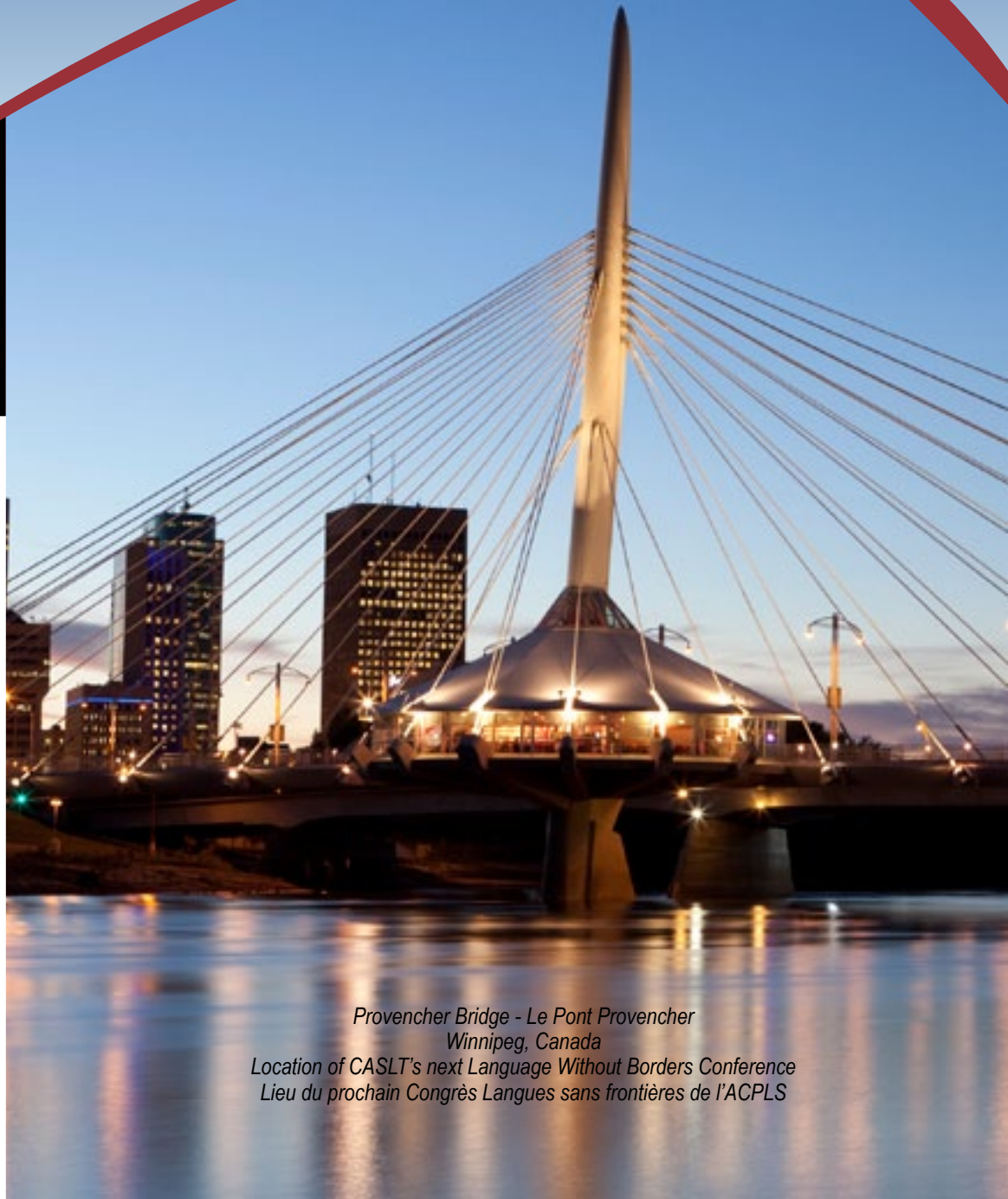


The Canadian Association of Second Language Teachers  
L'Association canadienne des professeurs de langues secondes

# Réflexions

February | Février 2012  
Vol. 31, No. 1

- 10** Linking Second Language Research and Practice: Bridging the Gap Between Course Work in Teacher Education and the Real World
- 17** Une pédagogie de la littératie spécifique à la L2
- 19** A Practical Application of Extensive Reading in the Japanese Language Class
- 22** La formation professionnelle : au service de la formation continue et du développement des compétences



