR) "can do" statements to help parents at Inglewood School assess their own language proficiency in English. This self-assessment process is the first step in engaging parents in conversations about volunteer activities they may be willing to do at the school. Parent volunteer tasks have been correlated to the CEFR by school staff, and these correlations and other task support documents will be used to engage parents in school activities. It is the hope of school administration and staff that for some parents, using the CEFR and "can do" statements will be the first step toward helping parents become involved with the school in a meaningful way. The work at Inglewood School seeks to promote the development of the parents' plurilingual repertoire. Over time, components of the ELP and the use of "can do" statements can be introduced in classrooms.

Funding for Canadian participation at the first and third annual project meetings was provided by Canadian Heritage. Support for local implementation activities was provided by the Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools.

Further information regarding the WSU-ELP Project can be found on the project's page on the ECML website:

<http://elp-wsu.ecml.at/ProjectDescription>. ....

### Marnie Beaudoin

Marnie Beaudoin is a consultant at the Institute for Innovation in Second Language Education (IISLE) at Edmonton

Public Schools. Marnie works extensively in the area of assessment and second languages, including leading the district implementation of the European Languages Portfolio (ELP) and Common European Framework of Reference (CEFR). Marnie has been involved with a number of assessment projects with CASLT, including delivering presentations across Canada with David Little on the implementation of ELP and, most recently, contributing to the updated Assessment Toolkit.

[Marnie.Beaudoin@epsb.ca](mailto:Marnie.Beaudoin@epsb.ca)



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## Parlerama — Un jeu de société pour les langues

L'Association canadienne des professeurs de langues secondes (ACPLS) a développé un nouveau jeu de société éducatif pour les enseignants et leurs étudiants âgés de huit ans et plus. Cette activité est idéale pour toute la classe ou pour un groupe d'élèves indépendants dans un centre d'apprentissage ou après avoir terminé leur travail. En jouant, les élèves auront l'occasion de prendre davantage conscience des langues parlées au Canada, tout en partageant oralement des expressions communes et en identifiant des mots et des expressions dans d'autres langues. Ils s'amuseront aussi à apprendre la signification des noms des villes et des provinces du Canada comme Toronto, Saskatchewan, Iqaluit, Ottawa, Calgary, Antigonish, Tracadie, Inuvik, Winnipeg et Yukon. Les joueurs peuvent jouer le jeu en équipes ou individuellement.



**Prix pour les membres :** 32 \$CAN (frais de port et de manutention en sus)

**Prix :** 40 \$CAN (frais de port et de manutention en sus)

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## Assessment in Action: A New Toolkit for Second Language Teachers

By Laura Hermans

CASLT has recently launched a project to update the original Formative Assessment Toolkit. The goal of the initiative is to create assessment tasks and resources for second language teachers. The material is calibrated to the Common European Framework of Reference for Languages (CEFR). The two-year project began in April and will be completed in March 2012.

Six CASLT members from across the country have dedicated their time and expertise to designing the Toolkit. The committee comprises: Brigitte Patenaude, Marnie Beaudoin, John Erskine, Shirley Cameron, Camilla Stoodley, and Laura Hermans.

### Key features of the Toolkit:

- The tasks are organized according to language levels that include: A1.1, A1.2, A2.1, A2.2, B1.1, B1.2, B2.
- There is one task per language skill, of which there are five: spoken interaction, spoken production, listening, writing and reading.
- The tasks and assessment models follow a template structure to ensure that they are uniform and relate to the CEFR.
- The tasks are language function based.
- The tasks are flexible for use in a wide variety of classroom settings and contexts regardless of the curriculum, unit, or theme being used.
- Each task has suggested variations for different age groups.
- Each task has a teacher assessment and self-assessment form.
- The task template and assessment models can be used for teacher-created material.

### Current status

The committee has produced the first set of tasks at the A1.1 level and is currently field-testing them in classrooms. The CASLT website will be updated with tasks as they are developed. By the end of the project, the tasks will be available online in print form in both French and English.

### Interested?

If you would like to share your expertise by creating a task, trying out a lesson, or reviewing material, please contact Laura Hermans, the project leader by email at [lhermans@cogeco.ca](mailto:lhermans@cogeco.ca). She would be pleased to get you involved in this worthwhile project to produce relevant and valuable tasks for teachers and students alike.

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## Canadian Youth for French

Canadian Youth for French (CYF) est une organisation sans but lucratif orchestrée par des jeunes visant la création de la prochaine génération d'entrepreneurs multilingues et multiculturels. CYF veut être le point de rencontre en information pour tous ceux et celles qui désirent apprendre le français au Canada. Tout étudiant désirent poursuivre ses études en français ou simplement améliorer ses capacités pourra recourir aux services personnalisés de CYF afin de dénicher l'expérience canadienne-française qui convient le mieux à ses attentes.

CYF veut être présente dans chaque école secondaire canadienne afin d'effectuer une approche personnalisée auprès des élèves de 10e et de 11e année. Les présentations interactives et dynamiques démontreront les possibilités postsecondaires en français qui leur sont accessibles. Les membres de l'équipe relateront les expériences personnelles qu'ils ont vécues dans leur langue seconde et qui ont eu un impact positif sur leur vie.



CYF désire également organiser une activité regroupant des étudiants de la 12e année de partout au Canada suivant des cours de français de base. Il s'agira d'une compétition nationale, les Jeux d'excellence CYF, où les élèves s'affronteront dans quatre catégories différentes : sports, arts, études et société. ....

## The Canadian Association of Applied Linguistics (CAAL)

By Monique Bournot-Trites, CAAL President


The Canadian Association of Applied Linguistics (CAAL) is alive and well. Our last annual conference in Montreal, 1-3 June, 2010 was a success with about 240 registered participants. The papers presented were of excellent quality. Our next conference will be held at the University of New Brunswick and St. Thomas University in Fredericton, 1-3 June, 2011. During this conference, we will have a special symposium on 3 June, co-sponsored by CASLT and the Society for the Promotion of the Teaching of English as a Second Language in Quebec (SPEAQ) on second language education, teacher education, and integration of the Common Framework of Reference and Language Portfolio. The organizers of this special symposium are Wendy Carr and Joe Dicks. For information on how to send a proposal for the conference or the symposium, please visit CAAL's website: [www.aclacaal.org](http://www.aclacaal.org).

I also invite you to submit articles to the *Canadian Journal of Applied Linguistics* ([www.cjal-rcla.ca](http://www.cjal-rcla.ca)), and please do not hesitate to send any relevant information to our new listserve by contacting CAAL Communications Officer Daphnée Simard by email at [simard.daphnee@uqam.ca](mailto:simard.daphnee@uqam.ca).


The CAAL executive would like to invite you to help support CAAL by becoming a member or by renewing your membership for 2011 in January. We also invite you to register on the CAAL journal's website [www.cjal-rcla.ca](http://www.cjal-rcla.ca) (it is free) under "Information for readers." Without your involvement in CAAL, it would be impossible to continue our work organizing this annual conference and publishing the *Canadian Journal of Applied Linguistics*, which is now online and free to access.

Thank you for your support!  
And thank you to CASLT! ....



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## Lieutenant Governor presents Canadian Parents for French (CPF) Teacher of the Year Award to Glenn Cake

The Honourable John C. Crosbie, Lieutenant Governor of Newfoundland and Labrador and Honourary Patron of CPF-NL presented the 2010 Teacher of the Year Award to Glenn Cake, CASLT's National Council representative for Newfoundland, for exceptional achievements in FSL programs on 15 June, 2010 at Government House. Mr. Derrick Dalley, Parliamentary Secretary to the Minister of Education was also in attendance to offer congratulatory remarks.

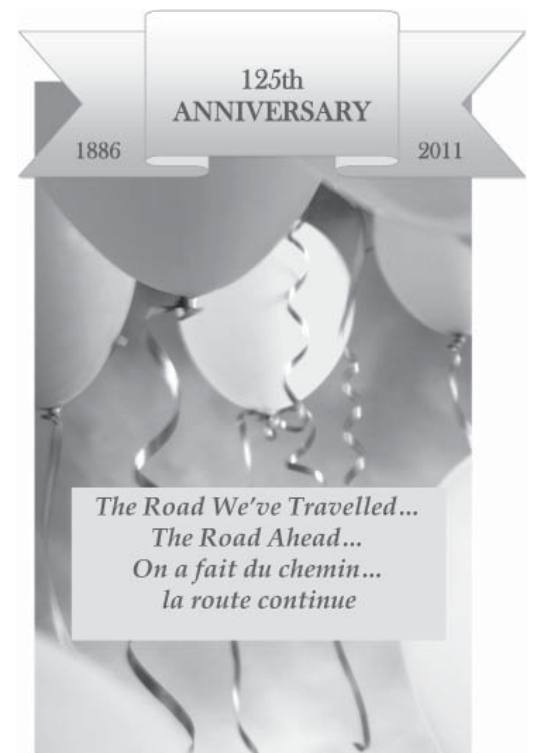
Glenn's passion for L2 teaching, the diversity of his experience and expertise, and his unwavering commitment to the

promotion of FSL make him an admired L2 teacher. Glenn brings tremendous energy and interest to a variety of initiatives, and his students and colleagues are fortunate to benefit from his talents and generosity. He has contributed to the development of programs and has taught French Immersion and Core French programs, which enabled him to identify student needs and related teaching strategies, to develop resources, and to motivate students and colleagues. ....



## NSLTA and CASLT — Strong Partners in L2

CASLT will once again have a strong representation at the Nova Scotia Language Teachers Association (NSLTA) Professional Conference Day on 22 October. This year's theme is Passion In and For Language Teaching. Léo-James Lévesque, CASLT's National Council representative for New Brunswick, will be the keynote speaker and will also put on a workshop for FSL teachers on literacy. There has been a high demand to increase literacy skills in Nova Scotia and NSLTA has been at the forefront of this work in the province. Many practices promoted by English teachers have been practised by FSL teachers for some time. NSLTA is pleased that CASLT's Past President John Erskine will also present a workshop on *À Vos Marques, Prêts, Partez*, CASLT's guide for new (and experienced) FSL teachers alike. All who register and attend NSLTA's PD Day will receive a one-year CASLT membership. A truly great day is in store for all L2 professionals, and NSLTA is grateful for its continued close collaboration with CASLT. ....



