

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

Réflexions

2010
40 years
of CASLT

May | mai 2010
Vol. 29, No. 2

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Sonya LeGresley receives the 2010 H.H. Stern Award



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The Canadian Association of Second
Language Teachers (CASLT)

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

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Use of the masculine in this publication is generic and applies to both men and women. • Utilisation du masculin dans cette publication pour désigner des personnes renvoie aussi bien à des femmes qu'à des hommes.

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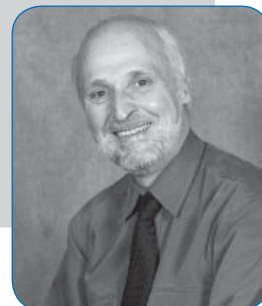
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Editor's Picks • Les choix de l'éditeur

Forty years of CASLT! This issue of *Réflexions* marks this important milestone with a timeline of the past 40 years. Congratulations go out to Carla Lowther, our trivia quiz winner, who won a flight and two nights' stay at the Delta Winnipeg Hotel to attend the celebration of our 40th. I recommend reading about Daniel Coste's workshops in Vancouver and Ottawa and also David Little's article on what it means to “implement” the CEFR. Enjoy! I look forward to seeing you in Winnipeg for our anniversary celebrations!



Anthony Orlando

President's Message • Message de la Présidente



By Valerie Pike

Growth and change are in the air at CASLT!

In recent months, we have been busy representing

CASLT members through participating in many L2 initiatives. CASLT was present at an Atlantic region OCOL event coordinated by CPF-NL, the very successful OMLTA conference, the PCH Second Language Learning Research Round Table, the FFF conference in St. John's, and the CCERBAL Colloquium.

Au moment où je rédige ce message, nous nous préparons pour la Consultation sur la dualité linguistique et les ateliers à Vancouver et à Ottawa sur le CECR/PEL, qui seront animés par Daniel Coste, consultant expert du Conseil de l'Europe à Lyon, en France. Nous tenons à reconnaître l'appui solide que manifeste l'Ambassade française en commanditant les déplacements du professeur Coste, et en offrant une bourse permettant à un membre de l'ACPLS de participer au stage d'été BELC, modules de perfectionnement professionnel, y compris une formation en DELF/DALF, à Nantes en juillet prochain.

CASLT has again committed funding to support travel for members' participation in the Canadian Association of Japanese Language Educators (CAJLE) conference in Vancouver this summer.

We are delighted to note that 2010 is a milestone year as we celebrate 40 years as a national professional L2 association! Please mark 23-24 September on your calendar and join us in Winnipeg for our AGM and our anniversary celebrations! As well, our major L2 conference, *Languages Without Borders*, will be held from 7-9 April, 2011 in Montreal – a favourite destination for lovers of language and culture! The 'Call for Presenters' is now open and we encourage you to share your "Perspectives and Innovations" and to celebrate culture and language learning and teaching together in Montreal next spring.

By far, the most significant change for CASLT surrounds the departure of our cherished Executive Director, Nicole Thibault. Words cannot adequately convey the impact Nicole has had on the growth of CASLT as a major Pan-Canadian network for L2 educators and on the membership of our Association. During her nine years with CASLT, she has enabled more

initiatives, collaboration and support than can possibly be articulated, and all this with unparalleled positive energy and dynamism. She has given heart and soul to CASLT and in return, she has won the hearts of all members. Nicole, we are forever grateful to you, we will miss you, and we wish you continued success and happiness. We look forward to your continued close relationship with CASLT for many years to come. *Que notre affaire de coeur continue!*

Following a detailed recruitment strategy, we are delighted to welcome Guy Leclair as our new Executive Director. Guy comes to CASLT from his position as Co-Director of the International Council for Canadian Studies. He and Nicole will work together to ensure a smooth transition for our members and our valued office staff. A sincere welcome to new staff, a thank you to those already providing exceptional work at our National Office, and best wishes to Louise St-Amand on her new endeavors.

Summer is just around the corner! From the CASLT Board, National Council representatives, and our office staff, best wishes for a successful conclusion to the school year and for a wonderful and restorative summer. *Amitiés à tous!* ♦♦♦♦

Executive Director's Update • Mise à jour de la Directrice générale



By Nicole Thibault

What an opportunity it has been — for meeting and working with inspired individuals,

learning from brilliant leaders, sharing with committed colleagues, recognizing the true meaning of

community, exercising persistence in the face of adversity, and for helping shape a stronger vision in support of language teachers and their programs across Canada.

I am proud to be associated with the CASLT. I thank you for having given me this incredible opportunity to serve you as Executive Director. I loved my job and I hope it showed.

The association now embarks on an exciting new phase of growth and inspiration. I plan to continue as an engaged and proud CASLT member and am looking forward to supporting the new projects, initiatives, and directions that the association will take on. Until we meet again, *merci et à très bientôt!*

♦♦♦♦



CASLT Welcomes New Executive Director, Finance Manager, and Summer Student to the Team

This spring, CASLT is experiencing many changes at the National Office. In June, Guy Leclair joins us as our new Executive Director. Guy began his career teaching FSL. In 1989, he was hired by the International Council for Canadian Studies (ICCS), where he held various positions. From 2005 to 2010, he co-directed the ICCS, acting as Executive Director. In this capacity, he completed governance related issues, such a strategic plan, communications plan, an electronic international survey, a Forum on Canadian Studies. He has organized international conferences and seminars. He was Managing Editor of the International Journal of Canadian Studies and of ICCS' conference proceedings; and Editor of two newsletters. He was also co-director of the International

Canadian Studies Series, University of Ottawa Press. Finally, he has been a member of various boards, committees, and working groups.

Linda Bernfeld joins us this month as our Finance Manager. In this position, she provides ongoing bookkeeping services for our association. She works for CASLT one day per week. The other days of the week, she provides accounting support to her other clients.

Natalie Therrien also joins us this month as the Research and Archives Assistant. She works with and preserves the CASLT archives, maintains our online research databases, and contributes to our membership survey, until August. Then, she will return to Carleton University for the final year of her Bachelor's degree in Psychology. She looks forward to being in

contact with many of our members during the spring and summer months and hopes to learn a lot from our association.

Welcome Guy, Linda and Natalie!



Guy Leclair, Linda Bernfeld, Natalie Therrien



Goodbye, Thank you Louise!

Louise St-Amand was the Membership Officer, Financial Officer, and Office Administrator for CASLT over the past four years and has left our team for a new adventure. She helped organize our national conferences and we will miss her dedication to making CASLT stand out. Merci Louise!



40th Anniversary Celebration

You are invited to join us in Winnipeg on September 23 and 24 to celebrate 40 years of CASLT. The celebrations include the anniversary reception, PD day for teachers, and a special gift for all CASLT members! This issue of *Réflexions* magazine marks this important milestone with a timeline of the past 40 years.



CASLT TIMELINE

1970

CASLT is established by volunteers Dr. Borislav Bilash, Dr. Robert Roy, Arthur Corriveau, Marcel Bonneau and Louis Maurice in Winnipeg. Dr. Roy becomes the organization's first President.

1970

CASLT's founding Conference in Winnipeg, MB. It is attended by 15 members. Registration fee for the conference, banquet, and luncheon is \$13. The first issue of the printed newsletter is published: it is 4 pages long.

1972

CASLT individual annual membership costs \$2. Membership of approximately 25. Louis Julé of Saskatchewan becomes President.



CASLT Participation in the 2010 CCERBAL Colloquium

The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) held its 2010 Colloquium at the University of Ottawa, 29–30 April, under the theme “Individual Plurilingualism and Multilingual Communities in a Context of Official Bilingualism.”

Aline Germain-Rutherford made the opening remarks, and Jim Cummins, from the Ontario Institute for Studies in Education (OISE), was the keynote speaker, touching on implementing a pedagogy of multiliteracies’ within multilingual school communities. He explained how teachers can encourage students to express their ideas in their L1, thus valuing their proficiencies and affirming them as they develop their plurilingual identity as Canadians.



CASLT Organized Round Table

The topic was “Pan-Canadian Perspectives on School Based Management Issues in Plurilingual Contexts.” Nicole Thibault spoke to the changes seen from a national association perspective serving a changing teaching and student demographic, and to the importance of sharing resources and expertise developed in parts of the country with areas where plurilingualism is only now emerging.

Edith Guay, a principal who has advocated strongly on behalf of immersion programs, noted that in Surrey, BC, immersion programs are popular with new Canadian families who believe in bilingualism. However, there are concerns regarding the availability of qualified immersion teachers to support the program growth.

Michelle De Abreu spoke about French program revitalization having had a positive impact on all L2 programs. Edmonton public schools and the Institute



for Innovation in Second Language Education (IISLE) support curriculum development, research, and teacher and program support for all international languages.

Tara Shahparaki, an ESL teacher from the Ottawa Carleton District School Board, talked about challenges faced by newcomers in learning a new language and culture in Ontario. She shared the practices and importance of family reception centres to best identify students’ needs and the greater needs of the family.

Mary Richards, a representative from the Ontario Ministry of Education, described new policy and practices related to admission for French-language schools in Ontario. The changes open up admission to new groups including those with grandparents having language rights and allophones residing in Ontario. These changes have received mixed reviews.

Keynote from the ECML Director



On Friday, Waldemar Martyniuk, Director of the European Centre for Modern Languages (ECML), was the keynote speaker, touching on European language education policy and practice. He spoke about the Council of Europe, founded in 1949, the largest and oldest

European institution active in language education for over 50 years (www.coe.int).

“The *raison d’être* of the ECML, said Martyniuk, is to put the focus on the student’s linguistic learning”. The ECML’s mission is to support language education policies and to develop a network of experts. Its structure is: medium term programs or projects, short-term projects, national contact points, and national nominating authorities. ECML activities include: expert meetings, workshops, conferences, regional events, and online communication and sharing. Online publications are available for free at www.ecml.at.

Martyniuk explained that we should provide a balance between the linguistic needs of individuals and those of society, and that we should embrace the teaching of all languages, not just the official languages and native ones. Valuing all languages in Europe is a shift towards a more supportive policy for additional language learning at a continent-wide level.

CASLT TIMELINE



1972

National Conference in Toronto, ON is attended by 50 members. Registration fee is \$20. Philippe-André Renaud is the keynote speaker, discussing “What Language Shall We Teach?” with delegates



1973

National Conference in Regina, SK. Attendance: 125 members.

1974

CASLT Membership: 193 individuals (at \$2) and 7 associates (at \$20).



Séminaires de Daniel Coste — CECR et PEL

Le symposium a été présenté à deux endroits : à Vancouver, les 17 et 18 mai, en anglais, et à Ottawa, les 20 et 21 mai, en français.

Au cours de ces séminaires, Daniel Coste a remis en perspective les orientations et les travaux qui ont permis d'élaborer, dans le contexte européen, le Cadre européen commun de référence pour les langues (CECR) et les Portfolios européens des langues (PEL). Il a notamment rappelé : (1) les rapports existant entre la nécessité d'une grille de référence pour positionner les certifications en langues et la définition initiale des échelles de niveaux de compétence; (2) le choix de ne pas s'en tenir à l'évaluation et de proposer aussi un état des lieux en apprentissage et enseignement; (3) la volonté de ne pas produire un document à caractère prescriptif mais de faire du CECR un espace de rencontre et d'échange pour des traditions didactiques différentes; (4) la nécessité non pas d'appliquer le CECR et les PEL tels quels mais de contextualiser et d'adapter ces instruments ouverts à des usages multiples, d'autant plus que le CECR et les PEL ne sont pas exempts de tensions internes. Ils ont pu donner lieu à des mises en œuvre fortement divergentes et ont fait l'objet, même en Europe, de débats souvent vifs et de résistances diverses. Ce qui est, somme toute, très sain.

Dans un deuxième temps, monsieur

Coste est revenu sur la notion de tâche (évidemment non spécifique du CECR) pour en cerner les caractéristiques et les incidences possibles sur le travail pédagogique et sur l'évaluation. À Vancouver, parallèlement, Enrica Piccardo (professeure à l'Université de Toronto) a proposé aux participants des moments de réflexion étayés par des activités illustrant une approche centrée sur les tâches et leur rapport à l'évaluation.

Les séminaires ont été l'occasion pour les participants d'échanger quant aux apports du CECR et des PEL à l'éveil et à l'entretien de la motivation des apprenants. Ceci en relation à l'énoncé d'objectifs réalistes, échelonnés et explicités pour l'apprentissage, à un traitement « positif » des résultats des apprenants, à une diversification des activités de la classe. Daniel Coste a souligné l'importance de ce dernier aspect : nombre de mises en œuvre pédagogiques, y compris celles reposant sur des descripteurs « actionnels » du type « être capable de... » sont de nature à instaurer des routines, une certaine monotonie, des risques supposés ou réels de « plafonnement ».

Tant dans le CECR que dans les PEL, l'accent est mis sur le développement par les apprenants d'une compétence plurilingue plutôt que sur la juxtaposition de monolinguisms parallèles. Il convient sans doute de ne pas le perdre de vue, tout comme de tirer les conséquences d'une catégorisation anticipée des finalités possibles de tout système éducatif pour ce qui est de l'apprentissage des langues : (1) doter



Ursula Diem,
Daniel Coste,
Enrica Piccardo,
Danièle Moore,
Wendy Carr

tous les élèves d'un premier « portefeuille plurilingue » (ce qui ne se réduit évidemment pas à l'utilisation d'un PEL); (2) mettre les apprenants en mesure de mieux tirer parti des ressources d'apprentissage que présente leur environnement; (3) développer une « culture d'apprentissage » de nature à rendre de plus en plus autonomes les apprenants; (4) préparer à la relation et à la médiation interculturelles. Un des enjeux des usages du CECR et des PEL revient à les situer à l'égard de ces différents ordres de finalités.