*Provencher Bridge - Le Pont Provencher  
Winnipeg, Canada*

*Location of CASLT's next Language Without Borders Conference  
Lieu du prochain Congrès Langues sans frontières de l'ACPLS*



**4-5**

Invitation à manifester de l'intérêt pour les ouvertures  
au sein du conseil d'administration de l'ACPLS  
Call for Expression of Interest for  
Openings on the CASLT Board of Directors

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Language Teachers (CASLT)

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

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## Editor's Note • Note de la rédaction

Please note that the name of Callie Mady, author of the text titled *Gain Access to Six Research Articles Through the CASLT/Canadian Modern Language Review Common Project* that appeared in the October 2011 issue of *Réflexions* was unfortunately omitted during the layout of the magazine and should have appeared.

Veillez noter que le nom de Callie Mady, auteure de l'article intitulé *Gain Access to Six Research Articles Through the CASLT/Canadian Modern Language Review Common Project* et qui a paru dans le numéro d'octobre 2011 de la revue *Réflexions*, a été omis lors de la mise en page et aurait dû être inséré.



Michael Salvatori  
CASLT's President  
Président de l'ACPLS

**A** zest for life and an enriched heart. These are two of the objectives underpinning recent revisions to courses of study by the Ministry of Education, Culture, Sports and Technology of Japan. In early November 2011, I had the great privilege as a representative of CASLT to be a guest of the Japan Foundation on a cultural visit to Tokyo and Kyoto along with 24 colleagues from Canada and the United States.

The Japan Foundation, created in 1972, has 22 offices in 21 countries throughout the world and its mandate is to deepen understanding of Japan, promote mutual understanding among nations, encourage friendship and goodwill among the peoples of the world, and to contribute to the world by various activities that promote international cultural exchange.

The highlights of the 8 day tour for me were the visits to the Kashiwagi Elementary School and the Urawa High School where we had the opportunity to observe classes, student performances and, most importantly, to engage in dialogue with school leaders, teachers and students.

The emphasis in the curriculum on balancing the attainment of knowledge and skill with the cultivation of a rich and wholesome heart and body was evidenced through the array of activities in the school day. We observed students at the elementary level in some very traditional classroom settings with a strong emphasis on teacher directed lessons followed by a dramatic shift to almost complete student initiative and responsibility for the daily hot school lunch program.

In the secondary school in Urawa, we were spellbound as the students demonstrated for us their skill in a variety of activities including public speaking, debating, musical performances, judo and kendo. The sense of pride among students was palpable as they not only engaged in the activities but took turns leading all of the activities themselves with little or no teacher intervention.

Lors d'une conférence offerte par Dr. Mark Langager de l'International Christian University au Japon, nous avons appris que cette fierté si évidente parmi les élèves est bien logique. Quelques

statistiques reliées au rendement académique des élèves japonais nous révèlent que plus de 98% des élèves reçoivent leur diplôme de fin d'études secondaires et que le Japon se classe parmi les premiers 5 pays du monde sur les tests PISA menés par l'OCDE.

From my own personal experience, Japanese students have embraced the notion of zest for life. During our visit, I had the opportunity to spend time with students on the playground during recess and was immediately surrounded by a group of exuberant young students who all wanted to practice their English language skills while at the same time putting me through my paces in a variety of activities: jumping rope, walking on stilts and maneuvering the parallel bars!

My heart was enriched through this cultural visit and I look forward to opportunities for CASLT to collaborate with the Japan Foundation to develop activities and strategies that will allow members of CASLT to deepen their understanding of the Japanese language and culture and its capacity to inform our own teaching practice. \$\$\$

### Le portfolio canadien des langues pour enseignants



Un document essentiel pour tout enseignant de langue seconde ou étudiant dans le domaine de l'éducation et qui envisage une carrière comme enseignant de français langue seconde, d'immersion française ou de français intensif. Conçu à partir du Cadre européen commun de référence pour les langues (CECR) mis sur pied par le Conseil de l'Europe, cet outil permet à l'utilisateur de constater objectivement l'état de ses compétences en français, de préparer seul un plan d'action adapté à ses besoins et de suivre l'évolution de ses compétences.

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