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MARCH 24, 25, 26, 2011

## The International and Heritage Languages Association (IHLA)

IHLA welcomes everyone back for the new school year. The summer rest has brought new ideas and new activities planned for our organization and its members. This year, we will focus on integration of technologies in our language classrooms for planning, implementing, and delivering creative projects with our students of all ages.

We will be celebrating our 8th annual international Mother Language Day on Saturday, 19 February 19, 2011 at the Italian Cultural Centre in Edmonton, Alberta.

Browse our website often: [www.ihla.ca](http://www.ihla.ca). It can guide you through many resources and activity ideas, sharing professional

development tools via our YouTube channel. You can give us a call if you have any questions regarding heritage and international language learning at the community level. Our schools have been educating for the past 60 years, and we can find someone who has information and useful knowledge on practically everything you can think of!

Feel free to contact us at: [edmontonihla@gmail.com](mailto:edmontonihla@gmail.com).

Happy school year everyone!

The IHLA Board ....





## Message from the Lieutenant Governor of Manitoba

As The Queen’s representative in Manitoba, it is my great pleasure to bring greetings to the Canadian Association of Second Language Teachers, and commend them on their collective commitment to broaden the minds and hearts of our nation’s students.

Through my involvement in Manitoba’s Chinese community, I have personally experienced the richness of ethnic diversity, and the rewards that come from sharing each other’s heritage, language, and traditions. I also recognize the importance of preserving the ancient languages that are part of our past, for future generations. The large number of French Immersion and multi-bilingual programs offered through Manitoba’s public school system reinforces the value this province places on second language education.

The technologies of the past decade have brought the world to our doorstep, and with it, a change in the way we communicate and process information. Being able to converse in other languages will open the door to a wide range of opportunities for Canadian and Manitoba youth.

I applaud the hard work and dedication of members of the Canadian Association of Second Language Teachers, and I thank this province’s committed professionals for giving the gift of a second language to Manitoba students.



The Honourable Philip S. Lee, C.M., O.M.  
Lieutenant Governor of Manitoba



On 4 August, 2009, the Honourable Philip S. Lee, C.M., O.M. was installed as Manitoba’s 24th Lieutenant Governor.

Mr. Lee has a distinguished record of leadership within Winnipeg’s Chinese-Canadian community. For more than three decades, he advocated for the concerns of Manitobans of Chinese heritage, while serving as a bridge-builder between Winnipeg’s Chinese-Canadian community and the wider community at large.

Born in Hong Kong in 1944, he came to Canada in 1962 to further his education at the University of Manitoba.

In 1967, he began his career with the City of Winnipeg as a research chemist. From 1967-72, he was water researcher. He produced several research reports pertaining to the Shoal Lake Quality Studies. He retired from the City of Winnipeg in 2005 as the Branch Head Chemist in charge of Winnipeg’s Industrial Waste Control Program.

In 1970, Mr. Lee played a key role in organizing the Chinese-Canadian community to participate in the first Folklorama during the Centennial Year of the Province, and later became Vice President of the Folk Arts Council of Winnipeg Inc.

From 1977-81, he was a member of the Human Rights Council of Manitoba and later became chairperson of the policy review committee for Human Rights, Manitoba. He served as a member of the City of Winnipeg’s Refugee Assistance Committee. He was also a driving force behind the construction of the Dynasty Building, the Chinese Gate and Garden, and the Mandarin Building; important centres within the Chinese-Canadian community and important landmark destinations for visitors to Manitoba.

In 1984, Mr. Lee received the City of Winnipeg Community Service Award, and also served on the Multiculturalism Council of Canada from 1984-88. In 1990, he received the Recognition of Service Award from the Community and Race Relations Committee, City of Winnipeg. In 1993, Mr. Lee received the Commemorative Medal for the 125th Anniversary of Canadian Confederation. In addition to being an Executive Board Member of the Winnipeg Chinese Cultural and Community Centre, he was a member of the Chinese Development Corporation. From 1995-99, he was a board member for the Winnipeg Symphony Orchestra and for the Alumni Association of the University of Manitoba.

Mr. Lee was inducted into the Order of Canada in 1999. In 2002, he was the recipient of The Queen’s Golden Jubilee Medal. He became a member and the Chancellor of the Order of Manitoba on 4 August, 2009.

During his term in office, Mr. Lee’s mandate is to use the visibility of the Office of the Lieutenant Governor to help those with visual impairment. He also wishes to bring attention to the need to ensure that the youth of all areas of Manitoba receive equal opportunities enabling them to become equal partners in our society. ....



## CASLT Honoured Graham Fraser and Helen Coltrinari at Annual General Meeting

Commissioner of Official Languages, Graham Fraser, and Helen Coltrinari, President of French for the Future and Past President of CASLT were honoured at CASLT’s Annual General Meeting (AGM) in Winnipeg, 23-24 September.

Graham Fraser was given the CASLT Honourary Lifetime Member Award on Thursday, 23 September. Recipients of this award are often prominent individuals such as politicians, public servants, media personalities, artists, and other leaders who advance second language (L2) education through their work, research, or private support.

Mr. Fraser has close to 40 years of journalistic experience and has reported for several newspapers on issues affecting Canadians. He has spoken on official languages issues to the minority-language organizations of Quebec, New Brunswick and Ontario, as well as to minority-language organizations working at the national level, and has given lectures on language policy at Carleton and other universities.

Mr. Fraser has written five books. His latest, *Sorry, I Don’t Speak French*, helped stimulate renewed public discussion of language policy in Canada. Mr. Fraser is also the author of *PQ: René Lévesque and the Parti Québécois in Power*, which dealt with Quebec language policy.

Mr. Fraser thanked CASLT for honouring him with this award. “I feel privileged to be part of a group of people so devoted to teaching and learning second languages,” he said.

Mr. Fraser explained how over the course of the past 40 years, CASLT has become and remains a key player in Canada’s FSL network. “I much appreciate the excellent working relationship that has developed

between our two organizations over the years,” he said. He noted that in 2006, his predecessor, Dyane Adam, was granted this award — a further indication of this strong relationship.

“Your organization (CASLT) is a leader in many areas of L2 teaching, particularly in research and education,” he stated. “The research that your organization does, all the educational tools that you develop, and your involvement in issues such as the Common Framework of Reference for Languages are but a few examples of the role and leadership shown by CASLT over the last 40 years. The fact that the federal government and many provincial departments of education seek your advice attests to the credibility of your organization and the work that you do,” he added.

Helen Coltrinari received CASLT’s prestigious Robert Roy Award on Friday, 24 September, which is granted to individuals for their sustained contributions and long-term dedication towards the advancement of L2 teaching and learning. Helen said that it is an honour for her to receive this award, especially this year, when we are celebrating 40 years of CASLT.

Helen helped build the first CASLT website, launched in 1996, while working at TVO, Ontario’s public educational broadcaster. “I felt that I, and my TVO team, could easily create something special for CASLT, and we did — a big orange website to advertise the 1996 Toronto conference!” she recalls. “Over the years, CASLT’s website has gone through many impressive iterations, all of them vast improvements over our first meek effort. Today, the site is an important tool and support for language teaching and learning across Canada and the world,” she added.



Arthur Miki, Valerie Pike, and Graham Fraser

But the website was not their only innovative partnership project. Under very difficult educational and political conditions, Helen co-chaired the 1996 conference with Valerie Dean, and Helen and her TVO team staged a “live” 90-minute teleconference joining L2 teachers across Canada.

Helen was President of CASLT from 1999 to 2001, and she helped transfer the national office from Winnipeg to Ottawa and select an Executive Director so that the Association might grow.

Helen is currently an independent consultant in Toronto, where she resides. She continues to be active in education, lecturing at Brock University, writing for several publishing houses, and presenting workshops for CASLT on assessment and the European Language Portfolio. She is also currently President of French for the Future.

She closed her address by reminding her L2 colleagues in the classroom to instill passion and enthusiasm through their creative methods into the lives of the young people who are the future of our grand nation. ....



Caterina Sotiriadis, Helen Coltrinari, and Valerie Pike

Photos on cover page, page 4, and page 12 by Wade Kehler



## So CASLT Members Say...

Each month, CASLT asks members to provide feedback on language teaching issues in our monthly newsletter polls: [www.caslt.org/members/members-members-say-surveys-polls\\_en.php](http://www.caslt.org/members/members-members-say-surveys-polls_en.php). This year, in every issue of *Réflexions* (February, May, and October 2010), we publish some answers that may be helpful to our members. Here is what you had to say:

**How long have you been a CASLT member and what are some of the highlights since you joined our association? Are you planning on attending our 40th anniversary celebrations in Winnipeg at the Delta Winnipeg Hotel, 23-24 September?**

*"I've been a member of CASLT since 1984 and have had many highlights over the years. The annual conferences were always a "must" for me; first as an excellent professional development opportunity, and then for connecting with other educators across the country. Two of the biggest highlights were helping to organize and host two conferences in PEI, in 1994 and 2002. I am planning to be in Winnipeg for the 40th anniversary celebrations — can't wait!"*

- CASLT member

**How do you improve your teaching skills during the summer months?**

*"I like to read in French, watch French movies, travel to French-speaking communities, keep the radio on in French, watch French TV, listen to French music, and telephone my French-speaking friends to chat."*

- CASLT member

*"I travel and stay in France or Québec for as long as I can. If I can't travel, I sometimes take university courses. I also rent all of the videos that I haven't seen during the year so I can keep current with my students."*

- CASLT member

**What topics most interest you for attending PD sessions?**

1. Accelerative Integrated Method (AIM) methodology
2. Bilingual Education, Spanish, music in the classroom, research in L2, technology in L2
3. Social justice education
4. How to deal with difficult parents, and students' behaviour .....