Grâce à l'expérience différente des participants, il a été possible d'évoquer et de commenter les conditions d'utilisation des PEL et du CECR selon différents dispositifs curriculaires : langue seconde « de base », horaire renforcé, immersion. On a par ailleurs eu l'occasion de s'interroger sur la faisabilité d'organisations plus modulaires dans la distribution des contenus et des activités d'enseignement, ainsi que sur une certaine « géométrie variable » dans le contrat didactique en classe, en particulier quant aux modalités de correction, aux formats communicationnels, à l'alternance des langues. Une des questions centrales et inhérentes au CECR et aux PEL est celle de



CASLT TIMELINE

1974

National Conference in Quebec City, QC. This is the first sponsored conference, at which time CASLT's first crest is created. This conference is attended by 200 members.

1975

National Conference in Edmonton, AB includes a session titled "Computer Assisted Instruction in Second Language Learning."

1975

Sister Eileen Sesk becomes CASLT's first female President.



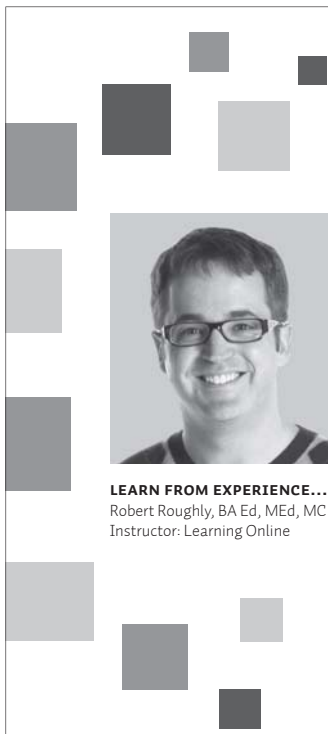


l'équilibre à définir entre un principe de diversification/différenciation entre les langues, les objectifs, les pratiques, les rythmes, les modes d'évaluation et un principe complémentaire d'harmonisation/uniformisation (relative) de ces mêmes composantes de tout enseignement.

Daniel Coste a enfin abordé certains aspects des réflexions et travaux en cours au Conseil de l'Europe dans le prolongement et l'évolution de ce qui a été réalisé à partir du CECR et des PEL. Ce mouvement s'effectue dans le cadre d'un projet intitulé « Langues dans

l'éducation / Langues pour l'éducation » et a notamment donné lieu à la mise en ligne d'une Plateforme de ressources et de références pour l'éducation plurilingue et interculturelle. L'objectif fondamental d'un tel projet est d'étendre la didactique des langues secondes/étrangères à une visée plus holistique de l'éducation langagière incluant la (ou les) langue(s) majeure(s) de scolarisation et non seulement les langues secondes. La dynamique retenue repose sur une prise en considération nécessaire des contextes multilingues où se trouvent en contact et en interdépendance langues nationales/officielles, langues régionales

et/ou minoritaires, langues secondes enseignées, langues de la migration. Au niveau européen, cette perspective engage aussi bien des options communes quant aux valeurs qu'une mutualisation croissante des ressources et des outils de référence. La place déterminante à bien des égards de la langue de scolarisation dans cette éducation langagière plurilingue nécessite, là encore, une recherche de démarches partagées et d'évolutions largement communes, mais aussi une attention soutenue aux spécificités des différentes cultures éducatives.



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CASLT TIMELINE



1976

National Conference in St. John's, NL is attended by 200 members.



1976

CASLT receives a grant from the Office of the Secretary of State. A major portion of these funds is allocated to the national newsletter.

1977

National Conference in Toronto, ON is attended by over 500 members. Heiki Sasaki of British Columbia becomes President.





Extending the Language Portfolio to Teacher Education: Field-test Survey Results

By Joseph Dicks and Karla Culligan, Second Language Research Institute of Canada (L2RIC), Faculty of Education, University of New Brunswick

CASLT is currently conducting a teacher-educator portfolio project designed to increase awareness of the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP). (An article by Miles Turnbull in the May 2009 issue *Réflexions* provides a detailed description of this portfolio.)

Field-testing of the Draft Portfolio

Joseph Dicks of the Second Language Research Institute of Canada (L2RIC) at the University of New Brunswick, who is a member of the CASLT portfolio committee, coordinated the field-testing of the portfolio in eight faculties of education representing varied geographic regions of the country. Instructors and students worked with the portfolio during the fall and winter semesters of 2009–10. Ninety-four students and seven instructors completed surveys to give their reactions.

Survey Results

Overall, students' and instructors' reactions to the portfolio were extremely positive. Very high percentages of respondents (87–93% of students and 86% of instructors) answered either "yes" or "in part" when asked whether the portfolio allowed ownership of one's own language development, the language levels adequately described the language skills required of teachers, the document was easy to use, and the "I can" statements and language scale were helpful in indicating one's own language level.

Some suggestions for improvement include shortening the document if possible. Some students and instructors indicated that a user guide and more examples would be helpful. One instructor suggested that language related to engagement and cooperation could be used.

Finally, when asked whether the portfolio should be a compulsory component of the BEd program, students offered conflicting responses (52% indicating it should be compulsory and 45% indicating it should not). Five out of seven instructors felt it should be obligatory.

Conclusion and Next Steps

These results indicate an overall high level of satisfaction with the draft portfolio. There are, however, some areas requiring adjustments. The CASLT committee recently met (in May 2010) to make these adjustments and produce a final product for the fall of 2010.

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CASLT TIMELINE

1978

National Conference in Vancouver, BC is attended by 300 members. Individual membership costs \$5.

1978

CASLT enjoys a membership of 300 individuals. Barry Lydon of New Brunswick becomes president.

1979



National Conference in Moncton, NB held in conjunction with the International Year of the Child. It offers 23 workshops to 500 delegates.



Nouvelles du CELV —

Le projet Développement des compétences d'enseignement en ligne (DOTS)

Par Aline Germain-Rutherford

L'équipe du projet « Développement des compétences d'enseignement en ligne/ Developing Online Teaching Skills (DOTS) » est composé d'Ursula Stickler (coordonnatrice du projet), Tita Beaven et Regine Hampel de l'Open University au Royaume Uni, Martina Emke de la VHS Ostkreis Hannover en Allemagne, Pauline Ernest et Joseph Hopkins de l'Universitat Oberta de Catalunya en Catalogne, Mateusz-Milan Stanojewic de l'Université de Zagreb en Croatie, et de moi-même.

DOTS tente de répondre à la question : « De quelles aptitudes les enseignants en langues ont-ils besoin pour fournir aux apprenants les compétences clés qui leur permettront d'apprendre par la suite n'importe quelle autre langue? » (CELV, 2007)

La recherche sur l'apprentissage des langues assisté par ordinateur et la formation ouverte et à distance a montré qu'une application appropriée des technologies éducatives à l'apprentissage des langues aidait l'apprenant à développer des compétences technologiques, linguistiques et métacognitives. DOTS a pour objectif la création de ressources en ligne qui permettent de se familiariser avec les technologies actuelles et avec leur intégration dans leurs cours de langues. Conçues de façon très modulaire, ces activités de formation seront accessibles à partir de l'automne 2011 sur une plateforme virtuelle Moodle; dans un format facilitant une utilisation

individuelle indépendante ou intégrée dans une structure plus large de formation de formateurs. De plus, les enseignants seront encouragés à partager leurs pratiques et leur expertise dans le domaine des technologies éducatives avec leurs collègues, renforçant ainsi la formation professionnelle des enseignants de langues tout en initiant des projets de collaboration.

Les notions de communautés d'apprentissage et de communautés de pratiques (Wenger 1998; Wenger et Snyder 2000) sont au cœur de DOTS. En effet, l'approche très participative du processus de recherche adopté sollicite la participation des usagers potentiels de la plateforme à toutes les étapes du projet. En décembre 2008, une analyse de besoins par le biais d'un questionnaire et des tests des micro-modules de formation sur une dizaine d'outils technologiques différents a permis à l'équipe de recherche d'identifier les besoins de formation en ligne de 26 enseignants de 25 pays européens. Un grand nombre de ces micro-modules fut ensuite modifié et mis à leur disposition sur la plateforme Moodle afin de continuer le dialogue. En décembre 2009, 16 experts en enseignement en ligne des langues secondes de neuf pays européens ont créé un échantillon d'activités de formation destiné à la plateforme virtuelle du projet et l'équipe de recherche a pu préciser les éléments importants à considérer dans le développement des modules de formation.

L'espace virtuelle DOTS comprendra 20 activités modulaires de formation développées autour d'une variété d'outils technologiques, et un espace de discussion et d'échanges pour faciliter la réflexion et le soutien par les pairs. Consultez le site officiel pour obtenir de plus amples renseignements : <http://dots.ecml.at/>.

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Aline Germain-Rutherford

Aline Germain-Rutherford est professeure agrégée à l'Institut des Langues Officielles et du Bilinguisme (ILOB) de l'Université d'Ottawa où elle dirige le Centre canadien d'études et de recherche en bilinguisme et aménagement linguistique (CCERBAL). agermain@uottawa.ca

**CASLT TIMELINE****1980**

CASLT's 10th annual conference in Saskatoon, SK. Keith Spicer, Canada's first Commissioner of Official Languages, is the keynote speaker.

**1980**

CASLT focuses on five "feature languages" at this time: French, Ukrainian, German, English, and Cree. Jacqueline Guyette of Nova Scotia becomes President.

**1981**

National Conference in Halifax, NS. The theme is "Unity." The registration fee, which includes a CASLT membership, is \$40. Otherwise, individual membership costs \$10.



L'université d'été pour les enseignants de FLS aura encore une fois lieu à Ottawa

L'université d'été aura lieu du 5 au 16 juillet 2010 à l'Université d'Ottawa. Ce programme est offert aux enseignants de français de base, intensif et en immersion.

Les participants vont travailler en français pendant leur séjour dans la capitale. Les thématiques principales comprennent l'intégration de la culture française en classe, l'utilisation de la technologie dans

l'enseignement de la langue seconde, ainsi que des séances de formation linguistique. Vous pourrez également participer à des activités culturelles comme visiter des musées et voir des spectacles au Centre national des arts (CNA).

Les frais de scolarité sont de 500\$. Vous pouvez venir avec votre famille et vous aurez accès aux camps d'été Gee Gees et Aventures en génie et

sciences. En ce qui concerne l'hébergement, l'université offre des tarifs spéciaux aux familles qui resteront en résidence. Vous avez aussi l'option de rester dans un hôtel à distance de marche de l'université.

Pour de plus amples renseignements, contactez Laura Ambrosio : laura.ambrosio@uottawa.ca ou 613-562-5800, poste 3385.

Encounters with Canada participants inspired by Justin Trudeau

The ex-teacher, Member of Parliament, and son of the former Canadian Prime Minister Pierre Elliott Trudeau, energized over 100 participants with his speech, already won over by his presence.

He told his audience to fight against society's taboos, to stop stereotyping, to forget about minds and thoughts already made up, and to start imagining a better world around them, where they can make a difference.

"You are not the leaders of tomorrow, stated the young politician. Each one of you has the power to be a leader today, at the same time as being consumers, peers, family members, and citizens. Your role is essential."

Mr. Trudeau's visit coincided with the Encounters with Canada Politics in Canada week – a week dedicated to giving students an in-depth look at the possibility of politics as a career.

The Encounters with Canada is Canada's largest and foremost youth forum. Every week of the school year, 120 to 138 teens from across Canada (ages 14 to 17) come to Ottawa. Here, they discover their country through each other, learn about Canadian institutions, meet famous and accomplished Canadians, explore exciting career options, develop their civic leadership skills, and live an extraordinary bilingual experience.

For more information, please visit www.encounters-rencontres.ca.

Une invitation spéciale!

L'Association canadienne de linguistique appliquée (ACLA) tiendra son prochain congrès du 1 au 3 juin à l'Université Concordia, Montréal. Il y aura des présentations sur des sujets tels que le niveau d'alphabétisation en langues secondes, l'acquisition des langues et la correction des erreurs. Veuillez consulter notre site web pour l'horaire des présentations : www.aclacaal.org.

Nous vous invitons également à consulter La Revue canadienne de linguistique appliquée, notre revue en ligne, gratuite, et accessible à tous. Un numéro spécial, co-édité par Michael Salvatori, vice-président de l'ACPLS, et Paula Kristmanson de l'Université du Nouveau Brunswick, porte sur la formation des enseignants du français et de l'anglais langue seconde. Ce numéro spécial saura sans doute vous intéresser. Lisez-le au www.cjal-rcla.ca.



CASLT TIMELINE

1981



First issue of "Bulletin". Editor is Caterina Sotiriadis of Manitoba.

1982

National Conference in Winnipeg, MB. The theme is "Take a Second Language to Heart" and the Keynote Speaker is H.H. (David) Stern. The registration fee is \$50 for members and \$60 for non-members.

1982



Establishment of the Prix Robert Roy Award (PRRA) in honour of CASLT's founding President, Robert Roy. National membership now tops 800.



Vos élèves : branchés au français!

Vous voulez encourager vos élèves à continuer en français? Faites-leur visiter le site web du Français pour l'avenir! Ils pourront participer aux concours mensuels, répondre au jeu-questionnaire chaque semaine (ou nous envoyer une question!), trouver une multitude de ressources reliées au français, lire le blogue et s'informer sur nos programmes!