## Subventions de recherche de l'ACPLS pour les enseignants

Nous offrons cinq subventions de recherche pour les enseignants d'un maximum de 1 000 \$ en vue d'encourager des liens tangibles entre les initiatives de l'ACPLS et les réalités professionnelles et expériences de nos membres; de mettre en évidence la pédagogie et l'apprentissage professionnel de nos membres enseignants et fournir des modèles pour les autres; et de fournir des modèles pour les nouveaux enseignants et réseaux de pratique professionnelle en signalant les rapports qui en résultent dans nos revues professionnelles et sur notre site web. Pour de plus amples renseignements et pour demander une subvention de recherche, visitez notre site web : [www.caslt.org/pdf/fr/CASLTTeacherResearchGrantsFR.pdf](http://www.caslt.org/pdf/fr/CASLTTeacherResearchGrantsFR.pdf). .....

## Results of CASLT's Membership Survey 2010

This past summer, CASLT conducted a survey to evaluate member satisfaction with services offered and membership benefits. A total of 89 members answered the survey, 75 in English and 14 in French.

Most of the respondents teach FSL at the elementary and secondary levels and have over 20 years of experience. The most important benefits, services, and products for our respondents include membership discounts on instructional aids, eligibility for CASLT teacher bursaries, and reduced CMLR subscription rates.

Most respondents believe that CASLT's communications, professional development, publications, and research

are very important and they are very satisfied with the service provided.

Finally, most respondents would prefer to receive an electronic copy of *Réflexions* instead of a printed copy sent in the mail, even though *Réflexions* is currently also posted on our website in PDF at [www.caslt.org/what-we-do/publications-reflexions\\_en.php](http://www.caslt.org/what-we-do/publications-reflexions_en.php).



Sandra Hoenle

Sandra Hoenle is the lucky survey winner who received a free registration to attend our *Languages Without Borders* conference, 7-9 April, 2011, in Montreal. Sandra teaches

all levels of German in the Dept. of Germanic, Slavic, and East Asian Studies and is a Research Associate with the Language Research Centre at the University of Calgary. Her current research and practice is primarily in the areas of pedagogically-sound integration of new technologies into language learning and the Common European Framework of References for Languages in the Canadian context. As President, and now Past President, of the Canadian Association of Teachers of German and Vice-President of the Alberta Association of Teachers of German, Sandra has organized and presented at PD opportunities for teachers of German and other languages (K-U). .....



## The Changing Face of caslt.org



May 2000



March 2001



March 2002



June 2008

The CASLT website has been online since 1997. It has put on new faces several times since then, and has grown steadily over the years.

In 2000, the website had a discreet presence on the World Wide Web with fewer than 40,000 visitors per year. It hosted approximately 300 documents. Its content focused mainly on the activities of the Canadian Association of Second Language Teachers and featured FSL technology activities for students.

In 2010, caslt.org now attracts close to 2 million visitors annually and hosts 5,000 documents. Visitors to the site can find resources and information for teachers and researchers involved in FSL, ESL, German, Japanese, Chinese, Italian, Portuguese, Ukrainian, and First Nations languages. The documents are no longer limited to static html pages, but include an ever growing bank of podcasts and videos. An online boutique is now available to purchase CASLT products. Two monthly newsletters – one for FSL and one for ESL and Modern Language educators – are posted on the website. ....

## New Video Clips on [www.caslt.org](http://www.caslt.org)

During the Canadian Association of Applied Linguistics' (CAAL) Special Symposium on Second Language Teacher Education: *Assessment, Achievement and Advancement in Canada's Official Languages*, held in Ottawa on

29 May, 2009, 12 presentations were filmed as part of a joint project of CASLT and CAAL. The clips can be viewed on CASLT's website: [http://www.caslt.org/what-we-do/research-videoclip-series\\_en.php](http://www.caslt.org/what-we-do/research-videoclip-series_en.php). ....



## FRENCH TEACHERS

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- School visits & cultural programming
- Professional development
- DELF Junior & more

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## Maintaining and Enhancing Linguistic Skills



*In each issue of Réflexions, CASLT members can seek advice on second language teaching from leading experts in the field. Our expert this month is Michael Salvatori, Registrar and Chief Executive Officer for the Ontario College of Teachers. He holds a PhD in second language education from the University of Toronto and has a varied background in education in the province of Ontario and abroad. Michael has taught at both the elementary and secondary levels, specializing in FSL (core*

*and immersion). In leadership roles, Michael has served as a curriculum coordinator of Modern Languages and the Arts, as an elementary school vice principal and principal, and as the Director of Membership Services at the Ontario College of Teachers. At the postsecondary level, he has served as Assistant Professor in the Department of French Studies and the Faculty of Education at Glendon College of York University in Toronto. He has also taught in Italy at Canadian College Italy as well as in France, and is the author of a series of FSL textbooks published by Pearson Education Canada. He can be reached at michael.salvatori@rogers.com.*

### **What are the most effective ways for FSL teachers to maintain and enhance their own linguistic skills?**

Language teacher education is a lifelong process that requires a commitment on the part of language educators to continually renew and enhance their pedagogical and cultural knowledge as well as their linguistic skills. It is essential that, as language teachers, we understand which strategies support language development and which strategies may be practically implemented by FSL teachers.

Although research on FSL teacher language proficiency development is limited, a review of the existing literature suggests the following strategies for maintenance and enhancement of teachers' language skills:

- authentic language immersion experiences; that is, time spent in an environment in which French is spoken;
- interactions, both professional and social, with expert and native speakers of the language;
- accessing French media (print, audio, and visual) for professional and leisure reading;
- participating in professional development opportunities in French.

Many of these same strategies are also cited in research on the language proficiency development of English as second or foreign language teachers.

I would classify two of the aforementioned strategies as high yield strategies: immersion experiences and interaction with expert or native speakers. These opportunities offer very rich authentic language exposure and meaningful exchanges that are very helpful in renewing a teacher's language skills. It is imperative, however, that we are able to set aside our linguistic insecurity and our apprehension at revealing our weaknesses when we engage in these professional learning experiences. It is in fact the teacher's own self assessment of needs and awareness of areas of improvement that have motivated him/her to engage in these activities. Teachers must be willing to take risks in engaging with expert or native speakers without concerning themselves with the possibility that, in speaking and interacting, they are exposing their weaknesses.

In-country language improvement courses in which the participants live in an area where the target language is spoken while they are taking the course have been widely used by language teachers to improve their teaching skills, while at the same time engaging in language enhancement. The Summer University for FSL teachers offered by the Official Languages and Bilingualism Institute of the University of Ottawa in partnership with CASLT provides an excellent example of this model.

In addition to seminars on various topics related to teaching and learning French, the program includes museum visits, performances and other events in which participants use French both during professional discussions and socially outside of the formal course hours. Federal funding for some of these programs contributes to their accessibility to teachers.

A commitment on the part of the FSL teacher to ongoing French proficiency development is essential. It is equally important that FSL teachers have support to engage in this ongoing professional learning. In one of its recent research reports, *Profiles and Pathways: Supports for developing FSL teachers' pedagogical, linguistic, and cultural competencies*, CASLT recommends that the participation of FSL teachers in cultural and linguistic exchanges and programs in francophone settings be facilitated. I hope that our provincial and national partners will continue to provide financial support to teachers to engage in these vital opportunities. ....

For further reading on maintaining and enhancing linguistic skills, see page 23.

### **ASK OUR EXPERTS!**

Do you have a topic of interest you would like discussed in this column? Send your questions to [sarahdubroy@caslt.org](mailto:sarahdubroy@caslt.org).

# SEVEC Quebec Exchange: How to do it!

By Kathryn Speck  
FSL Teacher at A. Blair McPherson School



**B**onjour mes ami(e)s qui enseignent le français langue seconde au secondaire! Do you wonder how you might increase your students' motivation to learn French and discover more about Québec and Québécois culture? Have you heard about the Society for Educational Visits and Exchanges in Canada (SEVEC) exchange program, which is sponsored by the federal government and will cover your and your students' airfare to Québec, as well as accident insurance?

The SEVEC exchange program is a two-week long (one week in each province), reciprocal home stay exchange program with over 70 years of experience and over 300,000 participants. Canadian students between 12 and 17 years of age who are interested in a unique experience in which they will acquire greater understanding of Canadian diversity should apply. Costs are minimal: students only pay a \$40.00 registration fee, optional air cancellation insurance, and the

activities and transportation chosen by their group when their Québécois "twins" visit their hometown for one week. The activity and transportation costs in Québec are covered by their hosts. Teachers apply on their students' behalf and are greatly aided through the entire exchange by a contact person assigned by SEVEC and the many online resources provided by SEVEC.

The group organizer is responsible for selecting and preparing the student participants and their parents and guardians; applying for the exchange; planning all aspects of the exchange with the help of other teacher and parent chaperones, other parents, student participants, and the teaching exchange partner(s) in Québec; and completing and submitting the necessary documentation to the district and the SEVEC program.

### These are the 12 essential steps when planning an exchange with SEVEC:

1. The first step is to hold a student meeting and have interested students

complete application forms. Teachers can use the form provided by SEVEC or design their own to determine the kind of students they believe would best benefit from this exchange. Parents and guardians should also sign this application form, agreeing to provide suitable accommodations, personal sleeping space, and adequate meals for an exchange student in their home. Host parents and guardians must understand that they will assume the role of "responsible adult" for the visiting youth. They should be encouraged to visit the SEVEC website for further information.

2. Then, teachers can apply online at [www.sevec.ca](http://www.sevec.ca) with the amount of students that will participate and their ages.