De plus, chaque mois, le site web du Français pour l'avenir met en vedette un(e) élève choisi(e) pour son leadership et

son engagement envers le bilinguisme. Affiché en primeur pendant un mois complet, le profil de l'élève du mois lui donne la chance d'exprimer ce qui lui tient à cœur et, en même temps, d'inspirer les jeunes inscrits dans des programmes de français partout au Canada.

Pourquoi ne pas sélectionner un(e) de vos élèves extraordinaires? Pour tous les détails, visitez www.francais-avenir.org.

The Institute for Innovation in Second Language Education (IISLE)

Some of IISLE's exciting upcoming events and activities include:

- the sixth annual Second Languages Matter! Best Practices Day, scheduled for February 18, 2011. This year's event was a huge success with over 400 participants attending! Registration is already available online at: <http://languages.epsb.ca/en/pd-and-events>.
- a Second Language Leadership Institute for school administrators and language leaders will be held at the Fantasyland Hotel 19-20 August, 2010.
- a third annual summer training program for teachers of Spanish-English bilingual programs from the Comunidad de Madrid, Spain in July 2010.
- an AIM Summer Workshop presented by Wendy Maxwell 27 August, 2010.
- professional development 2-day workshops targeting support for new teachers, "Off To A Good Start," held in August and October 2010, and February 2011.

For more information on services, programs, resources, professional development and special events, check the IISLE Web site at <http://languages.epsb.ca/>.

CPF National Conference in October

Preparations are underway for the Canadian Parents for French (CPF) National Conference in October, an event held every two years in Ottawa. This year's event will include the presentation of the 2nd edition of the CPF Volunteer Award. The award serves to recognize individuals whose commitment and persistent efforts have contributed significantly to the advancement of French language education and to CPF's organizational goals. If you'd like to nominate a CPF member for this award, visit us at <http://cpf.ca/eng/mem-don.html> to download a nominations package today!

Second Language and Intercultural Council (SLIC) 2010 Conference

This year's conference, "Languages 2.0", will explore the use of emerging technologies and how they can enhance L2 instruction. On Friday, 29 October, an e-learning specialist will help teachers discover how to make the best use of educational technologies in their language classrooms. In the afternoon, hands-on sessions will allow participants to develop lessons and activities using web-based technologies. On Saturday, 30 October, a variety of L2 and technology sessions will be offered by L2 specialists in seven different languages. Don't miss the rich networking opportunities being planned that will help L2 teachers connect from across the province of Alberta. Follow our progress on Twitter@ATASLIC or go to www.slic.teachers.ab.ca for more information.

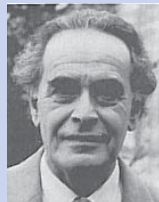
CASLT TIMELINE



1983

Official incorporation of CASLT; the Head Office of the corporation is established in Winnipeg, Manitoba. Carmella Howhy of Alberta becomes President.

1983



First PRRA recipient: H.H. (David) Stern, Professor, OISE, University of Toronto.

1984

Inauguration of the National Council, consisting of one representative from each province and territory from which the Executive is self-selected according to the location of next year's conference. The president's main responsibility is to organize the national conference.

YMCA YOUTH
Summer Work Student Exchange



This Summer, Experience the Journey of a Lifetime!

The YMCA Summer Work Student Exchange is a national program offering opportunities for 16 or 17 year old students to improve their second official language skills (either English or French) while gaining important experience through a paid employment placement. Participants will be twinned with a community in another province where their second language predominates.

This program encourages participation of all youth including those from aboriginal or visible minority communities, those from low-income families, and those who have a disability. For more information visit:

WWW.SUMMER-WORK.COM



Canadian
Heritage

Patrimoine
canadien

Canada



Pour une formation authentique!

La formation initiale nécessite cinq jours pour connaître les stratégies et de les utiliser dans des pratiques d'enseignement qui se rapprochent de l'authenticité d'une véritable salle de classe. La rétroaction des collègues, des animateurs et du formateur amène l'enseignant à réfléchir aux étapes à suivre lors de l'enseignement de la langue.

La modélisation est une pratique intégrée dans la formation du français intensif. Des enseignants experts dans ce type d'enseignement font une démonstration qui devient le modèle à suivre.

Les enseignants font une réutilisation des stratégies lors d'une autre expérience d'enseignement, qui permet aux enseignants de mieux apprivoiser les stratégies et de réfléchir à leur enseignement; c'est l'étape de la métacognition.

L'invitation est ainsi lancée à tous les enseignants L2 désirant de participer à ce type de formation offert dans les provinces et les territoires. Pour de plus amples renseignements, contactez André Charlebois, Expert-conseils, services pédagogiques: andrecharlebois@cogeco.ca.

Panorama Round Table on Bilingualism in Ontario

On 22 March, CASLT Vice-President Michael Salvatori participated in a round table on TFO's Panorama show.

Michael said French serves as "a passport to the world" since it is spoken on every continent, and it reflects a national pride and a sense of being Canadian. He also spoke of the importance of learning other languages, and said passion and cultural appreciation are crucial for learning any language.

You can watch the round table (available in French only) on TFO's Web site: <http://www2.tfo.org/Panorama/Video/7190>.

2010 CAJLE Annual Conference

The Canadian Association for Japanese Language Education (CAJLE) will hold its annual conference on the campus of the University of British Columbia (UBC), 13-15 August. The theme is "Emerging Possibilities for Japanese Language Education: Integrating Language Content and Culture." The keynote speaker is Seiichi Makino of Princeton University. For more information, please email cajle2010@gmail.com or visit CAJLE's Web site, http://www.cajle.info/annual_conference.

Luncheon with the Lieutenant Governor of Newfoundland and Labrador

Friends and partners of CASLT were honoured to attend a luncheon at the invitation of His Honour the Honourable John Crosbie, Lieutenant Governor of Newfoundland and Labrador. His Honour warmly welcomed the group to Government House in St. John's and spoke of the importance of the work of second language educators across the country. In her remarks, CASLT President Valerie Pike communicated appreciation on behalf of CASLT and partner organizations in attendance. Former CASLT



President Susan Forward and representatives of CASLT partner The Centre for Distance Learning and Innovation were among the guests.

Jim Tuff, Glenn Cake, Susan Forward, His Honour the Honourable John C. Crosbie, Valerie Pike, Maurice Barry, Jim Murphy

Virtual Professional Development (VPD) — Ça fonctionne!

Over 400 educators gathered in Edmonton on 19 February. The *Second Languages Matter!* Best Practices day is organized by Edmonton Public Schools' Innovation for Innovation in Second Language Education (IISLE) every year.

Even though Glenn Cake was 6,200 km away, he offered *Lights-Camera-Action! Student Multimedia with Photo Story*.

In this workshop, the group was shown various examples and discussed potential opportunities for the classroom setting. *Photo Story* appeals to all

students regardless of their L2 skills, especially students who receive differentiated instruction and diverse learners. The multimedia library allowed participants to view video clips as if they were in the same room as the presenter.

Glenn then led the group in the actual creation of a *Photo Story* project. This was done via application sharing which allowed the participants in Edmonton to control Glenn's desktop in St. John's.

If you would like to view the recorded session, please contact Glenn at gcake@cqli.ca.



Un message de l'honorable Marie-P. (Charette) Poulin



Au Sénat du Canada depuis septembre 1995, l'honorable Marie-P. (Charette) Poulin est membre du Comité sénatorial des finances nationales. En tant que présidente du Sous-comité des communications du Sénat, elle a dirigé l'examen de la position nationale et internationale du Canada dans le secteur des communications et télécommunications.

Le sénateur Poulin a été présidente du Parti libéral du Canada de 2006 à 2008.

Sa participation aux conseils de divers organismes et institutions ainsi que ses réalisations professionnelles lui ont valu de nombreuses distinctions nationales et internationales, parmi lesquelles on compte l'insigne d'Officier de l'ordre national de la Légion d'honneur en 2003. Le sénateur a siégé à des conseils d'administration d'hôpitaux, d'universités, de collèges, de chambres de commerce, d'entreprises, ainsi qu'à des conseils d'administration des arts et de la culture. Elle siège présentement au conseil des gouverneurs de l'Actra Fraternal Benefit Society et au conseil consultatif du prix P.-D. G. de l'année du Canada.

En tant que membre du conseil d'administration fondateur de la Cité collégiale, pouvez-vous nous dire pourquoi il est important d'apprendre une langue seconde et de suivre des cours dans cette langue?

Je n'ai jamais rencontré quelqu'un qui ne souhaitait pas être bilingue et ceux qui parlent deux langues envient ceux qui en parlent davantage. Dans notre société planétaire, le fait de connaître une langue seconde constitue un atout majeur, que ce soit pour les affaires ou dans la vie de tous les jours, puisque cela facilite le dialogue.

Comment la maîtrise des deux langues officielles du Canada a-t-elle affecté votre vie et votre carrière?

Ma langue maternelle est le français. J'ai commencé à parler l'anglais vers l'âge de six ans, en jouant dehors avec des voisins. Aujourd'hui, que ce soit sur le plan social, professionnel ou personnel, ma dualité linguistique fait tellement partie de moi que je ne peux m'imaginer parler seulement une langue.

Les choses auraient pu être différentes. Mes parents étaient d'ardents défenseurs des droits des francophones. Ils réclamaient la création d'écoles de langue française à une époque où il n'y avait que des écoles publiques anglaises en Ontario. Pour s'assurer que je ne perde pas mon français, mes parents ont même emprunté de l'argent pour que je puisse poursuivre mes études secondaires en français dans un pensionnat. J'ai eu la chance de poursuivre mes études universitaires en français, à l'Université Laurentienne de Sudbury pour le bac, à l'Université de Montréal pour une maîtrise et à l'Université d'Ottawa en droit.

Quand j'ai obtenu un emploi de réalisateur à la radio de Radio-Canada dans les années 70, mon bagage linguistique m'a conféré un avantage énorme. J'ai découvert que je pouvais perfectionner mon métier en écoutant des émissions de pays francophones et des émissions de pays anglophones, nourrissant ainsi la créativité essentielle au succès professionnel, et cette curiosité m'accompagne toujours.

Aujourd'hui, j'ai l'honneur de siéger au Sénat, où le français et l'anglais sont parlés de façon interchangeable. J'ai aussi l'honneur d'offrir mes services d'avocat-conseil chez Heenan Blaikie qui offre des services dans les deux langues officielles.

Comment faites-vous pour pratiquer et améliorer votre langue seconde?

Je vise l'excellence de la qualité de ma première et deuxième langue. L'outil le plus important, c'est la radio, l'écoute de la lecture des bulletins de nouvelles. Une langue, c'est un peu comme une danse avec un rythme et une cadence. Et quand on danse avec une langue, c'est toujours plus agréable.

Que diriez-vous à des étudiants qui apprennent une deuxième langue? Et aux enseignants?

Ma première réaction serait de leur dire : « Bravo! Vous venez de faire un pas en avant qui vous ouvre de nouveaux horizons. Vous ne le regretterez pas. » Pour apprendre une langue seconde facilement, il faut l'aimer. Pour l'aimer, il est essentiel d'avoir l'occasion de l'apprécier par la radio, le chant, le théâtre, le cinéma, la lecture, la poésie et j'en passe. ♦♦♦♦



CASLT TIMELINE

1984

Anthony Mollica, Editor of the CMLR, offers his services to CASLT as editor of the Bulletin.



1985

CASLT moves to an electronic database. Member #1 is Helen Lockerby, of Prince Edward Island, who is still an active member today.

1985

Debut of CASLT's National Core French Study, a project that actively involved 250 individuals, over 100 classrooms in nine provinces and the Northwest Territories is launched. David Stern directs the research, while Roger Tremblay, Raymond LeBlanc, Gisèle Painchaud, Robert Roy, Clarence LeBlanc, Birgit Harley, Yvonne Hébert, and Janet Poyen organize the schools project.



The Personal Home and Auto Insurance

CASLT member benefits:

- **Worry-Free option.** Provides coverage if you borrow or rent a car for a short period of time.
- **Accident-Free Protection.** Your premium won't increase as a result of your first at-fault accident.
- **Winter Tire Discount.** The Personal is offering 5% savings on your auto insurance premium if your car is equipped with four winter tires.

*Offer available in Ontario only.

For more information or to get a free quote, visit their Web site: <http://www.thepersonal.com/p-qc/EN/Pages/home.aspx>.



So CASLT Members Say...

Each month, CASLT asks members to provide feedback on language teaching issues in our monthly e-newsletter polls: http://www.caslt.org/members/members-members-say-surveys-polls_en.php. This year, in every issue of *Réflexions*, we are publishing answers that may be helpful to our members. To have your answer published in *Réflexions*, answer our monthly survey question. Here is what you had to say:

What are some tricks to get kids to practice their oral L2 at home with their parents, friends, and in the community?

"When driving my daughter and her friends, I tell them that "c'est une auto française. Ici on parle français." I play a French CD and the kids have fun showing off what they know in French!"

- CASLT member

"My mentor teacher taught phone vocabulary and asked the students to make their

answering machines/voicemails bilingual and then called to check them."

- CASLT member

Which search engines do you use most frequently for L2 resources and why?

Google, because...

1. *"it is all encompassing; it provides so many tools, so it's more than just a search engine."*

2. *"it is quick and easy, and I can use advanced language features or the Canadian sites only option."*

3. *"it provides quick access to resources."*

Are you doing anything special with your class for the winter Olympics that are taking place in Vancouver? Why is it important to celebrate (or highlight) this event with your students?

"I believe it is important to give the proper vocabulary to (ESL) students. They are watching the Olympics with their friends and their family, so why not teach them the names of the sports in English?"