3. Once the exchange is confirmed, the group organizer (GO) will receive the name and contact information of their teacher exchange partner. On the phone or via email, Skype, or Facebook, the two GOs will need to discuss possible dates for



# Shared Leadership for Improved Student Success in L2 Programs

By Cynthia Lewis  
National Education Consultant

In this article, I hope to make meaningful connections between the concepts of shared leadership and improved student success in second language (L2) programs, as well as offering some useful examples of how all the stakeholders in L2 programs may work together to achieve commonly set goals. The content of this article is based on case study research about improved student learning conducted in numerous schools in British Columbia, (Lewis 2007), and current directions in L2 education in Canada (CASLT 2009).

Leadership is the energy of people working together, at various levels and within the scope of their roles, to implement and monitor innovations aimed towards achieving common, agreed upon goals for students.

In the book *Building Leadership Capacity in Schools*, Linda Lambert (1998) takes a close look at leadership in today's schools. Lambert defines leadership as "a group of people in a community working together toward a shared sense of purpose." The "community" refers to teachers, administrators, parents, students, and community members. She refers to leadership capacity as a broad based, skilful involvement in the work of leadership. Leadership is about learning. Everyone has the potential and right to work as a leader. Leading is a shared endeavour.

Shared leadership builds sustainable capacity for the "organization," for example:

the district, school, department, or classroom. Each of these units is like an organism, where relationships, communications, and opportunities for ownership enable or impede the learning that will take place and the capacity for learning to be sustained over time. My case study research with school staff working together to improve student learning has demonstrated that shared leadership needs to operate in three domains:

- strengthening relationships amongst and between those sharing the goals (students, educators, parents, and the community),
- facilitating collaborative professional learning amongst the educators involved, and
- helping students personalize and take ownership of their learning.

How does building capacity for shared leadership apply to improving student success in L2 programs? First of all, what do we mean when we talk about "improved student success" in L2 programs? What would improvement look like in real terms? What conditions need to be created for student learning to get better in L2 programs? This conversation needs to take place as a starting point in the communities involved, as the contexts of individual schools and communities need to be taken into consideration. Within today's diverse pluricultural and plurilingual communities in Canada, we have many opportunities to open these conversations up with the view of building ownership of L2 goals for the schools in each unique community. Our common goal is to improve the numbers of Canadian students learning second languages in quality school

programs, as well as improving the quality of the outcomes of these programs.

Therefore, an important first step for the community in question is to reach agreement regarding meaningful goals for everyone involved. For the purposes of this article, I will refer to promising practices at the school-based level. For example, these goals may involve improved outcomes for students in a specific language program, such as Core French or *anglais langue seconde*, or improved enrolment in optional L2 programs at the secondary level. Goals at the school level need to be "SMART": Specific, Manageable, Action oriented, Realistic, and Timely (Conzemius and O'Neill 2002).

What strategies and tools are successful in activating these goals? I will offer some examples of successful practices from my case study research in each of the domains mentioned in the introduction.

**Shared leadership is concerned with strengthening relationships among and between those sharing the goals: students, educators, parents, and the community.**

- Schools successful in improving student learning personalize home communications. Examples of "your child's progress" are communicated frequently, for example.
- Communications about goals are routinized, clear, and specific. Informal and formal opportunities are used to exchange information, listen to concerns, and reflect with staff and parents. In the case of L2 programs, there is increasing use of the Common Framework for Languages as a communication tool with parents, as well as the implementation of opportunities for students to receive "credentials" related to their language

- achievement (EPSB 2009, Diem 2009).
- Teams find diverse ways of reaching out to staff and families. Staff members at different ages and stages as well as families with different capacities for involvement need to be respected and invited into the enterprise.

**Shared leadership is concerned with facilitating collaborative professional learning among the educators involved.**

- Times and places for collaborative inquiry need to be created. Often, a professional resource can serve as a catalyst to help focus the group.
- Opportunities for “risking, rehearsing, refining, reflecting, and relating new skills” (Earl, Stoll and Fink 2003) need to be encouraged and shared.
- Samples of real student work need to be shared and assessed in teacher teams according to common rubrics.
- Coaching and modelling through “side by side” teaching has proven very effective in implementing innovative teaching strategies. These structures are particularly crucial in the ongoing challenge of supporting L2 teachers’ ongoing professional learning (Salvatori and Macfarlane 2009).

Current avenues of inquiry and action research within L2 programs might include:

- the introduction of the Common Framework for Languages and the Language Portfolio (CASLT 2009) as a means of increasing student and family engagement, as well as a way of developing a sense of common purpose and understandings between various

- language programs within the same community;
- the strengthening of Assessment for Learning practices in classrooms as a means of improving success for marginal students; and/or
- the reinforcement of literacy strategies across language programs as a means of differentiating instruction. In particular, there is increased evidence that staff need to work together to include newly arrived ESL students in L2 programs, such as FSL, rather than excluding them (Mady 2009, Carr 2009).

**Shared leadership is concerned with helping students, especially the most vulnerable to personalize and take ownership of their learning.**

Schools effective in improving learning for vulnerable students work together to implement practices elevating student engagement and a sense of efficacy for students who previously found few connections with their own learning. How can we personalize learning in L2 programs? Many of the interventions introduced by the schools in the case study research are currently being encouraged for use in L2 classrooms. Some of these approaches emphasize:

- organizing topics, content, and tasks to make the most connections possible with students’ lives and imaginations;
- using assessment rubrics with students, as well as giving students specific feedback about their work one on one, using these rubrics;
- documenting student strengths in languages used in the home, and

- successes relating to specific criteria, through the use of a language biography and portfolio;
- modelling and practising overt metacognitive strategies to help students “learn to learn”; and
- creating flexible groupings, and differentiating tasks and expectations based on frequent assessment and observation of student needs.

Many L2 teachers have experience and leadership to contribute in their schools regarding working towards personalized student learning. One emergent example is the leadership L2 teachers could take in the development of intercultural competence for staff, students, and the community (Bennett 2009). Taking opportunities to be a part of school-wide initiatives for improved student learning will build the collaborative culture necessary to strengthen L2 program goals as part of school-wide goals.

In conclusion, what should educators involved in L2 education “do more of” in the name of shared leadership for improved student learning? I conclude with three thoughts:

- Put collective energy behind integrating the personal identities of students and their families into L2 learning in school.
- Take an active role in school-wide goals and initiatives and find ways to demonstrate the contribution of L2 programs to these goals.
- Make the times and places for collaborative professional learning come alive through your participation! .....

Please see page 22 for author’s biography.

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# Le cadre commun de référence pour les langues et ses outils dans les provinces atlantiques

Par Jean-Claude Bergeron,  
Directeur du Centre d'examen DELF/ DALF  
du ministère de l'Éducation de la Nouvelle-Écosse

**A**u Canada, depuis le début de l'enseignement des langues secondes (L2) officielles, bon nombre d'établissements et de pédagogues ont tenté de démontrer que leur approche et leur programme offraient à l'apprenant les meilleurs outils nécessaires pour apprendre leur L2. Au fil des années, des générations de jeunes Canadiens ont développé à divers degrés différentes compétences langagières dans leur L2 selon la méthodologie du jour; traducteurs, grammairiens, audiolinguistes et communicateurs se sont allégrement succédé et persistent toujours. Plusieurs tests ont aussi été développés pour des raisons tout aussi diverses afin d'évaluer les compétences des élèves, pour le bonheur des uns et le malheur des autres. Si on multiplie tout cela par le nombre d'institutions, d'organismes gouvernementaux et de ministères de l'Éducation qui sont engagés dans cette entreprise, on se retrouve dans une véritable tour de Babel où chacun s'accroche à ses approches et à ses tests, mais où on ne se comprend plus très bien en ce qui concerne les niveaux de compétences langagières des apprenants de L2 officielles au Canada. Selon les différents tests, le même élève de français langue seconde (FLS) de 12e année peut se voir décerner au même moment une attestation intermédiaire selon ce test reconnu, un C+ dans cette

commission scolaire, un A avancé selon cette agence gouvernementale fédérale, un 72 % selon cette évaluation provinciale, un 87 % comme note finale en Arts langagiers 12e année dans cette école et un niveau 200 en test de préplacement universitaire. Qui pourra clairement expliquer à cet élève, à ses parents ou encore à son employeur si, après 12 années en immersion, il est bilingue, fonctionnellement ou non?

En Nouvelle-Écosse, il y a quelques années, de hautes instances gouvernementales s'interrogeaient sur le niveau de français des finissants dans les programmes d'immersion, de français intégré et de français de base. Ces mêmes instances s'étonnaient que personne ne puisse vraiment répondre clairement à cette question. Nous avons le choix parmi des tests de langue offerts au Canada. Allions-nous développer notre propre test? Quelles compétences allions-nous évaluer, pourquoi et comment? À la fin de quel cycle scolaire devons-nous évaluer les élèves? Avions-nous le budget et le personnel nécessaire pour accomplir cette tâche? C'est alors que nous avons graduellement vu s'aligner les planètes dans l'univers de l'enseignement du FLS : les ministères de l'Éducation des quatre provinces atlantiques en étaient tous plus ou moins au même point dans leur réflexion sur le renouvellement de leurs programmes d'études de FLS; Larry Vandergrift de l'Institut des langues officielles et du bilinguisme de l'Université d'Ottawa venait de publier *Proposition d'un cadre commun de référence pour les langues pour le Canada*; nous recevions la visite de l'attaché de coopération éducative à l'Ambassade de France au Canada nous

proposant de devenir un Centre officiel d'examen DELF/DALF (Diplôme d'études en langues française / Diplôme approfondi de langue française); Edmonton Public Schools se prononçait publiquement sur le succès du renouvellement de ses propres programmes de langues à l'aide d'un certain *Cadre Européen commun de référence pour les langues* et de ses outils, soit le Portfolio européen pour les langues (PEL) et une série de tests nommés DELF scolaire (DELF A1 à B2 : Diplôme d'études en langues française / DALF C1 et C2 : Diplôme approfondi de langue française) évaluant cinq compétences langagières et offrant un diplôme en perpétuité reconnu internationalement.