- CASLT member

Members' Survey on *Réflexions*

CASLT is conducting a survey to evaluate member satisfaction. You can access the survey on our Web site as of 1 June: http://www.caslt.org/members/members-members-say-surveys-polls_en.php. Please complete the survey at your earliest convenience, preferably by 1 August. Information provided will help guide our plans for the coming years.

Carla Lowther Won CASLT's 40th Anniversary Trivia Quiz Prize!

Carla Lowther is presently a TTOC in Peace River North, which is School District #60 in Fort St. John, BC. She has taught mainly Science and Math in Alberta, Nova Scotia, Quebec, and British Columbia during her 19 years as a teacher, but her last four contracts were mainly Grades 4-7 FSL in Peace River North. She was amazed at the number of important research studies that CASLT has done and been involved with over the years.

The answers to the quiz are available on our Web site: http://www.caslt.org/pdf/eng/Reflexions/40th_anniversary_quiz_answers.pdf.

CASLT TIMELINE

1986

National Conference in Saint John, NB, co-sponsored by CASLT and The French Second Language Subject Council of the NBTA. The theme is Second Language Teaching: Renaissance. The keynote address is delivered by Dr. H.H. Stern.

1986

CASLT buys a photocopier for the National Office in Winnipeg to increase capacity for publicity, soliciting conference exhibitors, and the publication of Bulletin.

1987



Peter Heffernan of Lethbridge, Alberta, becomes the Editor of the Bulletin and holds that position until 1996. He serves the longest term as a CASLT Editor.



2010 CASLT Teacher Bursary Recipients

CASLT allocated bursaries of a maximum of \$800 each to Anna Faraone, Corbin Musselman, Nancy Rancourt, Colleen Meagher-Alkan, and Diane Walker.

Anna Faraone is a French resource teacher of the Toronto Catholic District School Board and she attended CASLT's Mentoring/Coaching Event in Ottawa, 3–4 February 2010. "It was a unique opportunity to learn how to develop an effective program that addresses the specific needs of beginning and experienced L2 teachers," said Anna.

"We learned that we need to blend a mentoring program with coaching skills in order to help L2 teachers develop their pedagogical, cultural, and linguistic competencies. It's about time that we examine the differentiated support needed for L2 teachers: mentor coaching for L2 teachers is very different! What a privilege to exchange ideas with educators from all across Canada and to begin this very important ongoing dialogue," she exclaimed.

Corbin Musselman teaches Japanese at Spruce Grove Composite High School in Edmonton, Alberta. He attended the "Second Languages Matter!" conference organized by Edmonton Public Schools on 19 February, 2010. "I really enjoyed the conference because I was able to attend sessions that catered to my specialty in Japanese," said Corbin.

"It was wonderful that the Institute for Innovation in Second Language Education (IISLE) was able to locate specialists in Japanese language studies to come and present at the event. I look forward to their conference next year," he added.

Colleen Meagher-Alkan teaches ESL at the University of New Brunswick (UNB) in Fredericton, NB. She attended TESOL's 44th Annual Convention and Exhibit in Boston, Massachusetts, 22–27 March 2010. "I am proud to have received a bursary from CASLT to attend a conference," she said. "The opening plenary by Howard Gardiner of Harvard University presenting the five traits of the mind helped me understand that I need to re-imagine, re-think, re-invent, and renew my understanding for the place in which my students stand."

"I had the opportunity to gather new ideas and validate practices that occur each day," Colleen added. "I, along with my colleagues and students, will benefit for many months to come."

Nancy Rancourt is a FSL teacher of the Algoma District School Board in Sault Ste. Marie, Ontario. She attended the OMLTA Spring conference, 25–27 March, 2010.

"What an enriching experience," exclaimed Nancy. "I met many FSL colleagues and made new contacts. Sharing practical ideas, discovering new teaching and learning strategies,

exploring the exhibitors' resources, and participating in a variety of workshops have been professionally beneficial for me."

"I'd like to thank the CASLT Special Teacher Bursary Committee and I'd like to encourage all of my second language teacher colleagues to become members and to discover the advantages of having a CASLT membership," added Nancy.

Diane Walker is an ESL teacher at Duc D'Anville Elementary School in Halifax, Nova Scotia. She received her bursary to attend TESOL's 45th Annual Convention and Exhibit in New Orleans in March 2011. We wish her an enriching experience at the conference and hope that she enjoys it very much.

Stay tuned for eligible events for 2011! Information will be posted on the CASLT Web site: http://www.caslt.org/what-we-do/what-we-do-services-bursaries_en.php.



Anna Faraone, Corbin Musselman, Colleen Meagher-Alkan, Nancy Rancourt



CASLT TIMELINE

1987

Jim Jones of Alberta, is among the first to receive the Honourary Lifetime Member Award, along with the founders of CASLT.

1988

CASLT initiates two teacher award bursaries in the amount of \$500 each for the study of second language methodology and/or linguistic upgrading in the summer.

1988

National Conference in Halifax, NS. The theme is "Canada's Languages: A Time to Reevaluate" and 50 workshops are offered. First appearance of CASLT's Conference Handbook, the guiding document of all future national conferences.



New Pages on *Languages Without Borders* (LWB) 2009

Are you considering attending CASLT's LWB 2011 conference in Montréal, but don't know what to expect? Or maybe you went to last year's conference and would like to look at some photos and testimonials from 2009. CASLT has new pages on its Web site for participants' testimonials and comments (http://www.caslt.org/conference09/conf_testimonials_en.php), a photo gallery featuring some of the presenters, exhibitors, performers, and participants from LWB 2009 in Edmonton (http://www.caslt.org/conference09/conf_gallery_en.php), and a list of our exhibitors, sponsors, and advertisers (http://www.caslt.org/conference09/conf_exhibitors_stub_en.php). Please note that the photos were taken by Don Garrett, Sarah Du Broy, and Valeria Palladino.

If you would like to get involved in LWB 2011 in Montréal, you can submit a proposal for a workshop or research-based presentation based on this year's theme and strands: http://www.caslt.org/conference11/conferences-form_en.php. Should you have difficulty accessing this form, please email Louise St-Amand: members@caslt.org.

LWB 2011: Call for Presenters Now Open

CASLT is hosting its second national *Languages Without Borders* (LWB) conference at the Hilton Montréal Bonaventure hotel, to be held 7–9 April, 2011. This is a unique opportunity for language educators, particularly those from Central and Eastern regions, to share innovative teaching strategies with like-minded professionals.

LWB brings together language experts from across the languages and across the country to discuss the important trends and issues surrounding linguistic and cultural diversity in Canada.

LWB gathers over 600 second language educators of English, French, Spanish, German, Chinese, Japanese, Ukrainian, First Nations Languages,

and American Sign Language, among others, representing every province and territory.

The LWB conference theme for 2011 is **Perspectives and Innovations**. The programme strands include:

- Effective Practices in Second Language Pedagogy
- Integrating Culture and Intercultural Understanding in Second Languages
- Assessment and Evaluation Approaches
- Student Learning Benefits and Opportunities
- Professional Learning Pathways

"I encourage all second language teachers to submit workshop

and roundtable proposals for our conference, whether they've presented with us in the past or are new to LWB conferences," said CASLT President Valerie Pike. "Sharing knowledge and learning with each other improves our teaching skills and increases learner motivation and retention in our language programs."

Interested teachers, researchers and curriculum leaders are encouraged to submit a workshop proposal online (http://www.caslt.org/conference11/conferences-form_en.php) at the association Web site. The Call for presenters opened on 3 May, 2010 and will close on 10 August, 2010.

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CASLT TIMELINE



1989

Joyce Fewer is invited by the Secretary of State of Canada to participate in a round-table discussion promoting and sharing the Canadian perspective of teaching French and English as second languages.

1989

National Conference "Language Teachers – Growing Professionally" is held in Vancouver, BC sees the culmination of the National Core French Study and includes a pre-conference on peer-coaching. CASLT begins a focus on professional development.

1990

CASLT's 20th National Conference is held in St. John's, NL. The keynote speaker is Roger Tremblay, who calls attention to some concerns regarding second language teaching in Canada.



Avantages de courts échanges bilingues pour le programme scolaire

Par Callie Mady,
Professeure adjointe, Université de Nipissing



Les occasions de communiquer avec une communauté de langue cible sont avantageuses pour l'acquisition d'une langue seconde. La recherche a démontré que les échanges bilingues qui visent ce genre de communication donnent des résultats linguistiques positifs (Hanna, Smith, Day et Shapson, 1981), ainsi que des résultats non linguistiques positifs (Rose et Bylander, 2007; Allameh, 2006). En plus de la recherche favorable, le gouvernement canadien (Commissariat aux langues officielles, 2009) reconnaît que les échanges bilingues offrent des avantages linguistiques et non linguistiques. Sur le plan linguistique, le gouvernement voit les échanges comme moyen de faciliter l'acquisition d'une langue seconde et ainsi d'augmenter la proportion de Canadiens bilingues dans les langues officielles. En fait, le commissaire, Graham Fraser,

recommande que tous les jeunes Canadiens « aient l'occasion de pratiquer et de perfectionner leur langue seconde au sein de l'autre communauté linguistique » (p. 45). Au-delà des résultats linguistiques éventuels d'un échange, le gouvernement fédéral reconnaît également la possibilité de résultats positifs non linguistiques, par exemple, le fait de motiver les jeunes à apprendre l'autre langue officielle (p. 46). La présente étude, décrite ci-dessous, se penche sur les impacts linguistiques et non linguistiques d'un échange bilingue de courte durée, organisé par la Société éducative de visites et d'échanges au Canada (SEVEC), sur les jeunes francophones et anglophones.

Les résultats de l'étude

L'étude, axée sur différentes méthodes, a comparé les attitudes d'élèves francophones et anglophones à l'égard de mesures de leur recours autoévalué

et multicom pétent à la langue seconde et des stratégies correspondantes, avant et après un échange bilingue de courte durée. Des données ont été recueillies par l'entremise de questionnaires et d'entrées de journal.

L'analyse menée avant le questionnaire a révélé que les deux groupes de participants, francophone (N = 136) et anglophone (N = 107), étaient très bien disposés à s'exprimer dans leur langue seconde. En plus de se percevoir comme étant disposés, les deux groupes ont également évalué positivement leurs propres acquis linguistiques et stratégiques avant l'échange. Malgré les classements élevés quant aux facteurs non linguistiques avant l'échange, les participants ont manifesté une hausse de leur volonté de communiquer et de ses précurseurs après l'échange; cependant, les différences n'ont pas été statistiquement significatives. Néanmoins, les

catégories linguistiques de l'écoute, de la parole, de la lecture, de l'écriture et de l'utilisation des stratégies ont produit quelques différences statistiques après un séjour d'une semaine dans la communauté ciblée. Suite à l'échange, le groupe anglophone a manifesté une plus grande facilité à s'exprimer, alors que le groupe francophone a signalé une facilité nettement plus grande avec toutes les échelles linguistiques, y compris l'utilisation d'une stratégie.

Les résultats provenant des journaux ont confirmé que les participants (N = 153) étaient disposés à s'exprimer dans le cadre d'un échange, qui constituait selon eux une occasion, différente du milieu scolaire, d'améliorer leurs aptitudes L2 et leur sensibilisation culturelle. L'analyse des entrées de journal a révélé que les groupes de participants étaient inquiets quant à leurs habiletés L2, tout en ayant hâte d'utiliser leur L2 avant et après l'échange. Après l'échange, les participants ont constaté des points communs entre leur culture jumelle et la leur, de même qu'une amélioration de leurs connaissances L2.

De tels gains linguistiques et stratégiques peuvent s'expliquer en partie par la distinction que font les participants entre l'utilisation de la langue en classe et à l'extérieur de la classe (MacIntyre, Baker, Clément et Conrod, 2001; Yashima, Zenk-Nishide et Shimizu, 2004). Les participants ont évalué leurs aptitudes avant l'échange selon leur expérience en classe, et ils ont trouvé que l'utilisation de la langue seconde à l'extérieur de la classe influençait leur évaluation après un séjour d'une semaine dans la communauté de la langue cible. La distinction entre l'utilisation de la L2 en classe et hors de la classe est confirmée dans des entrées de journal :

[traduction] Je suis à la fois enthousiaste et nerveuse parce que je connais pas mal le français (immersion en français) [en classe], mais le français québécois pourrait être différent [à l'extérieur de la classe] et difficile à comprendre. (Anglophone, participante 14h)

[traduction] Je suis très heureuse de pratiquer mon français [en classe] avec ma jumelle et ma famille hôte, et aussi dans des situations réelles [à l'extérieur de la classe]. (Anglophone, participante 15f)

Je pense que ce voyage sera une bonne occasion pour moi d'améliorer mon anglais [en classe] parce que tout le monde autour de moi durant les activités et dans ma famille où je serai accueillie vont parler cette langue. Je pense que d'être entourée des personnes qui parlent fréquemment l'anglais m'inciterait à faire de même [à l'extérieur de la classe]. (Francophone, participante 14c)

Une telle distinction accompagnée des gains après l'échange vient appuyer la nature complémentaire des échanges et de l'apprentissage en classe (MacFarlane, 1997).