À la suite d'une étude approfondie du Cadre européen commun de référence et de plusieurs ateliers d'information et de formation concernant le Cadre et le PEL, les départements de FLS des ministères de l'éducation des quatre provinces atlantiques en sont venus à cette conclusion : malgré la désignation européenne dans le titre du Cadre, il s'agissait bel et bien là d'un ouvrage universel de didactique d'apprentissage de langues. Issu d'une dizaine d'années de travail de linguistes et pédagogues provenant de partout dans le monde (y compris du Canada, qui n'en est pas à ses premières armes en enseignement des langues secondes) réunis sous l'égide du Conseil de l'Europe, le Cadre tire toute sa valeur de son approche actionnelle. Celle-ci engage l'apprenant à accomplir des tâches communicatives selon différents niveaux bien précisés de compétences de production et de réception dans la langue ciblée à l'aide de diverses stratégies et dans différents contextes. Nous avons reconnu là bien

des éléments présents dans nos principes actuels de didactique des L2, mais avons apprécié le génie de leur restructuration dans cet ouvrage qui se veut davantage guide que programme. Nous avons immédiatement noté le remarquable travail de niveau commun de référence qui a produit trois niveaux de compétences langagières, soit A (apprenant élémentaire), B (apprenant indépendant) et C (apprenant expérimenté), leurs sous-niveaux et une multitude de descripteurs de compétences très précis basés sur l'écoute, la lecture, l'écriture et la communication orale interactive ou en discours continu.

Conscients que l'on ne doit cependant pas réduire l'ensemble du Cadre à ses seuls tableaux et grilles, ce qui serait sous-estimer la portée de l'ouvrage, et réalisant qu'il serait nécessaire d'expliciter le volet culturel qui ne s'y retrouve qu'implicitement, une équipe de conseillers pédagogiques venant des quatre provinces atlantiques réunis avec l'appui du Conseil Atlantique des Ministres de l'Éducation et de la Formation a développé un projet pédagogique basé sur un plan d'action à deux volets. Le premier volet consiste à développer un document d'encadrement qui harmoniserait tous nos programmes d'études en FLS (arts langagiers et français de base) avec les descripteurs de compétences langagières du Cadre tout en conservant l'esprit de nos programmes d'études et en maintenant le pilier culturel, inséparable de tout apprentissage langagier. Le second volet consiste à développer un Portfolio langagier atlantique qui s'intégrerait organiquement au lancement de nos nouveaux programmes d'études et à la responsabilisation de nos apprenants de L2. Cet automne, nous terminons le premier volet et nous nous préparons à travailler sur le second. Il faudrait un nouvel article afin de décrire les étapes de promotion et de formation professionnelle qui accompagneront ces projets et nous nous ferons un plaisir de vous revenir lorsque nous serons à cette étape.

Parallèlement, le département de FLS du Ministère de l'Éducation de la Nouvelle-Écosse est devenu l'unique département ministériel à recevoir l'attestation du Centre officiel d'examen DELF/DALF au

Canada. Au sein de l'équipe, deux formateurs d'examineurs-correcteurs ont été certifiés, ce qui a permis à notre centre d'habiliter dans les trois dernières années 32 examinateurs-correcteurs parmi lesquels on compte enseignants, directeurs d'école, conseillers pédagogiques, directeurs administratifs et professeurs universitaires – une belle collégialité s'échelonnant sur plusieurs niveaux. À cette illustre équipe s'ajoutent nos collègues de l'Alliance Française d'Halifax avec qui nous travaillons très étroitement et avec qui nous tentons d'harmoniser nos efforts de promotion du DELF/DALF dans la province.

Bien que la Nouvelle-Écosse soit, pour l'instant, la seule province atlantique où les élèves de la province entière peuvent participer aux examens du DELF dans leur école dans le contexte de leurs études en français, ce projet permet d'enrichir la progression de notre projet de renouvellement dans l'ensemble des provinces atlantiques. Nous respectons fidèlement l'harmonisation de nos programmes avec le Cadre ainsi que le protocole administratif officiel de passation des examens du DELF afin de respecter l'intégrité et l'internationalisation des diplômes qui les accompagnent.

Le projet DELF de la Nouvelle-Écosse est lui aussi en progression. Nous avons décidé de limiter, pour l'instant, la passation des examens du DELF exclusivement aux élèves de 12e année en immersion, en français intégré et en français de base pour commencer à mieux répondre à nos instances gouvernementales et pour permettre à nos finissants de voir où ils se situent par rapport à leurs collègues à travers le monde en ce qui concerne leur apprentissage et le développement de leurs compétences langagières en français. Nous formons chaque année une nouvelle cohorte d'enseignants qui s'engagent à intégrer dans leur enseignement les tenants du Cadre. Puisqu'il faut avoir deux examinateurs-correcteurs lors de la passation d'examen, limiter ces sessions de passation à des moments précis de l'année et les administrer précisément au même moment partout au pays, nous ne permettons pas encore à tous les finissants de participer gratuitement aux examens du DELF scolaire.

Cependant, nous encourageons les participants à choisir le niveau d'examen qu'ils désirent subir afin de les responsabiliser et de respecter l'esprit du Cadre. En avril 2009, 113 élèves se sont inscrits dans six de nos écoles secondaires sur l'étendue de la province. En avril 2010, le nombre de participants et d'écoles a plus que doublé. Nous prévoyons une croissance continue de ces nombres dans les années à venir. Qui sait, un jour, tous nos élèves de 12e année pourront se prévaloir de cette reconnaissance internationale de leurs compétences langagières, et pourquoi pas aussi les élèves d'autres années scolaires?

Il est intéressant de noter que d'une année à l'autre, un déclin appréciable du nombre d'élèves qui se sont inscrits au niveau A est apparu. Ce déclin est souhaitable puisque nous espérons que nos élèves de 12e année se considèrent à un niveau indépendant, du moins pour nos élèves d'immersion et de français intégré. En conséquence, le nombre d'élèves inscrits pour le B1 a proportionnellement triplé et il a quintuplé pour le niveau B2! Bien qu'il soit un peu tôt pour tirer des conclusions, nous commençons à percevoir qu'à ce stade la majorité de nos élèves d'immersion réussit brillamment l'examen au niveau B1 et la majorité de ceux qui ont le courage de s'inscrire à l'examen B2 se situe tout à fait dans une fourchette allant de 70 à 85 pour cent. Les élèves de français de base, quant à eux, choisissent pour la plupart le niveau A2 qu'ils réussissent bien. Nous comptons aussi offrir la possibilité aux nouveaux enseignants de français et aux étudiants de didactiques en L2 de tenter l'examen DELF au niveau B2 et le DALF afin de se responsabiliser relativement aux compétences requises pour être un excellent modèle langagier et démontrer officiellement leurs compétences langagières à leurs futurs employeurs.

Notre centre d'examen a aussi entrepris des démarches auprès des universités de la Nouvelle-Écosse afin de les familiariser avec le Cadre et le DELF pour qu'éventuellement elles puissent reconnaître officiellement les mérites d'un élève leur présentant un diplôme B2 affichant de très bonnes notes et l'avantage qu'ils auraient de compter un tel élève parmi leur cohorte d'étudiants de

français. Les discussions sur ce sujet se poursuivent!

Nous sommes tout à fait convaincus que l'ensemble des ces projets porteront fruit dans les provinces atlantiques et offriront à nos élèves ainsi qu'à leurs enseignants et parents un nouveau souffle de motivation face à la belle aventure de l'apprentissage actionnel de qualité d'une L2 et de langues additionnelles. Notre communauté ainsi que le monde entier accueilleront une nouvelle génération de jeunes Canadiens de l'Atlantique qui

pourra fièrement démontrer la qualité de ses compétences langagières et la prouver à l'aide d'un Portfolio ou d'un diplôme reconnu internationalement. Il est à espérer que l'adoption ou l'adaptation du *Cadre commun de référence pour les langues* dans l'ensemble du pays permettra une normalisation et une reconnaissance du niveau des compétences langagières des citoyens à l'aide d'une même terminologie et enfin de mêmes critères reconnus internationalement. ....

### Jean-Claude Bergeron

Jean-Claude Bergeron a dédié chaque moment de sa vie professionnelle à faire découvrir la richesse d'explorer la langue et la culture francophone auprès des élèves et des enseignants. À la suite de près de 20 ans d'enseignement en immersion, il a été Conseiller pédagogique pour la commission scolaire régionale d'Halifax pendant quatre ans avant de détenir, depuis 2006, son présent poste de Conseiller en immersion au Ministère de l'Éducation de la Nouvelle-Écosse. Il est également Directeur du Centre d'examen DELF/DALF du même ministère.

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(Shared Leadership for Improved Student Success in L2 Programs continued from page 19)

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(Maintaining and Enhancing Linguistic Skills continued from page 15)

### For Further Reading on Maintaining and Enhancing Linguistic Skills:

Bayliss, D., and M. J. Vignola. 2000. "Assessing Language Proficiency of FSL Teacher Candidates: What Makes a Successful Candidate?" *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* 57, pp. 217–42.

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Want advice on using multimedia and new technologies in your language classroom? Got some tips to share with other CASLT members? Send us your questions and recommendations: [gilleslcote@gmail.com](mailto:gilleslcote@gmail.com).

## Searching the World Wide Web More Efficiently

By Geneviève Hawtree and Gilles Côté

At the beginning of the year 2010, there were more than 200 million websites online, many of which hosted thousands of documents each. Therefore, it is not surprising that search engines are indispensable tools to navigate through cyberspace. However, as with any tool, search engines are often only as useful as their users are skilful in manipulating them. This article provides some tips on how to use search engines more effectively.

### Using Google

The relevance of search results obtained by users of Google depends greatly on the strategies used when searching. The novice user might simply type in *ESL listening exercises that make use of music* in the text box on the Google search page. Results would include resources that have any of these words in any order, even pages that do not contain all of the words. A more advanced user would refine his or her search by adding cues for the Google engine to follow when searching: *ESL and "listening exercises" and music*. The results page would then only list resources that contain *ESL and Music* and the exact phrase *listening exercises*. An expert searcher would use a combination of signs and symbols and triggers to refine the search even more: *+ESL + "listening exercises" + ~music filetype:pdf*. Try this one out to see what happens.

There are a number of strategies that one can use to refine searches on Google so that you obtain fewer and more relevant results.



### Geneviève Hawtree and Gilles Côté

Geneviève Hawtree is a French Immersion teacher at George Pringle Elementary School in Westbank, B.C. Gilles Côté has been involved in educational website creation and content development since 1994. He is the Web-based Education Officer for CASLT. [gilleslcote@gmail.com](mailto:gilleslcote@gmail.com)



These are some of the most helpful "shortcuts" to better Google searches:

1. "ESL listening exercises": find pages that have the phrase **ESL listening exercises**.
2. "ESL listening exercises" **and** music: find pages that have **the exact phrase** and the word **music**.
3. **~music**: find pages that have the word **music** or **song, audio, radio, album, MP3** and other synonyms or closely related terms.
4. **related:www.caslt.org** (or any Web address minus the **http://**): find pages that have similar or related content.
5. "ESL listening exercises" and music **filetype:pdf** (or any other file format – doc, wpd, ppt, etc. ): the exact phrase and the word **music in PDF documents only**.

As in the examples provided above for advanced and expert searchers, you can also combine any number of these shortcuts in a single query to obtain even more specific results.

For a more extensive list of shortcuts that you can use in searching Google, see the Google Cheat Sheet at <http://websearch.about.com/library/cheatsheet/blgooglecheatsheet.htm>. If you have a hard time remembering Google shortcuts, you might want to use the Search Wizard tool at <http://21cif.com/tools/locate/> to generate the appropriate query.

### Other Search Engines

Worldwide, Google is by far the search engine of choice for many people, so much

so that we tend to equate searching the Web with using Google, and it is often referred to as *googling*. However, Google is not the only search engine available. Other search engines are sometimes more useful for certain types of searches. Here are a few suggestions:

- **Carrot** (<http://search.carrot2.org>): use when you need help narrowing down your search terms.
- **Surfwax** (<http://www.surfwax.com>): use when you aren't sure what search terms are best.
- **Wayback Machine** (<http://www.archive.org/web/web.php>): use when your favourite website or a bookmarked page goes missing.
- **Sort Fix** (<http://www.sortfix.com>): use when you want help specifying search terms.
- **Open Clipart** (<http://www.openclipart.org>): use when you are looking for public domain clipart.
- **Pics for Learning** (<http://www.pics4learning.com>): use when you are searching for copyright-friendly images for teachers and students.
- **Wikimedia** (<http://commons.wikimedia.org>): use when you are searching for images, sound files or videos. ....

### Further Reading

Teachers Quick Search Wiki - <http://quicksearch.wikispaces.com/>

This wiki, prepared by Geneviève, expands on the information above and provides extensive help in using basic techniques to improve your search results, connecting you to great search tools that will speed up your search time, and pointing to other relevant and useful resources.



## Version originale A1: A French course for English Speakers – Student's Book

By Monique Denyer, Agustin Garmendia, Marie-Laure Lions-Olivieri

This CEFR-guided task-based course was developed by Les Éditions Maison des Langues for English-speaking teenagers and adult learners wishing to learn French. It is the first A1 level book, CD and DVD of a series of six (price: 24 Euros). The CEFR descriptors and the skills, language and grammatical knowledge that are necessary to achieve the “can-do” goals are explained clearly at the beginning of each unit. Learners are encouraged to use their prior knowledge of French, reflect on their learning, and set goals by filling in a journal at the end of every two units. Sample questions from a DELF exam are also provided to assist students in preparing for the A1 level DELF exam. However, the course progresses rapidly and may be too advanced for many learners. Several of the “can-do” statement goals are taken from levels higher than the A1, and the grammar and structures featured are beyond what the “Référentiel” recommends as suitable for the A1 level. The course is well organized and contains relevant material for its learners. Due to its level of difficulty, it would be useful to supplement the book with additional course material for aspiring A1 level students of French.

- Laura Hermans .....

## E-Guide: How to Become a Personal ESL Trainer

I wanted to give private language lessons, but had no idea how to begin. This is why I became interested in the e-guide *How to Become a Personal ESL Trainer*.

This guide is very practical and is just what I needed! It covers topics such as how to test for level, with graded test; how to interview for needs, with interview questions; where to find material for both the level and needs of the student; and a basic lesson plan with instructions and the reasons behind them.

The guide also covers issues such as how to find students, how to set fees, what to do and what not to do as a trainer. I was surprised to find out that being a trainer is not at all like being a tutor.

The e-guide gives background, the whys and the wherefores, on techniques. These too are easy to follow and straightforward.

The author Miriam Lavi has vast experience in the field of ESL, but presents her system so simply and clearly that even a beginner can understand. I'm looking forward to putting the system into practice.

To order a copy of the E-guide, visit [www.esltrainers.com](http://www.esltrainers.com).

- Nomi Lapides, CASLT Member, Montreal, QC .....

## ¡Mi proyecto!

Par Normand Gaudreault

Que dire sur un pays, sur une planète, sur un personnage célèbre, sur les Vikings? Quoi écrire dans un rapport de sciences, dans un compte rendu de livre? *¡Mi proyecto!* des Éditions de l'Envolée est un document qui contient 18 projets de recherche. Pour chaque projet, l'auteur propose un plan de travail, en indiquant ses sources de documentation et en donnant son opinion sur les projets réalisés. *¡Mi proyecto!* est un cahier multidisciplinaire qui dirige l'étudiant vers de belles découvertes. Pour commander une copie de cette ressource (30,99 \$CAN), visitez le site web des Éditions de l'Envolée [www.envolee.com/boutique/web/fr/secondaire/espagnol/p17041977.html](http://www.envolee.com/boutique/web/fr/secondaire/espagnol/p17041977.html). .....

## NounSense: The fun way to boost reading and vocabulary

NounSense is a laugh-a-minute story game that kicks up the reading ability of children. Kids love plugging the silly nouns into funny story cards, then reading the hilarious, nonsensical results to their friends. The game even captivates the toughest audience – 7 to 9 year-old boys. A companion activity guide is available making NounSense ideal for the “language activity centre” in a classroom. NounSense is played with ten funny story cards, 72 silly nouns, a playing board and a die. “Wild Words” provide players with extra challenge, extra points, and fun trading. Players read their stories out loud at the end of the game, delighting themselves and other players. Visit <http://nounsense.net/teacher.php#buy> to order NounSense (CAN \$29.95) or to order the activity guide. .....

## “Crates” by the Science Alberta Foundation

The Science Alberta Foundation has been developing “crates” of science information and activities for schools for some years now. The crates are kits that are sent out to teachers for a specific time when ordered, then returned by the school to the Science Alberta Foundation. These French “crates” are currently available to schools:

- Grade 2 Small Crawling and Flying creatures  
Down Under: Discover Crawly Critters
- Grade 5 Weather Watch  
Ways of Knowing: Teaching Time, Weather on the Trapline
- Grade 6 Sky Science  
Ways of Knowing: Lessons from the Sky
- Grade 9 Biological Diversity  
Extreme Alberta Challenge

For more information or to book your crates, visit <http://bookings.sciencealberta.org/index.php/crates>.

- Carolyn King, CASLT Past President .....



## Il n'y a rien à lire!

By Helen Coltrinari

*This workshop was delivered at CASLT's Languages Without Borders national conference in Edmonton (May, 2009) and focused on strategies to encourage reading and oral communication. The handouts gave examples of easy-to-use reading resources.*

What is literacy? There are many definitions, but the most poignant one is found in a UNESCO statement for the United Nations Literacy Decade 2003–2012:

*Literacy is about more than reading and writing – it is about how we communicate in society [...] Literacy itself takes many forms: on paper, the computer screen, TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it [or don't know how to use it] are excluded from communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom."*

These are 13 literacy strategies with several other suggestions:

**Strategy #1** – Teachable moments or *C'est en lisant qu'on devient lecteur/lectrice* (with apologies to the axiom!)

Where can we find French texts? Everywhere! Federal highway signs, federal buildings (post offices), websites, all food containers – cereal boxes, snack foods, drink boxes (unlike US products), airports, train stations, bank machines, the automated checkout signs at food stores, labels at Canadian Tire, and television. The list is endless!

We read for a variety of reasons: for information, learning, pleasure, self-enrichment, communication, and for practice. Nigro (2007) states, "To have kids WANT to read, they need choices."

**Strategy #2** – I like to talk about myself

This strategy is an easy way to introduce more reading to your students. Have them create a template for a biography

and then expand the activity.

The handout from *The Book of Stuff* (see below) gives a template. To extend the activity, ask your students to create a fictional biography of themselves, or of a famous person in music or sports, or a humorous bio of a classmate, teacher, principal, caretaker, prime minister, or mayor. Students can find bios online, in magazines, or on CDs. Or, they can create their own short bio for the yearbook. Have your students read their collection of bios to each other, aloud, or as a round robin activity. And, if you have your own classroom, post the bios.

**Strategy #3** – Use prior knowledge and prediction

Take advantage of things that your students already know or have touched on in class other than French. For example, *Les voyageurs*. Students study this topic in English, History, or Geography class. Cummins states:

*It's important to build on students' prior knowledge. Students have developed first language literacy skills they can draw upon in their second language class: collaboration, peer interaction, reflection, and problem solving. (1995)*

*In classrooms with students from linguistically diverse backgrounds, instruction should explicitly activate this knowledge. (2001)*

**Strategy #4** – I read, you read, we read to each other

Research stresses that reading aloud is an important daily activity. With large classes, it is not often possible to have students read aloud individually; but students can read to each other in pairs or small groups.