Discussion

La présente étude met en évidence les avantages d'offrir une occasion d'utiliser

la langue seconde de façon authentique dans la communauté L2. Un des avantages qu'ont révélé les participants est l'occasion d'utiliser la langue de façon authentique, ce qui, selon eux, est différent de l'usage en classe. Les participants ont considéré l'échange comme une façon de mettre leurs habiletés L2 à l'épreuve, ce qu'ils ont jugé avoir réussi à la suite de l'échange. Un deuxième avantage, donc, est caractérisé par les gains linguistiques et stratégiques accumulés sur une courte période de temps. La nécessité de passer du temps dans un milieu L2 authentique jumelée à des gains linguistiques porte à croire qu'il serait avantageux d'offrir des occasions d'échanges bilingues à tous les élèves L2. Le fait que l'échange ait donné de tels gains et que la grande majorité des participants ait par la suite fixé des objectifs pour une amélioration ultérieure de la langue vient confirmer le rôle éventuellement positif d'un cycle en vertu duquel les élèves participent à des échanges, améliorent leurs L2, recherchent donc d'autres occasions d'échanges en vue d'améliorer leur progrès, pour ainsi atteindre leur objectif d'apprendre une langue. ●●●●

Veillez trouver les références à la page 24.



Callie Mady

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CASLT TIMELINE

1990

Wrap-up of The National Core French Study with the publication of the Evaluation Syllabus, Communicative/Experiential Syllabus, A Synthesis, *Syllabus langue*, *Syllabus formation languière générale*, *Syllabus culture*, and *Rapport synthèse*.

1991



National Conference and Multilingual Book Fair is held in Winnipeg, MB. The theme is "The Multilingual Child: Today's Dream, Tomorrow's Reality".

1991

"We arrived in droves, over 500 of us, from all parts of Canada - east, central, west, and north." Peter Heffernan, excerpt from the Report on the CASLT Annual Conference, in *Second Languages Bulletin*.

What does “implementing” the Common European Framework of Reference for Languages (CEFR) mean?

By David Little

Chair of the Council of Europe’s European Language Portfolio Validation Committee

For several years, language educators in Canada have been considering whether or not to adopt the Common European Framework of Reference for Languages (CEFR; Council of Europe 2001) in the hope that it will help improve L2 learning outcomes. In order for the decisions eventually taken by the authorities concerned to be informed ones, projects have been funded to “implement” the CEFR with the goal of evaluating its relevance to Canada. As an outsider who has been involved with applications of the CEFR in Europe, I have been puzzled by the assumption that the route from the CEFR to the language classroom is straightforward and direct. The purpose of this article is to explain what “implementation” of the CEFR entails.

The CEFR’s six proficiency levels – A1 and A2 (Basic User); B1 and B2 (Independent User); C1 and C2 (Proficient User) – are familiar to language professionals around the world. They have been widely adopted by international language testing agencies, and they are increasingly used to specify the proficiency that immigrants seeking residence rights or citizenship are required to achieve in the host community’s language. One way that Canada could implement the CEFR would be to align public

exams and language tests with its levels. That this might have little impact on learning outcomes aside, it would only count as a very partial implementation because there is much more to the CEFR than its global scale of L2 proficiency.

The CEFR’s “action-oriented” approach, which defines L2 proficiency in terms of what the learner-user can do with the target language, is almost as well known as its proficiency levels. The approach is not applied to overall proficiency, but to the five activities of listening, reading, spoken interaction, spoken production, and writing. Thirty-four illustrative scales for these activities’ different dimensions are summarized in a self-assessment grid, which is then collapsed into a global scale. By taking separate account of these different communicative activities, the CEFR confirms its status as a profiling instrument, rather than a standard-setting one. As such, it allows us to take into account two easily overlooked facts; most L2 learner-users are stronger in some activities than in others, and some L2 programs focus on the development of partial competences (reading, or listening and speaking, for example). The activity scales are complemented by 13 scales of language quality/linguistic competence and seven scales for strategic dimensions of language use. It is thus incorrect to state, as some people have, that the CEFR ignores linguistic form or underlies linguistic competence.

The three-dimensional character of its scales – communicative activities,

language quality, and strategies – distinguishes the CEFR from other L2 proficiency scales to which it is sometimes compared. So too does the fact that it embeds its scales in extensive taxonomic and discursive treatment of contexts of language use, communication themes, communicative tasks and purposes, communicative language processes, the user-learner’s competences, language learning and teaching tasks and their role in language teaching, linguistic diversification in the curriculum, and assessment. The fact that this list of contents goes beyond language assessment is not surprising because the CEFR was not primarily written for the benefit of language testers, but to “provide a common basis for the explicit description of objectives, content and methods” in L2 education (CEFR, p. 1).

In other words, the CEFR is an elaborate and flexible toolkit that can be equally applied to the design of curricula, the development of learning materials, and the assessment of learning outcomes. Each “can do” descriptor can be used to specify a curriculum goal, provide a focus for the selection or development of learning materials and activities, and serve as a starting point for the elaboration of assessment criteria. In this way, the CEFR offers to bring curriculum, pedagogy, and assessment into a closer relation with one another than has traditionally been the case. This is perhaps its most innovative feature. In my opinion, an adequate implementation of the CEFR (which is

still rare in Europe) needs to involve curriculum and pedagogy as well as assessment, but before I elaborate on this, it is necessary to consider if the CEFR has implications for L2 teaching methods.

According to the CEFR's authors, "it is not the function of the Framework to promote one particular language teaching methodology, but instead to present options" (CEFR, p. 142). Nevertheless, its action-oriented approach to the description of L2 learning, as second language educators use points unmistakably towards a task-based approach, and its description of the successive proficiency levels also seems to have methodological consequences. A1 and A2 descriptors mostly refer to discrete tasks and routines: *basic greeting and leave-taking expressions* (A1) can be mastered in a few lessons; while *simple transactions in shops, post offices or banks* (A2) might provide the focus for several terms' learning. However, from B1 on, descriptors refer to increasingly general and complex communicative activity. While *I can start, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest* (B1) requires an extended period of learning in which the target language is the medium of classroom interaction, *I can take part effortlessly in all conversations and discussions with native speakers* (C2) refers to complex skills that cannot be directly taught; their development requires sustained use of the target language in communication with native speakers in a variety of academic and/or professional contexts.

The methodological options presented in the CEFR include the favoured one for most L2 classrooms around the world; teaching "by a combination of presentations, explanations, [drill] exercises and exploitation activities, but with L1 as the language of classroom management, explanation, etc." (CEFR, p. 143; emphasis added). It is certainly possible to teach A1 tasks and A2 routines in this way, but unless the target language quickly becomes the medium for all classroom communication, learners are unlikely

to progress to the point where they can *deal with most situations likely to arise whilst travelling in an area where the language is spoken* (B1; CEFR, p. 26), far less express themselves *fluently and spontaneously without much obvious searching for expressions* (C1; CEFR, p. 27).

What does it mean to "implement" the CEFR in the teaching of French in Canadian schools, bearing in mind that the ultimate goal is to increase the number of school-leavers with "functional" proficiency in the language? The first step would be to explore the proficiency levels of the CEFR, paying particular attention to Canadian contexts of L2 learning and use (remember that the CEFR provides detailed taxonomies designed to facilitate this process). In doing so, it would be important to take into account the developments in communication since the development of the CEFR; for example, scales for written interaction need to take into account the omnipresence of text messaging and email. The goal of this exercise would be to use a version of the CEFR that is faithful to the proficiency levels while taking into account the particularities of the Canadian context. This could be used to specify learning outcomes at various stages of the different kinds of French programmes offered in schools.

The CEFR is language-independent, so the second step would be to explore the implications of the selected descriptors for linguistic content. The French publisher of the CEFR (Didier, Paris) has produced a series of *référentiels* (resource books) that might be useful here, though the fact that each focuses on a single CEFR level may distract language educators from

the CEFR's potential as a profiling tool. However, needless to say, descriptive work on the forms and uses of Canadian French would be of primary importance.

The third step would be to develop teaching and learning supports designed to encourage the adoption of task-based approaches to use the target language for classroom management and explanation. The Council of Europe created the European Language Portfolio as a means to mediate the CEFR's action-oriented approach to language learners and to promote learner autonomy and intercultural awareness. By now, a lot of material is available on the Web sites of the Council of Europe (www.coe.int/portfolio) and of the European Centre for Modern Languages (elp.ecml.at).

Finally, it would be necessary to design forms of assessment that reflect the communicative orientation of the CEFR so that teachers and learners can ensure a strong continuity from curriculum through pedagogy to assessment. It is worth noting that even though the CEFR has been widely used in Europe to indicate the communicative range covered by particular tests and to compare one test to another, it has had relatively little impact on test design as such.

This is an ambitious agenda and it would be foolish to use it without careful preliminary exploration and piloting, but a handful of well designed, adequately funded and stringently evaluated projects would provide the kind of hard information that seems to be lacking at the moment.

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David Little

David Little retired in 2008 as Head of the School of Linguistic, Speech and Communication Sciences and Associate Professor of Applied Linguistics at Trinity College in Dublin. His principal research interest is the theory and practice of learner autonomy in second language education. He is currently chair of the Council of Europe's European Language Portfolio Validation Committee and a member of several Council of Europe expert groups. dlittle@tcd.ie



Becoming a second language teacher: Insights into developing a teaching identity

By Lynn Thomas, Université de Sherbrooke, and Catherine Beauchamp, Bishop's University

Strong professional identity development is

of considerable interest to teachers and researchers in teacher education (Bullough, 2005; Flores and Day, 2006; Riopel, 2006; Watt, Richardson, and Tysvaer, 2007), in part as a way to understand and promote the “professionalization” of teaching (Cochran-Smith and Lytle, 1999; Sachs, 2005). Some teacher education programs and ministries of education outline goals for teachers in terms of identity (Québec, 2001), but few studies have looked at the process by which teachers come to develop their professional identity. In addition, because of the close links between language, culture, and identity, professionals who teach second language (L2) classes in their own L2 find issues around identity complex.

This study examines how new teachers view the emergence of their professional identity, from graduation to the spring of their first year of teaching. Participants were asked to describe how they viewed their present and future identities with relation to the teaching profession. This study involved 46 beginning teachers from two teacher education programs in the Eastern Townships region of

Quebec. Participants were interviewed during the summer following graduation and again in the winter of their first year of teaching. Note that in Quebec, all teacher education programs last four years, including over 700 hours of student teaching in schools.

Here, we provide examples of participants' statements from both interviews.

First interview – time of graduation

Many of the participants' statements indicated the nervousness and apprehension with which they approached their first year of teaching.

- *Suddenly I'm shifting from the student that I've been for the last 20 years into having to be the professional, and it's sort of a confusing, perplexing experience.*

Others anticipated the continued learning that would take place as they began to teach. They were clear in their understanding that this learning would be significant in their new contexts.

- *No one is quite sure what is expected of them when they start off, so they are always learning on the job.*
- *The first few years of teaching are going to be a bit of a roller coaster because I'm in the learning curve.*

Along with recognition of learning came the recognition of their identities being affected as teachers.

- *I think it will still be a learning experience. I imagine myself being*

as much a student as my students will be.

- *My new experiences will change what I am and the way I perceive myself as a teacher.*

Second interview – after several months of teaching

Many of the participants recognized an evolution in their identities, as seen in the following statements:

- *When you become a teacher, you need to take what you learned as a student and the life experiences that you have, and change them to make them fit into what you are.*
- *My new experiences will change what I am and the way I perceive myself as a teacher. I think I will see new sides of the profession.*
- *I was someone at the beginning of my degree, I was someone at the end, and I am someone now.*

When asked about how their subject areas affected their identities as teachers, participants were clear that being an L2 teacher made a difference.

- *It's not easy to teach ESL. It's kind of hard to relate to your students when you only speak in English. When I sub in French, Physics, or in Math, it's completely different. They act differently because I speak their mother tongue. Here, I only speak in English, so it's completely different. The relationship that you have with your students is not the same as when you speak in English.*
- *The context makes a difference in the relationship, but being a specialist in regular classes, we only see the students one hour per week. So that also makes a difference in*

terms of learning English because not all students take learning English seriously because we have an hour of fun activities. It's hard to make the students realize that English is important for them and find a way to have them participate and have fun, but also at the same time make them learn something.

- I'm the ambassador for English – I need to push it all the time. Some students see me as the scary person who speaks a foreign language they don't understand. Others see me as the fun teacher who they don't really understand all the time, but who brings in games and tries to adapt things.
- I live between two cultures; the francophone culture and the anglophone one. I'm perfectly bilingual, so it's hard to put myself in the students' shoes and say "I guess we have always just said it that way, so this is an English expression or something." I'm kind of living on the border culture

between English and French with the students.

- I'm a French as a second language teacher, so for me, it's easy to speak in French. I teach some English students who don't know French at all so it's easy for me to feel that I can teach them something, whereas in Social Studies, there are some parts that I'm not very familiar with, and sometimes students ask me questions and I'm like, "Oh, I'm not sure about this." So that influences a lot what I think I am.

Implications for teacher education

A study like this can only begin to identify the factors affecting the transition into initial practice as a teacher. The participants' statements make abundantly clear that the first year of teaching is destabilizing for many new teachers. While some in the second interview expressed a sense of self-confidence that is related to

possessing a professional identity, they also acknowledged that a broader understanding of what to expect was needed in order to better meet the challenges they face on a regular basis. Teacher education must address the needs of new teachers in providing a broader sense of the challenges of the profession and the ways that having a strong professional identity can help meet these challenges in effective ways. In particular, teacher education should pay greater attention to factors that influence L2 teachers' professional identity development, given the fact that many L2 teachers are also teaching their L2, and therefore find themselves trying to represent a language and culture that is not necessarily their own. We believe there is a strong connection between understanding and believing in one's professional identity, and success in making the necessary continuous adjustments to new situations that one meets in schools.