Several handouts (see below) offer examples of short dialogues that students can read aloud. To extend the activity, the teacher may underline several words or phrases in each dialogue for students to add emotion when reading the text. Krashen states:

*Speaking the words in a meaningful, trained way encourages students to want to read. (2006)*

*More access to reading results in more reading; this result applies to books in the home, classroom libraries, school libraries and public libraries. (2004)*

**Strategy #5** – Use reading as an icebreaker or warm-up activity

To set the tone for the day's lesson, you may consider using activities from a Tralco publication called *Warm-ups for FSL Classes*. This resource offers simple communicative interactions based on the question and answer format. In a written text, a student asks questions and another student answers. The themes include weather, food, sports, holidays, and geography, among others. It is recommended that the Q&A pages be copied, laminated, and used daily to get your students actively engaged from the beginning.

**Strategy #6** – Be a reading role model

It's important for students to understand how hearing (listening comprehension) a story, passage, article, or sports report can impact their reading skills. It's also important for the teacher to model fluent reading. Jeroski says:

*Experiences involving language processes contribute to the development of the others. As students develop strategies and proficiency in one aspect of language, they also improve in others. (2005)*

To illustrate sequential reading, read daily *Le journal de Kate* with your students in "installments." This activity can also be used to promote the idea of keeping a daily classroom journal, an opportunity for students to write.

**Strategy #7** – Use expression (tone, intonation, pronunciation) when reading

Researchers tell us that the brain loves to talk, but reading a complicated activity may not come easily to all students. One way to engage your students is to have



them practice reading passages with different tones of voice (for example, read like a cat, a dog, a monster, or an alien). Using different tones of voice removes stress from the reader because he/she is now “someone else.” Some research has been conducted with younger students, asking them to read to a stuffed animal or a pet. This strategy removes the pressure from the student to perform in front of a group.

Your students can record a reading passage online and send it to you as an MP3 file on Vocaroo (<http://vocaroo.com>). This extension of the strategy allows the shy or unwilling student to participate in another way.

**Strategy #8** – Variety is the spice of life; use word walls to create poetry

This strategy goes hand in hand with strategy #1. You are encouraged to look at different ways that you can bring reading into the classroom. Poems are easy to create (*Les cinquains* or Haiku) and reading them aloud creates a new format for expression.

The CBC has a “poetry face off,” where young people compete for creative expression. These poems are available online at <http://cbc.ca/poetryfaceoff> and can be used as models for students to follow.

**Strategy #9** – Support words with images

Using videos in the class and distributing the script for a “read along” helps students who find the dialogue or spoken word in the visual too hard to understand. Many videos that provide a copy of the text are available. Tralco, the CBC, the NFB, and several other media sources provide catalogues of videos with support material. Visual and auditory learners profit immensely from this strategy. Turning the sound down while the video is running and having the students read the script or create new script engages them in a creative way.

**Strategy #10** – Read every day; set routines for students to read daily

To achieve greater levels of fluency, students need to practice daily. Malcolm Gladwell repeatedly mentions the “10,000-Hour Rule” in *The Outliers*, where he claims that success in any field requires practicing a specific task for about 10,000 hours! Imagine if that rule were applied to classroom reading. What kind of improvement would we see?

**Strategy #11** – Post reading strategies in your classroom

The Alberta Department of Education published a list of reading strategies on their website and many commercial publishers offer similar lists. You are encouraged to make these strategies readily available to your students for daily reference. Some examples include:

- I look at the pictures to get an idea of what is happening
- I look at the pictures and background to help me understand
- I look for titles or subtitles to guide my reading
- I look for words I already know in English
- I look for words that are similar to English words
- I look up difficult words in the dictionary
- I read to get the general idea
- I read again to understand the details

**Strategy #12** – Consult the reading specialist in your school or district

Most school districts and some schools have reading specialists who can visit

your class and identify some other important strategies that you could be using to engage your students and encourage more reading. Take every opportunity to use this resource.

**Strategy #13** – Assess FOR learning

Use assessment to encourage your students to become fluent readers and communicators. By assessing only one aspect of reading at a time, students have a clearer picture of what to focus on for “the test.” Assessment can be for pronunciation, intonation, liaisons, or expression, but not all at once.

What makes an effective reader? Several aspects of the effective reader are:

- grouping essential ideas
- applying learned ideas to new contexts
- processing, analyzing, and absorbing information
- demonstrating a rich vocabulary
- reading a wide variety of materials

Handouts available at [www.tralco.com](http://www.tralco.com) or [www.caslt.org](http://www.caslt.org) (please contact Helen Coltrinari for the exact URLs):

- Biography adapted from *The Book of Stuff*, for example *Mon dossier*
- 75 Dialogues, for example *Au bureau de poste*
- 50 Short Dialogues, for example *Après l'école. ....*



**Helen Coltrinari**

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# Bridging the Comprehension Gap When Using Information Gaps

By Nancy Dytynyshyn

In the last issue of *Réflexions*, Stéphane Lacroix gave some very helpful tips for maintaining an L2-only environment in the classroom. Some teaching contexts actually leave no option but to persist in the L2. These are the multiethnic adult classrooms where there is no other common language. Even at the absolute beginner level, all classroom communication must take place in the target language.

To further complicate the teacher's job, communicative tasks may be completely foreign to the language learning experience of adults from other cultures. The information gap is a prime example. Most students are used to talking *about* language in a language classroom, but not actually *using* language to exchange new information. For example, despite thorough modelling, some beginner students never grasp that their picture or information is different from their partner's. There is often a comprehension gap between the teacher and the learners about the task itself. So how does one use information gaps with beginners while maintaining an exclusively L2 environment? Here are some tips.

1. Instead of beginning by pairing students, handing out materials, and modelling the activity, approach the first information gap of any session with absolute beginners by assuming they will need help bridging the comprehension gap.
2. Try doing the first information gap activity with new students in a whole-class format. The teacher keeps version A while all of the students get version B. Model the information exchange with one student. Make sure the information gained is *necessary* to do or write something. For example, if the students are describing physical appearances in order to identify people in a photo, make sure the students see you writing the information you just learned in version A. Walk around the class and check that *each* student adds the information your modelling partner has just learned from you to their version. Continue with the activity, choosing a new student to exchange information with every time. Keep verifying that everyone is adding the information as it is learned. Although the students get less individual practice with the target language, they will hear many repetitions of target-like usage (from you) and benefit from any corrective feedback you offer their classmates. By the end of the task, they will have had a successful experience exchanging information and a paired activity may be possible the next time.
3. Another option is to divide the class in half. Turn the desks so there are two teams facing each other across the

classroom. Each student on one team gets version A, the other team gets version B. The teacher facilitates the exchange of information as the first person on team A interacts with the first person on team B. Once that pair has successfully exchanged information, direct the second learners on each team to have a try. Don't forget to circulate and make sure *all* team members are adding the information as it is being revealed. In addition to benefiting from repeated demonstrations of the task, if they feel lost the learners, they can always glance at their neighbour's page for help, something they cannot do in a typical paired set up. After four or five pairs have demonstrated the exchange, it may be possible to pair students, one from each team, to finish up.

4. At the end of the activity, have students show each other their different versions. Alternately, display an overhead slide or PowerPoint of the two versions. This will help in grasping the concept.

I have found that easing new beginner learners into information exchange activities in these ways helps bridge the comprehension gap about the task itself while maintaining an L2-only environment. ....

## Nancy Dytynyshyn

Nancy Dytynyshyn is an adult ESL teacher with experience in business, military, continuing education, and community contexts. She currently resides in Saguenay, Quebec.  
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# speaq

You won't want to miss SPEAQ's 38<sup>th</sup> Annual Convention  
to be held in Quebec City  
on November 11-13, 2010.

And, be sure to check out our website for lots of great ideas  
and information regarding the teaching of English, particularly ESL.

[www.speaq.qc.ca](http://www.speaq.qc.ca)



# Rotating Job Interviews

By Christi Milsom

**Objective:** For ESL students to respond appropriately to job interview questions.

**Clientele:** Intermediate CEGEP students in “Block B” courses (can also be easily adapted for secondary or adult students)

Students will practice authentic communication related to job interviews. It gives students a chance to interact with colleagues in class, acting as interviewer and interviewee. When students do this activity, they should already have found a job posting appropriate to their field of study and have written a resume and cover letter. When responding to the questions below, the students are asked to consider the job they have already chosen.

### Materials:

- A stopwatch
- Interview question cards (see below)

### Pre-activity

1. Elicit the type of questions that are often asked during a job interview and write them on the board.
2. Distribute, or project, the interview cards.
3. Review key vocabulary: strengths, weaknesses, pressure, goals, criticism.
4. Ask the students to discuss, in pairs, possible answers to the questions.
5. Circulate, giving help when necessary.

### Activity

Set up: Ask students to help move the desks in a row with chairs on either side facing each other (or two rows if you have a large class). Have the students sit on either side of the desks, facing each other. If there is an odd number of students, someone can sit at the end of the row to act as timekeeper.

1. Place an interview question card on the desk, face down, between each pair of students.
2. Explain that the students sitting on the right side are the interviewers, those on the left the interviewees.
3. When the timer begins, the interviewer turns over the card and asks the interviewee the question.
4. The students must speak to each other for 60-90 seconds. If the interviewee gives a short answer, the interviewer must come up with follow-up questions to continue the conversation until the time is up.
5. Once the time is up, each team turns their question card face down on the desk in front of them, getting it ready for the next pair.
6. When the teacher says “switch”, each student moves down one place (clockwise), facing a new interviewee or interviewer.
7. The teacher (or timekeeper) starts the timer and the new pair discusses the question

on the interview question card for the determined amount of time.

8. The teacher may need to remind the students to provide examples of their personal experience to make their responses more convincing.

9. The students continue until they have made their way around the “table” once. This gives them a chance to act as both interviewee and interviewer and also the chance to speak to each person at the table.

### Post-activity

1. In small groups, students discuss the following questions:

- What were some of the strongest responses to the questions you heard?
- What are some examples that the interviewees used to support their responses?
- Are there any responses that you would use in a real job interview?
- Did body language affect the strength of the interviewee’s response?

### Christi Milsom

Christi Milsom teaches English as a Second Language to CEGEP students and is currently teaching at the Collège de Bois-de-Boulogne, Collège Lionel-Groulx and Collège de Valleyfield.

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Interview Question Cards

How would you describe yourself?	Can you describe your work experience?	What are your strengths?
What was your greatest success?	What are your weaknesses?	Are you a leader?
Why do you want this job?	Do you work well with others?	Why should we hire you?
How do you handle criticism?	Where do you see yourself in five years?	Are you willing to travel?



「でしょう」を使った教室活動例 ～授業の初めのウォーミング・アップとして～

Submitted by Ayumi Nagatomi  
 Email: Ayumi.Nagatomi@gov.ab.ca

活動の目的： ～でしょう tentative (probably ...)の口頭運用ができる  
 新出の仮名、漢字の認識ができる

1. A4版以上のサイズの紙に、新出の仮名や漢字を書く

例：



・紙の一部分をちぎって、うら側に折る



(うら)

2. 用意した紙を見せて、仮名（または漢字）をあてさせる（ウォーミングアップの会話例）



学生1：「わ」でしょう。  
 先生：「わ」じゃありませんけど・・・  
 学生2：じゃあ、「れ」でしょうか。  
 先生：いや、「れ」じゃないですよ。  
 学生3：そうですか。じゃあ、「ね」じゃないでしょうか。  
 先生：（うら側に折った部分を見せる）  
 学生3：あ、やっぱり「ね」ですね！

3. ほかに、似たような仮名（「る」「ろ」、「き」「さ」など）、漢字（「水曜」「木曜」など）で練習が続けられる。学生に作らせてペアでクイズをしてもよい。



# La capsule témoin

Par Léo-James Lévesque

## Tâche :

Avec tes camarades, prépare une capsule témoin à ouvrir dans une centaine d'années.

## Directives :

1. Dresse une liste de dix éléments (personnes ou objets) que tu voudrais que les élèves de ton âge connaissent à propos de la vie au XXIe siècle.
2. Découpe des images de ces dix éléments dans des magazines pour leur montrer ce qu'était la vie au XXIe siècle.
3. Colle ces illustrations sur du papier et

écris une courte phrase sous chacune d'elles pour indiquer ce que chaque image représente.

Voici quelques suggestions d'éléments photographiques que pourrait contenir la capsule témoin :

- des vêtements
- des personnes célèbres
- des animaux
- des ordinateurs
- des aliments
- des paysages
- des plantes
- des maisons
- des voitures
- des sports

- des appareils électroménagers
- des familles
- des métiers
- des moyens de transport
- des livres

4. Présente tes photos à tes camarades et place-les dans un contenant hermétiquement fermé. Avec tes camarades, enterre le tout dans la cour de l'école.

5. Place une plaque métallique pour marquer l'endroit où se trouve la capsule témoin.

6. Informe-toi s'il y a d'autres capsules témoins d'enterrés dans ta communauté.

# Le cube photos

Par Léo-James Lévesque

## Tâche :

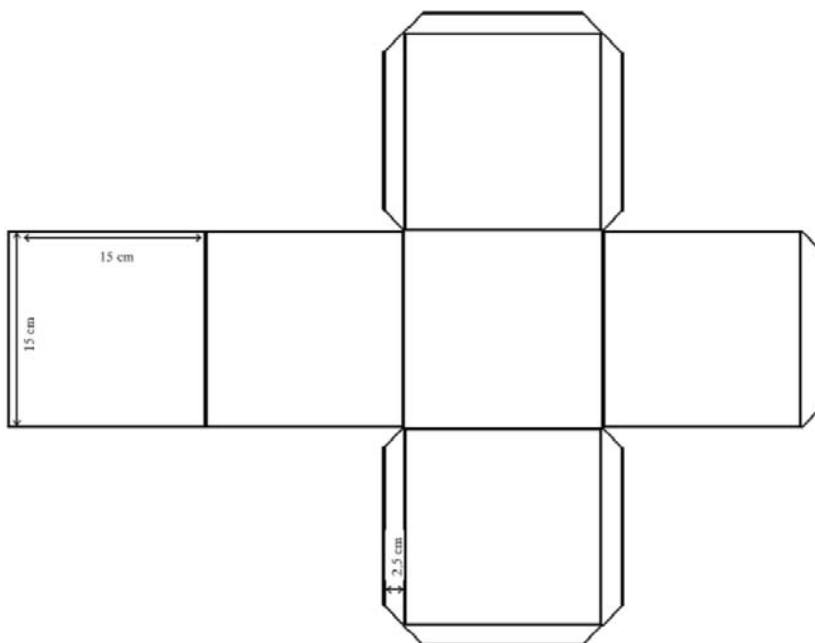
Se présenter à un ou une camarade à l'aide d'un cube photos.

## Directives :

1. Construis un cube en carton de 15 cm × 15 cm × 15 cm.

2. Sur chaque face, fais un collage de photos; par exemple : ta famille, tes passe-temps, tes chanteurs ou chanteuses préférés, tes livres préférés, ton repas préféré, ton animal de compagnie, etc. Choisis des photos qui pourraient servir à te présenter. Ensuite, écris une phrase pour accompagner chaque collage.

3. Fais rouler ton cube et utilise le pour te présenter à un ou à une camarade. ....



### Léo-James Lévesque

Léo-James Lévesque est l'auteur de plusieurs ouvrages destinés aux jeunes lecteurs. Il a également participé à la conception ainsi qu'à l'élaboration de nombreuses ressources pédagogiques pour les enseignants. En novembre 2008, l'Association canadienne des professeurs d'immersion (ACPI) lui a décerné le prix d'excellence André Obadia afin de souligner sa contribution exceptionnelle à la promotion de l'apprentissage du français au Canada.

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# Upcoming Language Conferences • Conférences de langues à venir

For full, up-to-date listings, consult the **CASLT PD & Events Calendar**, available on [www.caslt.org](http://www.caslt.org) under the "What We Do" – "Our PD & Events" menus • Pour une liste détaillée des conférences, visitez le **calendrier des activités et conférences de l'ACPLS** au [www.caslt.org](http://www.caslt.org) sous les menus "Ce que fait l'ACPLS" – "PP et activités".

To submit your event for our Web and print listings, send an e-mail to [gilleslcote@gmail.com](mailto:gilleslcote@gmail.com) • Pour inscrire votre événement à notre liste imprimée et Web, envoyez un courriel à [gilleslcote@gmail.com](mailto:gilleslcote@gmail.com)

## 2010

- October 22** Nova Scotia Language Teachers' Association Conference, Halifax, NS. <http://local.nstu.ca/web/nslta>
- October 22** Manitoba Association of Teachers of French Conference, Winnipeg, MB. [www.matf.ca](http://www.matf.ca)
- October 22** British Columbia Association of Teachers of Modern Languages Conference, Kelowna, BC. [www.bcatml.org](http://www.bcatml.org)
- October 22-23** Ontario Modern Language Teachers' Association Conference, Niagara Falls, ON. [www.omlta.org](http://www.omlta.org)
- October 28-30** TESL Ontario Conference, Toronto, ON. [www.teslontario.org](http://www.teslontario.org)
- October 29-30** Second Languages and Intercultural Council Conference, Edmonton, AB. <http://slic.teachers.ab.ca>
- November 1-2** CASLT Chez Vous, Prince Rupert, BC. [www.caslt.org](http://www.caslt.org)
- November 11-13** SPEAQ Convention, Quebec City, QC. [www.speaq.qc.ca](http://www.speaq.qc.ca)
- November 18-19** CASLT Chez Vous, Fredericton, NB. [www.caslt.org](http://www.caslt.org)
- November 19-21** American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Boston, MA (USA). [www.actfl.org](http://www.actfl.org)
- November 25-26** Quebec Provincial Association of Teachers (QPAT) Conference, Montreal, QC. [www.qpat-apeq.qc.ca](http://www.qpat-apeq.qc.ca)
- December 2-6** Commission Asie Pacifique (CAP)- FIPF Congrès, Sydney (Australie). [www.fipf.info](http://www.fipf.info)

## 2011

- February 28-March 2** Languages Canada Conference, Montreal, QC. [www.languagescanada.ca](http://www.languagescanada.ca)
- March 24-26** Ontario Modern Language Teachers' Association Conference, Toronto, ON. [www.omlta.org](http://www.omlta.org)
- April 7-9** CASLT's Languages Without Borders Conference, Montreal, QC. [www.caslt.org](http://www.caslt.org)
- April 28-30** TESL Nova Scotia Conference, Halifax, NS. [www.teslns.ca](http://www.teslns.ca)
- April 28-29** CCERBAL Research Colloquium, Ottawa, ON. [www.olbi.uottawa.ca/fr/ccerbal2011.php](http://www.olbi.uottawa.ca/fr/ccerbal2011.php)
- April 29-30** Congrès annuel de l'AQEFLS, Montréal, QC. [www.aqepls.org](http://www.aqepls.org)
- May 18-20** Canadian Association of Principals Conference, Charlottetown, PEI. <http://cap2011pei.com>



## Langues sans frontières Languages Without Borders

Congrès national pour les  
enseignants de langues secondes  
Hilton Montréal Bonaventure  
Montréal, Québec  
Du 7 au 9 avril 2011

Perspectives  
&  
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National Conference for  
Second Language Educators  
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