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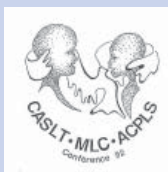
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CASLT TIMELINE

1992

National Conference in Edmonton, AB. The theme is "Global Harmony Through Languages". Individual membership costs \$45.



1992

"(...) while aspects of our lives are language and culture bound, language and culture also provide us the keys to open doors of understanding, magic, and insight wherein we can celebrate our differences and our human commonalities."

Ann Medina, excerpt keynote address, CASLT Annual Conference.

1993

WRITE IT UP!, a national writing contest for 10-13 year olds around the theme "English and French in Canada: what it means to me," is sponsored by CASLT, CPF, and CAIT.

Avantages de courts échanges bilingues pour le programme scolaire,
 Suite de la page 19.

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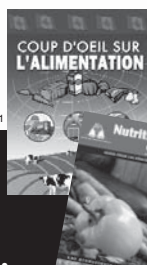





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CASLT TIMELINE

1993



National Conference is held in Whitehorse, YT. The keynote speaker is Geoff Mills, a French and English language curriculum specialist.

1994

CASLT initiates Design Teams to develop its national assessment toolkit. Claire Bélanger of Quebec is the project coordinator. This project, over 5 years, provides instruments for both FSL and ESL language classrooms in 4 documents.

1994

CASLT sponsors the National Core French Study: A Model for Implementation, the follow-up project for the NCFSS.





Sonya LeGresley: H.H. Stern Award Winner 2010

An Intensive Approach to English in the Acadian Peninsula

Sonya LeGresley, *agente pédagogique du District scolaire 9* is a passionate educator who is determined to improve the language competencies of the students in her French majority school district. As Canada's only officially bilingual province, New Brunswick (NB) has set the goal of 70% of its high school graduates being able to communicate orally in their official L2 at the Intermediate level or above.

Faced with meeting this challenge, LeGresley consulted with the representative from the Ministère de l'éducation responsible for Anglais langue seconde, researchers from the Second Language Research Institute of Canada (L2RIC) at UNB, researchers Joan Netten and Claude Germain, and representatives from SPEAQ and conseils scolaires in Québec. The team reviewed research related to intensive language learning and instruction in general, working with documents used in Intensive English programs in Quebec, literacy development and the research and tools developed in the Intensive French programs then being piloted in NB. They then set forth to create a pilot project in School District 9 of the Acadian Peninsula in the 2006-2007 school year.

LeGresley had to make special considerations prior to making decisions, including: gaining the support of principals, locating potential lead teachers and increasing the understanding of the purpose and principles of an Intensive language program. Francophones in NB are proud of their French identity, language and culture, and strive to maintain its vitality and strength. Therefore, the goal of the project was to increase English language proficiency among students without proposing an English immersion program.

Having gained the support of the Superintendent, the District Education Council, two principals and two teachers, school sites

were selected. In 2006-07, Karen McLaughlin of École La Ruche, and Nadine Lacroix of École L'Escale des Jeunes, worked with LeGresley to deliver a program based on local needs and goals.

Student motivation to learn their official L2, increased language competence and local support for the program were the main elements of success of the initial pilot year. The project has thus expanded yearly throughout the Acadian peninsula and has grown to 19 intensive classes for 2010-11.

« C'est un honneur en mon nom, mais surtout au nom de toutes les enseignantes et tous les enseignants qui ont pris des risques et se sont lancés dans cette belle aventure. Je partage pleinement ce prix avec les enseignants d'anglais intensif du district 9 de la Péninsule acadienne », a partagé Madame LeGresley.

Based on the success in the Acadian Peninsula, the province has recently launched an optional pilot program in other Francophone districts where provincial results indicate a need for enhanced L2 programming in New Brunswick's francophone school districts. Unique to this program is the outcome focus on literacy strategy development and language competencies of the CEFR and ELP. LeGresley continues to serve on the provincial Intensive English committee and is often consulted by other school districts in the province.

"As an impassioned administrator responsible for advancing bilingualism, it is pedagogical leaders such as Sonya that truly move us forward. Her initiative and her openness to consult and learn from research have allowed us to develop a truly sound research-based intensive program unique to our province. Sonya has always displayed strong professional commitment and she continues to support her teachers in a myriad of ways as they initiate new approaches to teaching and learning languages," said Caroline Turnbull, Agente pédagogique, Ministère de l'Éducation du N-B.

Congratulations to Sonya and her team of Intensive English teachers for having pioneered this new approach in Francophone New Brunswick.



Karen McLaughlin, Sonya LeGresley et Nadine Lacroix

Photos on cover and p. 25 by Tania Basque

CASLT TIMELINE



1995

National Conference is held in Vancouver, BC. The theme is "The Multilingual Child: Unlocking our World's Potential". It features a significant increase of international languages within CASLT and of workshops dealing with the presence of cultural diversity in today's language classroom.

1995

Special Edition of Bulletin to celebrate CASLT's Silver Anniversary. Included is a message from Prime Minister Jean Chrétien: "Your record of achievement testifies to the quality of the programs and services which you provide."

1996

CASLT's Multicultural Education Research Reports begins. The project develops from the desire that multicultural education be a fundamental aspect of all classrooms and schools. Five reports are published and distributed across Canada. (Directors: Keith McLeod and Zita De Koninck)



Cross-Linguistic Influence



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 Laura Collins, Associate Professor of Education, Teaching English as a Second Language (TESL) and Applied Linguistics at Concordia University. She has a BEd from the University of Toronto, a MEd in Second Language Teaching from the University of Ottawa, and a PhD in

Humanities from Concordia. Her research focuses on input and acquisition (with a focus on classroom input), second language pedagogy and language learning (with a focus on pedagogical grammar), cross-linguistic influence among bilingual and multilingual speakers, and the relationship between the distribution of instructional time and language learning outcomes. A specific interest for the past few years has been the acquisition of tense and grammatical aspect among second language learners. She can be reached at lcollins@education.concordia.ca.

How do the languages you know influence the language you are learning?

At one point in the history of second language teaching, the answer to this question would have focused on the ways in which known languages can hinder the learning of a new language. Indeed, the term “interference” was coined to describe errors that appeared to result from inappropriately transferring knowledge of the first language to the second. We’re all familiar with examples of this phenomenon: an anglophone speaker tells you *Je suis 8 ans*, applying the notion from English of expressing age with the verb *to be*; a francophone student explains that *he goes at school by bicycle*, incorrectly assuming that *at*, which signals location in English, can also express direction as the preposition *à* does in French.

These transfer errors can also include phonology: an anglophone may struggle to understand whether something is *au dessous* or *au dessus*; a francophone may have difficulty explaining that she wants to *fill*, not *feel*, *your bag*.

Persistent problems often occur when the second language (L2) has features that are similar but not identical to the first (L1). When there is partial overlap, learners may have trouble noticing where the languages actually differ. For example, the English present perfect shares some, but not all of the functions of the *passé composé* in French (e.g., *j’ai vu ce film* and *I have seen that film* versus *j’ai vu ce film hier* and *I saw that film yesterday*). French and English allow for adverbs of frequency and manner to occur in similar positions in a sentence, but there are a couple of key differences that can take students considerable time to work out, resulting in commonly observed errors such as: *le chien rapidement a mangé son biscuit* and *the dog ate quickly its cookie*.

While there is clear evidence that known languages can indeed lead to incorrect assumptions when someone is acquiring an additional language, our current understanding of the relationship between new and previously learned languages has become much more nuanced. It is more common now to speak about *cross-linguistic influence*. This term, suggested by Kellerman and Sharwood Smith (1986), broadens the scope from interference to also include facilitative effects and even bi-directional effects from known languages to new languages and vice versa.

As for helpful influences, consider the learning of verb tenses in French. The fact that Spanish also has an *imparfait/passé composé* contrast appears to give hispanophones an initial advantage over anglophones, whose language does not mark the contrast (Izquierdo & Collins, 2008). Another example: the English present perfect, similar in form and some functions of the *passé composé* in French, seems to emerge earlier among francophone learners than among learners whose first language lacks the form (Collins, 2002), although this partial similarity, as noted above, can also present challenges later on.



CASLT TIMELINE

1996

Launch of the CASLT Web site, designed by a technology team from TV Ontario. The first homepage is orange and announces the conference information.

1997

The CASLT Technology Project is launched for a three-year term. Its focus is to make use of the Internet for production and display of materials and for communication purposes among second language educators.

1997

National Office moves from Winnipeg to Ottawa, sharing office space with CPF. Bulletin becomes *Réflexions* in its Spring issue.



Of course, not all L2 errors can be traced to one's L1. Learners from different linguistic backgrounds have been observed to go through similar stages and make similar types of errors in the learning of some aspects of the same L2, such as question formation, negation, and verb tenses (Lightbown & Spada, 2006). Collins (2007), for example, found that Japanese and French-speaking learners, whose first languages differ in terms of how verb tenses work, nonetheless shared similar challenges in learning the simple past in English.

Within language teaching there is increasing interest in treating students' L1 as a potential resource for learning a new language, and in exploring how learning an L2 can result in heightened awareness of one's L1. Examples

include projects involving French and English teachers of the same students who are learning English and/or French as second languages (e.g., Horst, White & Bell, in press; Lyster, Collins, and Ballinger, 2009), and Armand & Colleagues' materials for exploring linguistic diversity, available at www.elodil.com.

I've concentrated more on L2 learning here, but of course it is very common for someone to be adding a third, fourth or nth language to his or her repertoire, which allows for potential influence from more than one source language. Exploring what we know (and don't know) about cross-linguistic influence in multi-lingual learning could easily be the topic of a separate column! ♦♦♦♦

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Kellerman, E., and Sharwood Smith, M. (1986). *Crosslinguistic influence in second language acquisition*. Oxford, UK: Pergamon.

Izquierdo, J., and Collins, L. (2008). The facilitative role of L1 influence in L2 tense-aspect marking: A comparison of Hispanophone and Anglophone learners of French. *The Modern Language Journal*, 92(3), 349–367.

For an overview of the different ways the L1 may interact with the learning of an L2, see chapter four of:

Lightbown, P.M., and Spada, N. (2006). *How languages are learned* (Third. ed.). Oxford: Oxford University Press.

For a more theoretical account, see:

Jarvis, S., and Pavlenko, A. (2008). *Crosslinguistic influence in language and cognition*. New York: Routledge.

ASK OUR EXPERTS!

Do you have a topic of interest you would like discussed in this column? Send your questions to communications@caslt.org.

CASLT TIMELINE



1998

Joint National Conference with CAIT in Ottawa, ON. CASLT runs numerous workshops on this occasion. Jim Howden of Quebec becomes President.

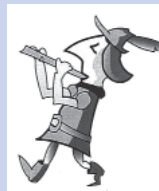
1998

Robert Roy Award recipient is Sally Rehorick of University of New Brunswick, SLEC.



1998

Symposium of Technology and Second Languages in Ottawa, ON. Workshops are held discussing access to the Internet, Web resources and email for both PCs and Macs.





Formal, non-formal and informal learning: The case of literacy, essential skills, and language learning in Canada

This research report investigates the links between formal, non-formal and informal learning, and the differences between them. In particular, the report aims to link these notions of learning to literacy and essential skills, as well as the learning of second and other languages in Canada.

Formal learning is described as intentional, organized, and structured. Formal learning opportunities are usually arranged by institutions. Often this type of learning is guided by a curriculum or other type of formal program.

Non-formal learning may or may not be intentional or arranged by an institution, but is usually organized in some way, even if it is loosely organized. There are no formal credits granted in non-formal learning situations.

Informal learning is never organized. Rather than being guided by a rigid curriculum, it is often thought of experiential and spontaneous.

The report is available for free download (PDF format) or for purchase (\$30) on the Eaton International Consulting Inc. Web site: <http://www.eatonintl.com/www.eatonintl.com/Resources.html>.

Learn Spanish with Jokes

Jeremy Taylor's *Learn Spanish with Jokes* is a unique and useful way for higher level students to practise their Spanish. It claims to be easy to read and help with vocabulary, while hearing and seeing the target language. It lives up to its claim to help with vocabulary by listing 100 new vocabulary words (in 10 word increments), using them in a variety of jokes, then providing a quiz to check for verb meanings and word spelling. It is an easy read, however, only for native speakers or for advanced learners of Spanish. The book uses many different forms of the present, preterit, imperfect, subjunctive and conditional tenses with a variety of irregular verbs. While a student may recognize a verb stem or part of a word, to fully understand a joke, a student must understand more than just parts of words. Telling and understanding jokes in any language requires a higher level of language learning, but *Learn Spanish with Jokes* does provide many funny and age appropriate jokes for students. This e-book has the potential to be a great supplement resource (for only \$9.95) in higher level classes of Spanish. To access the e-book, visit Jeremy Taylor's Web site (<http://www.jeremytaylor.eu/>) or send him an email: jeremytaylorwriter@gmail.com.

The Prime Ministers of Canada: The Prime Ministers in Canadian Life and Politics

This bilingual educational kit, developed by Library and Archives Canada, was designed by teachers to help students learn about the lives of Canadian prime ministers, as well as their roles and responsibilities. Twenty-two prime ministers are featured; from the Right Honourable Sir John A. MacDonald to the Right Honourable Stephen J. Harper. They each helped Canada shape its identity and evolve over the years.

The kit is intended for secondary school students; grades 9 to 12 and secondary cycles 1 and 2 in Quebec, and the teaching activities are related to curricula across Canada. The kit includes a complete educational resource with five critical thinking challenges, 22 biographical fact sheets, a poster, and a CD-ROM containing digital archival documents related to the prime ministers. For more information or to order a copy of the kit, visit www.collectionscanada.gc.ca/education or access the online order form at <http://www.collectionscanada.gc.ca/education/008-5000-e.html>.



CASLT TIMELINE

1999

Colloquium in Fredericton, NB organized by 3 partner organizations - CAIT /CASLT/ SEVEC with the theme of *Enfant bilingue, citoyen mondial / Bilingual Child, Global Citizen*.

1999

"CASLT is a strong, vital, and growing association that has many feathers in its cap: from the NCFCS through the Assessment instruments and *Réflexions*, to the newly revitalized web site (...) Its true strength, however, lies in its members."
Helen Coltrinari, excerpt President's Address, CASLT AGM

2000

CASLT receives the SEVEC Award of Merit which recognizes outstanding efforts and exceptional contributions made in the promotion of exchanges among Canadian youth.





Coffret de musique DEBOUT! : La nouvelle collection « Être » de Guylaine Lejeune

Des élèves de l'Atlantique, de l'Ontario et de l'Ouest ont choisi dix chansons des quatre coins du Canada français. Ce palmarès des succès de l'heure qui ont le plus de chances de plaire aux adolescents et aux adolescentes vous est offert dans le coffret « Debout! » qui contient les albums complets des artistes. Cette initiative vise à faire connaître des artistes francophones de toutes les régions du Canada qui sont

susceptibles de plaire aux adolescents et aux adolescentes. Le coffret coûte 185\$. Pour commander cette ressource, veuillez remplir le bon de commande disponible sur le site web de la Fédération canadienne des enseignantes et des enseignants ([http://www.ctf-fce.ca/documents/Recources/Francaise/coffret DEBOUT_bon de commande.pdf](http://www.ctf-fce.ca/documents/Recources/Francaise/coffret_DEBOUT_bon_de_commande.pdf)).

La collection « Être » a été développée pour les jeunes de la préscolaire à la 1^{re} année et est composée de dix livrets de lecture à caractère informatif et ludique. Grâce aux rimes, les jeunes lecteurs et lectrices peuvent s'amuser tout en développant leur conscience phonologique, élément essentiel à l'apprentissage de la lecture et de l'écriture. Chaque livret, à couverture laminée glacée, mesure 14 cm sur 14 cm et contient 16 pages. Pour des livres de cette collection, veuillez contacter Karina Satriano au 418-833-5607 ou envoyez-lui un courriel: satriano@envolee.com.

Nous RECHERCHONS des AUTEURES et AUTEURS pouvant écrire du MATÉRIEL pédagogique ou des ROMANS jeunesse.



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Collection Être

Préscolaire et 1^{re} année

La collection Être est composée de dix livrets de lecture à caractère informatif et ludique. Grâce aux rimes, les jeunes lecteurs et lectrices peuvent s'amuser tout en développant leur conscience phonologique, élément essentiel à l'apprentissage de la lecture et de l'écriture.

Auteure
Guylaine Lejeune

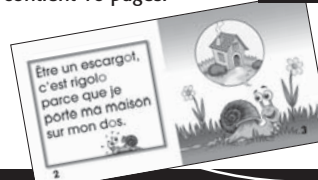
Illustrateur
Bernard Barolle

Chaque livret, à couverture laminée glacée, mesure 14 cm sur 14 cm et contient 16 pages.



Série 1 - 81385
14,99\$ (5 livrets)

Série 2 - 81392
14,99\$ (5 livrets)



Texte intégral sur la troisième de couverture

CASLT TIMELINE

2000

CASLT celebrates 30 years of promoting the advancement of second language education throughout Canada with a conference thrown in collaboration with OISE, themed, "Second Language Teaching and Assessment Go Hand in Hand."



2001

Dr. Wally Lazaruk of Edmonton, Alberta, wins the Dr. Robert R. Roy Award. Susan Forward of Newfoundland and Labrador becomes President.

2001

CASLT's Web site is accessed 24,000 times and receives 11 Web awards.



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.

À la découverte avec GPS

By Jennifer Looker

Les systèmes mondiaux de localisation (GPS) sont en train d’envahir le monde. De nos jours, presque tout appareil électronique, par exemple, les téléphones cellulaires, les iPods et même les voitures, possède une capacité GPS. Ces appareils font partie du programme d’études des sciences humaines au Manitoba.

Tourisme Riel et le Conseil de développement économique des municipalités bilingues du Manitoba (CDEM) ont identifié le potentiel des GPS pour faire découvrir la région de Saint-Boniface.

Nous entamons notre quatrième année d’Aventures GPS à Tourisme Riel. Vous vous demandez sans doute « Qu’est-ce que ça mange en hiver, une aventure GPS? » C’est une activité personnalisée où nous pouvons éduquer les élèves de la 4e année jusqu’à la 12e année, ainsi que les adultes, sur l’utilisation d’un récepteur GPS pour naviguer. Les points de cheminement (endroits prédéterminés) de plusieurs sites d’importance historique ou culturelle à Saint-Boniface sont programmés à l’avance dans les récepteurs GPS. Les étudiants doivent naviguer vers ces points de cheminement et, en répondant à des questions ou des indices reliés à l’histoire du lieu, obtenir des réponses qui les

mènent à leur prochaine destination. Les réponses se trouvent sur des plaques, des monuments, ou dans les discours des interprètes sur les lieux. Les élèves doivent lire, poser des questions, ou écouter une présentation afin de pouvoir obtenir l’indice ou l’information nécessaire pour décoder leur destination finale. Les élèves aiment beaucoup ce travail de détective.

Sans exagération, on peut dire que les enseignants ne sont pas tous à l’aise avec l’ensemble de la matière qu’ils doivent enseigner. Certains sont moins confortables à enseigner le français, d’autres, la technologie. Quand les enseignants apprennent que nous pouvons faire une activité interactive avec leurs élèves au sujet de leur patrimoine, tout en apprenant comment utiliser un récepteur GPS en français, ils sont enthousiasmés.

Organiser des activités éducatives qui encouragent les élèves à parler français n’est pas toujours facile quand on enseigne dans un milieu minoritaire. Que les élèves ne parlent pas toujours français est la difficulté la plus gênante à surmonter et la plus rencontrée dans les écoles francophones ou en immersion. Heureusement, nos récepteurs GPS sont programmés en français, ce qui permet aux explications de se dérouler sans terminologie anglophone.

Les fiches de collecte d’indices sont également en français. Afin d’assurer le succès de l’activité et de hausser la compréhension des élèves pendant

l’activité, nous envoyons la fiche à l’enseignant quelques semaines à l’avance. L’enseignant peut ainsi enseigner les mots de vocabulaire à ses élèves avant l’activité. De plus, chaque groupe est accompagné d’un accompagnateur qui s’assure qu’on parle le français pendant l’aventure GPS. Quelle belle initiative!

L’aventure GPS est rapidement devenue l’activité la plus populaire de Tourisme Riel et de ses partenaires. Il y a si peu d’activités disponibles en français et encore moins qui peuvent être adaptées aux groupes scolaires de français de base.

Notre but est que les élèves puissent découvrir Saint-Boniface, qu’ils soient francophones, anglophones, ou autres. Nous voulons leur faire visiter et vivre l’expérience du milieu francophone qui existe à Winnipeg. Notre but ultime, comme franco-manitobains qui vivent dans cette belle région, est d’essayer de développer chez les personnes de tous les patrimoines une appréciation pour la langue française et la culture qui l’accompagne.



Jennifer Looker
Jennifer Looker est coordonnatrice en tourisme pour la région Riel. Elle s’occupe de développer de nouveaux circuits pour les aventures GPS et de nouveaux projets.
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CASLT TIMELINE

2002

CASLT and CAIT joint National Conference is held in Charlottetown, PEI. Dyane Adam, the Commissioner of Official Languages, is the keynote speaker.



2002

CASLT hosts the Spring Celebration of Language Learning and Teaching on Parliament Hill in Ottawa, ON. The keynote speaker is John Ralston Saul.

2003



Merril Swain, OISE, University of Toronto wins the Dr. Robert R. Roy Award.



To Speak or Not To Speak the L2 When Teaching

By Stéphane Lacroix

The Target Language (TL) should be used for communicative competence. This is why the Quebec Ministry of Education promotes exclusive use of the TL when teaching.

Past research suggests that the quantity of L2 used by teachers varies considerably (between 10 and 100%). There are several reasons to explain this huge variation: a teacher's personal preference; influence from programs; the teaching level; the province; the teacher's background; the teacher's proficiency level; time constraints; etc. Nevertheless, more teachers in Quebec are teaching in the TL, even in Grade 1. The Quebec Ministry of Education published a DVD showing various, successful L2 teachers in action, in order to help other teachers who wish to use more TL when teaching (MELS, 2004).

An L2-only environment has to begin with the teacher. Below are strategies with a brief explanation, from the most to the least commonly used:

- Repetition – By repeating the message, the learner may get the segments of the sentence that he didn't understand.
- Emphasizing – Stress on a single word, like a verb, will help the learner get the message.
- Articulation – Teachers have a tendency to speak too quickly. It is necessary to articulate properly.
- Simplified message – Try to make simpler and shorter sentences so students understand the message.
- Pausing – At times, it is best to give students time to digest what was said.
- Definitions – Define the word, or have a student do it for you.
- Cognates – This refers to equivalent words in two languages; beware of false cognates, however, which are not equivalent (e.g., library and librairie). Suggestion: limit the use of cognates, as learners tend to switch to their L1 because of them. This slows down the processing and is known as cross-linguistic interference.
- Synonyms – Giving equivalent words in the same language.
- Antonyms – Giving opposites.
- Demonstrating – Show the students how it is done instead of just telling or explaining.
- What agent does – Explain what the subject does (e.g., a cat purrs, the wind blows, etc.)
- Drawing – The teacher or a student may draw the picture on the board.
- Pictures – By showing authentic pictures (realia), the visual appreciation should help the students guess what the theme will be.
- Miming – Pretending to be doing something (with no props).
- Dramatization – Miming with exaggeration.
- Contextualizing – Use the word in context in order to have the learner get a better picture of the "setting."
- Filling in the blanks – By presenting the students with a sentence and omitting one word, the student – through the context – should have a better chance of guessing the answer.
- Standardizing commands – Practice the most important instructions given in class with students and add more when they are ready.
- Cognitive islands – Place words into categories related to similar themes.
- Breaking words down – By looking at the parts of a word, it is possible to understand its entirety.

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Stéphane Lacroix

Stéphane Lacroix has been teaching ESL for 18 years at the elementary, secondary, college, and university levels. He is an ESL professor at the College and University of Quebec in Abitibi-Témiscamingue.

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CASLT TIMELINE



2003

By August, there are 1,979 active CASLT members, and the Web site is accessed one million times. Nicole Thibault is named as the organization's first Executive Director.

2004

CASLT in partnership with the University of Québec à Montréal begins a Student FSL Teacher Exchange Pilot Project.

2004

The Honourary Lifetime Member Award is reinstated. This year's recipient is Hilaire Lemoine, retiring Director General at the Department of Canadian Heritage, Support for Official Languages Branch.





La culture dans un milieu authentique

Par André Charlebois

« Monsieur, pourquoi la musique française est-elle différente de la musique anglaise? »

« Madame, comment dit-on *Happy Birthday* en français? »

Voilà des questions anodines, souvent posées par des élèves de FLS, alors qu'ils tentent de communiquer des idées, des émotions ou des sentiments lors d'une conversation entre eux. Ce constat démontre que les élèves sont en mode d'apprentissage, non seulement de la langue proprement dite, mais également de la culture dont fait partie cette communication.

Dès 1990, *l'Étude nationale sur les programmes de français de base* a défini la culture de la façon suivante :

« La culture, c'est le cadre de vie, le mode de vie et les façons de se comporter, de penser d'une communauté dont l'histoire, la géographie, les institutions et les signes de reconnaissance sont distincts et la distinguent, à un degré plus ou moins grand, de toute autre communauté. »

(*Syllabus Culture*, l'ACPLS, 1990)

Près de 20 années plus tard, cette définition revêt toujours une certaine pertinence alors que les enseignants de FLS veulent apprendre à leurs élèves à communiquer dans un contexte authentique. La culture est justement un aspect qui permet

à l'enseignant de véhiculer cette authenticité dans son enseignement.

Durant la formation sur *La culture de la base*, offerte par l'ACPLS, les enseignants sont invités à partager leur culture personnelle, permettant ainsi de démontrer aux élèves qu'ils ont leur culture bien à eux. L'activité sur *les cercles d'appartenance* incite l'élève à explorer les notions d'appartenance, d'interdépendance et de relation avec la communauté et le pays (Guide d'activité, *Appartenance*, CIC, 2000). Vous pouvez consulter l'explication détaillée de cette activité à la suite de cet article.

Avec la mise en œuvre du programme de Français intensif dans toutes les provinces et tous les territoires canadiens, la culture revêt de plus en plus d'importance. Il est inévitable; l'enseignant ne peut pas dissocier culture et enseignement de la langue. L'enseignant est la personne qu'il est – voilà tout. Il vaut mieux profiter de sa culture en la présentant dans un contexte authentique.

Lorsque l'enseignant modélise la phrase qui doit être utilisée par les élèves, par exemple, il doit présenter un modèle qui transmet un message authentique dans une phrase correcte. Ainsi, l'enseignant qui modélise la phrase en lien avec le thème de la musique doit partager ses goûts, une partie inhérente de sa culture.

La phrase à modéliser peut être aussi complexe que: « Mon type de musique préféré est la musique traditionnelle parce que j'aime son rythme rapide. Quel est ton type de musique préféré? »

En plus du contexte langagier utilisé par les élèves, l'enseignant doit partager son goût, sa préférence et ses affinités. On s'éloigne ainsi du contexte stéréotypé de la culture, souvent associée au folklore et aux traditions. La culture est bien plus que cela, telle que définie précédemment.

Un des principes pédagogiques fondamentaux du Français intensif est ainsi mis en pratique. « Authenticité : Apprendre à communiquer dans une L2 nécessite une utilisation de la langue dans des situations authentiques de communication. »

(Introduction, *Guide pédagogique interprovincial, Le français intensif*, deuxième édition, Claude Germain et Joan Netten, 2009)

La culture amène également sa part de célébration, par le biais de fêtes, d'anniversaires, de rituels, de nourriture; enfin, tout ce qui la démarque des autres cultures. Un sondage auprès des élèves permettra de mieux connaître les origines de leurs familles, coutumes et célébrations. Cette information servira ensuite de tremplin à l'enseignant qui veut amener ses élèves à connaître et vivre différentes cultures.



CASLT TIMELINE

2005

Release of An Examination of Intensive French: A Pedagogical Strategy for the Improvement of French as a Second Language Outcomes in Canada, research report by Dr. Alina MacFarlane.

2005

Status of Language Teachers & Programs is launched as a project bringing visibility to the issues in language teaching including recruitment and retention of second language teachers and the value placed on their programs.

2006

CASLT signs a partnership agreement with the Canadian Teachers Federation. Miles Turnbull and Winston Carter are the signatories.





Cette célébration de la diversité culturelle permettra aux élèves d'élargir leurs horizons culturels, promouvant ainsi le respect, la dignité et l'estime de soi. Et tout cela, en français!

Cette reconnaissance de la diversité culturelle de la classe permettra peut-être aux élèves d'entendre une langue autre que le français

ou l'anglais. Cette expérience pourrait piquer l'intérêt de certains élèves qui voudront approfondir leurs connaissances dans ces autres langues.

En somme, la culture devient le véhicule par excellence pour encourager et motiver les élèves à utiliser la langue. Les élèves aiment parler d'eux-mêmes, partager leurs intérêts et leurs goûts. Tirons-en avantage!

Il ne faut pas oublier qu'« à travers les interactions quotidiennes avec les élèves, le personnel enseignant et la communauté, l'enseignant de FLS devient un ambassadeur de cette culture qu'est la sienne. » (Tiré du magazine *Voice*, *Une culture, ça se célèbre*, André Charlebois, Hiver 2005) ●●●●



André Charlebois

André Charlebois est expert-conseil dans différents domaines pédagogiques, dont le Français intensif et l'évaluation. Il est également auteur de nombreuses ressources pédagogiques utilisées par les enseignants et les élèves de français langue seconde. Il est professeur à l'Université d'Ottawa et animateur de nombreux ateliers pédagogiques en FLS à travers le Canada.

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Les cercles d'appartenance

- Explorer les notions d'appartenance, d'interdépendance et de relation avec la communauté et le pays.
- Être inclusif des différentes cultures qui composent la mosaïque canadienne.

Distribuer la feuille d'activité aux participants. Expliquer l'activité « Les cercles d'appartenance »

Suivre les directives en donnant le temps aux élèves de compléter l'exercice.

1. Chaque participant écrit son nom sur la ligne du sourire.
2. Dans le cercle suivant, écrire le nom des personnes avec qui vous vivez ou voyez tous les jours (parents, grands-parents, animaux familiaux).
3. Dans le cercle suivant, écrire le nom des intervenants ou personnes qui vous aident.
4. Dans le cercle suivant, écrire le nom des organismes dont vous faites partie.

5. Dans le cercle suivant, écrire quatre endroits où vous vous sentez bien, en sécurité.

6. Dans le cercle suivant, écrire le nom du village, du canton, de la ville ou de la région et de la province où vous habitez.

7. Dans le cercle suivant, écrire le nom du pays où vous habitez maintenant.

8. Dans le cercle suivant, compléter les 2 phrases : Je suis né(e) dans le pays appelé Aujourd'hui, je suis citoyen(ne) du pays appelé

9. Dans le dernier cercle, de quoi faites-vous aussi partie? (continent, planète, système solaire, galaxie...)

Par le biais du cercle, démontrer que chaque personne fait partie non seulement d'une famille, mais aussi d'un plus grand espace.

(Source: Guide d'activité, *Appartenance*, CIC, 2000)

CASLT TIMELINE



2006

CASLT undertakes the FSL Teachers' Perspectives Survey and Report in partnership with CTF and CAIT. Sharon Lapkin, Larry Vandergrift and Alina MacFarlane are the principal investigators.

2007

In July, there are 3,223 active CASLT members.



2007

CASLT releases a series of 14 bilingual podcasts discussing research findings and strategies to support FSL programs. This project then receives Canadian Council on Learning support.



TABU

Submitted by Steffi Retzlaff

Niveau: alle Lernjahre (man sollte Tabu jedoch erstmals nach dem ersten Unterrichtshalbjahr spielen)

Kontext und Lernziel: Wortschatzarbeit, vor allem Wortschatzwiederholung, Sprechen, Umschreibungen

Material: Tabukarten, Uhr (Sanduhr, Eieruhr oder Uhr mit Sekundenzeiger).

Die Tabukarten können von der Lehrperson selbst vorbereitet werden oder von den Lerner/innen. Dazu braucht man Karteikarten und evtl. Wörterbücher. Die Lehrperson erklärt, wie eine Tabukarte aussieht und bittet die Lerner/innen dann jeweils 5 (10, 12...) Begriffe (Substantive, Verben, Adjektive, Persönlichkeiten oder Länder) aus der Vokabelliste ihres Textbuches herauszusuchen und dazu Tabukarten zu erstellen.

Dauer: 40 – 60 Minuten

Die Grundlagen

Man bildet Gruppen von 6-8 Spieler/innen. In diesen Gruppen wird Tabu gespielt. Dazu teilt man jeweils eine Gruppe in zwei Mannschaften (Mannschaft A und Mannschaft B). Ein Spieler der A-Mannschaft bekommt einen Stapel Tabukarten, um sie seinen Teammitgliedern zu erklären. Dazu sitzen die anderen der A-Mannschaft ihrem Spieler gegenüber. Sie dürfen die Karten nicht sehen. Die Mitglieder des B-Teams sitzen neben oder hinter dem Spieler der A-Mannschaft, um zu kontrollieren, dass er auch keine der Tabu-Wörter zum Erklären benutzt. Wenn er eines der Tabu-Wörter auf der Karte benutzt ist diese verloren, d.h ein Punkt für die gegnerische Mannschaft.

Die B-Manschaft kontrolliert auch die Zeit. Wenn man keine Sanduhr hat, legt man vorher eine Zeit fest, zum Beispiel 45 oder 60 Sekunden. Sobald die Sanduhr durchgelaufen ist (oder die Sekunden rum sind), muß die eigene Mannschaft erraten haben, was man erklären wollte, oder aber der Begriff gilt als verloren.

Los gehts

Der erklärende Spieler der A-Mannschaft fängt nun an den Begriff auf der ersten Tabukarte zu umschreiben - selbstverständlich ohne die vier auf der Karte angegebenen Tabuwörter zu benutzen. Er muss den eigenen Mitspielern also so gut wie möglich den Begriff erklären und das möglichst schnell - die Mitspieler der A-Mannschaft versuchen den Begriff zu erraten. Wird ein Begriff erraten und es ist noch Zeit in der Sanduhr übrig, dann muss man schnell einen neuen Begriff ziehen und wieder erklären, denn je mehr Begriffe man erklären kann, desto mehr Punkte gibts.

Danach ist die B-Mannschaft dran, dann wieder die A-Mannschaft und so weiter. Es wird immer abwechselnd geraten.

Dabei gilt es - außer den Tabuwörtern - noch einige Regeln zu beachten:

- es dürfen Wörter oder auch ganze Sätze zum Erklären benutzt werden
- es darf kein Teil IRGEND EINES Wortes auf der Karte als Erklärung benutzt werden (auch keine Form der abgedruckten Wörter, z. B. darf das Wort 'Flug' nicht mit 'fliegen' erklärt werden)
- es dürfen keinerlei Zeichen benutzt werden



CASLT TIMELINE

2008



Honourary
Lifetime Member
Award recipient:
The Honourable
Senator
Claudette Tardif
of Alberta.

2008



CASLT celebrates
the UNESCO
International Year
of Languages with
the release of its
*Celebrating
Languages
Week* kit.

2009

First *Languages Without
Borders* national conference
is organized in Edmonton, AB
in partnership with IISLE.
Over 600 teacher delegates
from across Canada and
representing more than eight
languages take part.



- man darf keine Geräusche oder Töne von sich geben oder Gesten machen, um einen Begriff zu erklären (diese Regel kann aber für Anfänger gelockert werden)
- Erklärungen mit “es reimt sich auf” oder “klingt wie” sind verboten
- es dürfen keine Anfangsbuchstaben oder Abkürzungen der Wörter auf der Karte benutzt werden
- man ist nicht gezwungen, einen Begriff zu erklären. Kann man es nicht oder kennt man das Wort nicht, legt man die Karte bei Seite und zieht eine neue (das ist keine verlorene Karte, der Punkt geht nicht an die andere Mannschaft).

Gewinnermannschaft ist diejenige, die die meisten Punkte, d.h. Karten erraten hat. Hier sind einige Beispiele für Tabukarten:

<p><u>der Hund</u> die Katze das Tier bellen der Pudel</p>	<p><u>reparieren</u> das Auto das Fahrrad der Mechaniker schmutzig</p>	<p><u>Berlin</u> das Brandenburger Tor die Hauptstadt der Alexanderplatz das Jüdische Museum</p>
<p><u>der Satz</u> das Wort der Buchstabe sprechen schreiben</p>	<p><u>hungrig sein</u> essen trinken das Brot der Magen</p>	<p><u>der Geburtstag</u> die Überraschung schenken kaufen die Blumen</p>

Und nun los: Begriffe beschreiben – erraten – und fertig! Viel Spaß!



Steffi Retzlaff

Steffi Retzlaff holds an MA in German and English from the University of Oldenburg, Germany and a PhD in Linguistics from the University of Potsdam, Germany. She has taught in a variety of institutions both in Germany and in Canada. Her major areas of teaching and research include German, ESL/EFL, discourse studies and various action-oriented approaches to the teaching of languages and literatures such as drama pedagogy.

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CASLT TIMELINE



2009



Larry Vandergrift wins the Dr. Robert R. Roy Award. By October, there are 4,616 active CASLT members.

2010



Daniel Coste gives workshops in Vancouver and in Ottawa to share perspectives for the implementation of the CEFR and the ELP in Canada.

2010

Valerie Pike is President. CASLT membership reaches 5,200. New Executive Director, Guy Leclair joins the organization. The AGM is scheduled for Winnipeg, MB, CASLT’s birthplace on September 23rd, 2010.

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 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 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 • Pour inscrire votre événement à notre liste imprimée et Web, envoyez un courriel à gilleslcote@gmail.com

Languages Without Borders
National Conference for Second Language Educators 2011



2010

May 27-28 RASCALS Colloquium, La société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ), Saint-Jérôme, QC. www.speaq.qc.ca/index.htm
May 28-31 The Canadian Association of University Teachers of German Congress, Montreal, QC. www.cautg.org
June 1-3 Canadian Association of Applied Linguistics (CAAL) Annual Conference, Montreal, QC. www.aclacaal.org
July 4-7 American Association of Teachers of French (AATF) Conference, Philadelphia, PA. http://frenchteachers.org/convention/default.htm
July 5-16 University of Ottawa Summer University, Ottawa, ON. www.olbi.uottawa.ca/en/etefts.php
July 7-9 Canadian School Board Association (CSBA) Congress, Halifax, NS. www.cdnsba.org
August 9-13 Saskatchewan Symposium for Intensive and Enhanced French Teachers, Saskatoon, SK. www.caslt.org/what-we-do/what-we-do-pd-events-training_en.php
August 23-27 Ontario Symposium for Intensive and Enhanced French Teachers, Kemptville, ON. www.caslt.org/what-we-do/what-we-do-pd-events-training_en.php
September 23-24 CASLT AGM and Networking Event, 40th Anniversary, Winnipeg, MB. www.caslt.org
October 2-3 International Languages Educator's Association (ILEA) National Language Expo, Toronto, ON. www.ilea.ca
October 14-16 Association canadienne des professeurs d'immersion (ACPI) Congrès, Moncton, N-B. www.acpi-cait.ca
October 14-16 Association française d'éducation comparée et des échanges (AFDECE) International Colloquium, Montreal, QC. www.afdece.com
October 22 Manitoba Association of Teachers of French (MATF) Conference, Winnipeg, MB. www.matf.ca
October 22 Nova Scotia Language Teachers Association (NSLTA) Conference, Halifax, NS. http://local.nstu.ca/web/nslta
October 22 British Columbia Association of Teachers of Modern Languages (BCATML) Conference, Kelowna, BC. www.bcatml.org/conference2010.html
October 22-23 Ontario Modern Language Teachers' Association (OMLTA) Conference, Greater Niagara Region, ON. www.omlta.org
October 29-30 Second Languages and Intercultural Council (SLIC) Conference, Edmonton, AB. http://slic.teachers.ab.ca/Pages/Home.aspx
November 11-13 La société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec (SPEAQ) Conference, Québec, QC. www.speaq.qc.ca
November 25-26 Quebec Provincial Association of Teachers (QPAT) Conference, Montreal, QC. www.qpat-apeq.qc.ca